



THESIS

FOR THE DEGREE OF DOCTOR OF EDUCATION

IN THE FIELD OF EDUCATION

WITH THE TITLE

**STRATEGIES FOR TEACHING LEARNERS TRANSITING FROM FOUNDATION
PHASE TO INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST
DISTRICT OF THE LIMPOPO PROVINCE**

FACULTY OF EDUCATION

MUTHIVHI, MASHUDU JULIA

SUPERVISORS PROF A.P. KUTAME

CO-SUPERVISOR: DR M.C. DUBE

2022

DECLARATION

I, the undersigned, Muthivhi, Mashudu Julia declare that this thesis “Strategies for Teaching Learners Transiting from Foundation phase to Intermediate phase in Rural Areas of the Vhembe East District of the Limpopo Province” is my own work and all sources used or quoted have been indicated and acknowledged by means of complete references. This thesis is original and has never been submitted before for any degree.

Signed by..... on the..... of..... 2022.

DEDICATION

This thesis is dedicated to my late father, Mr. Tshinanne Ephraim Leshivha, and my late mother, Mrs. Ellah Molobela Leshivha, my brothers and sisters from the Leshivha family, for believing in me that one day, I will represent them as one of the academics in the field of education.

I also dedicate this thesis to my husband, Mr. Leonard Muthivhi, my son Mpho, my daughters, Livhuwani, Mulanga and Itumeleng, and my grandchildren, for the support and contribution they gave me throughout my study.

I also give thanks to my spiritual father, Dr V.W. Madzinge, for his encouraging messages and prayers.

Above all, to my God, for I can do all things through Christ, who strengthens me.

ACKNOWLEDGEMENTS

I would like to express my deepest feelings of appreciation to the following people:

- My supervisor, Prof. A.P. Kutame, for his outstanding support, patience, motivation, helpful suggestions, and guidance throughout my entire thesis. Thank you so much Prof., for believing in me and simplifying my research journey.
- My co-supervisor, Dr M.C. Dube, who never stopped encouraging, guiding, and believing in me.
- My mentor, Dr F.P. Muedi, who helped me tirelessly during the process of preparing this document.
- My daughter, Mulanga Muthivhi CA (SA), for transcribing the audio recorded data.
- Dr I.C. Mulaudzi, Dr T.J. Madima and Ms. N.D. Neshunzhi, for their patience and guidance as I struggled with this research.
- My study group from Limpopo for their support and encouragement during the entire research journey.
- Principals and teachers of the Tshinane, Sibasa and Vhumbedzi Circuits, for completing the questionnaires and giving me the opportunity to interview them.
- My colleagues from my former school, Tshitereke Primary School, for their continual support.
- My Circuit Manager, N.M. Ramovha, and my colleagues from my present school, Mafenya Primary School, for their support and unwavering assistance.
- My husband, Leonard Muthivhi, for his support, encouragement, and trust throughout my study.
- My son, Mpho, my daughters, Livhuwani, Mulanga, and Itumeleng, and my grandchildren, for their support.
- Above all, I give thanks to the almighty God who gave me good health, courage, and wisdom to accomplish this.

ABSTRACT

Teaching transition learners from Foundation Phase to Intermediate Phase is still a national academic catastrophe in the Department of Basic Education. Teachers teaching in the Intermediate Phase in rural schools find it difficult to meet the curriculum demands when teaching them. This study aimed to investigate strategies teachers use to teach learners who are transiting from the Foundation Phase to Intermediate Phase in rural areas. The study was conducted through a mixed-methods approach. Simple random and purposive sampling procedures were followed to select teachers who took part in the study. Results showed that teachers are using different forms of teaching strategies to teach learners who are transiting from Foundation Phase to Intermediate Phase in Vhembe East District. Strategies used include code-switching to elaborate a point to make learners understand aspects of subjects taught in English. Group work is found as an effective teaching strategy that impacts the learning outcomes of transiting learners. There are however challenges that teachers and learners face when these teaching strategies are applied. The study recommends that teachers should use strategies that link Grade 3 content with that of Grade 4 to assist learners to know the current content. A model was developed to assist teachers with possible teaching strategies when assisting learners to perform well.

KEYWORDS

Learners, Foundation phase, Intermediate phase, rural areas, teachers, teaching strategies, transition.

ABBREVIATIONS AND ACRONYMS

ANA	Annual National Assessment
ASER	Annual Status of Education Report
CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
LoLT	Language of Learning and Teaching
MoET	Ministry of Education and Training
NEEDU	National Education Evaluation and Development Unit
PIRLS	Progress in International Reading Literacy Study
RNCS	Revised National Curriculum Statement
RNPE	Revised National Policy on Education
RSA	Republic of South Africa
SASA	South African Schools Act

Contents

CHAPTER 1	1
1. INTRODUCTION TO THE STUDY	1
1.1. OVERVIEW OF THE CHAPTER.....	1
1.2. BACKGROUND OF THE STUDY	1
1.3. PROBLEM STATEMENT.....	3
1.4. AIM OF THE STUDY	4
1.5. Objectives	4
1.6. Research Questions	5
1.7. RESEARCH DESIGN AND METHODOLOGY	5
1.8. SIGNIFICANCE OF THE STUDY	5
1.9. OPERATIONAL DEFINITIONS.....	6
1.10. ORGANISATION OF RESEARCH CHAPTERS.....	9
1.11. CONCLUSION.....	11
CHAPTER 2	12
2. LITERATURE REVIEW	12
2.1. INTRODUCTION	12
2.2. OVERVIEW OF THE STRATEGIES FOR TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS	13
2.3. CONTEXTUALISATION OF THE STRATEGIES TEACHERS ARE USING TO TEACH LEARNERS WHO ARE TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT.	40
2.4. THEORETICAL FRAMEWORK.....	70
2.5 CONCLUSION.....	73
CHAPTER 3	74
3. RESEARCH DESIGN AND METHODOLOGY.....	74
3.1 INTRODUCTION	74
3.2 THE AIM OF THE STUDY	74
3.3 OBJECTIVES OF THE STUDY	74
3.4 RESEARCH QUESTIONS	75
3.5 RESEARCH DESIGN.....	75
3.6 RESEARCH PARADIGM	76
3.7 RESEARCH METHODOLOGY.....	76
3.8 RESEARCH APPROACH	77

3.9 RESEARCH METHODS.....	78
3.10 QUANTITATIVE RESEARCH METHOD.....	78
3.11 QUALITATIVE RESEARCH METHOD	83
3.12 MEASURES TO ENSURE TRUSTWORTHINESS.....	88
3.13 ETHICAL AND SAFETY ISSUES.....	90
3.14 CONCLUSION.....	90
CHAPTER 4	91
4. RESULTS OF THE STUDY AND DISCUSSION	91
4.1 INTRODUCTION	91
4.2 DEMOGRAPHIC FACTORS.....	92
4.3 STRATEGIES OF TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE	96
4.4 THE EXTENT TO WHICH TEACHING STRATEGIES USED TO TEACH LEARNERS IN RURAL SCHOOLS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE, AFFECT LEARNER PERFORMANCE.....	115
4.5 CHALLENGES TEACHERS FACE IN TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT	129
4.6 CHALLENGES FACED BY LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT	145
4.7 CONCLUSION	163
CHAPTER 5	164
5. SUMMARY, RECOMMENDATIONS AND CONCLUSION	164
5.1 INTRODUCTION	164
5.2 OVERVIEW OF THE STUDY.....	164
5.3 MAIN FINDINGS FROM THE STUDY.....	165
5.4 SYNTHESIS OF THE RESEARCH	181
5.5 RECOMMENDATIONS	182
5.6 CONTRIBUTION TO THE BODY OF KNOWLEDGE	184
5.7 CONCLUSION.....	186
REFERENCES.....	187

CHAPTER 1

1. INTRODUCTION TO THE STUDY

1.1. OVERVIEW OF THE CHAPTER

In this chapter, an overview of this study is presented. The background of the study, problem statement, aim of the study, objectives, research questions, research design and methodology, significance of the study and organisation of research chapters are detailed. Section 1.2 outlines the background of the study.

1.2. BACKGROUND OF THE STUDY

The Curriculum and Assessment Policy Statement (Department of Basic Education, 2010), which was formulated in line with Section 4 (1), of the Official Languages Act 12 of 2012 dictates considerable changes for learners who are transiting from Grade 3 to 4. These changes include that when learners transit from the Foundation phase to the Intermediate phase (Grade 3 to Grade 4), they must be taught in English (Department of Basic Education, 2010; Melnick & Darling-Hammond, 2020; Venketsamy & Sibanda, 2021; Arasomwan & Mashiya, 2021). The change implies that learners, who were being taught in their Home Language in the Foundation phase, are expected to change the language of instruction in the Intermediate phase. Furthermore, Grade 3 learners move from learning four subjects (Mathematics, English, Tshivenda and Life Skills), to learning six subjects in Grade 4 (Tshivenda, English, Mathematics, Life Skills, Social Sciences, Natural Sciences and Technology). In Grade 3, learners are taught by one teacher, whereas in Grade 4, the six subjects are taught by different teachers. At the end of Grade 3, learners, are expected to meet Grade 4 requirements regarding the medium of instruction, which is English. Learners thus need to adjust to the new medium of instruction as well as the methodologies and approaches used by different teachers in the different subject

areas (Department of Basic Education, 2011). As one study suggests, maladjustment during the transition may lead to lasting learning difficulties (Geiger, 2009).

Grade Four teachers are faced with learners transiting from the Foundation phase to the Intermediate phase, and they have reportedly experienced challenges regarding teaching strategies they can use to promote learning (Campel, 2006; Geduld, et al., 2020; Salie & Moletsane, 2021). Campel (2006), found that teachers in urban schools were assisted by remedial teachers, such as speech therapists, psychologists, and occupational therapists to deal with the learning difficulties which affect the child academically, physically and psychologically, as a result of the transition. There is, however, no evidence that such programmes exist in schools in the rural areas of South Africa, which are predominantly populated by black people.

The transition of learners from the Foundation phase to the Intermediate phase seems to have been a national crisis in the Department of Education, for some time. The Department of Education introduced the Annual National Assessment (ANA), from 2011 for all the Grade 3 learners to track education performance in order to evaluate learning gaps in poor and urban schools. Those tests seemed to benefit learners in urban areas more than those in rural areas. As an experienced teacher of more than 30 years, teaching learners who are found in rural community, I observed that teachers seem to struggle to teach learners transiting to Grade 4, where a child's workload increases substantially. This is the time when learners start following a new curriculum which is designed to develop a child's academic independence.

The Curriculum and Assessment Policy Statements (CAPS), requires children to do research for their subjects as they must now be able to do work on their own. CAPS encourages critical thinking; therefore, learners must discover things by themselves. These are learners who, when in Grade 3, were always given a hand, but, according to CAPS, this is the time to let go. Grade 4 learners are now being asked to do more things on their own than in earlier grades. They are expected to start using organization and time management skills, and they have to think critically and

problem-solve. While the start of Grade 4 can be a challenging and emotional time for young children, it is also a challenging time for teachers whose teaching strategies have to accommodate these considerable curriculum changes. Many children from poor homes attend poorly-resourced schools which are common in rural areas (Pretorius, 2014). This lack often has an adverse effect on the strategies teachers use for promotion of learning.

In schools in South Africa where children are taught in their first language in the Foundation phase, learners in Grade 4 particularly find this challenging because there is a change when English becomes the LoLT (Pretorius, 2014). Not only do learners need to develop adequate oral communication skills in English, but Grade 4 teachers also need appropriate teaching strategies, for the varied challenges, of the learners who have transited into a new grade, as I have highlighted earlier on.

Teachers play a critical role in preparing children for the fast-changing world (Schleicher, 2016). In the last five years, the Department of Higher Education and Training has invested substantially in research and training of Foundation phase teachers, in response to the fact that there are teachers in this category whose pre-service education needs to be enhanced to suit the needs in schools (Petersen, 2017). Despite further training of Foundation phase teachers, their teaching strategies do not seem to improve the performance of learners transiting to Grade 4 in a rural context.

1.3. PROBLEM STATEMENT

The Curriculum and Assessment Policy Statement which was formulated in line with Section 4 (1), of the use of Official Languages Act 12 of 2012, dictates considerable changes for learners who are transiting from Grade 3 to 4. These changes have a direct impact on the strategies teachers in these grades can use to promote learning. As an Intermediate phase teacher for more than a decade, I have observed that Intermediate phase learners in rural schools, who have transited from the Foundation

phase, seem to find it difficult to cope with learning conditions in Grade 4. It was not possible to establish from the literature which strategies teachers can use to teach learners, transiting from the Foundation phase to the Intermediate phase in rural areas, for them to learn with ease. The policy is also silent on the strategies that teachers should use to teach learners in the Intermediate phase in rural schools who have difficulties in learning. There is, therefore, a dearth of literature on what strategies teachers may use with learners transiting to Grade 4 in a rural context.

1.4. AIM OF THE STUDY

The aim of this study was to investigate strategies teachers use to teach learners who are transiting from the Foundation phase to the Intermediate phase, in rural areas, in the Vhembe East District of the Limpopo Province.

1.5. OBJECTIVES

The study was guided by the following objectives:

1. To explore strategies teachers use to teach learners who are transiting from the Foundation phase to the Intermediate phase, in rural primary schools of the Vhembe East District.
2. To investigate challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.
3. To find out the extent to which teaching strategies used to teach learners in rural schools, transiting from the Foundation phase to the Intermediate phase, affect learner performance.
4. To explore challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.

1.6. RESEARCH QUESTIONS

This study was guided by the following research questions:

1. How are teachers teaching learners who are transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District
2. What are the challenges facing teachers who are teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?
3. To what extent do strategies used by teachers affect performance of learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect their performance?
4. What are the challenges faced by learners transiting from the Foundation phase to the Intermediate phase, in rural areas of the Vhembe East District?

1.7. RESEARCH DESIGN AND METHODOLOGY

The research design and methodology refer to the overall strategy used to conduct a study. The research design and methodology constitute the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001; Hwang, et al., 2020; van Ockenburg, et al., 2021). The study followed an exploratory research design. A detailed discussion on the research design and methodology is given in Chapter 3.

1.8. SIGNIFICANCE OF THE STUDY

The study was intended to add to the knowledge on the existing strategies for teaching learners in rural primary schools, for future scholars and policy makers. The findings of this study together with the recommendations offered by the study will be shared and made available to stakeholders in order to help teachers to use appropriate teaching strategies to improve learners' performance at primary school level. The results of this study will, hopefully, reach the National Education

Department of Basic Education for further planning. Section 1.9 presents the organisation of the research.

In the next section, I define operational terms that underpin this study.

1.9. OPERATIONAL DEFINITIONS

Castanuela (2020), notes an operational definition as the statement of procedures the researcher is going to use in order to measure a specific variable. Brent, et al. (2016), suggest that the use of operational definitions should involve the following conceptual tasks: clarification, where the researchers reflect on and clarify their potential operationalization, specifications, where the researchers specify and take account of what was actually studied, and justification, in which the researchers assess and depend on the translation validity of their operationalization. The operational concepts used in this study are defined using explanations provided by literature. These concepts are: strategies, teaching, learners, transiting, Foundation phase, Intermediate phase and rural areas; they are defined as they would be applied in this study.

1.9.1. Strategies

A strategy is a plan designed and implemented to attain set goals or objectives to achieve a particular long-term aim (Fredman, 2013). According to Sarode (2018), strategies are methods used to help students learn the desired course contents and be able to develop achievable goals in the future. In addition, Shinn (1997), defines a strategy as a complex educational behaviour of a teacher in using methods, techniques, tools, discipline and communications in order to achieve objectives. Literature reveals that strategies are used to achieve long term goals. Shinn (1997), however, does not focus on some of the points raised by with Fredman (2013), and Sarode (2018); rather he mentions that a strategy is a complex educational behaviour

of a teacher in using methods. In this study, strategies refer to the approaches developed to assist and empower teachers on measures that should be put in place by the Department of Education to curb the challenges of coping with the transition of learners from the Foundation phase to the Intermediate phase and its negative effects.

1.9.2. Teaching

Soaness and Stevenson (2009), and Fergusson, et al. (2021), define ‘teaching’ as a way of imparting knowledge to children; it involves instructing them how to read and write at school. According to Castle (2012), teaching is an activity aimed at the achievement of learning or to assist others to learn. Teaching is generally defined as the act of using different methods to enable students to learn, governed by place, space, time and patterns of pupil organisation and undertaken for a purpose of building micro cultures (Alexander, 2015). Studies by Soaness & Stevenson (2009), Castle (2012), Alexander (2015), and Fergusson, et al. (2021), show agreement that teaching is a way of assisting learners to learn. Alexander (2015), also views teaching as being governed by place, space, time and patterns of pupils’ organisation for them to learn. In this study, teaching is when a teacher employs different strategies to promote learning amongst learners who are transiting from the Foundation phase to the Intermediate phase.

1.9.3. Learners

In the Republic of South Africa (1996), a learner is any person receiving education or who is obliged to receive education. A learner is a person who has not yet reached maturity; such a person still has to be educated and learn from an adult usually in a formal learning situation (Nkosi, 2016), and specifically learners refer to school children (Tshuma, 2017). Studies hence, note that a learner is a person who needs to receive education (Republic of South Africa, 1996; Nkosi, 2016). In this study learners are children transiting from the Foundation phase to the Intermediate phase.

1.9.4. Transiting

The term 'transition' refers to any movement or change, be it physical, intellectual, moral, cultural or otherwise, from one phase of life to another (Matavire, 2011). Cowan and Hetherington (1991), perceive transitions as a long-term process that results in qualitative reorganisation of both inner life and external behaviours. The term 'transition' is mostly used to define the move from one year group to the next or from one school to another, within formal educational settings (Fabian & Dunlop, 2002). Studies by Matavire (2011), and Fabian and Dunlop (2002), agree that a transition is any movement from one setting of life to another. Cowan and Hetherington (1991), view a transition as a long-term process that results in qualitative reorganisation. In this study the term 'transiting' refers to an on-going psychosocial process through which learners come to terms with literacy, cognitive, academic and curriculum growth that comes with a demand for advanced knowledge and a change of environment on the part of a learner. Learners are changing environments by moving from the Foundation phase to the Intermediate phase, hence, 'transiting learners' refers to learners progressing from one phase to another.

1.9.5. Foundation phase

In the Rural Education Draft Policy (2017), the Foundation phase is the first phase of the school curriculum applicable in Grade R, 1, 2 and 3. Howie, et al. (2012), describe the Foundation phase as consisting of Grade 1 to Grade 3 where the learners' age varies from seven to nine, and the teaching focus is on Literacy, Numeracy and Life Skills; this is the same explanation for this study. In this phase, learners are taught by one teacher and the Language of Learning and Teaching is the Home Language.

1.9.6. Intermediate phase

The Intermediate phase is the second phase of the school curriculum applicable in Grades 4, 5 and 6 (Government Gazette, 26 January, 2018). The Intermediate phase learners age spans from 10 to 14 years. This phase is where a learner is supposed to be taught in English as the medium of instruction in all the subjects (Nkosi, 2016). In this study, the Intermediate phase is the period between the Foundation and Senior phases. Intermediate phase teachers do not remain in one class, they move from one class to another throughout the day.

1.9.7. Rural areas

The Rural Education Draft Policy (2017), describes rural areas as farms and traditional areas, characterized by low population densities, low levels of economic activity and low levels of infrastructure. According to the Department of Education (2005), rural areas include specific environment features as identified by Statistics South Africa, which include distance to town, topography, and settlement patterns. These challenge the delivery of schooling and the provision of quality education to learners. Walberg (1994), outlines rural areas as having a low population density together with family isolation and community remoteness. In this study, the term is similarly employed. In the rural context, parents depend on social grants, livestock and crop farming and they do not participate in the education of their children. Section 2.4 will outline the strategies for teaching learners transiting from the Foundation phase to the Intermediate phase.

1.10. ORGANISATION OF RESEARCH CHAPTERS

This thesis is organised into the following chapters:

CHAPTER 1

Chapter 1 presented the background of this study, followed by the statement of the problem, aims, and objectives of the study, research questions, research design, and methodology and ethical considerations and significance of this study, organisation of chapters and theoretical framework of this study.

CHAPTER 2:

Literature on the strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas is discussed in chapter 2. The theoretical framework that informs this research is discussed first, followed by an in-depth discussion of the literature reviewed, guided by the research objectives.

CHAPTER 3:

Chapter 3 presents the research design and methodology. Quantitative and qualitative research paradigms are discussed in this chapter. The data collection strategies, research data-collection's instruments, ethical considerations, recording and transcribing of data are also discussed in this chapter.

CHAPTER 4:

Chapter 4 contains the data presentation. Data collected through recorded interviews and through questionnaires is presented and analysed. The presentation is guided by the research objectives.

CHAPTER 5:

In chapter 5, the synthesis and discussions of findings, recommendations and contribution to the body of knowledge are presented. A summary of both the quantitative and qualitative results of the study is also outlined.

1.11. CONCLUSION

In this chapter, an introduction of the study and background was presented. The statement of the problem and aim of the research were specified. This was followed by the research objectives and questions, the research design and methodology, the significance of the study and the organisation of research chapters. Finally, the plan of the study was provided. This leads to the presentation of literature review in the next chapter.

CHAPTER 2

2. LITERATURE REVIEW

2.1. INTRODUCTION

The literature reviewed for this study is presented in this chapter, as well as the theoretical framework that underpins this study. The literature reviewed provides the background to this investigation on strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas in the Vhembe East district. This offers readers a justification for this study in relation to the research problem. The discussions first focused on an overview of the strategies for teaching learners transiting from the Foundation phase to the Intermediate phase from different viewpoints; global, SADEC South African, Provincial and Districts. This is followed by a contextualisation of the topic.

The literature reviewed in this chapter answers the following research questions:

- How are teachers teaching learners who are transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?
- What are challenges facing teachers who are teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of Vhembe?
- To what extent do strategies used by teachers affect performance of learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect their performance?
- What are the challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?

2.2. OVERVIEW OF THE STRATEGIES FOR TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS

In this section, literature from different countries on teaching strategies that teachers are using to teach learners transiting from the Foundation phase to the Intermediate phase, starting from global view then narrowing the focus to a regional view, South Africa, then provinces to districts, is discussed

2.2.1. GLOBAL VIEW

This section discusses teaching strategies that teachers are using globally to teach learners transiting from the Foundation phase to the Intermediate phase focusing on countries such as Palestine, Turkey, Finland, Czechoslovakia and India.

2.2.1.1. Teaching strategies in Palestine

Shehadeh and Farrah (2016), explain that some teachers in Palestine use music and songs as teaching strategies in their Grade 4 classrooms because they have positive effects on increasing learners' achievement, interest and motivation in learning foreign language. Similarly, Ratnasari (2007), advocates that teachers should keep learners interested, motivated and engaged in learning a foreign language so as to achieve the lesson objectives.

Kanel (2000), and Covarrubias Reséndiz (2020), reveal that flashcards and posters are the most frequently used aids in classes to teach vocabulary. Kanel (2000), further confirms that music and songs is an effective teaching strategy to reduce the boredom that can occur from repetitive drills. Lozanov, (1978), and Poulter and Cook (2020), point out that music produces a relaxed state of mind that makes the brain receptive to inputs and activates the sub-consciousness. Lo and Li (1998), and Al-efeshat, and Baniabdelrahman (2020), add that songs develop learners' skills, for

instance, reading, writing, speaking and listening, pronunciation, rhythm, grammar and vocabulary in language learning.

Qurt (2013), indicates that learners feel free and learn with eagerness, especially if the song is related to real life situations. Burhayani (2013), and Antika (2021), add that songs help learners understand difficult words easily if they sing and do the action of the song. In conclusion, Shehadeh and Farrah (2016), recommend that teachers should use different techniques, such as songs depending on learners' level, interest, class time and textbooks as learners prefer learning by action and other modern techniques. Teachers should exploit innovative teaching strategies to help improve learners' proficiency and for them to interact with different activities (Shehadeh & Farrah, 2016).

2.2.1.2. Teaching strategies in Turkey

Altinyelken (2011), reports that the primary school curriculum in Turkey has been viewed as inadequate in preparing learners with the competencies, abilities, skills and knowledge for the twenty-first century because it fosters rote learning and fails to support life-long learning. Traditional teaching whereby teachers make 'deposits' and learners receive, memorise and repeat after the teacher, have also been criticised for being ineffective as it inhibits learners' creativity and critical thinking and makes it a teacher-centred pedagogy (Gauthier & Dembele, 2004). Eurydice (2009), explains that at primary level, between Grades 1 and 5, a classroom teacher is expected to teach all subjects, and from Grade 6 and 8 all subjects are taught by subject specialist teachers.

Low teacher status and low-quality teacher education are the greatest challenges of the Turkish education system, although, there are some schools in the province of Ankara which are considered to be information-rich cases since teachers have longer experience with the new curriculum because they are better trained and better equipped with resources (Yilmaz, 2009; Altinyelken, 2011; Hutchison, 2021; Öztekin,

et al., 2021). Altinyelken (2011), explains that the majority of teachers acknowledge significant differences between the old and the current approach because they are now using more learning and teaching aids, learners are expressing their opinions and they are engaging learners in the activities that are suggested in the workbooks.

Altinyelken (2011), asserts that some teachers are now practicing elements of learner-centred pedagogy where learners are given opportunities to participate and experiment with learning aids unlike the old pedagogical approach which was centred on teachers who were required to provide information to their learners. Furthermore, the new approach also enables learners to improve their communication skills, oral and written expressions, creative thinking, drawing, drama, brainstorming and imitation due to increased opportunities for self-expression (Altinyelken, 2011; Hutchison, 2021).

The new approach, unfortunately, is intensifying existing divisions and creating new sources of inequality because such approach emphasises the use of computer technologies at home whereas the majority of the households in Turkish society do not have these educational resources, hence, it becomes a challenge for the teachers as only few learners can do the assignments (Çınar, et al., 2006; Polat & Yel, 2021). Despite these challenges of the new curriculum, Altinyelken (2011), points out that most teachers seem to benefit from use of computers, TV and educational CDs during the lessons. In line with the new approach, however, classroom activities make it more challenging to maintain order in the classroom as learners now walk around, ask questions and converse with their classmates.

Parental over-involvement in research, projects and assignments becomes a challenge because parents want to do everything for their children. As a result, learners' research skills do not improve because this pedagogical approach now becomes parent-centred pedagogy rather than student-centred pedagogy. This suggests that poorly-achieving learners might still be promoted to upper grades; this

becomes the biggest problem during transition as these learners may prefer passive teaching methods which reduce their workload.

2.2.1.3. Teaching practices in Finland

Beihammer and Hascher (2015), describe the teaching strategies used in multi-grade classes of small rural primary schools in Finland and how it effectively supports individual learning. Kalaoja and Pietarinen (2009), indicate that multi-grade teaching has certain benefits, such as being student-centred learning, flexible teaching, secure atmosphere, flexible school-entry and support for individual learning strategies. Even though multi-grade teaching can be seen as challenging, Finland shows prevalence and a long tradition of multi-grade teaching (Lahelma and Gordon, 2010).

Cornish (2006), and Copur-Gencturk, et al. (2021), note that teachers use curriculum alignment by searching for common topics in different subjects for both Grades 3 and 4. Cornish (2006), adds that teachers get the opportunities to connect subjects and interrogate different learning goals and themes.

In subjects like Geography and Biology, in multi-grade teaching of Grades 3 and 4, learners are taught the curriculum of the fourth grade, then follows the curriculum of the third grade in the following year, thus employing curriculum rotation (Beihammer & Hascher, 2015). This suggests that teachers should identify knowledge gaps as the teaching materials are arranged from simple to complex, so it may be difficult for the Grade 3 learner to start learning the curriculum of Grade 4 before learning the third-grade curriculum. The authors add that teachers use the parallel curriculum strategy in teaching Mathematics and Language, where both grade 3 and grade 4 are taught the same subject but given different assignments. Teachers find these subjects to be challenging because they have to keep all learners busy, hence, it can be frustrating for those learners who lack independent working skills (Cornish, 2006; Filgona, et al., 2020).

Wagener (2014), indicates that teachers use guided peer-tutoring as a teaching strategy where learners from lower grades (Grade 3), benefit from the help of upper-grades learners (Grade 4). Therefore, one learns by asking for help and others learn by giving help. According to Skiera (2003), individual differentiation is essential in multi-grade classes in order to help the slower learners by using different learning aids and materials and giving the talented learners extra assignment during the lessons.

Beihammer and Hascher (2015), suggest that teachers should prepare work plans that may include different tasks in different subjects and different teaching strategies and materials, such as learning games. Along similar lines, Kupiainen, et al. (2009), recommend remedial education as a form of complementary teaching to support different levels of learners. In Finland all learners with special needs are integrated into their local schools in rural areas where they are provided with private instruction from special-education teacher.

2.2.1.4. Teaching strategies in Czechoslovakia

In their research findings, Skutil, et al. (2015), describe how teachers work with teaching methods, particularly, in Grades 4 and 5 to teach Geography, History and Biology in the primary schools of Czechoslovakia. They point out that the most popular methods that teachers prefer interpretation, conversation, working with text and graphically demonstrative methods. This is with the aim of passing information to learners, as well as making sure that they understand it and know how to apply it in everyday life; as a result, classroom texts can develop essential aspects of life for primary school learners (Havigerová, 2011; Stoken, 2021). Havigerová (2011), further indicates that teachers also prefer skills and practical and comprehensive methods which are aligned with today's paradigm of education.

Braičić, et al. (2015), confirm that teachers apply practical skills, for example, as a method of working with a map in teaching topics in Geography and History as they offer good opportunities to carry out projects. On the other hand, teachers apply

lecturing and working with professional papers methods when teaching topics in History and related topics. These authors also note that conversation, working with textbooks, lecturing and exploiting demonstrative pictures and objects as the most frequent teaching methods, while computer-aided learning, working with professional papers and project methods are less applied. Furthermore, Skutil, et al. (2015), found that teachers prefer methods that are more based on learners' activities which belong more in the framework of constructivist approach so that learners can have knowledge and the ability to critically think and be independent.

In contrast, pressure from education providers and parents is so strong that knowledge acquisition outweighs the application of the learning, as a result schools choose methods that support memorisation. The interest of teachers is for learners to know the curriculum, even though they may not understand the content and name and repeat the curriculum; this is more traditional. Finally, Braičić, et al. (2015), suggest that teachers' competences need to be expanded to improve their teaching strategies. This implies that teachers must improve their teaching strategies to accommodate learners who are transiting to the Intermediate phase with varied challenges.

2.2.1.5. Teaching and learning in rural India

The Government of India makes it a point that schooling is accessible to all learners; hence, literacy and numeracy are essential components of learning (Bhattacharjea, et al., 2011). Wealth of parents is a strong determination of learning disparities in India; therefore, quality teachers are concentrated in the schools attended by wealthier children (Alcott & Rose, 2017). Nevertheless, the Annual Status of Education Report (ASER) (2005-2010), shows that in 2010, 53% of Standard 5 children in rural India could only read at Standard 2 level and 36% could only solve a three digit by one digit division problem; this indicates that learning outcomes at the primary stage are not satisfactory. The majority of children in government schools in India are below their grade levels. Teachers' qualifications and teaching experience

make a slight difference to children's learning (Kane & Cantrell, 2010). Bhattacharjea, et al. (2011), reveal that children lack materials to read at home, so families cannot help with reading programmes. They add that children who do not use the language of instruction at home in the schools perform worse than children whose home language is used as language of instruction. Bolton (2018), concludes that group discussions, learning materials beyond textbooks, two-way questioning and use of local languages are effective teaching strategies in India.

From the literature reviewed, it appears that in Turkey teachers are using the new approach of using computer, TV and educational CDs during the lessons whereas in Czechoslovakia teachers prefer practical skills and comprehensive methods while computer aided learning is less applied. In Finland teachers use guided peer-tutoring as a teaching strategy whereas Indian teachers prefer group discussions. In Palestine teachers use songs as their teaching strategy to motivate learners to learn foreign language. This shows that different continents are using different strategies to teach learners transiting from the Foundation phase to the Intermediate phase. Section 2.2.2 will focus on teaching strategies that teachers use regionally.

2.2.2. REGIONAL VIEW

This section discusses teaching strategies that teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase in Ethiopia, Kenya, Zambia, Rwanda and Tanzania. Section 2.2.2.1 will discuss teaching strategies in Ethiopia.

2.2.2.1. Teaching strategies in Ethiopia

The Intermediate phase teachers in Ethiopia have positive attitudes towards the learner-centred methodologies as it helps learners to be active participants in their learning (Wudu, et al., 2009; Du Plessis, 2020). The authors maintain that learner-

centred methods help to develop learners to be free from expecting everything from their teachers. Bonwell and Eison (1991), add that learner-centred methods give learners the opportunities to develop their own answers and to integrate concepts into systems. It was discovered that the new teachers are better in employing this method than teachers trained by the previous curriculum (Bonwell & Eison, 1991). New teachers commonly use group work, assignments, practical activities and presentation in their classrooms as teaching strategies (Bonwell & Eison, 1991; Itmeizeh & Hassan, 2020).

Wudu, et al. (2009), reveal that learner-centred methods have many challenges in its implementation, for example, learners have a language problem, in terms of having to learn in English in the Intermediate phase, lack of teachers' commitment and skills and lack of resources and equipment needed for learner-centred methods. Learner-centred learning changes the focus from teaching to learning, to learners creating meaning for themselves independently (Serbessa, 2006).

The role of teachers then becomes that of a guide, who helps students to organise and transfer knowledge to solve real-life problems. Serbessa (2006), adds that the majority of teachers in Ethiopia complain about classroom seating arrangements, the large size of classes, lack of appropriate teaching resources and teachers' lack of expertise as hindrances for active learning. As a result, traditional lecture methods dominate most primary classrooms in Ethiopia.

2.2.2.2. Teaching strategies in Kenya

Teachers in Kenya are expected to use relevant teaching approaches in order to comply with the country's vision of 2030 (Mackatiani, 2018). Despite this, most teachers in Primary schools of Kenya use teacher-centred methods which are traditional methods of teaching which do not contribute to learning achievement of learners. Tella, et al. (2010), note that teacher-centred methods contribute to cramming and rote learning; learners spend most of their time reciting information and drilling what has been imparted by teachers. Mackatiani (2018), also points out

that inadequate instructional material, understaffing of teachers, teachers' lack of competency and examination-orientated model of assessing influence the application of teacher-centred approaches.

Kambutu and Nganga (2017), advise that teachers should teach skills that prepare learners for globalization and which supports the development of collaboration, communication and problem-solving skills. Most of the teachers rarely use learner-centred approaches in Kenya instead they prefer teacher-centred teaching approaches, which are not suitable for teaching problem-solving skills, hence learners end up imitating and repeating what the teachers say (Arends, 2015). Kambutu, et al. (2017), found that, although, there is lack of teaching and learning resources to prepare young people to function well in a globalized 21st century,

Kenyan teachers improvise in order to make teaching and learning more meaningful. Kenyan Foundation and Intermediate teachers struggle to implement learner-centred teaching in their classrooms because they have not mastered pertinent skills to teach in a learner-centred manner (Mackatiani, 2018). This suggests that teachers must adapt their teaching strategies to suit learners who are transiting to the Intermediate phase.

Teacher-centred learning is the commonly-used teaching and learning approach where teachers lecture and question, and resources are hardly used in class (Kisirkoi & Mse, 2016). Kisirkoi and Mse (2016), recommend that teachers should be trained to use learner-centred approaches where skills development should be implemented in the classroom instruction. Kisirkoi and Mse (2016), also recommend the use of teaching and learning resources to enable the teacher to use concrete objects for learners' manipulation and to create an environment conducive for learning both in the Foundation and Intermediate phases.

2.2.2.3. Teaching strategies in Zambia

Magasu, et al. (2020), point out that the majority of teachers are still using teacher-centred strategies in their teaching despite policy direction of a learner-centred approach in the Zambian Education curriculum of 2013. They claim that there are few teachers who implement reflective practice strategies in their lessons, for example, for debate, group discussions and brainstorming. Most teachers use the lecture method which dominates the class activities, sometimes teachers give notes which are not explained to learners, hence, they remain passive participants in lesson delivery.

Some teachers use inquiry-based learning strategy where learners make predictions in groups without being told what to do, which is very helpful in the Intermediate phase classes in Zambia (Hennesy, et al., 2015). Studies by Westbrook, et al. (2013), and Liu, et al. (2018), indicate that the use of group work when discussing shared tasks is regarded as one of the effective teaching strategies which impact learning-outcomes of transiting learners. Hennesy, et al. (2016), suggest the use of brainstorming as a teaching strategy when introducing a new topic where teachers build on learners' prior-knowledge. This strategy enables the teachers to assess whether the children know something when they transit from the Foundation phase to Intermediate phase.

Teachers use group work to engage learners in classroom activities where learners help each other; they are increasingly acquiring confidence to contribute in their groups when they assist each other. It is emphasised that the use of learning experiments in the teaching and learning environment make learners actively involved in the activities, hence, they cannot easily forget what they have learnt (Hennesy, et al., 2016). It was discovered that teachers' implementation of new pedagogic strategies in the Zambian classrooms led to improvements in learners' understanding (Hennesy, et al., 2016).

2.2.2.4. Teaching strategies in Rwanda

Ndihokubwayo and Habiwaremye (2018), confirm that Rwanda is positioned to shift to a competence-based education which is peer learning where individuals learn with and from each other. Gwee (2003), and Scott and Mus (2021), explain that peer learning lays the foundation for life-long continuing self-education, team-work skills, critical thinking and problem-solving skills. The Rwandan Government has adopted the competence-based curriculum, however, teachers' knowledge and skills are too limited to implement these methodologies (Nsengimana, 2017). Aflatoun (2014), explains that the Rwandan education system introduced other forms of learner-centred methods, such as brainstorming, problem-trees and others in Mathematics and Science education. This implies that Intermediate phase teachers must change their teaching strategies to suit learners who have transited because their learning styles are different, hence, teachers cannot apply the same methodology to all Intermediate phase learners.

Brown (2003), and Petersen, et al. (2020), discovered that learners are given answers in Mathematics and Science instead of problem-solving and coming up with solutions; the main reason for this is that teachers concentrate on curriculum coverage rather than learners' understanding. Teachers give learners too many assignments without providing feedback. Nsengimana, et al. (2014), reveal that Science and Mathematics teachers dominate the lessons rather than learners which result in teacher-centred lessons. Nsengimana (2017), noticed that even when learners work in groups, they listen mainly as teachers explain the learning content of the lesson, follow instructions and memorise rules. Teachers, therefore, must develop teaching strategies which can motivate transiting Intermediate phase learners to pay attention as they are unable to concentrate for a long time, because in the Foundation phase, learners are exposed to only four subjects.

A lack of science apparatus, chemicals, laboratories and science textbooks are challenges that prevent teachers from implementing learner-centred approach,

hence it is a challenge to transiting Intermediate phase learners as at this stage they learn by experimenting (Chiphiko & Shawa, 2014). This suggests that teachers must find strategies to improvise for lack of educational resources in the Intermediate phase to assist learners to understand the learning content. Nsengimana (2017), notes that three dominant methods are applied in the teaching and learning of Science and Mathematics: question and answer, group discussion and doing exercises - even though these methods do not equip learners with knowledge and skills.

Teachers give reasons of using these methods by saying that many things are new when learners' transit from the Foundation phase to the Intermediate phase and these methods enable learners to understand the content. Teachers, therefore, must use different teaching methods which relate to learners who are transiting to the Intermediate phase because they were used to be taught by one teacher and they were doing only four subjects.

Rwandan Intermediate phase teachers do attempt to justify their lack of pedagogical knowledge of other methods of learner-centred instruction like problem-solving, discovery, brainstorming and resource-based activities (Shulman, 1987; Ekeh, 2020; Machaba & Moloto, 2021). This implies that teachers must attend developmental workshops in order to be equipped with different teaching strategies so that they may cope with learners transiting to the Intermediate phase.

2.2.2.5. The use of English as language of instruction in Tanzania

Godfrey (2014), indicates that Kiswahili is the language of instruction in public primary schools in Tanzania, and it is also a language of communication. English is taught as a subject in primary schools until the learner advances to secondary school where the language of instruction abruptly changes from Kiswahili to English. Little attempt is made to help students make this language transition; it becomes a major challenge as the majority of students lack a basic command of English language. Qorro (2006)

reports that English as a medium of instruction in Zambia is a challenge to both the teachers and students; students just sit and copy notes even if the teacher's spelling is incorrect because they cannot distinguish between correctly and incorrectly spelt words.

Godfrey (2014), reveals that policy-makers would prefer to have English as a language of instruction at all levels; however, this is not possible in Tanzania due to financial constraints. Even teachers prefer English language to be the medium of instruction right from the primary school believing that in that context, the students will perform better at secondary schools (Godfrey, 2014).

From the literature reviewed, it appears that in Ethiopia and Zambia teachers use learners-centred strategies to help learners to be active participants while in Kenya teachers employ teacher-centred methods which do not contribute to learning. In Rwanda teachers prefer peer learning as a competence based strategy.

Section 2.2.3 outlines teaching strategies which are used in South African.

2.2.3. SOUTH AFRICAN VIEW

This section presents teaching strategies which are used in South Africa, Zimbabwe, Botswana, Mozambique, Swaziland and Lesotho.

2.2.3.1. Teaching and learning in South African primary schools

Chick (1996), and Krause (2021), indicate that teachers adopt authoritarian roles and do most of the talking with most of the learners' responses take the form of group chorusing as the prevalent teaching styles and forms of classroom interaction. Hoadley (2012), points out that most learners in Grade 5 have mastered 700 words in English when the curriculum requires them to have at least 7000, therefore, this

makes it impossible for them to read with meaning and to learn effectively, hence, most Grade 5 learners resort to rote learning content without understanding.

Research by MacDonald (1990), Jung, et al. (2019), and Guay, et al. (2020), shows that this pedagogical experience of learners results in a high dropout rate of Grade 4 learners. Chick (1996), and Krause (2021), reveal that the chorusing and rhythmic chanting in classrooms are strategies to mask both teachers' and learners' poor command of English and their lack of understanding of academic content. Muller (1989) and Beard (2018), assert that drill and rote procedures in Science classrooms are rooted in the personal preference of teachers because they had little opportunity to internalise the structure of Science so as to teach it appropriately.

Teachers must create enough time to teach learners who are transiting to the Intermediate phase as they may need more time to understand the learning content. After the transition to a democratic state in 1994, Taylor and Vinjevold (1999), report that teachers lack the knowledge to interpret the new curriculum 2005, hence, little reading and writing were being done in the classrooms, constrained by a lack of textbooks. This suggests that teachers' strategies must acknowledge lack of textbooks so that they may get the right content to teach learners who are transiting to the Intermediate phase. Some teachers are implementing forms of learner-centred practice and co-operate learning, however, very little learning is taking place in South African primary classrooms (Taylor & Vinjevold, 1999).

Carnoy and Chisholm (2011), confirm that Grade 4 learners' achievement in North West Province is very poor as a result of inadequate curriculum coverage at the appropriate grade level, insufficient time on tasks, inappropriate pacing and teachers' poor content knowledge. According to Stronge, et al., (2011), differences in teaching styles have little measurable effect on learners' performance in reading, writing and Mathematics. On the same note, Taylor and Moyana (2005), contend that the main forms of Grade 3 interaction in Limpopo Province are characterised by chorusing, low

level of cognitive demand, weak forms of assessment, slow pacing and poor quantity and quality of reading and writing.

The most common form of reading occurs when a teacher writes three to four sentences on the board and the learners repeat these after the teachers (Hoadley, 2012). Hoadley (2012), concludes that teachers' instructional practices continue to fail the vast majority of learners in South African primary schools. This implies that the strategies these teachers are using are not assisting transiting learners; therefore, they have to change their teaching strategies.

2.2.3.2. English as a Language of Learning and Teaching in South Africa

Foundation phase learners have English as a First Additional Language from Grade 1 in order to prepare them for when English becomes the LoLT from Grade 4 (Schaffler, 2015). It is critical that all the language skills necessary for learning are well established in the Foundation phase. The Language in Education Policy (DoE, 1997), encourages a policy of additive multilingualism (promotion of a learner's mother tongue while facilitating the addition of a second language), although, many learners and their parents continue to associate English with social, educational and employment opportunities and therefore prefer it as the language of instruction (Casale & Posel, 2010).

