

Phonological letter sounds of Oshikwanyama

eTale 2022

Language specialist: Taimi Nghikembua

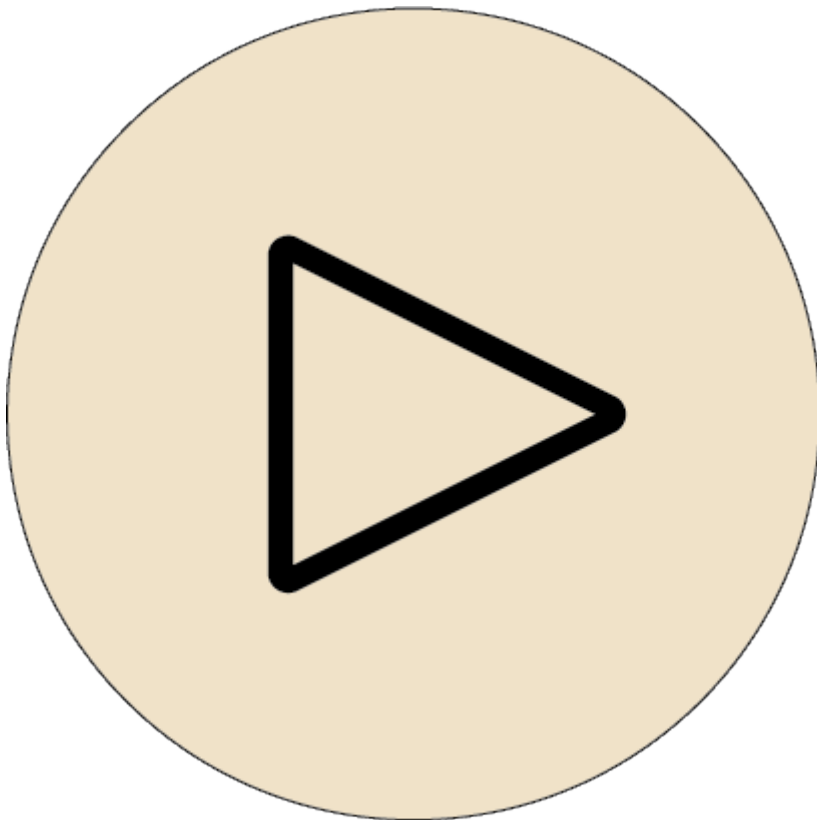
Oshikwanyama is mostly spoken: Northern regions of Namibia
(predominantly in Ohangwena and some parts of Oshana and
Oshikoto)

Letter name

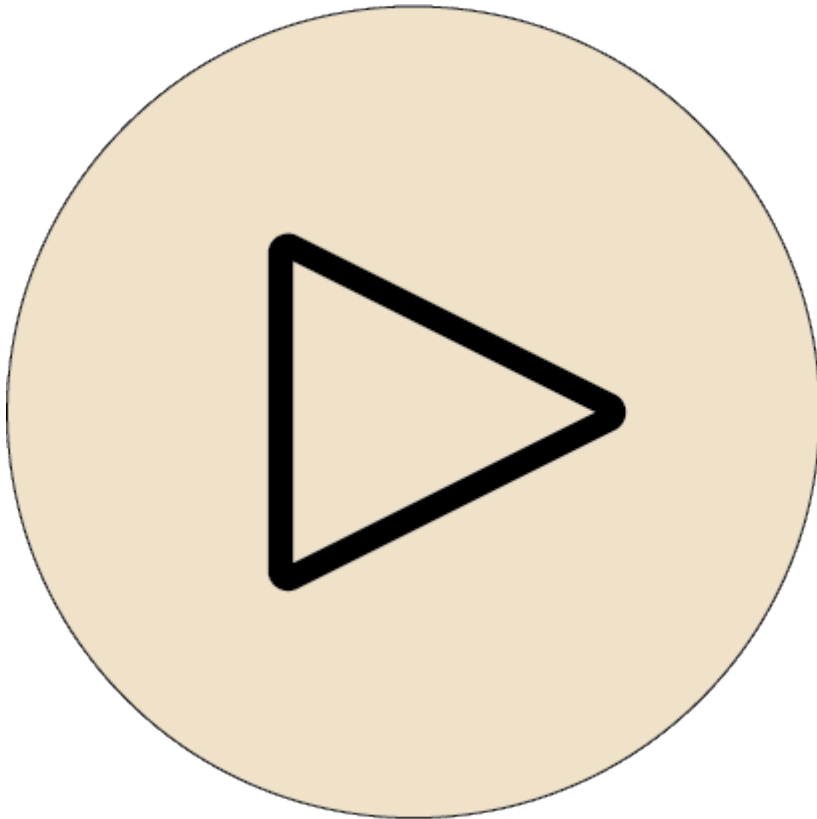
Letter sound

A

/a/



/aa/

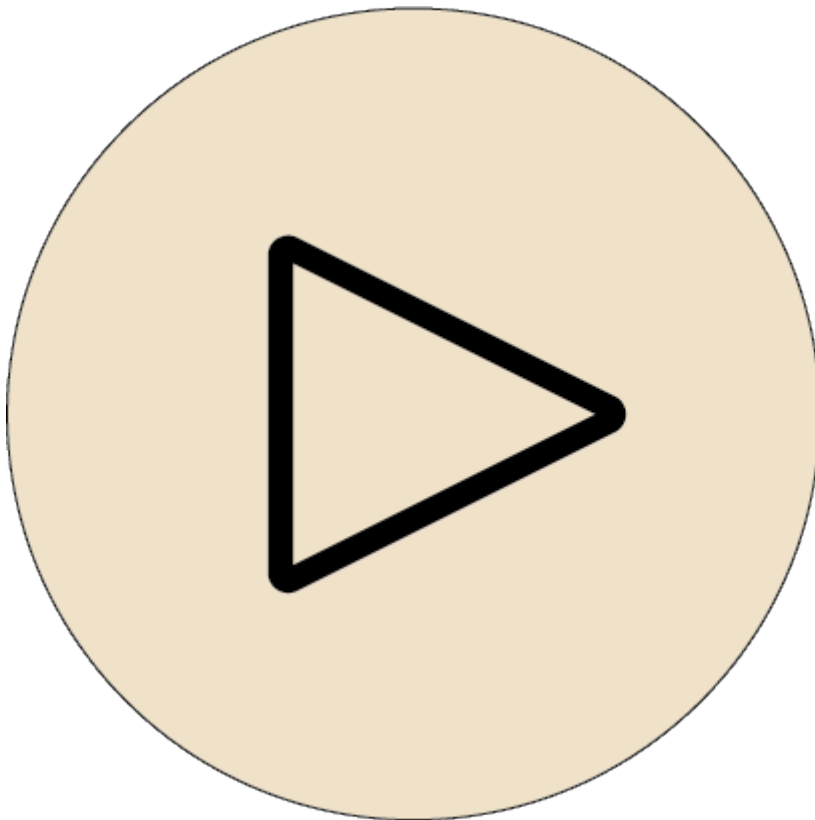


Letter name

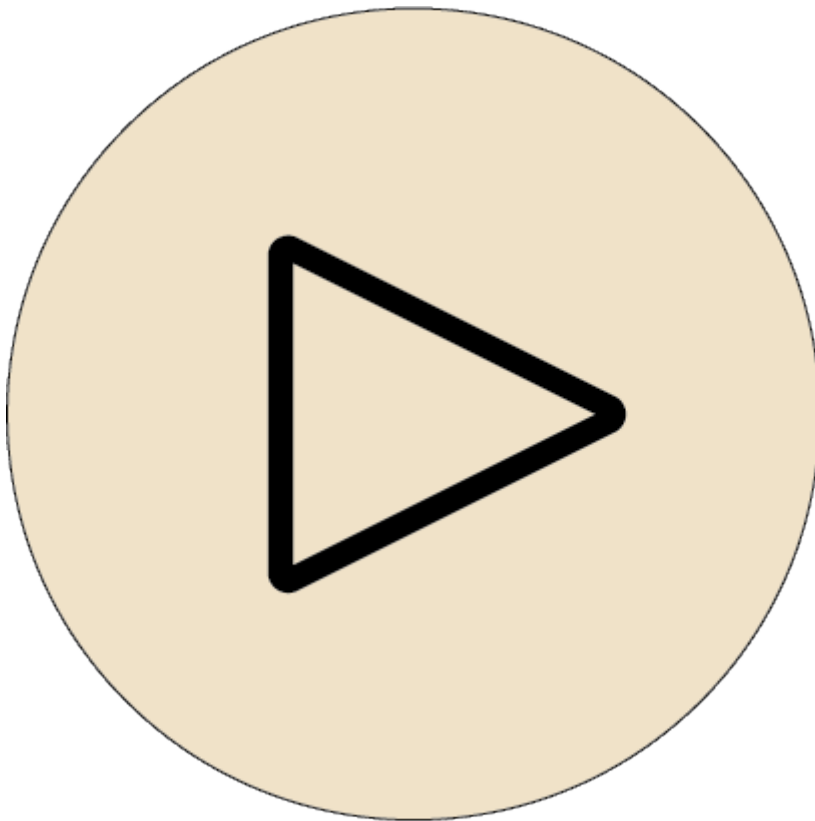
Letter sound

B

/b/



/bee/

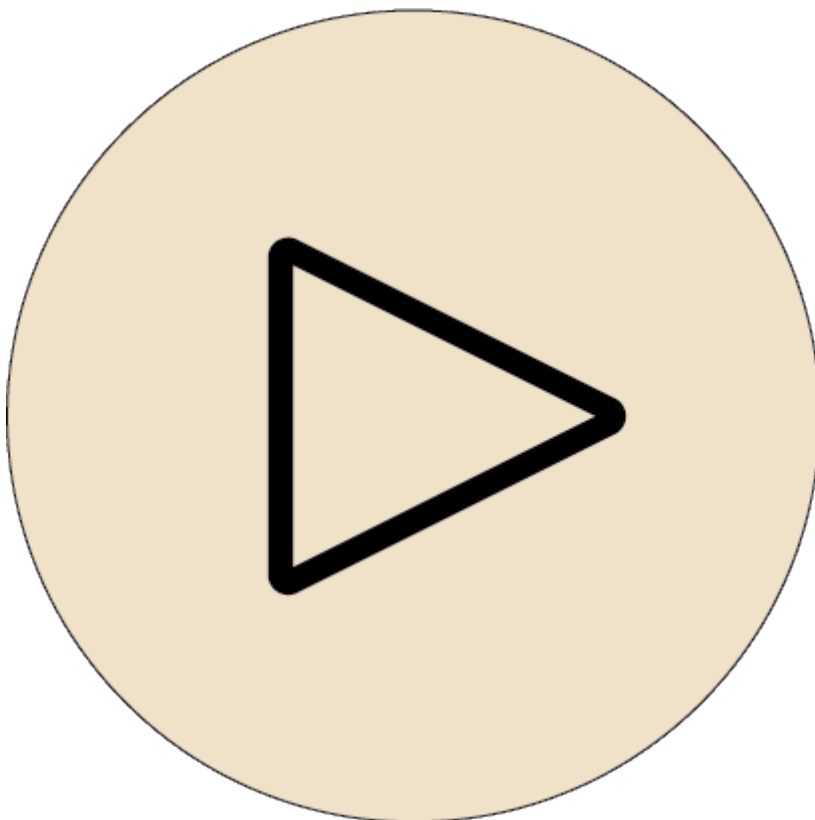


Letter name

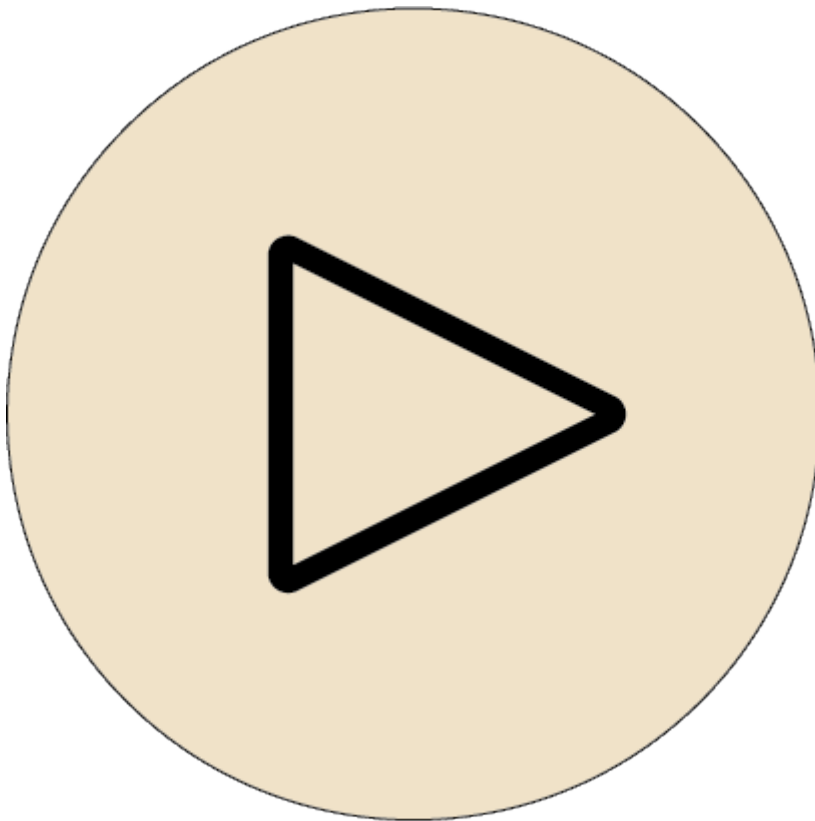
Letter sound

D

/d/



/dee/

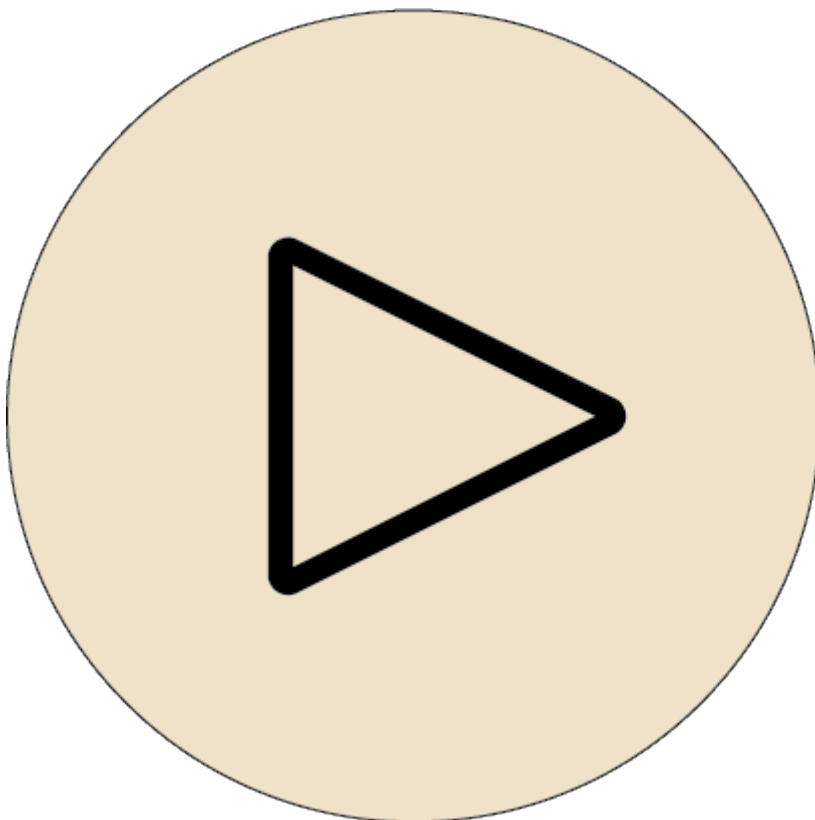


Letter name

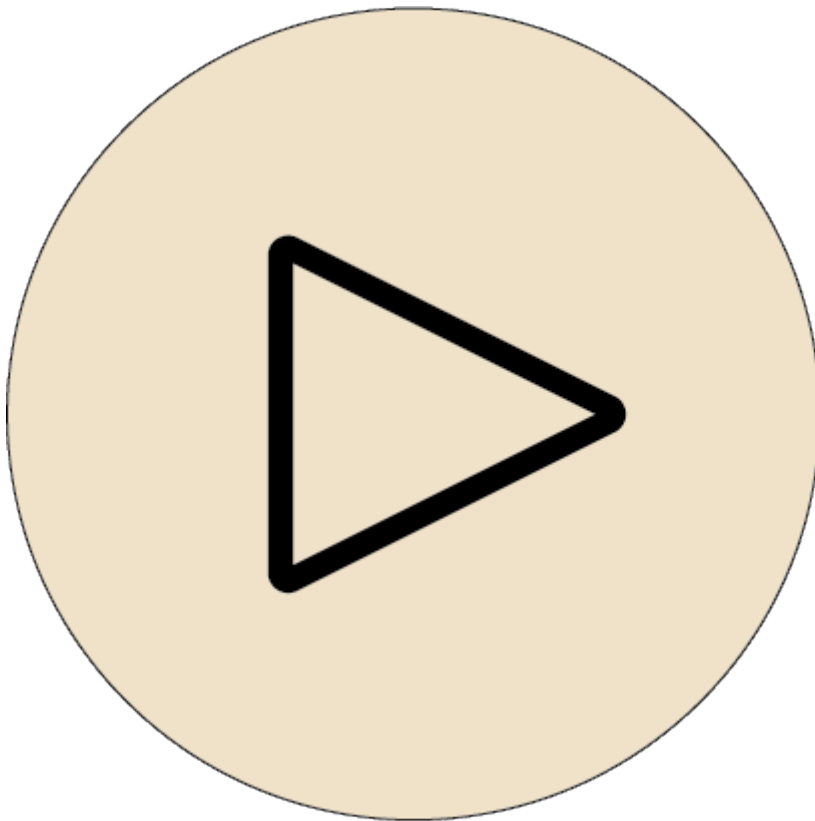
Letter sound

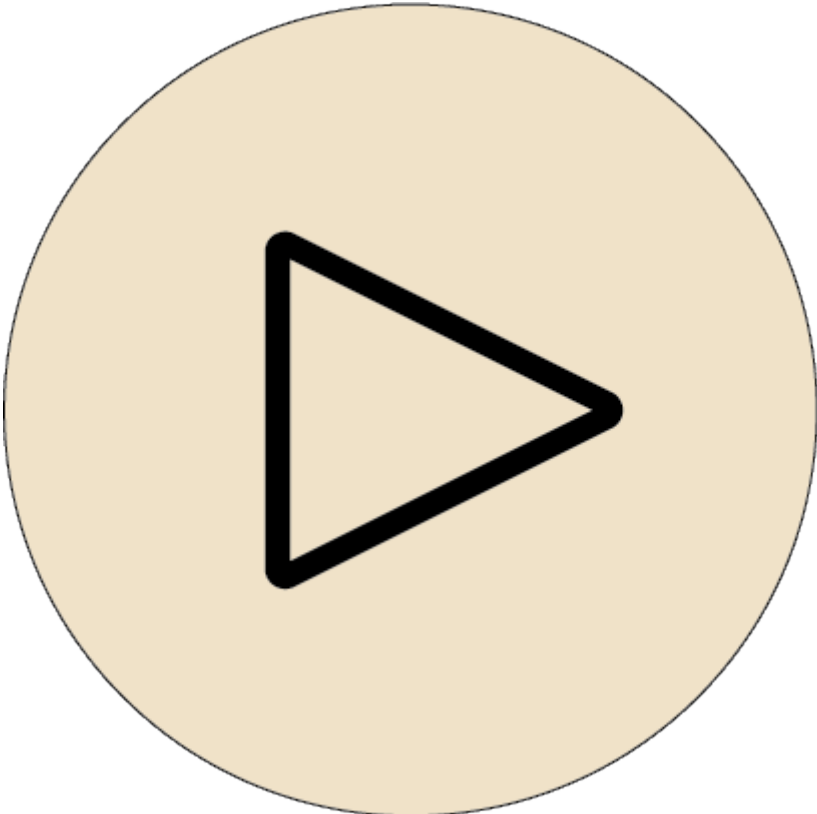
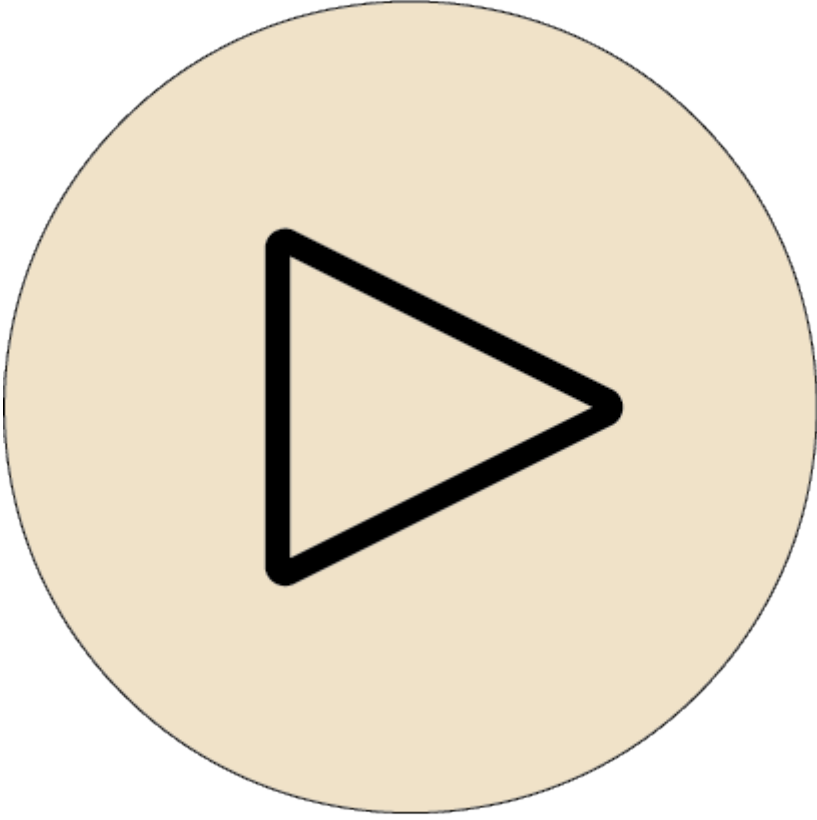
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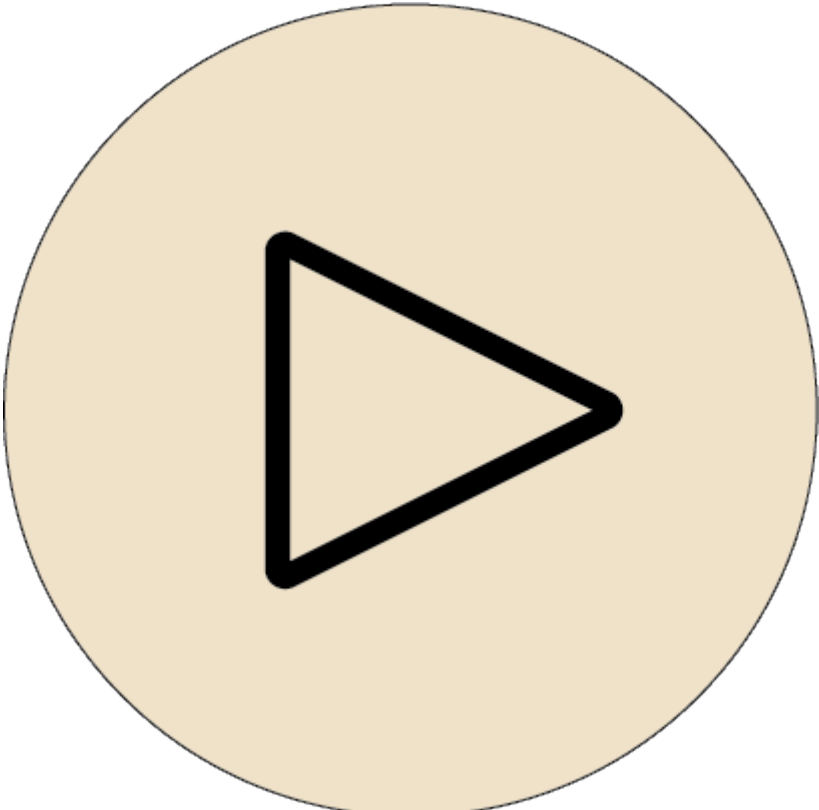
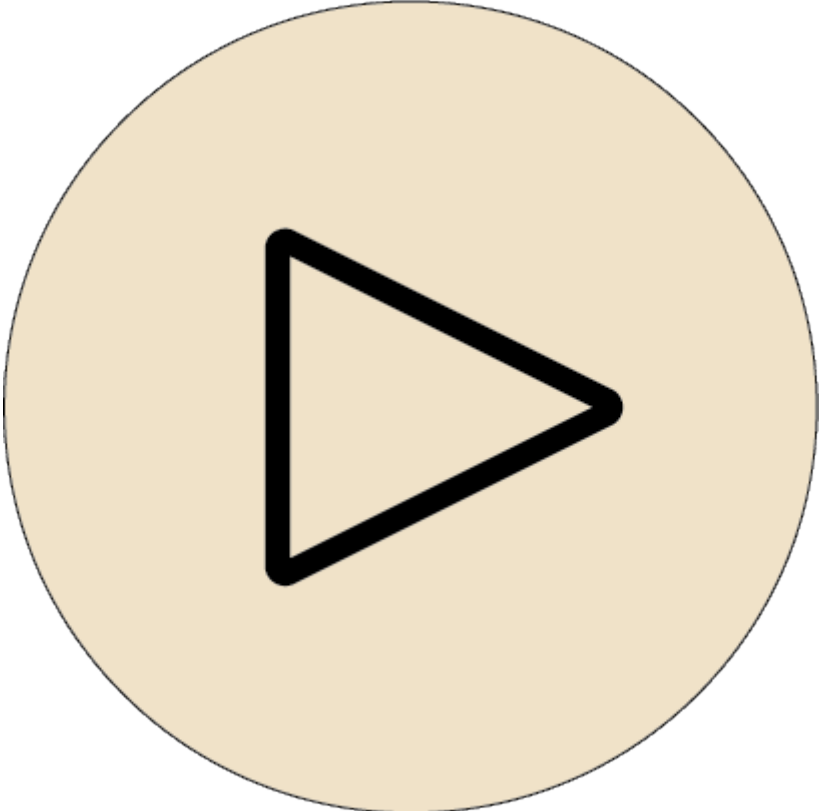
/e/

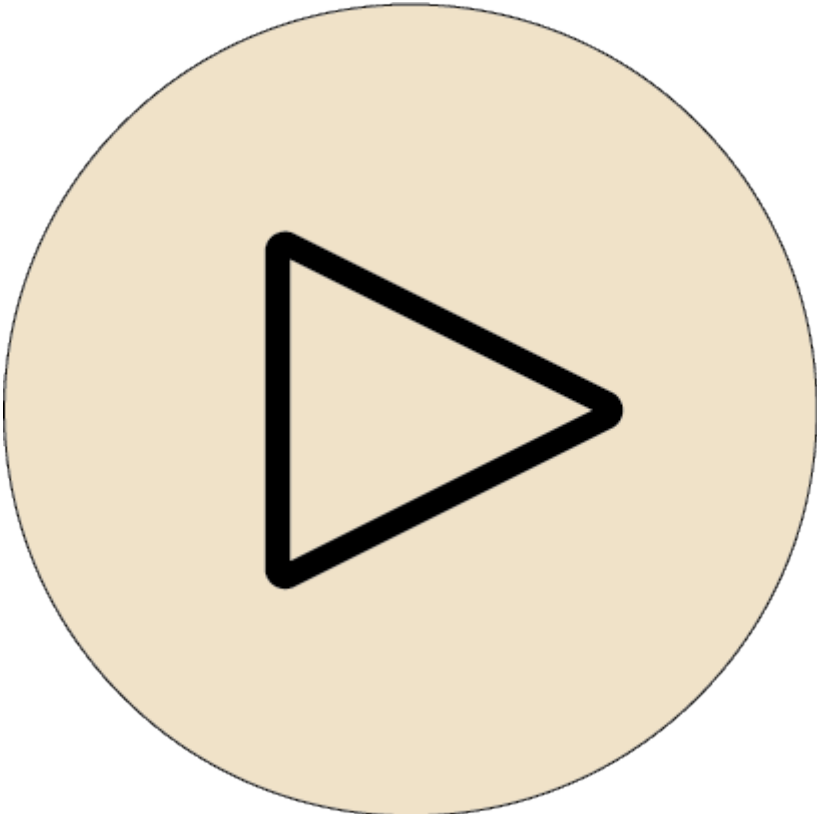
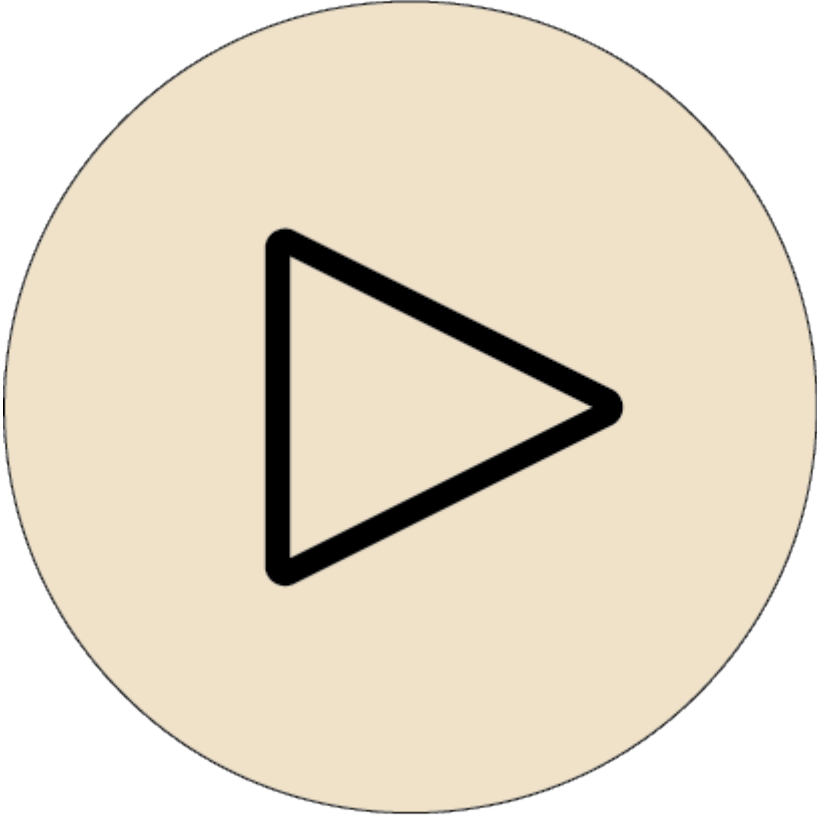


/ee/



Letter name	Letter sound
F	<p data-bbox="783 203 847 241">/f/</p> 
	<p data-bbox="762 1093 863 1131">/fee/</p> 

Letter name	Letter sound
G	<p data-bbox="783 203 847 248">/g/</p> 
	<p data-bbox="762 1093 868 1137">/gee/</p> 

