AN INVESTIGATION INTO READING LITERACY SUPPORT PROVIDED BY HOMES OF GRADE SIX LEARNERS IN CERTAIN LIMPOPO PRIMARY SCHOOLS

by

KHOZA BRAIN EMANUEL

MINI-DISSERTATION

Submitted in partial-fulfillment of the requirement for the degree of

MASTERS OF ARTS

in

ENGLISH

in the

Faculty of Humanities
School of Languages and Communication

at the

University Of Limpopo

Supervisor:
DR R.V. McCabe

March 2015

TABLE OF CONTENTS

Table of Tables ..... **iv**

DECLARATION ..... **v**

DEDICATION ..... **vi**

Acknowledgement ..... **vii**

ABSTRACT ..... **viii**

LIST OF ABBREVIATIONS ..... **ix**

CHAPTER 1: INTRODUCTORY AND BACKGROUND **10**

1.1 INTRODUCTION 10

1.2 RESEARCH PROBLEM 11

1.3 LITERATURE REVIEW 12

1.4 PURPOSE OF THE STUDY 12

1.4.1 Aim 12

1.4.2 Objectives 12

1.5 RESEARCH QUESTIONS 12

1.6 METHODOLOGY 13

1.6.1 Research design 13

1.6.2 Participants 13

1.6.3 Instruments 13

1.6.4 Procedure 14

1.6.5 Data analysis 14

1.7 ETHICAL CONSIDERATIONS 15

1.8 SIGNIFICANCE OF THE STUDY 15

1.9 CONCLUSION 15

CHAPTER 2: LITERACY: FOUNDATIONS, CONTEXTS AND PRACTICES ... **16**

2.1 INTRODUCTION 16

2.2 THEORETICAL BASIS FOR READING LITERACY 16

2.3 MULTIPLE – LITERACY 25

2.4 HOME LITERACY SUPPORT 34

2.5 PARENTAL INVOLVEMENT 35

2.6 LITERACY AS A CHALLENGE IN SOUTH AFRICAN SCHOOLS 36

2.7 CONCLUSION 40

CHAPTER 3: RESEARCH METHODOLOGY 42
3.1 INTRODUCTION 42
3.2 PURPOSE OF THE STUDY 42
3.3 RESEARCH METHODOLOGY 43
3.4 RESEARCH DESIGN 43
3.4.1 Population 44
3.4.2 Sampling 45
3.4.3 Data collection Instruments 46
3.4.4 Analysis of data 47
3.5 LIMITATIONS OFTHE STUDY 48
3.6 ETHICAL ISSUES 48
3.7 CONCLUSION 49
CHAPTER 4: DISCUSSION AND INTERPRETATION OF DATA 50
4.1 INTRODUCTION 50
4.2 PERSONAL INFORMATION OF THE PARTICIPANTS 51
4.3 LEARNER'S COMPREHENSION TEST (see appendix A) 55
4.4 INTERVIEW GUIDE FOR LEARNERS (see appendix B) 59
4.5 PARENT'S CHECKLIST (see appendix D) 70
4.6 LEARNER'S CHECKLIST (see appendix C) 73
4.7 CONCLUSION 74
CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 75
5.1 INTRODUCTION 75
5.2 SUMMARY OF FINDINGS 75
5.2.1 Research question 1 76
5.2.2 Research question 2 78
5.2.3 Research question 3 79
5.3 IMPLICATIONS 80
5.4 RECOMMENDATIONS 81
5.5 CONCLUSION 81
REFERENCES 83
APPENDICES: DATA COLLECTION INSTRUMENTS 90
APPENDIX A: COMPREHENSION TEST: FOR THE LEARNERS 90
APPENDIX B: INTERVIEW GUIDE FOR READING 94

APPENDIX C: CHECKLIST FOR LEARNERS 97
APPENDIX D: CHECKLIST FOR PARENTS 99
APPENDIX E: CONSENT FORM 102
APPENDIX F: EDITOR'S CONFIMATION LETTER..... 104

TABLE OF TABLES

Table 1: Learners' age in school X and Y 51

Table 2: Home language 52

Table 3: Parents' information 53

Table 4: Comprehension Test Scores 55

Table 5: Learners' scores of question 1-6; 7-9; 10 and 11 57

Table 6: Achievement levels and descriptors of the NCS 58

Table 7: Memory of learning to read 62

Table 8: Early shared book reading 63

Table 9: Story telling 63

Table 10: Favourite story books 63

Table 11: Books at home 64

Table 12: Number of books at home 64

Table 13: Reading in connection with personal interest 65

Table 14: Doing shopping 66

Table 15: Shopping 68

Table 16: Eating at home 69

DECLARATION

I declare that “An investigation into reading literacy support provided by homes of grade six learners in some Limpopo primary schools” (Mini-dissertation) hereby submitted to the University of Limpopo, for the degree of Masters of Art has not been submitted by me for a degree at this or any other university; that is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

_____ _____

Khoza B.E (Mr.) **Date**

DEDICATION

This dissertation is dedicated to my family members who have always encouraged and believed in me – my mother Agness Mbambo and late sister Attoinette Khoza.

A great thanks to my brother, friend and colleague (Nkuna B.D) for always supporting me and pushing me to finish my progress research.

ACKNOWLEDGEMENT

My sincere thanks and appreciation to the following people for their assistance and support during this study:

Dr Rose-marie McCabe, my supervisor. Your guidance and encouragement was inspirational. Thank you so much for such a long heart. I made so many mistakes throughout the dissertation but you never got tired to correct me.

Mr. Noel Manganye thank for assisting me with drafting the data collection instrument.

The learners and parents who served as participants in this study

The University of Limpopo financial division (S-block) for financial assistance

Mkhuhlu community library for reading space and Internet access

ABSTRACT

This study seeks to determine the support of reading–literacy provided by homes of grade six learners in some Limpopo primary schools, which assists them in learning to read, and particularly to read with understanding. This study adopted a qualitative approach. The case study design was used. Twelve learners and twelve parents of the chosen learners served as participants to this study. Three data collection instruments were used. As the researcher wanted to first determine good and poor readers a comprehension test was designed by the researcher in order to select the learners. After learners had written the test an interview guide was given to the learners to establish different kinds of reading related activities which learners engage in with their parents. Lastly a check list was issued to learners and parents to assess parental involvement in learners' reading literacy development. Findings of the current study are that some learners do not receive the parental support they need in order to develop reading literacy. As a result, many learners fail in school because they are illiterate. It is suggested that in order for learners to improve in their reading literacy parental support must be encouraged in South African schools. School programmes must be designed in a way that it inculcates parental support. And most importantly parents need to be made aware of the crucial role they play in their children's reading literacy development.

Key words: Reading literacy, multiple literacy, parental support and home literacy.

LIST OF ABBREVIATIONS

ANA	Annual National Assessment
TV	Television
ICT	Information Communicative Technologies
MDGs	Millennium Development Goals
EFA	Education for All Campaign
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER 1: INTRODUCTORY AND BACKGROUND

1.1 INTRODUCTION

Primary school learners are facing difficulties in developing language and literacy. The president has called for the issue to be resolved. "The overarching goal, as per the injunction of the President of the Republic of South Africa in the State of the Nation Address in 2010, is that by 2014, at least 60% of learners in Grades 3, 6 and 9 should achieve acceptable levels (i.e. 50% and above) of competency in Language and Mathematics" (South Africa, 2012). The adoption of the Annual National Assessment (ANA) as a tool for checking learners' progress in literacy from the lower grades has been introduced to schools as an attempt to resolve the literacy problem.

