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Improving Reading in Grade 2; From Traditional Teaching Methods to Modern Teaching in Afrikaans Home Language Using Digital Tablets

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Abstract

The reading crisis of South African learners have been widely echoed by different scholars. In light of these poor reading achievements of Grade 4 learners in the recent Progress in International Reading Literacy Study (PIRLS) (2021), the crisis has drawn attention to how teachers are teaching and if learners are adequately prepared. An investigation regarding reading practices in the Foundation Phase about reading and integrating digital tablets to improve reading skills are imperative. This study investigates if traditional teaching of reading is sufficient to assist the 21st century learner. It also explores the use of tablets to improve reading in an Afrikaans Home Language classroom in Grade 2. The study is underpinned in an interpretive paradigm using a qualitative single case study research approach to make sense of the experiences of both teachers and learners in using tablets to improve reading. Focus-group interviews with the learners, semi-structured individual interviews with the teachers, classroom observations and document sources will be used to collect data. The theories used to frame this study comprises the work Vygotsky's (1978) Socio cultural theory and Koehler & Mishra's (2006) Technological Pedagogical Content Knowledge (TPACK). These constructs will be used as a lens to frame this study. This research will enrich existing knowledge on teaching and learning in the 21st century.

Keywords: Digital Literacy; Foundation Phase; ICT Integration, Literacy Practices, Pedagogical Shift