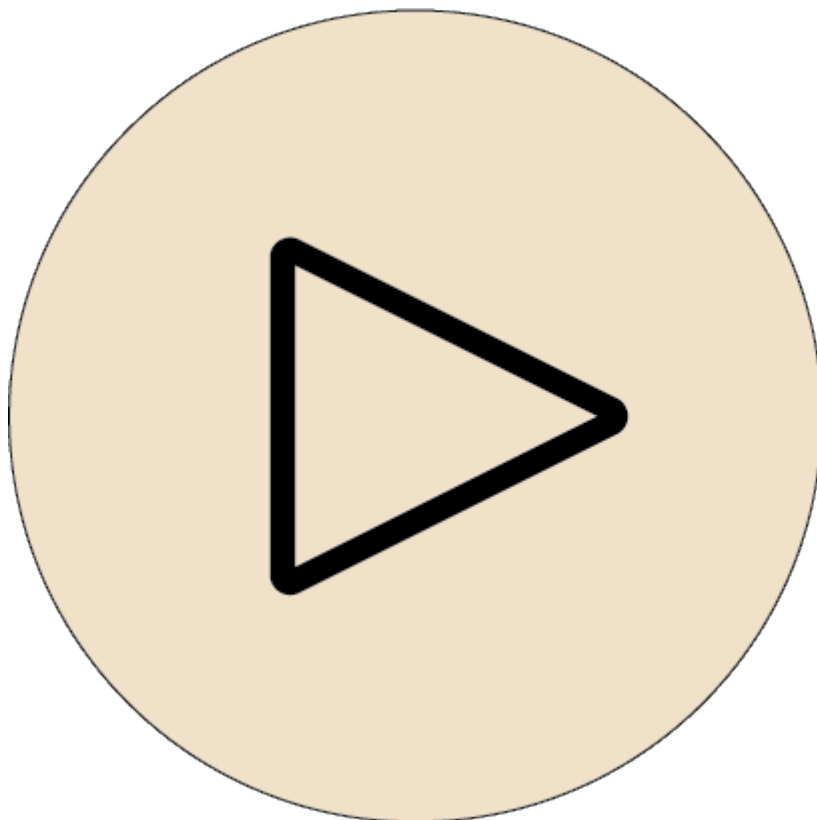
Letter name	Letter sound
H	<p data-bbox="783 203 847 241">/h/</p> 
	<p data-bbox="762 1093 863 1131">/hee/</p> 

Letter name

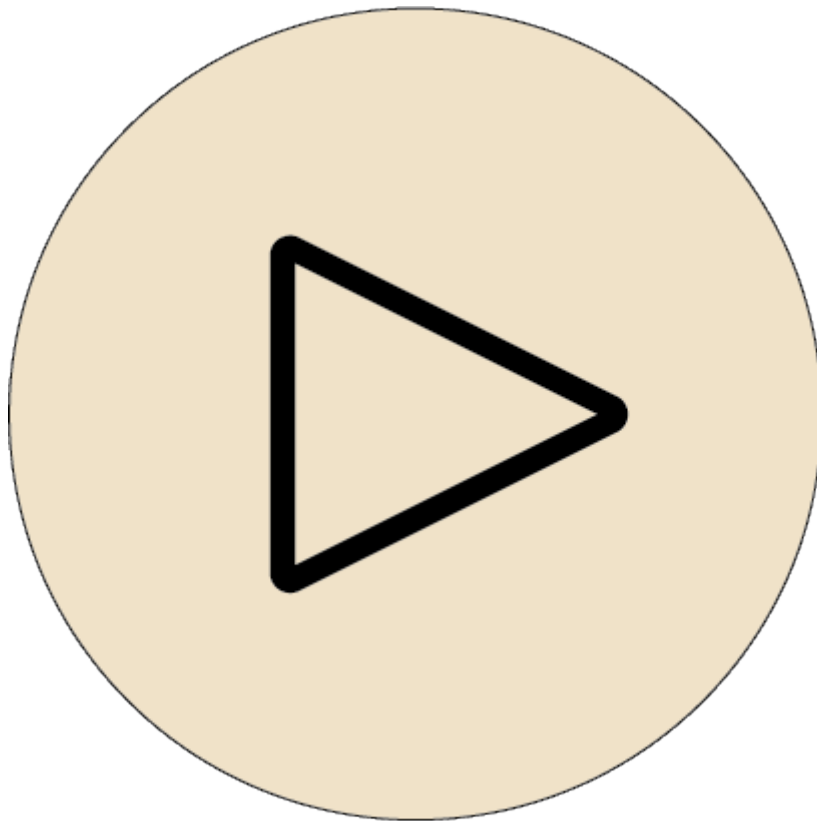
Letter sound

I

/i/



/ii/

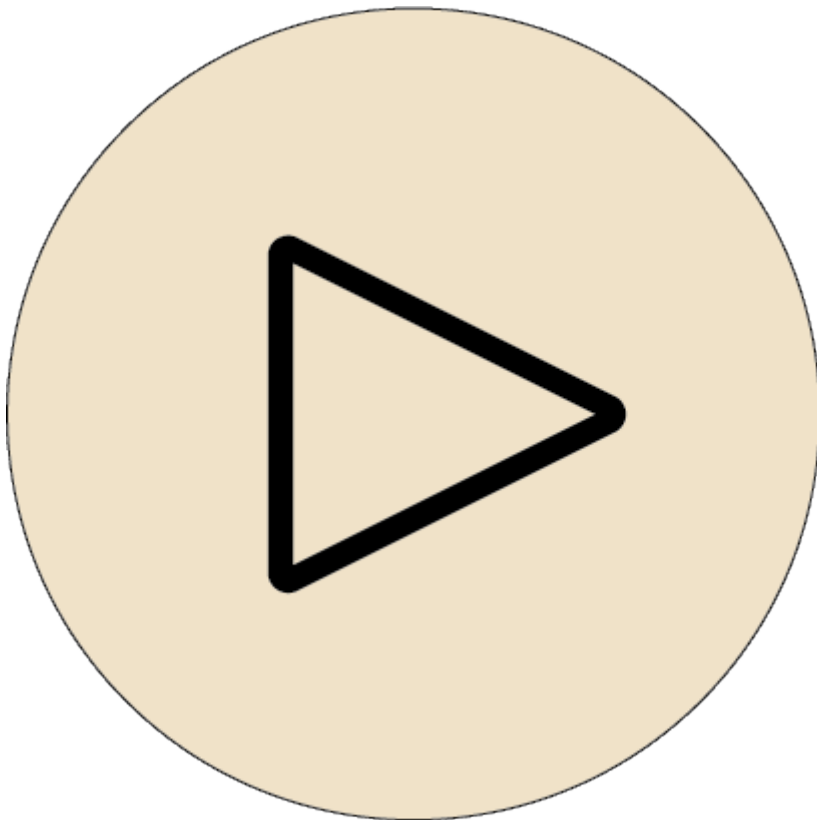


Letter name

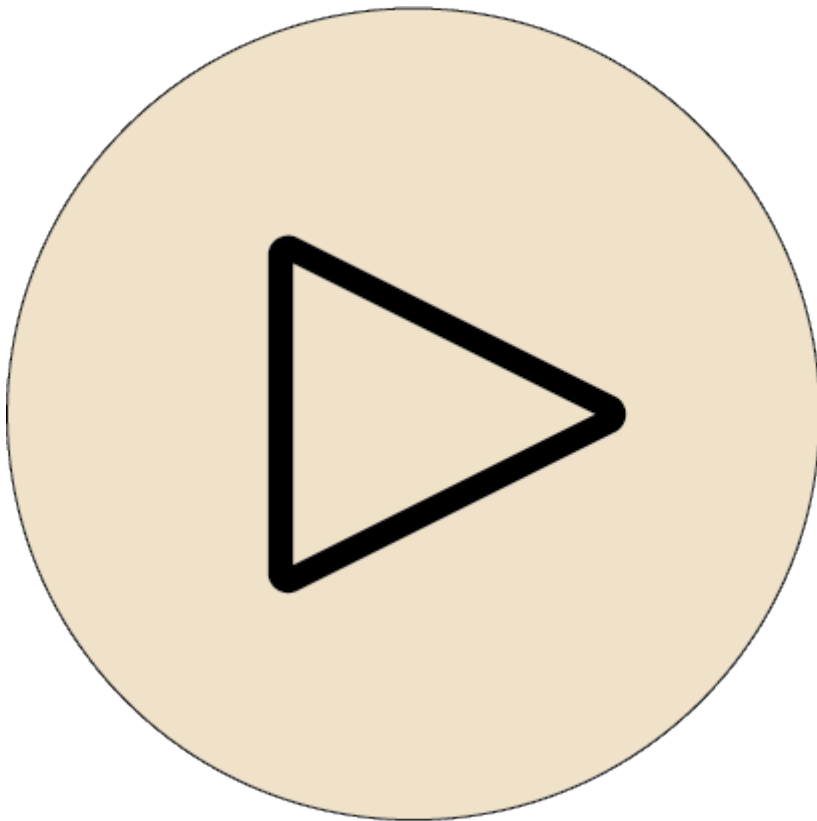
Letter sound

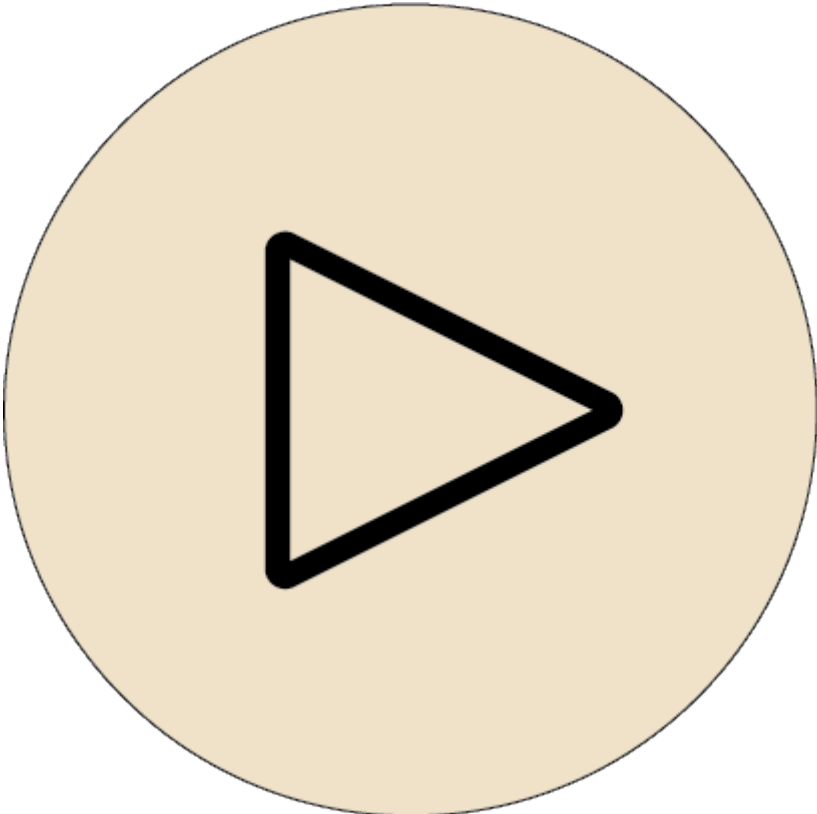
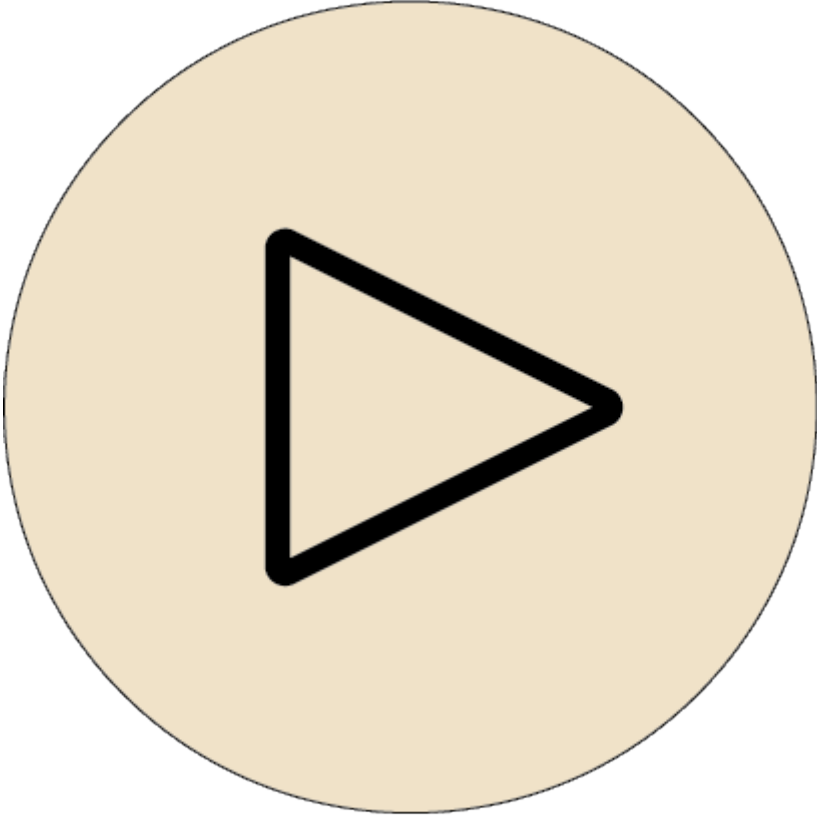
J

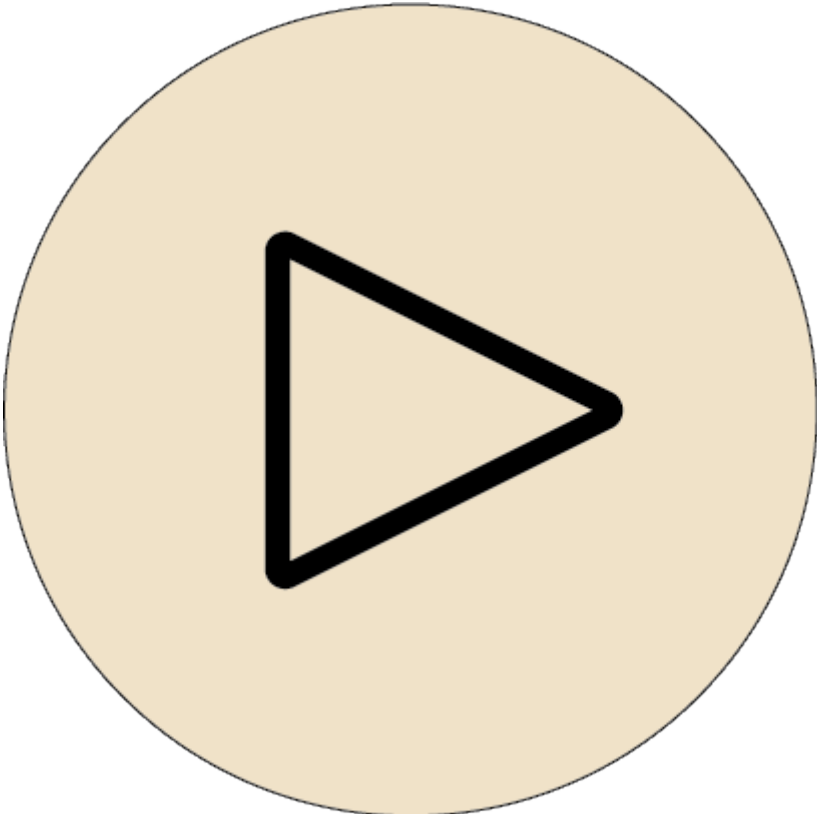
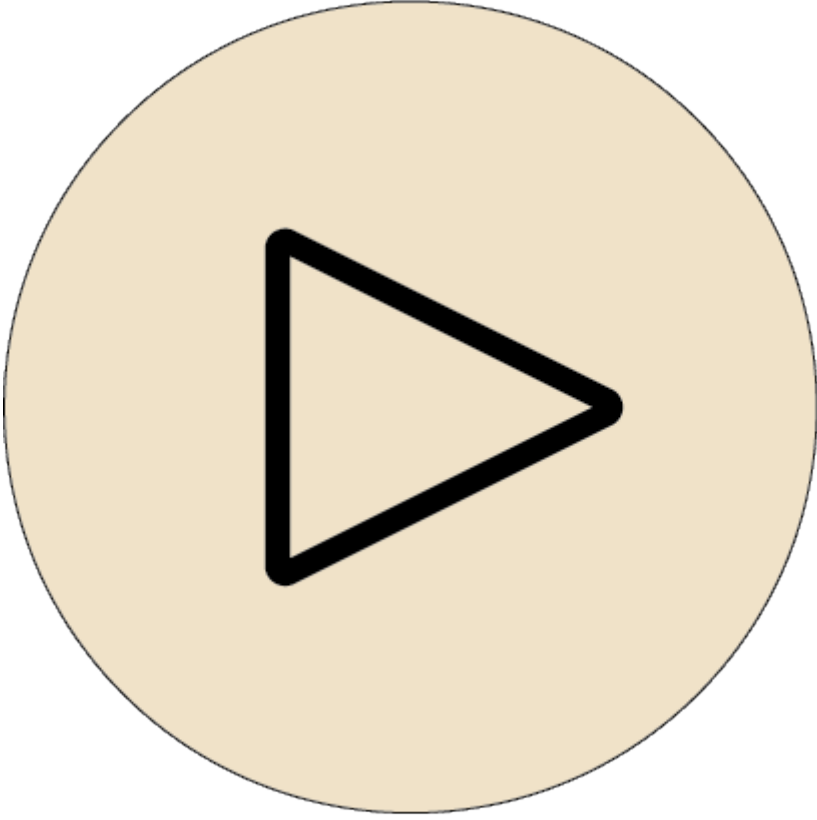
/j/

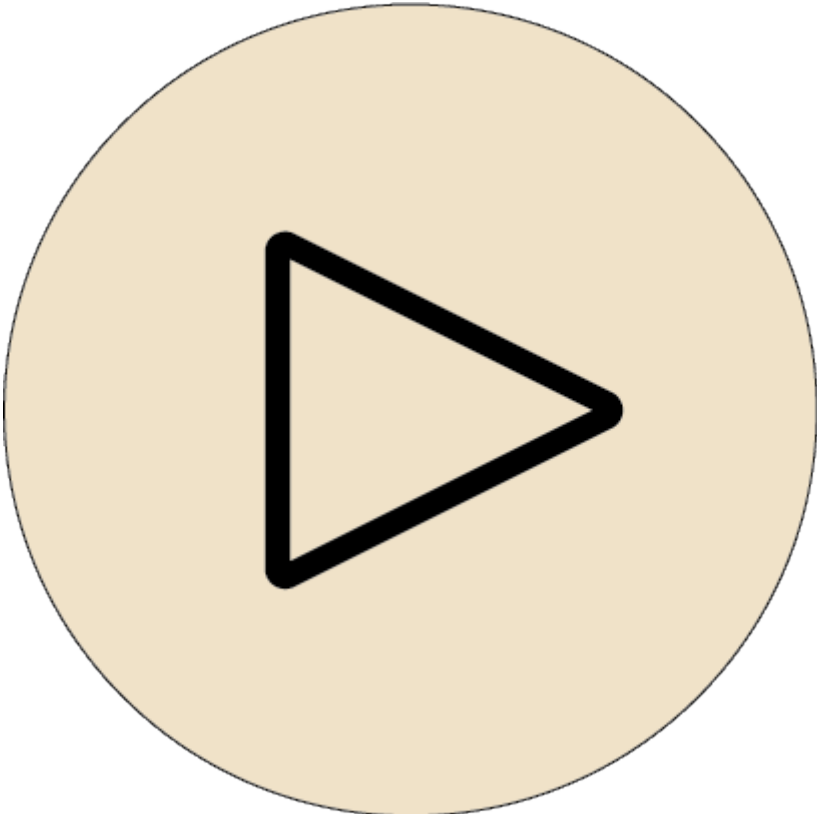
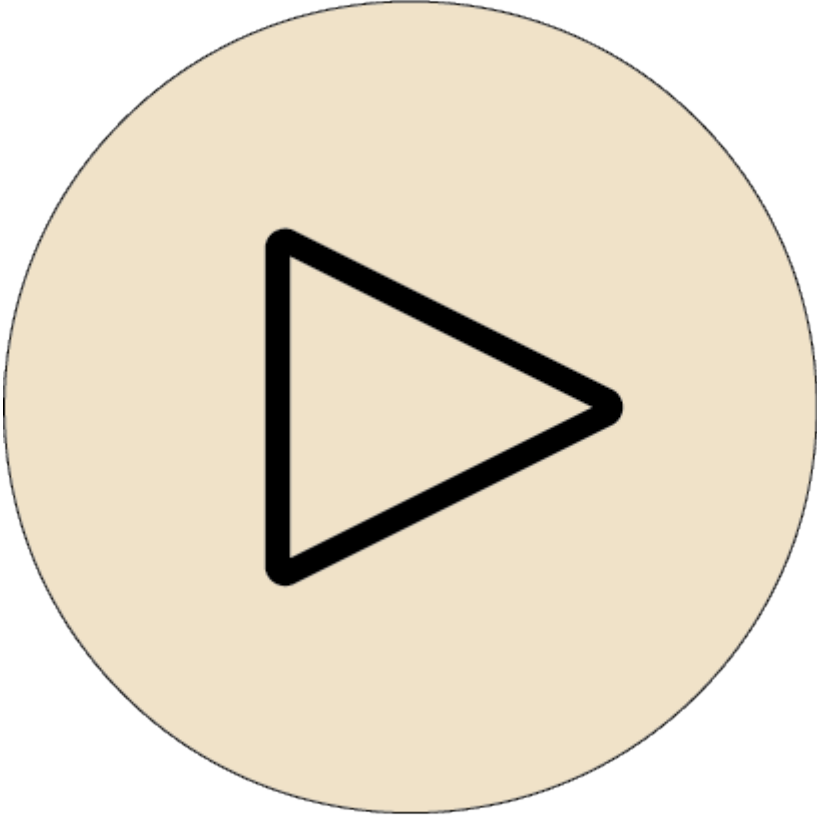


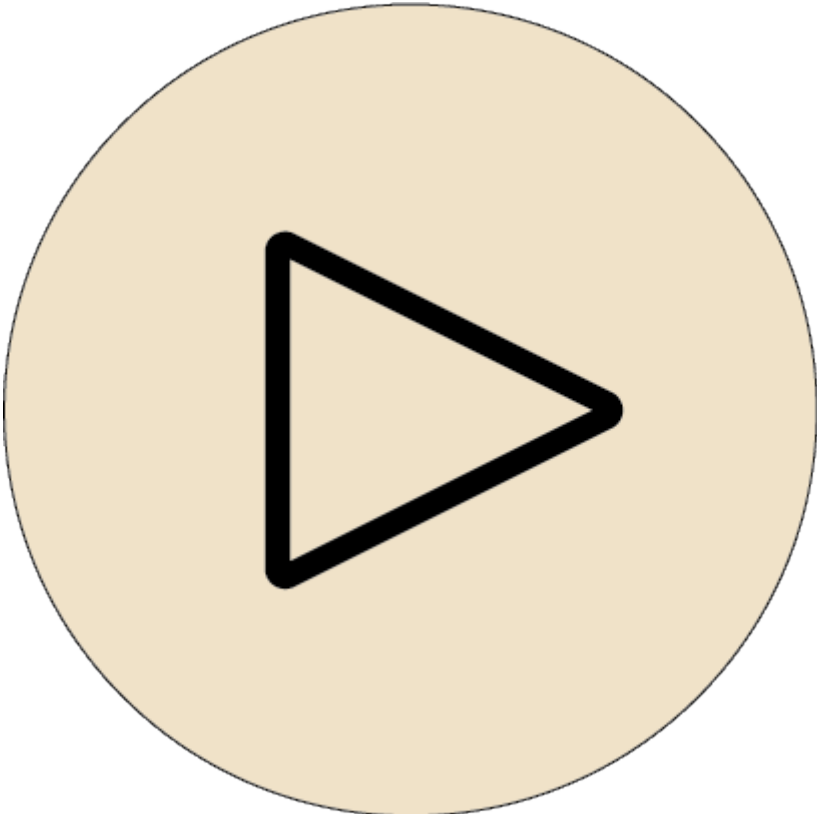
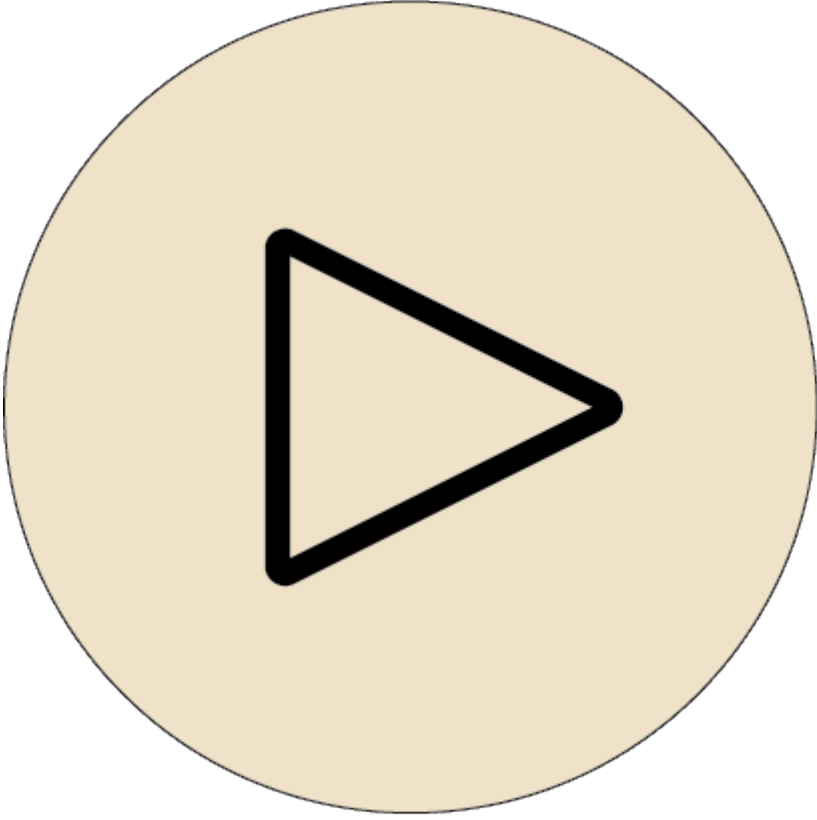
/jee/



Letter name	Letter sound
K	<p data-bbox="783 203 847 241">/k/</p> 
	<p data-bbox="762 1093 863 1131">/kee/</p> 

Letter name	Letter sound
L	<p data-bbox="783 203 847 241">/l/</p> 
	<p data-bbox="762 1093 863 1131">/lee/</p> 

Letter name	Letter sound
M	<p data-bbox="783 203 847 241">/m/</p> 
	<p data-bbox="762 1093 863 1131">/mee/</p> 

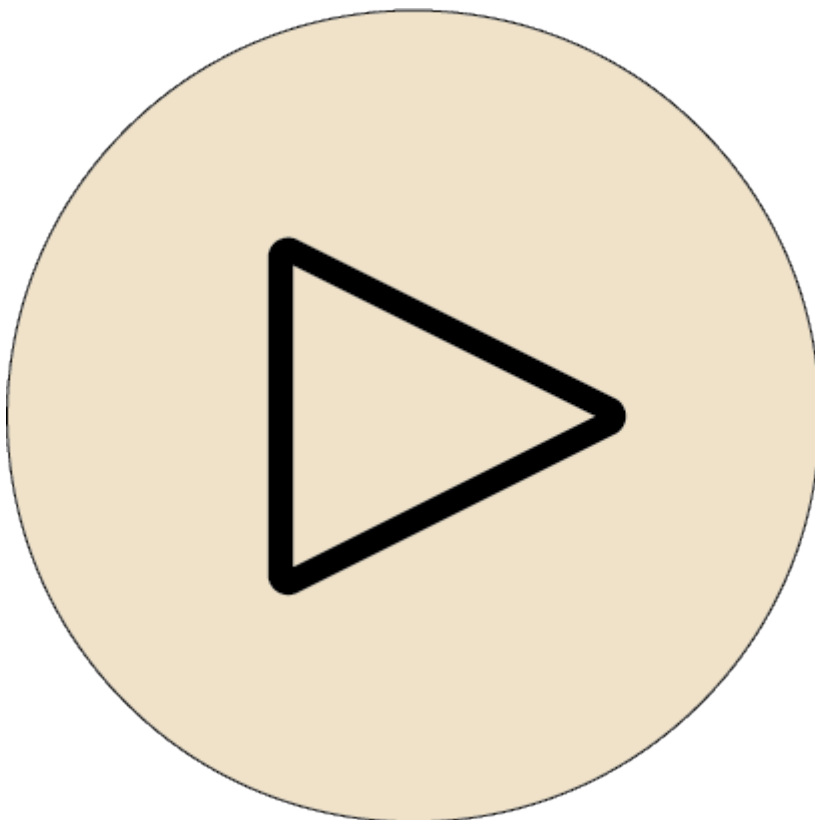
Letter name	Letter sound
N	<p data-bbox="783 203 847 241">/n/</p> 
	<p data-bbox="762 1093 863 1131">/nee/</p> 