The African languages, therefore, have been neglected preventing them from developing as LoLT (Magwa, 2013; Madima & Makananise, 2020). Holmarsdottir and O'Dowd (2009), assert that when learners have limited language proficiency it puts them at a disadvantage in achieving academic success, mainly because they struggle to express their thoughts. The teachers may also struggle to teach learners through a language they do not understand. This suggests that learners should be introduced to English as a language of instruction when they are still in the Foundation phase so that they do not struggle when they transit to the Intermediate phase.

Many learners in South Africa are taught in their mother tongue from Grade 1-3 and then experience a sudden transfer to English as the LoLT, from Grade 4 onwards, and this could impact negatively on their academic performance (Nel & Nel, 2012). This is a point Van der Berg, et al. (2011), make; that limited language proficiency of learners and teachers in the transition phase impact teaching strategies and has effect on academic achievement.

Even though the Constitution of South Africa grants citizens the right to use the language of their choice as well as the right to receive education in their mother tongue or their language of choice, this right is not yet being fully exercised (Schaffler, 2015). This has a negative impact on teaching strategies, as teachers are compelled to use English as a language of instruction in the Intermediate phase because all subjects, except languages, are taught in English.

Teachers find it challenging to decide on the language to use. Vygotsky (1978), theorised that teachers need to consider themselves engaged in an active partnership with learners in constructing their learning, thus, learners must be encouraged to ask questions and explore all relevant topics. An appropriate context should, therefore, be set up by the teacher in which learners will become involved in activities that facilitate learning.

2.2.3.3. Factors contributing to ineffective teaching and learning in Zimbabwe

Effective teachers are knowledgeable about the content, prepare and manage instruction, promote learning and monitor students' understanding (Goldhaber, 2002). Such teachers exhibit passion for their subjects, use variety of teaching strategies and are known for the amount of assigned homework (Fuhrman, et al., 2010). Guffey (2013), points out that in a school climate where communication is taken into consideration, this contributes towards effective teaching and learning. However, Chingos and West (2010), reveal that some learners perform poorly

because they lack motivation and parental support at home. Parents should provide extra lessons and help their children to do homework as a way of motivating them.

According to the Ministry of Primary and Secondary Education (2018), primary schools located in rural areas in Zimbabwe face circumstances of low performance. Ndlovu and Muthivhi (2013), point out that classroom teaching and learning in rural Zimbabwe is affected by socio-economic and political problems. These unfavourable conditions interfere negatively with learning as less time is spent on teaching and learning. Rudhumbu (2014), concludes that primary school teachers mostly use teacher-centred teaching methods rather than learner-centred teaching methods and this has a negative impact preventing the learning of Mathematics effectively in primary schools of Zimbabwe.

Teachers, usually, do not employ a variety of teaching strategies even when learners do not understand the concept being taught (Mupa & Chinooneka, 2015). Teachers stick to textbook method instead of using variety of sources, hence, their instructional practice is poor. Teachers, thus, must change their teaching strategies to enable them to use variety of sources to accommodate transiting Intermediate phase learners.

Najumba (2013), suggests that teachers should have didactical and pedagogical skills to utilise instructional materials such as charts, textbooks and syllabi for effective teaching in primary schools. The researcher continues that schools which are well equipped with relevant educational facilities do much better in standardised examination than those which do not have such facilities. According to Mupa and Chinooneka (2015), some teachers do not plan at all, as a result they lack time management skills to cover the curriculum and this impacts the learners negatively when they transit to the Intermediate phase. Hence, they recommend that the Ministry of Education should supervise school practices in Zimbabwe to align them with the demands of learners in the twenty first century.

2.2.3.4. Teaching strategies in Botswana

Salani and Maphane (2014), indicate that teachers believe in the use of motivational strategies to teach Mathematics in the primary schools of Botswana. Teachers view motivational strategies together with learner-centred approaches in their teaching, as instrumental in capturing learners' interest and also to develop their critical and exploratory skills during learning. Patrick and Yoon (2004), believe motivation is essential in the educational process because it gives teachers the ability to maximise the classroom learning environment.

Salani, et al. (2014), maintain that there are some teachers who do not give constructive feedback to their learners during Mathematics instruction although Rudhumbu (2014), and Irvine (2020), view positive feedback as essential in motivating learners to learn Mathematics. Furthermore, Salani and Maphane (2014), add that teachers encourage high achievers to help the low achievers to master Mathematics concepts which bring self-motivation when learners transit to the Intermediate phase.

According to Adams and Pierce (2013), teachers motivate their learners with stars or stickers besides their marks and award prizes after learners perform a certain task as a way of motivating them, as a result learners' academic performance is enhanced. Most of the Intermediate phase teachers give high achievers challenging tasks as a teaching strategy to motivate them to learn Mathematics with understanding. Mungoo and Moorad (2015), reveal that the Republic of Botswana's 1994 Revised National Policy on Education recommended learner-centred methods where learners are recommended to be actively involved in the inquiry learning; teachers, however, use the transmission methods to cover more content as they believe that learner-centred methods are time-consuming, as they have to 'chase 'the curriculum'. The same authors point out that pedagogic flexibility needs to be considered for mixed ability classes, for effective teaching and learning in the Intermediate phase.

2.2.3.5. Teaching strategies in Mozambique

Mozambique's new curriculum for basic education expects teachers to move from a teacher-centred approach to a learner-centred approach in the teaching and learning process, hence the teacher is expected to be a facilitator to promote learners' creativity and active participation (Guro, 2009; Mahlambi, 2021). The existing knowledge of the child is taken into consideration as a child is not considered a *tabula rasa*. Guro (2009), suggests that primary school children are still in their physical and cognitive developmental stage, so in order to master difficult content, teachers must incorporate - illustrating, concretising, touching and experimenting as teaching strategies while Van Rooyen, et al. (2004), believe that teachers should use media because they motivate and encourage learners' participation.

There is little evidence of teachers using learner-centred, discussions and group work as teaching strategies in the Intermediate phase classes of Mozambique although, these strategies are recommended solutions to Basic Education concerns (Guro, 2009). Other researchers like, Van Graan (1998), and Sakata, et al. (2021), mention group work as the only method connected to learner-centred education as the new curriculum for Basic Education in Mozambique focuses on the use of participative strategies in the classroom (Guro, 2009). Guro (2009), adds that low quality of education and curriculum, under-qualified and unqualified teachers, a lack of facilities and teaching resources and the high teacher-pupil ratio are the four major problems which impair the education system in Mozambique.

2.2.3.6. Teaching strategies in Swaziland

There are suitable strategies that teachers can use to teach SiSwati as a first language in the primary schools of Eswatini and that instructional strategies determine the approach a teacher may take depending on the content and the

competency expected from learners (Motsa, et al., 2019). They proceed that teachers have a task to choose the most appropriate strategies for effective teaching to enhance learners' achievement. Ganyaupfu (2013), explains that selecting the appropriate instructional strategies provides a teacher with opportunities to strengthen key areas that may need improvement. Motsa, et al. (2019), caution that teachers should consider a number of factors when selecting appropriate strategies to teach indigenous language in Eswatini primary schools; Lefkowitz and Woempner (2011), also advise that teachers should have knowledge of learners' preferences style, for example, whether they need instruction presented visually or auditory.

For Yankey (2012), teachers should employ broad instructional approaches that allow creativity to meet the needs of all learners in the Intermediate phase classes. Motsa, et al. (2019), add that teachers can use learners' reflections and peer assessment to track learners' progress, although, Fisher and Frey (2013), suggest that teachers should assess learners understanding by them present information with illustrations and visual representations. Teachers should, according to Marzano (2007), put rules in place to make learners behave when the teacher is providing instruction and to increase learners' time on task. Mata (2013), recommends that teachers must combine teaching perspectives, instructional strategies and dispositional strategies that foster the participation that leads to engagement to create a learning environment that encourages learners to answer or ask questions. In conclusion, Motsa, et al. (2019), suggest that teachers use strategies that give positive results, in order to get the best out of their learners when they transit to the Intermediate phase.

2.2.3.7. Curriculum Reform in Lesotho

The integrated curriculum was first introduced in the Foundation phase, from Grade one to Grade three and progressively moved to Grade four and five in Lesotho (Selepe, 2016). The Ministry of Education, Sports and Culture (1982), points out that this core curriculum reform was adopted to increase the efficiency of education by

focusing on English, Mathematics and Science as core subjects, hence, they are allocated more time than other subjects on the school timetable. The MoET (2009), explains that integrated curriculum focuses on effective and functional communication, problem-solving, scientific, technological and creative skills, critical thinking skills, collaboration and co-operation, functional numeracy and learning to learn. Additionally, the policy states that integrated and learner-centred approaches will be used in schools as it is believed that the learner's everyday experiences and knowledge are to be taken into account; the teacher's tasks would be to facilitate and create a learning environment and let learners explore (Piaget, 1964; Winters, et al., 2021).

Porter and Fusarelli (2015), contend that policy changes make teachers feel like it is their first year of teaching as they had to acquire a lot of new knowledge; in this situation, teachers' identities are being challenged because they use to progress with the same learners until they finish primary school, but now teachers have to stay, teaching in the same grade (Porter & Fusarelli, 2015). Raselimo and Mahao (2015), believe that integrated curriculum could be a challenge in Lesotho because teachers are moving from teaching a single subject to teaching a combination of subjects.

Another challenge of the integrated curriculum is the issue of the increased workload as the teachers are required to focus on individual learners, whereas, they have overcrowded classrooms (Raselimo & Mahao, 2015). Finally, in terms of the integrated curriculum, Selepe (2016), believes that teachers' understanding of the curriculum is limited; this implies that teachers must attend curriculum workshops to improve their teaching strategies and understanding of integrated curriculum so that they may cope with learners transiting to the Intermediate phase.

According to the literature reviewed, in South African primary schools group chorusing and rhythmic chanting in classroom are teachers teaching strategies which may not benefit learners. In Zimbabwe teachers stick to textbook method instead of

using variety of sources unlike in Botswana, Mozambique and Lesotho where teachers incorporate motivational and learner-centred approach.

Section 2.2.4 will address teaching strategies that teachers are using based on selected provinces in South Africa.

2.2.4. PROVINCIAL VIEW

This section will outline teaching strategies that teachers use to teach learners transiting from the Foundation phase to the Intermediate phase, in the provinces of Mpumalanga, Eastern Cape, KwaZulu-Natal and Limpopo.

2.2.4.1. Teaching strategies in Mpumalanga Province

Plessis and Mestry (2019), report on teaching and learning in rural primary schools located in White River in the Mpumalanga Province; Teachers in these rural schools teach multi-grade classes and as a result, they teach different subjects and different grades in one class. Consequently, teachers resort to teaching abridged curricula and link them to local needs. Most of the learners do not attend school every day because they find the curriculum irrelevant and their learning is not supported at home as their parents are generally not educated.

Makgeru (2016), reports that learners' Mathematics performance in the rural Intermediate phase of Mpumalanga is below standard and that teachers' pedagogical knowledge and teaching strategies are essential in the process of teaching and learning. This suggests that teachers must improve their teaching strategies in Mathematics so that transiting Intermediate phase learners may progress. Makgeru (2016), suggests that teachers should engage learners in the process of instruction to ensure that they were sufficiently guided. It is necessary for teachers to praise and give feedback as a way of motivating learners for their effort and studies and

teachers' praises, rewards and skill to organise instructional materials, play a vital role in learning (Burnett and Mandel, 2010; Mart, 2011; Fang, et al., 2020). Internal motivation is a teaching strategy which encourages learners' enjoyment for learning the subject, however, in Mpumalanga Intermediate phase learners are given Mathematics homework most of the days as a teaching strategy but there is no motivation (Freeman & Klinger, 2011; Makgeru (2016).

2.2.4.2. Teaching strategies in Eastern Cape Province

Bantwini (2017), reveals the teaching and learning of Natural Sciences in the primary schools of Eastern Cape Province as a fundamental for learners' success and advancement in life. The Teaching and Learning Programme (2006), confirms that good science education in primary schools is a vital preparation for science learning and learners' achievement and equips them for life. Naude (2015), points out that learners are engaged with a demanding science curriculum when they enter the Intermediate phase as there is a gap between the content for the Foundation and Intermediate phases.

The National Centre on Time and Learning (2011), states that science education should expand learners' scientific knowledge, design and analyse investigations. Most teachers begin a topic with learners' prior knowledge which is a teaching strategy that promotes learner enquiry to maintain a conducive science learning environment; however, most teachers use the telling method and textbook reading strategies focusing on the imparting of science concepts which do not make learning meaningful (Bantwini, 2017). The author continues that teachers use question and answer method in the Intermediate phase science classes to check learners' understanding without encouraging the learner to reflect on their thoughts. Most teachers do not give learners an opportunity for practical exercises which promote critical thinking in science; in rural schools this arises from a unique set of challenges such as learners' backgrounds and learning styles (Nguvhane, 2014; Merlin, 2019).

Teachers seem to prefer out-dated teaching methods, like the lecture method when teaching science; most rural science teachers use the lecturing method, note giving and reading from textbooks because of lack of teaching resources which do not give learners opportunities to engage in active discussion. Teachers do not have the skills to use simple and relevant examples and to perform practical experiments to help learners to understand abstract scientific concepts therefore, teachers must improve their teaching strategies to help transiting Intermediate phase learners to understand abstract concepts (Merlin, 2019).

2.2.4.3. Teaching strategies in KwaZulu- Natal Province

Many researchers have indicated that South African Education is plagued by many challenges which have influenced curriculum changes and implementation; for example, appropriate resources should be made available and a teacher-learner ratio of 1:30 should be practised to ensure effective curriculum implementation (Maharajh, et al., 2016), Maphalala (2006), reveals that teachers are not equipped to emphasise learner-centred approach which is needed during the new curriculum implementation. Parents are ill-informed about curriculum implementation; hence, they are unable to assist their children with their schoolwork (Fullan, 2007).

Mdutshane (2006), suggests that Intermediate phase teachers must be encouraged to form clusters to review their teaching style, teaching resources and share ideas regarding the curriculum implementation. Active learning methods are more effective than traditional approaches because they challenge learners to think more laterally, although, learner-centred approach requires teachers to have a variety of skills and sound knowledge of content to make it meaningful to their learners (Chisholm & Leyendecker, 2008; Umugiraneza, et al., 2017). These researchers assert that co-operative learning strategies, such as group work and classroom discussion enable learners to better share information than those learners who work individually.

Snee (1993) reveals that motivating learners to conduct their own experiments would be a way of creating excitement in their learning. Teachers in the Intermediate phase indicate that they use classwork and homework as assessment strategies for skills and knowledge (Umugiraneza, et al., 2017). In conclusion, the above researchers suggest that teachers should provide regular feedback to enhance the learning experiences of their learners. Umugiraneza, et al. (2017), conclude that teachers should integrate different methods into their teaching and learning to prepare learners to participate in a developing economy.

2.2.4.4. Teaching strategies in Primary Schools of Limpopo Province

Language proficiency is one of the vital requirements for learner's academic success; therefore, learners should be encouraged and motivated to continue reading (Molapo, 2016). PIRLS (2006), and Reed, et al. (2020), maintain that the Grade 4 learners in South Africa perform poorly in reading when compared internationally. Molapo (2016), suggests that all stakeholders like teachers, librarians and parents should be involved to ensure that all learners are given opportunities to read effectively.

White and Kim (2008), advocate that teachers should support learners to practise reading fluently, do silent reading and reading to their parents as comprehension strategies, while Magara and Batambuze (2009), add that teachers can encourage learners to dramatise what they have learnt, have weekly debates on issues derived from the read stories, engage in drop-all and read timetable, read during morning devotions, have reading roles and have reading competitions in the schools, as strategies of promoting a reading culture in the schools.

Attarzadeh (2011), recommends that teachers should help learners to improve from being pre- readers, emergent readers, early readers, early fluent readers and lastly to the independent readers as stages of scaffolding while Molapo (2016), advises teachers to group struggling readers to assist them according to their reading

difficulties. Parents need to be invited to the school to be informed about their children's reading progress. Molapo (2016), recommends the establishment of reading corners in all phases of schooling so that all learners have an opportunity to read on a daily basis and to award committed learners with incentives such as books, as some of the instructional strategies. Kam (2012), and Donegan and Wanzek (2021), suggest the following reading strategies to assist struggling readers - ask parents and older learners to spend 15 minutes daily in assisting struggling readers, play reading games to improve their reading skills and engage in pair-reading to complete reading tasks.

The literature reviewed reveals that learners in Mpumalanga and KwaZulu-Natal are given homework as a teaching strategy whereas there is no motivation. In Eastern Cape teachers use learners' prior knowledge to promote learner inquiry in order to help transiting Intermediate phase learners to learn, while in the Limpopo Province, learners are engaged in weekly debates and dramatization to improve teaching. Section 2.2.5 addresses teaching strategies at district level.

2.2.5. DISTRICT VIEW

This section will address strategies that teachers use to teach learners transiting from the Foundation phase to the Intermediate phase, in the Vhembe and Vryheid Districts.

2.2.5.1. Teaching strategies in the Vhembe District

The use of specific language for teaching in a bilingual context is influenced by learners' linguistic background, their cognitive levels and their ability to comprehend lessons; therefore, teachers often switch codes to clarify subject matter, to elaborate concepts and to encourage learners to participate as a classroom management strategy (Radzilani, 2014). Phiri (2013), notes that learners develop literacy skills and the ability to cope with formal schooling through the use of mother tongue. Radzilani

(2014), and Ponzio and Deroo (2021), confirm that Intermediate phase learners have limited capacity to comprehend lessons taught in English only, therefore, teachers use code-switching to expand or elaborate a point. Rose and Van Dulm (2006), make a similar note that teacher code-switch to clarify unfamiliar words as a teaching strategy, while Adendorff (1993), points out that teachers switch codes in order to get learners' immediate attention and for the purpose of clarification of concepts.

Radzilani (2014), notes, for example, that teachers make a statement in English and switch to Tshivenda to encourage learners to participate and pay attention throughout the lesson; this helps learners to understand the content of a lesson. This suggests that teachers must use different teaching strategies to accommodate transiting Intermediate phase learners with language barriers.

2.2.5.2. Teaching strategies in the Vryheid District

Nkosi (2016), suggests that learners need opportunities to read for enjoyment and for school assignment purposes. Alderson (2000), reveals that learners who read slowly, learners who cannot adjust their reading speed according to circumstances and those who read so fast that they show no understanding of what they have read are some of the problems with regard to reading fluency. The Department of Education advises that time should be set aside for drop-everything and read. This implies that teachers must have different teaching strategies to improve and accommodate learners with reading challenges when they transit to the Intermediate phase.

Ekwall and Shanker (2000), suggest that teachers should set time aside for independent reading in order to help struggling readers to read fluency. The teacher should model reading fluency to learners and learners must imitate the strategies they have observed from their teachers (Fawcett & Rasinski, 2008). According to Richek and Mc Tague (2008), learners in the Intermediate phase need to record new words they are studying when they come across them in reading in order to expand their vocabulary knowledge and their reading attitude can be developed negatively or positively at home.

Teachers, therefore, must find teaching strategies that may instil the desire of independent reading to struggling learners transiting to the Intermediate phase; this process can be assisted by parents reading to their children from reading materials some of which are freely available in some communities. According to Cambourne (2004), and Ankrum (2021), Intermediate phase teachers must apply strategies that can provide learners with the skills to comprehend complex texts through clear instructions, particularly, to help struggling learners. From the literature, it is apparent that in the Vhembe District, teachers code switch to clarify the learning content, whereas in the Vryheid District, learners imitate while the teachers read.

Section 2.3 will address contextualisation of the strategies teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural areas.

2.3. CONTEXTUALISATION OF THE STRATEGIES TEACHERS ARE USING TO TEACH LEARNERS WHO ARE TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT.

In this section, there will be an outlining of literature on - teaching strategies that teachers are using to teach learners transiting from the Foundation phase to the Intermediate phase, to what extent are the teaching strategies affecting learners' performance, challenges faced by teachers when they teach these learners and challenges facing learners transiting from the Foundation phase to the Intermediate phase in rural areas.

2.3.1. Teaching learners who are transiting from the Foundation phase to the Intermediate phase in rural areas

This section outlines teaching strategies that teachers are using to teach learners transiting from the Foundation phase to the Intermediate phase.

2.3.1.1. Strategies and resources teachers use to facilitate transition into English as the LoLT

Maodi (2018), concludes that Grade 3 and Grade 4 teachers do not work together to support learner transition by facilitating language transition, rather, they only provide the Grade 4 teachers with learners' profiles to indicate which learners' need support. This suggests that Intermediate phase teachers must share their teaching strategies to support learners with varied learning problems who are transiting from the Foundation phase to the Intermediate phase, so that Grade 4 teachers would know how to teach them. Maodi recommends that teachers use the following strategies to help learners' transition into English as the LoLT.

2.3.1.1.1. Code-switching

For Maodi (2018), teachers can code switch as one of the strategies to facilitate the transition into English as LoLT; the process will assist learners to understand what the lesson is all about, although, code-switching is a challenge in multicultural classrooms. Studies by Kasule and Mapolelo (2005), and Sibomana (2020), consider code-switching and translating as transitioning strategies that teachers can use to support the medium of instruction in primary schools; Heugh, Benson, Bogale, Alemu and Yohannes (2006), confirms that teachers translate words into the learners' languages when lessons are being taught in English to compensate learners' lack of understanding.

Nthulana (2016), Maodi (2018), Kasule and Mapolelo (2005), and Heugh, et al. (2006), concur that Grade 4 learners have insufficient vocabulary to understand English as the medium of instruction, therefore, teachers translate English into Tshivenda to help learners to understand better. According to Krashen (1985), teachers should teach through a second language up to learners' level of understanding instead of code-switching to make them understand. This implies that teachers must find teaching strategies that can make transiting Intermediate phase learners to understand content taught in English as a medium of instruction.

2.3.1.1.2. Resources

Teachers who cannot code switch because of multicultural learners, use pictures, posters, flashcards, objects, simple games and teach sounds and letters of English as strategies to make learners understand English as a language of instruction; some use story telling with pictures, phonic charts, alphabetic charts and readers to make learners understand English as LoLT (Maodi (2018). The author adds that learners are encouraged to interact in English and to join reading clubs around the area as strategies to facilitate transition into English as LoLT in the Intermediate phase. The prevalence of chanting and chorus answers, overcrowded classes which hinder learner-learner as well as teacher-learner interactions, lack of adequate teaching and learning resources and poor linguistic practices modelled by the teachers are some of the learning challenges in the Intermediate phase (Tshuma, 2017).

2.3.1.2. Teaching concepts in Science in the Intermediate phase

In Grade 4, learners are introduced to learning Science as a subject which is a combination of Natural Science and Technology. Chavan (2013), classifies Science as an essential subject at primary level as it is part of our daily lives and Mihret (2014), considers primary level science education as a foundation to get young citizens to become interested in science.

Understanding of basic science concepts increases the content knowledge of the teachers and learners. However, Chavan (2013), points out that there are concepts of science which are difficult for the teachers to teach at the Intermediate level. Fitzgerald (2012), has observed that most science teachers are dependent on textbook methods when teaching Science, hence, science education should develop scientific-literate learners. This suggests that teachers must employ different teaching methods that suit learners who are transiting from the Foundation phase to the Intermediate phase.

Teaching of Science in the Intermediate phase is dominated by practical activities, teacher explanation and learners copying notes, however, CAPS requires Natural Science teachers to teach science in a way that focuses on solving problems, understanding the natural world, communicating and evaluating findings and complete investigations using practical skills (Hattingh, et al., 2007; Department of Basic Education, 2012; Noyan Erbaş, et al., 2021). According to Dillon (2008), and Akhtar, et al. (2021), learners perform better when they observe things practically; similarly, Millar (2004), believes that practical activities provide important role in learning science effectively, although, Hodson (1992), discovered that practical activities are misconducted, unproductive and confusing in most science classrooms, so teachers should practise their practical activities before conducting them.

Studies by Fittell, (2008), and Henriksen, et al. (2020), consider that most Intermediate phase teachers lack the confidence to engage learners in practical activities, hence, they indicates that teachers should reflect on their previous lessons and develop it to suit their learners. This implies that teachers must use teaching strategies that can accommodate learners' pre- knowledge so that they may build on what learners already know when they transit to the Intermediate phase and this may assist them to understand the new content with ease.

Bhukuvhani, et al. (2010), note that most science teachers still perform a “direct instruction experiment” which does not prepare learners for the skills needed in the 21st century. Research by Makhubele (2016), and Tadesse, et al. (2021), found that most Grade 4 learners have a low capacity to learn, therefore, they fail to participate in practical activities. Secondly, the majority of repeaters are disruptive, hence, learning does not become meaning when learners perform practical lessons. Another challenge is that most learners work slowly because they were used to working with one teacher in the Foundation phase, so it not easy to complete a practical task in the stipulated time. Makhubele (2016), also points out that some Grade 4 learners cannot concentrate for a long time, so they end up disrupting the class during practical activities, therefore, teachers must adapt their teaching strategies to accommodate both slow and disruptive learners who have transited to the Intermediate phase to improve their participation in practical activities.

2.3.1.3. Strategies in teaching Mathematics in the Intermediate phase

According to Bell, et al. (1999), and Manyak, and Manyak (2021), for learners to understand a particular concept, their vocabulary should be developed first as every subject has its own terminology. Learners should have enough time throughout their school years to learn Mathematics concepts and how to use them in their daily lives (Kodisang, 2015). In the Foundation phase learners learn Mathematics concepts in their Home Language but when they transit to the Intermediate phase, they start to learn these concepts in English since it is the LoLT.

Antony and Walshaw (2009), encourage the use of correct Mathematical terminology which the teacher is expected to teach to the learners for better understanding of concepts. Kodisang (2015), and Hafeez (2021), reveal the arrangement of learners into groups (cooperate learning), the use of correct mathematical language and problem-based learning as strategies for effective teaching.

Long and Dunne (2014), note the process of engaging with demands of the curriculum, textbook, workbook and transforming these demands into instructional units, as necessary for good teaching. The authors consider the process approach as sound for problem- solving and higher order skills development, rather than the routine paper and pencil tests which are applied by most of the teachers. They further identified the conceptual field's approach where different problems may be described mathematically by a limited number of statements and symbols. Spaul (2013), suggests that teachers must be taught that the workbooks structure the curriculum per week of teaching time to ensure that the curriculum is covered.

Long and Dunne (2014), suggest that teachers must make sense of Mathematics concepts before transforming the curriculum for the learners, keeping in mind their current proficiency and how it can promote learning.

In their studies, Usiskin (2005), and Ibrahim and Ding (2021), recommend that transitions should be made in the Intermediate phase in terms of conceptual development, which is additive reasoning and multiplicative reasoning. Thompson (1994), adds that a good teacher poses a variety of questions that call for the operations of addition, subtraction, multiplication and division while Fleisch and Schöer (2014), argue that the topics approach and the highly structured minute-by-minute lesson plans which are provided to improve education in rural schools, are not the best for learners; this is because these processes result in 30% of the learners being left behind.

Works by Taylor, et al. (2012), and Angrist, et al. (2021), show that there is a critical need for addressing the challenges of Mathematics education in primary schools because majority of learners fall two grades behind expectation by the Intermediate phase. Graven (2016), suggests giving Mathematics homework daily as a way of supporting learner performance and to help learners develop strategies for coping with mistakes and difficulties, skills in managing tasks independently and working at their own pace. The challenge of this method is that some of the learners fail to do their homework because there is a lack of parental support at home as most parents

are not literate and some work far away from their homes (Graven, 2016; Freire et al. (2021). This suggests that all these teaching strategies cannot succeed if parents are still not involved to support their children during this transition.

Fisher and Frey (2021), point out that how the concepts and assessment tasks are developed and the way the questions for the tasks are structured, make teaching and learning unsuccessful. This suggests that teachers should be able to clarify concepts and guide learners to make meaning of their learning.

2.3.1.4. Teaching and learning environment

A positive learning environment has a significant influence on learners' performance and they perform even better where teachers give pastoral care and have teaching experience (Sithole, 2017; Bhatti, et al., 2020). The relationship between teachers and learners promotes the teamwork; some studies (Henson, 2012; Boyd, 2012; Baber, 2021), suggest that teachers must encourage the spirit of sharing ideas amongst learners to create a conducive teaching and learning environment. Sithole (2017), states that noise and disruptive behaviours are limited when learners are engaged with relevant activities and have a good interaction with each other during learning.

Teachers must provide learning conditions that stimulate learners' eagerness to learn and must use different teaching strategies as learners are individuals and learn in different ways; they must fill classrooms with positive messages and always provide constructive feedback that encourage, support and praise learners to work hard (Ghufron & Ermawati, 2018; Sithole, 2017). A teacher should engage learners in different activities and assessment styles, such as presentations, oral examinations and building portfolios to motivate struggling learners to learn (Sithole, 2017; Maya, et al., 2021).

A review of literature (Mullin, 2005; Kiran, 2020), shows that the arrangements of classroom desks that enables the teacher to move in between to give assistance to learners keeps the learners involved in classroom activities, whereas, Dart (2006), reports that overcrowding of learners in one class contributes to poor learner academic achievement. Some studies (Banks, 2014; Reddy, et al., 2021), propose balancing praise with corrective feedback as strategies of creating positive learning environment. The discussion in the next section will outline challenges teachers are facing when teaching learners who are transiting from the Foundation phase to the Intermediate phase.

2.3.2. What are challenges facing teachers who are teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas?

This section discusses literature on challenges that teachers are facing when teaching learners transiting from the Foundation phase to the Intermediate phase.

2.3.2.1. Teaching and learning in a multi-grade classroom

According to the National Reading Strategy (DoE 2008), reading enables learner to act creatively and critically in a world which is ever-changing and competitive, therefore, reading is a fundamental skill that every learner should possess in the Foundation phase of schooling. Studies (Ramrathan & Mzimela, 2016; Deed, et al., 2020), reveal that there are some challenges that multi-grade teachers face in teaching reading even though Foundation phase teachers do devise adaptive strategies to teach reading.

Teachers need to teach learners using variety of teaching strategies; however, there are no special adjustments that are being provided for teachers and learners who are faced with multi-grade classrooms even though they are unable to adjust the single

grade curriculum to a multi-grade context (Brown 2010; Thaba-Nkadimene, 2020). Ngubane (2014), and Bertram, et al. (2021), conclude that multi-grade classrooms cause teachers to struggle because they receive minimal assistance from departmental officials.

Ramrathan, et al. (2016), lament that despite these teachers' stressful situations, multi-grade teachers rely on their own initiative to make decisions on teaching strategies, lesson context, lesson activities and teaching and learning resources to impact learning. The authors continue that multi-grade teaching of reading seemed to lag behind in the expectations of what learners should learn, using mono-grade teaching as a benchmark. Teachers have a major challenge in achieving the required level of competence even though they have the knowledge of how to teach reading to learners in multi-grade classes. Ramrathan and Mzimela (2016), contend that teachers lack teacher development, curriculum support and curriculum structure as they rely on their professionalism or initiative to teach in such contexts.

According to UNESCO (2004), writing is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contents. Blease and Condry (2015), and Haryani, et al. (2021), suggest that teachers should familiarize themselves with the curriculum and identify areas where they can integrate skills in order to accommodate learners in rural multi-grade settings. The researchers add that learners should be encouraged to think critically and to examine their own understanding at a metacognitive level and teachers should use the more advanced learners in the class to assist the slow ones.

2.3.2.2. Challenges teachers experience in teaching reading skills

Tandika and Kumburu (2018), note that children start to experience reading before they begin formal schooling by seeing parents or siblings reading and through interacting with the written materials; learning to read needs to be interactive between the learner and teacher, among learners and between learners and the text. The

authors add that reading is an integral part of all content areas of instruction, therefore teachers must teach word recognition skills to unlock the meanings and pronunciation of unfamiliar words so that learners can read learning content with understanding when they transit to the Intermediate phase (Tandika & Kumburu, 2018).

Mwoma (2017), reports shortages of teaching and learning resources, parents' low levels of education and support and unsupportive teachers as contributing factors in promoting reading in the Intermediate phase. Mwoma (2017), suggests that the strategy for influencing learners' reading ability is to introduce reading through the mother tongue. Development of reading skills and vocabulary words depends on the amount of time spent, revealing the extra time needed for increasing Intermediate phase learners' reading comprehension skills (Berthelon, et al., 2016), however, Tandika and Kumburu (2018), identify overcrowded classrooms, teachers' workload and insufficient number of teachers as some of the challenges that hinder teachers from positively interacting and develop learners' reading skills as expected.

Teachers use the strategy of singing the letters of alphabets to make learners active in the lesson and enhance reading skills, however, the problem is that when learners are tested, they show failure in such area of the content because teachers fail to conduct individualised instruction (Tandika & Kumburu, 2018). Teachers improvise instructional materials by cutting boxes into pieces as letter cards to make the class rich of prints to enable learners to read; they conduct remedial sessions to help the slow readers to develop reading skills and they also use the strategies of asking parents to participate in helping their children to read at home to improve learners' reading skills (Tandika & Kumburu, 2018).

Shumba and Gada (2018) note that the main strategies teachers use to teach reading are phonics and sentence together with a word method, ignoring the whole-language approach and they suggest that learners with reading difficulties should be taught from synthetic to analytical phonics. Learners who are transiting to the Intermediate phase are expected to read prepared and unprepared factual and fiction texts

fluently. Teachers employ the reading aloud strategy to teach reading without exploring learners' pre-knowledge at the beginning of the lesson. According to Dickinson and Brady (2006), teachers should emphasise the link between oral vocabulary and the development of reading skills as learners are expected to read content with understanding in the Intermediate phase.

2.3.2.3. Parental support in rural primary schools

Parental involvement is fundamental for school functioning; hence, parent non-involvement has an effect on learner performance in disadvantaged communities in South Africa (Munje & Mncube, 2018). On the same point, McDowall and Schaughency (2017), focus on parent involvement in their children's education to ensure that they succeed in school; as a result, children can have social and emotional benefits. Epstein (2018), reveals that teacher training institutions do not specifically train teachers on issues related to family-school community partnership, therefore teachers end up with negative perception of parental involvement in their children's education. Epstein (2018), continues that schools do not have capacity to provide teachers with the necessary skills and strategies to engage with parents effectively.

According to Abrahams (2013), parental involvement is hampered by factors such as poverty, single-parent households, unemployment and a lack of supportive family structures. Mtshali (2015), also reports that many learners reside with extended family members who are incapable of assisting learners with their schooling, which has negative implications on their abilities to perform. Hillman and Jenkner (2004), point out that most grandparents give children physically tiring household chores which distract them from their schoolwork and contributed to learner homework being incomplete or shabbily done.

Manilal (2014), adds that parents in disadvantaged communities have casual employment which leaves them with limited time to spend with their children,

consequently they are unable to supervise their homework or check their school progress or even to provide them with necessary educational resources, which have serious implications for teaching and learning. Parents' level of education has a significant impact on a learner's ability to learn at home and performs in class because some parents use education as a convenient cover-up to limit their involvement, including assisting learners with their homework (Affuso, et al., 2017).

Okeke (2014), confirm that most parents do not attend parents meetings; they complain that sometimes the timing of meetings clashed with their personal engagements, they lack time or having nothing to contribute and this may negatively contribute to the child's educational outcomes and development. Parent-teacher collaboration, therefore, should be reinforced to support Intermediate phase teachers in managing their classrooms (Akin, et al., 2016).

2.3.2.4. Educational resources

If schools are well resourced and provide quality education, they can overcome the constraints that poverty imposes on learning (Pretorius, 2014). However, the NEEDU National Report (2012), and Iddrisu (2020), report that learners become bad readers in a print-poor context because many book resources are often poorly managed and locked away in storerooms. Pretorius (2014), reports that learners have very limited exposure to reading materials because books hardly feature as learning resources in the Foundation phase classrooms; du Plessis and Mestry (2019), confirm that a lack of resources is one of the challenges to effective education that rural schools face.

A review of Mulford and Johns (2004), and Pillay (2021), disclosed that the deprived socio-economic status of parents in rural areas places learners at a disadvantage because parents cannot afford to supply their children with stationery and other necessities that teachers require, hence, teaching and learning is affected negatively. Due to financial constraints, educational authorities cannot provide school with much needed physical and human resources. Mulkeen (2005), Kingsley, (2019), Illustrate

that rural schools lack material provisions, such as physical space, electricity, running water, proper toilet facilities, textbooks and this can affect teaching and learning.

Usman (2016) suggests that adequate provision of resources should be put in place towards the actualization of the educational goal and objectives adding that the use of educational resources could give more powerful direction to the teacher as they are important for conducive learning environment. Blunt (1990), states that the adequacy and effective utilization of educational resources guarantees effective performance of schools, while Van der Merwe (2010) suggests that learning support materials should be aligned with the curriculum in order to meet resource-based and learner-centred curriculum approach.

2.3.2.5. Lesson Planning

When planning teaching, teachers should have a clear idea of what they want to achieve and skills they want their learners to develop; they should make lessons exciting, engaging, challenging, relevant and fun in order to accommodate all learners (Felix, 2015). Basha and Rao (2004), add that teachers should think about the psychological requirement of learners when choosing appropriate teaching strategies for effective teaching and learning. further add that Teachers should apply different teaching pedagogies to ensure that the content is best communicated to the learners and according to diverse background of learners (Roberts, 2011; Zayyadi, et al., 2020). Studies by Mulaudzi (2016), and Shareefa, et al. (2021), reveal that multi-grade teachers struggle with lesson planning to the extent that even those who prepare them do not teach according to them but they prepare them merely to show the curriculum advisors when they come to schools. Mulaudzi (2016), adds that even Foundation phase teachers who have been provided lesson plans by the Department of Education, do not teach according to them. This suggests that teachers should plan their lessons in such a way that their activities embrace slow learners transiting to the Intermediate phase taking into account their cognitive levels and background.

2.3.2.6. Teachers' content knowledge

According to Steyn (2017), the ability to teach effectively requires more than just possessing and applying formal knowledge and methods. Ehlers-Zavala (2005), describes reflective teaching as an indicator of the quality of teachers; however, as the facilitators of this transition, they play a fundamental role in the success or failure of this process. Teachers view transitions in relation to the context they teach and what supports their role and work (Steyn, 2017). Teachers are given different subjects to teach every year and as a result this may present language challenges (Maodi, 2018). According to Serdyukov (2017), the quality of education is raised by professional development, life-long learning, teaching styles, motivation, skills, competency, creativity and autonomy to teach while Felix (2015), asserts that the most used pedagogy is the lecture method in combination with question and answer because most teachers do not have adequate content knowledge. It seems that a lack of competence is one of the challenges that hinder teachers from coping with learners' transition to the Intermediate phase.

2.3.2.7. Challenges teachers face during learners' transition into using English as the LoLT

Most of schools are multicultural although, the medium of instruction is English; this is a challenge for both the teachers and learners because the latter do not have English as their home language, and code-switching is not possible because learners have different mother tongues (Maodi, 2018). Therefore, Teachers, therefore, have a challenge to make learners understand what is taught in English. Monyai (2010), and Jose, et al. (2020), confirm that teachers' lack of English proficiency contributes significantly toward learners' language concerns.

Workshops and meetings seem not to be addressing the issue of language transition from Grade 3 into Grade 4; this is very worrisome for Intermediate phase teachers, as they receive no support at all regarding the management of this transition. Tshuma (2017), points out that some teachers use English as a medium of instruction, while

others practice code-switching and encourage their learners to ask questions and solve problems in their mother-tongue; teachers need to guide learners to find solutions instead of giving learners solutions to problems (Van de Walle, 2007). The majority of teacher education institutions do not develop mastery in the language of instruction and this result in lack of consistency in performance.

2.3.2.8. Challenges of teaching in the Intermediate phase

Hoadley (2016), reports that in South Africa learners receive instruction, in the Foundation phase, in their mother-tongue and transition to the language of learning and instruction in the Intermediate phase; at this Phase learners are expected to cope with the demands of learning all their subjects through the medium of English, thereby, they resort to rote learning content which they do not understand. Code-switching in the multi-lingual context is an important pedagogical strategy to assist learners' comprehension of the content because of their low spoken-language proficiency in the language of instruction (Hoadley, 2016; Sibanda, 2021).

According to Chick (1996); and Krause (2021), the lack of understanding of academic content results in chorusing and chanting in the classroom as a learning strategy used by both teacher and learners. Madihlaba (2013), Chick (1996), Krause (2021), and Lachner, et al. (2021), all agree on the fact that learners with learning problems need to be controlled, content explained and repeated until they understand. Despite many attempts of Department of Education to train and support teachers, they still feel that they lack knowledge in teaching learners who have barriers to learning (Madihlaba, 2013). Eloff and Kgwete (2007), point out that a high number of learners in the classroom hinders teachers from observing learners who have learning problems and give them immediate attention to their needs, hence, individual teaching is impossible.

Studies by the Department of Education (2005), and Van der Linde (2021), confirm that learners are not allowed to stay more than four years in one phase; they must be progressed even if they are not ready for the next grade. This becomes a concern

as teachers end up with learners who are admitted in the Intermediate phase regardless of their readiness; meaning that teachers should adjust their teaching strategies to accommodate these learners.

Another challenge is parents who do not easily accept that their children have learning problems and need help; parents go into a state of denial and disbelief, hence, learners end up not getting any support from home (Bhargava & Narumanchi, 2011). Madihlaba (2013), suggests that teachers must start to plan lessons that are suitable for those learners after screening, identifying, assessing and supporting them in their classrooms. Forlin (2001), and Bester & Conway (2021), advocate that teachers should work as a team to assist Intermediate phase learners who have learning difficulties and as a team, teachers can develop intervention strategies to address the need and barriers that are faced by learners.

2.3.2.9. Challenges of Life skills education programme in primary schools

Ntlhare (2015), narrates that the Department of Education introduced HIV/AIDS and sexuality education programmes to be implemented in the primary schools; therefore, teachers are expected to act as primary sources of information with the aim of raising awareness against issues like children abuse and to prepare learners to face life's challenges. The author notes that teachers have difficulties in providing learners with necessary information because they find it challenging to deliver sexuality-related topics to primary school learners.

Bronfenbrenner's theory (1979), and Smith, et al. (2020), recognise the significance of families and the efforts of the school to develop the child emotionally, physically, intellectually and socially; this assists the learners in their on-going, mutual interaction with caring adult; this means that teachers have to plan and reshape teaching and learning within a new education vision. Visser (2005), complains that the curriculum over-emphasises HIV/AIDS information and not the advancement of life skills that would allow the learners to develop healthy life-styles.

Teachers have challenges in this context because they themselves lack necessary skills and training to educate learners about these issues (Clarke & Heroes, 2008). Hence teacher training in life skills is vital so that they can effectively train learners. Another challenge is lack of resources which results in lack of competence to communicate sexual health education appropriately and successfully (Ntlhare, 2015; Leung & Lin, 2019). Reddy, et al. (2005), reveal that teachers feel unsure of the details of some topics and find some issues embarrassing; as a result they feel that their role is to impart knowledge and not to get emotionally involved with learners on the topics.

Data obtained by Walker (2004), and Othman, et al. (2020), demonstrate that parents avoid talking about sex education with their children because they feel embarrassed, lack confidence and do not want to break tradition by talking to children on such issues. This becomes a serious challenge for both parents and teachers in addressing topics related to sexuality education considering the age of the learners; this means the Department of Education must ensure that intervention strategies to empower parents and teachers to teach learners about HIV/AIDS and sexuality education are put in place (Ntlhare, 2015).

2.3.2.10. Learner absenteeism as a challenge

Lack of parental involvement and unhealthy relationship between learners and teachers are some of fundamental factors that contribute to learner absenteeism in the Foundation and Intermediate phases and which has negative influence on the daily teaching and learning at school level (Mogashoa & Mboweni, 2018). Learner absenteeism is minimal where parents are actively involved with their children's education. Some teachers have such poor relationship with learners that if a learner fails to answer a question correctly, teachers make fun of the learner in front of the class.

Teachers' incompetence in the instruction of subject matter caused by lack of support, overcrowded classrooms and poor school facilities contribute to learner absenteeism (Mogashoa & Mboweni, 2018). On the other hand, Katanga (2016),

views lack of parent-teacher relationships, a lack of value of education and learner support as contributing factors to learner absenteeism and teachers have a challenge in repeating lessons for absent learners. Katanga (2016) adds that teachers present certificates and awards to learners for regular attendance and apply ethics of care by making home visits to assess domestic situation and they use prefects to motivate learners as strategies to reduce learner-absenteeism in the classroom. Mafa (2018), adds that factors influencing learner absenteeism include geographical location and distance to school and lack of parental guidance and support; regular marking of class registers does not seem to help to motivate learner attendance.