Hymes (1965) defines literacy as communication in all forms: listening, speaking, reading and writing. Herod (2001) sees literacy as the ability to locate, understand, evaluate, utilize, and convey information at home, at work, and in the community while Burland, Campbell, Kirby, Neuman, and Toews (2000) define literacy as the lack of skills perceived by individual or groups as being necessary to fulfil their self-determined objectives. The definitions above show that literacy means more than just being able to read and write and therefore in the context of this study reading literacy refers to learners' ability to read particularly to read with comprehension.

There seems to be a problem of low level of reading literacy in primary schools' learners; some learners find it difficult to read (Fitzhugh, 2011). Reading proficiency in learners however, can vary; some learners perform better than others. As a result identifying various factors that promote early reading proficiency is of great importance, and various studies have shown that children's reading motivation directly and indirectly influences their reading comprehension (Lepper, Corpus, & Iyenger, 2005). Engaging in frequent book readings is an essential tool for helping children to develop the necessary skills for reading proficiency (Darling, 2005). Parental involvement in reading-related discussions and activities of their children is crucially important because they focus attention on letters, sounds, and story sense (Snow, Burns, & Griffin, 1998). Positive reading interaction can

motivate children to read (Sonnenschein & Munsterman 2002). Hence the focus of this study is on the support of the home.

Studies have shown that a home environment where literacy is encouraged may foster both intrinsic and extrinsic reading motivation in a child (Baker, 2003). This is supported by Wang and Guthrie (2004) who found that motivation can affect children's commitment to reading, their approaches to reading, as well as their engagement in reading activities.

Home literacy refers to a variety of complementary reading-related activities, and is improved when parents provide a supportive home environment for their children (Griffin & Morrison, 1997). An example may be providing reading materials such as books, newspapers, magazines; by enabling their children to use computers and by encouraging their children's participation in a variety of literacy related activities such as library visits (Baker, 2003).

This study investigates the level of support which learners in primary schools receive from their homes, which helps them in their school performance in reading literacy. It looked at kind of reading related activities children engage in with their parents in homes and the extent to which their parents are involved in their children's academic work.

1.2 RESEARCH PROBLEM

The researcher feels that children do not receive the proper support they need in order to become literate in reading literacy. There seems to be something which parents are not doing in order to help their children develop language and literacy in reading. There appears to be a lack of parental support in learners' language and literacy development. The research carried out by Fitzhugh (2011) in the United States proves that there is a lack of connection between colleges and high schools and as a result children cannot read and write. This is also a challenge in the context of this study. A study conducted by Burninghum and Dever (2005) demonstrates that, if children are engaged in frequent book reading, they are able to develop the necessary skills which they need in order to become successful readers. Engaging children in reading related discussions and activities is also important because they learn about letters, sounds, and story sense (Snow, Burns, & Griffin 1998) and positive reading interactions can motivate children to read

(Sonnenschein & Munsterman 2002). The reading proficiency of our primary school learners clearly needs to be improved and a problem which needs to be examined appears to be lack of home support.

1.3 LITERATURE REVIEW

Various studies have been reviewed. Literature has been reviewed under the following categories: theoretical basis of home literacy, multiple-literacy, and situation of literacy in South Africa. (See chapter 2).

1.4 PURPOSE OF THE STUDY

1.4.1 Aim

The aim of this study is to investigate the support of home reading literacy in grade six learners in some Limpopo primary schools, which assists them in learning to read, and particularly to read with understanding.

1.4.2 Objectives

The objectives of this study are the following:

- To assess the extent to which children are supported by their parents in learning to read in certain Limpopo primary schools
- To examine if parental involvement in children's education affects their academic achievement
- To establish the types of activities that parents perform with their children that help them in language and literacy development.

1.5 RESEARCH QUESTIONS

This study attempted to answer the following questions

- To what extent do learners receive parental support which helps them to develop reading literacy?

- What impact does parental involvement in their child's academic work have on its performance in reading literacy?
- What kind of activities do parents engage in with their children which help them to develop reading literacy?

1.6 METHODOLOGY

1.6.1 Research design

This research study is descriptive and interactive study it involves a case study. The methodology that is going to be adopted in this study is primarily qualitative.

1.6.2 Participants

Twelve grade six learners with their parents served as participants in this study. These learners were selected from two rural schools in Limpopo Province around Tzaneen namely: Maroboni Junior Primary School and Mavumba Primary School. Learners from Maroboni Primary School come from Makhubedung village in the Limpopo province, and learners from Mavumba Primary School come from Dan village. Both schools are in the Napoma area. Six learners were taken from each school and the choice of the learner was determined by their performance in the previous test given by their respective teachers in both schools. Three learners who got the highest marks and three learners who got the lowest mark in each school were chosen to participate in this study.

1.6.3 Instruments

Three instruments were used to collect data. Learners completed one comprehension test, a check list and an interview guide. Data generated by the interview guide was used to establish how many reading-related activities parents are involved in. The learners' check list was designed to check if there are reading activities which they perform with their parents. The parents' check list was designed to confirm the learners' checklist answers. Parents only completed a check list which given to them by their children after they received a letter which was explained to them in detail how they formed part of the study.

1.6.4 Procedure

Role of literacy support

Learners were first given a short reading comprehension test on a familiar topic which was set by the researcher. It was a short test of about eight questions. The questions were of high and low order; four questions were of low order and the other four were of a higher order to test understanding. The learners completed this test within an hour so that they have enough time to read the passage of half a page. Learners were not taught anything but the researcher just explained the basic rules of responding to a comprehension test. Learners were not allowed to communicate or discuss the passage as they write because it was an individual task not a group task.

Literacy support

The level of support which learners received in their homes was measured using the comprehension test score, the data from the checklist, and the interviews. A checklist for literacy support in reading was designed for parents and learners. The parents' checklist checked if parents spend their time with children reading books. The learners were given a checklist first and after that their parents ticked off their checklist. The parents' check list confirmed the answers given by the learners.

Home literacy activities

To discover if there were activities that parents perform with their children which help them to develop language and literacy in reading, an interview guide for learners was designed.

1.6.5 Data analysis

The qualitative data was analysed and examined for patterns in parental or home support. Frequency of parental involvement in learners' reading-related activities was quantified.

1.7 ETHICAL CONSIDERATIONS

This study used humans as participants and thus a consent form was designed for parents and children as well as the letter to the school principal requesting permission to conduct the study. Both parents and learners were assured of anonymity and confidentiality. Both parents and learners were not requested to fill in their names in any form; codes instead of names were used to refer to participants.

1.8 SIGNIFICANCE OF THE STUDY

This study emphasises the importance of parental support for their children's reading-related activities which may help them develop and improve their level of language literacy. This study hopes to assist parents to support their children and to show them the value of helping their children with reading. This study may help other researchers to investigate other variables such as poverty and literacy or other aspects of parental involvement.

1.9 CONCLUSION

The lack of parental support in learners' academic work as well as low literacy level in South Africa, necessitate research like this in order to try and identify ways to improve the situation. Education in South Africa needs to address the issue that many learners are still illiterate. The intention is to determine if learners receive parental support in the process of their language and literacy development and to examine what impact parental involvement in learners academic work has in their academic achievement.

In the next chapter various aspects of home literacy will be investigated.

CHAPTER 2: LITERACY: FOUNDATIONS, CONTEXTS AND PRACTICES

2.1 INTRODUCTION

The focus of this study is the amount of parental support that exists for learner's reading literacy development. In order to understand the extent to which parents support their children in reading literacy development one has to look at the home environment. Home literacy is the umbrella term in this study for the literacy support which takes place at home. The impact of parental support on a learner's reading literacy development is thus primary in this study.

In this chapter the focus is on understanding the theoretical basis of home literacy; ways in which parents can support their children's reading literacy development; the level of parental involvement in a learner's reading literacy development and the situation of literacy in South Africa.