Letter name

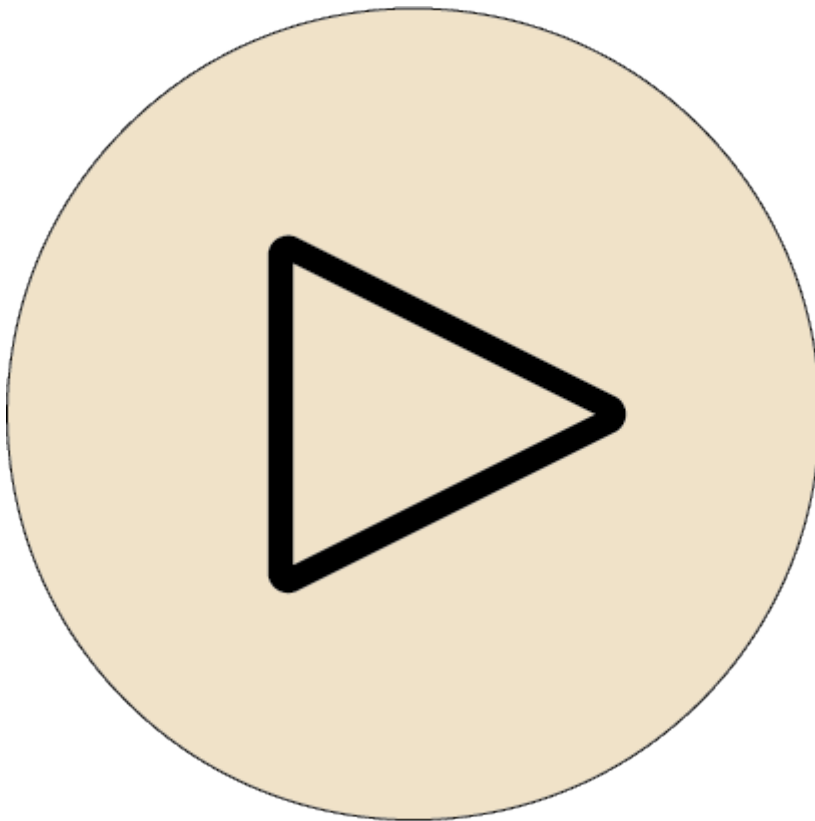
Letter sound

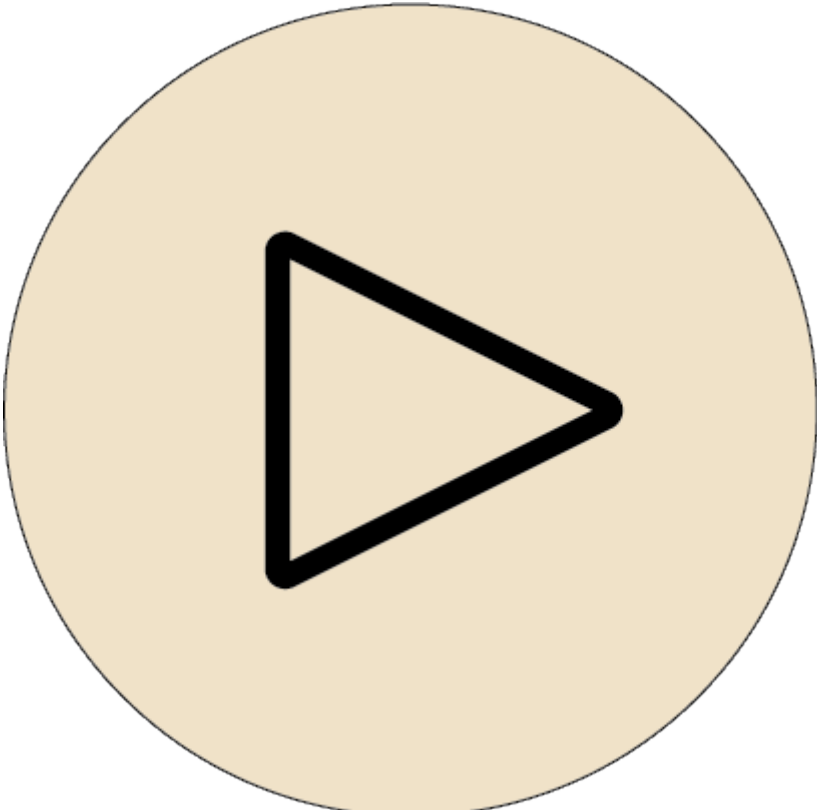
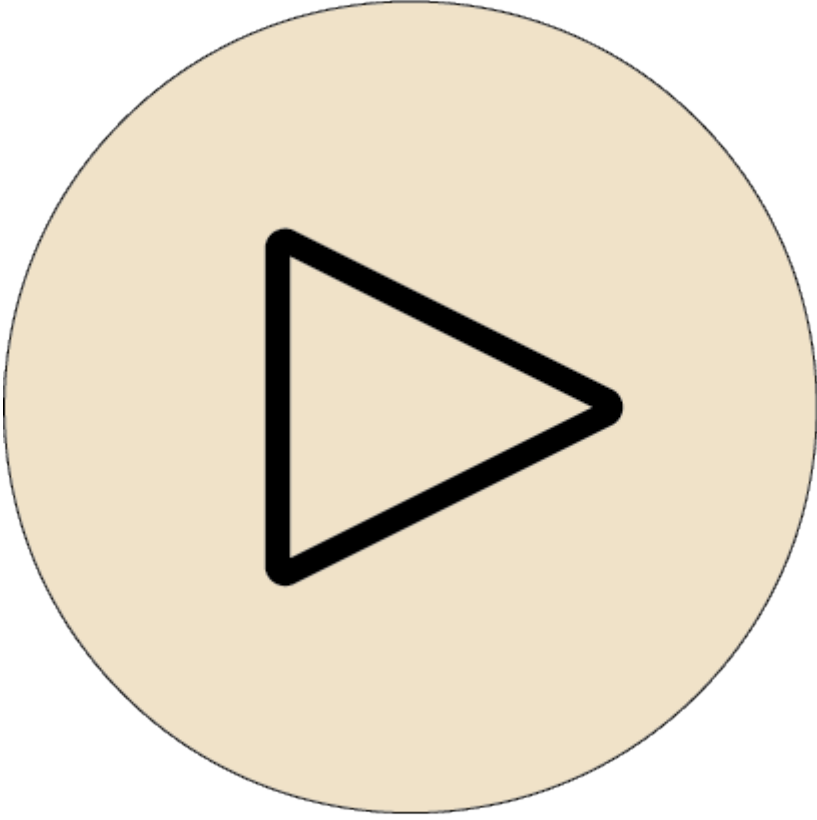
o

/o/



/oo/



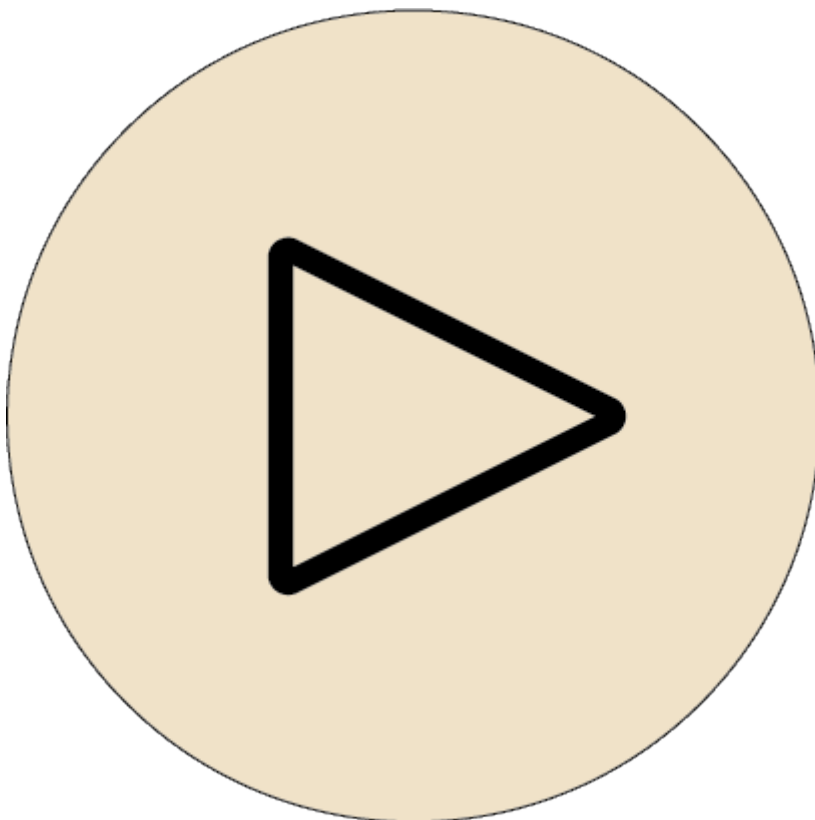
Letter name	Letter sound
P	<p data-bbox="783 203 847 248">/p/</p> 
	<p data-bbox="762 1093 863 1137">/pee/</p> 

Letter name

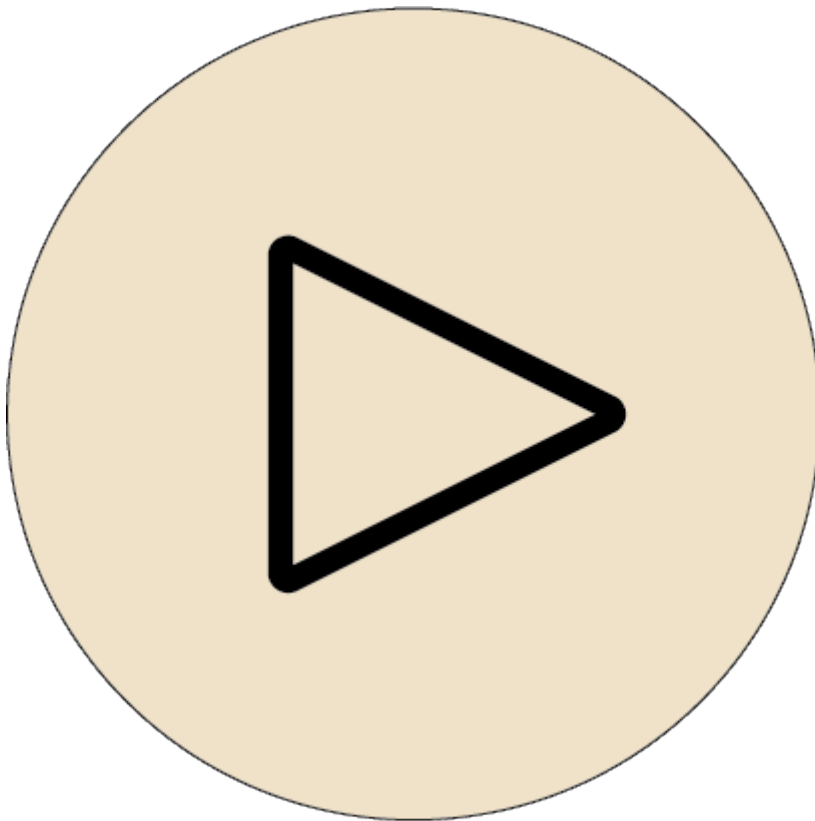
Letter sound

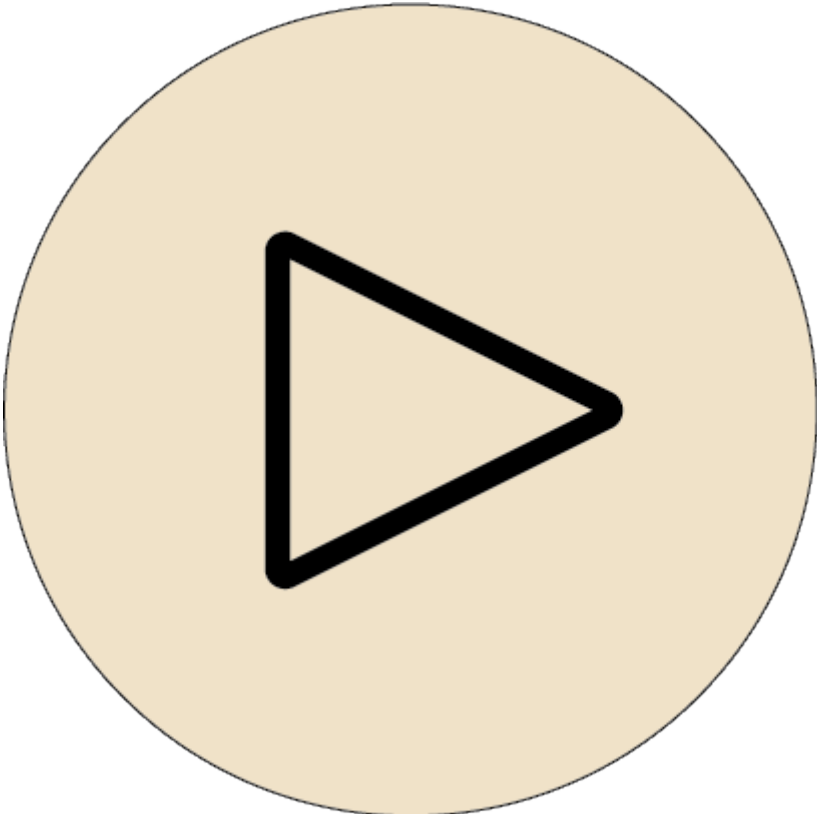
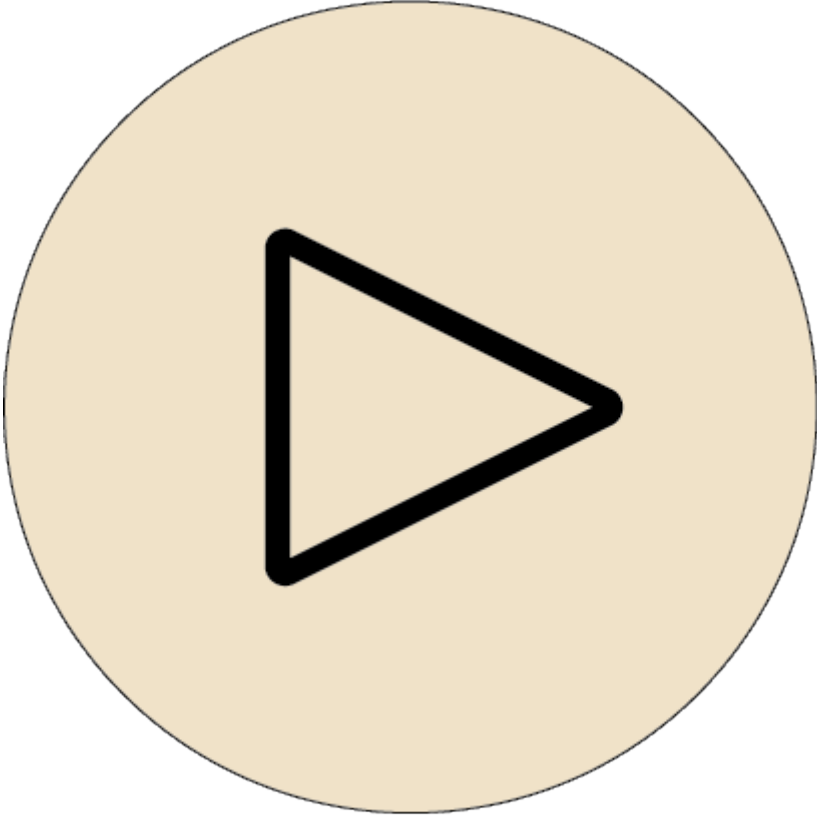
S

/s/



/see/



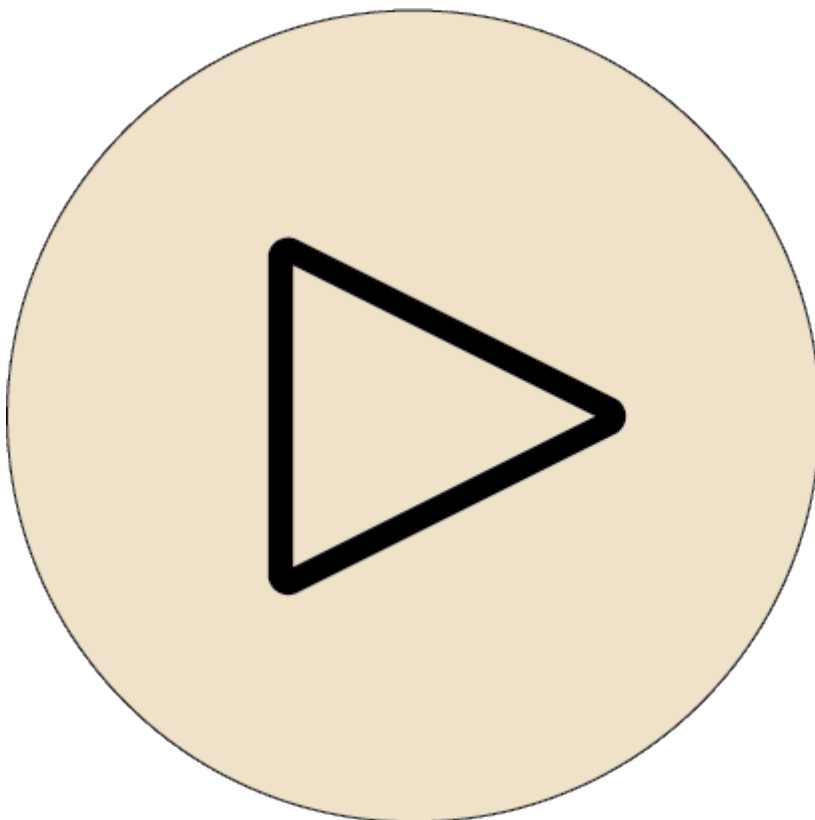
Letter name	Letter sound
T	<p data-bbox="783 203 847 241">/t/</p> 
	<p data-bbox="762 1093 863 1131">/tee/</p> 