According to South African Schools Act 84 (1996), attendance means participating in the full, applicable and compulsory educational programmes of the school. Sheldon (2007), confirms that absenteeism hinders learners from participating in a meaningful manner in the planned educational programme and this has a negative impact on learner transition. Section 2.3.3 will focus on the extent to which teaching strategies used to teach learners affect their performance.

2.3.3. To what extent do teaching strategies used to teach learners in rural schools transiting from the Foundation phase to the Intermediate phase affect learner performance?

The discussion in this section will address the extent to which teaching strategies affect learner performance in rural areas.

2.3.3.1. Intervention strategies and support for learners' transition

Friend (2011), defines strategies as techniques, principles and rules that guide learners to complete tasks independently. Madihlaba (2013), and Dröse and Prediger (2021), indicate that teachers should use different forms of intervention strategies because different learners learn with different styles and their support is based on their individual educational needs. Sousa (2007), explains learning strategies as efficient, effective and organised procedures used when learning and they help

learners to become better equipped so that they can integrate new learning with the old. The following different intervention strategies are outlined:

2.3.3.1.1. Cooperative learning

Gillies (2007), suggests that learners who experience learning barriers can be taught and work in small group inside the classroom to reach a goal, solve problems, make decisions and accomplish shared goals. This is the way of acquiring skills with which learners work together to help one another (Gunning, 1998; Silalahi & Hutaaruk, 2020). Gillies (2007), suggests that there should be three to four learners per group, consisting of boys and girls, learners with learning problems and learners without learning problems so that learners with high ability will help those with lower ability in doing tasks. Gillies (2007), adds that teachers should train learners to work in groups as a team and share resources fairly, take turns and should know that they are accountable for any results they contributed to the group. This means that learners should tolerate and respect each other.

2.3.3.1.2. Peer tutoring

Obiakor and Ford (2002), reveal peer tutoring as an effective instructional intervention strategy as some learners learn and talk more freely to their peers than their teachers. A strong learner is paired with a less able learner because a less able learner will be compelled to answer his/her peer. Studies by Hanley, et al. (2006), as well as Moagi, 2020), conclude that peer tutoring provides individualised instruction which is impossible for teachers in an overcrowded classroom. In conclusion, Hanley *et al.* (2006), maintain that peer tutoring helps a learner to discuss, question, practice and evaluate with immediate feedback. This suggests that teachers should monitor the success of peer tutoring effort.

2.3.3.1.3. Differentiation Instruction

Teachers should recognise their learners' varying background, knowledge, readiness, language preference in their learning and interest (Thousand, et al., 2007).

Evers and Spencer (2010), and Pozas, et al. (2020), suggest that for differentiation instruction, teachers should plan the lessons in advance making sure that the lesson, assessment task and resources are going to support the learners. Teachers should differentiate curriculum to make it understandable to learners who have barriers in the learning process. Tileston (2004), and Ginja, and Chen (2020), in their state that for differentiation instruction, teachers should know their learners needs and adapt instruction to learners' differences because 'one size does not fit all'.

2.3.3.1.4. Use of manipulative objects

Boggan, et al. (2006), and Park, et al. (2021), postulate that learners may understand concepts better if they are introduced to manipulative objects and at a later stage, abstract concepts may be used because during the primary school years most children are concrete operational thinkers. Manipulative objects, therefore, help learners to gain more understanding of concepts they are being taught (Madihlaba, 2013; Bungao-Abarquez, 2020)

2.3.3.1.5. Mnemonic strategy

Mnemonic strategies can be used by learners to recall information during certain tasks (Madihlaba, 2013; González, et al., 2021). Teachers should encourage learners to use mnemonic strategy to enhance the recall of information from lessons; it is advisable that teachers allow learners to choose their own strategy of mnemonics (Madihlaba, 2013).

2.3.3.2. Mother-tongue education for Literacy in the Foundation phase

Owen-Smith (2010), indicates that learners who cannot use the language which they are familiar with in the classroom, may not fully understand matters in other languages, hence, they may not perform well. The Language in Education Policy makes provision for learners' home languages to be used for teaching and learning

in the Foundation phase (Department of Education, 2002). Senadeera (2010), contends that mother-tongue education helps learners to develop confidence, self-esteem and their unique identity. According to Khosa (2012), and Emsley (2020), using English as the medium of instruction in the Foundation phase causes many rural learners to experience language barriers in the classroom. It becomes a challenge when Intermediate phase learners are compelled to learn and communicate in a language which they do not usually use at home. This results in cognitive difficulties being experienced when learning in their second language (Thomas & Collier, 2004). Additionally, (Khosa, 2012), points out that proficiency in the mother tongue is the basis of learning another language. Prinsloo (2008), reveals that Grade 3 learners scored an average of 39% in literacy tasks worldwide, a confirmation of the literacy challenges facing South Africa. Currently, learners from Grade 1 to 3 are required to master basic skills in their mother-tongue and English is only introduced as a subject (Revised National Curriculum Statement, 2003).

Learning through the mother-tongue increases the chances of communication between learners and teachers, school and the community and between learners themselves (Khosa, 2012). According to Mackenzie (2008), children who learn through their mother-tongue are able to learn to read and write efficiently, hence, mother-tongue facilitates access to another written language. The Department of Education (1997), in its Language in Education Policy (Act 27 of 1997), states that all learners must learn to read in their mother-tongue from Grade 1 to 3 as it helps them to learn to read in their second language. This suggests that by the end of Grade 3, all learners should be competent in their mother-tongue so that they are ready to make the transition to the second language as the medium of instruction in Grade 4.

Khosa (2012), and Astuti (2020), specify code-switching and mixing, as helpful teaching and learning strategies in Grade 3 second language classrooms; the process helps the teachers to balance the use of L1 and L2 in the second language classroom, to give comprehensible instructions for an activity and to capture learners' attention in the second language classroom. Harmer (2009), and Pulatova (2021),

advise that Foundation phase teachers must pay attention to second-language learners to assist them understand because they have not yet developed second-language competency to understand what is taught. The use of mother-tongue medium of instruction helps learners to read and write meaningfully and to make sentences out of their mother-tongue (Khosa, 2012).

Che Mat and Ying Soon (2010), and Lim, et al. (2021), assert that drilling is one of the effective strategies in facilitating second language learning, however, Isaacs and Carroll (1999), and Phan and Ngu, 2021), reveal that frequent drilling can cause anxiety and undermine learners' understanding of facts. In their studies, White and Stoecklin (2008), and Newton, et al. (2018), motivate that Foundation phase teachers should select reading sources that are designed to match learners' development needs, interests, abilities and learning styles. In conclusion, Khosa (2012), and Carter, et al. (2020), recommend that the Department of Education should support the use of mother-tongue in the second language classroom to strengthen literacy development during the early learning period, as this will enable learners to utilize any literacy skills in their mother-tongue to develop their accuracy in their second language.

2.3.3.3. Teachers' effective teaching strategies

According to Braskamp and Ory (1994), and Bürgener, and Barth (2018), effective teaching is the creation of situation in which appropriate learning occurs and which helps learners to ask and answer questions, work in groups, assist other learners and demonstrate critical and creative thinking. Halliwell (1993), as well as Xalimov and Farxodova (2021), point out that teacher's creativity is necessary to overcome common problems faced by learners, such as being frightened to ask questions, shy to discuss within a group and being afraid to make mistakes; creative teachers are able to simplify complex things and to clarify unclear concepts for learners (Manurung, 2012).

The DBE2 (2010), asserts that creative teachers keep learners to get involved in their lessons and achieve their maximum performance. Braskamp and Ory (1994), suggest the use of results of assessments as a way of rating learners to develop responding significant changes in teaching purposes and strategies. Such strategies put emphasis on applying what had been learnt such as show and tell, case studies, open-ended quizzes, brainstorming as well as question and answer methods, to real practice to fulfil needs of learners (Manurung, 2012; Stanley, 2021). Lasley, et al. (2002), insist that the results of effective teaching develop cognitive and psychomotor skills and they help learners to apply pre-knowledge.

Ramsdam (2012), and Filgona, et al. (2020), emphasises that teachers must make their subjects interesting so that learners are motivated to participate, and their curiosity is aroused in the subject. A teacher must be able to design proper assessments that match the material to be learnt and feedback must be related to what learners still need to study. Additionally, Ramsdam (2012), highlights that the teaching and learning processes must provide learners with enough space to work on their own pace and there must be balance for learning well and for enjoying the learning.

Moore (2005), suggests that learners' needs, age, intellectual ability, attention span levels, the purpose of the lesson and contents to be taught, need to be considered when choosing instructional materials and strategies for effective teaching; when this is done, learners will be motivated to learn. Moore (2005), and Clark (2021), suggest that planning of instructional materials should be short and contain various attractive activities with these activities based on the time allocated.

Manurung (2012), advises that the teacher should inform the learners about the goal of the lesson so that the learners can organise their thoughts about what they are going to see, hear and do so that they can pay attention to the explanations. The teacher should provide a clear guidance for learning; this will help learners to transfer theory into practical knowledge, hence, prevent boredom and frustration on the side

of the learners. In addition, Manurung (2012), recommends that teachers must provide exercises to learners, individually or in small groups, for practicing what learners have just learnt. In conclusion, teachers must provide feedback to show correctness of the learners' response and it must, in the process provide specific guidance.

2.3.3.4. Support strategies teachers use in the Western Cape Foundation phase classrooms

According to Gardener (2016), support strategies are not taught well enough in the Western Cape; this results in poor performance of learners. The DBE (2011), points out that reading and writing should take place at an appropriate time to allow children to be taught to be effective readers and writers as research shows that teachers are not consistent in their teaching. Gardener (2016), points to the following observations regarding teachers' support strategies: teachers guide learners through the completion of worksheets without teaching a skill or concept, teachers answer their own questions without giving learners time to explain, justify or discuss, learners are allowed to copy sentences without being taught or allowed to apply concepts independently, and learners who are in need of support in home language, chant sounds as a whole class instead of in small focused-group.

It is only in Grades One and Two where teachers divide learners into ability groups and teach them strategies for listening and sound recognition. Teachers need to keep a list of new vocabulary words on a wall to help learners with word recognition, decoding and spelling. Gardener (2016), recommends that teachers use big books, charts and flash cards to reinforce teaching while using stronger learners to interpret instructions in the LoLT to the weaker learners, because according to Vygotsky (1978), the Foundation phase classroom provides a social context for learning.

2.3.3.5. Teaching strategies in Limpopo

Thaba-Nkadimene and Mmakola (2020), state that learner underperformance in the rural primary schools of Limpopo is caused by poor teacher-performance because of their lack of necessary teaching skills. These researchers argue that poor learner performance is caused by multiple of factors, such as - demotivated teachers, lack of adequate learning materials, lack of libraries and laboratories while Thompson (2016), maintains that multi-grade teaching is one of the main factors that hinder learners' performance in the primary schools of Limpopo because in this situation, teachers end up only teaching the topics or subjects they prefer. Besong (2014), suggests that multi-grade learners should be assessed differently according to their grades, even though they might be taught the same matter.

From their studies, Lunenberg (2010), and Gunawan (2017), propose that teachers should plan effective time management in order to cover the curriculum in to avoid poor learners' academic achievement. Thompson (2016), state that teachers give learners extra work due to other responsibilities but the challenge is learners who remain with incomplete work as they cannot work alone, hence, they end up performing poorly. This means that there will be a curriculum gap when learners transit to the Intermediate phase because of insufficient teaching time for the lower grades in multi-grade classes. The next section will focus on the challenges faced by learners.

2.3.4. What are the challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas?

This section will address challenges faced by learners transiting from the Foundation phase to the Intermediate phase.

2.3.4.1. Challenges faced by Intermediate phase learners

According to the Department of Education (2008), reading plays a crucial role in promoting learners' confidence in the society, as well as nationally and internationally. However, Doolittle, et al. (2006), point out challenges in creating a reading culture, such as, a lack of role models at home to develop reading habits and lack of reading materials at home. McCardle and Miller (2009), postulate that learners who are unable to read cannot succeed in school and in the workplace; this affects the well-being of the learners.

Learners in the Intermediate phase are expected to comprehend what they have read in order to cope with the academic demands of the new environment, however, Nkosi (2016), illustrates that research on the 2013 and 2014 ANA reflected that learners are unable to comprehend what they read in the Intermediate phase. The author shows that Grade 4 and 5 learners who participated in the Progress International Reading Literacy were struggling to make a successful transition to reading to learn in the later primary school years. The PIRLS of (2011), revealed that girls outperform boys in literacy reading countrywide as more boys were identified as demonstrating reading challenges.

According to Wilson and Cleland (1985), learners who are unable to read cannot keep up with the progression of the lessons because they cannot follow instruction easily, hence, catching up becomes difficult for them. Nkosi (2016), reports that learners in primary schools tend to mock learners with reading difficulties; this causes the affected learners to be inattentive in the classroom, often absent from the school, drop out of the school or often show frustration in the classroom. Rehman (2019), recommends that schools should provide a print-rich environment so that learners should be exposed to a variety of print-based resources.

Earlier, Scanlon, et al. (2010), advocated that reading materials should be accessible to the learners as there are some classroom environments where three to four

learners are expected to share one book. There is a strong correlation between reading problem and poor academic performance because the learners must understand what is being read so they can read to learn. This suggests that teachers must employ teaching strategies that can enable the Intermediate phase learners to transit from learning to read, to reading to learn; when learners transit to the Intermediate phase they are expected to understand the learning materials, even when they copy some notes in the classroom they are expected to read them with understanding when they study. Transiting Intermediate phase learners copy some notes to study at home, so it becomes difficult for learners who cannot read and write to copy and study those notes.

Molapo (2016), complains that a lack of reading resources is the main challenge in cultivating a reading culture; in addition, vulnerable children usually have no parental support at home, hence, they struggle to read and write, even their own names. The Intermediate phase teachers, therefore, must find teaching strategies that can help the transiting Intermediate phase learners to read and write.

2.3.4.2. Language challenges faced by learners during transition to English as the LoLT

Maodi (2018), points out that English is taught as a subject in Grade 3 and it is allocated a limited time at school; at home learners speak different home languages and they switch to English when it is time for English as a subject, hence, this is creating language concerns. Most of the learners come from socio-cultural environments where they socially communicate in different African languages and even when they come to class they do not communicate in English amongst themselves during learning, this creates language challenges during transition to English as the LoLT in the Intermediate phase.

According to Bronfenbrenner's theory (1979), an individual's growth happens within a complex system of relations which are also affected by various levels of their communal and cultural settings. Learners who experience learning difficulties display

a negative attitude towards English as a Language of teaching and learning (Maodi, 2018). Most learners have limited verbal interaction as subject lessons are mostly dominated by the teacher's voice and this creates a challenge for learners' transition to English as the LoLT. There is no opportunity to learn and use the language (Maodi, 2018). Learners are not exposed to English at home because they are coming from low socio-economic background and most parents in these families have low literacy levels (Wolfaardt, 2005). Such learners are rarely exposed to books and have very little experience in making meaning from the printed word, thus, may find it difficult to cope when they transit from a learning environment where they studied in their first language to English, a foreign language (Maodi, 2018).

2.3.4.3. Lack of supportive family structures

Enbeyle, et al. (2020), note that a performance is determined, significantly, by basic educational resources, family size, parents' educational level and parents' way of giving motivation. Parents should allocate time to visit schools to discuss about their children's academic progress as a way of motivating them to learn actively. Enbeyle, et al. (2020), claim that children who come from low-income family backgrounds do not perform well and they can end up repeating a grade because parents' income level contributes toward satisfying their children educational needs.

Family size is another factor that contributes to learners' academic performance; usually, when the family size increases, parents pay less attention to the education of their children. Moneva and Moncada (2020), reveal that parents have high expectations of their children's performance, although, they inconsistently go to school to check on their children's performance. Some low-income parents compare their children with children of high achievers and this leads to high levels of anxiety and social isolation for a learner who is transiting from the Foundation phase to the Intermediate phase (Moneva et al., 2020). The authors suggest that parents should assist their children to do their homework instead of scolding them when they get low marks and they need think constructively about their children's abilities when they transit to Intermediate phase to avoid anxiety and academic stress. Johnson and

Descartes (2016), confirm that some learners develop low levels of performance as a result of coming from single-parent families, guardians and parents with low-educational background; these categories of parents cannot motivate their children's satisfactory performance when they transit to The Intermediate phase.

2.3.4.4. Lack of school libraries on learners' performance

The Department of Basic Education (2011), reports that 79% of schools have no libraries at all. Hence, South African learners are performing poorly in literacy and Mathematics as compared to the national curriculum's standard (Paton-Ash & Wilmot, 2015). Currently, school libraries are not only a place where learners have access to books for reading and information but a place in which a learner is the focus. Bolan (2009), suggests that school libraries need to be a dynamic and inviting place, a multifunctional place which can accommodate more than one class, where informal teaching can occur and where the librarian can work collaboratively with teachers. Library collections like, fiction and non-fiction books, need to cater for the needs of very able readers as well as those who struggle to read in the Intermediate phase. Learners need to become life-long readers and learners who can use a wide range of technologies (Bolan, 2009).

In rural primary schools, when children are expected to perform certain tasks like projects in some of their subjects, it is not easy as there is no librarian who can facilitate this. Mojapelo and Fourie (2014), reveal that school libraries are needed to provide teachers and learners with resources to support school curriculum, however, rural school libraries are often poorly resourced due to budgetary constraints (Uhegbu, 2001). As a result, resource allocation is often concentrated on textbooks only instead of reading materials which are fundamental to literacy practice, to instil reading skills and habits (Wong, 1999). Shonhe (2019), adds that a school library is a source of knowledge for learners and teachers, therefore, it needs to be fully equipped to support the teaching and learning process; unfortunately, school libraries are being ignored and not adequately resourced. This means libraries are not

supporting and enabling quality education which impacts negatively on learners who are transiting from the Foundation phase to the Intermediate phase as they cannot have access to a variety of information resources.

2.3.4.5. Learners' experiences of learning support strategies

Many Intermediate phase learners lack basic Numeracy and Literacy skills, due to barriers to learning, poor study habits and lack of parental support in education (Bojuwoye, et al., 2014). Learner's fear of being identified as a weak learner and of asking for assistance from their teachers cannot improve learners' academic performance (Bojuwoye, et al., 2014). Mogashoa and Mboweni (2018), assert that lack of parental support in the education of their children results in learner absenteeism, hence, challenging learners' readiness to progress in the Intermediate phase.

Ngidi and Qwabe (2006), confirm that parental involvement helps to create a culture of teaching and learning in the Intermediate phase classrooms. This suggests that when parents assist their children with schoolwork it improves children's abilities to perform. Bojuwoye, et al. (2014), report challenges associated with learners' fear of asking assistance from their teachers and other learners because of these individuals' dismissive behaviours, due to the affected learners' difficulties in speaking in English. The authors advise that extra classes for every subject, parental support and improved learning and teaching support materials are necessary to improve learning in the Intermediate phase. They suggest that parents should enrol their children in extra classes after school if they are struggling with Intermediate phase workload as this may help them to cope. Mogashoa, et al., (2018), had observed that lack of parental support has also a negative impact on learners with learning barriers as parents are not ready to work with teachers to overcome such barriers and this hinders transiting Intermediate phase learners from progressing.

The theoretical framework which underpinned this study is discussed in 2.4.

2.4. THEORETICAL FRAMEWORK.

This study is based on the Ecological Systems theory expounded by Bronfenbrenner and Krashen's theory of Second Language Acquisition under the Input Hypothesis (Bronfenbrenner, 1979; Krashen, 1985). The ecology of human development postulates that a developing person should not be viewed as a *tabula rasa*; a developing person is influenced and also influences and structures his/her own environment in a reciprocal manner (Bronfenbrenner, 1979). This implies that every person is influenced by environments in which they find themselves. When the learners transit from the Foundation phase to the Intermediate phase, they are transiting to another environment and they are influenced by that environment as much as they also influence it.

According to Krashen (1985), second language (L2), acquisition is significantly determined by "input" which is influenced by three non-linguistic factors, namely, anxiety, motivation, and self-confidence. This implies that learners who are transiting to the Intermediate phase are going to learn in English as language of teaching and this needs motivation from teachers and the learners to enable them to move from anxiety and acquire self-confidence. In an attempt to understand the internal processes of L2 learning, psycholinguists draw on the connectionist models. Connectionism attempts to model the cognitive language processing of the human brain, based on frequency of co-occurrence in the language input (the source of units and the rules of language). According to the integrated model, L2 acquisition is very similar to L1 acquisition except that the former is initiated from the latter, however, with more information from the latter. These theories are explained below:

The Input Hypothesis is Krashen's (1985), attempt to explain how a learner acquires a Second Language. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along with the 'natural order' when the learner receives second language 'input' that is comprehensible and one step beyond his/her current stage of linguistic competence.

This suggests that as the learners progress, the strategies and content must make more demands, hence, teachers should use teaching strategies which may enhance learners' competence. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen (1985), suggests that a natural communicative input is the key to designing a syllabus; this ensures that each learner receives input that is appropriate for his/her current stage of linguistic competence (Krashen, 1985). Lyster and Sato (2013), add that L2 learning requires a gradual change from effortful use to a more intuitive use of the acquired (target), language, through exercise and feedback in a meaningful situation. This implies that the transiting learners must practice the new language as it will be the language of instruction.

Bronfenbrenner (1979), therefore, views human development as a product of the interaction between the growing human organism and its environment. The way teachers perceive learners with learning challenges when they transit from the Foundation phase to the Intermediate phase and the way they provide support to them may influence learners' overall development. The Ecological Systems theory is based on the premise that personal development occurs within a complex system of relationships that are affected by different levels of their social and cultural development. Bronfenbrenner (1979), adds that the ecological environment is made up of settings that range from immediate relationships that the child enters in the family and in school, to the belief systems and ideologies that influence child-rearing and development. The developing child is also influenced by government policies, culture, and values.

Transition of learners from the Foundation phase to the Intermediate phase is influenced and shaped by social institutions such as parents, school, government, the wider community and by their peers. These influences bring a variety of disparities on how transitions are made over time and space. The learner, however, would not be able to proceed without adult support, to make the transition easy and successful.

According to Bronfenbrenner's (1979), theory, an individual (learner or teacher), exists within layers of social relationships: the teacher (micro-system), the classroom environment (meso-system), parents and colleagues (exo-system), and the culture and society (macro-system). The micro-system is defined as a blueprint of activities, roles and interpersonal relations experienced by a developing person in a given setting with particular physical and material characteristics. Teachers in the micro-system may be influenced by their content knowledge, diverse teaching strategies, their professional development and teaching experience. In the meso-system the teacher comes into contact with all the learners, including those with learning barriers and together they establish a relationship in the classroom environment.

Overcrowded classrooms can compromise support to transiting Intermediate phase learners, because in the Foundation phase, learners were taught by one teacher which made it possible for a teacher to know them individually and give them appropriate attention. In the exo-system the person is affected by what happens within the settings (Bronfenbrenner, 1979). Support for teachers by colleagues, principal, learners and parents may have an influence on the micro and meso systems. Support for learners who are transiting to the Intermediate phase can be more successful if there is a supportive relationship between the parents and the teachers. Both parents and teachers must build the child self-esteem during the transition. The macro-system includes the community, healthcare professionals and the Department of Education and changes occurring on one level have the potential to affect the entire system (Bronfenbrenner, 1979). Schools should create conditions for learners to succeed when they transit to the Intermediate phase because educational policies have an impact on learners' achievement.

This study focused on the four systems: micro, meso, exo and macro - where there should be relationship within and between home, pre-school and school which should be harmonious to make the child's transition a success; this implies that if one system is disturbed it will affect the other. Educational policies passed by stake-holding institutions indirectly influence whether transitions can be experienced negatively or positively. The school, home and preschool directly influence and shape how

transitions are experienced by those who undergo them. The manner in which the school, home and preschool prepare for transitions and the strategies they use to facilitate them will determine whether learners will experience them as successful or unsuccessful. All transitions are underlined by some emotional and social disturbance as learners move from a familiar environment to the unfamiliar one. When learners transit to the Intermediate phase, they are taught by different teachers whereas in the Foundation phase learners were taught by one teacher; these changes affect them emotionally.

Ehlers-Zavala (2005), Calafato (2021), and Yunus, (2021), confirm that the ability to teach effectively requires more than just possessing and applying formal knowledge and methods. Ability to teach requires teachers to have multiple competencies, which include language skills, supportive climate, sufficient curriculum knowledge, and background and cultural knowledge of the context around them. This implies that teachers should be competent to apply different teaching strategies for them to assist learners who transit to the Intermediate phase. This study was guided by the ecological language theories.

2.5 CONCLUSION

In this chapter, I discussed the theoretical framework, ecological language theories, that were used to address the research problem. The preceding literature review has focused on strategies teachers are using to teach learners transiting from the Foundation phase to the Intermediate phase. The literature showed the extent to which the teaching strategies affect learners' performance; challenges faced by teachers and learners transiting from the Foundation phase to the Intermediate phase; the different teaching strategies, such as cooperative learning, peer tutoring and differentiation instruction that can be implemented to support learners' transition. Some of the teachers' and learners' challenges noted in the literature were learner absenteeism, lack of parental support in rural primary schools, difficulties in teaching and learning in multi-grade classrooms, learners' transition into English as LoLT, and learners' experiences of learning support. The next chapter will proceed to outline the study's design, mixed-methodology, and the data-gathering process.

CHAPTER 3

3. RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology and design for this study. The aim and objectives will be restated in order to explore the effectiveness of methodological approach of this study. The quantitative and qualitative research paradigms are outlined, as well as the data collection strategies, description of the research instruments, population, ethical considerations and the recording and transcribing of data. Sections 3.2, 3.3 and 3.4 will present the study's aim, objectives and research questions.

3.2 THE AIM OF THE STUDY

The aim of this study was to investigate teachers' strategies to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural areas in the Vhembe East District of the Limpopo Province.

3.3 OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

- To explore teachers' strategies to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools of the Vhembe East District;
- To investigate challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.

- To find out the extent to which teaching strategies used to teach learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect learner performance.
- To explore challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.

3.4 RESEARCH QUESTIONS

The following research questions were used to guide this study:

- How are teachers teaching learners who are transiting from the Foundation phase to the Intermediate phase, in rural areas of the Vhembe East District?
- What are the challenges facing teachers who are teaching learners transiting from the Foundation phase to the Intermediate phase, in rural areas of Vhembe?
- 3. To what extent do strategies used by teachers affect performance of learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect their performance?
- What are the challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?

3.5 RESEARCH DESIGN

A research design refers to a detailed plan of how the research will be conducted. A research design provides a plan for assembling, organizing and integrating data (De Vos, et al., 2011). It is an overall strategy of integrating the different components of the study in a coherent and logical way, thereby, ensuring effective address of the research problem, therefore, it constitutes a blueprint for the collection, measurement, and analysis of data (De Vaus, 2001; Haydam & Steenkamp, 2020). This study followed an exploratory research design. An exploratory research forms the basis for more conclusive research and determines the initial research design,

sampling methodology and data collection methods (Singh, 2007). The following sections give a description of the research paradigm, methodology, approach and methods.

3.6 RESEARCH PARADIGM

A paradigm is a shared world view that represents beliefs and values in a discipline that guide how problems are solved (Schwandt, 2001). Morgan (2007), on similar lines regards a paradigm as a shared belief system that influences the types of knowledge researchers seek to obtain and how they interpret any research evidence they may collect. The three most common paradigms are positivism, constructivism or interpretivism and pragmatism. This study was shaped by the pragmatism paradigm which is useful for guiding research design, especially when a combination of different approaches is philosophically inconsistent. Johnson and Onwuegbuzie (2004), defined a pragmatic paradigm as an outcome-oriented approach which is interested in determining the meaning of issues. Pragmatists focus on the outcomes of action and suggest that whichever theories are useful in a particular context are valid and advocates for the use of mixed methods in a research to evaluate the different aspects of the research problem (Morgan, 2007, 2013; Stoecker & Avila, 2020). The discussion that follows presents the research methodology aligned to a pragmatism paradigm.

3.7 RESEARCH METHODOLOGY

Le Grange (2009), explicates methodology as part of an overall research plan with specific procedures about who will supply the data, how the data will be obtained and analysed. Pragmatism is the usual paradigm for undertaking mixed methods research with qualitative and quantitative research methods being implemented, concurrently. Some quantitative and qualitative researchers view these two approaches as being based upon incompatible premises and techniques, and argue that mixing methods is neither meaningful nor valuable to pursue (Guba, 1990).

Johnson and Onwuegbuzie (2004), however, have disagreed, noting that there are some commonalities between quantitative and qualitative methods, and mixed methods research can narrow the divide between the two, thereby, enhancing the quality of a study. A mixed methods design combine the strength of both quantitative and qualitative research approaches and minimizes their weaknesses (Connelly (2009). Kowalczyk (2016), defines quantitative research methods as those methods in which numbers are used to explain findings, thus, measurable data is used to formulate facts and uncover patterns in research.

Qualitative research is geared towards analysing concrete cases in their temporal and local particularity starting from people's expressions and activities (Flick, 2018; Daher, et al., 2017). Strauss and Corbin (1998), clarify qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantifications, but use a naturalistic approach that seeks to understand phenomenon in contexts or specific settings.

This study followed the concurrent mixed methods which are a combination of quantitative and qualitative methods to obtain a detailed understanding of the topic being studied. A quantitative research approach was performed during the first stage and then qualitative approach in the second stage to enable the enquiry to move beyond explanation and description during the quantitative first stage of the study, to a qualitative exploration and in-depth investigation for deeper understanding of strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District of the Limpopo Province. Section 3.8 presents the processes for the field investigation.

3.8 RESEARCH APPROACH

Creswell (2013), defines research approach as a plan or procedure that consists of the steps from broad assumptions to detailed methods of data collection, analyses and interpretation. This study followed mixed methods research because it

incorporated elements of both quantitative and qualitative approaches which provided a more complete understanding of the research problem. In order to generalise results to a population, the study began with a broad survey in the first phase of quantitative study and in the second phase the study focused on qualitative, open-ended interviews in order to help explain the initial quantitative survey.

3.9 RESEARCH METHODS

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis to uncover new information or create better understanding of a topic (Williams, 2007; Remler & Van Ryzin, 2021). Questionnaires (quantitative) and voice recording interviews (qualitative), techniques were used. These are discussed, in detail, in the sub-sections below.

3.10 QUANTITATIVE RESEARCH METHOD

Research methodology is a systematic and theoretical analysis of the methods applied to a field of study (Strauss & Corbin, 1998; Gaur & Kumar, 2018). It offers the body of methods and principles associated with branch of knowledge. Hayes, Bonner and Douglas (2013), define quantitative research as a study involving collection and analysis of numerical data in order to explain, predict or quantify the variation in the phenomenon, in order to ascertain the magnitude of variation. In this study I used a quantitative method to find objective data that can be clearly communicated through statistics and numbers. A questionnaire is a document containing different types of items designed to solicit information appropriate for analysis (Babbie, 2007). A survey questionnaire with close-ended statements was used to collect data in this study. The population of the study, sampling procedures, construction of questionnaire, pre-testing, distribution and collection process are explicitly documented in this section.

3.10.1 Population of the study

Welman, et al. (2010), describe the population as the study objects which may consist of individual, groups, organisations, human products and events or the conditions to which they are exposed. Slavin (2008), and de Smith (2021), state a population as a group of respondents selected from a larger group to which research findings are assumed to apply. The population in this study were teachers and principals from selected rural primary schools under the Vhembe East District. Only Grade 3 and 4 teachers and principals from sampled public primary schools formed the target population of this study.

3.10.2 Sampling procedure

Payne (2004) refers to sampling as the process of selecting a subset of people or social phenomena from a large universe to which they belong. Babbie and Mouton (2009), and Sileyew (2019), believe that random sampling allows anyone in the population to have an equal opportunity of being selected in a survey, thus minimising the elements of bias in study findings. Simple random sampling was used to select 120 teachers and principals from 15 public primary schools in the Vhembe East District from the Sibasa, Tshinane and Vhumbedzi Circuits for this study, based on the 95% confidence level and a margin error of 5% calculated through a sample size calculator which showed the number of respondents needed to get statistically significant results for a specific population. I requested a list of teachers and principals from each school in order to have a composite list from which the sample was selected.

Written permission to undertake this study was sought and obtained from the Vhembe East District, and the Tshinane, Sibasa, and Vhumbedzi Circuits (see Annexure D and E). I requested principals' contact numbers from their circuits to secure appointments and permission from the principals of public primary schools

from all those three circuits, to conduct the study in their respective schools. A list of teachers and principals from each school were requested in order to have a composite list from which the sample was selected. Consent forms were written and issued to the principals and they granted permission and signed the consent forms. Section 3.10.3 outlines the first stage of the quantitative research methodology.

3.10.3 Quantitative data collection procedure

A data collection method is the gathering of information needed by a researcher to address a research problem (Pilot & Hungler, 1993; Cypress, 2018). After obtaining permission from the Department of Education to conduct research in 15 public primary schools, the researcher personally visited the district office, circuit offices and schools to obtain further permission. Quantitative data was collected from schools during the second visit after permission had been obtained and that there were no time variations in the collected information. The collection of primary data was conducted using questionnaires that were gathered on two levels: principals and teachers. The questionnaire consists of close-ended questions which were self-constructed and self-administered; there were 37 questions.

I collected data during the Covid-19 pandemic, hence, lockdown rules preventing me from making direct contact with respondents and participants. I made sure that all lockdown health protocols on personal contact restrictions were adhered to during the distribution and collection of questionnaires. Firstly, I phoned the schools' principals to find out the number of Grade 3 and Grade 4 teachers in their respective schools and secured an appointment with the principals. I personally delivered the survey questionnaires to schools and discussed the purpose with the principals and teachers. Procedures for voluntary participation in the study were explained so that all respondents could make informed decisions.

Respondents were also informed that if they were uncomfortable to participate in the study, they had the right to withdraw from participating. Respondents were also informed that their names and schools' names would be kept confidential, so they should not be written on the survey questionnaire. Respondents were sanitised before they were handed the survey questionnaires attached to which were pre-signed consent forms. One hundred and twenty survey questionnaires were distributed to 15 sampled public primary schools and collected after two weeks after phoning all schools to confirm times of the questionnaires collection. During the second visit I also adhered to all health protocols like sanitisation of hands and the questionnaires before they were collected.

3.10.4 Data collection instrument: questionnaire

Babbie (2007), and Solikhah & Budiharso (2020), identify a questionnaire as a document containing questions or other types of items designed to solicit information appropriate for analysis. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. Information gained from the studied literature was deployed in the development of the questionnaire. This approach was intended to determine whether certain generalisations about strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas found in other studies were also true for the practice of this study. The survey questionnaire was developed to collect data; the principles of avoiding contingency statements, short items and double-barrelled questions were followed in the construction of this survey questionnaire. Questions were structured in such a way that the answers would shed light on the strategies teachers are using to teach learners transiting from the Foundation phase to the Intermediate phase. The questionnaire was divided into two sections and they are as follows:

Section A consists of demographic factors that requested information on - gender, age, highest academic qualifications and teaching experience in years.

Section B consisted of items which sourced responses on strategies teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools; the total number of closed-ended questions was 37.

In all the items clear instructions were provided to the respondents and respondents made a mark in the appropriate box which applied to them. The pre-testing was administered to rectify any potential problems that could arise from the statement and they were not included in respondents to the 120 questionnaires that were finally distributed and collected.

3.10.5 Questionnaire pre-testing

Creswell (2009), and Clark and Watson (2019), advocate testing to establish the content validity of an instrument and to improve questions, formats and scales. The questionnaire for this study was pre-tested for possible defects before it was finally approved. The pre-testing was administered with two principals and eight teachers in different schools from the ones under study. After pre-testing, the questionnaire was found to be appropriate, although, the results of the pre-test were not part of the final analyses.

3.10.6 Data analyses procedure

I captured the quantitative data using a statistical package for social sciences (SPSS), version 24. Frequency percentages and cross-tabulations analysis were done and confidence level of the results were obtained.

3.10.7 RELIABILITY AND VALIDITY

Roberts and Priest (2006), and Coleman (2021), regard reliability and validity as ways of demonstrating and communicating the vigour of research processes and the trustworthiness of research findings. They explain that trustworthiness depends on

the initial research questions, how data are collected, how they are analysed and what conclusions are drawn.

3.10.7.1 Reliability

Heale and Twycross (2015), mention that reliability relates to the consistency of a measure while Roberts and Priest (2006), add that reliability describes how far a particular test or tool, such as a questionnaire, will produce similar results in different circumstances. In this study, data gained from the studied literature was used to develop the instrument (questionnaire). A survey questionnaire was developed to collect data; avoiding contingency statements and double-barrelled questions, using short items were applied in the construction of this survey questionnaire. The instrument was pre-tested the extent to which the data collected was reliable.

3.10.7.2 Validity

Validity is the extent to which a concept is accurately measured in a quantitative research (Heale & Twycross, 2015). Roberts and Priest (2006), and Knekta, et al (2019), explain that validity is about the closeness of what we believe we are measuring and to what extent we intended to measure it. In this study, out of 120 survey questionnaires only 108 returned, and a 93.3% return rate was achieved therefore, only 6.7% were not returned which is acceptable for data analyses. In line with the above, I can assure the integrity and quality of the questionnaire used as a data collection instrument; that it complied with the demands for reliability and validity. Cross tabulations establish the extent to which the data collected was valid. Section 3.11 presents the second stage of qualitative research methodology of this study.

3.11 QUALITATIVE RESEARCH METHOD

Qualitative research is an approach that describes and interprets issues systematically from participants' point of view as it considers individuals' life

experience, knowledge, views and feelings (Ajagbe, et al., 2015). In this section, the qualitative approach adopted to explore strategies teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase in selected rural primary schools is discussed.

3.11.1 Sampling procedure

Kumar (2005), and Korstjens and Moser (2018), define sampling as a process of selecting a few individuals from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample of the qualitative research of this study was drawn from three public primary schools in the Vhembe East District, from the Sibasa, Tshinane, and Vhumbedzi Circuits. Three teachers from Grade three, four teachers from Grade four, and three principals from the sampled schools were purposively selected. Teachers and principals were sampled because the Grade Three teachers have the experience of teaching the Foundation phase, Grade four teachers have the experience of teaching the Intermediate phase, and the principals have knowledge for monitoring and teaching. Ten participants were interviewed through the call recorder. This helped in the collection of rich and useful information.

3.11.2 Qualitative data collection procedure

I obtained permission from the District office, Circuit offices and schools to collect data. Data was collected by conducting a formal interview which took twenty to thirty minutes for each participant. The study employed semi-structured interviews because questions were prepared before time. Teddile and Tashakkori (2009), explain an interview as a strategy that involves one person (interviewer), asking questions to another person (interviewee). Investigations by Mashau (2017), and Archibald, et al. (2019), confirm that face-to-face interviews have a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. Mashau (2017), further indicates that they also allow

the researcher to clarify ambiguous answers and seek follow-up information where necessary. Data from interviews was recorded by audio-tapes, using one-to-one conversation and notes-taking. I initially, asked the participants to complete their personal details and consent forms to confirm whether they agree to be interviewed or not. The interview was conducted after school to avoid interruptions of classes.

3.11.3 Data collection instrument: interview schedule

The interview schedule is a format from which a fieldworker reads the questions to the respondents and records their responses, according to De Vos, et al. (2011). The above researchers indicate that this type of data collection method has the advantage that the fieldworker has more control over the response rate. I used semi-structured and unstructured questions which are outlined as follows: Section C had ten questions guided by the research objectives and it addressed the strategies that teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools. Objective 1 had three questions, Objective 2 had two questions, Objective 3 had three questions and Objective 4 had two questions. The ten questions which were guided by the following main research questions:

- How are teachers teaching learners who are transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?
- What are the challenges facing teachers who are teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of Vhembe?
- To what extent do strategies used by teachers affect performance of learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect their performance?
- What are the challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District?

3.11.3.1 The interview process

Details provided by Bertram (2004), and Deterding and Waters (2021), indicate interviews as an appropriate method for gaining in depth data from a small number of people. I conducted these interviews during the COVID-19 Pandemic in May 2020 when we were still at level 5 lockdown. The interview was administered through a call recorder. Sections 3.11.3.2 to 3.11.3.6 presents the sub-paragraphs indicating the setting of the interview, procedure followed during the interview, the recording of the interview, probing, language use, as well as the duration of interview sessions.

3.11.3.2 Setting for the interview

Permission was sought from the participants prior to the interview in order to get their co-operation and readiness for the session. An appointment was secured a day before the interview and I scheduled a convenient time suitable for each participant. According to De Vos, et al. (2011), and Guthrie (2020), an interview setting should provide privacy, comfort, be non-threatening, and provide easy access for interviewer and interviewee and seating arrangements that encourage involvement and interaction. Participants were informed to secure a venue free from disturbances and noise in their houses. These interviews were conducted from 19 to 23 May 2020, during Level 5 lockdown restrictions when no person was allowed to leave his/her home in order to reduce the spread of the Corona Virus.

3.11.3.3 Procedure followed when conducting interview

The aim of the interview, its format and its duration were explained to the participants before it commenced. I also assured them about the confidentiality of their contributions as appeared in the consent forms which they had signed via the emails when they agreed to take part in the interview. The study participants were ten in number, and I administered two interviews per day. I conducted the in-depth and

open-ended interviews and the questions allowed the participants to express themselves freely. The questions were also non-judgemental and unbiased (Smith, 1995; Kasese-Hara & Mugambi, 2021).

3.11.3.4 Recording of the interview

After the introductory comments, I asked the participants' permission to record the interview using call recorder. After being granted consent by the participants, I requested them to put their cell phones on 'do not disturb' mode to avoid unnecessary interruptions during the interview. I used a Galaxy 50 cell phone to record all the information during the interview, without video recording and brief notes of relevant information were recorded during the interview. The interview schedule was also used as a guide to finalise the whole procedure and to produce a report.

3.11.3.5 Probing

Probing enables a researcher to get participants to answer in more details or provide a minimal acceptance answer (Babbie & Mouton, 2009; Roberts, 2020). In this study, probing was done so that the participants can elaborate on certain issues as required.

3.11.3.6 Language and duration of interview

In this study, all participants were interviewed in English and a session took about 30 to 40 minutes. I gave the option to the participants to be interviewed in English or Tshivenda as a mother-tongue and the participants were comfortable to be interviewed in English.

3.11.4 Data analyses procedure

Mashau (2017) notes that a qualitative data analysis is a very personal process with few rigid rules and procedure; for this purpose, the researcher needs to go through a

process called 'Content Analysis'. The contents of an interview were analysed to identify the main themes emerging from the responses given by the participants and these were arranged according to the research questions of the study. Studies by Creswell (2003), Jackson (2019), explain that a qualitative data analysis gives the researcher an understanding of the research objectives by revealing patterns and themes. I analysed data through ATLAS.ti package; this enabled an interpretation of the data in the basic sense of reflecting on the data from Objective 1 until a better understanding of the points emerged. The analysis commenced with reading the data and then transcribing it into meaningful units. I listened to audio and read the transcripts repeatedly. I coded interesting features of the data in a systematic way across the entire data set. I searched for themes and reviews and wrote them down. After reviewing the themes, I then started defining and naming the themes. I finalized the whole procedure by producing a report. Section 3.12 outlines measures to ensure trustworthiness.

3.12 MEASURES TO ENSURE TRUSTWORTHINESS

I ensured that trustworthiness was observed. Verification of the results of data analysis is a key issue in ensuring the trustworthiness of qualitative research and researchers have an obligation to maintain trustworthiness throughout the study (Poggenpoel, 1998; Lemon & Hayes, 2020). To maintain trustworthiness, I incorporated verbatim quotations from the participants and the promoter was also given access to the collected data as a means of validating the information (Simelane, 2010). Four techniques of trustworthiness that were applied in this study were credibility, conformability, dependability, and transferability.