2.2 THEORETICAL BASIS FOR READING LITERACY

The Home School Study of Language and Literacy Development is a longitudinal study carried out by Dickinson and Tabors (2002). This study examines children's home and classroom language experiences during the preschool years and relates them to children's later academic success. They hypothesize that language skills fall into different clusters. The basic hypothesis for the Home School Study of Language and Literacy development is that early development of language and literacy skills will be related to reading comprehension activities when children are in the middle grades of school (Dickinson, 2001). How homes influence the academic life of children is the concern of this study.

The support that parents give to their children is very important. Generally, parents are the first teachers of their children. So this study adopts the theoretical assumption that children whose homes are filled with books, whose parents read to them, and who have begun the reading process have a higher level of reading skills and knowledge than children who do not have such literacy rich experience (Livingstone and Wirt, 2003). It does so by looking at the Model of Relationships Between Language and Literacy Development (Snow, 1991). Many studies have shown that parental support plays a major role in children's reading literacy development (Snow, 1991; Dickinson & Tabors, 2001; Larson 2001 & Kajee, 2011). In order to illustrate the Home School Study of Language and Literacy Development, Snow (1991) came up with a model. The model explains the relationship between language and literacy development - how children develop literacy skills. Children's homes are seen as the primary place for language and literacy development and parents are seen as the first people responsible for facilitating this process. Examining the extent to which parents support their children's process of language and literacy development is of great importance in the context of this study, which is essentially rural.

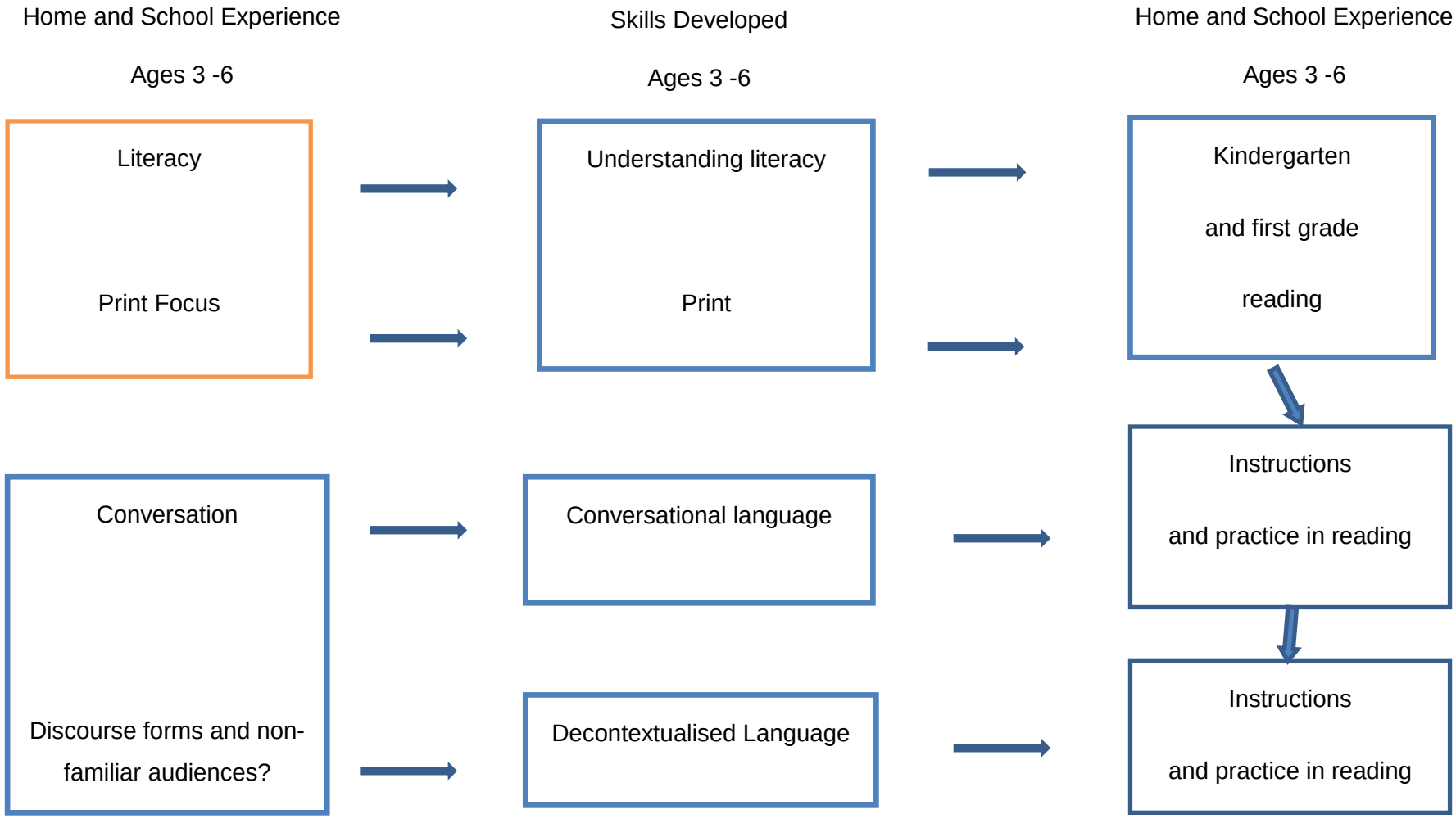


Figure 1: Model of the Relationship between Language and Literacy Development (Snow, 1991)

The study carried out by Snow (1991) provides a model to illustrate the theory of Homes School Study of Language and Literacy Development. The model outlines the relationship between language and literacy development. It identifies four domains of skills developed during children's pre-school years; conversational language skills, decontextualized language skills, print skills and emergent literacy skills. The model is designed to ascertain different kinds of experiences during the pre-school years that facilitate the development of skills in each of these domains. Snow argues that school literacy outcome in grade one and two may be quite strongly related to pre-school print skill, whereas school literacy outcome in grade four and higher when reading comprehension becomes an important factor may be more strongly related to oral decontextualized language (Snow, 1991) Parental support is imbedded in all the domains identified by Snow. In this study, conversational language skills which children develop when they engage with their parents will be examined.

There seems to be a lack of parental support in learner's language and literacy development in some Limpopo rural schools around Tzaneen at Nkowankowa and Thabina circuits. Studies have shown that language learning takes place in a social context and during children's early years (Dickinson & Tabors, 2001; and Larson 2001). Looking at all these domains identified by Snow, it is clear parental influence plays a major role. During children's early years parents are the ones responsible for exposing their children to language and it doesn't stop there, parents may still continue to form part of their children's language and literacy development if they know how important it is to be part of their children's academic life (Wells, 2001). Because some parents are not aware as to how important it is for them to engage their children in literacy-related activities some parents involve themselves in their children's academic work from the early grades and stops at a certain stage (Robert, 2009).

According to Dickinson and Tabors (2001), language skills are developed in clusters. One cluster of skills is those which are used to communicate in an informal setting with friends and relatives. During informal conversations, people typically rely on gestures, such as pointing to an object, intonations, and shared knowledge or shared prior experience. As

indicated, the model designed by Snow (1991) is for illustrating the theory of the Home School Study of Language and Literacy Development. The extent to which children are engaged in conversation with their parents would be strongly linked to literacy growth. And if children are engaged in fruitful conversation, that is conversation that helps them to think beyond here and now, learners will develop the literacy skills necessary for reading.

Another cluster of language skills is those that parents use when they communicate new information to their children. As Dickinson (2001) states, at this stage, people communicate effectively when they are sure of what to say, use precise vocabulary, and make few assumptions about shared knowledge. He believes that when people are able to use extended discourse and strong vocabulary knowledge they should be able to succeed in their middle school years.