Letter name

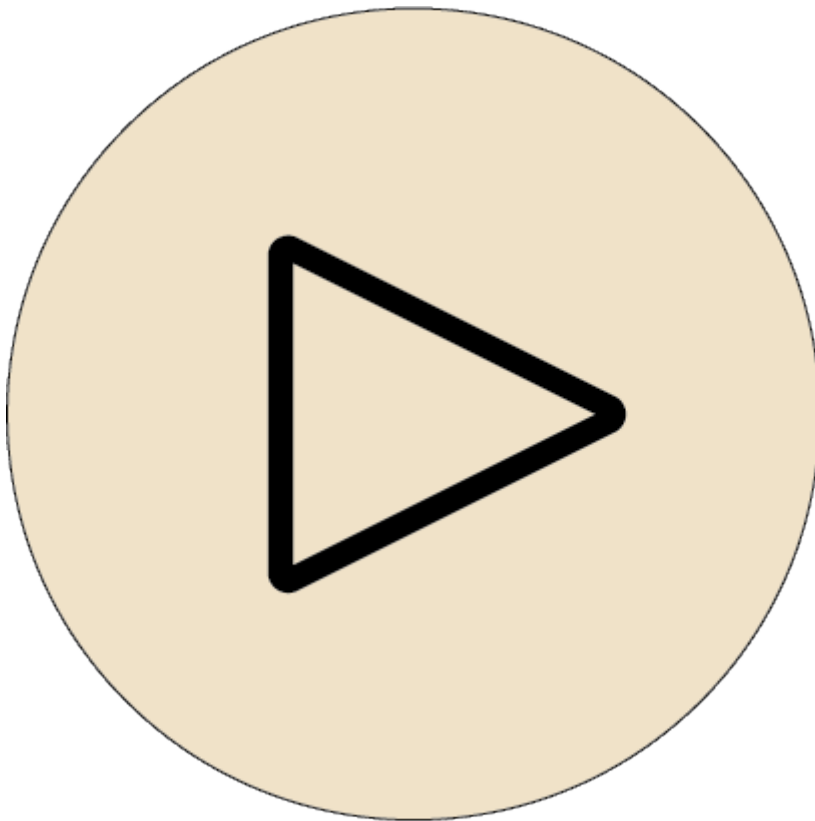
Letter sound

U

/u/



/uu/

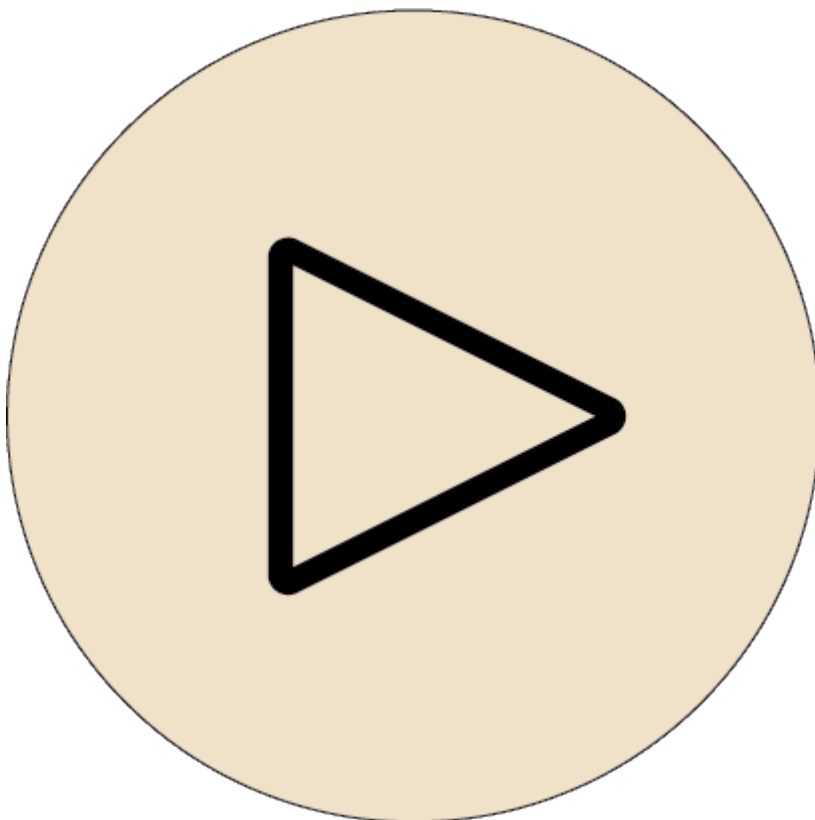


Letter name

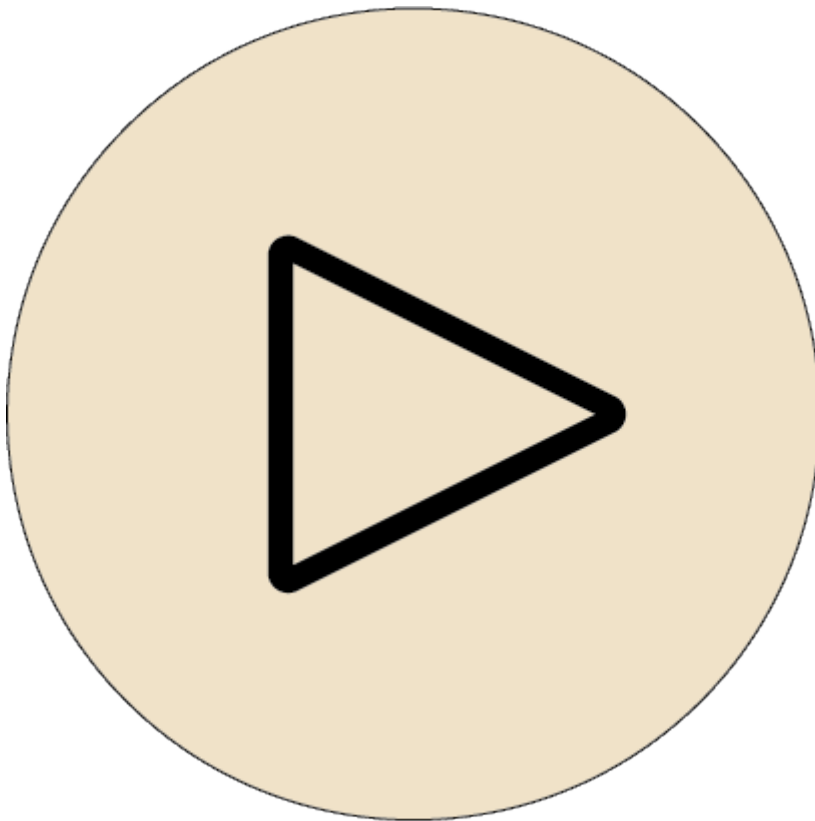
Letter sound

v

/v/



/vee/

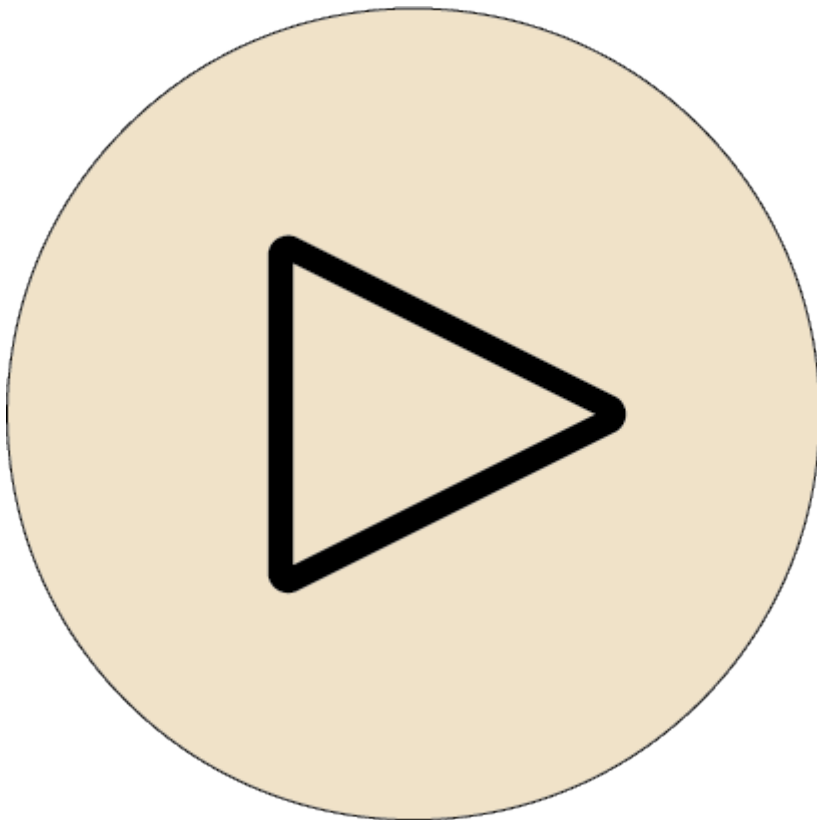


Letter name

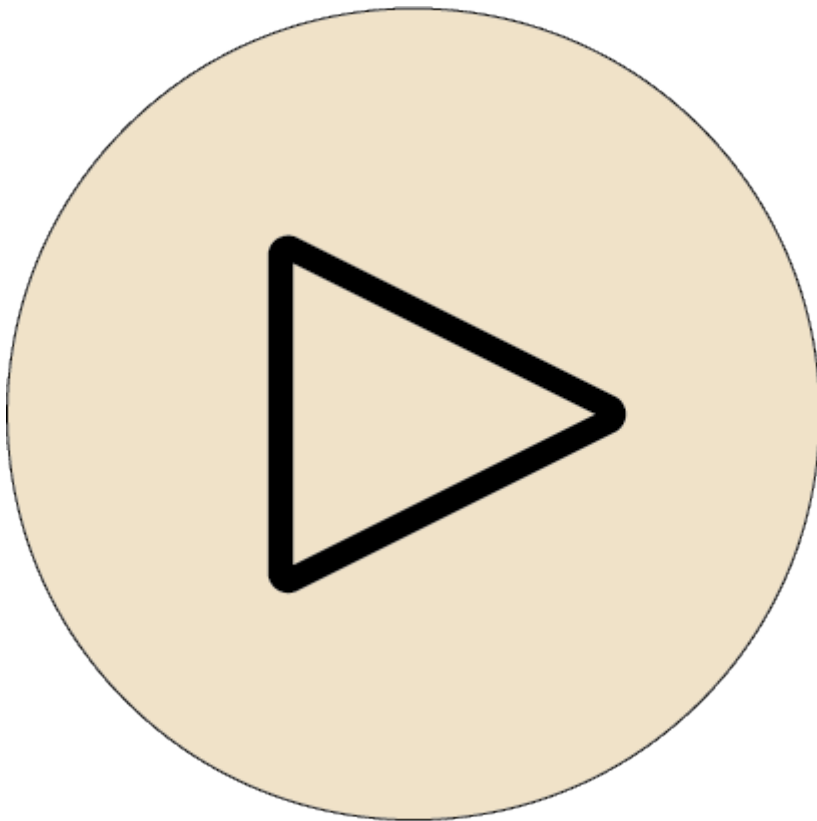
Letter sound

W

/w/



/wee/

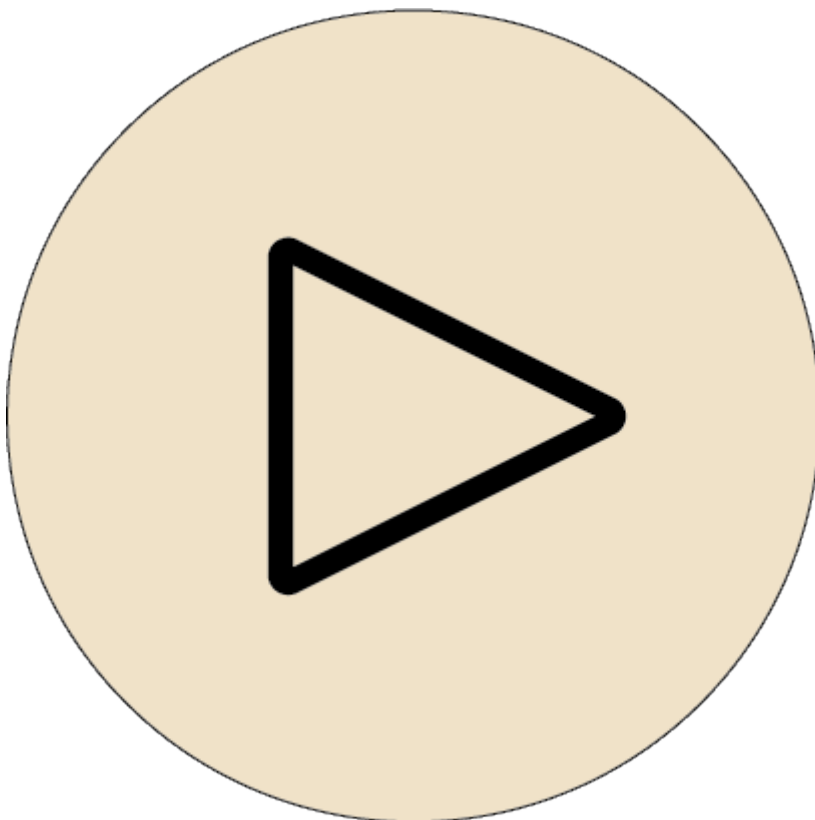


Letter name

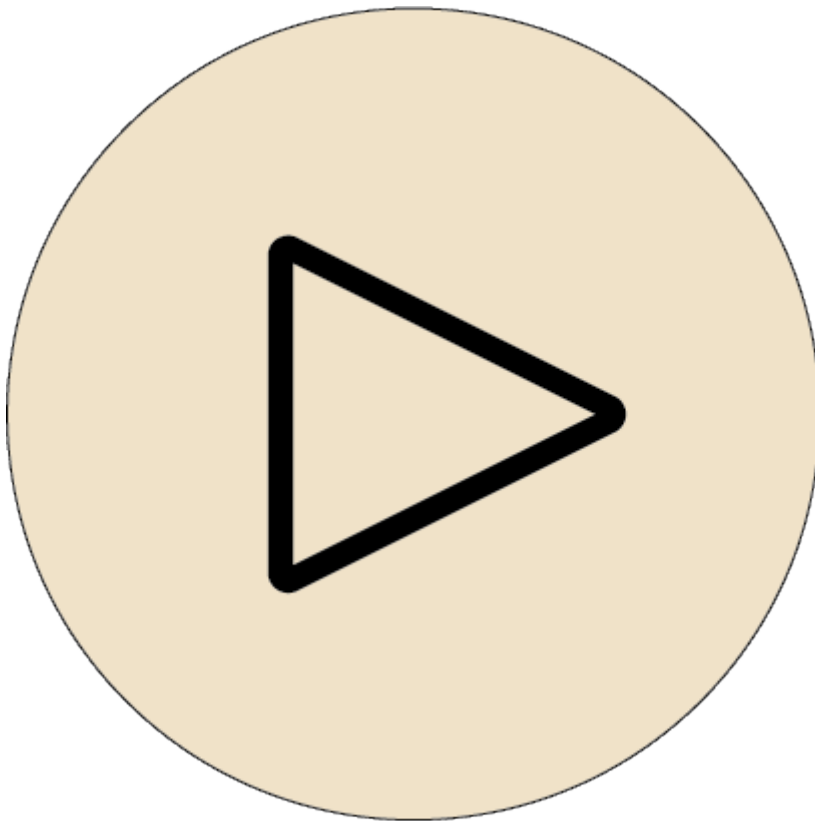
Letter sound

x

/x/



/xee/

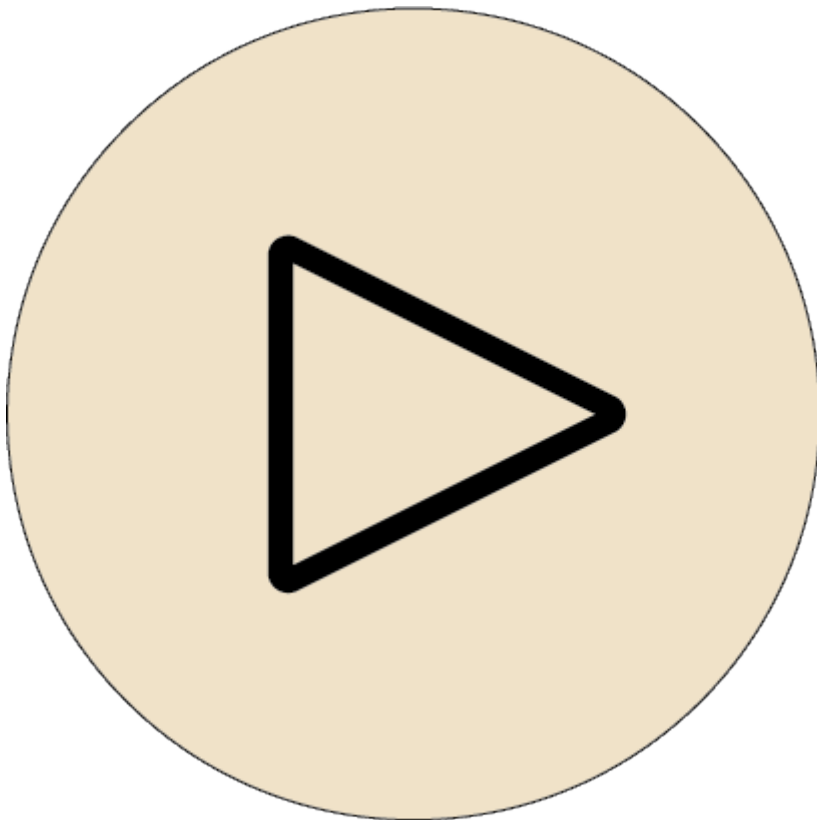


Letter name

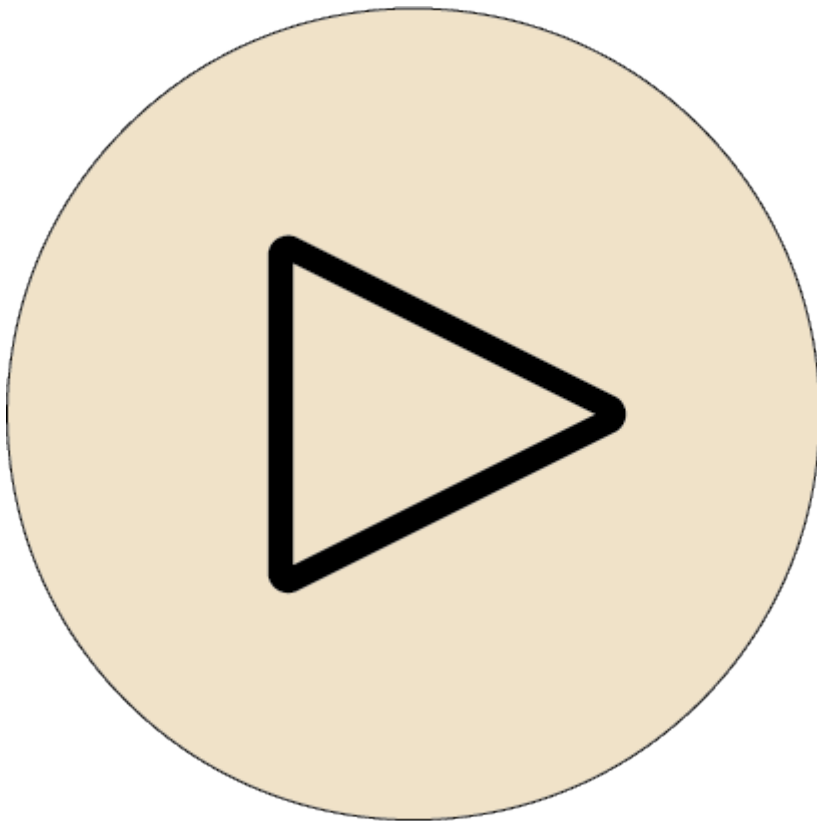
Letter sound

Y

/y/



/yee/



Phonological letter sounds of Oshindonga

eTale 2022

Language Specialist: Taimi Nghikembua

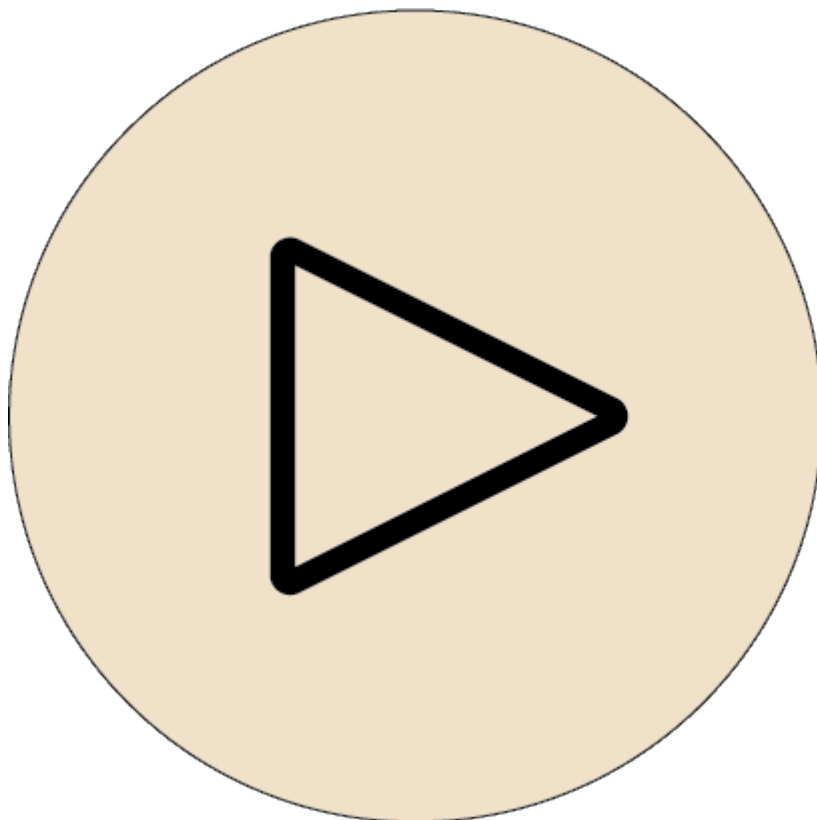
Oshindonga is mostly spoken in Northern regions (predominantly in Oshikoto but also some parts of Oshana, Omusati and Ohangwena)

Letter name

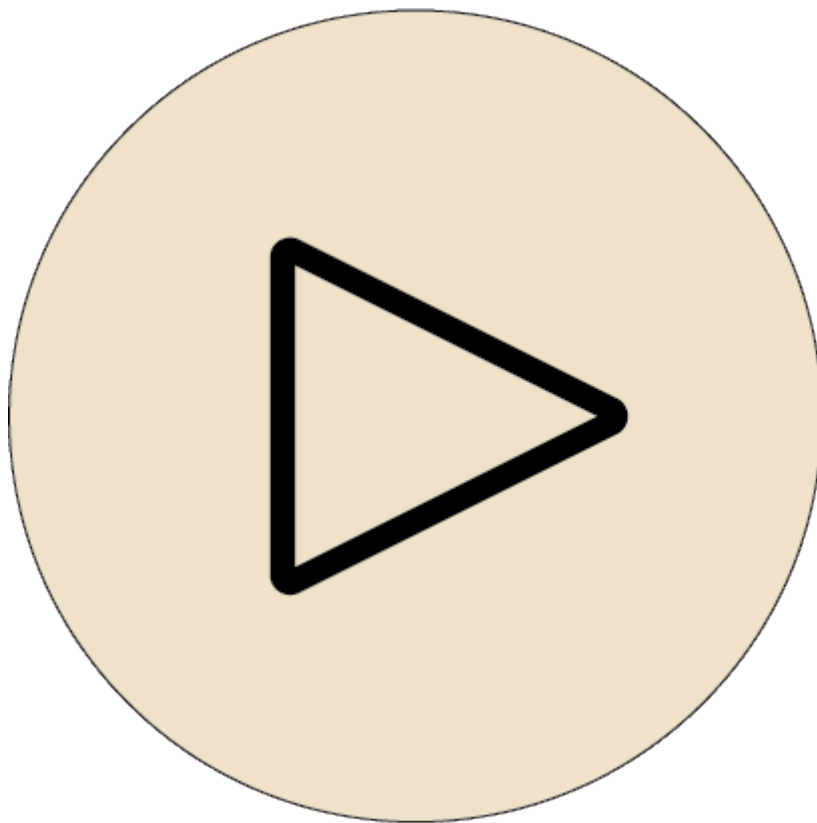
Letter sound

A

/a/



/aa/

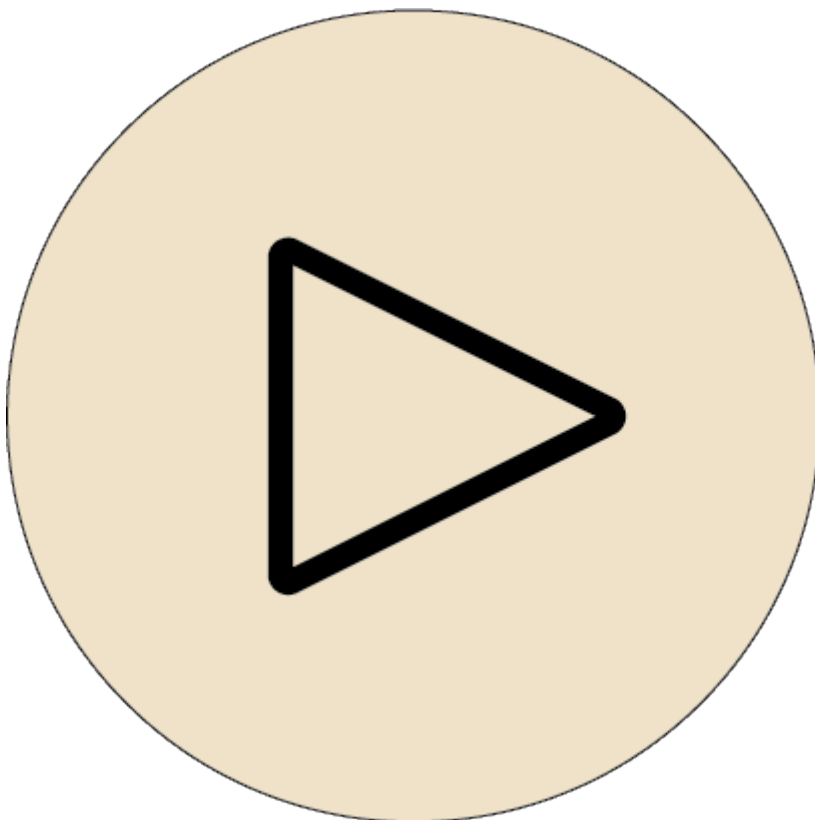


Letter name

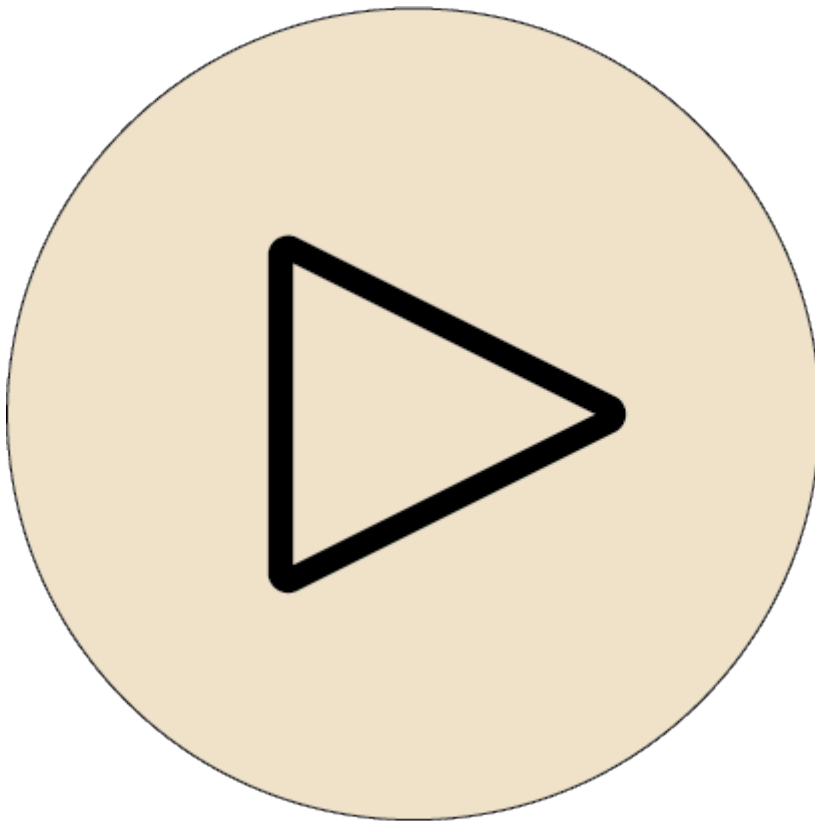
Letter sound

B

/b/



/bee/

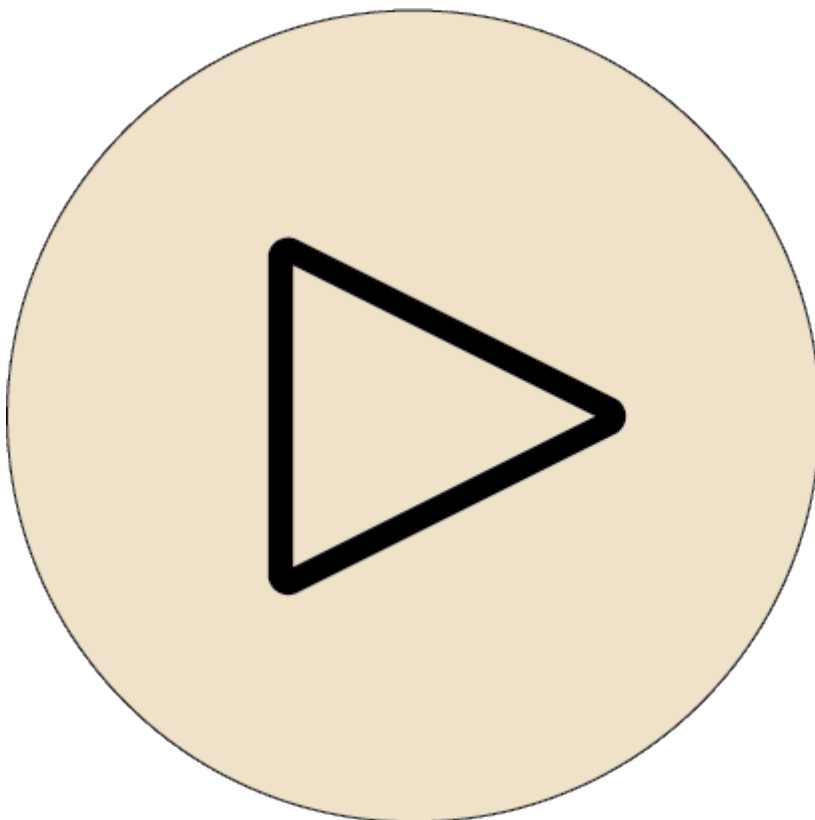


Letter name

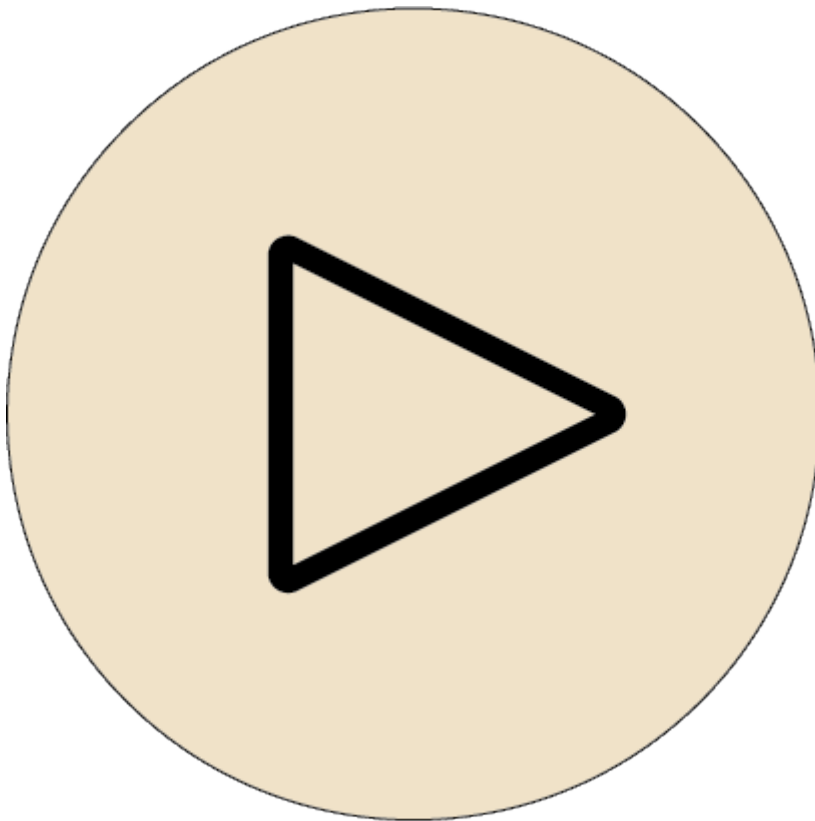
Letter sound

D

/d/



/dee/

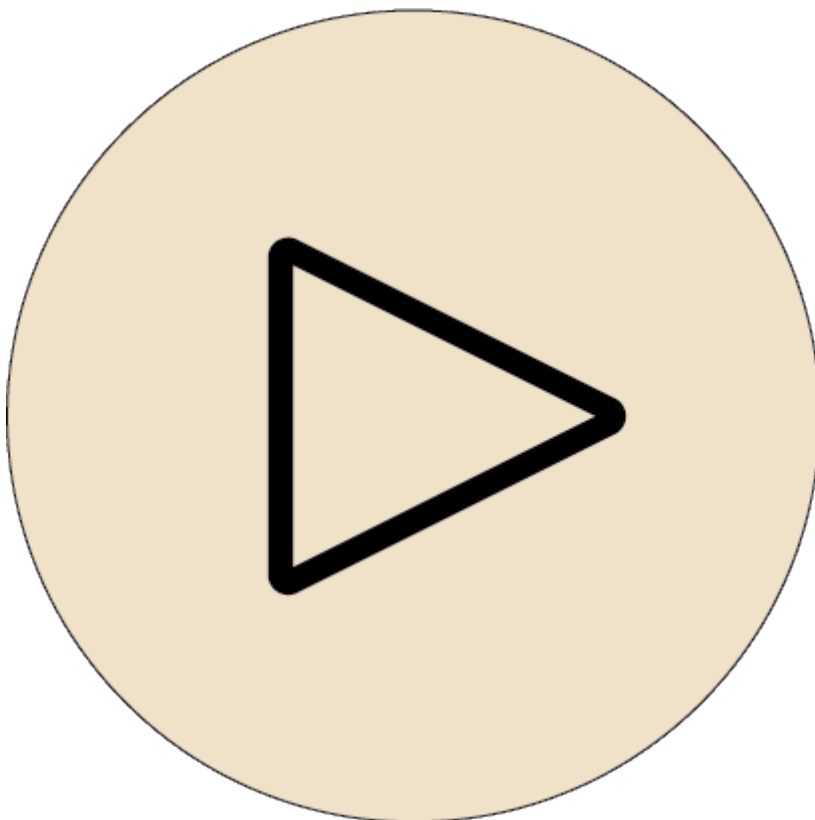


Letter name

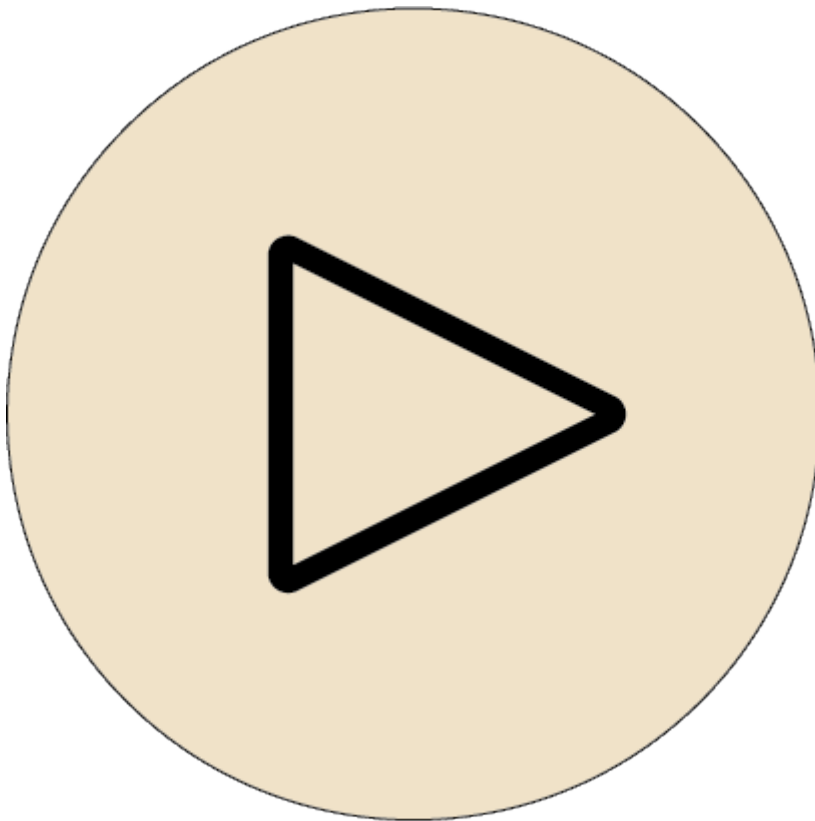
Letter sound

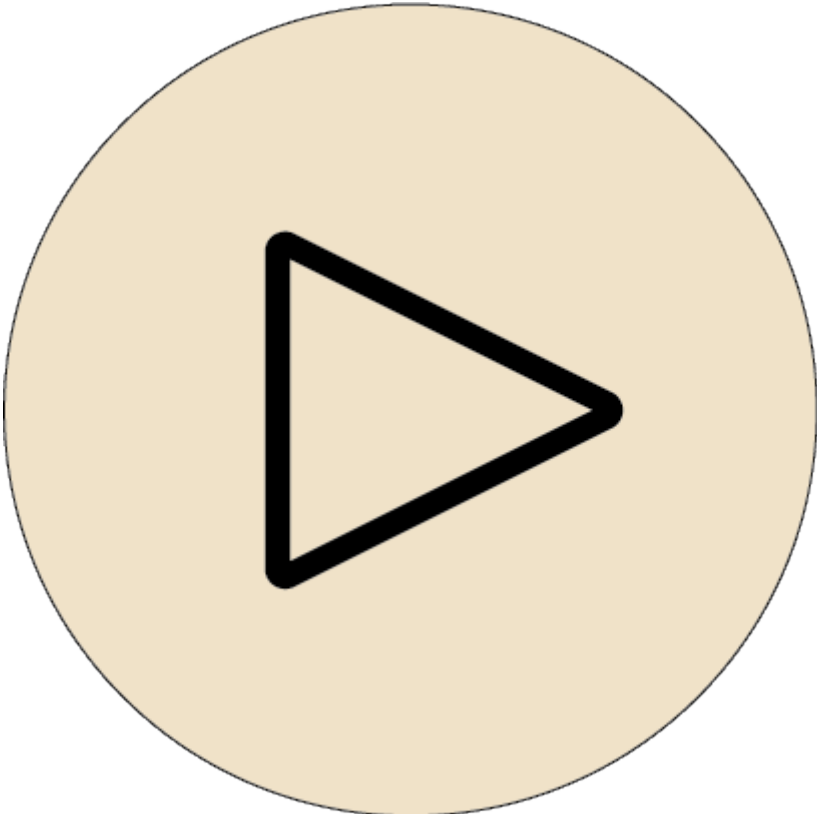
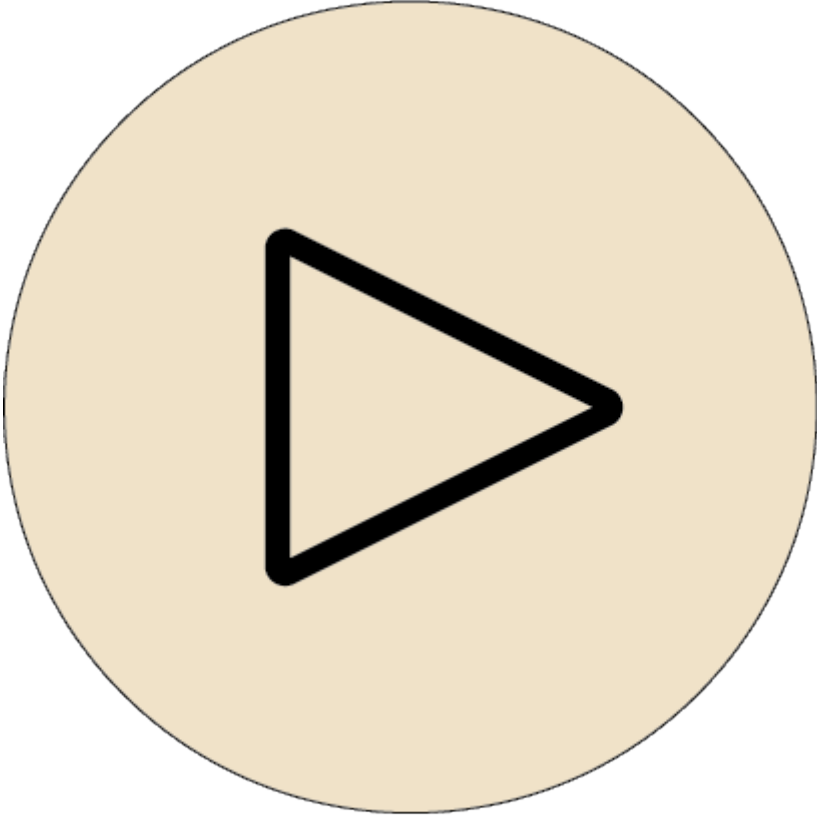
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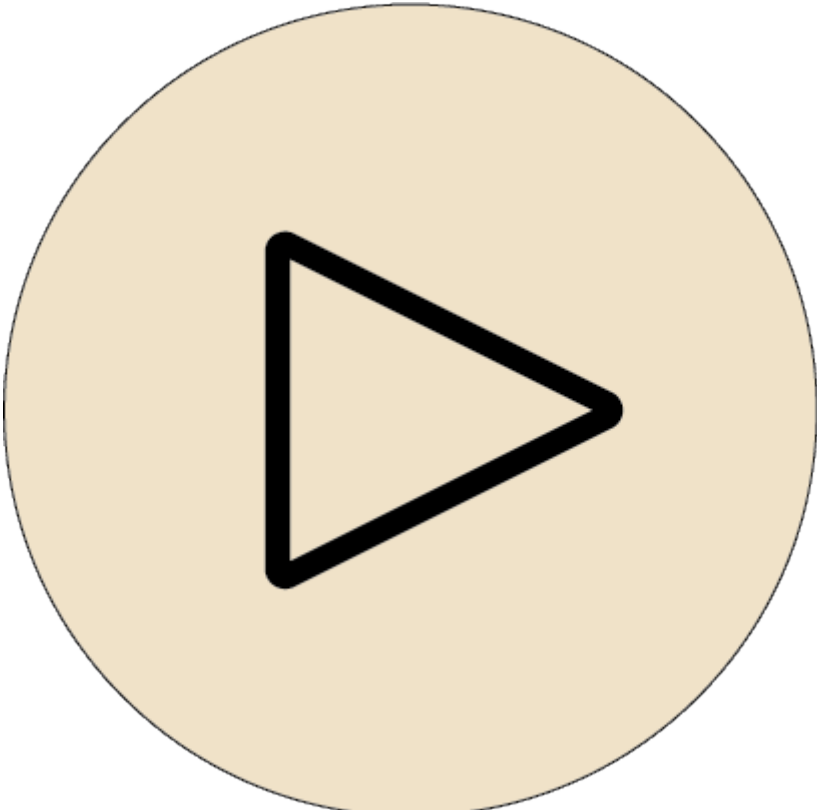
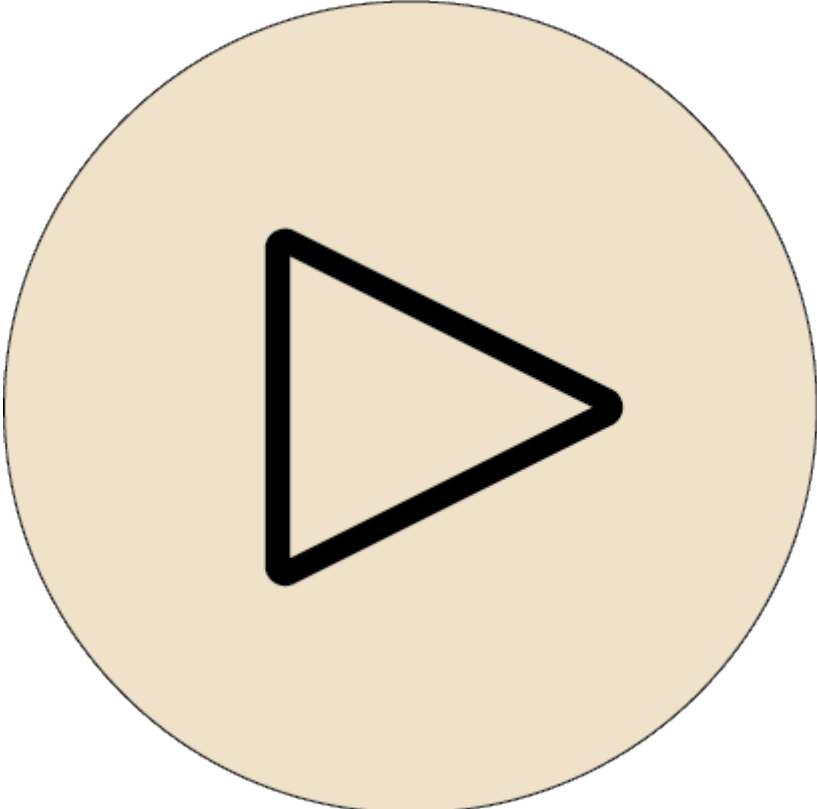
/e/