3.12.1 Credibility

Credibility is the confidence in the truth of data and its interpretation (Lincoln & Guba, 1985; Przybyła & Soto, 2021). In this study, credibility was achieved by ensuring that the data was accurately reported without adding personal information. In addition,

relevant people with information about their experiences, opinions and knowledge were interviewed as a means of avoiding hearsay. The data was recorded as direct quotations from the participants, and credibility was also ensured through prolonged engagement and persistent observation.

3.12.2 Dependability

The concept of dependability implies traceable variability, to identify the source of information (Lincoln & Guba, 1985; Akindahunsi & Afolabi, 2021). With the help of ATLAS.ti, I coded the data and returned to recode the same data to ensure accuracy. In meeting the issue of reliability, therefore, methods of data collection were repeated in the same context and with the same participants to get similar results. Promoters were engaged throughout the process in order to give guidance, and a reputed data analysis protocol was followed.

3.12.3 Confirmability

Korstjens and Moser (2018), indicate that Confirmability is concerned with establishing that data and interpretations of the findings are clearly derived from the data, and not figments of the inquirer's imaginations. Narratives and notes were kept safe to enable the conduction of an adequate trial and to determine if the conclusions, interpretations, and recommendations can be traced to their sources. This suggests that the findings of this research study can be confirmed by other researchers.

3.12.4 Transferability

Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings with other respondents (Korstjens & Moser, 2018). From a qualitative perspective, transferability is primarily the responsibility of the one doing the generalizing. In this study, since qualitative findings are not usually generalizable, I provided the necessary database from which anyone interested in making a transfer to their context of interest can make

transferability judgments and decisions. The following section presents ethical and safety issues.

3.13 ETHICAL AND SAFETY ISSUES

Chandler and Plano (1998), and Mertens (2018), note ethics as the branch of philosophy dealing with values that relates to human conduct; with respect to the rightness or wrongness of specific actions, and to the goodness or badness of the motives and ends actions. An ethical clearance certificate with reference number UZREC 171110-030 PGD 2019/57 (see Annexure F), was obtained from the University of Zululand. I wrote letters to obtain permission from the District office, Circuit offices, and schools.

Prior to data being collected from participants, I informed them about the overall purpose and the process of the study and that they were free to participate or withdraw from the study at any time. Data was kept confidential and anonymous as the participants' names and those of their respective schools were kept confidential. To maintain anonymity, labels were used to identify the participants, such as: Grade 3 Teacher = 3T1, Grade 3 Principal: 3P, Grade 4 Teacher = 4T and Grade 4 Principal = 4P. The numbers referred to the serial number of the different participants. Consent forms were also issued to participants and explained before they signed and engaged in the interview so that they can make an informed decision.

3.14 CONCLUSION

In this chapter, I presented a description of the mixed methods that was engaged in the study. A quantitative research method was explained in full, followed by a qualitative method. The population, sampling procedure, the instruments, data collection procedure, data analyses procedure, measures to ensure trustworthiness and ethical and safety issues were described. Chapter 4 presents an analysis and interpretation of data from both quantitative and qualitative approaches of this study.

CHAPTER 4

4. RESULTS OF THE STUDY AND DISCUSSION

4.1 INTRODUCTION

The previous chapter presented the research design and methodology indicating the structure and procedures that were followed to answer the research questions of this study. This chapter will present the results from both the quantitative and qualitative data regarding the strategies for teaching learners transiting from the Foundation phase to the Intermediate phase. First, the quantitative results are presented and discussed, and then established if there is any consistency with literature. This is followed by establishing if there is some link with qualitative data to conclude what the data implies in relation to research objectives. To maintain anonymity, the labels are used to identify the participants: Grade 3 Teacher = 3T1, Grade 3 Principal: 3P, Grade 4 Teacher = 4T, Grade 4 Principal = 4P. The numbers refer to the serial number of the different participants.

The results will be guided by the following study objectives:

- To explore strategies teachers use to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools of the Vhembe East District;
- To investigate the challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.
- To find out the extent to which teaching strategies used to teach learners in rural schools transiting from the Foundation phase to the Intermediate phase, affect learner performance.
- To explore challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.

The results of quantitative will be presented and discussed first, followed by qualitative results. Quantitative results are presented with the help of tables while qualitative results are presented in narratives supported by remarks from participants. The demographic results are presented first followed by issues related to strategies teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase, in rural primary schools.

4.2 DEMOGRAPHIC FACTORS

The demographic results presented consist of gender, age, highest academic qualifications, and teaching experience of respondents in years.

4.2.1 Gender distribution

This section presents the gender distribution of respondents who took part in this study; results are presented in Table 4.

The results in Table 4.1 show that the majority $n=82$ (75.9%), of the respondents who teach in the Foundation phase were females.

Table 4.1 Gender distribution

Gender	Frequencies	Percentage
Female	82	75.9
Male	26	24.1
TOTAL	108	100

These results comply with Throndsen and Turmo (2012), and García, et al. (2021), who indicated that female teachers tend to be more student-centred and supportive than male teachers. These results suggest that the more the female teachers teach in the Intermediate phase, the more the teaching and learning will be promoted.

Females are known to have passion for children, and they know how to handle them Throndsen &Turmo (2012). This may positively affect learners' performance in the Intermediate phase. Therefore, gender is relevant to this study because I want to identify teaching strategies that are incorporated by female and male teachers when teaching learners who are transiting from the Foundation phase to the Intermediate phase.

4.2.2 Age distribution

Table 4.2 presents the age of the principals and teachers who took part during the quantitative stage of this study.

The majority n=53 (49.1%), of respondents who took part in this study were between the ages of 51 and 60 years and (35.2%), were 41 to 50 years.

Table 4.2 Age of respondents

Age of respondents	Frequencies	Percentage
21-30 years	6	5.6
31-40 years	4	3.7
41-50 years	38	35.2
51-60 years	53	49.1
61+ years	7	6.5
TOTAL	108	100

This implies that older teachers may use old teaching strategies. Alkhatabi (2017), states that there are increasing demands to adopt technology in education to influence students to gain an effective learning process, however, it is a challenge for primary school teachers to deal with digital issues, hence they encounter main barriers when adopting this technology. Additionally, these teachers do not want to expose learners to new knowledge as they are over-protective, and this may have a negative effect on learners' performance. Younger teachers are believed to be

technology-oriented, although, they are in the minority. Some learners, however, may benefit from technology in teachers' attempts to introduce strategies of teaching learners transiting from the Foundation phase to the Intermediate phase. Age is important to this study because I want to find out which age group is more effective in implementing teaching strategies and the types of teaching strategies they implement.

4.2.3 Highest academic qualifications

Table 4.3 presents the different academic qualifications of the principal and teacher respondents. More than half $n=55$ (51.9%), of principals and teacher respondents have B.Ed. or Honours' degrees; 32.1% have their first degrees whereas 8.5% have Grade 12. Only 7.5% respondents have Masters' Degree. The number of respondents to this question was 106, due to two missing values.

Table 4.3 Highest academic qualifications

Highest Academic Qualifications	Frequencies	Percentage	Valid Percent	Cumulative Percent
Grade 12	9	8.3	8.5	8.5
First Degree	34	31.5	32.1	40.6
B.Ed. or Honours' Degree	55	50.9	51.9	92.5
Masters' Degree	8	7.4	7.5	100
TOTAL	106	98.1	100	
Missing System	2	1.9		
TOTAL	108	100		

The B.Ed. or Honours' Degree and Master's Degree teachers are in the majority. Teachers who have studied further have been exposed to more diverse teaching strategies which could positively contribute to learning and teaching of the learners who are transiting from the Foundation phase to the Intermediate phase. For

example, Zhang (2008), Goldharber and Brewer (1996), and Bragg, et al. (2021), found that a teacher with a Master's Degree in a particular subject may more positively contribute to learner achievement on that subject than the teachers with a higher degree in a non-relevant area. Academic qualifications are relevant to this study because I want to find out the effectiveness of teaching strategies implemented by more qualified and less qualified teachers.

4.2.4 Teaching experience

Table 4.4 presents teaching experience in years for both principals and teachers who completed the questionnaires.

The majority $n=36$ (33.3%), of respondents who completed the questionnaire have 31-40 years of teaching experience. This category of teachers and principals may be helpful in supporting the less experienced ones in teaching strategies that should be used to transiting learners. Teachers whose teaching experience is more than 10 years (19.4%), are more likely to use multiple teaching strategies when compared to those whose teaching experience is less than 10 years.

Table 4.4 Teaching experience

Teaching Experience	Frequencies	Percentage
0-10 years	21	19.4
11-20 years	25	23.1
21-30 years	26	24.1
31-40 years	36	33.3
TOTAL	108	100

Results show that most teachers have more than 30 years of teaching experience. These teachers may not be ready to learn new approaches even though the curriculum is changing and requires them to learn new teaching strategies. Findings from Zhang (2008), and Graham, et al. (2020), however, indicate that there is no

relationship between teacher experience and student achievement as teachers with more teaching experience are not more effective than those with fewer years of teaching experience. Therefore, teaching experience is relevant to this study because I want to find out the type of teaching strategies implemented by less and more experienced teachers and their effectiveness.

4.3 STRATEGIES OF TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE

This section presents results showing how teachers teach learners transiting from the Foundation phase to the Intermediate phase. The following strategies were identified used for the discussions: use of songs to help transiting learners to understand difficult aspects, learner-centred pedagogy, code-switching to assist Grade 4 learners to understand, teaching phonics to enable the Intermediate phase learners to read, group work to enable learners to do practical activities, individual attention provided for struggling learners, common topics to teach different subjects, methods that support memorization, concrete materials to assist Intermediate phase learners, profiling learners to identify those who need individual attention, and drilling methods in the Intermediate phase to enable learners to understand aspects of subjects they are learning. Section 4.3.1 discusses the use of songs in teaching difficult aspects.

4.3.1 The use of songs in teaching difficult aspects.

Table 4.5 presents the results showing teachers' use of songs to teach learners transiting from the Foundation phase to the Intermediate phase.

The majority $n=56$ (52.8%), of the respondents *agreed* that they use songs to help transiting Intermediate phase learners to understand difficult aspects in subjects they are doing whereas 13.2% *strongly agreed*. This may suggest that most teachers believe that the use of songs is an effective teaching strategy to help learners who

transited to Intermediate phase to understand difficult aspects; however, 10.4% of the respondents *disagreed* that the use of songs helps learners to understand difficult aspects in subjects they are doing. In addition, 18.9% of respondents were *not sure* whether the use of songs is helpful for transiting learners to understand difficult aspects. The number of respondents to this question was 106, due to two missing values.

Table 4.5 The use of songs in teaching difficult aspects

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	14	13.0	13.2	13.2
Agree	56	51.9	52.8	66.0
Not sure	20	18.5	18.9	84.9
Disagree	11	10.2	10.4	95.3
Strongly Disagree	5	4.6	4.7	100
TOTAL	106	98.1	100	
Missing System	2	1.9		
TOTAL	108	100		

Results suggest that singing and playing is an appropriate method where learners learn by playing and their vocabulary is enriched. These results may suggest that the use of songs is a teaching strategy that can help learners who are transiting from the Foundation phase to the Intermediate phase to understand difficult aspects in subjects they are doing.

These results are in line with Burhayani (2013), and Antika (2021), who indicated that songs help learners to understand difficult words easily if they sing and do the action of the song. Literature on results of Lo and Li (1998), and Al-efeshat and Baniabdelrahman (2020), prove that songs develop learners' skills, for instance, their reading, writing, speaking, and listening, pronunciation, rhythm, grammar and

vocabulary in language teaching. One of the principals interviewed confirmed that cooperation with learners is critical as indicated in the following remark:

4P2: “You also need to make sure that you cooperate with them because sometimes when you are teaching, other learners are falling asleep, or the learner does not understand what you are trying to tell him or her. I conduct most of the lesson using the play way method in order to get them to cooperate. It would not be efficient if the Teacher just comes into class and starts writing on the board as the learners also have a reading problem. The first term is the most challenging and a Teacher should prepare the lesson in such a way that the learners can play and sing or even ask them to imitate as though they are acting in a drama”.

These results show that teachers should cooperate with learners by incorporating play and sing methods when they prepare their lessons so that the learners must understand what the teachers are teaching and to avoid boredom. The principal thinks that the first term is not easy for learners because they have a reading problem, so it is not easy to make them understand and cooperate in the classroom.

These results may suggest that teachers should incorporate playing and singing strategies when they teach learners who are transiting from the Foundation phase to the Intermediate phase so that they can understand what they are learning. The other issue identified as a strategy to teach learners who are transiting is learner-centered pedagogy. This is discussed in the section that follows.

4.3.2 Learner-centred pedagogy

Table 4.6 presents teachers’ views on the use of learner-centred pedagogy to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools.

More than half n=59 (54.6%), *agreed* and 27.8% *strongly agreed* that the use of learner-centred pedagogy enables Grade 4 learners to participate actively in learning; 11.1% of teachers were *not sure* if learner-centred pedagogy enables learners to participate actively in learning. With only 3.7% who *disagreed* that learner-centred pedagogy enables learners to participate actively, majority of teachers think that they use learner-centred pedagogy to enable Grade 4 learners to participate actively in the learning process.

Table 4.6 Learner-centred pedagogy

Response	Frequencies	Percentage
Strongly agree	30	27.8
Agree	59	54.6
Not sure	12	11.1
Disagree	4	3.7
Strongly disagree	3	2.8
TOTAL	108	100

Cross-tabulations reveal significant differences between respondents with different teaching experiences in their rating of this item (Chi-square =21.243, $p =.047$, Cramer's $V =.256$). Within teaching experience in years, respondents of different teaching experiences (54.6%), *agreed* that they use learner-centred pedagogy to enable Grade 4 learners to participate actively in learning. Respondents of different teaching experiences in years (66.7% of 0-10 years, 72.0% of 11-20 years, 38.5% of 21-30 years and 47.2% of 31-40 years), *agreed* that they use learner-centred pedagogy to enable Grade 4 learners to participate actively in learning.

These results are consistent with Wudu, et al. (2009), and Du Plessis (2020), who discovered that the Intermediate phase teachers have positive attitude towards the learner-centred methodologies as it helps learners to be active participants in their learning. Wudu *et al.* (2009), further indicated that learner-centred methods assist learners to be free from expecting everything from their teachers. During the

interview, one of the teachers remarked that in the Foundation phase most lessons are learner- centered, therefore, in every lesson, learners are expected to participate and if they are not responding the teacher changes the teaching strategies to accommodate every learner:

3T1: “What I do in my lessons daily is to ensure that the lessons are learner centered, and that is the most challenging issue because most Foundation phase teachers do not notice that as a teacher, in every lesson you give, you need to ensure that every learner is participating and getting involved. In the way I facilitate, I need to identify whether my learners are responding or not and if my learners are not responding, I change my teaching style in order to accommodate each and every learner.”

These results suggest that learner-centred pedagogy helps learners to be actively involved in their learning without expecting everything from their teachers, therefore, Intermediate phase teachers should make sure that every learner is participating during the lessons. Section 4.3.3 discusses code-switching in assisting Grade 4 learners to understand the content.

4.3.3 Code-switching to assist Grade 4 learners to understand

Table 4.7 presents results on teachers’ use of code-switching to assist learners to understand aspects in subjects taught in English

The majority n=66 (61.1%), of teachers and principals *agreed* that they use code-switching to assist Grade 4 learners to understand aspects in subjects taught in English for them to use it as a LoLT, however, 12.0% were *not sure*; 4.6% *disagree* with the idea. These results are in line with Maodi (2018), who said that teachers use code-switching as one of the strategies to facilitate the transition into using English as LoLT to make the learners to understand what the lesson is all about. Kasule and Mapolelo (2005), and Sibomana (2020), identify code-switching and translating as transitioning strategies regarding the medium of instruction in the primary schools.

Table 4.7 Code-switching to assist Grade 4 learners to understand

Response	Frequencies	Percentage
Strongly agree	21	19.4
Agree	66	61.1
Not sure	13	12.0
Disagree	5	4.6
Strongly disagree	3	2.8
TOTAL	108	100

Radzilani (2014), confirmed that Intermediate phase learners have limited capacity to comprehend lessons taught in English only, therefore, teachers use code-switching to expand or elaborate a point. Additionally, one of the teachers indicated that the Grade 4 learners do not understand English as a language of teaching and learning in the Intermediate phase because in the Foundation phase learners were taught in their home language, therefore, teachers end up switching to their home language to explain some terms to make learners to understand the content of Natural Sciences as shown in this remark:

4T2: “Since the language of learning and teaching in grade 4 is 100% English, I sometimes switch to their home language to explain some terms. I do not teach language; however, I teach Natural Sciences. The learners have a problem of not understanding English, so I read with them and explain after and to ensure that they understand, I ask questions along the way. They have a problem of understanding English because they were taught in their home language in the Foundation phase”.

This result suggests that teachers should use code-switching as a teaching strategy to assist the Intermediate phase learners to understand subjects taught in English as they have limited capacity to comprehend lessons taught in English. The other idea identified as a strategy to teach learners who are transiting is to teach phonics to enable the Intermediate phase learners to learn. This is discussed in the section that follows.

4.3.4 Teach phonics to enable the Intermediate phase learners to read

Table 4.8 presents results on teaching phonics to enable the Intermediate phase learners to read.

The majority $n=46$ (43.4%), *strongly agreed* that they teach phonics to enable learners in the Intermediate phase learners to read in all subjects; 38.7% *agreed* with the statement. About 11.3% of respondents were *not sure* if teachers teach phonics to enable the Intermediate phase learners to read. The number of respondents to this question was 106, due to two missing values.

Table 4.8 Teach phonics to enable the Intermediate phase learners to read

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	46	42.6	43.4	43.4
Agree	41	38.0	38.7	82.1
Not sure	12	11.1	11.3	93.4
Disagree	3	2.8	2.8	96.2
Strongly disagree	4	3.7	3.8	100
TOTAL	106	98.1	100.0	
Missing System	2	1.9		
TOTAL	108	100		

The results suggest that majority of the respondents teach phonics to enable the Intermediate phase learners to read in all subjects. Literature reveals that Intermediate phase teachers do not have time to teach the basic phonics whereas they are part of phonological awareness skills (Bus & Van IJzendoorn, 1999; Erbs, 2021). Wium, Louw and Eloff (2010), recommend that Intermediate phase teachers need a support programme to facilitate foundation skills for reading and writing.

4P1: “We get books from Foundation phase that teaches phonics in order to teach them how we sound and blend the words, and from there the learner will be able to read fluently”.

Results indicate that teachers use Foundation phase books to teach phonics to help learners know how to sound and blend some words and this enables them to read fluently. This shows that teachers use different teaching strategies to enable the Grade 3 learners to read and write. Teachers introduce phonics and phonemic awareness to teach different sounds in home language and other subjects to enable the learners to sound well. One of the teachers indicates:

3T2: “We try by all means to use different strategies to teach the learners in Grade 3 so that they can progress to Grade 4 with the ability to read and write. In the home language lesson, we introduce phonics and phonemic awareness. We try to teach them different sounds (single sounds, double sounds and three sounds). When it comes to other subjects, we also do the same where we teach them phonemic and phonics awareness; our aim being to enable them to read well and sound the letters in a correct way”.

The finding implies that teachers from the Foundation phase and Intermediate phase should teach phonics to enable the Intermediate phase learners to sound the words well when they read. Phonemic awareness will assist learners to write and read fluently. Section 4.3.5 discusses group work as enabling learners to do practical activities.

4.3.5 Group work to enable learners to do practical activities

Table 4.9 presents results on teachers’ use of group work to enable learners to do practical activities.

The majority n=59 (54.6%), of respondents *agreed* that they use group work to enable learners to do practical activities in different subjects. In addition, 38.0% *strongly*

agreed with the statement, however, 3.7% of respondents *disagreed* that teachers use group work to enable learners do practical activities.

Table 4.9 Group work to enable learners to do practical activities

Response	Frequencies	Percentage
Strongly agree	41	38.0
Agree	59	54.6
Not sure	4	3.7
Disagree	4	3.7
TOTAL	108	100

These results may suggest that most respondents use group work to enable learners to do practical activities. These results agree with those of Bonwell and Eison (1991), who maintain that new teachers commonly use group work, assignments, practical activities, and presentation in their classrooms. Hennessy, et al. (2016), add that teachers use group work to engage learners in the classroom activities where learners help each other, hence, they are increasingly acquiring confidence to contribute to their groups when they assist each other. Umugiraneza, et al. (2017), confirm that group work and classroom discussion enable learners to better share information than those learners who work individually.

According to Westbrook, et al. (2013), and Liu, et al. (2018), the use of group work where there is a discussion of a shared-task is regarded as one of the effective teaching strategies which impact positively on learning-outcomes of transiting learners. Some of the participants interviewed confirmed that encouraging learners to work in groups positively contributes to the promotion of teaching and learning of the learners who are transiting, from Foundation phase, in rural schools. The principals then assist with the struggling learners, by teaching them separately.

3P3: “I also encourage them to work in groups, and for those learners that understand the subject matter well, we encourage them to work on their own, and I would remain with the learners that are struggling”.

4T4: “I need to first know those who are poor in learning, and I group them so that I know the learners that are gifted and those that are slow learners in order for them to be in one rate”.

Slow learners and the gifted learners help each other so that no one is left behind. One of the teachers think that learners who are good at understanding the content teach other learners, although, all categories of learners are encouraged to participate.

4T1: “I encourage learners to participate in the group. Most learners who are good in the content try to teach other learners”.

The results suggest that group work is one of the effective teaching strategies where slow learners are assisted by the gifted learners to understand the content and this helps the latter to gain more knowledge. The other issue identified as a strategy to teach learners who are transiting from Grade 3 to Grade 4 is individual attention for struggling learners. This is discussed in the section below.

4.3.6 Individual attention for struggling learners

Table 4.10 presents results on giving individual attention to struggling learners to catch up with the level of the grade. More than half $n=54$ (51.4%), of the respondents *strongly agreed* that they give individual attention to struggling learners in Grade 4 to catch up with the standard performance level of the grade; 42.9% *agreed*; about (3.8%), of respondents were *not sure* and only 1.9% of respondents *disagreed* that teachers give individual attention to struggling learners. The number of respondents to this question was 105, due to three missing values.

Table 4.10 Individual attention for struggling learners

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	54	50.0	51.4	51.4
Agree	45	41.7	42.9	94.3
Not sure	4	3.7	3.8	98.1
Disagree	2	1.9	1.9	100
TOTAL	105	97.2	100	
Missing System	3	2.8		
TOTAL	108	100		

These results imply that majority of teachers give individual attention to struggling learners in Grade 4. The results agree with Madihlaba (2013), and Dröse & Prediger (2021), who indicated that teachers should use different forms of intervention strategies because learners learn in different styles and the support offered should be based on their individual educational needs. Manurung (2012), adds that teachers must provide exercises to learners, individually or in a small group for practicing what they have just learnt. According to Molapo (2016), teachers should group struggling readers to assist them according to their reading difficulties, and Cambourne (2004), suggests that Intermediate phase teachers must apply strategies that can provide learners with the skills to comprehend complex texts through clear instructions to help struggling learners. The teacher should engage learners in different activities and assessment styles such as presentations, oral examinations and building portfolios to motivate struggling learners to learn (Sithole, 2017). One of the principals thought that it is not easy to give independent learning to so many learners in the classroom because they have different barriers, therefore, It will take time to assist learners individually:

4P1: "I also try to give them independent learning, but to be honest it is very difficult to implement because you may have so many learners in a class and this may require

you to spend the whole day at work since after school you would have to call them individually and attend to their barriers because their barriers are not the same”.

One of the teachers interviewed indicated that struggling learners who are failing to understand the learning content are identified and taught individually after school.

3T1: “I also try to identify learners who are struggling to understand the work with the teaching strategies that I use and ask them to stay behind after school so that I can teach them individually”.

One of the participants further indicated that individual attention is a good teaching strategy for Grade 4 learners to grasp the content. It, however, takes time because you fall behind schedule as the learners will be reading, in groups and individually when they are being assessed.

4T1: “That’s the methodology that I think learners can grasp the content of Grade Four, although it’s quite slow with catching up with the programme itself, you spend much time Pointing, Acting, Telling, and requesting them to Say it. Reading wherein they read a lot, reading along with the teacher, reading in groups, and also reading individually to the teacher while assessing them is also a method that I think works”.

The researcher, therefore, suggests that teachers should give individual attention as a teaching strategy for struggling learners for them to cope with the Grade 4 content. Teachers may engage learners in different activities and create enough time for that as learners’ abilities are different. Section 4.3.7 discusses common topics to teach different subjects.

4.3.7 Common topics to teach different subjects

Table 4.11 presents results on the use of common topics in the multi-grade classrooms. The majority n=51 (47.2%), of teachers and principals *agreed* that they use common topics to teach different subjects in multi-grade classrooms; 21.3% were

not sure and 8.3% of respondents *disagreed* that common topics are used to teach different subjects in multi-grade classrooms.

Table 4.11 Common topics to teach different subjects

Response	Frequencies	Percentage
Strongly agree	21	19.4
Agree	51	47.2
Not sure	23	21.3
Disagree	9	8.3
Strongly disagree	4	3.7
TOTAL	108	100

These results imply that most respondents are using common topics to teach different subjects in multi-grade classrooms. These results are in line with Cornish (2006), and Copur-Gencturk, et al. (2021), who noted that teachers use curriculum alignment by searching for common topics in different subjects for both Grades 3 and 4. Cornish added that teachers get the opportunities to connect subjects and interrogate different learning goals and themes.

Beihammer and Hascher (2015), demonstrate that in Geography and Biology in multi-grade teaching of Grades 3 and 4, learners are taught the curriculum of the fourth grade, then they follow the curriculum of the third grade in the following year, thus employing curriculum rotation. One of the principals revealed that the shortage of teachers causes the teaching of Grade 2 and Grade 3 learners in the same class.

4P1: “There is a challenge of shortage of teachers as you may find that Grade 2 and Grade 3 learners are taught in the same class, and if the Educator is too interested in teaching the grade 2 syllabus, it means that the grade three learner will not acquire the knowledge they are supposed to acquire in grade 3, and when the learner progresses to grade 4, it means that that learner is not ready”.

These results testify to teachers' use of common topics in the multi-grade classes as curriculum alignment, however, this approach is challenging for learners who are transiting to Intermediate phase as they experience curriculum gap. This may result in the domination of Grade 2 syllabus which prevents the Grade 3 learners from being taught their own curriculum and they then experience a curriculum gap when they transit to Intermediate phase. Section 4.3.8 discusses methods that support memorisation.

4.3.8 Methods that support memorisation

Table 4.12 indicates the choosing of methods that support memorisation to assist transiting learners

As reflected in Table 4.12 above, 45.8% respondents had to choose methods that support memorisation to assist transiting learners to master different aspects in each subject. The data shows that 22.4% of respondents *strongly agreed* with the idea; 17.8% respondents *disagreed*; 7.5% were *not sure* about the idea. The number of respondents to this question was 107, due to one missing value.

The results show that most teachers and principals choose methods that support memorisation to assist transiting learners to master different aspects in each subject. The results are in line with Skutil, et al. (2015), who indicates that pressure from education provider and parents is so strong that acquisition of knowledge outweighs the application of the learning; hence, schools choose methods that support memorisation. Skutil, et al. (2015), discovered that the interest of teachers is for learners to know the curriculum, even though they may not understand it and to repeat the curriculum which is more traditional.

Table 4.12 Methods that support memorisation

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	24	22.2	22.4	22.4
Agree	49	45.4	45.8	68.2
Not sure	8	7.4	7.5	75.7
Disagree	19	17.6	17.8	93.5
Strongly disagree	7	6.5	6.5	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

The participants remarked that teachers are compelled to repeat a lesson until the slow learners understand what is being taught so that all learners can master the lesson. The curriculum is structured in such a way that it is easy to repeat most of the things when teaching. The following are remarks of some of participants, during the interview which confirm this:

4T3: “There is a challenge with the learners who are slow to master the topic. This becomes a challenge as you may be stuck and are forced to repeat a lesson so that you get most of the learners to understand the knowledge or topic as you cannot just move on with just one or two learners that understand”.

4T1: “I also try to repeat most of the things, and the way the curriculum is structured is also helpful as it is repetitive”.

The above statements are an indication that teachers choose methods that support memorisation to make the transiting learners understand what they are teaching. Teachers repeat the lesson so that even the slow learners can master the curriculum. The other issue identified as a strategy to teach learners who are transiting from Grade 3 to Grade 4 is the exploitation of concrete materials to assist Intermediate phase learners. This is discussed in the section below.

4.3.9 Concrete materials to assist Intermediate phase learners

Table 4.13 shows use of concrete materials to assist Intermediate phase learners.

Table 4.13 presents the results showing that the majority $n=49$ (45.4%), of respondents *agreed* and 43.5% *strongly agreed* that they use concrete materials to assist Intermediate phase learners to transit to a higher level of learning. Only 5.6% were *not sure* about the idea and 3.7% *disagreed* that they use concrete materials to assist Intermediate phase learners to transit to a higher level of learning.

Table 4.13 Concrete materials to assist Intermediate phase learners

Response	Frequencies	Percentage
Strongly agree	47	43.5
Agree	49	45.4
Not sure	6	5.6
Disagree	4	3.7
Strongly disagree	2	1.9
TOTAL	108	100

These results confirm that most teachers use concrete materials to assist Intermediate phase learners. The results agree with those of Kisirkoi, et al. (2016), who recommended the use of resources like concrete objects for learners' manipulation to create an environment conducive for learning both in the Foundation and Intermediate phases. Madihlaba (2013), and Bungao-Abarquez (2020), add that manipulative objects help learners to gain more understanding of the concept they are being taught. The teachers revealed that they use concrete objects like hands and pencils for counting and it makes it easy for learners to understand how to count. Other participants confirmed that they use concrete objects when teaching fractions and measurements because learners learn better when they see and touch the objects.

3T3: “We use counting strategies, using their hands and concrete apparatus and it is easy for them to understand. For instance, we will put together two pencils and ask them to count”.

3T2: “When teaching fractions, we try to use concrete objects so that learners are able to see. When we are dealing with measurements, we also use concrete objects like measuring jugs, water, etc. We do this because we have realized that learners learn more when they can touch the objects”.

A principal confirmed that teachers in the Foundation phase use concrete objects to teach Mathematics whereas Intermediate teachers fail to use concrete objects which is a challenge for transiting learners.

3P1: “One other thing is that most educators in the Foundation phase use concrete objects, for example, when teaching mathematics, but when we go to the Intermediate phase, the educators there ignore the use of concrete objects and that becomes a challenge to learners who are transiting”.

These results imply that using concrete objects is a teaching strategy that helps the Intermediate phase learners to gain more understanding of concepts because learners learn better when they manipulate objects. Both Intermediate phase and Foundation phase teachers should use concrete objects when teaching because learners, usually, cannot forget what they have seen and touched. The other issue identified as a strategy to teach learners who are transiting is to profile learners to identify those who need individual attention. This is discussed in the section that follows.

4.3.10 Profile learners to identify those who need individual attention

Table 4.14 shows the profiling of learners to identify those who need individual attention.

More than half n=54 (50.5%), of principals and teachers *strongly agreed* and (35.5%), *agreed* that they profile learners to identify those who need individual attention in coping with Grade 4 subjects’ activities. Only 8.4% were *not sure* about the idea;

about (4.7%), of *disagreed* that they profile learners to identify those who need individual attention. The number of respondents to this question was 107, due to one missing value; therefore, the results suggest that teachers profile learners to identify those who need individual attention.

Table 4.14 Profile learners to identify those who need individual attention

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	54	50.0	50.5	50.5
Agree	38	35.2	35.5	86.0
Not sure	9	8.3	8.4	94.4
Disagree	5	4.6	4.7	99.1
Strongly disagree	1	9	9	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

Cross-tabulations reveal significant differences in the responses from respondents of different qualifications, in their rating of this item (Chi-square =20.795, $p = 0.053$, Cramer's $V = 0.257$). More than half (55.6%), of respondents who have Grade 12 *strongly agreed* that they profile learners to identify those who need individual attention in coping with Grade 4 subjects activities; whereas 58.8% of respondents who have first degrees *agreed* with the same idea; while 60.0% of those who have B.ED or Honours' Degree *strongly agreed* that they profile learners and 57.1% of respondents who have Masters' Degree *strongly agreed* that they profile learners to identify those who need individual attention in coping with Grade 4 subject activities.

Maodi (2018), reports that the Grade 3 and Grade 4 teachers do not work together to support learner transition and to facilitate language transition, they only provide the Grade 4 teachers with learners' profiles to see which learners need support. One

principal explained that profiling learners helps when preparing lessons for learners because teachers prepare according to learners' abilities. To have the background knowledge of the learners, the Grade 3 teachers should profile learners before they transit to Grade 4.

4P2: "I do the profiling method as I know my learners. So, when doing my preparations, I ensure that they are in line with the level of my children. The Grade 4 teacher needs to take the profile from the Grade 3 teacher and get an idea of the kind of learners they are receiving. With the profiles, it becomes easier to prepare and present to the learners".

These results suggest that teachers need to plan before they teach learners to accommodate learners with different cognitive levels. Teachers should profile learners to identify those who need individual attention when they transit to Intermediate phase so that they can cope with Grade 4 work. Section 4.3.11 discusses the drilling method in the Intermediate phase.

4.3.11 Drilling method in the Intermediate phase

Table 4.15 contains results on the use of drilling method in the Intermediate phase. The table below clearly illustrate that n=52 48.1% of respondents *agreed* that they use drilling method in the Intermediate phase to enable learners to understand aspects of subjects they are learning; 28.7% *strongly agreed* and 10.2% were *not sure* and *disagreed* that they use drilling method in the Intermediate phase.

Table 4.15 Drilling method in the Intermediate phase

Response	Frequencies	Percentage
Strongly agree	31	28.7
Agree	52	48.1
Not sure	11	10.2
Disagree	11	10.2
Strongly disagree	3	2.8
TOTAL	108	100

These results reveal that teachers use drilling method to enable learners to understand aspects of subjects they are learning. The results are in line with Tella, et al. (2010), who note that teacher-centred methods contribute to cramming and rote learning. Learners spend most of their time reciting information and drilling what had been imparted by teachers. On the other hand, Che Mat and Ying Soon (2010), assert that drilling is one of the effective strategies in facilitating second language learning, however, Isaacs and Carroll (1999), and Phan and Ngu (2021), believe that frequent drilling can cause anxiety and undermine learners' understanding of facts. One of the teachers interviewed confirmed that drilling method is effective, although, it is time consuming at the same time because it needs translation from mother tongue to English to help learners to understand what is being taught.

4T3: "Yes. It is working but it is time consuming because we need to drill them when translating words from their mother tongue to English. You need to give time to each learner to drill that word. There are situations wherein you would have to use the drill method especially in cases where the learners cannot differentiate past tense, present tense and future tense, so we drill them in order for them to know how to differentiate the tenses".

The results describe drilling method as effective, although, time consuming at the same time because learners spend most of their time reciting aspects of the subject they are learning so that they can understand; this may also cause boredom. The following section discusses the extent to which teaching strategies used to teach learners affect learner performance.

4.4 THE EXTENT TO WHICH TEACHING STRATEGIES USED TO TEACH LEARNERS IN RURAL SCHOOLS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE, AFFECT LEARNER PERFORMANCE

This section presents results showing the extent to which teaching strategies affect learner performance. The following issues on the extent to which teaching strategies affect learner performance have been identified, thus, be discussed: differentiation

instruction in overcrowded classrooms; linking the Grade 3 content with those of Grade 4; homework to manage tasks independently; peer tutoring in Grade 4 class; concepts clarification when teaching different content; teachers giving constructive feedback and the use educational resources in Grade 4 to assist learners to understand what is being taught. Section 4.3.12 discusses differentiation instruction in overcrowded classrooms.

4.4.1 Differentiation instruction in overcrowded classrooms

Table 4.16 presents on the differentiation instructions used in overcrowded classrooms. More than half $n=57$ (52.8%), of respondents *agreed* that differentiated instruction used in overcrowded classrooms support Grade 4 learners to academically achieve as required in that level. Only 5.6% of respondents *strongly agreed* that differentiated instruction used in overcrowded classrooms support Grade 4 learners.

Table 4.16 Differentiation instruction in overcrowded classrooms

Response	Frequencies	Percentage
Strongly agree	15	13.9
Agree	57	52.8
Not sure	27	25.0
Disagree	6	5.6
Strongly disagree	3	2.8
TOTAL	108	100

These results are consistent with Tileston (2004), and Ginja & Chen (2020), who revealed that for differentiation instruction, teachers should know their learners' needs and adapt instruction to learners' differences because 'one size does not fit all'. Individual differentiation is essential in multi-grade classes to help the slower learners with different learning aids and materials and to give the talented learners

extra assignment during the lessons (Skiera, 2003). Beihammer and Hascher (2015), suggest that teachers should prepare work plans that may include different tasks in different subjects and different teaching strategies and materials, such as learning games. According to Sithole (2017), teachers must use different teaching strategies as learners are different and learn in different ways. Roberts (2011), adds that teachers should apply different teaching pedagogies to ensure that the content is best communicated to the learners according to the diverse background of learners. One of the principals responded that teachers identify learners according to their levels of reading and those who are in the last level are given more reading activities and homework. The principal emphasized that teachers are patient when they work with those who are in the last level.

3P1: “Since learners are not in the same level of reading in any class, we do assessments to identify learners in different stages of reading. We give more reading activities and more reading homework’s to those who are in the last level of reading, and we are patient with them”.

4T3: “Because of the experience that I have in teaching the Grade 4 class, I adopt different strategies related to a certain achievement a learner should show. When meeting the grade 4 learners for the first time, you need to do a diagnostic approach wherein you can identify learners that are fast and slow., then arrange a strategy that can work for each group”.

These results suggest that teachers should follow a diagnostic approach when teaching in overcrowded classrooms for differentiation instruction to cater for slow and fast learners. Learners learn at different pace so teachers should employ different teaching strategies when they plan their lessons. Section 4.3.13 discusses linking Grade 3 content with that of Grade 4.

4.4.2 Linking Grade 3 content with that of Grade 4

In Table 4.17, data on linking the Grade 3 content with the Grade 4 is presented.

Table 4.17 Linking Grade 3 content with that of Grade 4

Response	Frequencies	Percentage
Strongly agree	46	42.6
Agree	47	43.5
Not sure	10	9.3
Disagree	4	3.7
Strongly disagree	1	9
TOTAL	108	100

More than a quarter $n=47$ (43.5%), of respondents *agreed* and (42.6%), *strongly agreed* that they link Grade 3 content with the Grade 4 to assist learners to know the current content. Only 9.3% were *not sure*; about (9%), *strongly disagreed* that they link Grade 3 content with that of Grade 4.

The results, therefore, confirm that teachers link Grade 3 content with the Grade 4 to assist learners to know the current content. The rating of this item in cross-tabulations reveal significance differences among respondents with different teaching experience (Chi-square =21.192, $p = .048$, Cramer's $V = .256$). Respondents of different teaching experiences in years, 71.4% of 0-10 years and 41.7% of 31-40 years *agreed* that they link Grade 3 content with the Grade 4 to assist learners to know the current content; 48% of respondents between the teaching experience of 11-20 years and 69.2% of 21-30 years of teaching experience *strongly agreed*.

Beihammer and Hascher (2015), reported that teachers use parallel curriculum strategies in teaching Mathematics and Language where both Grade 3 and Grade 4 are taught the same subject but given different assignment. Thompson (2016), however, argues that multi-grade teaching is one of the factors that hinder learners' performance in the primary schools of Limpopo because teachers end up teaching the topics or subjects they prefer instead of linking Grade 3 content with the Grade

4. One of the teachers revealed that learners understand the concepts being taught better when objects that they are familiar with are used.

4T2: “The learners become excited as they are seeing objects that they know; they then also understand the concept I am trying to teach them. They are then able to link what is happening at school with what happens in their environment”.

These results imply that when teachers link the content of the previous grade with the current grade, it may assist transiting learners to understand the content of the current grade better because if the content is familiar, it is easier for them to grasp. The other issue identified as a strategy to teach learners who are transiting is that homework helps learners to manage tasks independently. This is discussed in the section that follows.

4.4.3 Homework helps learners to manage tasks independently

Table 4.18 below presents data on why homework is given to transiting learners. The majority $n=61$ (58.1%), of principals and teachers *strongly agreed*, and more than a quarter (37.1%), *agreed* that they give transiting learners some homework to help them to manage tasks independently; only 1.0% was *not sure* about the idea. The same percentages (1.9%), of respondents *disagreed* and *strongly disagreed* that they give transiting learners some homework for them to manage tasks independently; the number of respondents to this question was 105, due to three missing values.

The results show that teachers are giving learners some homework to help them to manage tasks independently. Cross-tabulations reveal significant differences in the respondents of the different gender in their rating of this item (Chi-square =10.446, $p = .034$, Cramer's $V = .315$). More females, 60, 0% against males 52, 0% *strongly agreed*. These results agree with Fuhrman, et al. (2010), who state that effective teachers' exhibit passion for their subjects, use variety of teaching strategies and are known for the amount of assigned homework.

Table 4.18 Homework helps learners to manage tasks independently

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	61	56.5	58.1	58.1
Agree	39	36.1	37.1	95.2
Not sure	1	9	1.0	96.2
Disagree	2	1.9	1.9	98.1
Strongly disagree	2	1.9	1.9	100
TOTAL	105	97.2	100	
Missing System	3	2.8		
TOTAL	108	100		

Umugiraneza, et al. (2017), indicated that teachers in the Intermediate phase use classwork and homework as strategies to assess skills and knowledge. Findings from Graven (2016), and Freire, et al. (2021), suggest giving Mathematics homework daily as a way of supporting learner performance; to help learners develop strategies for coping with mistakes and difficulties, as well as develop skills in managing tasks independently and working at their own pace. Some of the teachers confirmed that they give the learners homework which requires them to explain their thought process when completing their homework to ensure that they have a better understanding of the content in their subjects. Respondents also remarked that learners are responding well to the strategies, and this is evident when the teacher gives them class exercises and homework.

3T1: “Yes, these strategies are working well because after teaching we try writing class exercises, or I would give them homework in order to confirm that they understood everything I was teaching them. The learners are responding well to the strategies”.

3T3: “The other strategy we use for learners to know more about their subjects is giving them homework, and when they come to school with the homework, we ask them to explain to us how they got to their answers, in order to see their creativity”.

One of the principals explained that learners are given homework to determine whether they understand what has been taught. The learners are also advised to complete the homework on their own and if they do not understand what is required of them, they are allowed to ask the teachers before they go home.

4P2: “The aim of giving homework is to find out if the learner has understood what I was teaching. So, I can see that the way they wrote is not the same as how they answered the other work. Yes. And when I advise the learners not to allow anyone to help them with their homework, they are responsive. If they do not understand the homework, they also ask the teachers before they go home”.

These responses suggest that teachers should give learners homework so that they can show if they understood the content and have gained skills to manage tasks independently and to work on their own pace. Section 4.3.15 discusses peer tutoring in Grade 4 class.

4.4.4 Peer tutoring in Grade 4 class

Table 4.19 presents results on use of peer tutoring in Grade 4 classes. The majority $n=65$ (61.3%), of respondents *agreed* that they use peer tutoring in Grade 4 class, where a less-able learner is helped by an able learner. In addition, 22.6% of respondents *strongly agreed* with the same idea. Only 8.5% were *not sure*; 4.7% *disagreed* that they use peer tutoring in Grade 4 class. The number of respondents to this question was 106, due to two missing values.

Table 4.19 Peer tutoring in Grade 4 classes

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Strongly agree	24	22.2	22.6	22.6
Agree	65	60.2	61.3	84.0
Not sure	9	8.3	8.5	92.5
Disagree	5	4.6	4.7	97.2
Strongly disagree	3	2.8	2.8	100
TOTAL	106	98.1	100	
Missing System	2	1.9		
TOTAL	108	100		

The results confirm that teachers use peer tutoring in Grade 4 class to help less-abled learners. These results agree with Obiakor and Ford (2002), who recommend peer tutoring as an effective instructional intervention strategy as some learners learn and talk more freely to the peers than their teachers. A strong learner is paired with a less-abled learner because the less-abled learner is compelled to answer his/her peer. Some of the principals explained that they encourage the learners to continue learning when they are outside the classrooms; they use chalk boards placed outside the classrooms for this because some learners grasp content easily when they are taught by their peers; this strategy has works well for some respondents. The principals further explained that in an overcrowded class, teachers group learners into diverse groups in terms of their abilities for them to help each other. Teachers promote peer reading and teaching as some learners learn better when they are taught by their peers.