Dickinson and Tabors (2001) reported on the findings of the Home School Study of Language and Literacy Development and pointed out three vital experiences in children's homes necessary for the development of language and literacy in learners, namely:

1) Exposure to varied vocabulary: according to Dickinson and Tabors (2001), it is important to 'know' the right word if a person is to communicate information clearly. Parents provide children exposure to varied vocabulary during informal conversation such as meal times. Generally all parents wish their children to be literate, but not all parents are able to engage their children. Looking at different settings and different environments is important as there are different ways of doing things. Establishing whether some parents in the Tzaneen villages share a table during meal times is important as it is stated that such practices help in language and literacy development (Snow, 1991; and Dickinson & Tabors 2001).

2) Opportunity to be part of conversation that uses extended discourse: extended discourse is communication that requires learners to develop understanding beyond

here and now and that requires the use of several sentences (Dickinson & Tabors 2001). Children benefit a lot if they participate in conversation that uses extended discourse, for example: children did better if they had more opportunities to hear and produce explanations and personal narratives, and to engage in more conversations.

3) Home environments that are cognitively and linguistically stimulating: learners are most likely to experience conversation that includes comprehensible and interesting extended discourse and are rich with vocabulary when their parents are able to obtain and read good books to them.

The theoretical assumption that early development of language and literacy skills will be related to reading comprehension activities when children are in the middle grades of school is adopted in this study simply because the researcher believes that parental involvement in children's reading literacy is important and the researcher feels there is something that homes or parents are not doing which hinders the process of language and literacy development. The model designed by Snow (1991) is adopted in this study because it more or less summarizes the theory of the Home School Study of language and literacy development.

Learners' language learning and literacy development is not only influenced by the social context in which they develop but also on conversation opportunities with others, notably parents, family members, peers and teachers, in the activities that constitute the culture in which they are growing up (Wells, 2001). Children's language and literacy development is thus as much a social as an individual achievement. This understanding of a learner's language and literacy development comes from varied roots, ranging from the behaviourist view such as stimulus-response; the theory of understanding the human brain; and from Piaget's work on cognitive development to anthropological studies of less technologically developed cultures. Children need their parents support for developing reading literacy as much as they need them for any social circumstances in life.

Learners are totally dependent on others initially from birth, particular the mother, not only for nourishment and bodily welfare but also for access to material in the environment. From birth babies have very limited ability to change their position in order to interact with the world around them and it is parents who control what they can see, hear and touch (Bloom, 1993). One can see that parents appear to be the first teachers of their own children from birth, helping parents with skills which are essential in language and literacy development is important. According to (Wells, 2001), mothers frequently signal children's awareness of their interest by bringing an object within their infants reach and by naming the object and making some comment about it. By doing so, the mother treats the object of attention as having meaning as well as material form.

Various scholars argue that when children are positively motivated to engage with their parents in shared interactional activities during their early years of language learning chances are such children will be able to read with comprehension when they are in middle grade and higher (Bloom, 1993; Dickinson & Tabors, 2001, 2002). One can see that this kind of relationship between the mother and the child is in fact the earliest form of dialogue. Parents need to support their children as infant language learners and even when they have passed their primary school level; and continue to support them beyond that. Literacy does not stop at the primary school level but nor does it only start at school. It challenges the active and collaborative participation of both the infant and the caregiver. This understanding supports the theoretical findings of the Home School Study of Language and Literacy Development. Donald (1991) agrees with the theoretical assumption of the Home School Study of Language and Literacy Development in his 'mimetic-phase'. Language is not basic but is derived. It rests on the same underlying cognitive and social skills that lead infants to point at things and show things to other people declaratively and informatively in a way that other primates do not do and that leads them to engage in collaborative and joint attention activity with others of kind that are also unique amongst primates.

One cannot remember how one learned to talk, yet this learning is probably the most important that anyone ever undertakes. Wells (2001) gives two reasons why we forget

such learning: the first is that one's personal autobiographical memory is to a large extent dependent on occasions of recall in conversation with others, which cannot happen until the child has already gained considerable mastery of language. But equally important is that neither child nor parents is conscious of the learning and teaching that occurs in everyday interaction; which is the context in which language and literacy occurs.

Children are born with the ability to learn a language (Chomsky, 1965; Pinker, 1994). This view of language is accepted universally. There is strong evidence that the ease and speed with which they learn is related to the extent to which parents and other family members engage in conversation with them; building the child's expressed interest and adjusting their speech to the child's current level of comprehension (Wells, 1986). Dickinson and Tabors' (2002) study reveals that children who actively communicate with their parents have a greater chance of being competent in reading than those who hardly communicate with their parents. Children's language and literacy development depends on children's level of experience in interaction with their parents and a greater proportion of conversational episodes that respond to and extend their child's initiations of a conversational topic.

It is difficult to determine whether it is the quality of parents-child interactions or the sheer quantity that facilitates children's language and literacy development. The answer seems to be that while quantity is certainly beneficial, there is an additional benefit to the child, as also found by Dickinson and Tabors (2002) above, when parents tend not only to engage children in frequent interaction but also to respond to the children's contributions in ways that extend or help the child to extend the topic in which he or she is interested (Gallas, 1995). When parents interact with their children while they are still young it helps to acquire larger vocabulary. Hart and Risley (1999) found that larger vocabulary in children's early years is the significant predictor of later academic success.

The manner in which parents communicate with their children also has an impact on children's later academic success. Dickinson and Tabors (2001) demonstrate how parents

can positively make an impact on their children's language and literacy development through interaction and the way in which parents can limit their children in learning a language. It is very important for parents to know various ways in which they can support the development of language and literacy in their children.

There are important consequences that are particularly attributable to the way in which children engage in a conversation with their parents. The child who is treated as an interesting conversational partner and whose contributions are taken up and extended by his or her parents. Such a child is likely to gain greater confidence in his or her own ability to contribute to collaborative meaning making and, secondly, he or she is likely to be more knowledgeable about the topics that are discussed (Wells, 1986). Much talk in which children are engaged at home is concerned with routine matters, dressing, cleaning, etc. But what is routine to an adult may not be routine to children; children tend to question their parents as they perform daily routines and in this way they learn a lot (Hasan, 2002). Looking at how parents engage their children as they perform the daily routine may help the researcher with ideas of how best parents can be supported in developing the children's language and literacy development. If parents are polite and patient when talking to their children, language and literacy development will not be a problem because children will build a larger vocabulary.

The talk that occurs during the time when parents are going about their daily routine with their children plays a particularly important role in helping children to attend to and understand the world around them in terms of the culture's way of 'making sense' out of it (Wells 1986). Halliday (1993) emphasises that language has the power to shape our consciousness, it does so for each human child by providing the theory that he or she uses to interpret and manipulate their environment. Parental support in children's language and literacy development is of great important but some parents fail to capitalise on occasions where they can help their children to learn a language. Many studies found that not all parents take up the opportunities to help their children develop language and literacy (Dickinson & Tabors, 2001; Hasan, 2002). Some parents miss the opportunity to engage their children simply by negatively responding to their initiations. The study carried out by Dickinson and Tabors (2001) found that some parents view the questions their children

ask as not needing answers. There is consistent and strong evidence that during the early years of children's initiations in interaction with their parents, children whose parents responded negatively to their initiations show poor literacy skills in many different forms of learning, different ways of solving problems, and different forms of consciousness or mental disposition (Hasan, 2002; Dickinson & Tabors 2001 and 2002). The manner, in which parents respond to their children's talk, is seen as the growing child's map of reality, thus ensuring its own continuance. So, for parental engagement in children's academic success to be effective, parents need to know polite ways of communicating with their children.

Bernstein's theory states that the persistence of class-related deferential educational achievement was not only the result of different intelligence but also class-related differences in the way that language was used at children's homes (Bernstein, 1975).