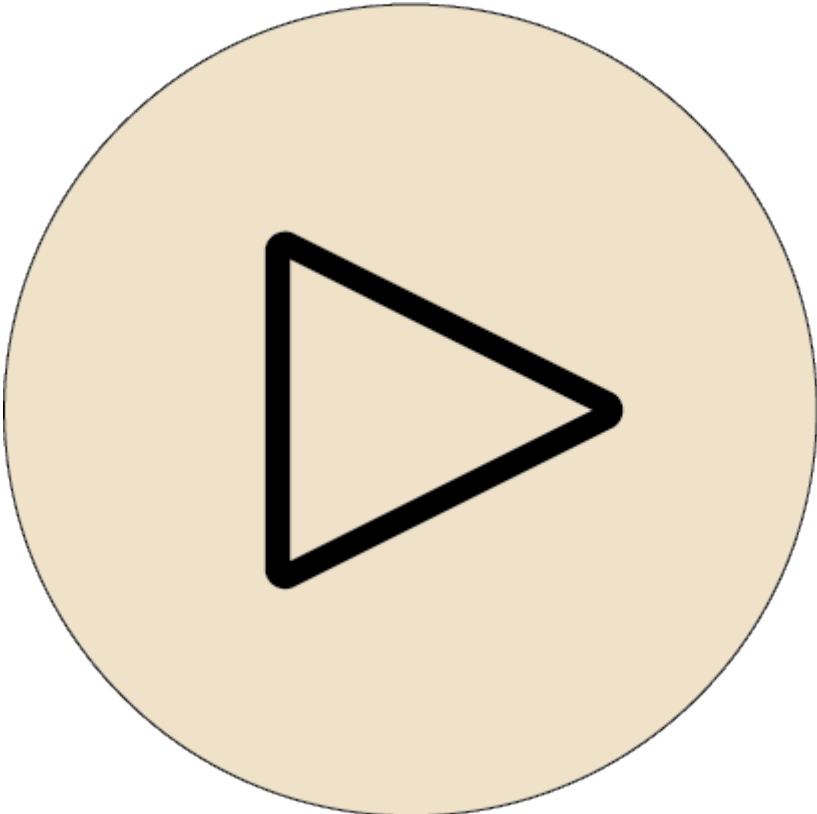
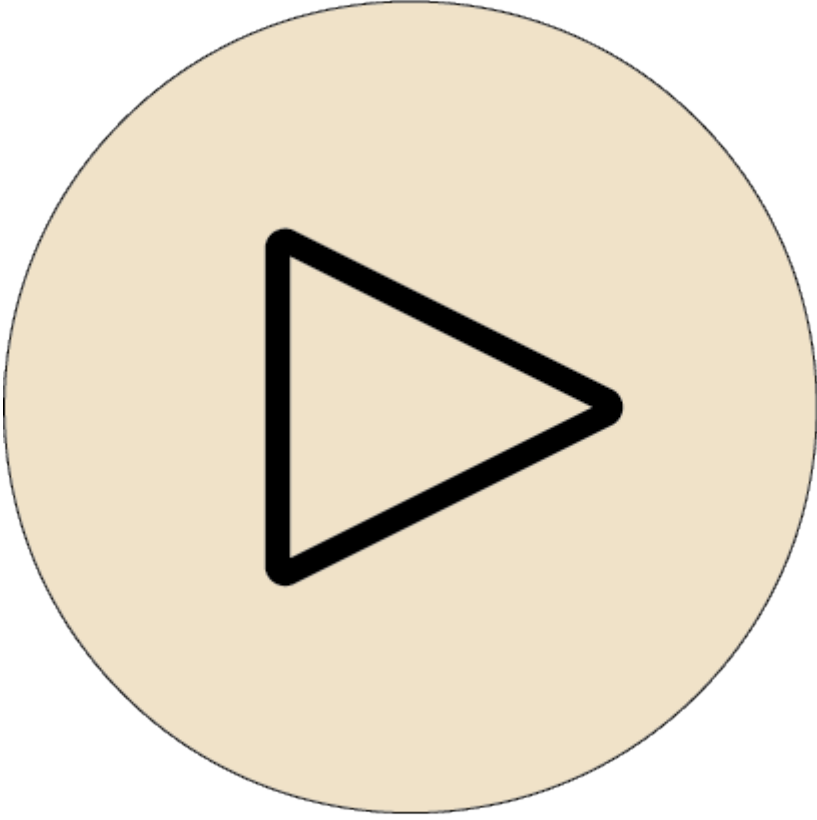


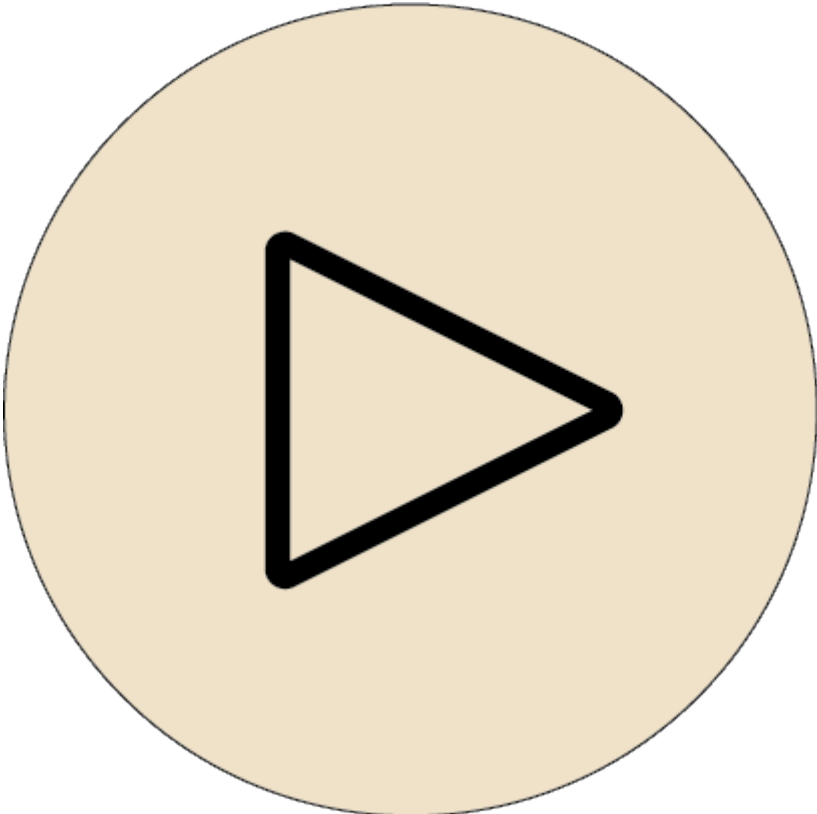
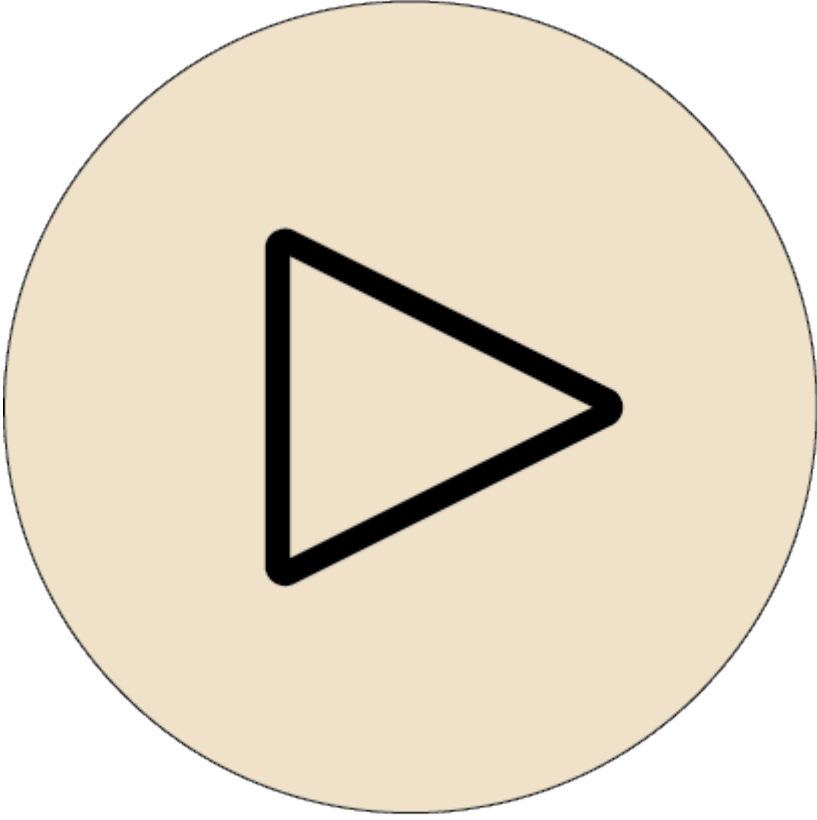
/ee/



Letter name	Letter sound
F	<p data-bbox="783 203 847 241">/f/</p> 
	<p data-bbox="762 1093 863 1131">/fee/</p> 

Letter name	Letter sound
G	<p data-bbox="783 203 847 248">/g/</p> 
	<p data-bbox="762 1093 863 1137">/gee/</p> 

Letter name	Letter sound
H	<p data-bbox="783 203 847 241">/h/</p> 
	<p data-bbox="762 1093 863 1131">/hee/</p> 

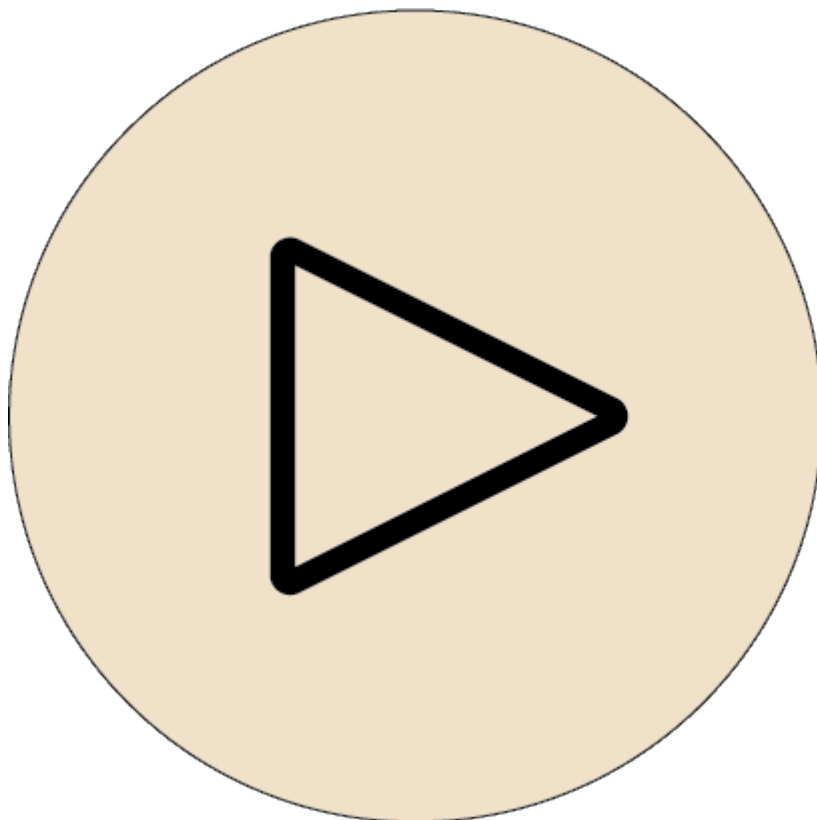
Letter name	Letter sound
I	<p data-bbox="783 203 847 241">/i/</p> 
	<p data-bbox="772 1093 858 1131">/ii/</p> 

Letter name

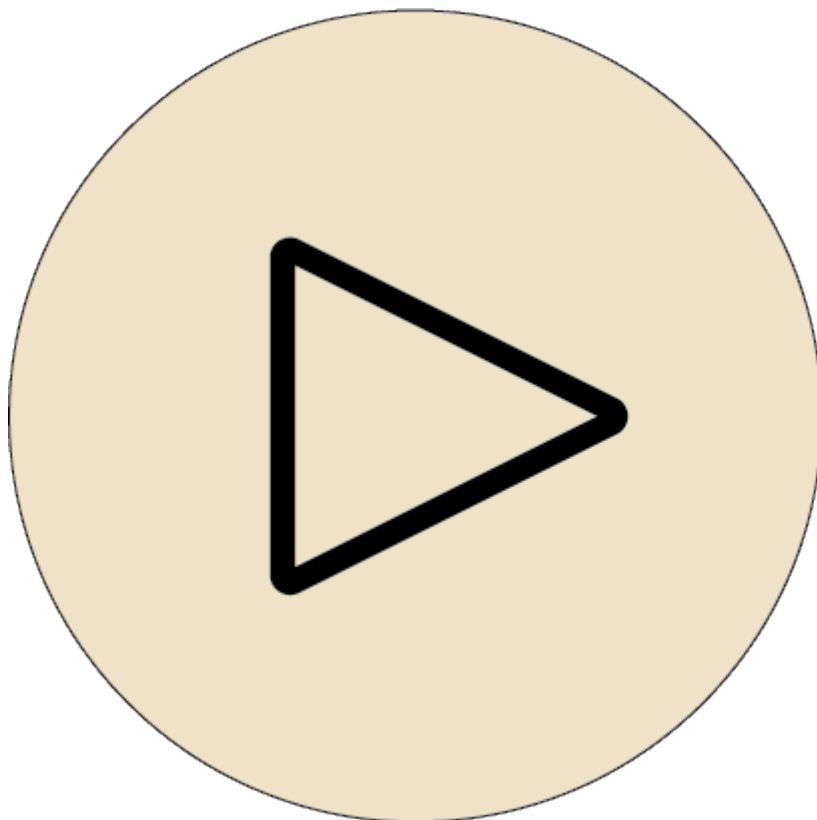
Letter sound

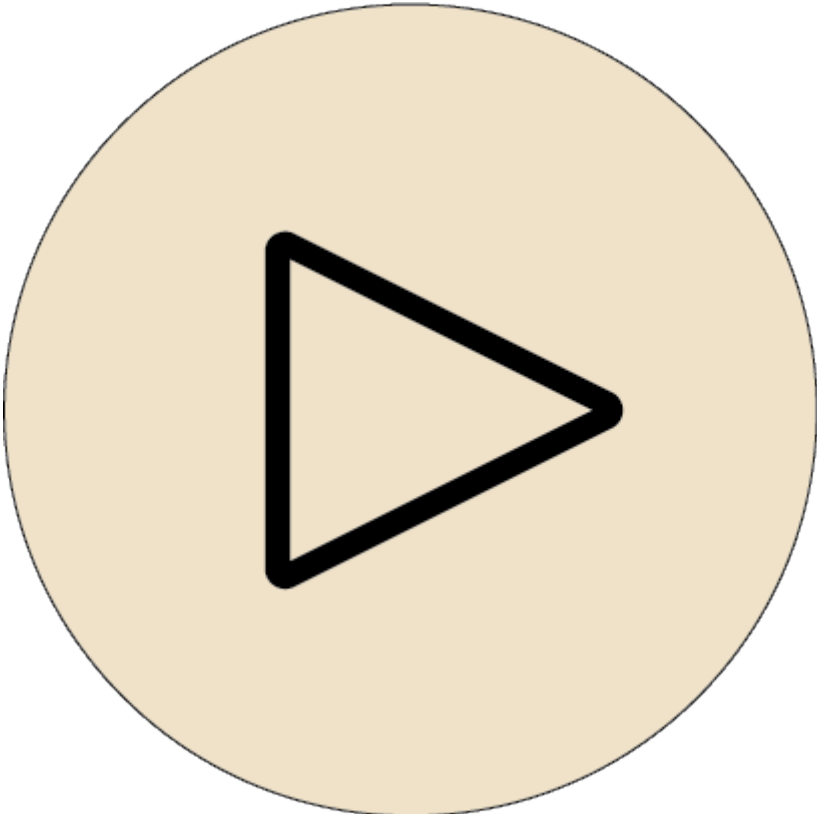
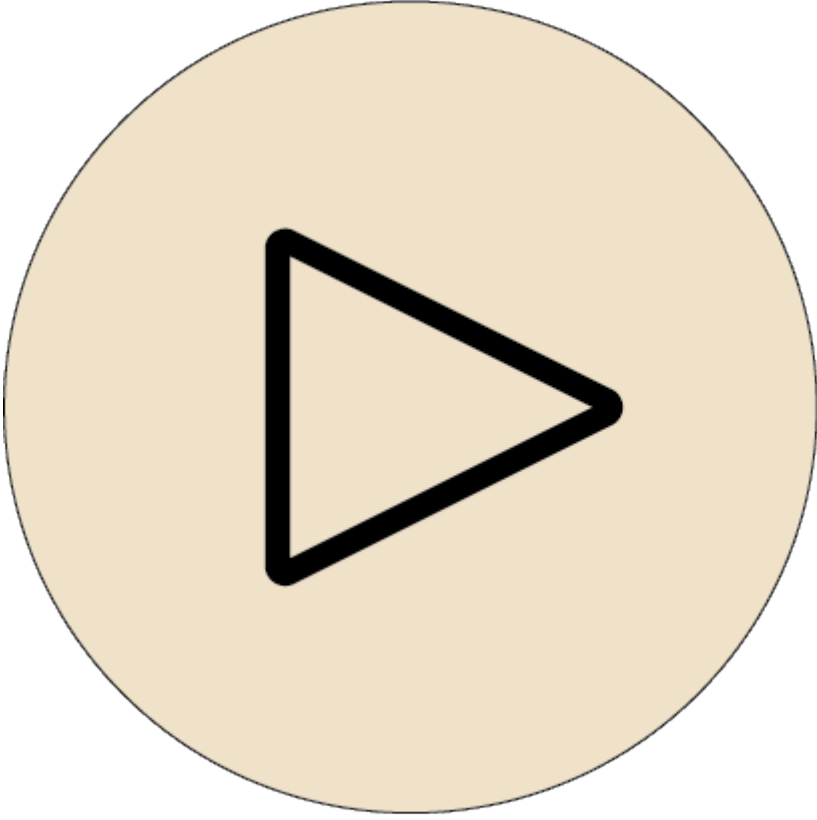
J

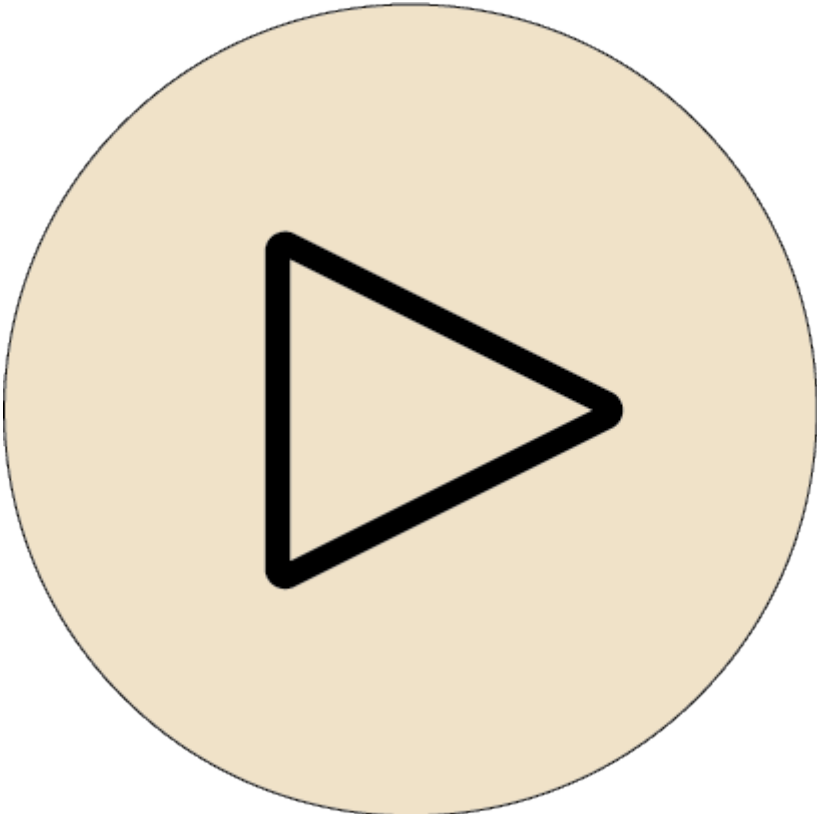
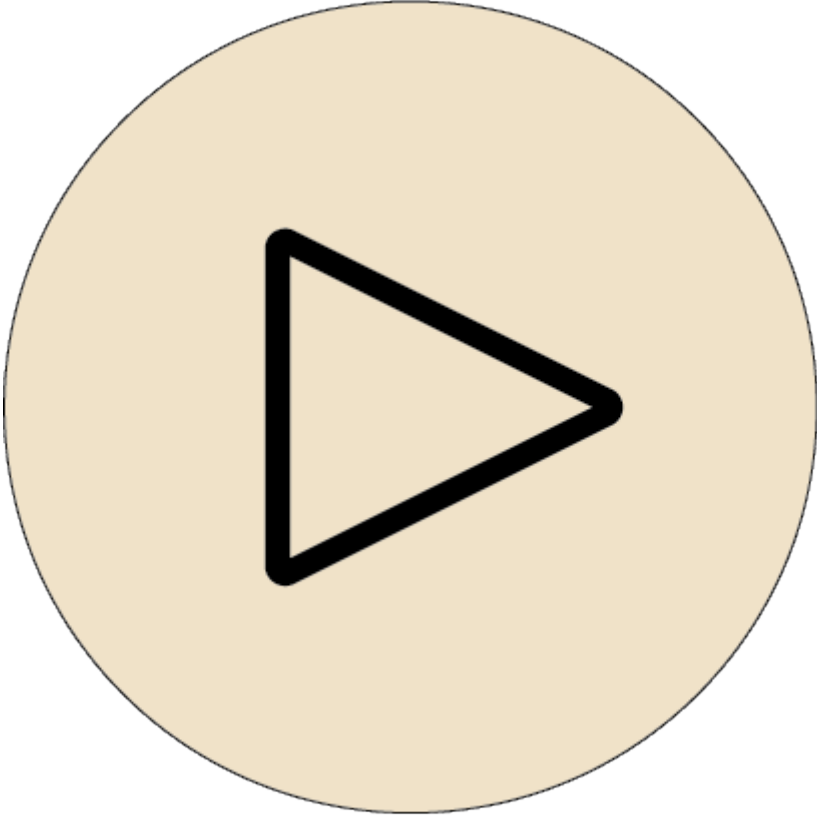
/j/

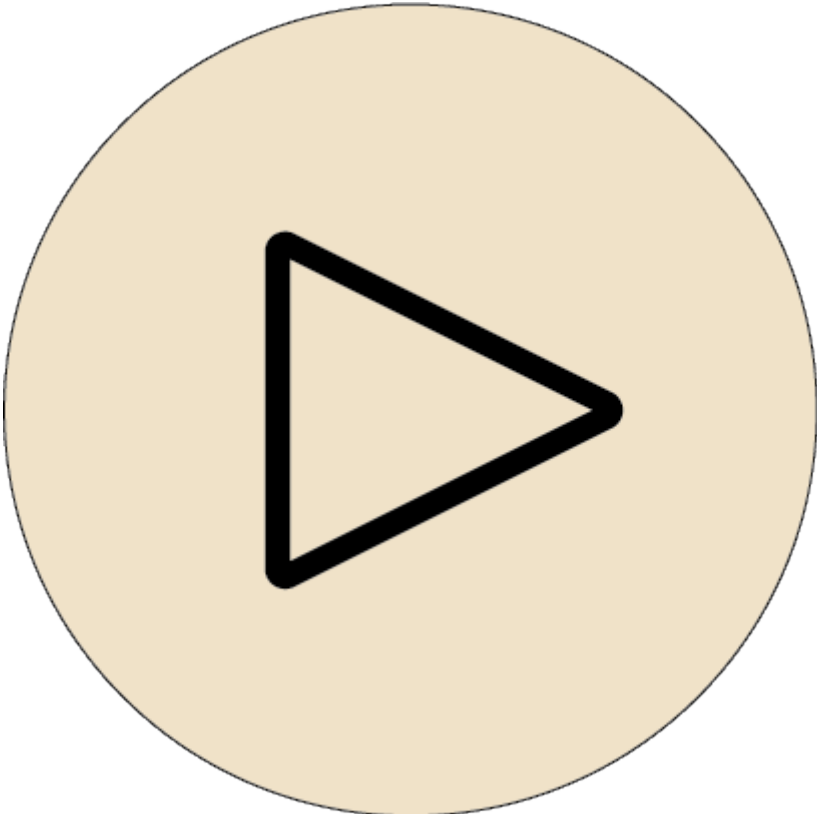
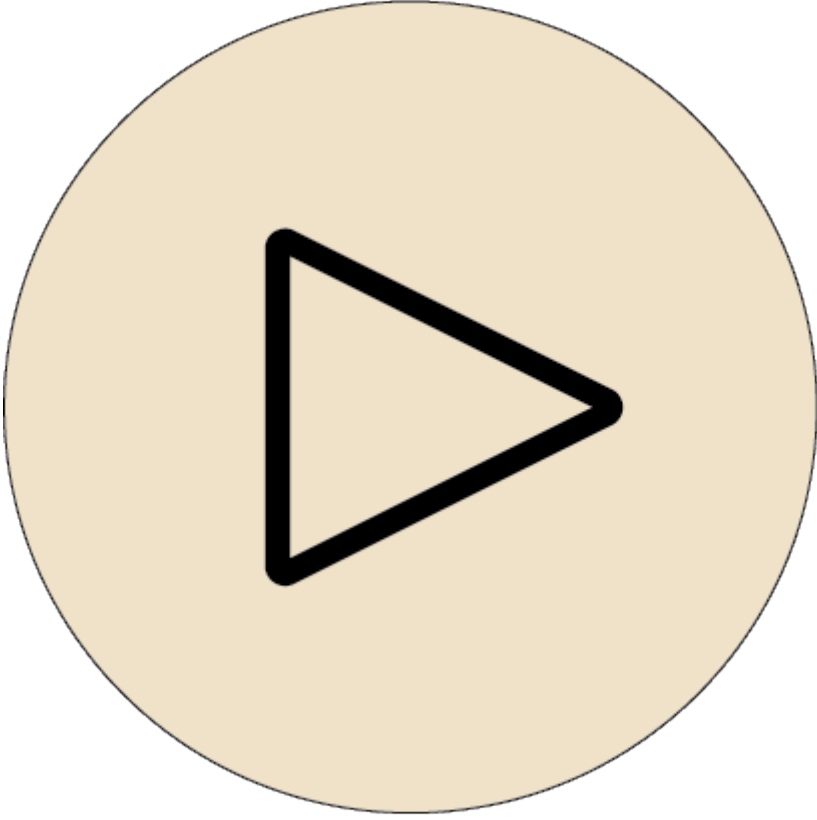


/jee/



Letter name	Letter sound
K	<p data-bbox="783 203 847 241">/k/</p> 
	<p data-bbox="762 1093 863 1131">/kee/</p> 

Letter name	Letter sound
L	<p data-bbox="783 203 847 241">/l/</p> 
	<p data-bbox="762 1093 863 1131">/lee/</p> 

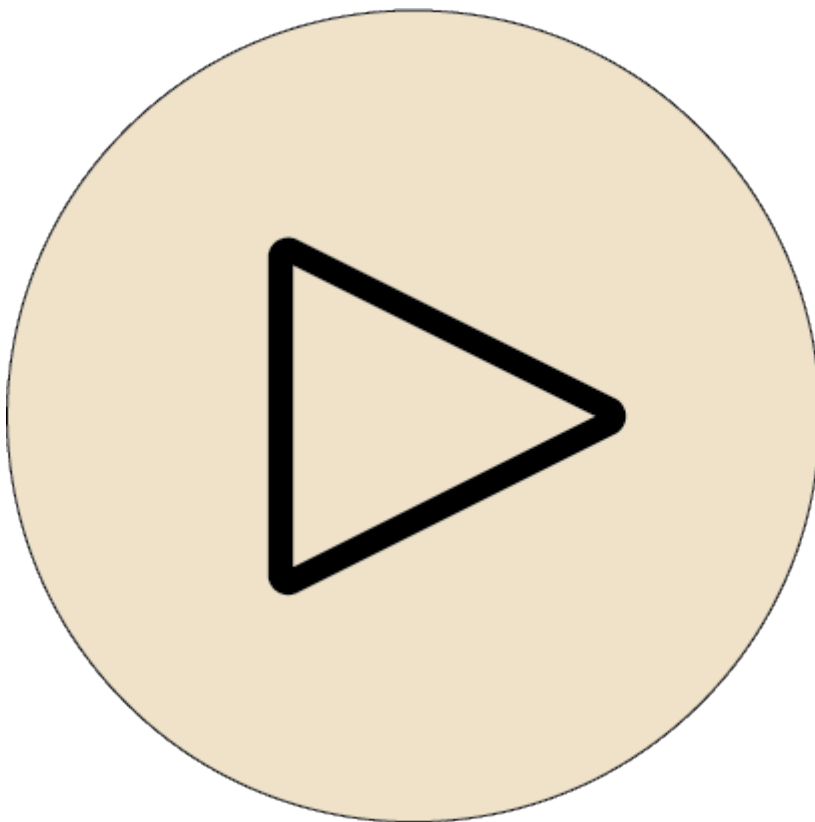
Letter name	Letter sound
M	<p data-bbox="783 203 847 241">/m/</p> 
	<p data-bbox="762 1093 863 1131">/mee/</p> 