3P1: “We mounted some chalk boards outside the class which are always available, and it is a very good initiative when teaching mathematics, because they go outside and practice, and sometimes during break time they congregate themselves without being asked by the teacher and do some mathematics sums on the chalk board. This

helps the struggling learners because sometimes you find that the struggling learners are afraid of the teachers, but when they are taught by their peers, they grasp the content easily”.

4P1: “This is very difficult because you may find that the class is overcrowded. When the class is overcrowded, you may try to group the learners in such a way that the group is diverse in terms of their abilities, in order to promote the fact that they should help each other. We also do peer reading and teaching so that if I am failing as a teacher to reach that learner, they group themselves. Our classes are however overcrowded and to create a positive environment is not easy at all”.

The results suggest that teachers should group learners according to their abilities to allow peer tutoring so that the able learner could assist the less-able learner to understand the content. Peer tutoring is an effective strategy because the less-abled learners learn freely when they are with their peers than with their teachers, whereas the abled learners gain more knowledge when they teach their peers. The other issue identified as a strategy to teach learners who are transiting from Grade 3 to Grade 4 is concepts clarification when teaching different content. This is discussed in the section below.

4.4.5 Concept clarification when teaching different content

In Table 4.20 data on clarification of concepts when teaching different content is presented.

More than a quarter $n=51$ (47.2%), of principals and teachers *agreed* and (43.5%), *strongly agreed* that they clarify concepts when teaching different content in the Intermediate phase to enable learners to understand them. About (6.5%), were *not sure* of the above idea; 9% of respondents *strongly disagreed* that they clarify concepts when teaching different content.

Table 4.20 Concept clarification when teaching different content

Response	Frequencies	Percentage
Strongly agree	47	43.5
Agree	51	47.2
Not sure	7	6.5
Disagree	2	1.9
Strongly disagree	1	9
TOTAL	108	100

The results, thus, reveal that teachers clarify concepts when teaching different content in the Intermediate phase. These results agree with those of Radzilani (2014), who indicates that teachers often switch codes to clarify subject matter, to elaborate concepts and to encourage learners to participate as a classroom management strategy. Rose and Van Dulm (2006), also indicated that teachers code-switch to clarify unfamiliar words as a teaching strategy; Adendorff (1993), points out that teachers switch codes to get learners' immediate attention and for the purpose of clarification of concepts. Creative teachers, however, can simplify complex things and to clarify unclear concepts for learners (Manurung, 2012). Some of the principals stated that Foundation learners are used to working all day with one educator, so it takes time for them to grasp the content. Teachers, therefore, take more time to explain the concepts for learners to have a better understanding of the subject and how their writing skills are supposed to change in Grade 4 as compared to Grade 3.

4P1: "These learners are very slow because they are used to seeing one educator all day. In Grade 4 I teach Mathematics and I need to use more time to explain the concepts because if I do not explain the concept and continue as normal, I would be wasting my own time".

4P2: "I then explain that in Grade 4 when we write, we do not occupy, for instance 3 lines. I also give myself time to draw the lines on the board and demonstrate how they need to write in their books".

One of the teachers indicated that learners do not fully understand English therefore, during Natural Science lessons the teacher reads and explains the content to the learners for them to understand.

4T2: “I do not teach language; however, I teach Natural Sciences. The learners have a problem of not understanding English, so I read with them and explain after and to ensure that they understand, I ask questions along the way”.

The results imply that concepts clarification may be important when learners transit to the Intermediate phase to enable them to understand the content because most of them do not understand English as language of teaching and learning, thus, they need a lot of explaining until they grasp the content. Section 4.3.17 discusses teachers giving constructive feedback.

4.4.6 Teachers give constructive feedback

Table 4.21 presents data on teachers giving constructive feedback to transiting learners. More than half $n=55$ (51.4%), of respondents *strongly agreed* and (37.4%), *agreed* that teachers give constructive feedback to transiting Intermediate phase learners which motivate them to do well. In contrast with the above (9%), respondents *strongly disagree* and (6.5%), were *not sure* about the idea. The number of respondents to this question was 107, due to one missing value.

Table 4.21 Teachers give constructive feedback

Response	Frequencies	Percentage	Valid Percent	Cumulative Percentage
Strongly agree	55	50.9	51.4	51.4
Agree	40	37.0	37.4	88.8
Not sure	7	6.5	6.5	95.3
Disagree	4	3.7	3.7	99.1
Strongly disagree	1	9	9	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

These results may suggest that teachers give constructive feedback to transiting Intermediate phase learners. The rating of this item in cross-tabulations reveal significant differences between the respondents of different ages (Chi-square =34.288, $p = .005$, Cramer's $V = .283$). Half (50 %), of respondents between ages of 21-30 years *strongly agreed* that they gave constructive feedback to transiting Intermediate phase learners which motivate them to do well whereas 50% of respondents between ages of 31-40 years were *not sure* about the idea. In addition, 48% of respondents between ages of 41-50 years, 54.7% of respondents between ages of 51-60 years and 57% of respondents between ages of 61+ years *strongly agreed* that they give constructive feedback to transiting Intermediate phase learners which motivate them to do well.

These results are consistent with Sithole (2017), who said that teachers must use different teaching strategies as learners are different and learn in different ways; they fill classrooms with positive messages and always provide constructive feedback that encourage, support, and praise the learners to work hard. Banks (2014), suggests balancing praise with corrective feedback as strategies of creating positive learning environment. Some of the participants interviewed indicated that learners are asked to leave the classroom as punishment for not completing their homework because corporal punishment has been abolished. Learners are then given verbal warnings and required to complete their homework in class for them to do corrections with the rest of the class. The teachers ensure that learners feel comfortable in class by encouraging and motivating them to give answers in class, even those who cannot give the correct answer are encouraged to keep on trying.

3T2: "Yes. Since corporal punishment is abolished, the only punishment you can give the learner is to go outside the class or neglect the learner because he/she didn't do the homework, but after all that learner is still part of your class, so we just give them verbal warnings and encourage them to do the correction in their homework books so that the learner is not left behind. So, what we do is to give them time in classroom to complete their homework so that when we do corrections and we do them with the entire class".

4T2: “I make the learners feel free in class when I am teaching. I encourage them and motivate them when they give correct answers and those that do not give correct answers, I also encourage them and motivate them to keep trying and that they can do better”.

These responses imply that constructive feedback motivate and encourage Intermediate phase learners to feel free in the classroom. Constructive feedback creates a positive learning environment, where even learners who cannot do the work are encouraged to work hard. Section 4.3.18 focuses on educational resources in Grade 4.

4.4.7 Educational resources in Grade 4

Table 4.22 below presents data on the use of educational resources in Grade 4.

The majority n=61 (56.5%), of respondents *strongly agreed* that they use educational resources in Grade 4 to assist learners to understand what is being taught. In addition, more than a quarter (38.0%), of respondents *agreed* with the above idea, however, 9% *strongly disagreed* that they use educational resources in Grade 4 to assist learners to understand. Only 1.9% respondents were *not sure* about the idea.

Table 4.22 Educational resources in Grade 4

	Response	Frequencies	Percentage
	Strongly agree	61	56.5
	Agree	41	38.0
	Not sure	2	1.9
	Disagree	3	2.8
	Strongly disagree	1	9
	TOTAL	108	100

These results confirm that teachers use educational resources in Grade 4 to assist learners to understand what is being taught. The results are in line with Kisirkoi, et al. (2016), who recommended the use of learning resources to enable the teacher to use concrete objects for learners’ manipulation and to create an environment

conducive for learning both in the Foundation and Intermediate phases. Maodi (2018), found that teachers who cannot code-switch because of multicultural learners, use pictures, posters, flashcards, objects, simple games as strategies to make learners understand. Ramrathan, et al. (2016), state that despite some teachers' challenging situations, multi-grade teachers rely on their ability to make decisions on teaching strategies, lesson context, lesson activities and resources to impact learning. Furthermore, Usman (2016), adds that the use of educational resources can give more powerful direction to the teacher as they are important for conducive learning environment. Blunt (1990), maintains that the adequate and effective utilization of educational resources guarantees effective performance of schools. Some of the participants indicated that there are not enough resources provided and those that are provided are poor. For example, there are no pictures of animals which makes it difficult for learners to know what each animal looks like. It is also difficult for learners to understand physical demonstrations. Due to the lack of resources, the teachers are required to be creative and come up with resources that enable them to successfully teach content; unfortunately, there are some resources that the teachers cannot create.

3T1: "The lack of resources and as a Foundation phase teacher I need to be creative and come up with resources to teach the content, but some resources I cannot create with my own hands and expect the Department to provide those resources, but they fail to".

4T1: "The resources that we have are poor; we do not have many resources. For example, if I would like to point out an elephant, it is very difficult to find a picture of an Elephant in our school. Even things that you need to act out, you find that they do not know what it is".

The results suggest that teachers should be creative enough to improvise their own educational resources to enable the Intermediate phase learners to understand what is being taught, since there is a shortage of resources. The following section discusses challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase.

4.5 CHALLENGES TEACHERS FACE IN TEACHING LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT

This section presents results showing the challenges teachers face when teaching learners transiting from the Foundation phase to the Intermediate phase. The following challenges have been identified and will thus be discussed: overcrowded classrooms in Grade 4, teachers incompetence in the subject they teach, new ideas teachers have to apply in the Grade 4 classrooms, plan lessons that accommodate slow learners, explaining the content to learners with learning problems, learner absenteeism affecting teachers' quality of teaching, parents not heeding invitation to discuss their children difficulties, and teachers' lack of time management skills to cover the curriculum. Section 4.3.19 addresses overcrowded classrooms in Grade 4.

4.5.1 Overcrowded classrooms in Grade 4

Table 4.23 presents results on overcrowded classrooms not being conducive for individual attention.

More than a quarter $n=43$ (40.2%), of respondents indicated that overcrowded classrooms in Grade 4 are *never* conducive for individual attention by teachers. In contrast (22.4%), of respondents indicated that overcrowded classrooms in Grade 4 are *sometimes* conducive for individual attention while 12.1% indicated *always*. The number of respondents for this question was 107, due to one missing value. These results show that overcrowded classrooms are not conducive for individual attention to be given by teachers.

These results are in line with Itumeleng (2011), who revealed that being taught in overcrowded classrooms will reduce the teacher chances to provide individual attention when teaching reading and writing skills. Maodi (2018), reports that overcrowded classrooms become a challenge to teachers to reach out to all learners and this affects the performance of both teachers and learners. Similarly, Hanley, Ramsey and Algozzine (2006), and Moagi (2020), maintain that peer tutoring

provides individualized instruction which is impossible for teachers to conduct in an overcrowded classroom.

Table 4.23 Overcrowded classrooms in Grade 4

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	43	39.8	40.2	40.2
Seldom	15	13.9	14.0	54.2
Sometimes	24	22.2	22.4	76.6
Often	12	11.1	11.2	87.9
Always	13	12.0	12.1	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

One of the principals revealed that in an overcrowded class it is difficult for individual attention, teachers end up grouping learners in diverse groups in terms of their abilities for them to help each other. Teachers promote peer reading and teaching as some learners learn better when they are taught by their peers.

4P1: “This is very difficult because you may find that the class is overcrowded. When the class is overcrowded, you may try to group the learners in such a way that the group is diverse in terms of their abilities, in order to promote the fact that they should help each other. We also do peer reading and teaching so that if I am failing as a teacher to reach that learner, they group themselves. Our classes are however overcrowded and to create a positive environment is not easy at all”.

The results imply that it is difficult for teachers to apply individual attention in an overcrowded classroom. This is a challenge that may result in peer tutoring so that learners may help each to perform. The other issue identified as a strategy to teach

learners who are transiting from Grade 3 to Grade 4 is that teachers should be competent in the subjects they teach. This is discussed in the section below:

4.5.2 Teachers are competent in the subject they teach

Table 4.24 presents results on whether teachers are competent in the subjects they teach. More than a quarter $n=38$ (35.5%), of teachers confirmed that they are *sometimes* competent in the subjects they teach in Grade 4 which results in satisfactory learner performance. The same percentages (26.2 %), of respondents are *often* and *always* competent in the subjects they teach. In contrast (1.9%), showed that they are *not competent* in the subjects they teach. The number of respondents to this question was 107, due to one missing value. These results, therefore, suggest that majority of teachers are *sometimes* competent in the subject they teach in Grade 4.

Table 4.24 Teachers are competent in the subjects they teach

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	2	1.9	1.9	1.9
Seldom	11	10.2	10.3	12.1
Sometimes	38	35.2	35.5	47.7
Often	28	25.9	26.2	73.8
Always	28	25.9	26.2	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

These results are consistent with Felix (2015), who reveal that the most used pedagogy is lecture method in combination with question-and-answer method because most teachers do not have adequate content knowledge. Chavan (2013), points out that there are concepts in science which are difficult for teachers to teach

at the Intermediate level. Some of the teachers remarked that Science, Technology and Social Science are difficult subjects for the learners to grasp because of the unfamiliar terms and learners' poor English background. The participants commented that in the last school term the teacher teaches all subjects in English except for their home language for the learners to be ready for the next grade. Teachers, despite these initiatives are still struggling to prepare all learners to be satisfactory in reading and writing, and they still do not have a solution for this problem.

4T1: "The difficult subject for them is Science and Technology and Social Science because there are a lot of terms and points that they need to know and because of the poor English some of the learners are unable to grasp the terms and there is also a problem with spelling"

3T1: "So in the last school term I try to ensure that I teach them all subjects in English except for their home language, in order to prepare them for the next grade. As teachers we are still struggling in that regard to prepare all the learners to be good in reading and writing, I am still trying to find a solution for this problem".

The results imply that some of the teachers are not competent in the subjects they teach in Grade 4 as they lack content knowledge. Teachers may fail to explain difficult terminology until the learners understand. This results in poor learner performance in Grade 4. The other issue identified as a strategy to teach learners who are transiting from Grade 3 to Grade 4 is new ideas teachers apply in the Grade 4 classrooms. This is discussed in section 4.3.21.

4.5.3 New ideas teachers apply in the Grade 4 classrooms

Table 4.25 presents results on new ideas that teachers apply in Grade 4.

The majority, n=40 (37.4%), of teachers and principals showed that *sometimes* new ideas teachers apply in Grade 4 classrooms positively contribute to effective

teaching. More than a quarter (28.0%), of respondents said that new ideas teachers apply in the Grade 4 classrooms *often* contribute to effective learning and only 1.9% indicated that new ideas *never* contribute to effective learning. The number of respondents to this question was 107, due to one missing value. These results imply that sometimes new ideas that teachers apply positively contribute to effective learning.

The results in Table 4.25 are in support of Pascalis, et al. (2004), who claim that the curriculum did not give teachers a clear sense of the knowledge and skills they need to cover in each grade. Unfortunately, the education specialists do not evaluate teachers and assist where possible, and as a result, teachers struggle to apply new ideas in the classroom, hence learners' reading and writing skills are compromised.

Table 4.25 New ideas teachers apply in the Grade 4 classrooms

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	2	1.9	1.9	1.9
Seldom	7	6.5	6.5	8.4
Sometimes	40	37.0	37.4	45.8
Often	30	27.8	28.0	73.8
Always	28	25.9	26.2	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

One of the participants identified how learners can master knowledge by following a learner-centered approach. For instance, the teacher would require learners to construct a sentence with a certain verb, and if the learners manage to do so, it shows that the learners understand how to use verbs.

4T3: “I try to employ a learner-centered approach wherein I identify how learners are able to master the knowledge that we impart. For example, I would require learners to construct a sentence with a certain verb and the sentence should include a subject, verb and object. If a learner manages to construct that sentence with ease, then I know that the learner has an understanding of how to use verbs”.

The results imply that it is not easy for teachers to apply new ideas in Grade 4 classrooms which can positively contribute to effective teaching as teachers lack knowledge and skills to apply those new ideas. This situation negatively contributes to effective teaching and learning. Section 4.3.22 focuses on planning lessons that accommodate slow learners.

4.5.4 Plan lessons that accommodate slow learners

Table 4.26 presents results on teachers planning lessons that accommodate slow learners transiting to Grade 4.

The majority of teachers $n=52$ (48.1%), indicated that they *always* plan lessons that accommodate slow learners transiting to Grade 4; 25.0% of respondents indicated that they *often* plan lessons that accommodate slow learners; 3.7% showed that they *never* plan lessons that accommodate slow learners.

Table 4.26 Plan lessons that accommodate slow learners

Response	Frequencies	Percentage
Never	4	3.7
Seldom	5	4.6
Sometimes	20	18.5
Often	27	25.0
Always	52	48.1
TOTAL	108	100

The results, therefore, reveal that teachers *a/ways* plan lessons that accommodate slow learners transiting to Grade 4. Cross-tabulations reveal significant differences for the respondents of different teaching experience in their rating of this item (Chi-square =21.118, $p = .049$, Cramer's $V = .225$). Respondents of different teaching experiences in years (49.9% of 0-10 years, 56.0% of 11-20 years and 61.5% of 21-30 years), confirmed that they *a/ways* plan lessons that accommodate slow learners transiting to Grade 4 while 44.4% of respondents with teaching experience of 31-40 years indicated that they *often* plan lessons that accommodate slow learners transiting to Grade 4.

These results are in contrast with the study of Mulaudzi (2016), who stated that teachers struggle with lesson planning and those who prepare them do not teach according to their lesson plans, but they prepare them to show the curriculum advisors when they come to schools. Mulaudzi continues that even Foundation phase teachers who have been provided with lesson plans by the Department of Education, do not teach according to them. This may suggest that teachers should plan their lessons in such a way that their activities embrace slow learners transiting to the Intermediate phase.

Fleisch and Schöer (2014), argue that the topics approach has a highly structured minute-by-minute lesson plans which are provided to improve the education in rural schools; however, this is not the best for learners because 30% of the learners are left behind which is disturbing to teachers. Some of the participants interviewed indicated that they face a challenge of learners who are slow to understand the subject matter and as a result teacher must spend more time than required on a subject matter in order for the majority of the learners to get an understanding of the content. Participants assert that they follow a learner- centered approach for learners to understand the subject matter and if the approach is not working, they try a different approach that can accommodate all learners so that they are well prepared for the next grade.

4T3: “There is a challenge with the learners who are slow to master the topic. This becomes a challenge as you may be stuck and are forced to repeat a lesson so that you get most of the learners to understand the knowledge or topic as you cannot just move on with just one or two learners that understand. And going around the groups to assist the learners also takes time and you may be behind in finishing up that lesson”.

3T1: “What I do in my lessons daily is to ensure that the lessons are learner centered. In the way I facilitate, I need to identify whether my learners are responding or not and if my learners are not responding, I change my teaching style in order to accommodate each and every learner because I do not want to see any learner left behind and if I continue teaching using the same method, then learners who are promoted to the next grade may experience problems when they get to the next grade because as a teacher I would not have laid a good foundation for them”.

The results revealed that even when teachers are planning, most of them do not plan lessons that accommodate slow learners; they plan for the sake of record-keeping. Most of the teachers are concerned about curriculum coverage, and this may result in the slow learners not keeping up with the pace, therefore, there may be a content gap when learners transit to Grade 4. Section 4.3.23 presents the aspect of explaining the content to learners with learning problems.

4.5.5 Explaining the content to learners with learning problems

Table 4.27 presents the point of teachers explaining the content to learners with learning problems, until they understand. More than a quarter $n=50$ (46.3%), of respondents *always* explain the content to Intermediate phase learners with learning problems until they understand, whereas 33.3% of respondents *often* explain the content to learners with learning problems until they understand and 9% *never* explain the content to learners.

Table 4.27 Explaining the content to learners with learning problems

Response	Frequencies	Percentage
Never	1	9
Seldom	6	5.6
Sometimes	15	13.9
Often	36	33.3
Always	50	46.3
TOTAL	108	100

The results imply that teachers explain the content to learners with learning problems until they understand. The rating of this item in cross-tabulations reveal significant differences for the respondents of different gender (Chi-square =11.335, $p = .023$, Cramer's $V = .324$). Half (50%), of the females *always* explain the content to Intermediate phase learners with learning problems until they understand while, 53.8% of males *often* explain the content.

These results are in support of Hoadley (2016), who maintain that in South Africa learners receive instruction in the Foundation phase in their mother-tongue and transition to the language of learning and instruction in the Intermediate phase. Learners are expected to cope with the demands of learning all their subjects through the medium of English, when they cannot, they resort to rote learning content which they do not understand. Madihlaba (2013), and Lachner, et al. (2021), agree with Chick, (1996), and Krause (2021), that learners with learning problems need to be controlled, points explained and repeated until they understand. The authors maintain that the lack of understanding of academic content results in chorusing and chanting in the classroom as a learning strategy used by both teacher and learners. One of the teachers interviewed explained that they face a challenge of learners who do not understand English as Foundation phase learners were taught in their home language and to ensure that the learners understand the content, the teacher reads with the learners, explains what has been read and then asks questions.

4T2: “The learners have a problem of not understanding English, so I read with them and explain after and to ensure that they understand, I ask questions along the way. They have a problem of understanding English because they were taught in their home language in Foundation phase”.

One of the principals added that teachers face a challenge of slow learners who are used to being taught by one educator all day. The teacher spends more time to explain the concepts of Mathematics to ensure that the learners understand.

4P1: “These learners are very slow because they are used to seeing one educator all day. In Grade 4 I teach Mathematics and I need to use more time to explain the concepts because if I do not explain the concept and continue as normal, I would be wasting my own time”.

The results reveal that teachers have a challenge of learners who do not understand English as a language of teaching and learning when they transit from Foundation phase to Intermediate phase. Teachers, therefore, are compelled to explain the content to the learners so that they may understand during the lesson. Section 4.3.24 presents how learner absenteeism affects teachers’ quality of teaching.

4.5.6 Learner absenteeism affects teachers’ quality of teaching

In Table 4.28 results on how learner absenteeism affects teachers’ quality of teaching are presented.

The majority n=45 (41.7%), of teachers and principals confirmed that learner absenteeism *always* affects teachers’ quality of teaching, as it prevents learners’ exposure to the full curriculum in Grade 4. More than a quarter (29.6%), showed that learner absenteeism *sometimes* affects teachers’ quality of teaching and 1.9% of replied that learner absenteeism *never* affects teachers’ quality of teaching. These results reveal that learner absenteeism affects teachers’ quality of teaching.

Table 4.28 Learner absenteeism affects teachers' quality of teaching

Response	Frequencies	Percentage
Never	2	1.9
Seldom	3	2.8
Sometimes	32	29.6
Often	26	24.1
Always	45	41.7
TOTAL	108	100

The results are in line with Katanga (2016), who viewed lack of parent-teacher relationships, a lack of value for education and lack of learner support as contributing factors to learner absenteeism and that teachers have a challenge of repeating lessons for absent learners. Sheldon (2007), and Bergdahl & Nouri (2021), confirm that absenteeism hinders learners from participating in a meaningful manner in the planned educational programme and this has a negative impact on learner transition. Mogashoa and Mboweni (2018), also pointed out that learner absenteeism causes high failure rate and drop-out of Intermediate phase learners. Lack of parental involvement in the education of children results in learner absenteeism, hence, challenging learners' progress. One of the principals interviewed said that teachers face a challenge of absenteeism as learners miss out on the content taught on that day and that teachers try to identify the reasons for learners being absent to improve the level of attendance.

3P1: "Absenteeism is one of the challenges, because when they are absent, they miss out on content. We try to find out why the learners was absent so that we can assist with attendance".

The results show learners' absenteeism as a challenge to teachers as they are compelled to repeat the lessons when the learners come to school. Learner absenteeism seems to be caused by lack of parent-teacher relationship; absenteeism has negative effects on learner performance as they are not exposed to the full

curriculum. Section 4.3.25 discusses whether parents are invited to discuss their children's' difficulties for the learners to stay engaged.

4.5.7 Parents' invitation to discuss their children's difficulties

Table 4.29 presents results on inviting parents to discuss their children's difficulties in learning for them to stay engaged.

More than a quarter $n=44$ (40.7%), of respondents revealed that they *always* invite parents to discuss their children's difficulties in learning for parents to stay engaged with their children learning when learners transit to Intermediate phase; 24.1% *often* invite parents to discuss their children's difficulties while 4.6% *never* invite parents to discuss their children's difficulties. These results may suggest that most teachers invite parents to discuss their children's difficulties in learning.

Table 4.29 Parents' invitation to discuss their children's difficulties

Response	Frequencies	Percentage
Never	5	4.6
Seldom	10	9.3
Sometimes	23	21.3
Often	26	24.1
Always	44	40.7
TOTAL	108	100

These results are consistent with Molapo (2016), who indicated that parents are invited to the school to be informed about their children's progress, however, Okeke (2014), notes that most parents do not attend parents' meetings; parents complain that sometimes the timing of meetings clashes with their personal engagements or that they lack time or have nothing to contribute; this negatively affect the child's educational outcomes and development. Another challenge is parents who do not

easily accept that their children have learning problems and need help, they end up in denial and disbelief, depriving learners from getting support from home (Bhargava & Narumanchi, 2011).

Mogashoa, et al. (2018), claim that lack of parental support has also a negative impact on learners with learning barriers as parents are not ready to work with teachers to overcome such barriers and it hinders learners from progressing. Some of the participants interviewed claimed that some parents are not fully involved in the learning development of their children and when they are asked to attend meetings for the discussion of the learner's performance, they indicate that teachers need to do their job, as a result some learners become discouraged. Teachers do make attempts to contact parents to discuss the challenges that the learner is facing, and if possible, the parents are asked to attend a meeting to discuss these challenges.

There are challenges with parents who work far from home and those who are busy at work during the day and as a result, meetings to discuss their children's lack of progress cannot be held. If learners are not completing their homework or improving, a letter is sent to the parents through the principal's office for the parents to attend a meeting at the school to discuss the concern, however, some parents do not cooperate and expect teachers to find a solution on their own for this challenge. Sometimes teachers identify challenges that learners face and report them to the HOD who then initiates contact with the parents. A discussion regarding any learning barrier is held with the parents to come up with solutions. This initiative works for parents who are positive, but it is not working for parents who are not interested.

4T2: "Some learners and their parents do not care about their work, and when you call them to school to discuss the learners work, they tell you that they are not the teacher and that the teachers must do their job. Some learners then also become discouraged as their parents are not interested in their learning".

4P1: "After identifying the challenges I report them to the HOD, for instance with the learning barriers the HOD will initiate contact with the parents and a discussion will

be held with the parents regarding the learning barrier and we will find a solution for that barrier, however some parents are reluctant. It does work for the parents who are positive, but it is a problem for those who are reluctant”.

3T1: “So I use those contacts to get hold of the parents and explain to them the challenges that I am facing with the learners and if it is possible, I ask the parents to come to school so that we can discuss the issues in person. The problem comes when the parents work far from home, so they are not able to come to school, and some parents are busy at work during the day and are unable to take my calls”.

3T3: “If the child is not doing his/her homework or improving in class, I usually write a letter to the parents through the principal’s office for the parents to come to school to discuss the challenges. Sometimes it is difficult to get a response from parents as they do not show up and when you ask the learner, they will tell you that their parents said that me as a teacher will have to teach them”.

These results imply that teachers do invite parents to discuss their children’s performance for them to stay engaged when they transit to the Intermediate phase, however, teachers have a problem with parents who are reluctant to attend these meetings. Lack of parental support has a negative impact on learners with learning barriers; learners become discouraged, and it hinders them from progressing. Section 4.3.26 focuses on teachers’ lack of time management skills to cover the curriculum.

4.5.8 Lack of teachers’ time management skills to cover the curriculum

Table 4.30 presents results showing teachers’ lack of time management skills to cover the curriculum.

More than a quarter $n=5$ (29.0%), of teachers showed that *sometimes* lack of time management skills to cover the curriculum has a negative impact on learners’ transition to Intermediate phase; 21.5% of teachers revealed that their lack of time

management skills to cover the curriculum has *always* a negative impact on learners. 24.3% of teachers showed that lack of time management skills to cover the curriculum never has a negative impact on learners' transition.

The number of respondents for this question was 107, due to one missing value. These results show that lack of time management skills to cover the curriculum has a negative impact on learners' transition.

Table 4.30 Lack of teachers' time management skills to cover the curriculum

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	26	24.1	24.3	24.3
Seldom	5	4.6	4.7	29.0
Sometimes	31	28.7	29.0	57.9
Often	22	20.4	20.6	78.5
Always	23	21.3	21.5	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

These results are not consistent with Mupa and Chinooneka (2015), who maintain that some teachers do not plan at all, as a result they lack time management skills to cover the curriculum, and this may impact the learners negatively when they transit to the Intermediate phase. This literature is in line with the current results indicating that 24.3% teachers realized that lack of time management skills to cover the curriculum *never* has a positive impact on learners' transition. Lunenberg (2010), and Gunawan (2017), suggested that teachers should plan effective time management to cover the curriculum to avoid learners' poor academic achievement. Some of the participants interviewed remarked that it is a challenge to complete the curriculum on time in Grade 4 due to learners not being able to cope with the timeframe within which

they are required to absorb the knowledge. The solution to the challenge is to provide extra time or remedial time to cover the curriculum on time. There is also a challenge of not completing the syllabus as the learners are not yet equipped to learn at the pace required in Grade 4 and as a result, teachers need to employ extra time to teach the learners. Teachers make it a priority for the curriculum to be covered, by grouping learners who attend intervention classes with the rest of the class to ensure that they catch up and give the less-abled learners classwork and homework every day. The participants added that there is a challenge of some of the learners not completing the curriculum as they fall behind. The teachers group them and give them work according to their abilities; unfortunately, those who are behind do not cover the curriculum and one of the causes for this is that the class is overcrowded with about 80 learners. To cover the curriculum, teachers employ extra time with the learners over and above the normal class times. Teachers employ strategies that encourage learners to participate, however, the content is a lot and since learners do not fully understand English, this makes it difficult for them to grasp the content, so, ultimately, less-abled learners do not cover the curriculum.

4T3: "In Grade 4 it is very challenging to finish the curriculum because they are always behind because of how they cope with time and acquisition of knowledge, unless you employ extra time or remedial time in order to cover the curriculum".

4P1: "It is not easy to cover the syllabus, because when you are trying to ensure that these learners should be at the grade 4 levels, you have to take some of the time of teaching what you are supposed to be teaching in Grade 4. These learners are very slow because they are used to seeing one educator all day".

3T2: "Yes, we make it a point to cover the curriculum. On the days that the learners who go to intervention classes are not attending the intervention classes, we group them and make sure that they catch up with the rest of the class. We give the learners classwork and homework every day".

3T3: “Not all learners in the classroom cover the curriculum as some learners are always behind. I group them and give them work according to their abilities and those that are behind do not cover the curriculum. My class is also over-crowded with about 80 learners, so it is difficult for all of them to finish the curriculum”.

4T4: “It takes time indeed, but you need to be in class in time and give yourself extra time with learners in order to cover the curriculum because there is so much work for the Grade 4 learners”.

4T1: “Our teaching strategy encourages learners to participate but however the problem is that the content is a lot and I might be unable to finish the content. The pass rates are however low because they are being taught in English which is not their mother tongue. The content is a lot, and they are unable to grasp the content”.

These results suggest that it is not easy to cover the curriculum because teachers lack time management skill which has a negative impact on learners’ transition to the Intermediate phase. There are also concerns about learners’ English proficiency which hinders them from grasping the content; there is a lot of content to be learnt in a short space of time and in over-crowded classrooms. Teachers need extra time with learners and to group them according to their abilities when teaching them in order to cover the curriculum. The following section discusses challenges faced by learners transiting from the Foundation phase to the Intermediate phase.

4.6 CHALLENGES FACED BY LEARNERS TRANSITING FROM THE FOUNDATION PHASE TO THE INTERMEDIATE PHASE IN RURAL AREAS OF THE VHEMBE EAST DISTRICT

This section presents results showing challenges faced by learners when they transit from the Foundation phase to the Intermediate phase. The following challenges have been identified and will thus be discussed: lack of supportive family structures, learners’ lack of basic resources, unavailability of libraries, English as a medium of instruction in the Intermediate phase, learning through the mother tongue, parents not assisting their children to do homework, and learners not able to read learning

content with understanding. Section 4.3.27 presents the aspect of lack of supportive family structures.

4.6.1 Lack of supportive family structures

Table 4.31 presents results on the impact of lack of supportive family structures on learners' performance.

The majority $n=36$ (33.6%), of respondents confirmed that lack of supportive family structures *always* has negative impact on learners' ability to perform in Grade 4; 24.3% of respondents showed that lack of supportive family structures *never* has a positive impact on learners' ability to perform; less than a quarter (18.7%), showed that lack of supportive family structures *sometimes* has negative impact on learners' ability to perform.

Table 4.31 Lack of supportive family structures

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	26	24.1	24.3	24.3
Seldom	10	9.3	9.3	33.6
Sometimes	20	18.5	18.7	52.3
Often	15	13.9	14.0	66.4
Always	36	33.3	33.6	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

The number of responses to this question was 107, due to one missing value. The results reveal that lack of family structures has a negative impact on learners' ability to perform. Cross-tabulations reveal significant differences for the respondents with different teaching experiences, in their rating of this item (Chi-square =26.337, p

=.010, Cramer's $V = .286$). More than half (52.4%), of respondents who have teaching experience of 0-10 years believed that lack of supportive family structures *never* has positive impact on learners' ability to perform in Grade 4 whereas 44.0% of respondents who have teaching experience of 11-20 years and of those who have 21-30 years of teaching experience believed that lack of supportive family structures *always* has negative impact on learners' ability to perform, while 25% of respondents who have 31-40 years of teaching experience believed that lack of supportive family structures *often* has negative impact on learners' ability to perform in Grade 4.

These results are in line with Abrahams (2013), who indicated that lack of parental involvement is hampered by factors, such as poverty, single-parent households, unemployment, and a lack of supportive family structures, therefore, the above factors have a negative impact on learners' performance. Additionally, 24.3% of respondents indicated that lack of supportive family structures *never* has a positive impact on learners' ability to perform. These results are in line with Mtshali (2015), who narrated that many learners reside with extended family members who are incapable of assisting them with their schooling, which has negative implications for learners' abilities to perform.

Some of the participants interviewed indicated that principals engage with parents and learners who are under child-headed families to resolve any challenges that the learners and their siblings may be facing at school. Engaging with some parents can be a challenge as some parents expect the teachers to resolve all the challenges that the learners are facing. Teachers also face a challenge of not having parental support in the poor communities as parents there do not support their children and when asked to buy educational materials for the learners, it takes time for them to do so. The schools' governing bodies are also involved in engaging with the parents to encourage them to be involved in the learning development of the learners by attending meetings at the school to discuss challenges faced by learners. Other family issues are apparent as some parents come to the meeting drunk and they spend their children's grant money to gamble and buy alcoholic drinks.

3P1: “There are some child-headed families in our area, so you need to be closer to the learner that is heading the family and assist them to assist their siblings. When the issue concerns the parent, it is a matter of talking to the parent and convincing them not to fail the child’s education and encourage them to work together with Educators so that the child gets what they want. The language needs to be lenient as well with the parent because sometimes we get negative responses such as we are not the teachers”.

4T1: “The serious challenge that we have is that we do not have parental support because we live in a very poor community. Parents do not support their Children, and because it’s a no fees school, when you ask them to buy something for educational purposes, they take time to respond. It is very difficult to teach in rural schools because there is no support structure”.

4T2: “We sometimes try to involve the school’s governing body to encourage the parents. They then encourage the parent to come to the school. Some do come, however they come drunk as they use their children’s grant money to go play cards and buy drinks, and it is impossible to discuss with a drunk person. So, there are many family issues involved”.

The results suggest that there are challenges in involving parents in the education of their children as most family are headed by children or parents who are not ready to get involved in their children’s education. They expect teachers to resolve all the challenges that the learners are facing at school. When parents are called to school to discuss their children challenges, they do not show up, or they come drunk. Lack of supportive family structures may have a negative impact on learners’ ability to perform in Grade 4. The other issue identified as a challenge to teach learners who are transiting from Grade 3 to Grade 4 is learners’ lack of basic resources. This is discussed in section 4.3.28.

4.6.2 Learners’ lack of basic resources

Table 4.32 presents the results on how learners’ lack of basic resources affects them in performance of certain tasks.

Results show that n=42 (39.3%), of respondents indicated that learners' lack of basic resources *always* prevent them from performing certain tasks in the classroom environment; 29.9% of respondents indicated that learners' lack of basic resources *often* prevents them from performing certain tasks during learning. Only 4.7% indicated that learners' lack of basic resources *never* affects them to perform certain tasks. The number of responses to this question was 107, due to one missing value. The results confirm that learners' lack of basic resources prohibits them from performing certain tasks in the classrooms.

Table 4.32 Learners' lack of basic resources

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	5	4.6	4.7	4.7
Seldom	7	6.5	6.5	11.2
Sometimes	21	19.4	19.6	30.8
Often	32	29.6	29.9	60.7
Always	42	38.9	39.3	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

These results are in support of Fraser (2004), who agreed with Itumeleng (2011), on the lack of basic resources such as pencils, exercise books and duplicating machines as challenges for reading and writing because teachers and learners do not have time and skills to develop their own materials. The new education approach is intensifying existing divisions and creating new sources of inequality because the approach emphasizes the use of computer technologies at home whereas most of the households do not have these educational resources; it then becomes a challenge for the teachers as only few learners can do the assignments (Çınar, et al. , 2006).

Some of the teachers interviewed explained that a lesson plan may require the teacher to read a certain book to the learners, however, this may not be possible as the book is not readily available at the school and thus learners experience challenges in grasping the content. There is a challenge of learners not having the required stationery even though the list was communicated to the parents, hence, teachers would have to provide the stationery. Participants explained that that the Department of Education provides stationery, however, they are lost after a week or month, therefore, some schools have decided to buy some stationery that are kept at school for those learners who fail to bring stationery to school.

3T1: "The lesson plan may require me to read a certain book to the class however the book is not readily available at the school and learners then experience challenges. Some learners do not come with stationery, so I need to provide stationery for them, however I do communicate with their parents for them to ensure that the learners come with stationery".

4T2: "We have decided to buy some stationery and keep it at school for those learners who fail to bring their stationery because of their parents not buying them. The Department of Education provides some stationery but after a month or week they get lost".

The results imply that lack of stationery is a challenge for both teachers and learners as learners may be unable to perform certain tasks in the learning environment without these basic resources. However, there is a challenge of parents who are reluctant to provide their children with these basic resources even though it is communicated to them. Section 4.3.29 presents the aspect of availability of library having a positive impact on learning.

4.6.3 Availability of libraries has a positive impact

Table 4.33 presents results on how availability of libraries impact learners' achievement.

More than half $n=58$ (54.2%), of teachers and principals in the study revealed that availability of libraries has *always* had a positive impact on transiting learners' achievement. Only 16.8% revealed that availability of libraries has *sometimes* a positive impact; 3.7% revealed that availability of libraries *never* has a positive impact. The number of respondents to this question was 107, due to one missing value.

Table 4.33 Availability of libraries has a positive impact

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	4	3.7	3.7	3.7
Seldom	6	5.6	5.6	9.3
Sometimes	18	16.7	16.8	26.2
Often	21	19.4	19.6	45.8
Always	58	53.7	54.2	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

The results show that availability of libraries has a positive impact on transiting learners' achievement. Cross-tabulations reveal significant differences in responses according to ages in their rating of this item (Chi-square = 29.180, $p = .023$, Cramer's $V = .261$). Half (50%), of respondents between ages of 21-30 years think that availability of libraries *often* has a positive impact on transiting learners' achievement, 50% of respondents between ages of 41-50 years think that availability of libraries *always* has a positive impact on transiting learners' achievement.

Van Staden and Howie (2010), report that some teachers lack adequate subject knowledge, lack instructional materials, lack ability to handle over-crowded classrooms, and that unavailability of libraries and inadequate communication between teachers and learners have negative impacts on the reading achievement

of learners. Some of the teachers explained that lesson plan may require the teacher to read a certain book to the learners, however, this may not be possible as the book may not be readily available at the school, thus, learners experience challenges in grasping the content. Teachers further explained that there are challenges that learners face at home, including health challenges and lack of libraries, hence, and learners are unable to read and write in their home language and EFAL.

3T1: “The lesson plan may require me to read a certain book to the class however the book is not readily available at the school and learners then experience challenges”.

3T2: “They are unable to read and write home language and EFAL, sometimes they have challenges at home and health challenges and sometimes lack of libraries becomes a barrier to them”.

The results show that lack of libraries may have a negative impact on transiting learners’ achievement as teachers may fail to get a certain book at school when teaching learners, and even learners may be unable to read and write. The other issue identified as a challenge in teaching learners who are transiting to Intermediate phase is English as a medium of instruction in the Intermediate phase. This is discussed in section 4.3.30.

4.6.4 English as a medium of instruction in the Intermediate phase

In Table 4.34 results on using English as a medium of instruction is presented. More than a quarter $n=33$ (30.8%), of respondents confirmed that using English as a medium of instruction in the Intermediate phase *always* causes transiting rural learners to experience language barriers; 29.9% of respondents showed that using English as a medium of instruction in the Intermediate phase *sometimes* causes language barriers; 6.5%), of respondents showed that using English as a medium of instruction in the Intermediate phase *never* makes transiting rural learners experience

language barriers. The number of respondents to this question was 107, due to one missing value.

Table 4.34 English as a medium of instruction in the Intermediate phase

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	7	6.5	6.5	6.5
Seldom	7	6.5	6.5	13.1
Sometimes	32	29.6	29.9	43.0
Often	28	25.9	26.2	69.2
Always	33	30.6	30.8	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

These results indicate that using English as a medium of instruction causes transiting rural learners to experience language barriers. These results are consistent with others (Khosa, 2012; Emsley, 2020), who said that using English as a language of teaching and learning in the Intermediate phase causes many rural learners to experience language barriers in the classroom. Hoadley further reported that when learners are expected to cope with the demands of learning all their subjects through the medium of English, they resort to rote learning content which they do not understand. Some of the participants indicated that learners have a challenge of not understanding English as Foundation phase learners were taught in their home language, so the teachers read, explain, and ask questions to ensure that learners understand the content.

The participants indicated further that in the Vhembe area, learners in the Foundation phase are taught subjects like Mathematics in Tshivenda whereas they are taught in English when they progress to higher grades; this then makes it difficult for learners when they transit from Grade 3 to Grade 4. The Intermediate phase uses English as

a medium of instruction and this is a challenge for learners progressing from Grade 3 as they cannot read, write and speak in English. The participants emphasized that there are challenges faced in EFAL classes because in the Foundation phase every subject is taught in the home language, thus, in the Intermediate phase learners experience challenges in speaking, reading, and writing in English for all subjects except for their home language.

4T2: "The learners have a problem of not understanding English, so I read with them and explain after and to ensure that they understand, I ask questions along the way. They have a problem of understanding English because they were taught in their home language in Foundation phase".

4T3: "In our Vhembe area you find that learners are being taught subjects such as Mathematics in Tshivenda whereas when they progress to senior grades they will be taught in English. This makes it difficult for the learners to transit from Grade 3 to Grade 4. In my opinion, I think it would be better if learners were taught Mathematics in English from the Foundation phase. Learners find it difficult to form sentences in simple tense, simple progressive tense and in past tense".

4P1: "The language problem is also a challenge, because if they cannot read, write and speak in English they struggle because in the Intermediate phase we use English as a medium of instruction".

3T1C: "In EFAL we experience a lot of problems because in Foundation phase every subject is taught in their home language, so the learners do not have good vocabulary and they experience difficulties in speaking, reading and writing. When they get to Intermediate phase, they are forced to do all subjects in English except their home language and this is where the challenge lies".

The results imply that using English as a medium of instruction is a challenge to those learners who are transiting from the Foundation phase to the Intermediate phase because in the Foundation phase, all subjects were taught in home language except English while in the Intermediate phase all subjects are taught in English except

Home Language. This becomes a barrier to Grade 3 learners when they transit to Grade 4 as they cannot read, write, and speak in English. Learners may resort to rote learning content which they do not understand, and this may have a negative effect on learners' performance. Section 4.3.31 presents the aspect of learning through the mother tongue.

4.6.5 Learning through the mother tongue

Table 4.35 presents results on how learning through the mother tongue affects transiting learners. The majority $n=37$ (34.6%), of teachers believe that learning through the mother tongue *always* affects transiting learners' chances of communication in the next class. The same percentages (26.2 %), of respondents believed that learning through the mother tongue *sometimes* and *often* affects transiting learners' chances of communication. Only 1.9% believe that learning through the mother tongue *never* affects transiting learners' chances of communication.