Hasan (2002) argues that, although all have access to the same language, adults of different classes tend to adopt characteristically different ways of using a language; different orientation to meaning making. According to Wells (2001), parental involvement in children's language and literacy development may be explained based on the ways in which parents talk to children thereby differentially preparing the children for the ways in which they are expected to use the language in the context of formal education. In countries where children use diverse languages at home, yet use one as medium of instruction the result may differ. In the context of South Africa, English is used as an additional language and most children speak languages other than English at home. It is important to discover the extent to which these practices of parental support in language and literacy development may produce good results even in different languages (wells, 2001).

2.3 MULTIPLE – LITERACY

Literacy is seen as a primary tool for reading the world. It helps us to understand a body of knowledge, skills and social practices, with which we understand, interpret and use the

symbol system of our culture (Street, 2005). One can see that literacy is everywhere. Anything that people do needs literacy and home literacy is seen as the starting point of reading literacy development. There are many ways in which reading literacy can be developed. The concept of reading literacy use to refer to the ability of being able to read, write and speak because of the development in the world the concept of literacy widens (Gee, 2003). Literacy is no longer limited to reading and writing but goes beyond that to viewing and speaking. According to Heather and Sheridan (2007), for someone to be literate one has to be able to combine these systems in a complex way to create meaning. Looking at these systems and the way in which children use the systems to make meaning is important because it is through understanding how they do so that one will be able to make corrections if there is a problem. Children learn to read in multiple ways in different situations and in most cases this learning process is unconscious. Parents play a major role in this kind of learning. If parents can be equipped with multiple ways in which their children learn a language many learners may find it easy to develop language and literacy as their parents will be best able to engage with their children in interactional activities.

The types of activities which parents perform with their children take place in the social setting and mostly in the homes of the learners. Learners learn a great deal through social interaction and contact with their environment. Vygotsky maintains that social connection forms the basis for the development of language and literacy especially when it comes to reading for understanding (Sigelmen & Rider 2006). This approach by Vygotsky is termed the constructivist approach. It emphasizes the social context of learning and the fact that knowledge is mutually built and constructed. Looking at various ways in which literacy and language can be developed can help parents support their children in reading literacy development. given the results of the Annual National Assessment report it can be argued that the most South African parents are not aware of the important role they play in helping their children develop reading literacy through social interaction with their children.

Various developments in the concepts of literacy broaden the definition of literacy. The study conducted by Dickinson and Tabors (2001) shows ways in which reading for meaning can be established in social and cultural ways. Reading seems to be concerned

with meaning making in order for one to understand. Identifying various activities which promote the development of language and literacy in the social context can help parents effectively support their children in their academic work. Reading for meaning making is important in order for learners to pass at school. There are multiple ways of meaning making. The word literacy has been used to refer to different ways in which people make meaning. Many researchers have viewed literacy as a social practice not merely as simply as neutral technical skills. Certain authors (Xu, 2005: Lankshear & Knobel, 2000) suggest a more useful concept which is 'multiple-literacy'. It very tempting to agree to the idea that language and literacy does not only take place in a formal setting and that there are multiple ways of developing literacy, such as engagement in reading related activities even if these are not reading per *sé*.

According to Heather and Sheridan (2007), multiple-literacy is any way of reading the world in a particular context: technological, health, information, reading, visual, scientific and numerous others. One can see that reading is embraced in any of the elements mentioned by Heather and Sheridan. Authors such as Rogof (2003) suggest that it is reading by meaning making or by interpretation. For example, a child may look at a chicken in a microwave oven and start asking him/her questions. What will be happening in the child's mind is reading, but this is reading by interpretation or meaning making.

Reading was once seen as the core element of literacy development. Jones (1997) declares that "Literacy has become a much debased term, not just because it has attracted a long list of modifiers (Computer literacy, media literacy) but also because its core reference to reading has been blurred". This may be because reading is now everywhere and it happens even when one is not conscious of it. Parental support in children's language and literacy development is crucial because most opportunities of language learning happen at home but Jones (1997) suggests more. Parents need to be made aware of how important they are when it comes to the children's success in reading. To contribute to the body of knowledge on reading this study focused on the kinds of activities which enhance the acquisition of language which parents perform with their

children and the support which parents give them in developing language and literacy. These opportunities could extend beyond the home.

One may ask why the word 'literacy' is used as a metaphor for everything. Heather and Sheridan (2007) suggest an answer to this question when saying it may be because reading is still integral to the notion of literacy. Reading does not only refer to reading words only but also signs, symbols, pictures and the world. Parents have multiple ways of supporting their children in reading as they are the first to be with their children and they are the ones who spend most of the time with their children. Given the fact that many studies show that reading acquisition takes place in the social context (Snow, 1991; Larson, 2005; Dickinson & Tabors 2001) parents are indeed crucial for their children's language and literacy development and this can be best achieved when parents support them on at earlier stage (see for example; Robert, 2009).

Lankshear and Knobel (2000) identify three dimensions common to multiple-literacy:

Operational competence with tools, procedures, and techniques for handling language proficiently; reading and writing in a range of context adequately

Cultural: competence with the meaning system of social practices; understanding text in relation to the context and appropriateness of ways of reading and writing

Critical: awareness that social practices (including literacies) are socially constructed and selective- they include some values, rules, purposes and exclude others. For learners to develop reading literacy parents must provide as many opportunities as possible to engage with their children. Operational competence can be developed at home if parents can frequently engage with their children. Awareness such as critical may help the child to interpret situations differently and that skill can help in comprehension level of learners.

Multiple literacies are seen as many and varied ways that people read and write in their lives (Purcell-Gates 2002). This view involves different print, text for example: novels, magazines, time tables, roosters, schedules, etc. as well as non-print media such as music, visual arts, films, and television (TV) (Heather & Sheridan, 2007). Some ways in

which learners are exposed to literacy take place out of the school setting. Looking at the elements of literacy given above one can see that children acquire literacy through socialising. The home environment of the learners is the main setting in which children find themselves with their parents - doing activities which help them in literacy development such as watching TV or listening to music. Studies have shown that learners who have parents who read to them have a greater potential of becoming successful readers when they reach middle school than those who don't get such support (Dickinson & Tabors, 2001).

There are a number of new literacies (Lankshear & Knobel, 2000), such as chronologically new forms of digital and technology based literacies often referred to as information communicative technologies (ICT). In order for learners to leave school literate, they must have a solid grounding in digital literacies (Leu Kinzer, Coiro, & Cammac 2004). In the current globalized economy, learners read to be able to communicate and gather information. If, primary schools were to already focus on multiple literacies , including engagement in digital literacies and interaction with text in a wide range of genre and media, the demand of our current world could be addressed (Larson, 2005). Recognizing the potentiality of multiple literacies raises the awareness of the out-of- school literacies of the learners, that is, ideas for ways in which learners develop language and literacy in their homes. Parental support plays a major role in the language and literacy development as they are the one who spend most of the time with children this study seeks to establish if parents make some means to promote the 'out of school literacies' which is believed to be important in reading literacy development.

Parents can support their children's language and literacy development by providing them with many opportunities in multiple ways. Establishing different kinds of activities with which parents engage their children can enhance their children's academic performance. If parents can be aware of how helpful they are to their children's reading literacy development they may increase the time they spend with their children (Hull & Schultz, 2001). Children, who don't like reading and writing activities at school, may actively engage in multiple literacies out of school (Hinchman, Avermann, Boyd, Brezo & Vacca,

2004). Parents can support their children language and literacy development by connecting their home literacies to their academic literacies simply by linking it to their children's interest (Smith & Wilhem, 2002) to what they learn at school with what they are enjoying at home (Rogof, 1990).

Children construct knowledge by actively making connections between prior knowledge experiences and new information (Fosmol, 2005). Parents need to be made aware of the ways in which they can help their children to make such connections. Being aware of and connecting to children's multiple literacies can provide one path way to such engagement. Christensen (2000) points out that if parents are aware of multiple literacies, they will be able to help their children to value their own communities as well as those of others.

