

Case Study 4.3: Mrs Tekiso uses the language experience approach

Mrs Tekiso is teaching Grade 1 in a school situated in a rural area. The language spoken by her children is Setswana. It is the second half of the school year.

One morning, in the 'News' slot of the timetable, Mrs Tekiso asks her children to talk about what they did the day before. Each child is given a chance to talk. She then asks them to draw a picture of what they have told the class and to write a sentence under the picture.

When they have finished, each child shows their picture to their partner and reads the sentence they have written. Then two pairs exchange pictures. Each pair 'reads' the two pictures in front of them and the words written on the two pages.

Mrs Tekiso then asks the children to return the pictures to their owners. Each child comes to the front, shows their picture and 'reads' their pictures and sentences to the class. The class applauds each child's work. Without criticising any child's picture or writing, Mrs Tekiso writes correctly, on the board, the key words that the children have written. She and the class read the words on the board together.

After the lesson, Mrs Tekiso pins the drawings up on the classroom wall. She also puts some of the new words they have used on the word wall.