Table 4.35 Learning through the mother tongue

Response	Frequencies	Percentage	Valid Percent	Cumulative Percent
Never	2	1.9	1.9	1.9
Seldom	12	11.1	11.2	13.1
Sometimes	28	25.9	26.2	39.3
Often	28	25.9	26.2	65.4
Always	37	34.3	34.6	100
TOTAL	107	99.1	100	
Missing System	1	9		
TOTAL	108	100		

The number of respondents for this question was 107, due to one missing value. The results reveal that learning through the mother tongue always affects transiting learners' chances of communication in the next class.

These results are in line with Nthulana (2016), who confirm that it is difficult for learners in the deep rural areas of Niani in Limpopo Province to adjust from mother tongue (Tshivenda), to the medium of English. The researcher further indicated that it is also difficult for teachers to positively impact teaching through the medium of English to Grade 4 learners. Many learners in South Africa are taught in their mother tongue from Grade 1-3 and then experience a sudden transfer in the LoLT to English from Grade 4 onwards and this could impact negatively on the academic performance of learners from Grade 4 (Nel & Nel, 2012). Some of the participants indicated that in the deep rural areas, teachers face a challenge of learners who only understand their mother tongue because a considerable number of subjects are taught in their home language in the ECD grades.

In the rural areas the English language is a challenge for learners have difficulty in understanding the terms that are used, thus, the teacher then introduces the use of dictionaries. Learners are taught all subjects in Grade 3 in their mother tongue and in Grade 4 learners are taught all subjects in English except for Tshivenda home language; this then affects the performance of the learners. Grade 4 learners have a challenge when speaking English and are expected to give illustrations in English; they cannot construct sentences in English and would rather give one-word answers. Learners also find it difficult to use Mathematical terms.

3P1: "Firstly, we need to understand that our school in the deep rural areas and mostly learners experience the problem of language, which is not their mother tongue, so this is one of the challenges. Most of the subjects in the ECD Grades are done in home language".

4P2: "In the rural areas another issue is the language, and this may be a problem as the learners won't understand the terms that are going to be used in the subject, so

we need to introduce the use of the dictionary”. Another issue is that in Grade 3 they would be taught all the subjects in their mother tongue except for English and in Grade 4 all the subjects are taught in English except for their mother tongue, this affects their performance”.

3T1: “In the Foundation phase we teach all the subjects using the learners’ mother tongue and when they progress to the Intermediate phase, they are only taught in English, so if we do not ensure that the learners have a strong foundation, they then experience problems in the Intermediate phase”.

4T3: “Learners in Grade 4 have a challenge of speaking English because most of their subjects in Grade 4 are taught in English and they are expected to give us illustrations in English, so it becomes a problem for them to construct sentences and they may give you a word as an answer. In Mathematics it is very difficult for them to use mathematical terms”.

The results suggest that in the Foundation phase learners learn all subjects in their mother tongue but when they transit to the Intermediate phase, they are taught all subjects in English, thus, learners have a challenge when they transit to the Intermediate phase, as they are unable to communicate in English. Learners’ lack of language proficiency may have a negative impact on the academic performance in the Intermediate phase because they may be unable to understand content taught through the medium of English and to communicate. Section 4.3.32 discusses whether parents assist their children to do homework.

4.6.6 Parents assist their children to do their homework

Table 4.36 presents the results showing how parents assist their children to do homework when they transit to the Intermediate phase.

More than a quarter $n=46$ (42.6%), of teachers confirmed that parents *sometimes* assist their children to do homework and to cope with Grade 4 work when they transit

to the Intermediate phase. Only 16.7% of teachers confirmed that parents *often* assist their children to do homework to cope with Grade 4 work; 12.0% of teachers confirmed that parents *never* assist their children to do homework to cope with Grade 4 work.

Table 4.36 Parents assist their children to do homework

Response	Frequencies	Percentage
Never	13	12.0
Seldom	16	14.8
Sometimes	46	42.6
Often	18	16.7
Always	15	13.9
TOTAL	108	100

These results show that majority of respondents confirmed that parents sometimes assist their children to do homework, to cope with Grade 4 work when they transit to the Intermediate phase.

These results are in support of Chingos and West (2010), who reveal that some learners perform poorly because they lack motivation and parental support at home, therefore, parents should provide extra lessons and help their children to do homework as a way of motivating them. The challenge is that some of the learners fail to do their homework because there is a lack of parental support at home as most parents are not literate and some work far away from their homes (Graven, 2016). Some of the participants interviewed indicated that learners experience challenges in completing their homework due to not having the necessary resources in their homes, doing chores, and not having anyone to help them as their guardians/parents work till late.

Learners in Grade 4 require support from their parents with their homework; this is sometimes not possible as some of their parents are still young or still in school and thus do not have time to help their children. Majority of learners do not have anyone to assist them or encourage them to do their homework because they stay with their grandparents, so the teacher gives them time in the classroom to complete their work so that they can do corrections with the rest of the class. Some learners do not do their homework and indicate to their teachers that this is because, for example, their mothers were in hospital, or their siblings did not want to assist them, or there was no electricity or there was no one at home to help them; some learners do not do their homework because of poverty as they are looked after by their grandparents, or their family is headed by a child.

4T2: "Some do, and some don't. When you ask why they didn't do their homework they say that they did not have a table and candle to do their homework, or their mother was not at home and they had to cook. Some of their families are headed by single parents who come home from work very late".

4P1: "The learners progressing to grade 4 need parental involvement where the parents will be able to help them with their homework and guide them. Most of their parents are still young and some are still in school and do not have time to help these learners at home".

3T2: "Most of our learners stay with their grandparents, and they do not have anyone at home to encourage them to do their homework or anyone to assist them. So what we do is to give them time in classroom to complete their homework so that when we do corrections we do them with the entire class".

3P1: "Another challenge is learners that are neglected by their parents and are left with their grandparents who cannot assist them with their homework, and if the learner does not have any neighbour who can assist, then that learner will not be handing in any homework that you give".

3T3: “Yes. For instance, when you give learners homework, they sometimes do not do it and will give explanations such as their mother was in hospital, or the sister doesn’t want to help them or there was no electricity or there is no one at home to help with the homework”.

4T1: “Some of the factors are contextual factors like poverty, some learners are looked after by their Grannies, some are from families that are ran by Children, and as a result they do not do their homework because they have no one to help them at home”.

These results confirm that most learners lack motivation and parental support at home to do their homework and to cope with Grade 4 work when they transit to Intermediate phase. Learners experience challenges in completing their homework because there is no one to assist them at home as most family are headed by children or grandparents who cannot read and write. Some parents work far from their homes, and they arrive very late, thus they do not have time to assist their children or motivate them to complete their homework. Learners, therefore, come to school without doing their homework and they end up performing poorly in Grade 4. The other issue identified as a challenge to teach learners who are transiting from Grade 3 to Grade 4 is that learners are unable to read content with understanding. This is discussed in the section below:

4.6.7 Learners are unable to read learning content with understanding

Table 4.37 presents results on learners’ ability to read with understanding in the Intermediate phase.

More than half $n=59$ (54.6%), of principals and teachers revealed that learners are *sometimes* able to read content with understanding when they transit to the Intermediate phase. Only 17.6% of respondents revealed that learners are *seldom* able to read learning content with understanding; 6.5% of respondents revealed that

learners are *never* able to read learning content with understanding. These results show that learners are sometimes able to read learning content with understanding.

Table 4.37 Learners are able to read learning content with understanding

Response	Frequencies	Percentage
Never	7	6.5
Seldom	19	17.6
Sometimes	59	54.6
Often	18	16.7
Always	5	4.6
TOTAL	108	100

The results are in line with Chick (1996), Krause (2021), and Lachner, et al. (2021), who said that the lack of understanding of academic content results in chorusing and rhyming chanting in the classroom as a learning strategy used by both teacher and learners. Fisher and Frey (2013), suggest that teachers should check learners understanding by having them to present information with illustrations and visual representations. Manipulative objects help learners to gain more understanding of the concept they are being taught (Madihlaba, 2013). Some of the participants interviewed reported that the teachers cannot teach Natural Science and since the learners have a challenge in understanding English, the teachers read, explain, and ask questions along the way to ensure that the learners understand the content that is being taught.

For the teacher to have surety that the learners understand how to use, for example, verbs, the teacher asks learners to construct sentences with a subject, verb and object. Through this exercise the teacher identifies the learners who are struggling and those who are high achievers. The participants responded that the learners have a reading problem, and it takes them long to complete exercises and as they do not understand what is required of them. A challenge that learners face in the Foundation phase is when learners are writing exams, questions are read verbally to the learners,

and they answer with guidance from the teacher and when they move into the Intermediate phase that approach is no longer used. Learners, thus, face a challenge of not being able to read and write in English in the Intermediate phase whereas subjects are taught in English.

4T2: "I read for them and ask them to read back. I do not teach language; however, I teach Natural Sciences. The learners have a problem of not understanding English, so I read with them and explain after and to ensure that they understand, I ask questions along the way".

4T3: "I would require learners to construct a sentence with a certain verb and the sentence should include a subject, verb and object. If a learner manages to construct that sentence with ease, then I know that the learner has an understanding of how to use verbs. For other learners it may be difficult to construct a sentence like that and that is where you get to identify learners who are good achievers and slow achievers then you brand them".

4P2: "Another issue is that before starting an exercise, they always write their names instead of writing the date. Because they also have a reading problem, it takes them longer to complete exercises as they do not understand the question".

3P1: "One other thing is that when the learners are writing exams, in the early grades the questions are read verbally to the learners, and they answer with guidance from the teacher. So, when they move to the Intermediate phase that approach is no longer used and that gets the learners frustrated".

4P1: "Some of the learners are unable to read and write and it becomes difficult for them to cope in the Intermediate phase. This is a very serious challenge because we teach our subjects in English and if these learners are unable to read it means they will not be able to answer the questions".

The results imply that in the Foundation phase teachers read and explain the content to the learners to ensure that the learners understand the content that is being taught.

Moreover, teachers read question papers to learners as they do not understand what is required of them. Learners take time to complete exercises because they are unable to read with understanding. As a result, learners may experience a challenge in reading learning content with understanding when they transit to the Intermediate phase.

4.7 CONCLUSION

In this chapter, I presented and discussed the results from both quantitative and qualitative data regarding the strategies for teaching learners transiting from the Foundation phase to the Intermediate phase. The following results were presented and discussed - Teaching strategies that teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase; the extent to which these teaching strategies are affecting learners' performance; challenges that teachers face when teaching learners who are transiting from the Foundation phase to the Intermediate phase and challenges faced by learners when they are transiting from the Foundation phase to the Intermediate phase. Chapter 5 concludes this study with a list of findings, recommendations, possible future research possibilities and conclusion on the relations between strategies for teaching learners and successful transiting from the Foundation phase to the Intermediate phase.

CHAPTER 5

5. SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This study aimed to investigate strategies that teachers use to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural areas in the Vhembe East District of the Limpopo Province. Understanding how teachers are teaching learners is crucial because it is about promoting learners' academic performance. This chapter presents the summary of findings followed by recommendations. A conclusion is also given in this chapter. A teaching model based on the results of the study has been developed and is presented and discussed in this chapter. Section 5.2 outlines the study.

5.2 OVERVIEW OF THE STUDY

Chapter 1 presented the introduction, background of the study, problem statement, and the aim of the study which was to assess for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District of Limpopo Province. The study aim was followed by the study objectives and research questions. The study employed a mixed methodology research design. The ethical considerations in the process of investigation and their significance were also outlined. Measures to ensure trustworthiness and chapter division concluded this chapter.

Chapter 2 discussed the theoretical framework, ecological language theories in order to address the research problem. Operational terms that underpin this study were also defined. Literature reviewed focused on strategies for teaching learners transiting from the Foundation phase to the Intermediate phase from different views:

global, SADEC, South African, Provincial and Districts. Teachers' teaching strategies and learners' challenges were also reviewed.

Chapter 3 presented the research design and methodology of the study. The study used a mixed method research design- first the quantitative data in phase one then followed by the qualitative data in phase two through an in-depth investigation.

Chapter 4 focused on data presentation of the study and analyses of the findings. The quantitative results from the survey questionnaire and qualitative semi-structured interviews with Grade 3 and Grade 4 principals and teachers from Vhembe East District were presented.

Chapter 5 will focus on a synthesis of the research findings and summarized the content represented in each chapter. The research recommendations are also presented and followed by the discussion of the intervention model developed.

5.3 MAIN FINDINGS FROM THE STUDY

From the findings of this research and the literature, majority of teachers use different strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas. In addition, the findings also revealed that teachers and learners face some challenges when using these teaching strategies which hinder learners' academic improvement.

- **Use of songs as an effective teaching strategy**

The empirical evidence revealed that teachers use songs as an effective teaching strategy to help learners who transit to the Intermediate phase to understand difficult aspects. Songs help learners to understand the difficult words easily if for example, they sing and do the actions of the song. Teachers can assist learners by

incorporating play and sing methods when they prepare their lessons so that the learners will understand what they are teaching and to avoid boredom.

- **Use of code-switching**

Teachers use code-switching to assist Grade 4 learners to understand aspects in subjects taught in English as the LoLT. Intermediate phase learners have limited capacity to comprehend lessons taught in English; in the Foundation phase they were taught in their home language, therefore, teachers use code-switching as a teaching strategy to expand or elaborate a point to make learners understand the content.

- **Use of group work**

For making the teaching effective, the teachers agreed that they use group work to enable learners to do practical activities in different subjects. Group work and classroom discussion enable learners to share information than learners working individually. Group work is regarded as one of the effective teaching strategies which impact learning-outcomes of transiting learners. Learners who are good at understanding the content teach the slow learners who are encouraged to participate; this helps the gifted learners to gain more knowledge.

- **Differentiated instruction**

The research indicates that differentiated instruction used in overcrowded classrooms support Grade 4 learners to academically achieve as required at that level. The study revealed that individual differentiation is essential in overcrowded classes to help the slower learners with different learning aids and materials and to give the talented learners extra assignment during the lessons. Teachers follow a

diagnostic approach in Grade 4 to identify the fast and slow learners, and then adopt the appropriate strategy that works for each group of learners.

- **Educational resources**

Teachers use educational resources in Grade 4 to assist learners to understand what is being taught. Results also showed that teachers use educational resources such as pictures, posters, flashcards, objects, simple games as strategies to make learners understand the learning content, to make their teaching interesting and make students interested in learning.

- **Peer tutoring**

There are some challenges faced by teachers and learners transiting from the Foundation phase to the Intermediate phase. The results show that overcrowded classrooms in Grade 4 are not conducive for individual attention; therefore, teachers end up grouping learners in diverse groups in terms of their abilities for them to help each other. Teachers promote peer reading and teaching as some learners learn better when they are taught by their peers.

- **Competency in the subjects taught**

Results confirmed that teachers are sometimes not competent in the subjects they teach in Grade 4 which results in unsatisfactory learner performance. There are some concepts of science which are difficult for the teachers to teach at the Intermediate level. These show that teachers are not competent in the subjects they teach in Grade 4.

- **New ideas**

The data collected indicated that sometimes new ideas teachers apply in Grade 4 classrooms positively contribute to effective teaching. The study revealed that it is not easy for teachers to apply new ideas in Grade 4 classrooms which can positively contribute to effective teaching as teachers lack knowledge and skills to apply those new ideas in the classrooms.

- **Absence of basic resources**

The findings from this study revealed learners' lack of basic resources as one of the challenges that always affects performance in certain tasks in the classroom environment. There is a challenge of learners who come to school without the required stationery even though the requirements were communicated with the parents and as a result, the teachers would have to provide the stationery. The lesson plan for example, may require a teacher to read a certain book to the learners, however this is not possible as the book is not readily available at the school, thus, learners experience challenges in grasping the content.

- **Use of English as a medium of instruction**

The research indicated that using English as a medium of instruction in the Intermediate phase always causes transiting rural learners to experience language barriers. Learners are expected to cope with the demands of learning all their subjects through the medium of English which they do not understand, thus, they resort to rote learning of content. The Intermediate phase uses English as a medium of instruction and this is a challenge for learners progressing from Grade 3 as they cannot read, write and communicate in English because they were taught all subjects in their home language.

5.3.1 Teaching learners who are transiting from the Foundation phase to the Intermediate phase in rural areas of Vhembe East District

This section presents strategies that teachers use to teach learners who are transiting from the Foundation phase to the Intermediate phase.

5.3.1.1 Learner-centred pedagogy

The study found that Intermediate phase teachers use learner-centred pedagogy to enable Grade 4 learners to participate actively in learning. Learner-centred pedagogy helps learners to be actively involved in their learning without expecting everything from their teachers, therefore, the Intermediate phase teachers should make sure that every learner is participating during the teaching and learning. Section 5.3.1.2 presents that teaching phonics enables the Intermediate phase learners to read.

5.3.1.2 Teach phonics to enable the Intermediate phase learners to read

The results of the study revealed that teaching phonics enables learners in the Intermediate phase to read all subjects. The study found that teachers introduce phonics and phonemic awareness by using Foundation phase books to teach phonics to help Intermediate phase learners to know how to sound and blend some words to enable them read fluently. Teachers teach different sounds in the home language to enable the learners to sound well. Section 5.3.1.3 will address teachers giving individual attention to struggling learners.

5.3.1.3 Giving individual attention to struggling learners

The results of this study show that teachers give individual attention to struggling learners in Grade 4 to catch up with the standard performance level of the grade. It

was revealed that struggling learners who are failing to understand the learning content are identified and taught individually after school, however, it is not easy to give independent learning to so many learners in the classroom because learners have different barriers, and it will take time to assist them individually. The study suggests that teachers should give individual attention as a teaching strategy for struggling learners to cope with the Grade 4 content. Teachers may engage learners in different activities and create enough time for that as learners' learning abilities are different so, their support should be based on their individual educational needs. Section 5.3.1.4 will focus on profiling learners to identify those who need individual attention.

5.3.1.4 Profile learners to identify those who need individual attention

The study established that teachers profile learners to identify those who need individual attention in coping with Grade 4 subjects. Profiling learners helps when preparing lessons as teachers should prepare according to learners' abilities. To have knowledge of learners, the Grade 3 teachers should profile learners before they transit to Grade 4. The study revealed that teachers need to plan before they teach learners to accommodate learners with different cognitive levels. Furthermore, teachers should profile learners To identify those who need individual attention when they transit to the Intermediate phase so that they can cope with Grade 4 work. Section 5.3.1.5 will address using of concrete materials to assist Intermediate phase learners.

5.3.1.5 Concrete materials to assist Intermediate phase learners

This study observed that teachers use concrete materials to assist Intermediate phase learners to transit to a higher level of learning. Teachers use concrete objects like hands and pencils for counting when they teach learners Mathematics because it makes it easier for them to understand how to count. Teachers use concrete objects

when teaching fractions and measurements because learners learn better when they see and touch the objects. The results of this study show that Intermediate phase teachers fail to use concrete objects; this becomes a challenge to Grade 4 learners as they cannot transit to a higher level of learning. The results of this study indicated that using concrete objects is a teaching strategy that helps the Intermediate phase learners to gain more understanding of concepts because learners learn better when they manipulate objects. Both Intermediate phase and Foundation phase teachers should use concrete objects when teaching because learners cannot forget what they saw and touched. The use of concrete objects for learners' manipulation creates an environment conducive for learning both in the Foundation and Intermediate phases. In the following section, I will discuss the extent to which teaching strategies used to teach learners in rural schools transiting from the Foundation phase to the Intermediate phase affect learner performance.

5.3.2 To find out the extent to which teaching strategies used to teach learners in rural schools transiting from the Foundation phase to the Intermediate phase affect learner performance

This section presents the findings on the extent to which teaching strategies affect learners' performance.

5.3.2.1 Teachers give constructive feedback

The results showed that teachers give constructive feedback to transiting Intermediate phase learners which motivate them to do well. Learners are asked to leave the classroom as punishment for not completing their homework because corporal punishment is abolished. Learners are then given verbal warnings and required to complete their homework in class for them to do corrections with the rest of the class. Teachers ensure that learners feel comfortable in class by encouraging and motivating them to give answers in class, even those who cannot give the correct answer are encouraged to keep on trying. The results imply that constructive feedback motivates and encourages Intermediate phase learners to feel free in the

classroom. Constructive feedback creates positive learning environment where even learners who cannot do the work are encouraged to work hard. Section 5.3.2.2 will address linking Grade 3 content with that of Grade 4.

5.3.2.2 Linking Grade 3 content with that of Grade 4

The study found that teachers link Grade 3 content with the Grade 4 to assist learners to know the current content. Learners understand the concept that is being taught better when objects that they are familiar with are used, therefore, it is suggested that when teachers link the content of the previous grade with the current grade's, it assists transiting learners to understand the content of the current grade better because if the content is familiar, it is easier for them to grasp it. Section 5.3.2.3 will present the aspect of giving homework to help learners manage tasks independently.

5.3.2.3 Homework helps to manage tasks independently

The results of this study showed that teachers give transiting learners some homework to help them to manage their tasks independently. Teachers give learners homework to determine whether they understand what has been taught. The learners are also advised to complete the homework on their own and if they do not understand what is required of them, they are allowed to ask the teachers before they go home so that they can manage tasks independently. The results suggested that teachers should give learners homework so that they can show if they understood the content, to gain skills to manage tasks independently and to work at their own pace. In addition, teachers in the Intermediate phase use classwork and homework as strategies to assess learners' skills and knowledge; as a result, learners' performance is supported. Section 5.3.2.4 will address the use of peer tutoring in Grade 4 class.

5.3.2.4 Peer tutoring in Grade 4 class

The study found that teachers use peer tutoring in Grade 4 class where less-abled learners are helped by an abled learner to learn better. Peer tutoring is an effective instructional intervention strategy because some learners learn and talk more freely to the peers than with their teachers. Teachers encourage learners to continue learning when they are outside using the chalk boards placed outside the classroom. Some learners grasp content easily when they are taught by their peers, and this strategy works well for them. Strong learners are paired with less-abled ones because the latter will be compelled to answer their peers. In addition, in an overcrowded class, teachers group learners in diverse groups in terms of their abilities for them to help each other. The results, therefore, suggest that teachers should group learners according to their abilities to allow peer tutoring so that the abled learner could assist the less-abled ones to understand the content. Peer tutoring is an effective teaching strategy because the less-abled learners learn better when they are with their peers, hence the able learners gain more knowledge when they teach their peers. Section 5.3.2.5 will discuss clarification of concepts when teaching different content.

5.3.2.5 Concepts clarification when teaching different content

The study confirmed that teachers clarify concepts when teaching different content in the Intermediate phase to enable learners to understand the concepts. They often switch codes to clarify subject matter, to elaborate concepts and to encourage learners to participate. The results indicated that learners do not fully understand English as the language of teaching and learning therefore, during lessons, teachers read and explain the content to the learners for them to understand. The study found that in the Foundation phase, learners used to work all day with one teacher, so when they transit to the Intermediate phase, it takes time for them to grasp the content. Teachers, therefore, use more time to explain the concepts for learners to have a better understanding of the subject. The findings imply that concept clarification is important when learners transit to Intermediate phase to enable the learners to

understand the content because most of them do not understand English as language of teaching and learning, so they need a lot of explaining until they grasp the learning content. In the next section, I will discuss challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase.

5.3.3 To investigate challenges teachers face in teaching learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District

This section outlines challenges faced by teachers when teaching learners transiting to the Intermediate phase.

5.3.3.1 Plan lessons that accommodate slow learners

The results confirmed that teachers always plan lessons that accommodate slow learners transiting to Grade 4. The results indicated that teachers face a challenge of learners who are too slow to understand the subject matter; hence, teachers must spend more time than required on subject matters for the majority of the learners to get an understanding of the content. Teachers follow a learner-centered approach for learners to understand the content and if the approach is not working, they try a different approach that can accommodate all learners for all learners to be well prepared for the next grade. The findings from the study also revealed that most of them do not plan lessons that accommodate slow learners, they plan for records keeping. Most of teachers are concerned about curriculum coverage, and this may result in the slow learners being left behind, therefore, there may be a content gap when learners transit to Grade 4. Section 5.3.3.2 presents the aspect of explaining the content to learners with learning problems.

5.3.3.2 Explaining the content to learners with learning problems

The study showed that teachers always explain the content to Intermediate phase learners with learning problems until they understand because they face a challenge of learners who do not understand English since in the Foundation phase learners are taught in their home language. To ensure that the learners understand the content, teachers read with learners, explain what has been read and ask questions. The results further revealed that teachers are compelled to extensively explain the content to the learners so that they may understand during teaching and learning. Section 5.3.3.3 discusses lack of management skills preventing the completion of the curriculum.

5.3.3.3 Lack of time management skills to enable the covering of the curriculum

The study showed that teachers' lack of time management skills to cover the curriculum never has a positive impact on learners' transition to Intermediate phase. The results confirmed that it is a challenge to complete the curriculum on time in Grade 4 due to learners not being able to cope within the timeframe they are required to absorb the knowledge. The solution to the challenge is to employ extra time or remedial time to cover the curriculum on time. There is also a challenge of not completing the syllabus as the learners are not yet equipped to learn at the pace required in Grade 4. Teachers, therefore, need to employ extra time to teach the learners. Teachers make it a priority for the curriculum to be covered by grouping learners who attend intervention classes with the rest of the class to ensure that they catch up; they give the learners classwork and homework every day. The findings indicate that there is a challenge of some of the learners not completing the curriculum as they had fallen behind. The teachers group them and give them work according to their abilities; those who are behind do not cover the curriculum and one of the causes for this is that the class is overcrowded with about 80 learners. To cover the curriculum, teachers need to provide extra time with the learners.

Teachers employ strategies that encourage learners to participate, however, the content is a lot and there is a challenge with learners who do not fully understand English as a language of learning and teaching; this makes it difficult for them to grasp the content, so they may not cover the curriculum. These results suggest that it is not easy to cover the curriculum because teachers lack time management skills which have a negative impact on learners' transition to Intermediate phase. There are challenges with learners' English proficiency which hinders learners from grasping the content, which is to be learnt in a short space of time and in overcrowded classrooms. Teachers need extra time with learners, and they need to group them according to their abilities when teaching to cover the curriculum. Section 5.3.3.4 addresses parents' reactions to invitations to come and discuss their children's difficulties.

5.3.3.4 Parents' reactions to invitation to come and discuss their children's difficult

Teachers always invite parents to discuss their children's difficulties in learning for the former to stay engaged with their children learning when learners transit to Intermediate phase. The results confirmed, however, that some parents are not fully committed to the learning development of their children and when they are asked to attend meetings for the discussion of the learner's performance, they indicate that teachers need to do their job, as a result some learners become discouraged. Teachers make constant contact with the parents to discuss the challenges that the learner is facing, and if possible, the parents are asked to attend a meeting at the school to discuss these challenges. There are challenges with parents who work far from home and those who are busy at work during the day and as a result, the meeting to discuss the learners' challenges cannot be held. In addition, if learners do not complete their homework or improve, a letter is sent to the parents, through the principal's office for the parents to attend a meeting to discuss issues. Some parents do not cooperate and expect teachers to find a solution on their own for this

challenge. Sometimes teachers identify challenges that learners face and report them to the DH who then initiates contact with the parents.

A discussion regarding the children's learning barrier is held with the parents to come up with solutions. This initiative works for parents who are positive, but it is still a challenge for parents who are reluctant. The study found out that when teachers invite parents to discuss about their children performance when they transit to the Intermediate phase, teachers encounter challenge with parents who are reluctant to attend these meetings. Lack of parental support has a negative impact on learners with learning barriers; they become discouraged, and it hinders them from progressing. Section 5.3.3.5 focuses on how learner absenteeism affects teachers' quality of teaching.

5.3.3.5 Learner absenteeism affects teachers' quality of teaching

The results confirmed that learner absenteeism always affects teachers' ability to expose learners to the full curriculum in Grade 4 as learners miss out on the content taught on that day. The teachers try to identify the reasons for being absent to improve learners' level of attendance. The results show learner absenteeism as a challenge as teachers are compelled to repeat the lessons when the learners come to school. The study also revealed that learners' absenteeism is caused by lack of good parent-teacher relationship, and this has negative effects on learner performance as they are not exposed to the full curriculum. The following section discusses challenges faced by learners transiting from the Foundation phase to the Intermediate phase.

5.3.4 To explore challenges faced by learners transiting from the Foundation phase to the Intermediate phase in rural areas of the Vhembe East District.

This section outlines the challenges faced by learners when they transit to the Intermediate phase.

5.3.4.1 Lack of supportive family structures

The results indicated that lack of supportive family structures does not have a positive impact on learners' ability to perform in Grade 4. The principals engage with parents and the learners who come from child-headed families to resolve any challenges that the learners and their siblings may be facing at school. Engaging with some parents can be a challenge as some parents expect the teachers to resolve all concerns that the learners are facing. Teachers, thus, face a challenge of not having parental support in the poor communities as they do not support their children and when asked to buy educational materials for the learners, it takes time for them to do so. The school's governing bodies engage with the parents to encourage them to be involved in the learning development of their children by attending meetings at the school to discuss challenges faced by learners. Family issues are apparent as some parents come to the meeting drunk as they spend their children's grant money to gamble and buy alcoholic drinks. The findings of this study confirm that there are challenges in involving parents in the education of their children as most family are headed by children or parents who are not ready to get involved in their children's education. They expect teachers to resolve all the challenges that the learners are facing at school. Lack of supportive family structures has a negative impact on learners' ability to perform in Grade 4. Section 5.3.4.2 presents availability of libraries as having a positive impact.

5.3.4.2 Availability of libraries has a positive impact

Results showed that availability of libraries always has a positive impact on transiting learners' achievement, however, some teachers lack adequate subject knowledge, lack instructional materials and unavailability of libraries all have negative impacts on the reading achievement of learners. Lesson plan may require the teacher to read a certain book to the learners however, this is not possible if the book is not readily available at the school, thus, learners encounter challenges in grasping the content. The results further showed that lack of libraries has a negative impact on transiting

learners' achievement as teachers may fail to get a certain book at school when teaching learners, and even learners may be unable to read and write. Section 5.3.4.3 presents whether parents assist their learners to do their homework.

5.3.4.3 Parents assist their children to do homework

The results confirmed that parents sometimes assist their children to do homework and to cope with Grade 4 work when they transit to the Intermediate phase. The study further indicated that most learners experience challenges in completing their homework due to not having the necessary resources in their homes, having to do chores, and not having anyone to help them as their guardians/parents work till late. Learners in Grade 4 require support from their parents with their homework; this is sometimes not possible as some of their parents are still young and still in school, thus, do not have time to help their children. As a result, teachers give them time in the classroom to complete their work so that they can do corrections with the rest of the class. Some learners do not do their homework because of poverty; they are looked after by their grandparents, or their families which are headed by a child. Learners, hence, come to school without doing their homework and they end up performing poorly in Grade 4 because they lack motivation and parental support to cope with Grade 4 work, when they transit to the Intermediate phase. Section 5.3.4.4 will discuss whether learners are able to read content with understanding.

5.3.4.4 Learners can read learning content with understanding

The results of the study reported that since the learners have a challenge with understanding English, the teachers read, explain, and ask questions along the way to ensure that the learners understand the content that is being taught. For the teacher to have surety that the learners have an understanding for example, of how to use verbs, the teacher asks learners to construct sentences with a subject, verb, and object. Through this exercise the teacher identifies the learners who are

struggling and those who are higher achievers. The study further found that it takes long for learners to complete exercises as they do not understand what is required of them.

A challenge that learners face is that in the Foundation phase, when learners are writing exams, questions are read verbally to them, and they answer with guidance from the teachers but when they move into the Intermediate phase that approach is no longer used. Learners face a challenge of not being able to read and write in English in the Intermediate phase whereas subjects are taught in English.

These results imply that in the Foundation phase teachers read and explain the content to the learners to ensure that they understand the content that is being taught. Teachers read question papers to learners as they do not understand what is required of them and learners take time to complete exercises because they are unable to read with understanding. Learners, thus, may face challenges in reading content with understanding when they transit to the Intermediate phase. It is important that learners should be introduced to English as LoLT from Grade 3 to prepare for their transition to Grade 4. It is crucial for the Intermediate phase learners to enhance critical thinking and literacy skills from Grade 3 before they are introduced to English as LoLT. Section 5.3.4.5 will focus on learning through the mother tongue.

5.3.4.5 Learning through the mother tongue

The results of the study indicated that learning through the mother tongue always affects transiting learners' chances of communication in the next class. The study further indicated that in the deep rural areas, teachers face a challenge of learners who only understand their mother tongue and most of the subjects are taught in their home language in the ECD grades. In the rural areas the English language is a challenge and learners have difficulty in understanding the terms that are used, thus, the teacher then introduced the use of dictionaries. Learners are taught all subjects in Grade 3 in their mother tongue and when they transit to Grade 4, learners are taught all subjects in English except for Tshivenda home language; this then affects

the performance of the learners. The Grade 4 learners have a challenge when speaking English and expected to give illustrations in English, however, when they cannot construct sentences in English, they would rather give one-word answers. Learners also find it difficult to use Mathematical terms.

In the Foundation phase learners learn all subjects in their mother tongue, yet they are taught all subjects in English when they transit to the Intermediate phase. This creates a challenge for them as they are unable to communicate in English. Learners' lack of language proficiency may have a negative impact on their academic performance in the Intermediate phase because they may be unable to understand content taught through the medium of English and to communicate. Learners may perform poorly in activities and tasks due to lack proficiency in English language because language skills enhance academic performance.

5.4 SYNTHESIS OF THE RESEARCH

The research sought to investigate strategies that teachers are using to teach learners who are transiting from the Foundation phase to the Intermediate phase. The study found that teachers are using different forms of teaching strategies for learners who are transiting from the Foundation phase to the Intermediate phase in the Vhembe East District. Teachers use learner-centred pedagogy to enable Grade 4 learners to participate actively in learning. In all lessons, learners are expected to participate and if the learners are not responding the teacher changes teaching strategies to accommodate every learner.

Teachers profile learners to identify those who need individual attention and to accommodate learners with different cognitive levels when they transit to the Intermediate phase so that they can cope with Grade 4 work. The research also revealed that teachers link Grade 3 content with those of Grade 4 to assist learners to know the current content. Teachers have a challenge in teaching learners who do not understand English as the language of teaching and learning when they transit

from the Foundation phase to the Intermediate phase, hence, teachers are compelled to explain the content to the learners so that they may understand the lessons. In the next section, I will present the recommendations from the study.

5.5 RECOMMENDATIONS

In this section, I will outline some recommendations regarding teaching strategies that teachers must use to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools of the Vhembe East District.

Differentiation Instruction should be applied in overcrowded classrooms to ensure that the content is best communicated to the learners according to their diverse background to support Grade 4 learners to achieve academically.

Both Foundation phase and Intermediate phase teachers should use learner-centred pedagogy to make sure that every learner is participating actively during teaching and learning. This will help learners to be involved in the lesson without expecting everything from their teachers. The Grade 3 teachers should profile learners based on their performance in different subjects before they transit to the Intermediate phase so that they can cope with Grade 4 subjects' activities. Profiling learners helps when preparing lessons for learners because teachers should prepare according to learners' abilities and to identify those who need individual attention.

When teachers link the content of the previous grade with the current grade, it assists transiting learners to understand the content of the current grade better because if the content is familiar, it is easier for them to grasp. Teachers, thus, should link Grade 3 content with the Grade 4 to assist learners to know the current content.

Teachers must give transiting learners some homework to help them to manage tasks independently. Learners are given homework to determine whether they understand what has been taught and to work at their own pace. The strategy of

giving homework daily is a way of supporting learner performance. Teachers must give constructive feedback to transiting Intermediate phase learners to motivate them to do well. Positive messages always provide constructive feedback that encourage and support the learners to work hard. Constructive feedback makes the teaching effective and creates a positive learning environment where even learners who cannot do the work can be encouraged to work hard.

Teachers should plan lessons that accommodate slow learners transiting to Grade 4. Most of teachers do not plan lessons that accommodate slow learners; they plan for the sake of records keeping. Teachers are concerned about curriculum coverage, and this may result in the slow learners being left behind, hence, there might be a content gap when learners transit to Grade 4.

Teachers have a challenge of teaching learners who do not understand English as a language of teaching and learning when they transit from the Foundation phase to the Intermediate phase. Teachers must explain the content to learners with learning problems in the Intermediate phase until they understand because learners with learning problems need re-enforcement until they understand.

Lack of supportive family structures has negative impact on learners' ability to perform in Grade 4, therefore, School Governing Bodies need to engage with the parents to encourage them to be involved in the learning development of the learners by attending parents' meetings to discuss challenges faced by their children. Availability of libraries has a positive impact on transiting learners' achievement; therefore, School Management Teams and School Governing Bodies must ensure that there are libraries at schools to improve the reading and learning achievement of learners. Lesson plans require the teacher to read different books, however, if the books are not readily available at school, learners experience challenges in grasping the content; teachers must plan according to learners' abilities. Teachers should be creative enough to improvise their own educational resources to enable the

Intermediate phase learners to understand what is being taught, since there is a shortage of resources.

5.6 CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study contributes to the body of knowledge regarding teaching strategies that rural primary teachers are using and to what effect. Based on the results of this study, a model is proposed showing strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in the Vhembe East District of Limpopo.

Figure 5.10.1 presents the proposed Muthivhi model of teaching strategies for learners who are transiting from the Foundation phase to the Intermediate phase in rural schools.

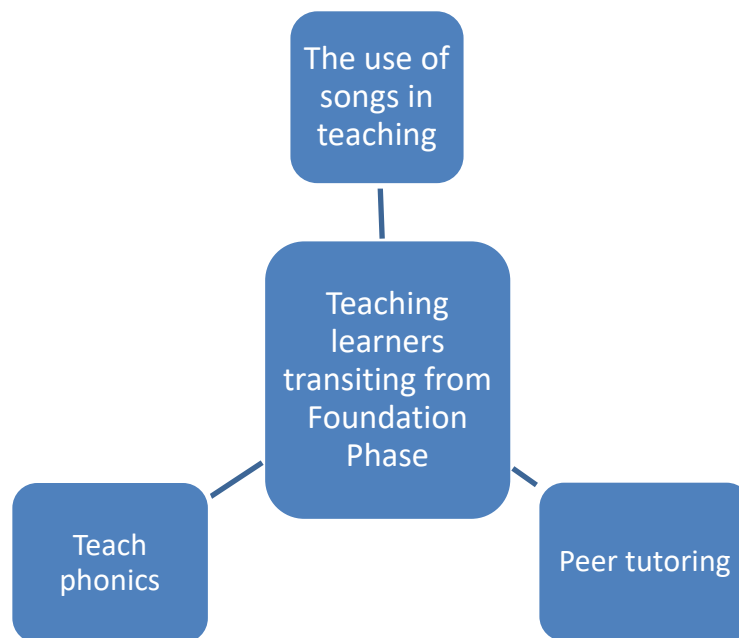


Figure: 5.6.1 Muthivhi's model for strategies for teaching learners

5.6.1.1 The use of songs in teaching difficult aspects

Teachers should use songs as an effective teaching strategy to help learners who have transited to the Intermediate phase to understand difficult aspects. It was revealed that when learners transit to Grade 4 they lack language proficiency of English as a language of teaching and learning, thus, they end up under-performing as they are taught all the five subjects in English, which is not their home language. Songs develop a positive learning atmosphere because children love to sing and songs help them to learn difficult concepts and language, in a fun and dynamic ways. Songs motivate learners to be creative, imaginative, and eager to learn and succeed. They also serve as a good source of pronunciation, a practice of listening skills and vocabulary enrichment which are important for the Intermediate phase learners. Learners are motivated to participate more actively and become more engaged in the lesson when songs are employed. Furthermore, teachers should also use content-rich music to build learners' conceptual understanding of different aspects.

5.6.1.2 Teach Phonics

Teachers should teach phonics to enable learners in the Intermediate phase to read in all subjects because most of the learners fail to read when they transit to Grade 4. Teachers read class activities and question papers to learners because they are unable to read. Phonics is regarded as one of the most powerful tools in improving learners' pronunciation so that learners know how to pronounce unfamiliar printed word and understand it. Phonics has also an impact on the development of learners' vocabulary, spelling and reading to ensure that learners understand information that is contained in academic reading.

5.6.1.3 Peer tutoring in Grade 4 class

Peer tutoring is an effective instructional intervention strategy because some learners learn and talk more freely to their peers than with their teachers. Peer

tutoring is where one learner imparts knowledge to the other, thereby, learners help each other and learn from each other. Teachers should use peer tutoring in Grade 4 class where a less-abled learner is helped by an abled learner to learn better. This is where the teacher organizes cooperative working pairs in areas learners do not understand. Peer tutoring helps learners feel free to express their own opinions; it increases academic achievement for low-achieving learners. Peer tutoring is the most effective instructional strategy for learners who are transiting to the Intermediate phase because the process can help them to perform significantly better, therefore the techniques should be incorporated in teaching Grade 4 learners as a supplementary and supportive instructional technique.

5.7 CONCLUSION

Guided by the pragmatic paradigm, research into strategies for teaching learners transiting from the Foundation phase to the Intermediate phase in rural primary schools was conducted. In chapter one, the problem was stated, and the aim and objectives of the study were also outlined. The literature of this study about teachers' teaching strategies was reviewed globally and locally. The findings indicated that teachers are using different teaching strategies for learners transiting from the Foundation phase to the Intermediate phase. A model was developed, and if applied, it may assist in strategies that teachers can use to teach learners who are transiting from the Foundation phase to the Intermediate phase in rural primary schools. In conclusion, I can say that the study accomplished its stated aims and answered all the research questions specified in chapter one.

REFERENCES

- Abrahams, R.A. (2013). *Challenges to parental involvement in homework assignment of learners in a historically disadvantaged primary school in Cape Town*. MEd dissertation. Cape Town: University of the Western Cape.
- Adams, C.M. & Pierce, R. (2013). *Characteristics of Effective Teaching*. Retrieved 18 March, 2014 from <http://www.lingofest.com/resources/characteristics>
- Adendorff, R. (1993). *Code-switching amongst Zulu speaking teachers and their pupils: its functions and implications for teacher education*. *Southern African Journal of Applied Language Studies* 2(1):3-26. March, 2014 from <http://www.lingofest.com/resources/characteristics>.
- Affuso, G., Bacchini, D. & Miranda, M.C. (2017). The contribution of school-related parental monitoring, self-determination and self-efficacy to academic achievement. *Journal of Educational Research*, 110(5)565-574. <http://dx.doi.org/10.1080/00220671.2016.1149795>
- Aflatoun. (2014). *Aflatoun Annual Report*. Stichting Child Savings International, Amsterdam, the Netherlands.
- Ajagbe, A.M., Sholanke, A.B., Isiavwe, D.T. & Oke, A.O. (2015). Qualitative inquiry for social sciences. *Proceedings of 2nd Covenant University International Conference on African Development Issues (CU-ICADI 2015)*. pp. 319-325.
- Akhtar, N., Aslam, N., Hussain, S.Q. & Memon, A. (2021). *Qualitative Analysis of Diffusing ERE cycle in Teaching at Higher Education: Experiential Learning Practices in Pakistan*. *Ilkogretim Online*, 20(5):7525-7539.
- Akın, S., Yildırım, A. & Goodwin, A.L. (2016). Classroom management through the eyes of primary teachers in Turkey: A phenomenological study. *Educational Sciences: Theory & Practice*, 16:771-797. <https://doi.org/10.12738/estp.2016.3.0376>
- Akindahunsi, O. & Afolabi, E. R. I. (2021). Using Generalizability Theory to Investigate the Reliability of Scores Assigned to Students in English Language Examination in Nigeria. *Journal of Measurement and Evaluation in Education and Psychology*, 12(2):147-162.