Literacies have always been linked to technologies of symbolic representation, from hieroglyphs scribed on pyramid walls to words printed on paper, to computer based images and text (Kajee, 2011). The concept of multiple literacies poses a close look at how literacies affect the meaning of the transmitted message (Heather & Sheridan, 2007). One can see that looking at the various ways in which children can be engaged can help the parents to be effective in supporting the children's language and literacy development. Heather and Sheridan (2007) believe that in multiple literacies, there is much more to explore - how playing video games influences people's view of the world and their place in it and how social relations are influenced by interacting through digital form (Email, IM, Cell phones), as well as how immersion in a multiplicity of digital stimuli affects people's mental state and ability to learn. As for the context of this study, how parental support influences children's academic work was established through looking at the different kinds of activities in which parents engage with their children.

Children's multiple literacies can provide bridges to engaging in content learning and academic literacies (Rogof, 1990, Heather &Sheridan, 2007, Kajee, 2001). Most of the learners' literacies take place in their home environments, and thus parents need to be supportive in their children's language and literacy development process. Looking at the

performance of South African learners in literacy it can be argued that some South African parents do not provide adequate opportunities for their children to engage in literacy rich activities. One can see that the word literacy means more than reading and writing as described by Heather and Sheridan (2007). When one look at the concept of literacy one may think it refers to the ability for one to be able to read and write but when one start to look at the concept closely so one may realize that the word means more than just reading and writing.

Schools need to recognize language and literacies practices that learners engage in at home and in the communities and emphasise that social justice for all requires educational shift. Kajee's (2011) observation is that today's children engage simultaneously with a hybrid tradition of several communities: for example, children may be able to speak, read and write English, while children may not show schooled literacy per sé (given the context of South Africa). In homes and in the community settings they demonstrate complex language and literacy pattern and behaviors as they weave their way through multifaceted literacy activities. There is a problem of parental involvement in South African schools and that makes it difficult for parents to support their children. Schools do not provide parents with necessary skills to support reading development at home.

According to Blackledge (2000), involving parents, families and community members in literacy teaching, and building existing literacies of the family and community, schools can act as catalysts in a process of empowering children. Families and teachers and collaborative literacy and teaching and learning can be a positive force in the redefinition of relations of power and the enhancement of social justice. Kajee (2011) points out that in reality there is little access to homes of learners so teachers are limited in terms of giving insight into home literacy practices of learners (Kajee, 2011). This current study recognizes that if teachers are limited, parents themselves can have a positive impact on the children's academic work and so support their children's language and literacy development. Children learn a language through knowledge construction in a social setting and that knowledge construction takes place by interacting by means of mediation by more experienced members of the community (Rogof, 1990).

Literacy is not only seen as a technical skill, also a contextualized thus New Literacy Studies (NLS) treat language and literacy as a social practice rather than only a technical skill to be learned in formal Education (Gee, 2003). Given the fact that literacy is not only learned at school, parental support of literacy practices in the home environment is once again shown to be important. Hence the focus of this study is to look at the support which learners receive at home which assists them with reading related activities in their school work. Determining home influence on learners' literacy development was also a challenge in the context of the current study.

Multiple literacies as a concept requires that language and literacy be studied as they occur naturally in social life taking into account content and their different meanings to different cultural groups This study focuses on home influence and parental support for language and literacy development. Reading and writing only make sense when studied in the context of social and cultural practices of which they are part (Gee, 2003). There is much literacy that occurs within varying social contexts (Kajee, 2011). Examining the different kinds of activities in which parents engage with their children and which can be viewed as literacy practices is important. What parents do with their children directly or indirectly influences their literacy development. Literacy is situated, that is, all uses of written language can be seen as located in a particular time and place (Kajee, 2011). All literacy activities are indicative of broader social practice (Gregory & Williams, 2000). One can see that literacy as situated in a particular time leads to the idea that parents as part of social life of learners are somewhere situated in a different situation - and so in their own way influence learners' language and literacy development.

According to a report of the National Urban League (NUL), there are challenging assumptions about parental support in learner's literacy development (USA, 2008). In order to enhance parental support in learner's academic work, these assumption need to be clarified. Assumption (1): Middle class parents or guardians care more about their children's literacy development than the working class and poor parents. Assumption (2): Parents or guardians from minority groups (particularly African American) are less involved

in the schooling of their children than whites. Both the assumptions were also a challenge in the context of this study. Generally in South Africa, people tend to like judging things in accordance to their social status; whether it's in from a rural or urban setting. This study chooses to look at the level of parental support in some rural primary schools in Limpopo around Tzaneen at Nkowankowa and Thabina circuit. Generally there is a tendency of relating one's level of literacy with one economic status. A study carried out by Tiemnsma (2010) in South Africa found the poor socio-economic background of South Africans as one factor which promotes the level of illiteracy in South African people.

Findings of the National Urban League suggest that for assumption (1) parents' concerns for literacy of their children cuts across socio economic status, race and gender. There may be differences in parents' status. Some parents may materially have more than others parents, but concerns for developing youth are present in most families. If all parents are concerned with their children literacy then the question will be why do some learners perform much better than others? The level of parental involvement can answer this question. For assumption (2) there is no reliable data to indicate that parents or guardians are no more or less 'involved' in the schooling of their children based on race or ethnicity but several studies shows that poor academic literacy is closely linked to socio economic background of the learners (Phillips & Lonigan, 2009). Generally people has a tendency to shift the blame of their failure to every problem and link it to poverty, Parental support is important for all the learners regardless of gender or ethnicity and as literacy is a concern for all parents.

In order to promote parental support in learners' literacy development the NUL reports suggest parents need to be aware of children's multiple literacies. Many studies on family influence and parental support in learner's language and literacy development can augment the efficacy of many other studies (see for example: Rogof 1990: Smith & William, 2002). Studies that examine parental attitudes towards school and academic achievement reveal that, the family attitudes towards school and the emphasis they place on education are better indicators of academic success than family structures, demographics and income (Kajee, 2011).

A study conducted by Anderson, Anderson and Shapiro (2005) shows that parental support in learners' reading does not only benefit English as a learning area but it cuts across all the learning areas. The study suggests that shared book reading is important for parents to draw attention to mathematical vocabulary and concepts. Their study explores how parents and young children attended to mathematical concepts as they engage in shared book reading. Different kinds of activities which parents engage in with their children can help in the development of learner's language and literacy in the home environment.

There are many factors which promote the use of story books to enhance mathematics for example; there is an increased emphasis on integration in curriculum and instruction and integration is one of the principles of the National Curriculum Statement. Storybook reading has been deemed very important in many childhood and primary years classroom (Anderson, Anderson & Shapiro, 2005) many studies found that a common attribute to most precious readers was that they had been read to regularly by parents and significant others.

2.4 HOME LITERACY SUPPORT

The availability of stimulus and the extent to which learners are exposed to various literacy experiences in the home environment are important variables for literacy and language development (Amanda, 2008). Apart from the availability of literacy tools, family attitudes about literacy, adult modeling of reading and writing activities, and experiences with print, contribute to the home literacy environment of the children (Robert, 2009). Some elements which can promote early reading skills in the home setting include songs, nursery rhymes, and finger plays. Early literacy emphasises the role of parental support

Dickinson and Tabors (2001) studied home-school language and literacy development to examine how parents support the development language skills in young children from families with low income. The study is concerned with that which makes children living in

poverty less likely to become successful readers in future. The study was aimed at identifying the strengths in homes and preschool programmes that can build strong language foundations.