Letter name

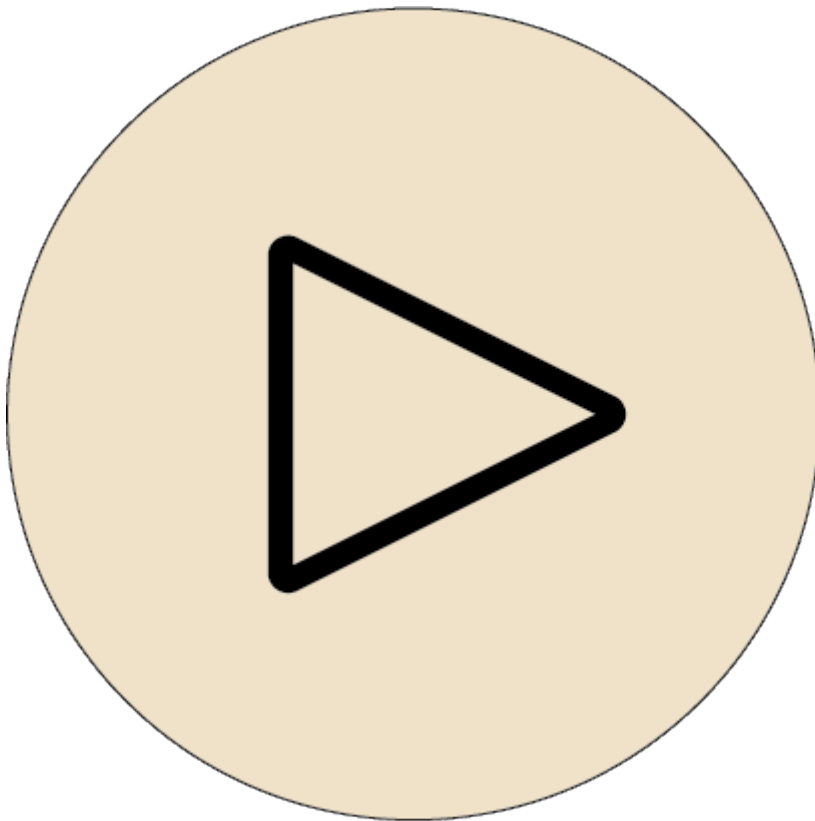
Letter sound

N

/n/



/nee/

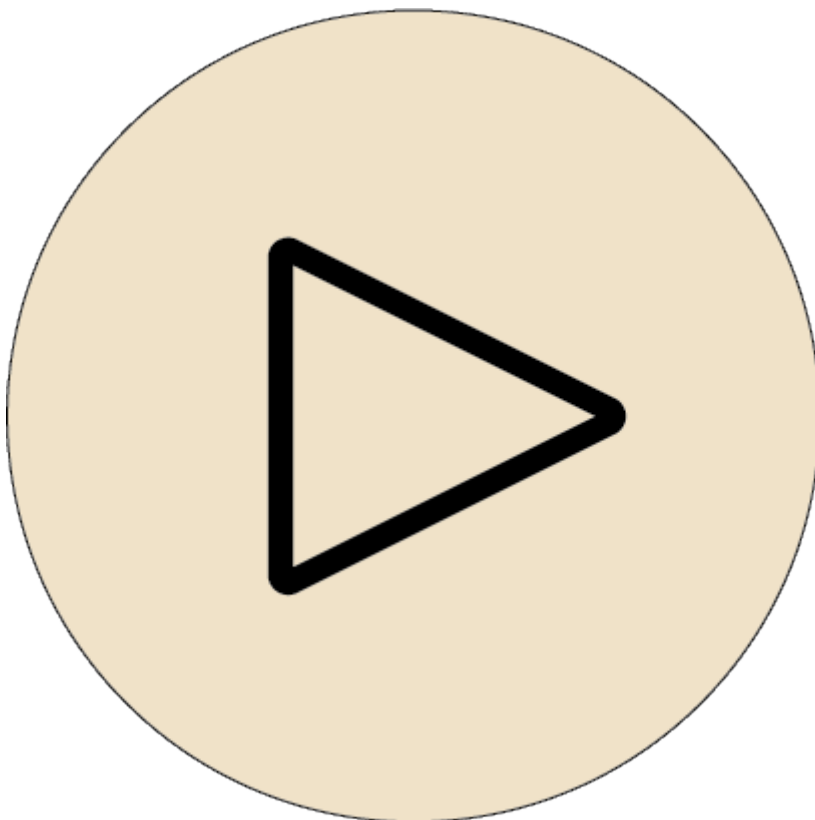


Letter name

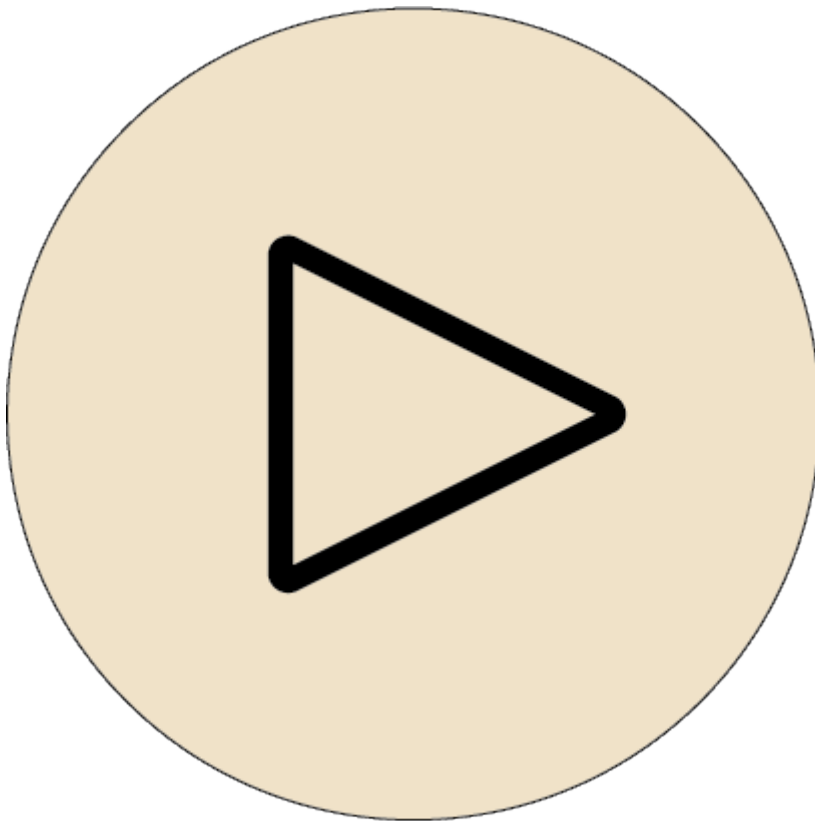
Letter sound

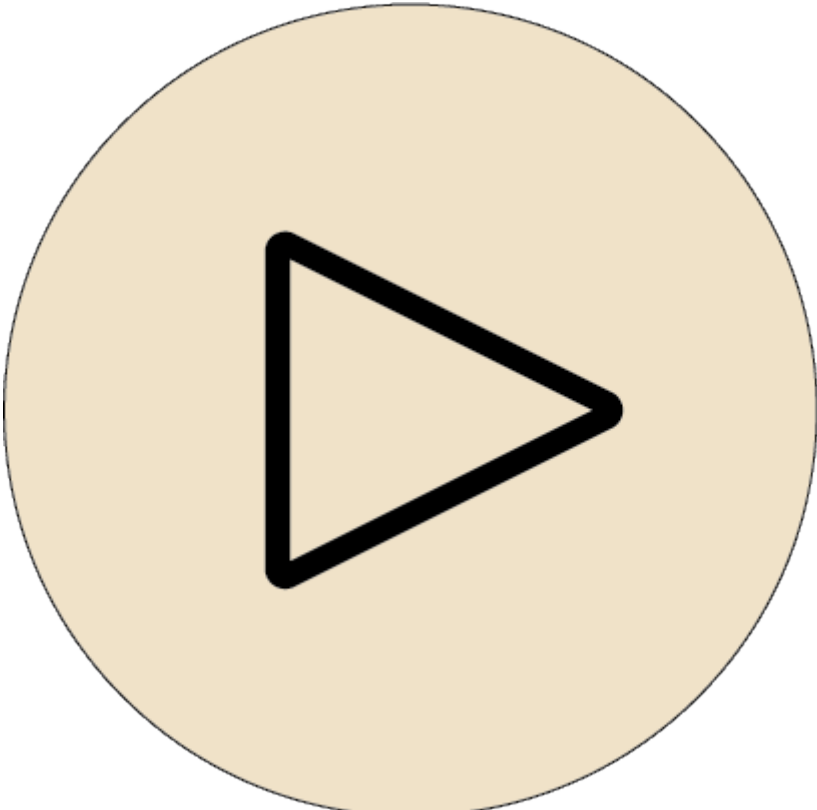
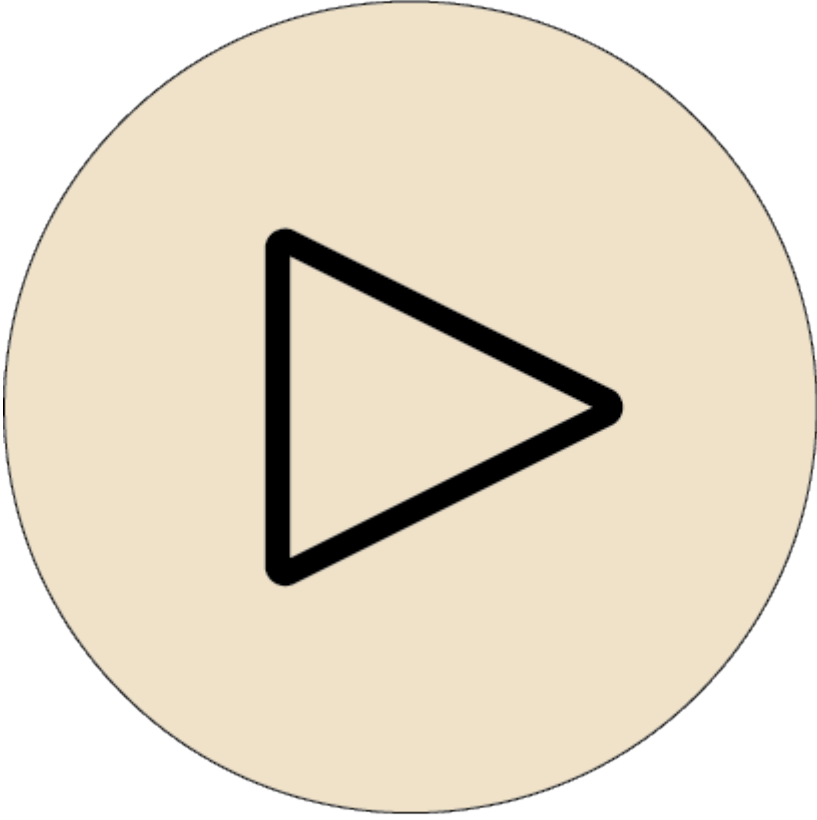
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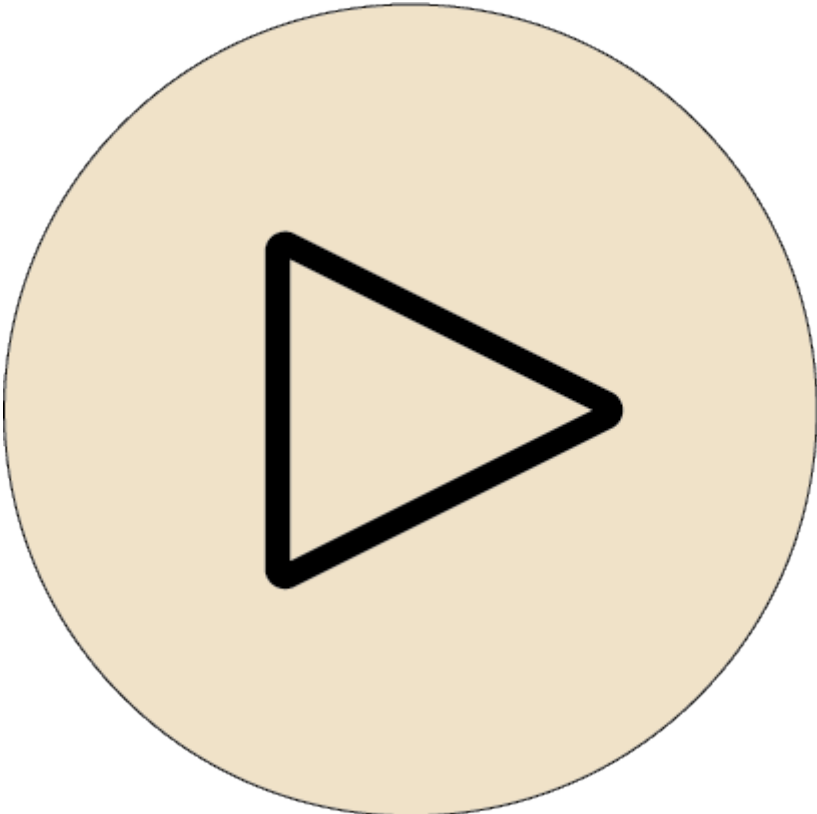
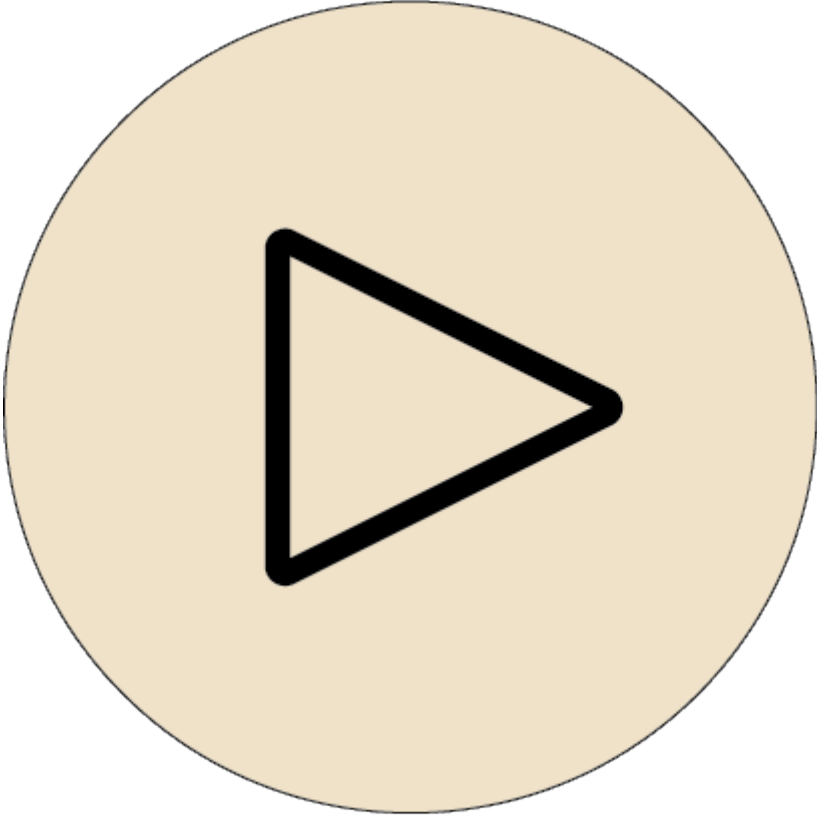
/o/

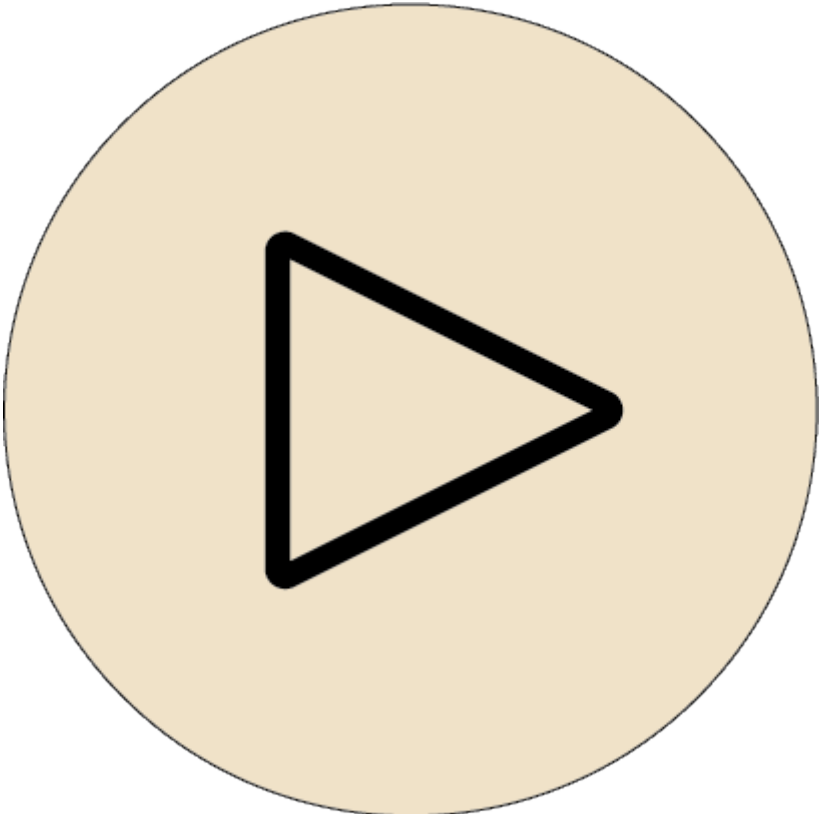
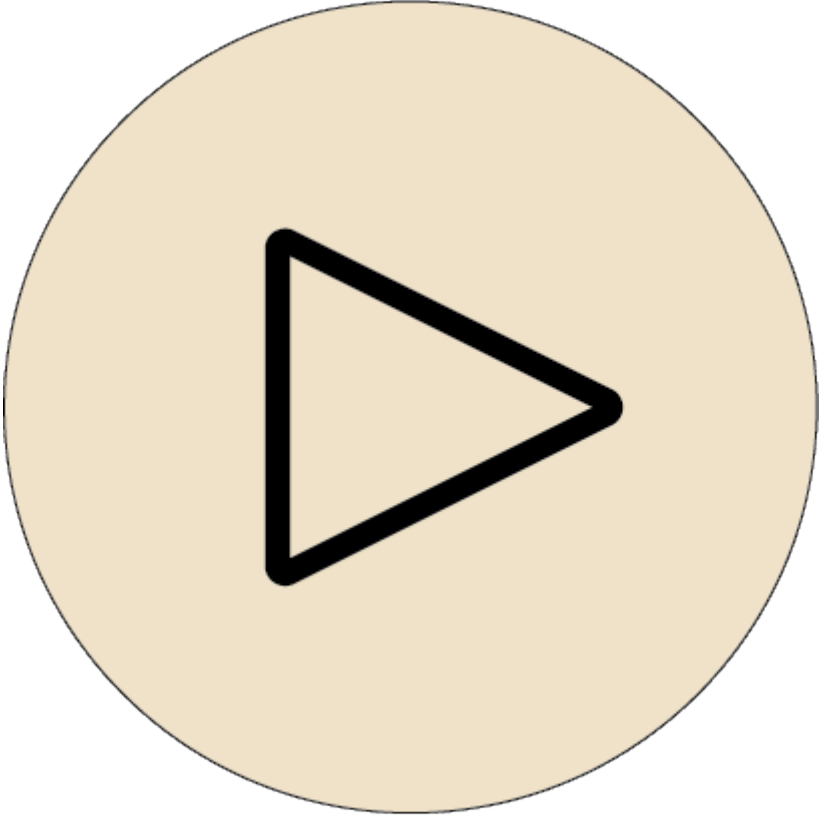


/oo/



Letter name	Letter sound
P	<p data-bbox="783 203 847 248">/p/</p> 
	<p data-bbox="762 1093 868 1137">/pee/</p> 

Letter name	Letter sound
S	<p data-bbox="783 203 847 241">/s/</p> 
	<p data-bbox="762 1093 863 1131">/see/</p> 

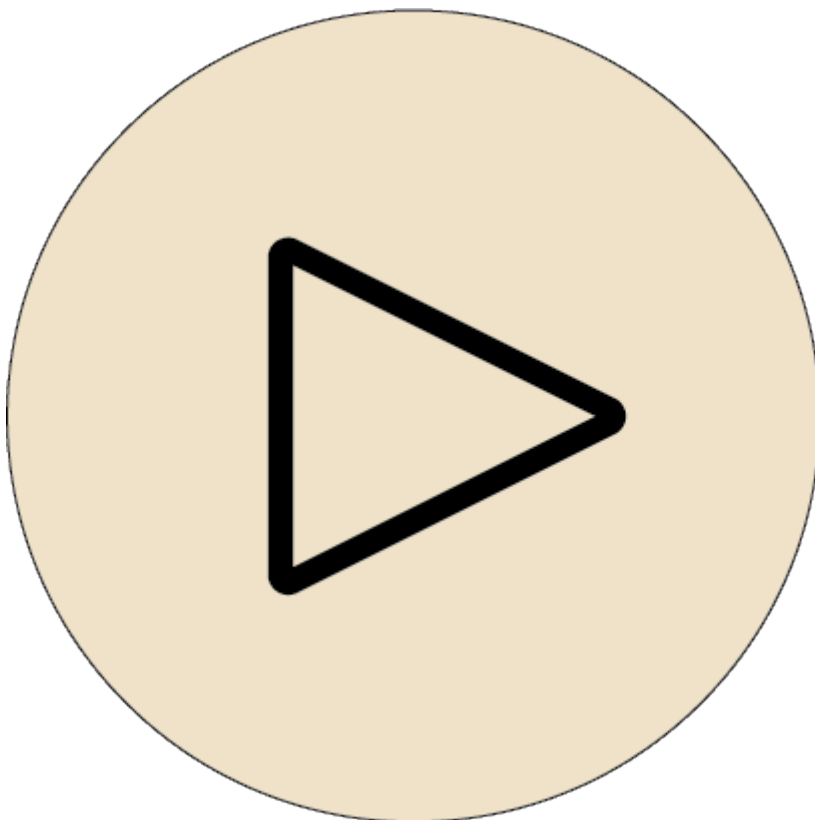
Letter name	Letter sound
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Letter name

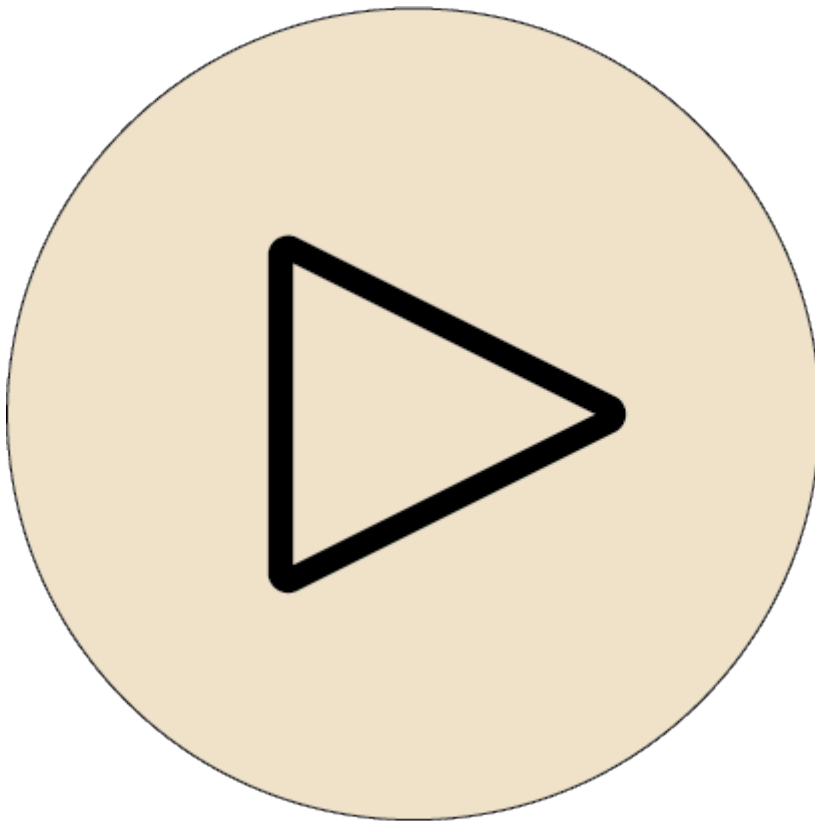
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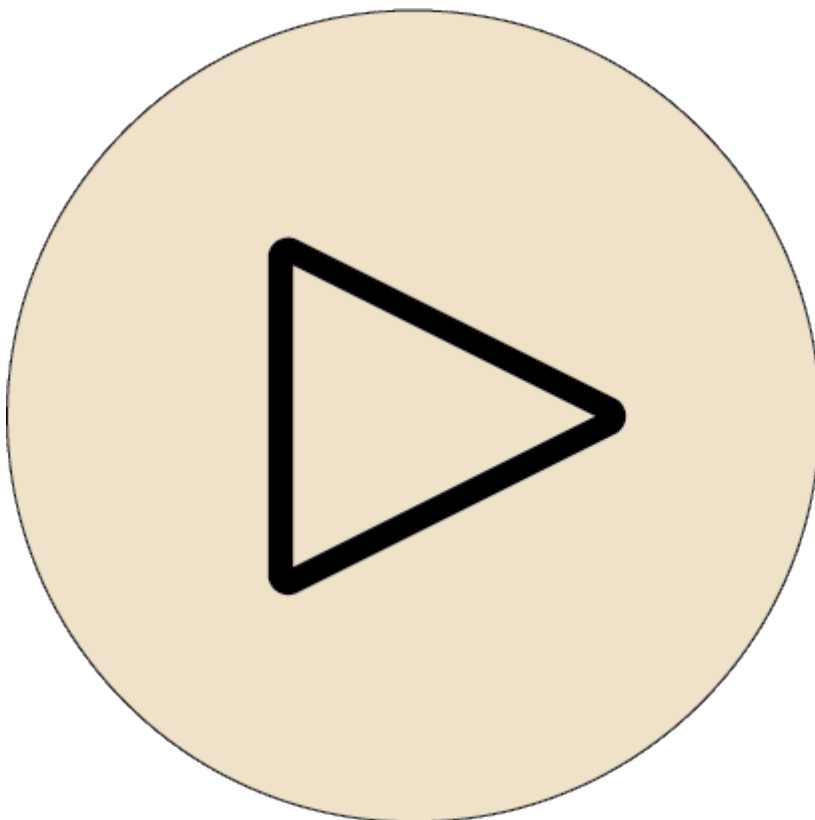


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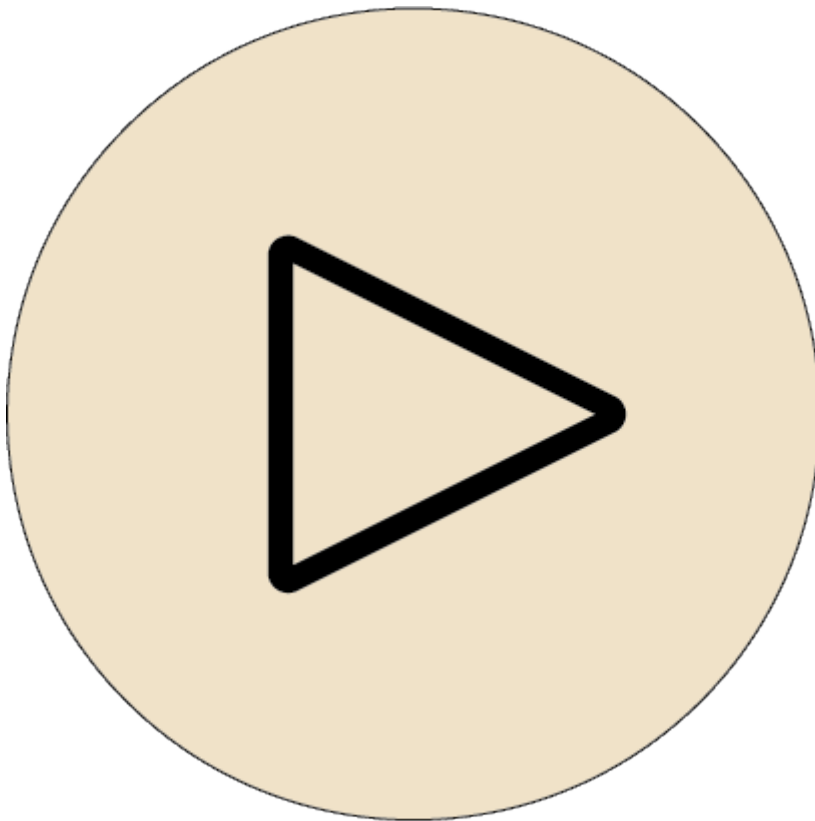
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v

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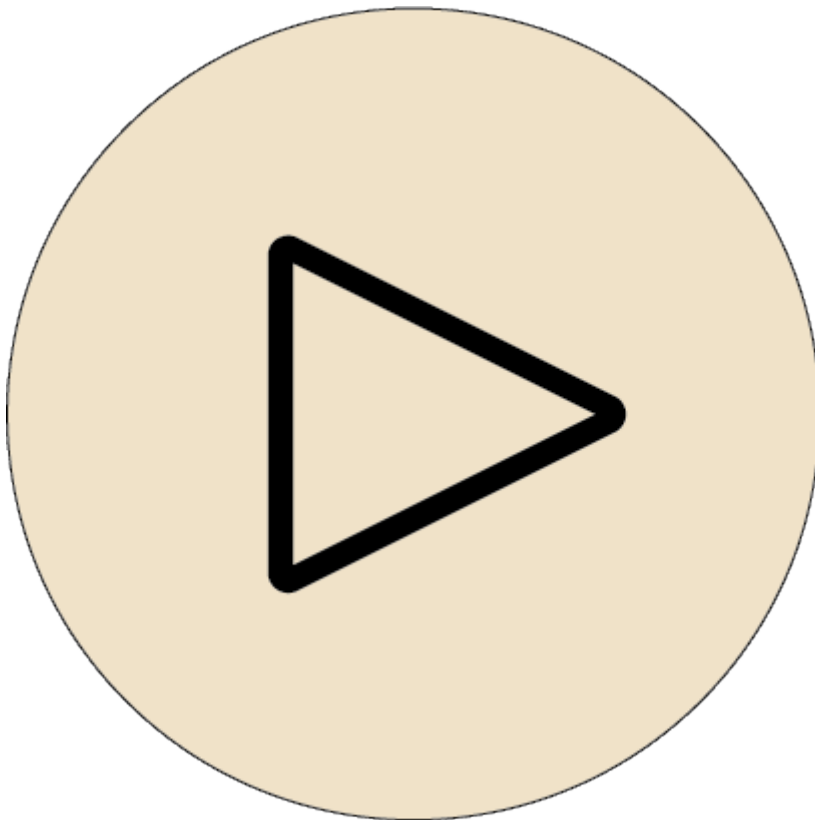