- Alcott, B. & Rose, P. (2017). Learning in India's primary schools: How do disparities widen across the grades? *International Journal of Educational Development*, 56:42-51.
- Alderson, J.C. (2000). *Assessing Reading*. Cambridge University Press.
- Al-efeshat, H. & Baniabdelrahman, A. (2020). The EFL Teachers' and Students' Attitudes towards the Use of Songs in Learning English. *International Online Journal of Education and Teaching*, 7(3):844-858.
- Alexander, R.J. (2015). 'Teaching and learning for all? The quality imperative revisited'. *International Journal of Educational Development* 40:250-258.
- Alkhatabi, M. (2017). Augmented reality as e-learning tool in primary schools' education: Barriers to teachers' adoption. *International Journal of Emerging Technologies in Learning (iJET)*, 12(02):91-100.
- Altinyelken, H.K. (2011). *Student- centred pedagogy in Turkey: Conceptualizations, Interpretations and Practices*. University of Amsterdam.
- Angrist, N., de Barros, A., Bhula, R., Chakera, S., Cummiskey, C., DeStefano, J. & Stern, J. (2021). Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery. *International Journal of Educational Development*, 84:102397.
- Ankrum, J. W. (2021). Complex Texts or Levelled Readers for the Primary Grades? Yes and Yes!. *Early Childhood Education Journal*, 1-7.
- Antika, R. (2021). The Effects of English Songs in Learning Vocabulary for Young Learners. In *The 10th National Online Seminar on Linguistics, Language Teaching and Literature*, 10(1):119-131).
- Antony, G. & Walshaw, M. (2009). *Effective Pedagogy in Mathematics*. Belley, France: International Academy of Education.
- Arasomwan, D.A. & Mashiya, N. (2021). Foundation phase pre-service teachers' experiences of teaching life skills during teaching practice. *South African Journal of Childhood Education*, 11(1):1-10.
- Archibald, M.M., Ambagtsheer, R.C., Casey, M.G. & Lawless, M. (2019). Using zoom videoconferencing for qualitative data collection: perceptions and experiences

- of researchers and participants. *International Journal of Qualitative Methods*, 18,:1609406919874596.
- Arends, R.I. (2015). *Learning to Teach, 10th edition*. New York, NY: McGraw-Hill.
- ASER (2005-2010), *Annual Status of Education Report (Rural)*, New Delhi: Pratham Resource Centre.
- Astuti, C.W. (2020). Language awareness: Language use and reasons for code-switching. *LLT Journal: A Journal on Language and Language Teaching*, 23(1):116-130.
- Attarzadeh, M. (2011). *The effect of scaffolding on reading comprehension of various text modes of Iranian EFL learners with different proficiency levels. Social Science and Humanities. Mesoj-ISSN 2109-9618*. 4(2):1-28.
- Available at: <http://www.thefreelibrary.com>. Accessed on 10 October.2010.
- Babbie, E. (2007). *The Practice of Social Research*, 11th ed. Belmont: Thomson Wadsworth.
- Babbie, E. & Mouton, J. (2009). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Baber, H. (2021). Social interaction and effectiveness of the online learning—A moderating role of maintaining social distance during the pandemic COVID-19. *Asian Education and Development Studies*.
- Banks, T. (2014). *Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior. Creative Education*, 5:519-524. <http://dx.doi.org/10.4236/ce.2014.57061>
- Bantwini, B.D. (2017). *Analysis of Teaching and Learning of Natural Sciences and Technology in Selected Eastern Cape Province Primary Schools, South Africa*. North West University South Africa.
- Basha, S.S.A. & Rao, D.B. (2004). *Methods of Teaching Geography*. New Delhi: Discovery Publishing House.
- Beard, A. (2018). *Natural Born Learners: Our Incredible Capacity to Learn and How we can Harness it*. Hachette UK.

- Beihammer, E., K., H. & Hascher, T. (2015). *Multi-grade Teaching Practices in Austrian and Finnish Primary Schools*. Department of Educational Science, University of Salzburg, Austria.
- Bell, M., Bell, J. & Carrol, W. (1999). *Every Math: Teacher Lesson Guide Volume 1 Grade 6*. Chicago: Wright Group / McGraw-Hill.
- Bergdahl, N. & Nouri, J. (2021). Covid-19 and crisis-prompted distance education in Sweden. *Technology, Knowledge and Learning*, 26(3):443-459.
- Berthelon, M., Kruger, D. & Vienne, V. (2016). *Longer School Schedules and Early Reading Skills: Effects from a Full-Day School Reform in Chile*. IZA Discussion Paper No. 10282
- Bertram, C. (2004). *Understanding Research: An Introduction to Reading Research*. Second Edition. Pietermaritzburg School of Education, Training and Development, University of Kwazulu Natal.
- Bertram, C.A., Mthiyane, C.C.N. & Naidoo, J. (2021). The tension between curriculum coverage and quality learning: The experiences of South African teachers. *International Journal of Educational Development*, 81:102353.
- Besong, J.B. (2014). Principals' administrative effectiveness and staff productivity in selected secondary schools in South West Region, Cameroon. *International Journal of Academic Research in Management*, 3(2):2014, 2296 ISSN: -1747.
- Bester, S. & Conway, M. (2021). Foundation phase teachers' points of view on the viability of Response to Intervention in their school context. *South African Journal of Education*, 41(1). Vol. 41 No. 1 (2021)
- Bhargava, S. & Narumanchi, A. (2011). Perceptions of parents of typical children towards inclusive education. *Disability, CBR & Inclusive Development*, 22(1):120-129.
- Bhattacharjea, S., Wadhwa, W. & Banerji, R. (2011). *A Study of Teaching and Learning in Rural India*. This study was made possible thanks to technical and financial support from UNICEF and UNESCO.
- Bhatti, A., Pathan, H., Tabieh, A. & Hassan, A. (2020). Impact of Learner-learner Rapport on L2 Learning: A Study of Public Sector Universities in Sindh, Pakistan. *The Asian EFL Journal*, 27(4.6):204-226.

- Bhukuvhani, C., Mupa, M., Mhishi, M. & Dziva, D. (2010). 'Science practical work instructional technologies and open distance learning in science teacher training: A case study in Zimbabwe. *International Journal of Education and Development using Information and Communication Technology*, 8(2):17-27.
- Blease, B. & Condry, J. (2015). Teaching of writing in two rural multi -grade classes in the Western Cape, *Reading & Writing*, 6(1):Art. #58, 9 pages. <http://dx.doi.org/10.4102 /rw.v6i1.58>
- Blunt, P. (1990). *Strategies for Enhancing Organizational Effectiveness in Third World*. Public Administration and Development: London.
- Boggan, M., Harper, S. & Whitmire, A. (2006). Using manipulative to teach elementary mathematics. *Journal of Instructional Pedagogies, Online*,1-6.
- Bojuwoye, O., Moletsane, M., Stofile, S., Moolla, N. & Sylvester, F. (2014). *Learners' Experiences of Learning Support in Selected Western Cape Schools*. University of the Western Cape, South Africa.
- Bolan, K. (2009). *Teen Spaces: The Step-by-step Library Makeover* (2nd ed). Chicago: American Library Association.
- Bolton, L. (2018). *Effective Learning Strategies to Improve Basic Education Outcomes*. Institute of Development Studies (IDS)
- Bonwell, C.C. & Eison, I. A. (1991). *Active Learning Creating Excitement in the Classroom*. Washington D.C.: George Washington University Press.
- Boyd, M.P. (2012). Planning and realigning a lesson in response to student contributions: Intentions and decision making. *The Elementary School Journal*, 113(1):25-51.
- Bragg, L., Walsh, C. & Heyeres, M. (2021). Successful design and delivery of online professional development for teachers: A systematic review of the literature. *Computers & Education*, 104158.
- Braičić, Z., Đuranović, M. & Klasnić, I. (2015). Teaching and Learning Methods and Practices in Science and Social Studies Lessons. *Croatian Journal of Education* 17, Sp.Ed.No.1:83-95.
- Braskamp, L.A. & Ory, J.C. (1994). *Assessing Faculty Work: Enhancing Individual and Instructional Performance*. San Francisco, CA: Jossey

- Brent, D.S., Casey, D., Wright, C. & Stephen, C.Y. (2016). *Using Operational Definitions in Research: A Best-Practices Approach*. 37(2):119-139. Published By: Institute of Mind and Behavior, Inc.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.
- Brown, B.A. (2010). *Multi-Grade Teaching. A Review of Issues, Trends and Practices. Implications of Teaching Education in South Africa*. Centre for Education Policy Development (CEPD). Johannesburg. South Africa.
- Brown, N.M. (2003). A Study of Elementary Teachers' Abilities, Attitudes and Beliefs about Problem Solving. *Dissertation Abstracts International*, 64(10):3620(umi No. 3108818).
- Bungao-Abarquez, E. (2020). The Use of Manipulative in Teaching Elementary Mathematics. *International Journal of Linguistics, Literature and Translation*, 3(11):18-32.
- Bürgener, L. & Barth, M. (2018). Sustainability competencies in teacher education: Making teacher education count in everyday school practice. *Journal of Cleaner Production*, 174:821-826.
- Burhayani, E. (2013). The effectiveness of teaching vocabulary through songs to the second years students of Ikatan Keluarga KesejahteraanTentara (IKKT), Elementary School West Jakarta. *2nd International Seminar on Quality and Affordable Education (ISQAE 2013)*:70-73.
- Burnett, P.C. & Mandel, V. (2010). *Praise and Feedback in the Primary classroom. Australian Journal of Poverty on high achievement, Journal for Education of the Gifted*, 31(3):171-197.
- Bus, A.G. & Van IJzendoorn, M.H. (1999). Phonological awareness and early reading: a meta-analysis of experimental training studies. *Journal of Educational Psychology*, 91(3):403-414.
- Calafato, R. (2021). Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia. *Teaching and Teacher Education*, 105:103401.

- Cambourne, B. (2004). *Holistic, Integrated Approaches to Reading and Languages Arts Instruction: The Constructivist Framework of Instructional Theory in What Research Has to Say About Reading Instruction*. International Reading Association.
- Campel, A. (2006). *The Teaching Strategies Employed By Teachers to Support Learners with Learning Difficulties in Mainstream Classes*. Peninsula Technology: Cape Town.
- Carnoy, M., Chisholm, L. (2011). Towards understanding student academic performance in South Africa: A pilot study of Grade 6 Mathematics lessons in South Africa. Report prepared for the Spencer Foundation. Pretoria: HSRC.
- Carter, E., Sabates, R., Rose, P. & Akyeampong, K. (2020). Sustaining literacy from mother tongue instruction in complementary education into official language of instruction in government schools in Ghana. *International Journal of Educational Development*, 76:102195.
- Casale, D. & Posel, D. (2010). *English Language Proficiency and Earnings in Developing Country: The Case of South Africa*. Economic Research Southern Africa. University of KwaZulu-Natal.
- Castanuela, M. (2020). *Re: Operational Definition and Conceptual definition?* Retrieved from: <https://www.researchgate.net/post/Operational-Definition-and-Conceptual-definition/5fc7b28884a3c27d0c357669/citation/download>.
- Castle, K. (2012). *Early Childhood Teacher Research. From Question to Results*. Milton Park: Routledge Publishers.
- Chandler, R.C. & Plano, J.C. (1998). *The Public Administration Dictionary* (2nd ed.), New York: Clio Press.
- Chavan, R. (2013). *Difficulties Encountered by Science Teachers During Teaching Concepts of Science*. University of Shivaji, Kolhapur.
- Che Mat, A. & Ying Soon, G. (2010). Grammar in the classroom: students' expectations and reality: the case of Arabic and Mandarin. *Novitas-ROYAL* (Research on Youth and Language), 4(1):51-63.

- Chick, J.K. (1996). Safe-talk: Collusion in apartheid education. In: H. Coleman (Ed.), *Society and the Language Classroom*, Cambridge: Cambridge University Press. pp. 21-39.
- Chingos, M.M. & West, M.R. (2010). Do more effective teachers earn more outside of the classroom? *Programme on Education Policy and Governance Working Paper Series PE-PG: 10-02*.
- Chipphiko, E. & Shawa, B.L. (2014). Implementing Learner-centred Approaches to Institution in Primary Schools in Malawi. *Mediterranean Journal of Social Sciences*, 5(23). ISSN2039-211.
- Chisholm, L. & Leyendecker, R. (2008). Curriculum reform in post-1990s sub-Saharan Africa. *International Journal of Educational Development*, 28(2):195-205. Doi: 10.1016/j.ijedudev.2007.04.003.
- Çınar, O., Tefur, E. & Mehme, E. (2006). [t lköretim okulu ö] retmen veyöneticilerinin Yapılandırmacı e] itim yakla] ımı ve programı hakkındaki görü leri [The attitudes and opinions of primary school teachers and head teachers on constructivist education]. *E [itim Fakültesi Dergisi* 7(11):47-064.
- Clark, B. (2021). No Child Is Just Born Gifted: Creating and Developing Unlimited Potential. *Parenting Gifted Children*. The Authoritative Guide From the National Association for Gifted Children.
- Clark, L. A. & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological Assessment*, 31(12):1412.
- Clarke, D.J. & Heroes, V. (2008). *Educators in education response to HIV*. Paris: International Institute for Educational Planning. <[http:// Unesdoc. UNESCO. Org/images/0018/001815/181572e.pdf](http://Unesdoc.Unesco.Org/images/0018/001815/181572e.pdf)> Accessed 20 July 2015.
- Coleman, T.J. (2021). Analysis of a School to Work Transitions Program for Students with Disabilities: a Program Evaluation of Project Team (Doctoral dissertation, University of Louisiana at Monroe).
- Connelly, L.M. (2009). Mixed methods studies. *Medsurg Nursing*, 18(1):31-33.
- Copur-Gencturk, Y., Jacobson, E. & Rasiej, R. (2021). On the alignment of teachers' mathematical content knowledge assessments with the common core state standards. *Journal of Mathematics Teacher Education*, 1-25.

- Cornish, L. (2006a). In L. Cornish (Ed.), *Reaching EFA through Multi-grade Teaching*. Armidale, Australia: Kardoorair Press. <https://hdl.handle.net/1959.11/389>
- Covarrubias Reséndiz, R. (2020). *The Impact of Visual Aids in Teaching English as a Foreign Language in Secondary School Students*. Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí.
- Cowan, P.A. & Hetherington, E.M. (Eds.). (1991). *Family Transitions*, Vol. 2. Psychology Press.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. 2nd ed. Thousand oaks, CA: Sage.
- Creswell, J.W. (2009). *Research Design. Qualitative, Quantitative, and Mixed Methods Approach*. Sage. London. 3(2), 95-108.
- Creswell, J.W. (2013), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth edition Sage Publications
- Cypress, B. (2018). Qualitative research methods: A phenomenological focus. *Dimensions of Critical Care Nursing*, 37(6):302-309.
- Daher, M., Carré, D., Jaramillo, A., Olivares, H. & Tomicic, A. (2017). Experience and meaning in qualitative research: A conceptual review and a methodological device proposal. In *Forum: Qualitative Social Research*, 18(3):62-85). Freie Universität Berlin.
- Dart, J. (2006). Developing a learning environment conducive to active learning and participation: Group presentations and formative assessment at level one. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 5(1), 58-65.
- DBE Republic of South Africa (2011). NEIMS (National Education Infrastructure Management System), Reports May 2011. Available at <http://www.education.gov.za/LinkClick.aspx?fileticket=hHaBCAerGXc%3D&tabid=358&mid=180>. Accessed 29 July 2011.
- de Smith, M.J. (2021). *Statistical Analysis Handbook*. The Win Chelsea Press.
- De Vaus, D. (2001). *Research Design in Social Research*. London: Sage.

- De Vos, A.S., Strydom, H., Fouche, C.B. & Delpont, C.S.L. (2011). *Research at Grass Roots. For the Social Sciences and Human Service Professions*. Fourth Edition. Van Schaik Publishers, Pretoria.
- Deed, C., Blake, D., Henriksen, J., Mooney, A., Prain, V., Tytler, R. & Fingland, D. (2020). Teacher adaptation to flexible learning environments. *Learning Environments Research*, 23(2):153-165.
- Department of Basic Education. (2010). *Status of the Language of Learning and Teaching Report*. Pretoria: Government Printer.
- Department of Basic Education. (2011). *National Curriculum Statement*. (NCS). Republic of South Africa.
- Department of Basic Education. (2012). *Curriculum Assessment Policy Statement*. Pretoria. Government.
- Department of Basic Education. Republic of South Africa. (2011). *Curriculum and Assessment Policy Statement Grades 1-3: English First Additional Language*. Pretoria: Government Printing Works.
- Department of Education. (1997). *Language in Education Policy*. Pretoria: Department of Education.
- Department of Education. (2008). *National Reading Strategy*, Department of Education, Pretoria.
- Deterding, N.M. & Waters, M.C. (2021). Flexible coding of in-depth interviews: A twenty-first-century approach. *Sociological Methods & Research*, 50(2):708-739.
- Dickinson, D.K. & Brady, J.P. (2006). Toward Effective Support for Language and Literacy through Professional Development. In M. Zaslow & I. Martinez-Beck (Eds.), *Critical Issues in Early Childhood Professional Development*. Paul H Brookes Publishing. pp. 141–170.
- Dillon, J. (2008). *A Review of the Research on Practical Work in School Science*. London: King's College.
- DOE (2012). Curriculum and Assessment Policy Statement Grades 4-6: Natural Sciences and Technology. Retrieved May 24, 2014, from <http://www.education.gov.za>

- Donegan, R.E. & Wanzek, J. (2021). Effects of reading interventions implemented for upper elementary struggling readers: A look at recent research. *Reading and Writing*, 1-35.
- Doolittle, P.E., Hicks, D., Triplett, C.F., Nichols, W.D. & Young, C.A. (2006). Reciprocal teaching for reading comprehension in higher education: A strategy for fostering the deeper understanding of texts. *International Journal of Teaching and Learning in Higher Education*, 17(2):106-118.
- Dröse, J. & Prediger, S. (2021). Identifying obstacles is not enough for everybody—Differential efficacy of an intervention fostering fifth graders' comprehension for word problems. *Studies in Educational Evaluation*, 68:100953.
- Du Plessis, E. (2020). Student teachers' perceptions, experiences, and challenges regarding learner-centred teaching. *South African Journal of Education*, 40(1).
- Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education*, 39.
- Ehlers-Zavala, F. (2005). *Bilingual reading from a dual coding perspective*. In Proceedings of the 4th International Symposium on Bilingualism. Somerville, MA: Cascadilla Press, pp. 656-662.
- Ekeh, M.C. (2020). Strengthening group work play-based pedagogy to enhance core skills in young learners. (Doctoral dissertation, University of Pretoria).
- Ekwall, E.E. & Shanker, J.L. (2000). *Ekwall Reading Inventor*. Boston: Allyn and Bacon.
- el Mar Ferradás, M., Valle, A. & Xu, J. (2021). Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. *Current Psychology*, 1-12.
- Eloff, I. & Kgwete, L.K. (2007). South African teachers' voices on support in inclusive education. *Childhood Education*, 83(6), 351-355.
- Emsley, M.R. (2020). Teachers' views on a double transit in Grade 4: From Foundation phase to Intermediate phase and from Indigenous Language to English. *Journal of African Education*, 1(3), 109-129.
- Enbeyle, W., Desta, G. & Pandey, D. (2020). Parental Influence on Students' Academic Performance - A Case Study of Debre Berhan General Secondary

- School students, Debre Berhan, Ethiopia. *Preprints* 2020, 2020060106 (doi: 10.20944/preprints202006.0106.v1).
- Epstein, J.L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*, 2nd Ed. New York: Routledge. <https://doi.org/10.4324/9780429494673>
- Erbs, M. (2021). *Phonological Awareness and Phonics*. North-western College, Iowa.
- Eurydice. (2009). *Organisation of the Education System in Turkey, 2008/09*. Brussels: European Commission.
- Evers, R.B. & Spencer, S. (2010). *Planning Effective Instruction for Students with Learning and Behaviour Problems*. Pearson.
- Fabian, H. & Dunlop, A.W. (Eds) (2002), *Transitions in the Early Years. Debating Continuity and Progression for Children in Early Education*. London and New York: Routledge Falmer.
- Fang, X., Oben, A.I. & Lu, M. (2020). A Study on the Motivational Evaluation of High-Level English Class in an Urban Primary School in Wuhan-China. *International Journal of Education and Research*, 8(11).
- Fawcett, G. & Rasinski, T. (2008). Fluency strategies for struggling adolescent readers. In: Lenski, S. and Lewis, J. eds. *Reading Success for Struggling Learners*. New York: The Guilford Press.
- Felix, A.A. (2015). *Dominant Pedagogies Used in Three Rural Geography Primary School Classrooms in the West Coast District*. Cape Peninsula University of Technology. Cape Town.
- Fergusson, L., Cabrejos, J.O. & Bonshek, A. (2021). *Aymara children's' practice of Transcendental Meditation in Perú: A learning history model of parent and teacher perceptions*. *Journal of Latinos and Education*, 1-18.
- Filgona, J., Sakiyo, J., Gwany, D.M. & Okoronka, A.U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 16-37.
- Fisher, D. & Frey, N. (2013), *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*. Thousand Oaks, CA: Corwin

- Fisher, J. (2013). *Starting From The Child: Teaching And Learning In The Foundation Stage: Teaching and Learning from 4-8*. McGraw-Hill Education (UK).
- Fisher, D. & Frey, N. (2021). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. ASCD.
- Fittell, D. (2008). *Reforming Primary Science Education: Beyond the 'Stand and Deliver' Mode of Professional Development*. Brisbane: Queensland University of Technology.
- Fitzgerald, A. (2012). *Science in Primary Schools: Examining the Practices of Effective Teachers*. Australia: Science publishers.
- Fleisch, B. & Schöer, V. (2014). *Large-scale instructional reform in the Global South: insights from the mid-point evaluation of the Gauteng Primary Language and Mathematics Strategy*. *South African Journal of Education*, 34(3):1-12.
- Flick, U. (2018). *Doing Triangulation and Mixed Methods*, (Vol. 8). Sage.
- Forlin, C. (2001). The role of the support teacher in Australia. *European Journal of Special Needs Education*, 16(2):121-131.
- Fraser, W.J. (2004). *Outcome Based Assessment*. Pretoria: Department of Education.
- Fredman, L. (2013). *Strategy: A History*. Oxford, Oxford University Press.
- Freeman, J.G. & Klinger, D.A. (2011). Intrinsic motivation, extrinsic motivation and academic achievement among Indian adolescents in Canada and India. *Social Psychology of Education*, 14(3):427-439.
- Friend, M. (2011) *Professional*. Boston: Pearson Education Inc.
- Fuhrman, N.E., Fuhrman, R.G. & DeLay, A.M. (2010). Defining “good teaching” at the graduate level: Are we meeting the instructional expectations of doctoral students? *Journal of Faculty Development*, 24(2):19-24.
- Fullan, M. G. (2007). *The New Meaning of Educational Change* (4th ed). London.
- Ganyaupfu, E.M. (2013). Teaching Methods and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*, 2(9):29-35.
- García, S., Olsen, B. & Simbaqueba, A. (2021). Teaching quality in Colombia: analysing twenty years of awarding a national best-teacher prize. *European Journal of Teacher Education*, 1-20.

- Gardener, M. (2016). Support strategies used by Foundation phase teachers to develop cognitive academic language proficiency (Doctoral dissertation, Cape Peninsula University of Technology).
- Gaur, A. & Kumar, M. (2018). A systematic approach to conducting review studies: An assessment of content analysis in 25 years of IB research. *Journal of World Business*, 53(2):280-289
- Gauthier, C. & Dembele, M. (2004). *Quality of teaching and quality of education: A review of research findings*. Document prepared for the Education for All Global Monitoring Report. Paris: UNESCO.
- Geduld, D., Baatjes, I. & Sathorar, H. (2020). Preparing Foundational Phase Educators: Reading the Word and World through Transect Walks. *Reinventing Pedagogy of the Oppressed: Contemporary Critical Perspectives*, 15.
- Geiger, M. (2009). Challenges facing primary school educators of English Second (or other), languages learners in the Western Cape. *South African Journal of Education*, 29(2). Vol. 29 No. 2 (2009)
- Ghufron, M.A. & Ermawati, S. (2018). The strengths and weaknesses of cooperative learning and problem-based learning in EFL writing class: Teachers' and students' perspectives. *International Journal of Instruction*, 11(4):657-672.
- Gillies, R.M. (2007). *Cooperative Learning integrating theory and Practice*. California: Sage Publication.
- Ginja, T.G. & Chen, X. (2020). Teacher Educators' Perspectives and Experiences towards Differentiated Instruction. *International Journal of Instruction*, 13(4):781-798.
- Godfrey, T. (2014). *The Language of Instruction Issue in Tanzania: Pertinent Determining Factors and Perceptions of Education Stakeholders*. Rochester NY 14612, U.S.A.
- Goldhaber, D. (2002). The mystery of good teaching. *Education Next* 2(1):50-5.
- Goldharber, D.D. & Brewer, D.J. (1996). Evaluating the effect of teacher degree level on educational performance. Westat, Inc., Rockville, MD. *Reports Evaluative/Feasibility* (142)

- González, M.A., Goñi-Artola, A. & Campos, A. (2021). Keyword Mnemonics: Effects of Immediate Recall on Delayed Recall. *Imagination, Cognition and Personality*, 40(4):458-467.
- Government Gazette No. 41399, 26 January 2018, Vol. 631
- Graham, L.J., White, S.L., Cologon, K. & Pianta, R.C. (2020). Do teachers' years of experience make a difference in the quality of teaching? *Teaching and Teacher Education*, 96:103190.
- Graven, M. (2016). *Teacher Perceptions of the Successes and Challenges of a Mathematics Homework Drive for Primary Learners*. Rhodes University.
- Guay, F., Gilbert, W., Falardeau, É. Bradet, R. & Boulet, J. (2020). Fostering the use of pedagogical practices among teachers to support elementary students' motivation to write. *Contemporary Educational Psychology*, 63:101922.
- Guba, E. (1990). *The Paradigm Dialogue*. Thousand Oaks, CA: SAGE.
- Guffey, S. (2013), *Essentials of Business Communication*. London: Longman.
- Gunawan, I. (2017). Indonesian Curriculum 2013: Instructional management, obstacles faced by teachers in implementation and the way forward. In *3rd International Conference on Education and Training (ICET 2017)*. Atlantis Press.
- Gunning, T.G. (1998). *Assessing and Correcting Reading and Writing Difficulties*. Order Processing, Allyn and Bacon, PO Box 11071, Des Moines, IA 50336-1071.
- Guro, M.Z. (2009). *Basic Education Reform in Mozambique*. The Policy of Curriculum Change and the Practices at Marrere Teachers College.
- Guthrie, K. (2020). Qualitative Inquiry with Adolescents: Strategies for Fostering Rich Meaning Making in Group Interviews. *American Journal of Qualitative Research*, 4(3):92-110.
- Gwee, M.C.E. (2003). *Successful Peer Learning*: Retrieved November 16, 2018, from <http://www.cdtl.nus.edu.sg/success/sl13.htm>
- Hafeez, M. (2021). Systematic review on modern learning approaches, critical thinking skills and students learning outcomes. *Indonesian Journal of Educational Research and Review*, 4(1).

- Halliwell, S. (1993). Teacher Creativity and teacher education. In Bridges, D. (Ed). *Developing Teachers Professionally: Reflections for Initial and In-service Trainers*. Roudlege: 67-68
- Hanley, M., Ramsey R.S. & Algozzine R.F. (2006). *Characteristic of and Strategies for Teaching Students with Mild Disabilities*. Boston: Pearson Education Inc.
- Harmer, J. (2009). *How to Teach English*. London: Longman.
- Haryani, E., Coben, W.W., Pleasants, B.A. & Feters, M.K. (2021). Analysis of Teachers' Resources for Integrating the Skills of Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration, and Communication in Science Classrooms. *Journal Pendidikan IPA Indonesia*, 10(1):92-102.
- Hattingh, A., Aldous, C. & Rogan, J. (2007). Some factors influencing the quality of practical work in science classrooms. *African Journal of Research in SMT Education*, 11(1):75-90.
- Havigerová, J.M. (2011). Pupils' Information Behaviour–Introduction, Survey and Theoretical Background. *A Child in School Setting*. Toruń: Adam Maszalek, 203-216.
- Haydam, N.E. & Steenkamp, P. (2020). A Methodological Blueprint for Social Sciences Research – The Social Sciences Research Methodology Framework. *EIRP Proceedings*, 15(1).
- Hayes, B., Bonner, A., & Douglas, C. (2013). An introduction to mixed methods research for nephrology nurses. *Renal Society of Australasia Journal*, 9(1), 8-14.
- Heale, R. & Twycross, A. (2015). *Validity and Reliability in Quantitative Studies*. Laurentian University, Sudbury, Ontario, Canada.
- Hennesy, S., Haßler, B. & Hofmann, R. (2016). Pedagogic change by Zambian primary school teachers participating in the OER4Schools professional development programme for one year. *Research Papers in Education*, 31(4):399-427.
- Henriksen, D., Henderson, M., Creely, E., Carvalho, A.A., Cernochova, M., Dash, D. & Mishra, P. (2020). Creativity and risk-taking in teaching and learning

- settings: Insights from six international narratives. *International Journal of Educational Research Open*, 2(11).
- Henson, K.T. (2012). *The Classroom Settings: Positive Learning Environments and Education Reform* (4th ed.), Long Grove, IL: Waveland Press, Inc.
- Heugh, K., Benson, C., Bogale, B., Alemu, M. & Yohannes, G. (2006). *Final report study on medium of instruction in primary school in Ethiopia. Commissioned by the Ministry of education September – December*. Retrieved from: <http://repository.hsrb.ac.za/handle/20.500.11910/62731CF> Consulting Services Ltd, 2015. Language teaching and learning in multilingual classrooms.
- Hillman, A. & Jenkner, E. (2004). *Educating Children in Poor Countries. Economic Issues* 33. Report of the International Monetary Fund. Available at <https://www.imf.org/external/pubs/ft/issues/issues33/> [Accessed 5 May 2017].
- Hoadley, U. (2012): What do we know about teaching and learning in South African primary schools? *Education as Change*, 16(2):187-202.
- Hoadley, U. (2016). *A Review of the Research Literature on Teaching and Learning in the Foundation phase in South Africa*. University of Cape Town, South Africa.
- Hodson, D. (1992). Assessment of practical work. *Science and Education*, 1:115-144.
- Holmarsdottir, B. & O'Dowd, M. (Eds.) (2009). Comparative and international education: Rotterdam, The Netherlands. In the Foundation phase in South Africa. Research on Socioeconomic Policy (ReSEP), Working Paper 05/
- Howie, S., Van Staden, S., Tshele, M., Dowse, C. & Zimmerman, L. (2012). *South African children's Reading Literacy Achievement: PIRLS 2011 Summary Report*. Pretoria.
- Hutchison, L.L. (2021). Teaching Writing with Mentor Texts (Doctoral dissertation, Wilmington University (Delaware)).
- Hwang, S., Birken, S.A., Melvin, C.L., Rohweder, C.L. & Smith, J.D. (2020). Designs and methods for implementation research: Advancing the mission of the CTSA program. *Journal of Clinical and Translational Science*, 4(3):159-167.

- Ibrahim, B. & Ding, L. (2021). Sequential and simultaneous synthesis problem solving: A comparison of students' gaze transitions. *Physical Review Physics Education Research*, 17(1):010126.
- Iddrisu, I.P. (2020). The role of teachers in handling the reading difficulties of students at Savelugu senior high school (Doctoral dissertation, University of Education, Winneba).
- Irvine, J. (2020). Positively Influencing Student Engagement and Attitude in Mathematics through an Instructional Intervention Using Reform Mathematics Principles. *Journal of Education and Learning*, 9(2):48-75.
- Isaacs, A.C. & Carroll, W. (1999). Strategies for basic-facts instruction. Teaching children Mathematics. National Council of Teachers of Mathematics, Inc. 1999. Retrieved 21 December 2011 from High Beam Research: http://www.highbeam.com/doc/IGI_54770359.html.
- Itmeizeh, M. & Hassan, A. (2020). New Approaches to Teaching Critical Thinking Skills through a New EFL Curriculum. *International Journal of Psychosocial Rehabilitation*, 24(07):8864-8880.
- Itumeleng, P.L. (2011). *Challenges Faced by Teachers in Facilitating the Acquisition of Reading and Writing Skills by Learners, and Learners' Challenges in Acquiring Reading and Writing Skills in the Foundation Phase* (Grades R- 3). North West University.
- Izina, N. & Jeannette, I. (2021). Influence Resource Materials on Implementation of Inclusive Education in Public Primary Schools in Kigari Rural Province In Rwanda. *International Research Journal of Social Sciences, Education and Humanities*, 2(2)Vol 2, no2.
- Jackson, S. (2019). *The Importance of Corporate Social Responsibility for generation Z consumers in their consumer decision-making process* (Doctoral dissertation, The IIE).
- Johnson, E.J. & Descartes, C.H. (2016). *Parental Influence on Academic Achievement Among the Primary School Students in Trinidad, Early Child Development and Care*, University of the West Indies. St. Augustine.

- Johnson, R.B. & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7):14–26.
- Jose, N., Chakravarthi, B.R., Suryawanshi, S., Sherly, E. & McCrae, J.P. (2020). A survey of current datasets for code-switching research. In *2020 6th International Conference on Advanced Computing and Communication Systems (ICACCS)* (pp. 136-141). IEEE.
- Kalaoja, E. & Pietarinen, J. (2009). Small rural schools in Finland: a pedagogically valuable part of the school network. *International Journal of Educational Research*, 48(2):109–116. <http://dx.doi.org/10.1016/j.ijer.2009.02.003>.
- Kam, T.S. (2012). *Hong Kong Special Administration Region*. SAR. PIRLS International Study Centre: Lynch School of Education. Boston College.
- Kambutu, L. & Nganga, J. (2017). *Preparing Teachers for a Globalized Era: An Examination of Teaching Practices in Kenya*. University of Wyoming, College of Education, Laramie, U.S.A.
- Kane, T.J. & Cantrell, S. (2010). *Learning about Teaching: Initial Findings from Measures of Effective Teaching Project*, Bill and Melinda Gates Foundation.
- Kanel, K. (2000). Songs in language teaching: Theory and practice. *Paper presented at The Proceedings of the JALT (Japan Association for Language Teaching), 25th Annual International Conference on Language Teaching & Learning and Educational Materials Expo*:69-75.
- Kasese-Hara, M. & Mugambi, J.I. (2021). Experiences of African international students in a South African university – A qualitative study. *South African Journal of Higher Education*, 35(4):116-137.
- Kasule, D. & Mapolelo, D.C. (2005). Teachers' strategies of teaching primary school mathematics in second language: A case of Botswana. *International Journal of Educational Development*, 25(6):602-617.
- Katanga, M.M. (2016). *Management of Learners' Absenteeism in Rural Primary Schools in the Kavango Region of Namibia*. University of Pretoria.
- Khosa, M. (2012). *Mother-tongue Education: A case study of Grade Three children*. University of Johannesburg.

- Kingsley, O. V. (2019). Management of learning facilities. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 6(7), 82-87
- Kiran, S. (2020). Learner-Centred Approach: Engaging Students in Learning Activities. *IUP Journal of Soft Skills*, 14(1) Vol. 14 Issue 1, p55-66. 12p.
- Kisirkoi, F.K. & Mse, G. (2016). *Curriculum Implementation: Strategies for Improved Learning Outcomes in Primary Schools in Kenya*. Kenyatta University,
- Knekta, E., Runyon, C. & Eddy, S. (2019). One size doesn't fit all: Using factor analysis to gather validity evidence when using surveys in your research. *CBE — Life Sciences Education*, 18(1):rm1.
- Kodisang, S.M. (2015). *Teaching strategies Used by Mathematics Teachers to Teach Grade 6 Probabilities in Nkangala District*. University of Pretoria: South Africa.
- Korstjens, I. & Moser, A. (2018), Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing, *European Journal of General Practice*, 24(1):120-124, DOI: 10.1080/13814788.2017.1375092
- Kowalczyk, D. (2016). Research methodologies: Quantitative, qualitative and mixed methods [video file]. Retrieved from <http://study.com/academy/lesson/researchmethodologies-qualitative-mixed-method.htm>
- Krashen, S.D. (1985). *The Input Hypothesis: Issues and Implications*. Addison-Wesley Longman Limited.
- Krause, L. S. (2021). *Relanguaging language from a South African township school*. Multilingual Matters.
- Kumar, R. (2005). *Research Methodology. A Step-by-step Guide for Beginners*. Second Edition. Sage. India.
- Kupiainen, S., Hautamäki, J. & Karjalainen, T. (2009). The Finnish education system and PISA. Ministry of Education Publications Finland 2009: 46. Helsinki: Ministry of Education. Retrieved October 28, 2014, from, http://www.oxydiane.net/IMG/pdf_opm46.
- Lachner, A., Jacob, L. & Hoogerheide, V. (2021). Learning by writing explanations: Is explaining to a fictitious student more effective than self-explaining? *Learning and Instruction*, 74:101438.

- Lahelma, E. & Gordon, T. (2010). Comparative and cross-cultural ethnography. In J. Kauko, R. Rinne & H. Kynkäänniemi (Eds.), *Restructuring the truth of schooling: Essays on discursive practices in sociology and the politics of education: a Festschrift for Hannu Simola* (pp. 93–107). Turku: Publications of the Finnish Educational Research Association.
- Lasley II, T.J., Matczynski, T.J. & Rowley, J.B. (2002). *Instructional Models; Strategy for Teaching in a Diverse Society*. USA. Wadsworth Group.
- Le Grange, L. (2009). Participation and Participatory Action Research (PAR), in environmental education processes: For what are people empowered? *Australian Journal of Environmental Education*, 25:3-1
- Lefkowitz, L. & Woempner, C. (2011). *The Future of Schooling: Educating America in 2020*. Solution Tree Press.
- Lemon, L.L. & Hayes, J. (2020). Enhancing trustworthiness of qualitative findings: Using Leximancer for qualitative data analysis triangulation. *The Qualitative Report*, 25(3):604-614.
- Leung, H. & Lin, L. (2019). Adolescent sexual risk behaviour in Hong Kong: prevalence, protective factors, and sex education programs. *Journal of Adolescent Health*, 64(6):S52-S
- Lim, T.M., Sze, D.W.L., Raki, D., Lim, L.M., Sani, S. & Hashim, H. (2021). Year 6 Pupils' Language Learning Strategies in Learning English Grammar. *International Journal of Academic Research in Business and Social Sciences*, 11(4):1196–1209.
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic Inquiry*. Newbury Park, CA. Sage.
- Liu, M.C., Huang, Y.M. & Xu, Y.H. (2018). Effects of individual versus group work on learner autonomy and emotion in digital storytelling. *Educational Technology Research and Development*, 66(4):1009-1028.
- Lo, R. & Li, H. (1998). Songs enhance learner involvement. *English Teaching Forum*, 36, 8-11, 21. Retrieved from <http://iteslj.org/Articles/Schoepp-Songs.html>
- Long, C. & Dunne, T. (2014). *Approaches to Teaching Primary Level Mathematics*. University of Pretoria: South Africa.

- Lozanov, G. (1978). *Suggestology and Outlines of Suggestopedy*. New York: Gordon and Breach Publishing.
- Lunenberg, F.C. (2010). The Principal as Instructional Leader. *National Forum of Educational and Supervision Journal*, 27(4):1-7.
- Lyster, R. & Sato, M. (2013). Skill Acquisition Theory and the role of practice in L2 development. In *Contemporary Approaches to Second Language Acquisition*. Edited by M. Del Pilar Garcia Mayo, M.J. Gutierrez Mangado and M. Martinez Adrian. Amsterdam: John Benjamins Publishing Company.
- MacDonald, C. (1990). *Crossing the Threshold into Standard Three. Main Report of the Threshold Project*. Pretoria: Human Sciences Research Council.
- Machaba, F. & Moloto, M. (2021). Grade 6 teachers' mathematical Knowledge for teaching: The concept of fractions. *Journal for the Education of Gifted Young Scientists*, 9(4):283-297.
- Mackatiani, C. (2018). *Learning Achievement: Illusions of Teacher-centred Approaches in Primary Schools in Kenya*. University of Nairobi.
- Mackenzie, P. (2008). *Multilingual Education among Minority Language Communities with Reference to the Development of MLE Programme in India*. International Network for Development, UK.
- Madihlaba, S.J. (2013). *Supporting Foundation Phase Learners with Mathematical Problems in the Bojanala District, North West*. University of South Africa.
- Madima, S.E. & Makananise, F.O. (2020). The accessibility to English as a language of teaching and learning by learners of different gender in public primary schools of the Vhembe District, South Africa. *Gender & Behaviour*, 18(2) Vol. 18 No. 2, June 2020.
- Mafa, D. (2018). *Learner Absenteeism in a Rural, Small Town: A Case Study of Kogma Great Kai*. University of Fort Hare.
- Magara, E., & Batambuze, C. (2009). Reading promotion programmes in primary schools: A study of school library management practices in Pallisa District in Uganda. *Mousaion*, 27(si-1), 108-127.

- Magasu, O., Muleya, G. & Mweemba L. (2020). *Teaching Strategies Used in Civic Education Lessons in Secondary Schools in Zambia*. University of Zambia-Lusaka, Zambia.
- Magwa, E.U. (2013). The Language in Education Policy: Opportunities and Challenges of Implementation in a Suburban School. (Master's dissertation). University of Witwatersrand, Johannesburg.
- Maharajh, L. R., Nkosi, T., & Mkhize, M. C. (2016). Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement (CAPS) in three primary schools in KwaZulu Natal. *Africa's Public Service Delivery & Performance Review*, 4(3), 371-388.
- Mahlambi, S.B. (2021). Assessment for Learning as a Driver for Active Learning and Learner Participation in Mathematics. *International Journal of Educational Methodology*, 7(3):473-485.
- Makgeru, N.P. (2016). *The Effect of Instructional Efficiency on Grade 6 Learners Mathematics Achievement in Mpumalanga in the SACMEQ III*. University of Pretoria.
- Makhubele, E. (2016). *Exploring Challenges Faced by Grade 4 Teachers in the Implementation of Reading Practices in the Mano'mbe Circuit of the Mopani District*. UNISA. South Africa.
- Makhubele, P. (2016). *Implementation of Natural Sciences and Technology Practical Activities by Novice and Expert Teachers*. University of Pretoria, South Africa.
- Manilal, R. (2014). Parental involvement in education: A comparison between a privileged and an underprivileged school. MEd dissertation. Durban: University of KwaZulu-Natal.
- Manurung, K. (2012). *Creative Teachers and Effective Teaching Strategies that Motivate Learners to Learn*. Universitas Tadulako
- Manyak, P.C. & Manyak, A.M. (2021). Multifaceted vocabulary instruction in a third-grade class: Findings from a three-year formative experiment. *Reading Psychology*, 42(2):73-110.
- Maodi, M.C. (2018). *Teachers' Management of Language Transition from Grade 3 to Grade 4*. University of Pretoria.

- Maphalala, M.C. (2006). Educators' experiences in implementing the revised national curriculum statement in the GET Band. Doctoral dissertation.
- Mark N.K. Saunders & Céline Rojon (2011). On the attributes of a critical literature review, *Coaching: An International Journal of Theory, Research and Practice*, 4(2):156-162, DOI: 10.1080/17521882.2011.596485
- Mart, C.T. (2011). How to sustain students' motivation in a learning environment. Retrieved 23 July 2012 from www.eric.ed.gov.
- Marzano, J.R. (2007). *The Art of Teaching A Comprehensive Framework for Effective Instruction* (1st ed.). Colorado: Sage.
- Mashau, T.S. (2017). Foundation of Educational Research Beginners. University of Venda Library. Unpublished Research.
- Mata, L. (2013), *Early Childhood Assessment: Classroom Documentation*. The Australian Federation of Modern Languages Teachers Association. Tasmania.
- Matavire, J. (2011). *Transitional Literacy in Gauteng Primary Schools – Two Collective Case Studies of Reading and Writing Experiences of Grade 3 and 4 Learners*. University of Witwatersrand, Johannesburg.
- Maya, J., Luesia, J.F. & Pérez-Padilla, J. (2021). The Relationship between Learning Styles and Academic Performance: Consistency among Multiple Assessment Methods in Psychology and Education Students. *Sustainability*, 13(6):3341.
- McCardle, P. & Miller, B. (2009). Why we need evidence-based practice in reading and where to find that evidence. *Implementing Evidence-based Academic Interventions in School Settings*, 19-48.
- McDowall, P.S. & Schaughency, E. (2017). Elementary school–parent engagements: Relations with education perceptions and school characteristics. *Journal of Educational Research*, 110(4):348–365. <https://doi.org/10.1080/00220671.2015.1103687>
- Mdutshane, V.N. (2006). An investigation into implementation of Curriculum 2005.
- Mncube V, Thaanyane M. & Mabunda P (2013). Chronicling teachers' experiences in the teaching of Business Education in three secondary schools in Lesotho. *Anthropologist*, 15(1):67-78.