This study by Dickinson and Tabors is based on the theoretical assumption that rich language during the preschool years plays an important role in ensuring that children are able to read with comprehension when they reach middle schools Dickinson & tabors 2001). The study found that exposure to varied vocabulary is vital if one is to communicate information clearly, creating opportunities for children to be part of conversation that requires them to develop understanding beyond the here and now, and that requires the use of several sentences to build a linguistic structure helps in developing children's literacy and language skills as well as the choice of books by parent helps in developing extended discourse and the discourse is rich with vocabulary and when their teacher provides a classroom with a curriculum that is varied and stimulating. Livingston and Wirt (2003) found that children whose homes are filled with books, whose parents read to them, and who have begun to understand the reading process have a higher level of reading skills, and knowledge when they enter kindergarten than children who do not have such rich literacy experiences before entering school. The impact of parental support in literary related activities is the focus of this study. Reading achievement in young children is closely related to children's home literacy environments (Baker, 2003). One can see that home literacy support plays a vital role in helping learners develop literacy in reading.

2.5 PARENTAL INVOLVEMENT

"Family engagement is supported when parents can contribute to their children's school success and they are given opportunities to meaningfully participate in their children's education" (Robert, 2009: 182). Generally, two hands are better than one: involving parents in their children's reading can help the children in language and literacy development. When families believe they have resources to support their children they are empowered. Empowerment and educational conditions promote family engagement with schools (Robert, 2009). Characteristics of children's home life have an impact on their language and literacy development (Robert, 2009:179). In this study family involvement is taken into serious consideration as there are many researchers (discussed above) who believe that parental support in children's literacy development is crucially important. This

study aims at discovering if the parents in the target population undertake various activities with their children which help their children in language and literacy development, particularly in reading for understanding.

The level of parental involvement varies amongst parents. For example, parents of children with statement of special educational needs are all more likely than average to be very involved in their child's education (Robert, 2009: 186-192).

Engaging children in reading related discussions and activities are also important because they learn about letters, sounds, and story sense (Snow, Burns, & Griffin, 1998). This is an issue that the current study will also explore to check if there are any of these activities which parents perform with their children and if they enhance the learners' reading comprehension.

2.6 LITERACY AS A CHALLENGE IN SOUTH AFRICAN SCHOOLS

According to the Report of Annual National Assessment (ANA) which is a tool for monitoring and improving the level and quality of basic education identified by the government with the special focus on the foundational skills of literacy and numeracy, literacy is seen as the tool for helping learners to excel in their learning process across all the learning areas (South Africa, 2012) "The choice of the subject for monitoring has been informed by the recognition worldwide of literacy and numeracy as the key foundational skills that predispose learners to effective learning in all field of knowledge" (South Africa, 2012: 5). The result of the national percentage marks for language in 2011 and 2012 show that there is a problem with learners' literacy in the lower grades. Finding out what the factors which contribute to a low level of reading proficiency in learners is vital. There are various factors which contribute to this problem but parental support seems to be the most contributing factor. If parents can be equipped with necessary skills to help their children develop language and literacy children will be able to read and write effectively when they finish school. Studies have shown that children's language and literacy begins

in the homes through the help their parents (Dickinson & Tabors 2001; Snow & Dickinson 1991; Robert, 2009).

Literacy is a challenge which is not only affecting the lower grades but also goes beyond. According to the national study for the concord review conducted in 2002 95 percent of high school teachers believed that writing a research paper is important 62 percent never assigned a paper of moderate length (three thousand to five thousand words) and 81 percent never assigned a paper of more than five thousand words (Fitzhugh, 2011). The research of Dreyer and Nel (2003) indicates that many South African students who register for undergraduate study each year are under-prepared for university education and that many of these students also have low levels of reading ability. A study carried out by Dickinson and Tabors (2002) has shown that rich language experiences during the pre-school years play an important role in ensuring that children are able to read with comprehension when they reach middle school. According to Robert (2009) some parents support their children in school activities from their primary level and stop at a middle grade. The results of children's performance in literacy shown in the report of ANA (2012) has indicated gradual decrease in learners performance from lower grade upwards this confirms Roberts findings that parents support their children from early grades and stop at a certain grade.

The National Reading Strategy's concern is that every South African child must be literate when he reaches adulthood. "Every South African learner will be a fluent reader who reads to learn, and reads for enjoyment and enrichment" (South Africa, 2008). The National Reading Strategy sees reading as a means of empowerment and empowerment is viewed as a way to be able to write and someone who is able to write has a potential to influence and influence is subject to change (South Africa, 2008). Learners' language and literacy development can be improved if parental support can be maintained. Many studies suggest that parental involvement in children's language and literacy development is crucially important (Larson, 2005; Snow, 1991; Dickinson & Tabors 2001).

The main goal of the National Reading Strategy is to improve the reading competence of learners. The Strategy aims to improve the reading level of all learners in the country, including those who experience barriers to learning and those learners who are at special schools and youth care centers (South Africa, 2008). Ensuring that every South African is able to read, write, count and think is the main aim of the curriculum of South Africa, and this underpins the National Curriculum Statement (NCS) (South Africa, 2008). In order to contribute in the fight against illiteracy in South African children, this study was aimed at helping parents to recognize the influence they have in their children's academic work even when they are not educated.

Every South African has a responsibility to fight against illiteracy. In 2001 and 2004, the Department of Education conducted two national systemic evaluations to establish literacy and numeracy levels in primary schools. These surveys showed shockingly low levels of reading ability across the country. Large numbers of our children simply do not read. The Department of Education continues to investigate why the levels of reading are so poor, and to find ways to deal with the problem. The study conducted by Tiemnsma (2010) find that reading literacy is a major problem in South African schools and learners are experiencing difficulties which hinder the development of language and literacy such as school and communities do not have libraries, or access to them is limited; appropriate reading material are not always available or learners do not have access to them; multilingualism as a major problem in a country with eleven official languages, as many learners and teachers have to teach in a language other than their mother tongue; parents are not educated and cannot help their children; socio-economic condition are not conducive to reading literacy; and there is a lack of governmental support at various level.

The National Reading Strategy is seen as one of the ways in which the country is going to get to the root courses of the illiteracy of our people (South Africa, 2008). 'In developing this National Strategy for Reading, South Africa is participating in a number of United Nations development campaigns. These include the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Literacy Decade 2003-2013, and the Education for All (EFA) campaign, which aim to increase literacy rates by 50% by the year 2015.

Underpinning these campaigns, are the Millennium Development Goals (MDGs). Literacy promotion is at the heart of the MDGs.' Reading seem to be a crucial problem which is facing South Africa, looking at the areas which need to be developed in order to combat illiteracy is of great importance as for the context of this study the influence which parents could have in supporting their children in the process of language and literacy development was of great concern.

Literacy as a challenge for South African children is being addressed in many ways but there is no single way in which this problem is going to be solved as there are many variables that contribute to poor reading skills in South African children. According to the National Reading Strategy, there are many challenges which South Africa is facing in combating illiteracy (South Africa, 2008). Many schools do not have libraries; many homes have no books; books in African languages are scarce; so children do not have the opportunity to read in their home language (South Africa, 2008). Shared reading between children and their parents is regarded as one of the most predictor of later academic success by many researchers. In the case of diverse countries the practice of reading seem to be the challenge as Tiemnsma (2010) outlines some of the difficulties which learners are facing in the journey of developing language and literacy. Studies suggest that parental support in learners' language and literacy development does not only concern book reading. If parents can engage their children in their daily routine children will learn a lot and that would benefit them in achieving academic success. Regularly talking to children will build on their vocabulary.