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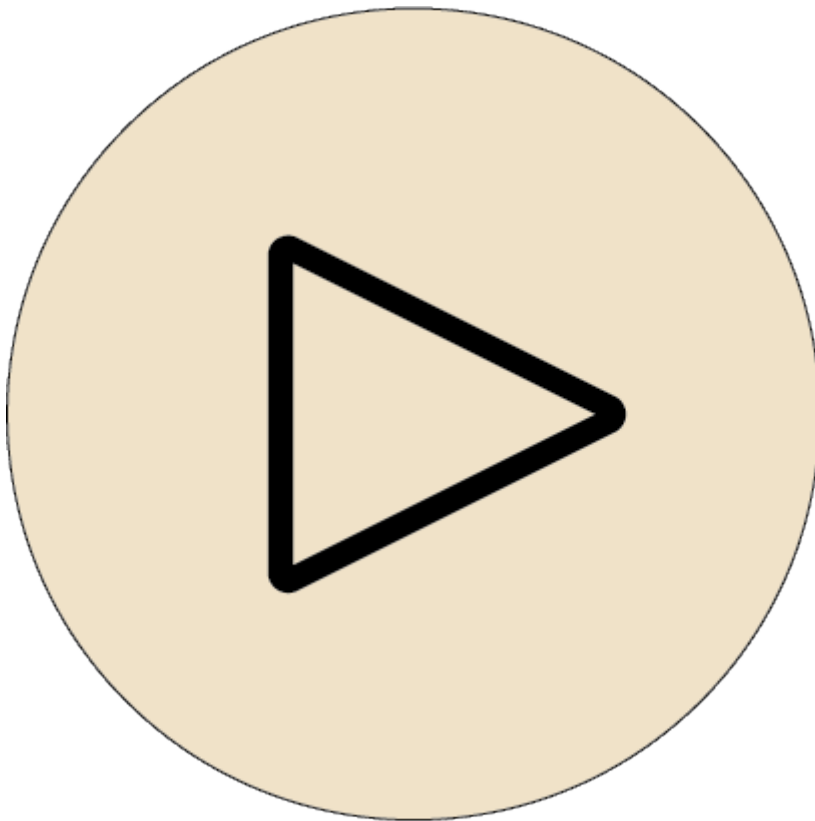
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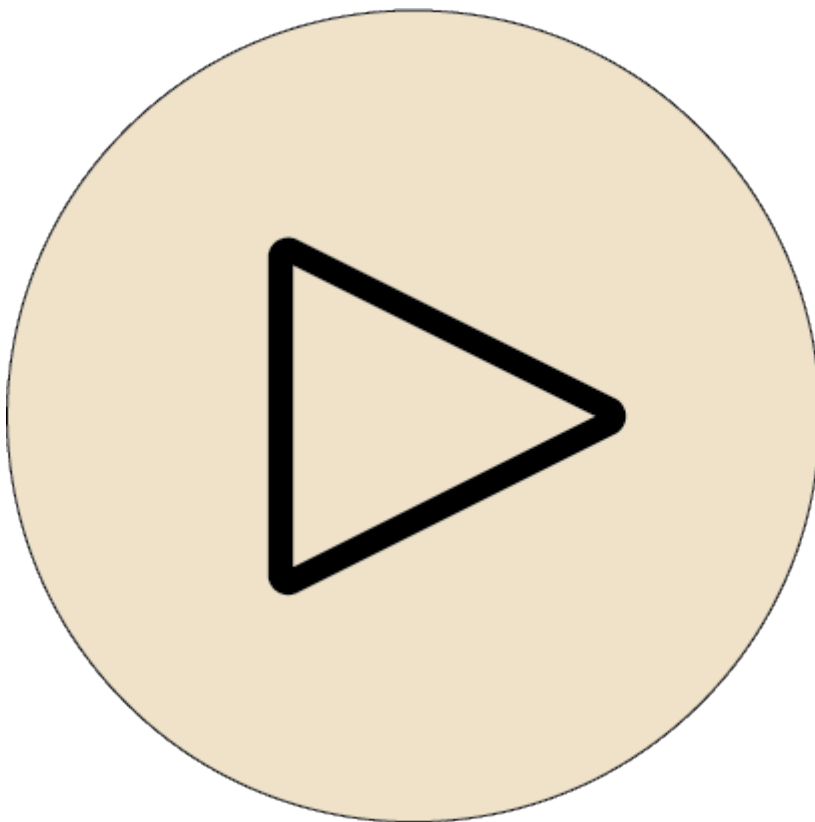


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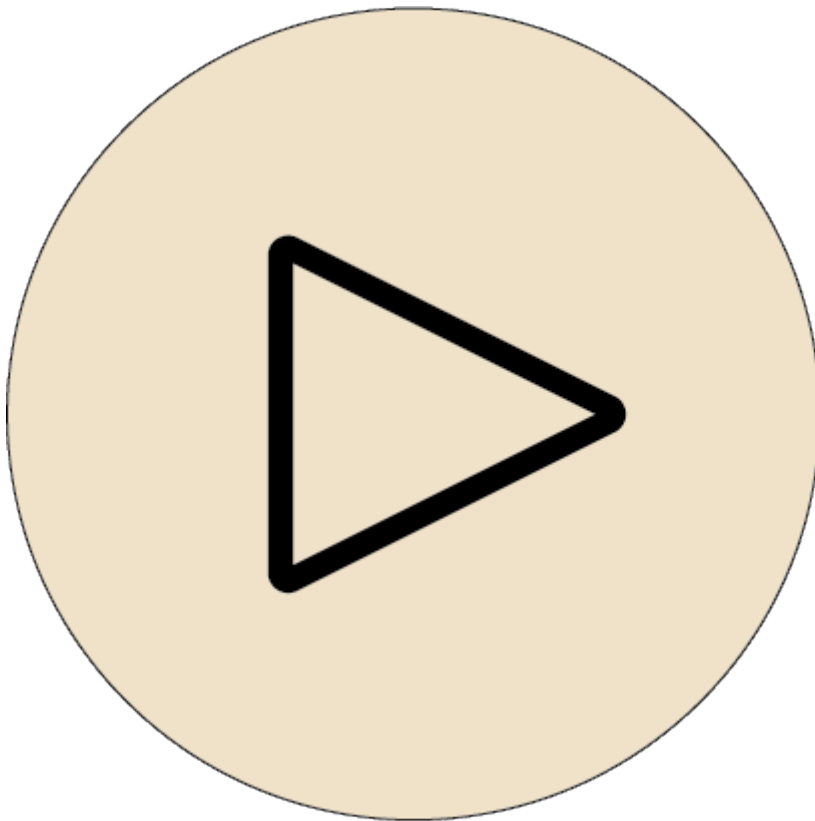
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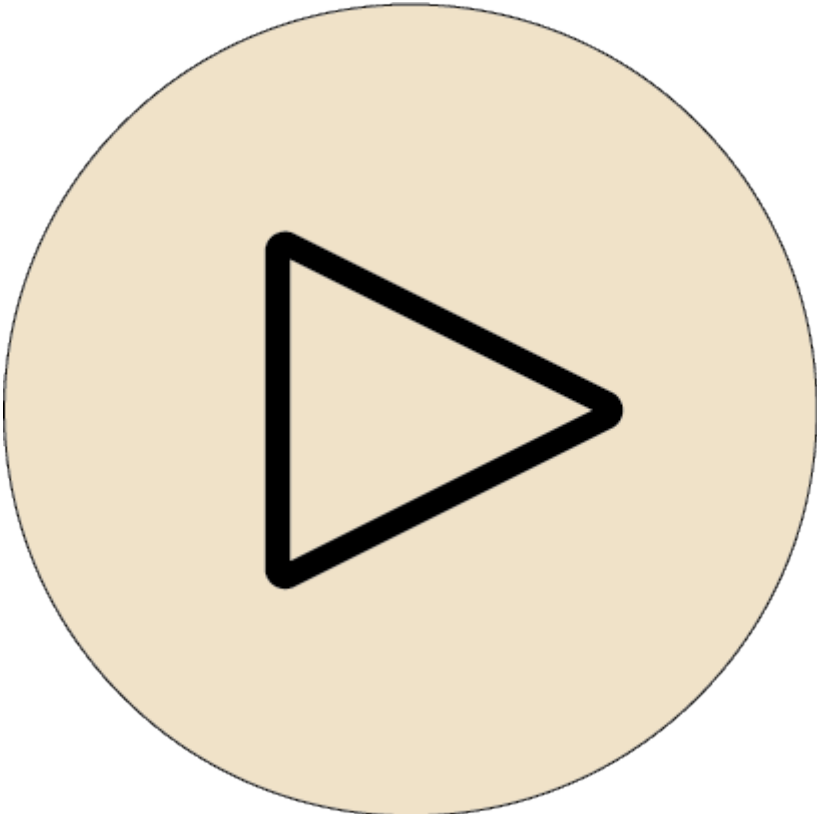
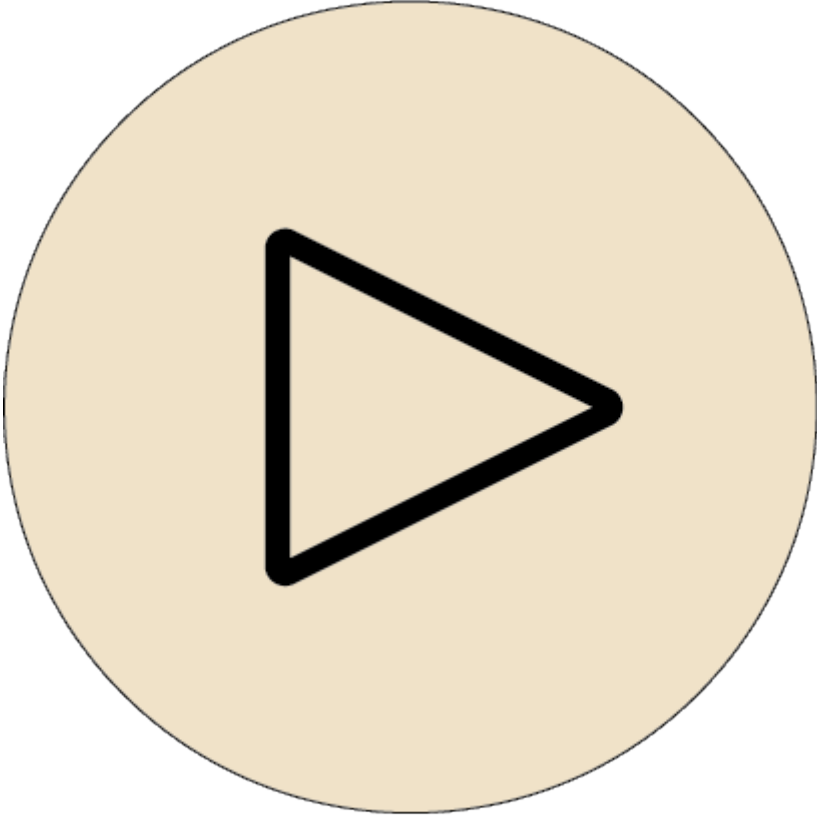
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Letter name	Letter sound
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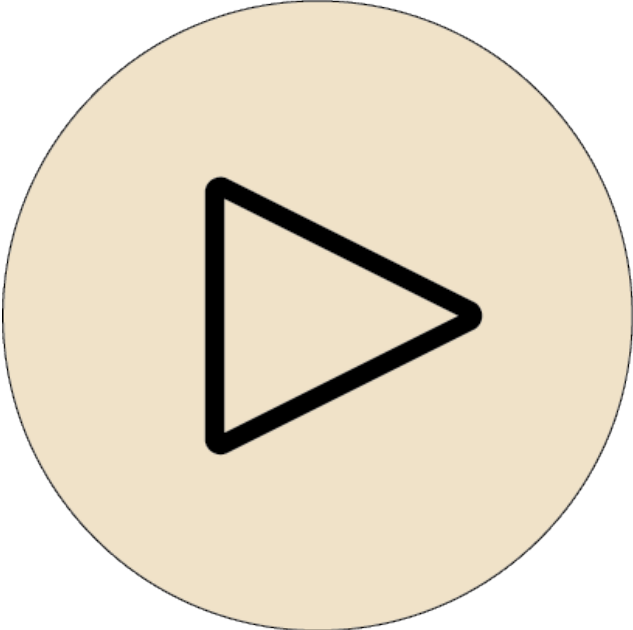
Phonological letter sounds of Otjiherero

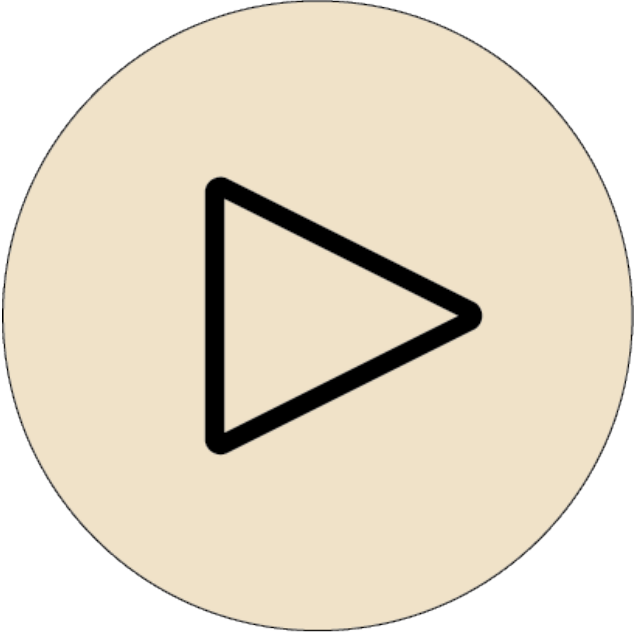
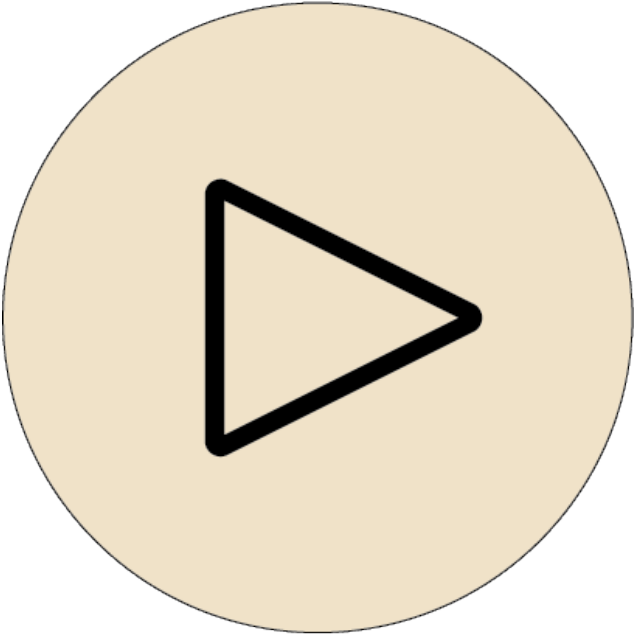
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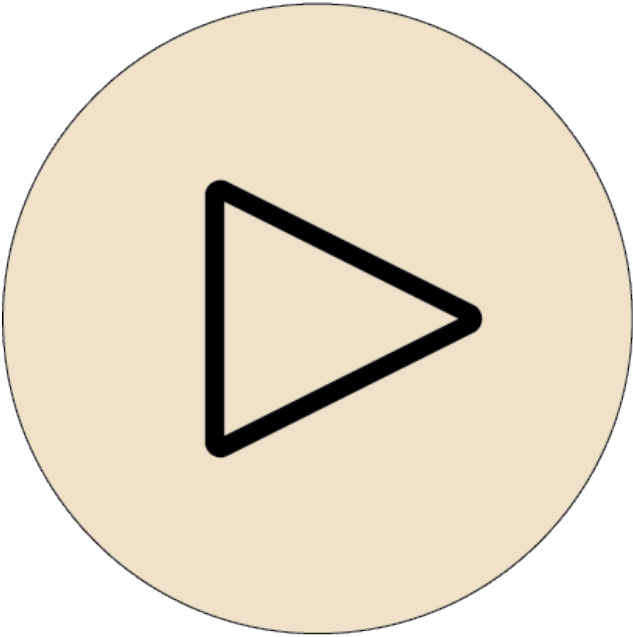
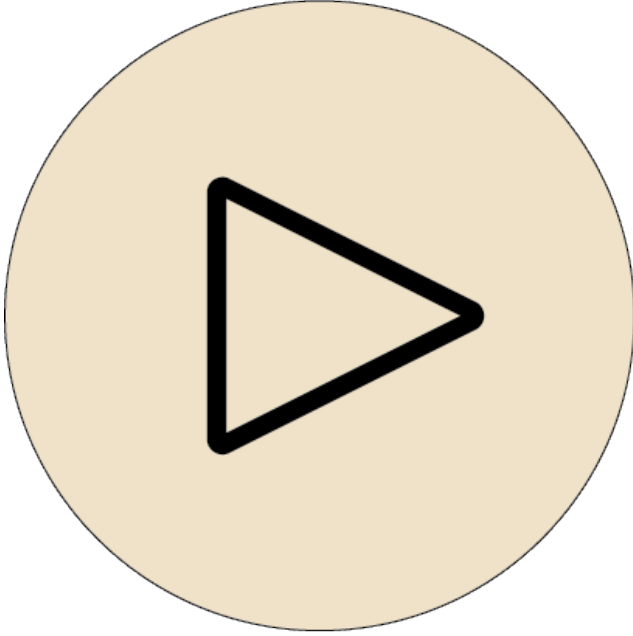
Language: Otjiherero

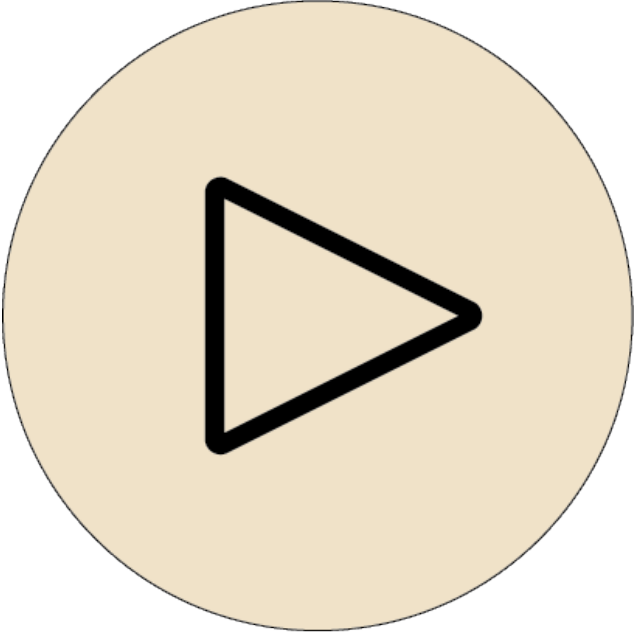
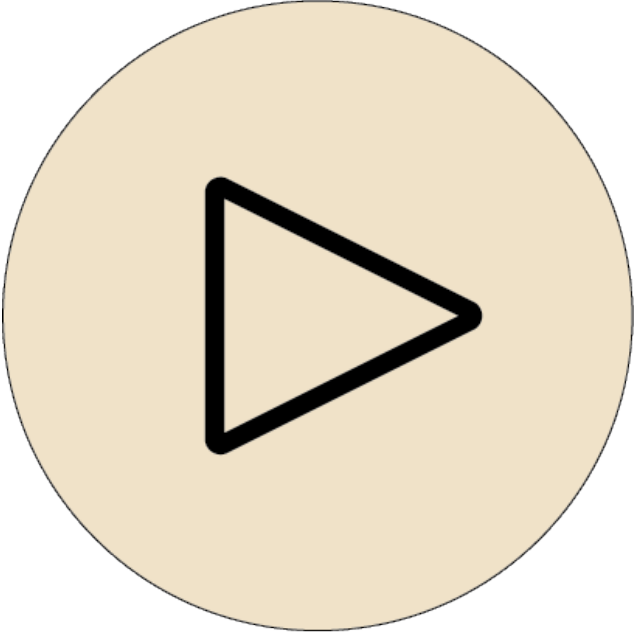
Name of Language Specialist: Dr. Hengari, Job U.

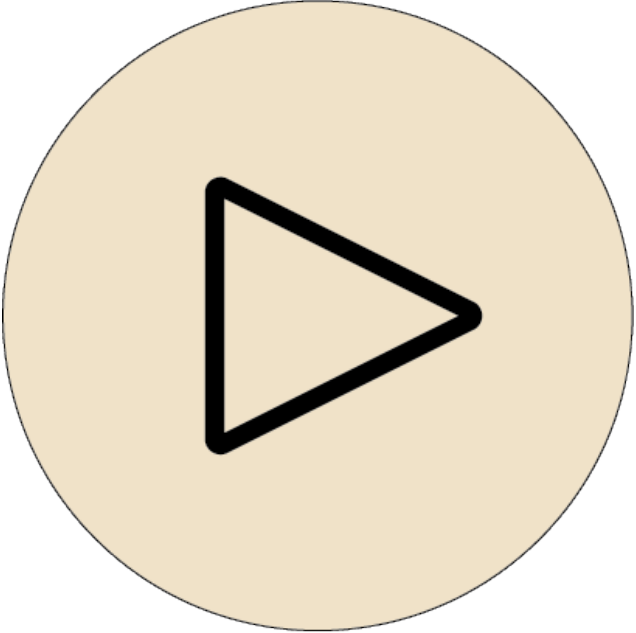
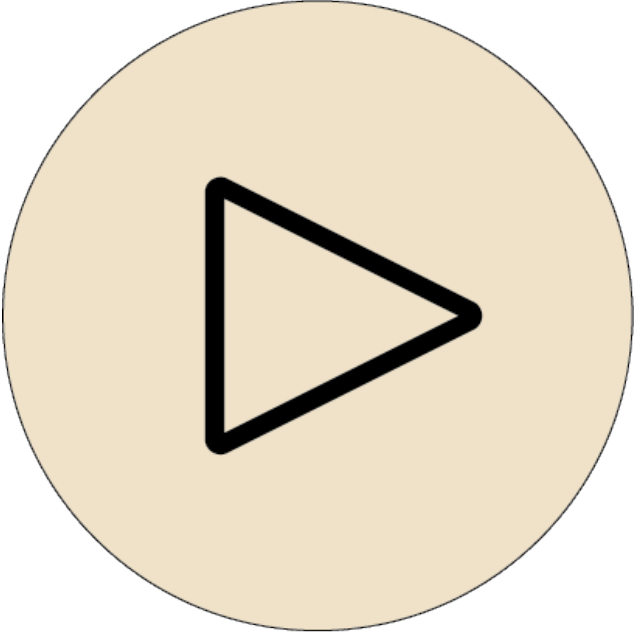
Speakers of Otjiherero are scattered all over Namibia. Predominantly the language is spoken in Khomas, Omaheke, Otjozondjupa, Kunene Regions.

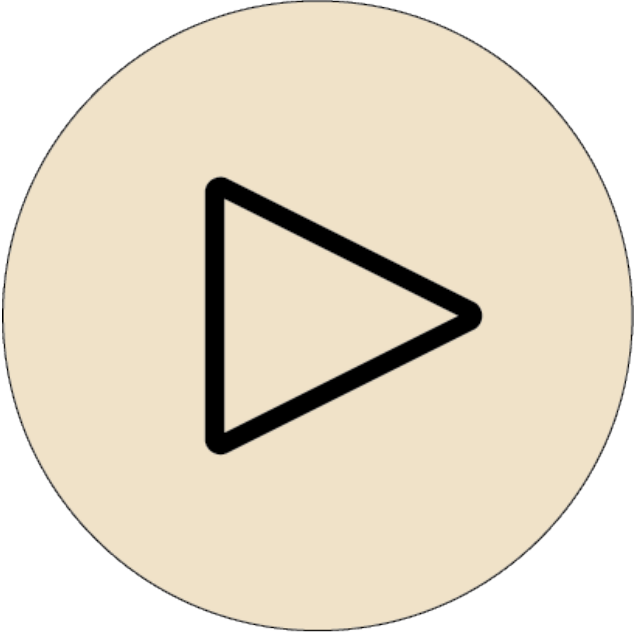
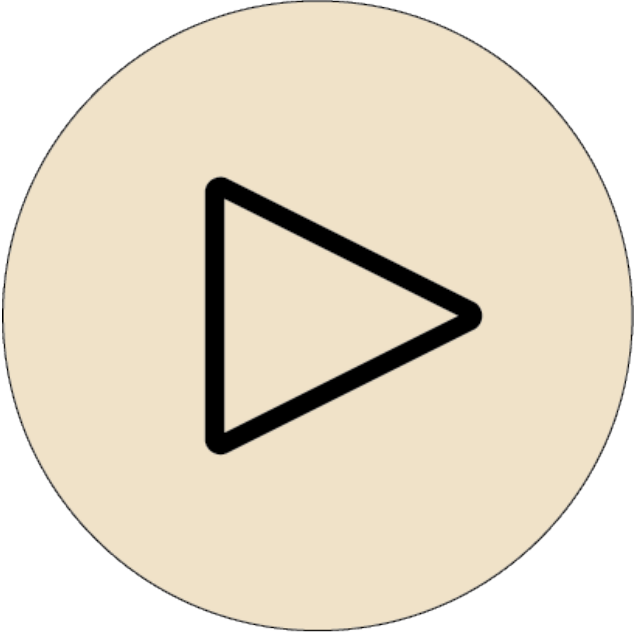
Letter name	Letter sound
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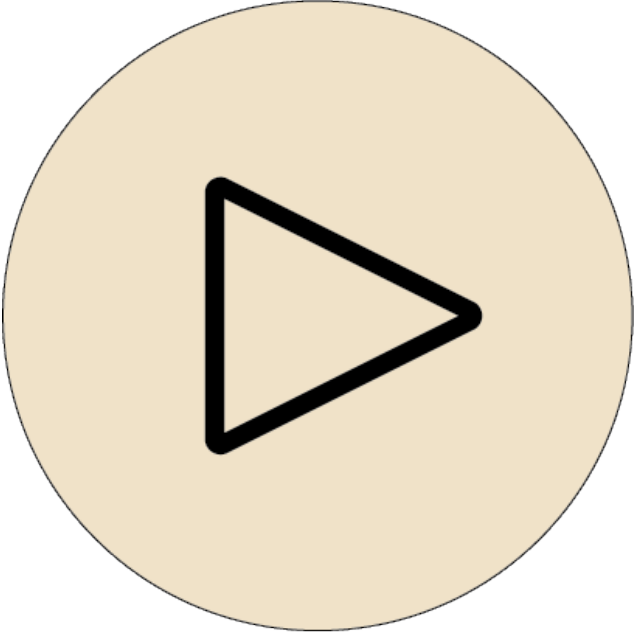
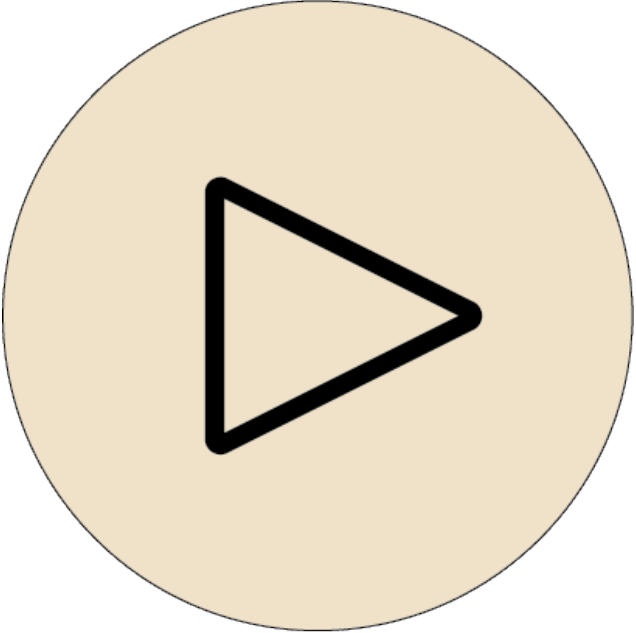
Letter name	Letter sound
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D	<p data-bbox="1114 882 1166 916">/d/</p> 

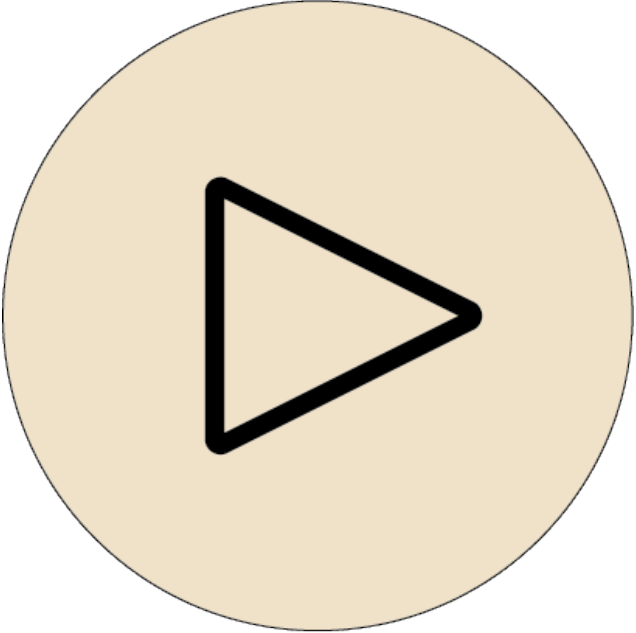
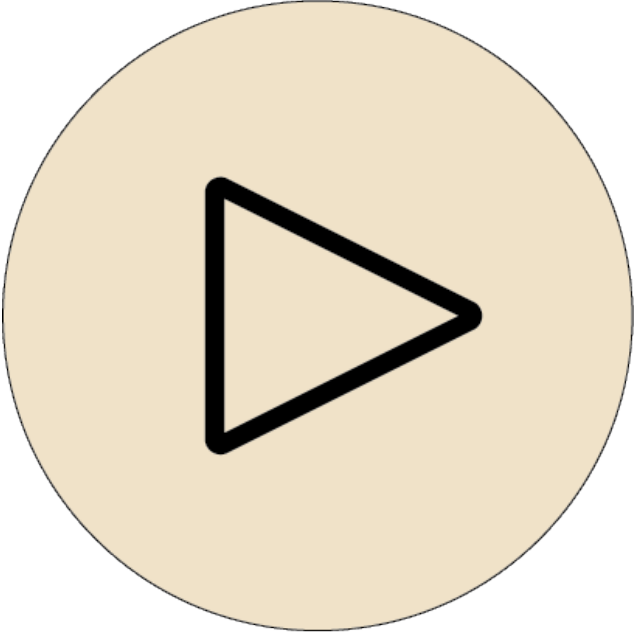
Letter name	Letter sound
	