- Melnick, H. & Darling-Hammond, L. (2020). *Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries. Policy Brief*. Learning Policy Institute.
- Merlin, J. (2019). *Physical Sciences Teaching and Learning in Eastern Cape Rural Schools: Reflections of Pre-service Teachers*. University, Mthatha, South Africa.
- Mertens, D.M. (2018). Ethics of qualitative data collection. *The SAGE Handbook of Qualitative Data Collection*, 33-48.
- Mihret, Z. (2014). Exploring the gap between college cluster Natural Science and 1st cycle primary school environmental science curriculum. *International Journal of Contemporary Educational Research*, 1(1):21-33.
- Millar, R. (2004). *The Role of Practical Work in the Teaching and Learning of Science*. Washington DC: National academy of sciences.
- Ministry of Education. (1982). *The Education Sector Survey Report of the Task Force*. Maseru: Ministry of Education. Ministry of Primary and Secondary Education.
- (2018). Curriculum Framework for Zimbabwe (2015-2022). *Zimbabwe Journal of Educational Research*, 30(1). Vol. 30 No. 1 (2018)
- Moagi, D.K. (2020). Exploring Grade six teachers' views regarding teaching progressed learners in Lichtenburg selected primary schools (Doctoral dissertation).UNISA
- MoET (2009). *Curriculum and Assessment Policy: Education for Individual and Social Development*. Maseru: MoET.
- Mogashoa, T. & Mboweni, L. (2018). *Challenges and Factors Contributing to Learner Absenteeism in Selected Primary Schools in Bohlabela District of the Mpumalanga Province*. University of South Africa.
- Mojapelo, M.S. & Fourie, J.A. (2014). *Library and Information Resources in Rural Schools of Limpopo Province: A Small Study*. University of South Africa: Pretoria, South Africa.
- Molapo, D.C. (2016). *An Investigation Into the Management of Reading Culture in Primary Schools*. University of Pretoria: South Africa.

- Moneva, J.C. & Moncada, K.A. (2020). *Parental Pressure and Students' Self-efficacy*. Mandaue City, Cebu, Philippines.
- Monyai, S.C. (2010). Meeting the challenges of Black English Second Language South African learners in ex-Model C Primary Schools. (Mini-dissertation submitted in partial fulfilment of the requirements for the degree of Master of Arts in the Department of African Languages, University of Pretoria).
- Moore, K.D. (2005). *Effective Instructional Strategies: From Theory to Practice*. USA. Sage Publications.
- Morgan, D.L. (2007), 'Paradigms lost and pragmatism regained: methodological implications of combining qualitative and quantitative methods', *Journal of Mixed Methods Research*, 1(1):48-76.
- Motsa, L., Bhebhe, S. & Nxumalo, Z.G. (2019). *Factors that Determine the Choice of Instructional Strategies in Teaching the SiSwati Language in Primary Schools*. University of Eswatini, Faculty of Education.
- Mtshali, M.N.G. (2015). The relationship between grandparents and their grandchildren in the black families in South Africa. *Journal of Comparative Family Studies*, 46(1):75–83. URL: <http://www.jstor.org/stable/43613101>
- Mulaudzi, M.S. (2016). *Challenges Experienced by Teachers of Multi-grade Classes in Primary Schools at Nzhelele East Circuit*. University of South Africa.
- Mulford, B. & Johns, S. (2004). Successful school Principalship. *Leading & Managing*, 10(1):45-78.
- Mulkeen, A. (2005). Teachers for rural schools: A challenge for Africa. *Rome: FAO*.
- Muller, J. (1989). "Out of their minds": An analysis of discourse in two South African science classrooms. *Conversation: An interdisciplinary approach*, 313-337.
- Mullin, L.J. (2005). *Management and Organizational Behaviour*, 7th Edition. London: Financial Times Prentice Hall.
- Mungoo, J. & Moorad, F. (2015). Learner Centred Methods for Whom? Lessons from Botswana Junior Secondary Schools. *African Educational Research Journal*, 3(3):161-169.

- Munje, P.N. & Mncube, V. (2018). *The Lack of Parent Involvement as Hindrance in Selected Primary Schools in South Africa: The Voices of Educators*. University of the Free State, Bloemfontein.
- Mupa, P. & Chinooneka, T.I. (2015). *Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why are Schools in Decadence?* Great Zimbabwe University, Masvingo Zimbabwe.
- Mwoma, T. (2017). *Children's Reading Ability in Early Primary Schooling: Challenges for a Kenyan Rural Community*. Kenyatta University, Kenya.
- Najumba, J. (2013). *The Effectiveness of Teaching and Learning in Primary Schools*. Boston: Sage Publications.
- Naude, F. (2015). Foundation phase children's causal reasoning in astronomy, biology, chemistry, and physics. *South African Journal of Childhood Education*, 5(3):1-9.
- Ndihokubwayo. K. & Habiwaremye, H.T. (2018). *Study Practice Lessons and Peer Learning Methods to Strengthen Rwandan Science and Mathematics Teaching*. The University of Rwanda College of Education, Kayonza, Rwanda
- Ndlovu, S. & Muthivhi, A.E. (2013). *The Developmental Conditions of Classroom Teaching and Learning in a Primary School in Zimbabwe*. University of Cape Town, South Africa.
- NEEDU National Report (2012). *The State of Literacy Teaching and Learning in the Foundation phase*. Pretoria: National Education Evaluation and Development Unit.
- Nel, N. & Nel. M. (2012). *English Language. Learner Support in a Diverse Classroom: A Guide for Foundation, Intermediate and Senior Phase Teachers of Language and Mathematics*. Pretoria: Van Schaik.
- Newton, J.M., Ferris, D.R., Goh, C.C., Grabe, W., Stoller, F.L. & Vandergrift, L. (2018). *Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking*. Routledge.
- Ngidi, D. & Qwabe, J. (2006). The partnership of parents, educators and principals in creating a culture of teaching and learning in schools. *South African Journal*

- of *Education*, 26:529-539. Available at <http://www.ajol.info/index.php/saje/article/>
- Ngubane, H.M. (2014). Teaching matter and materials in Grade 4 Natural Sciences: a case study in the Camperdown Circuit of KwaZulu-Natal. Dissertation for a Master's Degree (Science and Technology Education). Retrieved from: http://researchspace.ukzn.ac.za/bitstream/handle/10413/11472/Ngubane_Hlengiwe_M._2014.pdf?Sequence=1&isAllowed=y. Retrieval date: 3/3/2016.
- Nkosi, T.P. (2016). *Challenges Faced by Intermediate Phase Learners in Reading English Language in Mondlo Ward*. University of South Africa. South Africa.
- Noyan Erbaş, A., Özcebe, E. & Cak Esen, T. (2021). Investigation of the effect of Hanen's "More Than Words" on parental self-efficacy, emotional states, perceived social support, and on communication skills of children with ASD. *Logopedics Phoniatrics Vocology*, 46(1):17-27.
- Nsengimana, J., Abbotts, R., Jewell, R. & Maloney, D.J. (2014). The Implementation of the New Lower Secondary Science Curriculum in Three Schools in Rwanda, *African Journal of Research in Mathematics, Science and Technology Education*, 18(1):75-86, DOI:10.1080/10288457.2014.884350
- Nsengimana, T. (2017). *Mathematics and Science Teachers' Understanding and Practices of Learner-centred Education in Nine Secondary Schools from Three Districts in Rwanda: Theophile, Nsengimana, Sylvain*. University of Rwanda.
- Nthulana, I. (2016). *Challenges Faced by Tshivenda-speaking Teachers When Instructing Grade 4 Learners in English*. University of Pretoria. South Africa.
- Ntlhare, L.A. (2015). *Challenges Faced by Foundation Phase Educators in the Implementation of Life Skills Curriculum in Teaching Learners about HIV/AIDS and Sexuality Education in the Primary Schools in Motheo District in the Free State*. University of Free State.
- Freire, C., Ferradás, M. D. M., Núñez, J. C., Valle, A., & Vallejo, G. (2019). Eudaimonic well-being and coping with stress in university students: The mediating/moderating role of self-efficacy. *International journal of environmental research and public health*, 16(1), 48.

- Obiakor, F.E. & Ford, B.A. (Eds.). (2002). *Creating Successful Learning Environments for African American Learners with Exceptionalities*. USA. California: Corwin Press.
- Okeke, C.I. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3): Art. # 864, 9 pages. <https://doi.org/10.15700/201409161044>
- Othman, A., Shaheen, A., Otoum, M., Aldiqs, M., Hamad, I., Dabobe, M. & Gausman, J. (2020). Parent–child communication about sexual and reproductive health: perspectives of Jordanian and Syrian parents. *Sexual and Reproductive Health Matters*, 28(1):1758444.
- Owen-Smith, M. (2010). New ideas needed on how language is used in schools. *Sowetan Newspaper*, 18.
- Öztekin Bayir, Ö. & Tekel, E. (2021). Problems of Turkish Education System and Suggested Solutions: What Do Pre-Service Teachers Think? *Journal of Pedagogical Research*, 5(1):275-292.
- Park, J., Bryant, D.P. & Shin, M. (2021). Effects of interventions using virtual manipulative for students with learning disabilities: A synthesis of single-case research. *Journal of Learning Disabilities*, 00222194211006336.
- Pascalis, O., Hunkin, N.M., Holdstock, J.S., Isaac, C.L. & Mayes, A.R. (2004). Visual paired comparison performance is impaired in a patient with selective hippocampal lesions and relatively intact item recognition. *Neuropsychological*, 42(10):1293-1300.
- Paton-Ash, M.S. & Wilmot, D. (2015). The state of school libraries in South Africa. *Journal of Education*, 57:127-162.
- Patrick, H. & Yoon, C. (2004). Early adolescents' motivation during science investigation. *Journal of Educational Research*, 97:319-328
- Payne, G. & Payne, J. (2004). *Key Concepts in Social Research*. London Sage.
- Petersen, C.I., Baepler, P., Beitz, A., Ching, P., Gorman, K.S., Neudauer & Wingert, D. (2020). The tyranny of content: 'content coverage' as a barrier to evidence-based teaching approaches and ways to overcome it. *CBE — Life Sciences Education*, 19(2):ar17.

- Petersen, N. (2017). The liminality of new Foundation phase teachers: Transitioning from University into the teaching profession South African. Department of Childhood Education, Faculty of Education, University of Johannesburg, South Africa. *Journal of Education*, 37(2). Vol. 37 No. 2 (2017)
- Phan, H. P., & Ngu, B. H. (2021). A Case for Cognitive Entrenchment: To Achieve Optimal Best, Taking Into Account the Importance of Perceived Optimal Efficiency and Cognitive Load Imposition. *Frontiers in psychology*, 12, 662898. <https://doi.org/10.3389/fpsyg.2021.662898>
- Phiri, M. (2013). 'The mother tongue as media of instruction' debate revisited: A case of David Livingstone Primary School in Harare, Zimbabwe. *Journal of Emerging Trends in Educational Research and Policy Studies* 4(1):47-52.
- Piaget, J. (1964). Development and learning. In Ripple, R. & Rockcastle, V. (Eds.). *Piaget Rediscovered*. Ithaca: Cornell University.
- Pillay, I. (2021). The impact of inequality and COVID-19 on education and career planning for South African children of rural and low-socioeconomic backgrounds. *African Journal of Career Development*, 3(1):7.
- Pilot, D. & Hungler, B. (1993). *Nursing Research Principles and Methods*, 5th edition. Philadelphia: Lippincott.
- Poggenpoel, M. (1998). *Data Analysis in Qualitative Research. Research at Grassroots: A Primer for the Caring Professions*. AS de Vos (Ed), pp334-353, Pretoria: JL Van Schaik.
- Polat, H.S. & Yel, Z.Z. (2021). Household education expenditures in Turkey for higher education exam preparation. *Educational Research and Reviews*, 16(6):256-264.
- Ponzio, C.M. & Deroo, M.R. (2021). Harnessing multimodality in language teacher education: expanding English-dominant teachers' translanguaging capacities through a Multimodalities Entextualization Cycle. *International Journal of Bilingual Education and Bilingualism*, 1-17.
- Porter, E.R., Fusarelli L.D. & Fusarelli B.C. (2015). Implementing common core: How educators interpret curriculum reform. *Education Policy*, 29(1):111-139.

- Poulter, V. & Cook, T. (2020). Teaching music in the early years in schools in challenging circumstances: developing student teacher competence and confidence through cycles of enactment. *Educational Action Research*, 1-17.
- Pozas, M., Letzel, V. & Schneider, C. (2020). Teachers and differentiated instruction: Exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217-230.
- Pretorius, E. (2014). *Supporting Transition or Playing Catch-up in Grade 4. Implications for Standards in Education and Training*. University of the Free State. Bloemfontein.
- Prinsloo, C.H. (2008). *Building a strong Foundation, Learning to Read; Reading to Learn*. Education, Science and Skills Development Research Programme, Human Science Research Council.
- Przybyła, P. & Soto, A.J. (2021). When classification accuracy is not enough: Explaining news credibility assessment. *Information Processing & Management*, 58(5):102653.
- Pulatova, A.Y. (2021). Scientific and Theoretical Foundations of an Integrative Approach to the Formation of Literary Concepts in Primary School Students. *Middle European Scientific Bulletin*, 8.
- Qorro, M. (2006). *Does Language of Instruction Affect Quality of Education?* Dar es Salaam: HakiElimu.
- Qurt, D. (2013). Learning vocabulary through songs. Paper presented at *British Council Organising Better Learning Programme Conference, Dar Al-Kalima College, Bethlehem, and Palestine*.
- Radzilani, T.E. (2014). The function and frequency of teachers code-switching in two bilingual primary schools in the Vhembe district of Limpopo province (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Ramrathan, L. & Mzimela, J. (2016). Teaching reading in a multi-grade class: Teachers' adaptive skills and teacher agency in teaching across Grade R and Grade 1, *South African Journal of Childhood Education*, 6(2):a448. <http://dx.doi.org/10.4102/sajce.v6i2.448>.

- Ramsdam, P. *University Teaching and the Students*. Retrieved 19 January 2012, from <http://paulramsden48.wordpress.com>
- Raselimo, M. & Mahao, M. (2015). The Lesotho curriculum and assessment policy: Opportunities threats. *South African Journal of Education*, 35:1-12.
- Ratnasari, H. (2007). Songs to improve the students' achievement in pronouncing English words (An action research of the year seventh students of MTs. Retrieved from: <http://aguswuryanto.files.wordpress.com/2011/10/ptk-smp-teaching-songs.pdf>
- Reddy, L.A., Shernoff, E. & Lekwa, A. (2021). A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes. *Journal of School Psychology*, 86:151-168.
- Reddy, P., James, S. & McCauley, A.P. (2005). *Programming for HIV Prevention in South African Schools: A Report on Program Implementation*.
- Reed, Y., Dixon, K., Biesman-Simons, C. & Pretorius, E. (2020). Pitfalls and possibilities in literacy research: A review of South African literacy studies, 2004–2018. *Reading & Writing – Journal of the Reading Association of South Africa*, 11(1):1-9.
- Rehman, A. (2019). The Effect of Print Rich Environment on the Development of Students Skills at Primary Level. Available at SSRN 3756374.
- Remler, D.K. & Van Ryzin, G.G. (2021). *Research Methods in Practice: Strategies for Description and Causation*. Sage Publications.
- Republic of South Africa (1996), No. 84 of 1996: *South African Schools Act, 1996*.
- Richek, M.A. & Mc Tague, B. (2008). Vocabulary strategies for struggling readers. In S. Linski & J. Lewis (Eds), *Reading Success for Struggling Adolescent Learners*. New York: Guildford Press.
- Roberts, M. (2011). What makes a geography lesson good? Based on a lecture given at the 2011 at the GA Annual Conference. <http://www.geography.org.uk/projects/makinggeographyhappen/teachertips/> [16 July 2012].
- Roberts, P. & Priest, H. (2006). Reliability and validity in research. *Nursing Standard*, 20(44):41+.

- Roberts, R.E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, 25(9). Vol. 25 Issue 9, p3185-3203. 19p.
- Rose, S. & Van Dulm, O. (2006). Functions of code-switching in multilingual classrooms. *Per Linguam: a Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 22(2):1-13.
- Rudhumbu, N. (2014). *The Use of Motivational Teaching Methods in Primary Schools Mathematics in Zimbabwe: A Case of the First Decade After Independence*. Botho University. Gaborone, Botswana.
- Rural Education Draft Policy (2017). Departmental websites: www.education.gov.zp. Resources. Policies: Curriculum and Assessment.
- Sakata, N., Candappa, M. & Oketch, M. (2021). Pupils' experiences with learner-centred pedagogy in Tanzania. *Compare: A Journal of Comparative and International Education*, 1-19.
- Salani, E. & Maphane, E.P. (2014). *Botswana Primary School Teachers' Motivational Strategies Beliefs about Mathematics Classroom Instructional Practices*. University of Botswana, Gaborone, Botswana.
- Salie, M. & Moletsane, M. (2021). Exploring the Promotion of Cultural Diversity through Mother Tongue Education in the Foundation phase. *International Journal of Studies in Psychology*, 1(1):37-48.
- Sarode, R.D. (2018). *Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education*. Sant Gadge Baba Amravati University, Amravati.
- Scanlon, D.M., Anderson, K.L. & Sweeney, J.M. (2010). *Early Intervention for Reading Difficulties*. The Guildford Press.
- Schaffler, D. (2015). *A Support Programme for Foundation Phase English Second Language Educators to Improve the Teaching of Phonological Awareness*. North-West University.
- Schleicher, A. (2016). Looking forward to PISA. Available at <http://oecdeducationtoday.blogspot.co.za/2016/12/looking-forward-to-pisa.html>. Accessed 23.July 2019.

- Schwandt, T.A. (2001). *Dictionary of Qualitative Inquiry*, (2nd ed.). Thousand Oaks: Sage.
- Scott, P. & Mus, B. (2021). Injustice and discrimination through assimilationist policies and education against Native American students: a capability approach (Doctoral dissertation, Queen's University Belfast).
- Selepe, C. (2016). *Curriculum Reform in Lesotho: Teachers' Conceptions and Challenges*. The University of the Witwatersrand, Johannesburg.
- Senadeera, S. (2010). The importance of learning the mother-tongue in an adopted country. Retrieved on 15 May 2011 from: <http://www.tamtsydney.Com/content/view/122/37/>.
- Serbessa, D.D. (2006). *Tension Between Traditional and Modern Teaching-learning Approaches in Ethiopian Primary Schools*. Addis Ababa University.
- Serdyukov, P. (2017), Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 10(1):4-33, <https://doi.org/10.1108/JRIT-10-2016-0007>
- Shareefa, M., Moosa, V., Matzin, R., Abdulla, N.Z.M. & Jawawi, R. (2021). Facilitating differentiated instruction in a multi-grade setting: the case of a small school. *SN Social Sciences*, 1(5):1-17.
- Shehadeh, I.A. & Farrah, A.A. (2016). *The Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine*. Hebron University, Hebron – Palestine
- Sheldon, S.B. (2007). Improving Student Attendance with School, Family and Community Partnerships. *Journal of Educational Research*, 34: 07-115.
- Shinn, Y.H. (1997), *Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agriculture*. Iowa State University.
- Shonhe, L. (2019). *A Consolidation of Challenges Faced by School Libraries in Developing Countries*. University of Botswana Gaborone, Botswana.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Education Review*, 57:1-22

- Shumba, M. & Gada, L. (2018). *The Causes of Reading Difficulties in Rural Primary School Pupils in Bondamakara Cluster. A Case of Mudzonga Primary School in Mutoko District*. Zimbabwe Open University, Harare.
- Sibanda, J. (2021). Appreciating the Layered and Manifest Linguistic Complexity in Mono-Multi-Lingual STEM Classrooms: Challenges and Prospects. In *Multilingual Education Yearbook 2021*. Springer, Cham. pp. 19-37.
- Sibomana, E. (2020). Transitioning from a local language to English as a medium of instruction: Rwandan teachers' and classroom-based perspectives. *International Journal of Bilingual Education and Bilingualism*, 1-16.
- Silalahi, T.F. & Hutauruk, A.F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. Budapest International Research and Critics Institute-*Journal (BIRCI-Journal)*, 3(3) Volume 3, No 3, August 2020, Page: 1683-1691.
- Sileyew, K. J. (2019). Research design and methodology. In *Cyberspace* (pp. 1-12). Rijeka: IntechOpen.
- Simelane, S.G. (2010). An investigation of the implementation of Outcomes Based Education in selected secondary schools in Bushbuck Ridge. MED Dissertation. University of South Africa.
- Singh, K. (2007), *Quantitative Social Research Methods*. SAGE Publications.
[Sites/default/files/documents/1860/Ethiopia%20Early%20Grade%20Reading%20](https://www.scribd.com/document/1860/Ethiopia%20Early%20Grade%20Reading%20)
- Sithole, N. (2017). *Promoting a Positive Learning Environment: School Setting Investigation*. University of South Africa. South Africa.
- Skiera, E. (2003). Reformpädagogik in *Geschichte und Gegenwart* [Progressive education in past and present]. München: R. Oldenbourg Verlag.
- Skutil a*, M., Havlíčková a, K. & Matějčíková A.R. (2015). *Teaching Methods in Primary Education from the Teacher's Point of View*. University of Hradec Králové, Czech Republic.

- Slavin, R.E. (2008). What works? Issues in synthesizing educational program evaluations. *Educational Researcher*, 5-14.
- Smith, D.M. (1995). Moral teaching in geography. *Journal of Geography in Higher Education*, 19(3):271-283.
- Smith, T.E., Sheridan, S.M., Kim, E.M., Park, S. & Beretvas, S.N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review*, 32(2):511-544.
- Snee, R.D. (1993). What's missing in statistical education? *The American Statistician*, 47(2):149-154.
- Soaness, C. & Stevenson, A. (2009). *Concise Oxford English Dictionary*. New York: Oxford University Press Inc.
- Solikhah, I. & Budiharso, T. (2020). Standardizing BIPA as an International Program of a Language Policy. *Asian ESP Journal*, 16(5.2):181-205.
- Sousa, D. (2007). *How special needs brain learns*: Thousand Oaks. Corwin Press.
- South Africa Schools Act, No. 84 of 1996, *Government Gazette of The Republic of South Africa*, 377:15 November 1996: Cape Town: Government Printers.
- South Africa. Department of Education. (1997). *Language in Education Policy*. Pretoria: Government Printers.
- Spaull, N. (2013). Poverty & Privilege: Primary School Inequality in South Africa. *International Journal of Educational Development*, 33:436-447.
- Stanley, T. (2021). *Authentic Learning: Real-world Experiences That Build 21st-century Skills*. Routledge.
- Steyn, G. (2017). *The Transition of Grade 4 Learners to English as a Medium of Instruction*. University of Pretoria. South Africa.
- Stoecker, R. & Avila, E. (2020). From mixed methods to strategic research design. *International Journal of Social Research Methodology*, 1-14.
- Stoken, C.K. (2021). Impact of Using Interactive Notebooks on Math Achievement in an Elementary Classroom (Doctoral dissertation, Wilmington University (Delaware)).

- Strauss, A. & Corbin, J. (1998), *Basics of Qualitative Research – Techniques and Procedures for Developing Grounded Theory*, (2nd Ed). CA: Sage.
- Stronge, J.H., Ward, T.J. & Grant, L.W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4):339-355.
- Tadesse, A., Eskelä-Haapanen, S., Posti-Ahokas, H. & Lehesvuori, S. (2021). Eritrean teachers' perceptions of learner-centred interactive pedagogy. *Learning, Culture and Social Interaction*, 28:100451.
- Tandika, P. & Kumburu, S. (2018). *Challenges Teachers Face and Strategies Deployed in Teaching Reading Skills in Public Primary Schools in Tanzania*. University of Dodoma; 2Ruaha University College. Tanzania.
- Taylor, N. & Moyana, J. (2005). *Khanyisa Education Support Programme: Baseline Study Part 1: Communities, Schools and Classrooms*. Johannesburg: JET Education Services.
- Taylor, N. & Vinjevold, P. (1999). *Getting Learning Right*. Johannesburg: Joint Education Trust.
- Taylor, N., Van der Berg, S. & Mabogoane, T. (2012). *What Makes Schools Effective? Report of South Africa's National School Effectiveness Study*. Cape Town: Pearson Education.
- Teddile, C. & Tashakkori, A. (2009), *Foundation of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioural Sciences*. Los Angeles: Sage Publications.
- Tella, J., Indoshi, F.C. & Othuon, L.A. (2010). "Relationship between students' perspectives on the secondary school English curriculum and their academic achievement in Kenya". *Journal of Educational Research*, 1(9): 382-389.
- Thaba-Nkadimene, K.L. (2020). Using critical pragmatic approach in examining the role of instructional leadership within Limpopo multi-grade teaching schools in South Africa. *Journal of Gender, Information and Development in Africa (JGIDA)*, 9(1):67-87.

- Thaba-Nkadimene, K.L. & Mmakola, S.D. (2020). The phasing-out of commercial entrepreneurship subjects in Limpopo secondary schools in South Africa. *Journal of Entrepreneurship Education*, 23:1-11.
- Thomas, W.P. & Collier, V. (2004). The outstanding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1):Winter. Accessed on 15 June 2011 from: <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>.
- Thompson, P. (1994). The development of the concept of speed and its relationship to the concept of rate. In: G. Harel & J. Confrey (Eds). *The Development of Multiplicative Reasoning in the Learning of Mathematics*. Albany, NY: State University of New York. pp.179-234.
- Thompson, P.T. (2016). *The Effects of Principals' Workloads in Limpopo Multi-grade Primary Schools on Learners' Academic Performance*. University of Pretoria.
- Thousand, J.S., Villa R.A. & Nevin A.I. (2007). *Differentiating Instruction Collaborative Planning and Teaching for Universally Designed Learning*. Thousand Oaks. Corwin Press.
- Thronsdon, I. & Turmo, A. (2012). Gender differences in teachers' beliefs and primary school children's achievement in mathematics. *Problems of Education in the 21st Century*, 39:159.
- Tileston, D.W. (2004). *What Every Teacher Should Know About Effective Teaching Strategies*, (Vol. 6). Corwin Press.
- Tshuma, L. (2017). *Multiple Levels and Aspects of Language Competency in English and Intermediate Phase Mathematics Teachers: An Analysis of Case of the Eastern Cape Province*. Stellenbosch University.
- Uhegbu, A.N. (2001). Deterrents to information service for community development. *Library Review*, 50(5):237-242.
- Umugiraneza, O., Bansilal, S. & North, D. (2017). *Exploring Teachers' Practices in Teaching Mathematics and Statistics in KwaZulu-Natal Schools*. University of KwaZulu-Natal, South Africa.
- UNESCO (2004). The plurality of literacy and its implications for policies and programs. *UNESCO Education Sector Position Paper 13*, UNESCO, Paris.

- Usiskin, Z. (2005). The importance of the transition years, Grades 7-10, in school mathematics. *UCSMP Newsletter*, 33(Winter 2005):4-7.
- Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Online Submission*, 6(13), 27-37.
- Van de Walle, J.A. (2007). *Elementary and Middle School Mathematics*, (6th Edition). Boston: Pearson.
- Van der Berg, S., Burger, C., Burger, R., Vos, M.D., Randt, G.D., Gustafson, R. & Von Fintel, D. (2011). Low quality education as a poverty trap. *Research Report for the PSPPD Project for Presidency* Stellenbosch: University of Stellenbosch, Department of Economics.
- Van der Linde, E.A. (2021). The role of the learning support teacher in facilitating learner engagement (Doctoral dissertation). Stellenbosch University.
- Van der Merwe, M. (2010). *The Use of Learning Support Materials in Rural Schools of Maputaland, KwaZulu-Natal, South Africa*. Rhodes University, South Africa.
- Van Graan, M. (1998, October). Learner-centred education: Equal to group work. In *Reform Forum* (Vol. 8, No. 2, p. 5).
- Van Ockenburg, L., van Weijen, D. & Rijlaarsdam, G. (2021). Learning how to synthesize: The design and evaluation of a reading-writing learning unit for high-school students. *L1 Educational Studies in Language and Literature*, 21 (Running issue).
- Van Rooyen, Hugo G. & Van der Merwe, le Riche, C. (2004). Teaching media. In Jacobs, M., Vakalisa, N. & Gawe, N. (eds). *Teaching – Learning Dynamics: A Participative Approach for OBE*. 3rd ed. Park Lane, Sandown: Heinemann.
- Van Staden, S. & Howie, S. (2010). South African teacher profiles and emerging teacher factors: The picture painted by PIRLS 2006. *Reading and Writing*, 1(1):47-60.
- Venketsamy, R. & Sibanda, S. (2021). Exploring strategies teachers use to develop literacy skills among English First Additional Language learners in the Foundation phase. *Perspectives in Education*, 39(2):253-266.

- Visser, M.J. (2005). Life skills training as HIV/AIDS preventive strategy in secondary schools: evaluation of a large-scale implementation process. *Journal of Social Aspects of HIV/AIDS*, 2(1):203-216.
- Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. In M. Cole, V., John-Steiner, S., Scribner, E. & Souberman. (Eds. & Trans.), *Mind in Society: The Development of Higher Psychological Processes* (pp. 79-91). Cambridge, MA: Harvard University Press.
- Wagener, M. (2014). *Gegenseitiges Helfen. Soziales Lernen im jahrgangsgemischten Unterricht* [Mutual assistance: social learning in multi-age teaching]. Wiesbaden: Springer.
- Walberg, H.J. & Walberg, H.J., III (1994). Losing local control. *Educational Researcher*, 23(5):19–26.
- Walker, J. (2004). Parents and sex education-looking beyond the “birds and bees”. *Sex Education* 4:239-54.
- Welman, J.C., Kruger, F. & Mitchell, B. (2010). *Research Methodology*. Oxford University Press. Cape Town. South Africa.
- Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J. & Salvi, F. (2013). Pedagogy, curriculum, teaching practices and teacher education in developing countries: Final report. (No. EPPI-Centre reference number 2110). Retrieved from <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3433>
- White, R. & Stoecklin, V.L. (2008). *Nurturing Children's Biophilia: Developmentally Appropriate Environmental Education for Children*. White Hutchinson Leisure & Learning Group. USA.
- White, T.G. & Kim, J.S. (2008). Teacher and parent scaffolding of voluntary summer reading. *The Reading Teacher: International Reading Association*, 62(2):116-125.
- Williams, C. (2007). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3):65-71.
- Wilson, R.M. & Cleland, C.J. (1985). *Diagnostic and Remedial Reading for Classroom and Clinic*. Ohio: Merrill.

- Winters, S., Farnsworth, K., Berry, D., Ellard, S., Glazewski, K. & Brush, T. (2021). Supporting middle school students in a problem-based maker space: investigating distributed scaffolding. *Interactive Learning Environments*, 1-13.
- Wium, A.M., Louw, B. & Eloff, I. (2010). Speech-language therapists supporting foundation-phase teachers with literacy and numeracy in a rural and township context. *South African Journal of Communication Disorders*, 57(1):14-21.
- Wolfaardt, D. (2005). Namibia: A Case for a Gradual Transitional Bilingual Language Programme. In *Proceedings of the 4th International Symposium on Bilingualism*. pp. 2357-2366.
- Wong, L.L. (1999). Adopt a rural school library: Chiao urges aid to poor regions of China. *Library of Congress Information Bulletin* 58(6):142.
- Wudu, M., Tefera, T. & Woldu, A. (2009). *The Practice of Learner-Centred Method in Upper Primary Schools of Ethiopia*. Michigan State University.
- Xalimov, M. & Farxodova, Z. (2021). Developing students' creative abilities by making problem solution situation in drawing subject. *Збірник наукових праць ЛОГОΣ*.
- Yankey, B. (2012). Life skills training as an Effective Intervention Strategy to reduce Stress among Tibetan Refugee Adolescents. *Journal of Refugee Studies*, 25(4). doi:10.1093/jrs/fer056.
- Yılmaz, K. (2009). Democracy through learner-centred education: A Turkish perspective. *International Review of Education*, 55(1):21–37.
- Yunus, Y.S. (2021). Features of Logical Thinking of Junior Schoolchildren. *Middle European Scientific Bulletin*, 10.
- Zayyadi, M., Nusantara, T., Hidayanto, E., Sulandra, I.M. & Sa'dijah, C. (2020). Content and pedagogical knowledge of prospective teachers in mathematics learning: commognitive framework. *Journal for the Education of Gifted Young Scientists*, 8(1):515-532.
- Zhang, D. (2008). *The Effect of Teacher Education Level, Teaching Experience and Teaching Behaviors on Student Science Achievement*. Utah State University. Logan, Utah. Special Education Contemporary Perspective for School.

ANNEXURE A: CONSENT FORM

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION (Participant)

Project Title: **Strategies for teaching learners transiting from Foundation phase to Intermediate phase in rural areas of Vhembe East District of Limpopo Province (M J Muthivhi),** from the Department of **Educational Foundations and Management**, University of Zululand.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is aimed at investigating teachers' strategies of teaching learners transiting from Foundation phase to Intermediate phase in Vhembe East District, Limpopo.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate. By participating in this research project I will be contribution to the body of knowledge on teachers' strategies of teaching learners transiting from Foundation phase to Intermediate phase in Vhembe East District, Limpopo.
3. I will participate in the project by completing a questionnaire and by answering questions during interview.
4. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
5. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
6. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: **(None)**
 - b. The following steps have been taken to prevent the risks: **No name will be written on the questionnaire.**

c. There is a 0% chance of the risk materializing.

7. The researcher intends publishing the research results in the form of **journal articles**. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
8. I will receive feedback in the form of results regarding the results obtained during the study.
9. Any further questions that I might have concerning the research or my participation will be answered by **Mashudu Julia Muthivhi (0716070071)**.
10. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
11. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

ANNEXURE B: QUESTIONNAIRE

TEACHING LEARNERS TRANSITING FROM FOUNDATION PHASE TO INTERMEDIATE PHASE QUESTIONNAIRE

The purpose of this study is to explore strategies teachers are using to teach learners who are transiting from the Foundation phase to Intermediate phase in rural primary schools.

SECTION A:

For each of the following items, indicate what applies to you by making a mark in the appropriate box:

1. Gender

Female	1
Male	2

2. Age

21-30 years	1
31-40 years	2
41-50 years	3
51-60 years	4
61 years and older	5

3. Highest academic qualifications

Standard 10 (Grade 12)	1
First Degree	2
B.Ed. or Honours' Degree	3
Masters' Degree	4
Doctoral Degree	5

4. Teaching experience in years

0-10 years	1
11-20 years	2
21-30 years	3
31-40 years	4
41 years and more	5

SECTION B:

To what extent do you Agree or Disagree with each of the following statements regarding how teachers are teaching learners transiting from Foundation phase to Intermediate phase in rural areas?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
5. I use songs to help transiting Intermediate phase learners to understand difficult aspects in subjects they are doing.	1	2	3	4	5
6. I use learner-centred pedagogy to enable Grade 4 learners to participate actively in learning.	1	2	3	4	5
7. I use Code-switching to assist Grade 4 learners to understand aspects in subjects taught in English for them to use it as a LoLT.	1	2	3	4	5
8. I teach phonics to enable the Intermediate phase learners to be able to read in all subjects	1	2	3	4	5
9. I use group work to enable Grade 4 learners to do practical activities in different subjects.	1	2	3	4	5
10. I give individual attention to struggling learners in Grade 4 to catch up with the standard performance level of the grade.	1	2	3	4	5
11. I use common topics to teach different subjects in multi-grade classrooms.	1	2	3	4	5
12. I choose methods that support memorisation to assist transiting learners to master different aspects in each subject.	1	2	3	4	5
13. I use concrete materials to assist Intermediate phase learners to transit to a higher level of learning.	1	2	3	4	5
14. I profile learners to identify those who need individual attention in coping with Grade 4 subjects activities	1	2	3	4	5
15. I use drilling method in the Intermediate phase to enable learners to understand aspects of subjects they are learning.	1	2	3	4	5
16. Differentiation instruction used in overcrowded classrooms support Grade 4 learners to academically achieve as required in that level.	1	2	3	4	5
17. I link the Grade 3 content with the Grade 4 to assist learners to know the current content.	1	2	3	4	5
18. I give transiting learners some homework to help them to manage tasks independently.	1	2	3	4	5

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
19. I use peer tutoring in Grade 4 class where a less able learner is helped by an able learner to learn better.	1	2	3	4	5
20. I Clarify concepts when teaching different content in the Intermediate phase to enable learners to understand the concepts.	1	2	3	4	5
21. Teachers give constructive feedback to transiting Intermediate phase learners which motivates them to do well.	1	2	3	4	5
22. I use educational resources in Grade 4 to assist learners to understand what is being taught.	1	2	3	4	5

For each of the statement below, indicate by making a mark in the box that applies to you regarding the challenges faced by teachers and learners transiting from Foundation phase to Intermediate phase:

	Never	Seldom	Sometimes	Often	Always
23. Overcrowded classrooms in transiting Grade 4 learners are conducive for individual attention by teachers.	1	2	3	4	5
24. Teachers are competent in the subjects they teach in Grade 4 which result in satisfactory learner performance.	1	2	3	4	5
25. New ideas teachers apply in the Grade 4 classrooms positively contribute to effective learning.	1	2	3	4	5
26. I can plan lessons that accommodate slow learners transiting to Grade 4.	1	2	3	4	5
27. I can explain the content to learners with learning problems in the Intermediate phase until they understand.	1	2	3	4	5
28. Learner absenteeism affects teachers' quality of teaching to expose learners to full curriculum in Grade 4.	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
29. I invite parents to discuss their children difficulties in learning for them to stay engaged with their children learning when learners transit to Intermediate phase.	1	2	3	4	5
30. Lack of time management skills to cover the curriculum has a positive impact on learners' transition to Intermediate phase.	1	2	3	4	5
31. Lack of supportive family structures has positive impact on learners' ability to perform in Grade 4.	1	2	3	4	5
32. Learners' absence of basic resources affects them to perform certain tasks during learning in the classroom environment.	1	2	3	4	5
33. Availability of libraries has a positive impact on transiting learners' achievement.	1	2	3	4	5
34. Using English as a medium of instruction in the Intermediate phase makes transiting rural learners experience language barriers.	1	2	3	4	5
35. Learning through the mother tongue affects transiting learners' chances of communication in the next class.	1	2	3	4	5
36. Parents assist their children to do homework to cope with Grade 4 work when they transit to Intermediate phase.	1	2	3	4	5
37. Learners are able to read learning content with understanding when they transit to Intermediate phase.	1	2	3	4	5

ANNEXURE C: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE: TEACHING LEARNERS TRANSITING FROM FOUNDATION PHASE TO INTERMEDIATE PHASE IN RURAL AREAS

INTERVIEW SCHEDULE

INTRODUCTION

I am **Mashudu Julia Muthivhi**, a doctoral student at the University of Zululand. I would like your permission to administer this interview. I am researching about this title: **STRATEGIES FOR TEACHING LEARNERS TRANSITING FROM FOUNDATION PHASE TO INTERMEDIATE PHASE IN RURAL AREAS OF VHEMBE EAST DISTRICT OF LIMPOPO PROVINCE.**

The information you give in this interview will be treated with confidentiality and your name will not be mentioned in the study. You are free as an individual to participate voluntarily.

SECTION A: Biographical data

1. Which Phase are you teaching?.....
2. For how long have you been teaching that Phase?.....

1. How are teachers teaching learners who are transiting from Foundation phase to Intermediate phase in rural areas of Vhembe East District?

- How do you create teaching and learning environment for your class?
- How do you support struggling learners in your classroom?

2. What are the challenges facing teachers who are teaching learners transiting from Foundation phase to Intermediate phase in rural areas of Vhembe?

- What are the challenges of teaching learners who are transiting to Intermediate phase?
- How do you deal with those challenges?

3. To what extent are the teaching strategies affecting learners' performance transiting from Foundation phase to Intermediate phase?

- What teaching strategies do you use to improve learners performance in your class?
- Are there constraints that you encounter when you use those teaching strategies?
- How do you deal with such constraints?

4. What are the challenges facing learners transiting from the Foundation phase to the Intermediate phase in rural areas of Vhembe East District?

- What are the main challenges faced by learners transiting from Foundation phase to Intermediate phase?
- How do you address those challenges?

ANNEXURE D: LETTERS FOR PERMISSION TO CONDUCT RESEARCH

UNIVERSITY OF ZULULAND
KwaDlangezwa Campus
Private Bag x1001
KwaDlangezwa
3886

THE DISTRICT SENIOR MANAGER

THOHOYANDOU

0950

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOLS

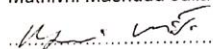
Research Topic: Teachers' strategies of coping with learners transiting from foundation phase to intermediate phase.

I am writing this letter to seek permission to conduct the above mentioned research at the primary schools of the following circuits: Sibasa, Tshinane and Vhumbedzi. (For Doctoral Degree in Education)

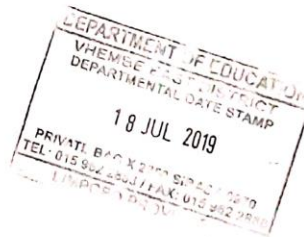
The project will involve teachers and principals. They will complete the self-administered questionnaires during the data collection process. Activities will not disturb the teaching and learning process at schools.

Yours Faithfully

Muthivhi Mashudu Julia

 (Researcher)

Cell No: 0716070071



ANNEXTURE E: PERMISSION FROM DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE EAST DISTRICT

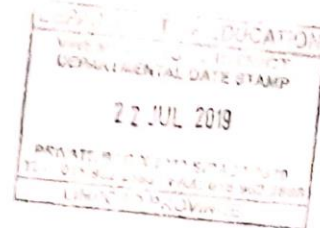
CONFIDENTIAL

REF: 12/1/10/8

ENQ: MATIBE M.S

CONTACT NO: 082 300 4774

MUTHIVHI M.J
UNIVERSITY OF ZULULAND
KWADLANGEZWA CAMPUS
PRIVATE BAG X 1001
KWADLANGEZWA
3886



REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. This serves to inform you that your request for permission to conduct research in Sibasa, Tshinane and Vhumbedzi Circuits on the topic *"Teachers' strategies of coping with learners transiting from foundation phase to intermediate phase"* has been approved.
2. You are expected to ensure that your interactions with your research subjects will not disrupt teaching and learning activities.
3. Kindly inform the circuit manager and principals of affected schools prior to commencing your study.
4. Wishing you the best in your studies.

DISTRICT DIRECTOR

22/07/2019

DATE

Letter to principals

P.O. Box 394

Sibasa

0970

18 July 2019

Dear Principal

RE: PERMISSION TO CONDUCT RESEARCH STUDY

I am presently engaged in the writing of a thesis for Doctoral Degree in Education with University of Zululand under the supervision of Doctor Dube M. and Professor Kutame A.P. My research topic is: Teachers' strategies of coping with learners transiting from foundation phase to intermediate phase.

I would appreciate your considering of my request to conduct research with selected principals and teachers as samples of my study. I will maintain strict confidentiality and anonymity of all participants at all levels of this research project.

Yours Faithfully



Muthivhi M.J.(Mrs.)

ANNEXURE F: ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
Reg No: UZREC 171110-030



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDangeniwa 3006
Tel: 035 902 6731
Fax: 035 902 6222
Email: Lunda@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2019/57				
Project Title	STRATEGIES FOR TEACHING LEARNERS TRANSITING FROM FOUNDATION PHASE TO INTERMEDIATE PHASE IN RURAL AREAS OF VHEMBE EAST DISTRICT OF LIMPOPO PROVINCE				
Principal Researcher/ Investigator	MJ Muthiwi				
Supervisor and Co-supervisor	Prof A Kutame		Dr MC DUBE		
Department	Social Sciences				
Faculty	Education				
Type of Risk	Medium Risk - Data collection - from people				
Nature of Project	Honours/4 th Year	Master's	Doctoral	X	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

- (1) This certificate is valid for 1 year from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-29 June 2021]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
- (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Mashupye R. Kgaphola
Acting Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

29 June 2020

CHAIRPERSON UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE REG NO: UZREC 171110-030 29 JUN 2020 RESEARCH & INNOVATION OFFICE