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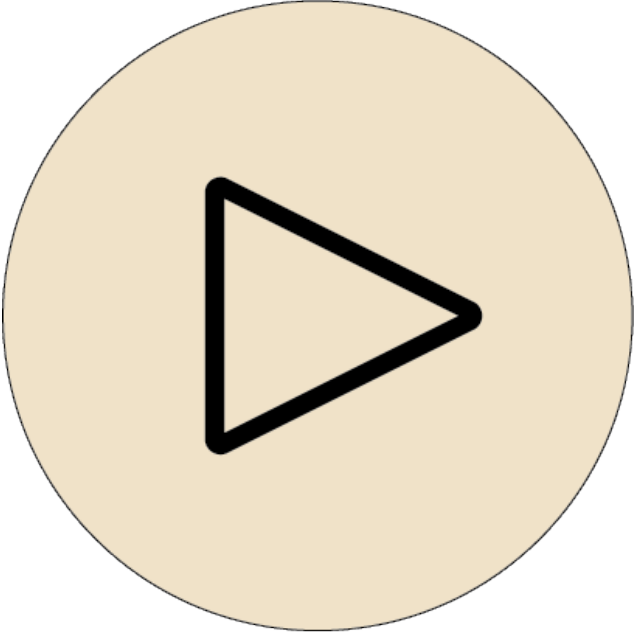
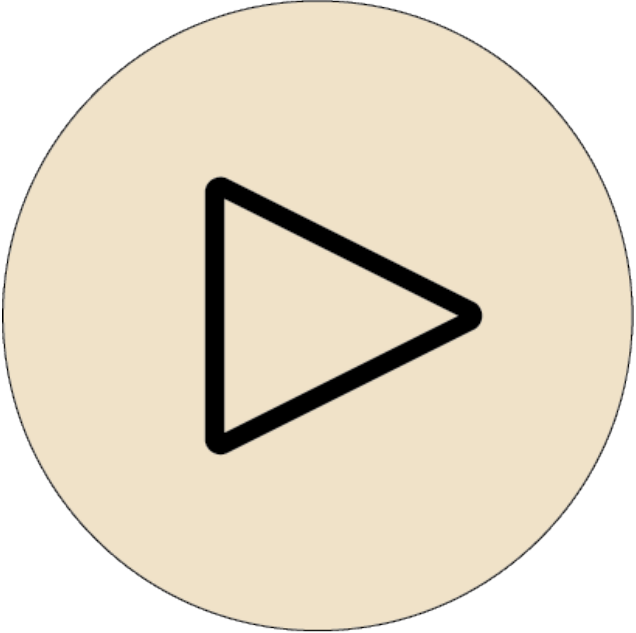
Letter name	Letter sound
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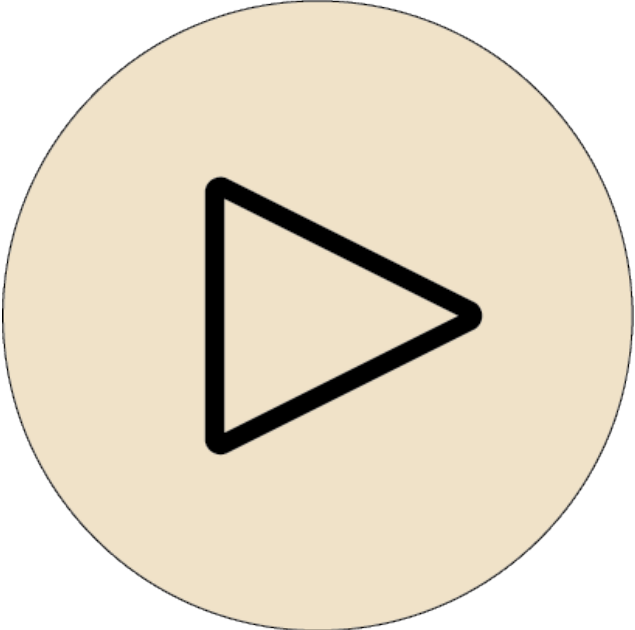
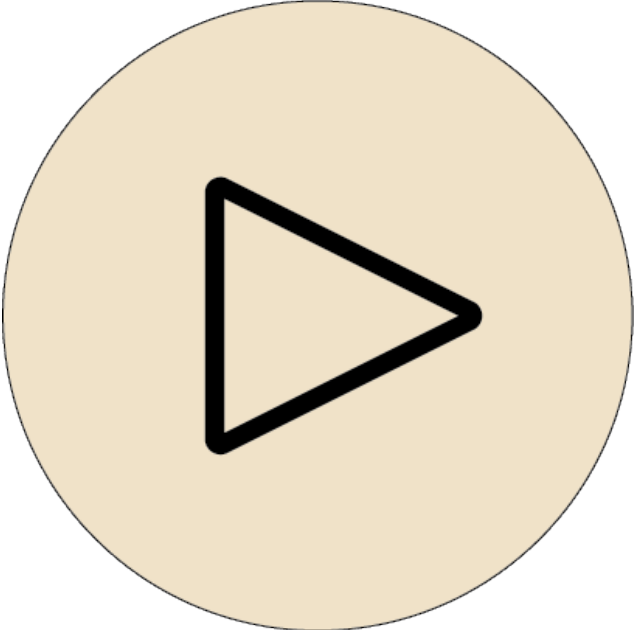
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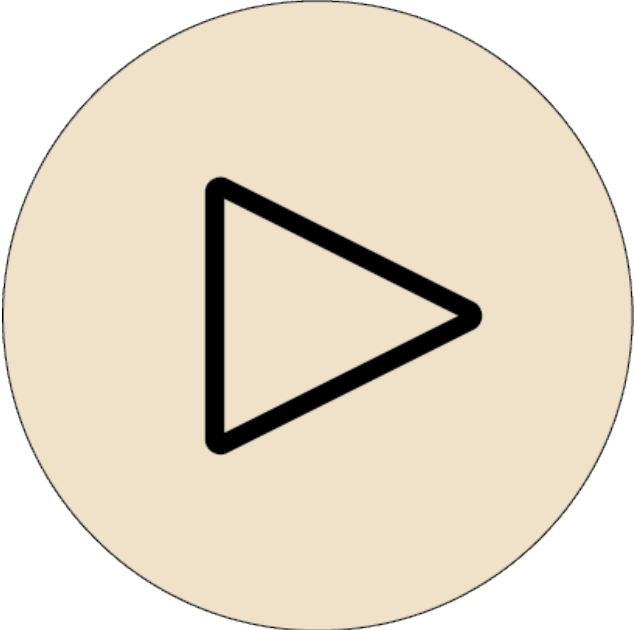
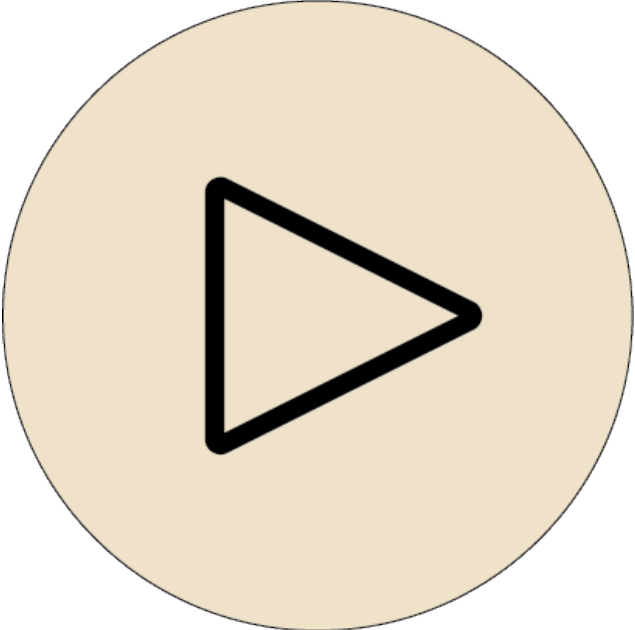
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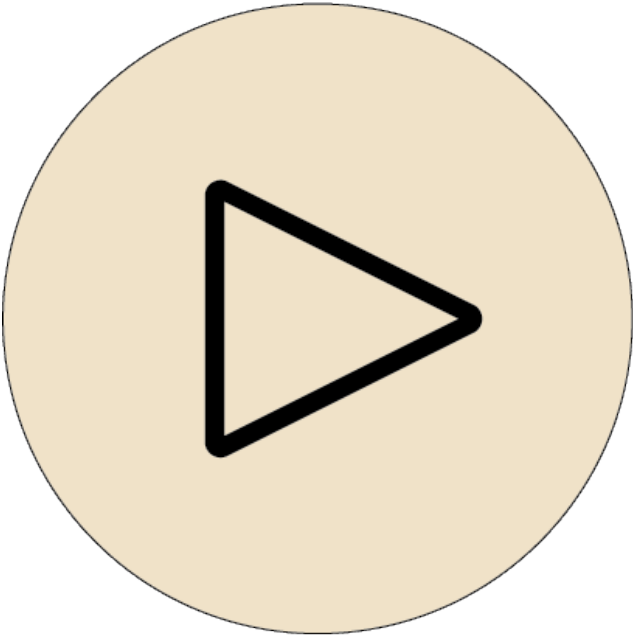
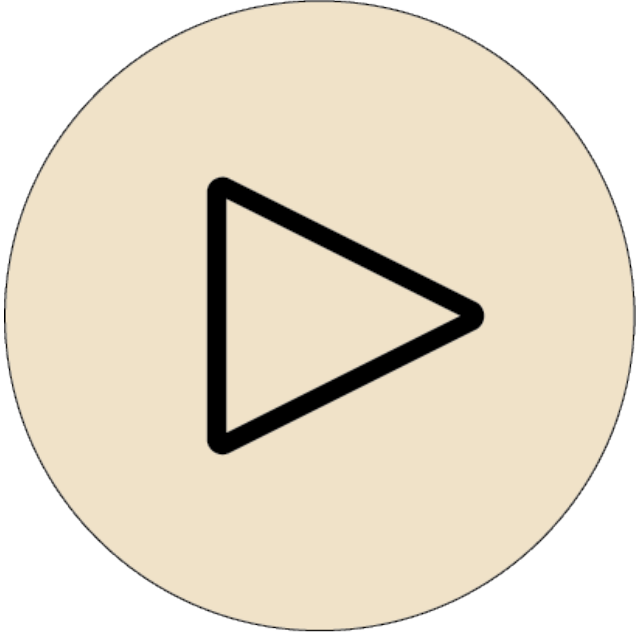
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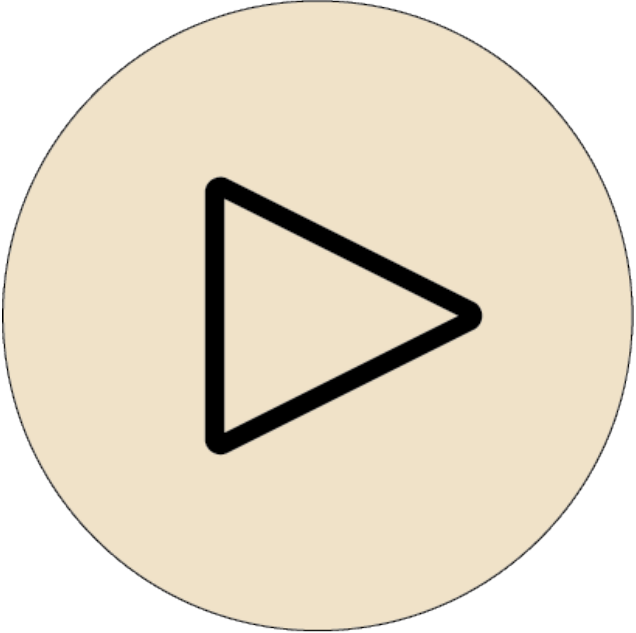
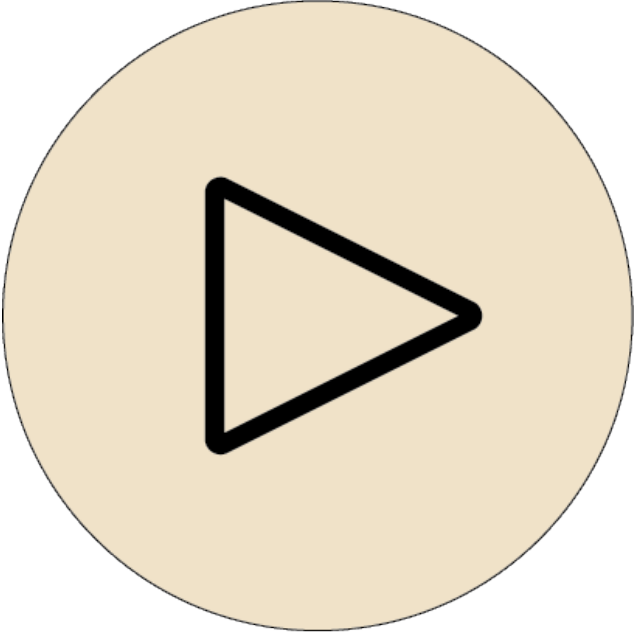
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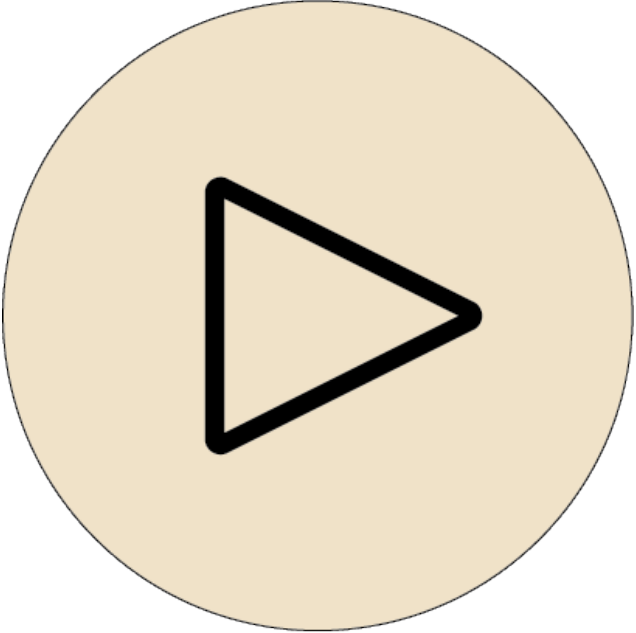
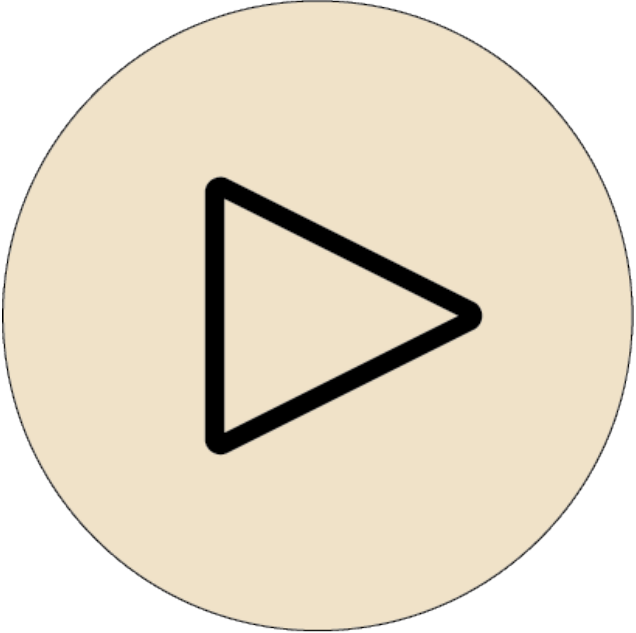
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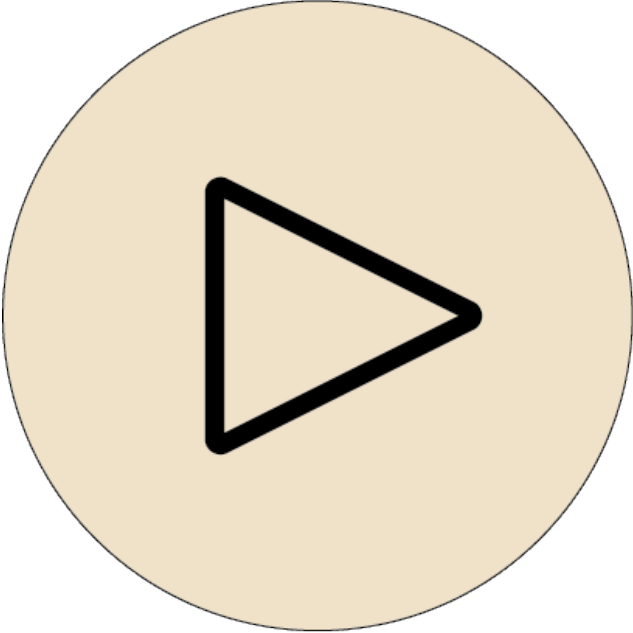
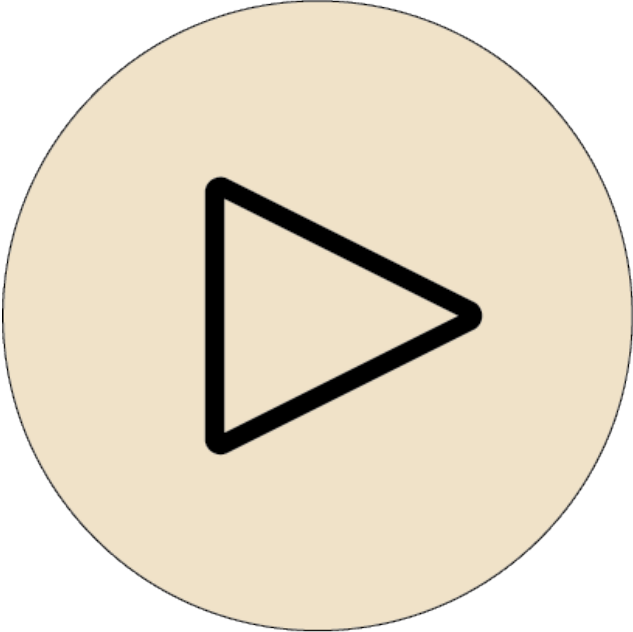
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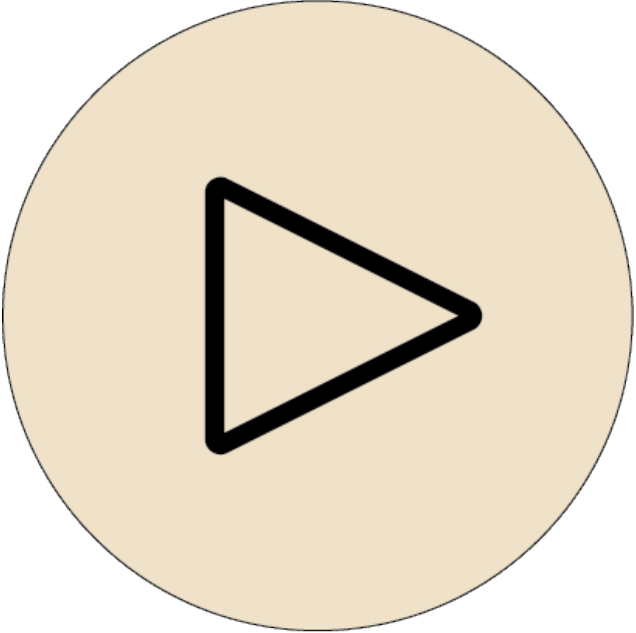
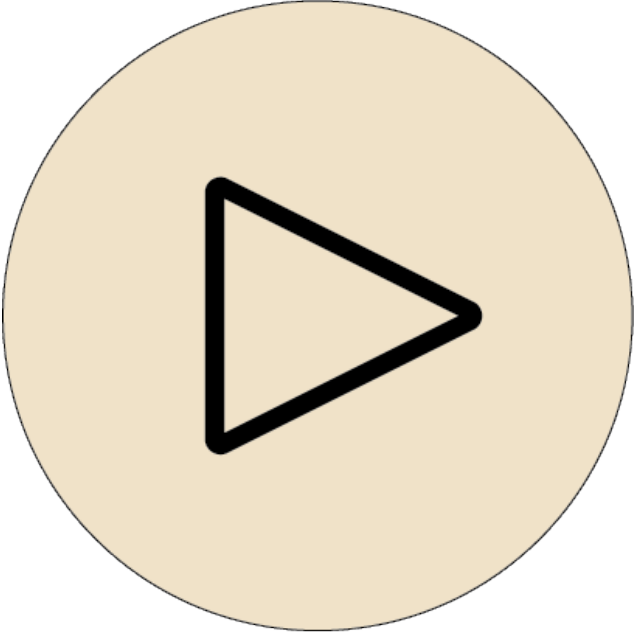
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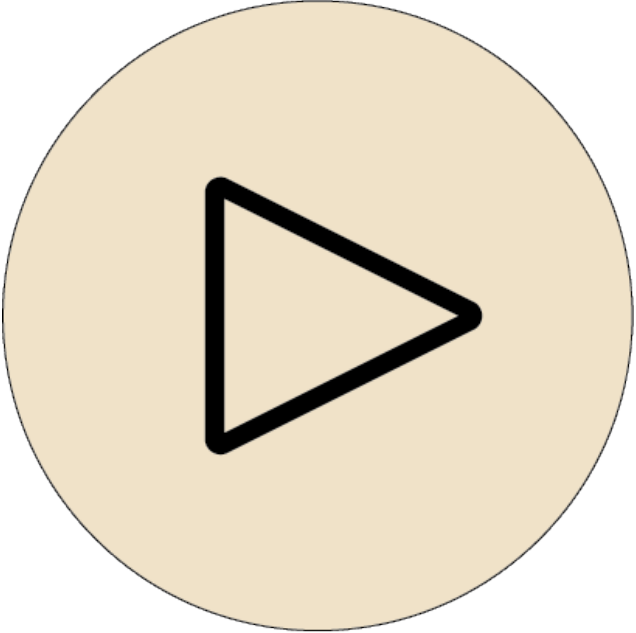
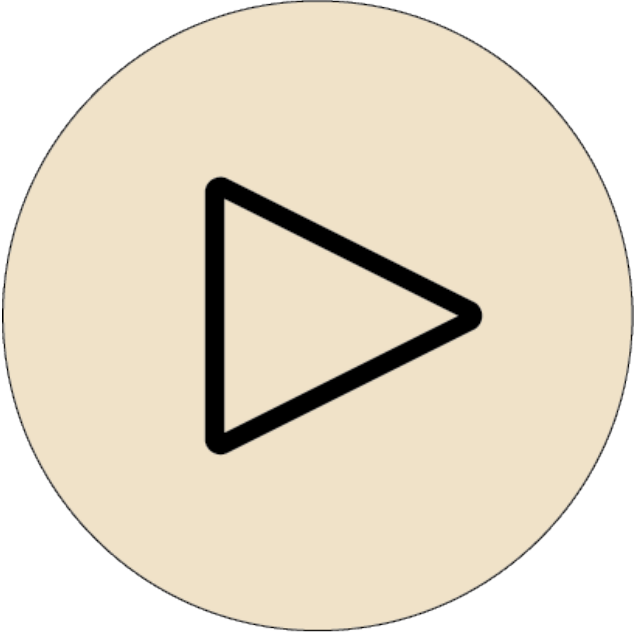
Letter name	Letter sound
	
o	<i>/o/</i> 

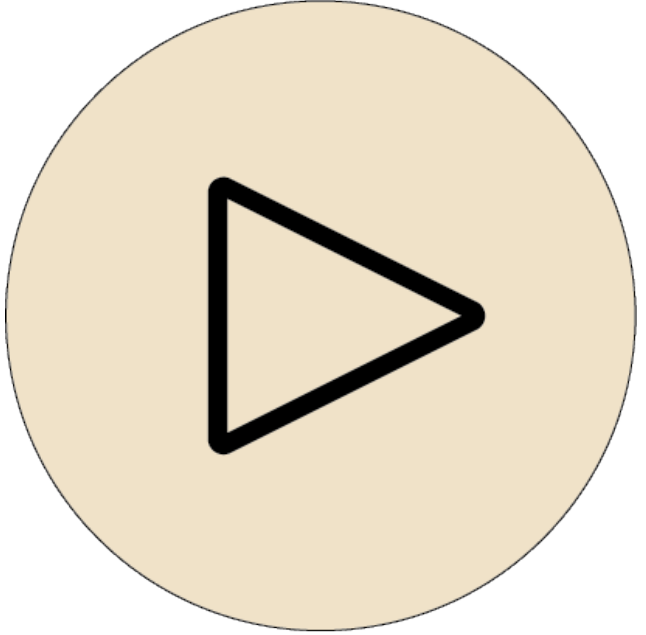
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Letter name	Letter sound
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T	<p data-bbox="1114 884 1166 918">/t/</p> 

Letter name	Letter sound
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Letter name	Letter sound
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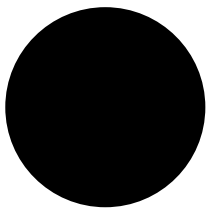
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Letter name	Letter sound
z	<i>/z/</i> 

**Remedial teacher private
school podcast**

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PODCAST QUESTIONS: NAMIBIA (Remedial Teacher at Private School)

QUESTION 3:

- a. How are children who struggle with learning to read supported in schools or in some other way?
- b. How are teachers supported in their teaching of reading?
- c. What can be done to further support literacy teaching and learning? (by and for learners; by and for teachers;

by and for parents; etc.)

- d. What do you regard as the most important factors to support young children's reading success?

Response from a learning support specialist affiliated to a private school (Typed from the audial recording)

- a. In our school learners in grade 1 are identified by the class teacher early on when they have finished with the perception, especially visual and auditory perception. Then they are referred to me. I do some basic exercises with them and if needed, I refer them for further testing. That is at our school. Learners in grade 2 are usually learners who were identified in grade 1 already. They are in grade 2 and come for two sessions per week for remedial teaching; covering more strategies for reading. It depends on what type of learner they are. If they are kinetic learners or if they are sensory learners. It all depends on them, and if we have to use colour and word building with homes for visual recognition and putting visual pictures to words, it depends on the learner how we help them.

And in grade 3, the children who are identified there as children who have problems with reading, writing (they are dyslexic). They get help in how to cope with the learning problem they have and technology that they can use to help them cope with that. And helps with certain factors, like they don't have to do unprepared reading and their spelling isn't a part of their final mark. All the things that we help them with are part of the Ministry of Education's policy: Learners with reading problems and disabilities are incorporated in the MoE policy and we just help the kids regarding that. That's what we do at our school.

- b. Then: How do we support the teachers with learners who have reading problems?

The teachers usually get guidance from me. Also, I evaluate

the learners and according to that I will give them hints on how to .. how each specific learner....., e.g. learners who have visual problems, that still have problems with starting from left to right, I will give them exercise that they do in their classes and after school they have classes where they assist these learners: where they do the visual exercise that I gave them. I have programs on the internet that also help the while they are helping these kids.

For most of these learners its doing not a whole lesson. It's just breaking it down into smaller pieces. So the teachers are aware of what the children's problems are and how to cope with it and the expectations of the basic competencies that they have to adhere to at the end of the year, are all incorporated into how the teachers are assisted.

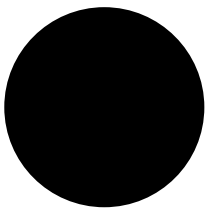
- c. Most of the parents are on board with the helping of the children, because we send them for evaluation with Vicky de Beer. She is on top of reading problems with her own child who has dyslexia. She is on top of all in helping children with dyslexia and especially if they have problems with their basic problems that they have. So she .. we refer most of our problem children to her for evaluation in grade 3 to determine if there is dyslexia or not. Before that it is regarded as some problem.. with a perceptual problem if they switching letters and stuff like that, but there's a lot of red flags that always show up in grade 1 and 2. Dyslexia can only formally be diagnosed in grade 3. The parents are going for sessions with her after the evaluation is done by her and me and her work very closely with each other to help the children.
- d. If at first you realise that there is a problem at first, I will recommend that they take the child firstly to Sunette Chapman for an eye test. She does a specific eye test to see if the fault is with the eyes or fixating on a certain point or if it's a cross eye. So

she does that test. No other optometrist in Namibia is doing the test that she is doing. She went to America specifically to study for this. That is always our point of departure to start at that. And if that isn't a problem then we go for a hearing test. What we found out is that a lot of these kids have a problem with....they are allergic to some products and it was only recognised till late in their development. A lot of ear infections and stuff like that originate from their allergic reaction to like milk or cheese or stuff like that. While we wait for all of these test results to come back, I start immediately with doing the remedial; looking at their development of what they struggled with when they were in preprimary. Many times the problem already originated there. So we start from there, basically from scratch.

Teacher of afterschool centre podcast

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e-Tale PODCAST Afterschool Volunteer Teacher/head on Question 3 (Namibia)

a. How are children who struggle with reading supported in schools or in some other way?

I found, in my experience in Namibia in public schools, that children who struggle with reading are actually not supported and there doesn't seem to be any other extra support for them. They have difficulty seeing the words, putting the words

together, sounding out the words. In English, many words are not as they appear and the teachers; their method of teaching reading seems to be giving children lists of words to memorise. So these words are out of context. The teachers' themselves are not reading stories to children or doing literature based activities. So the children are not connecting reading with pictures, or fantasy, or with a story that animates them or that motivates them to learn to read more. So unfortunately reading becomes another chore that they have to do or something that they have to memorise. They disconnect between a love of learning and a desire to read words for enjoyment or pleasure, and it rather becomes a chore that they have to do in order to pass a class or in order to succeed in school.

b. How are teachers supported in their teaching of reading?

You don't want to put any blame on the teacher. You don't want to say it's the teacher's fault if the child cannot read, but unfortunately teachers in schools, they do not have any story books. In the schools that I have visited, I have not seen a single story book in a teacher's classroom. So how can you teach reading or get children to love reading if you don't read stories to them? If you don't have beautiful illustrated literature that you can read to them and motivate you to teach them. So unfortunately, teachers are not supported in their teaching of reading. Children don't have readers or things that they can read. Teachers who want to teach children to read, especially on a lower level, will hand children a page of small words, like cat, hat mat. This is actually not even actually phonics; it is not even a reading lesson. Or a teacher makes a photocopy of a page that has ten sentences on it and children are expected to memorise these sentences and these words and then read them back to the teacher. And that is the reading. So there is really little to No support for the teaching of reading in the classroom. And there don't seem to be any materials or things for even literature based

activities. So this is also very, very disappointing and very difficult.

c) What can be done to further support literacy teaching and learning? (by and for learners, by and for teachers, by and for parents; etc.)

What I do, at the Nordkamp Centre, at the afterschool centre, is that I try to get my hands on as many children's story books as possible; beautiful literature for children. And every single day I sit and read children a story. They ask: "What's the story for today? What story are you going to read?" So I will take a very simple story, for example, 'The hungry caterpillar' and I will read them the story out loud. These are little children in grade 1. And then we will do a fun little activity or we will retell the story. We will act it out and then I let that book become available for those children. So at the end of class they say: "Teacher Teacher, can I read the book? Can I look at the pictures. So when the other children are running out to play, I will have children who sit and turn the pages of the book and retell the story together. They are so captivated and so animated. Its such a treat; It's like letting them have an extra piece of cake at the birthday. So they cannot wait for this. Simply by reading these stories out loud to them, doing fun literature activities and allowing them to have access to this book, you are opening up a whole world of literature and developing a love of reading in them. The next day, they can't wait for the next one. I absolutely believe that if these things were available to teachers in school and if teachers have a chance to see how access to good literature promotes a desire for reading. They could actually turn around or start making a difference in the lives of these children; Let them become little readers who love reading.

d) What do you regards as the most important factors to support young children's reading success?

I believe that, first of all an adult or a role model who is modeling reading; little children seeing adults reading and reading for pleasure and enjoyment; that's the first thing that sparks a child's interest; the first thing they see an adult reading, they say : "Oo, what are you doing?" So modeling reading as something for pleasure and joy is a first support.

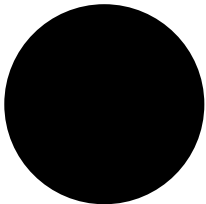
Second is having things that they can read (attractive things) if you get a child to want to read and you hand them the Namibian newspaper, that's probably not going to get them, but they see adults reading and they get access to things that they can read at home or in school. This will become something they will want to do. They will want to mimic what the grownups are doing; they will want to read. They will ask: "What is this word? They will want to read it to themselves. And so I think that supporting their reading success comes from encouragement, it comes from modeling, support, having the material and putting this all together into a desirable package which you are then presenting to the child as something you are doing, she is doing it, so I'm sure you will want to do it too. This is how it comes with anything.

How does a young musician develop a desire for music? Well their mother sings in the choir, their father is taking guitar lessons, the family is singing at night. They are exposed to this as part of their lifestyle, as part of their culture. So developing a reading culture through school, through the family, through their community, slowly, slowly, this will develop into a part of the child's life where reading will come as natural for the child as eating or playing or singing or anything else that they do.

Literacy Backpack 3

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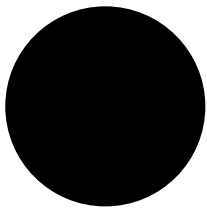
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Literacy Backpack 2

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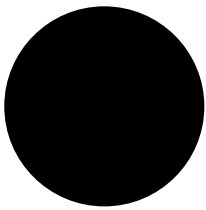
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Literacy Backpack 1

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