Learners' participation in reading related activities in their homes was the focus of this study, and the types of activities which children perform with their parents were established. According to the project conducted by Howie, Venter, Van Staden, Zimmerman, Long, du Toit, Sherman and Archer (2008), South Africa has participated in the study of Progress in International Reading Literacy Study (PIRLS) which was conducted in 2006 and 2011. Both the studies took place in South Africa and were conducted by the Centre for Evaluation and Assessment (CEA) at the University of Pretoria, under the auspices of the International Association for the Evaluation for

Educational Achievement (IEA). The PIRLS 2006 study, conducted in 11 official languages, was the largest, most ambitious and complex national design within an international comparative study yet undertaken. The PIRLS 2011 was conducted at Grade 4 level in 11 languages, using the easier assessment known as pre PIRLS, and at Grade 5 level in Afrikaans or English only in the main PIRLS. The focus of the studies was as follows: (1) reading for literary experience, and (2) reading to acquire and use information. The target population tested in most countries was Grade 4. The study shows that South African households have on average few resources compared to many countries in PIRLS 2011.Learners from homes that are well resourced in education terms achieved higher reading achievement scores. Grades 4 and 5 learners who liked reading were motivated to do so and were confident readers, achieving higher scores than those who did not like reading, were not motivated to read and were not confident in their reading. Children of parents who liked reading achieved on average higher scores than those whose parents did not like reading. South African parents have exceptionally high aspirations for their children's education levels and aspire to their undertaking postgraduate education (Howie et al 2008). This current study scrutinised factors in Howies' project on reading, although it was conducted on an international basis and looked at many dimensions. This study's main concern was parental support of primary school readers and how such support assists primary school learners to read effectively.

2.7 CONCLUSION

It is clear that reading literacy begins at home during the early years before the children go to school. Learners' language and literacy development is influenced by the home environment, social and economic conditions. Parents are the first to expose learners to reading. Thus for language and literacy to improve in South African learners parents need to be aware of the role they play in the academic life of their children.

Engaging learners in reading related activities helps learner's language and literacy development. Providing learners with opportunities to be part of fruitful conversation also

contributes to language and literacy development. Learners whose parents read to them are more likely to become better readers when they enter school than those learners who do not have such a rich literacy experience.

There are many ways in which learners learn to read. It is difficult for one to define literacy as the term has recently gained more attention for various reasons. Literacy was once referred to reading and writing; but now the term has come to mean more than reading and writing but with reading as a core element of literacy. Any form of interpretation of reading is referred to as 'reading with meaning making'.

The individual, the group, the community and the society, as part of the learner's environment, all have an important role in shaping reading attitudes and motivation. The group, the community and the society should set examples, provide opportunities and strengthen the perception that literacy is important. It is the responsibility of parents and institutions, such as the school and library, to give every child a chance to make the most of his reading potential by intentionally creating reading environments. Research shows that the most important ways to support reading and the acquisition of literacy are to increase the number of books and reading materials and opportunities for reading in the home. Motivation to read at home is also important in fostering reading success for all children.

Lack of parental support in learner's academic work as well poor literacy in South African schools makes research like this necessary in order to try and identify ways to improve the situation. South African learners show poor performance in literacy and parents can help the situation by providing the necessary support learners need.

The next chapter describes the research methodology followed in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter 2 the literature about literacy support, particularly for reading literacy was reviewed. The literature review originated from a broad search of factors that could influence the reading literacy achievement of South African learners in Limpopo around Tzaneen in the Naboma area. This chapter identifies and explains the methodology used to answer the research questions of this study.

The main focus of this study is to establish if grade six learners receive the necessary support and encouragement from their parents to develop language and literacy skills in reading comprehension. The theory of the Home School Study of Language and Literacy Development carried out by Snow and Dickinson (1991) has been reviewed. It is shown that parental support plays a major role in children's language and literacy development. In chapter 2 several aspects of literacy have been investigated in the literature review, such as, literacy environment, multiple-literacy, attitudes towards reading, parental involvement, and the situation of language in South Africa. This provides a theoretical frame work for this research and indicates what key areas need to be included in the data collection. In this chapter the research methodology will be discussed; participation in the research, the population sample used, the research design and the collection of data are addressed.

3.2 PURPOSE OF THE STUDY

The research problem that is being addressed is that South African learners' have poor reading literacy and the researcher feels that parents are not giving their children the necessary support to develop these language and literacy skills in reading.

The aim of this study was to investigate the support of home reading literacy in grade six learners in Limpopo primary schools, which assists them in learning to read, and particularly to read with understanding.

The objectives of this study were the following:

- To assess the extent to which children are supported by their parents in learning to read in certain Limpopo primary schools.
- To examine if parental involvement in children's education affects their academic achievement.
- To establish the types of activities that parents perform with their children that help them in language and literacy development.

The study seeks to answer the following questions

- To what extent do learners receive parental support which helps them to develop reading literacy?
- What impact does parental involvement in their child's academic work have on its performance in reading literacy?
- What kind of activities do parents engage in with their children which help them to develop reading literacy?

3.3 RESEARCH METHODOLOGY

The research method used is a case study. In a case study a particular individual, programme or event is studied in-depth for a defined period of time (Leedy & Ormrod, 2011). Case studies offer the opportunity to study a particular subject. For example: one organisation in-depth or a group of people, and usually involve gathering and analysing information, information that may be both qualitative and quantitative. In case studies one is directed towards understanding the uniqueness of a particular case in all its complexity. The researcher investigates the object of the case study in-depth to produce evidence that lead to understanding of the case and answers the research questions. The main purpose of a case study can be descriptive or an in-depth study of a particular case which yields exploratory insights (Babbie, 2005).

3.4 RESEARCH DESIGN

In this case study, the focus is on a certain group of people (learners and parents) in the Limpopo region around Tzaneen in the Nkowankowa and Thabina circuits. This study was

limited to two schools in these circuits. Both schools were in rural areas. Urban schools were not chosen because of budget constraints. For this study the researcher follows a mixed method approach. The methodology that is going to be adopted is primarily qualitative, but will contain a section of quantitative data to establish frequency. A mixed method approach is more comprehensive than attacking a problem from only one point as Trochim (2002) states that any kind of polarised debate is less productive. It obscures the fact that qualitative and quantitative data are intimately related to each other. All quantitative data is based on qualitative data, and all qualitative data can be described and manipulated numerically (Trochim, 2002).

Parental support and the home environment of the children has been reviewed. Factors such as literacy reach environment, homes which are conducive to literacy development, supportive parents and non-supportive parents has been examined. All these environmental factors and the extent to which parents support their children were investigated using a comprehension test for learners, interview guide for reading and checklist.

3.4.1 Population

This case study was done in two schools in Limpopo near Tzaneen. A list of schools was obtained from the internet and two rural schools were chosen (www.schools4sa.co.za). Rural schools were chosen because studies maintain that it is those learners with poor a socio-economic background who are most likely to experience difficulty in developing reading literacy. Grade 6 learners were chosen because the results of the Annual National Assessment (2011-2012) showed a gradual decrease in learners' performance in numeracy and literacy from grade R to grade 9.

The concern about literacy and the lack of a functionally literate population in South Africa is well documented Kajee, (2011) and Tiemnsma (2010). Literature in this study indicates that there is a problem in Limpopo primary learners specifically learners from Nkowankowa and Thabina circuit in Tzaneen. Tzaneen is situated in the Limpopo province. Around Tzaneen there are many rural areas. Nkowankowa is a township in Tzaneen where's Thabina circuit is a rural area. Literacy in this study shows that there is a problem in

learner's reading literacy and the area which needs to be developed is parental involvement in their children's academic work, particularly reading-related activities.

3.4.2 Sampling

Random sampling is not typically an approach followed when the total number of participants to be selected is small (Seawright & Gerring, 2008). In this case study the case selection is purposive rather than random. Purposive sampling in the current study is used because of the manner in which the researcher chose to select the participants and the way in which the data collection instruments are going to be used. According to Lisa (2008), sometimes there are specific reasons for choosing a sample. For example, in this study the researcher wanted specific learners for specific reasons. Purposive sampling is virtually synonymous with qualitative research. Qualitative researchers are less often interested in asking about central tendency in large groups for example; 'What do most people think about this issue?' and much more interested in case study analysis (Lisa, 2008).

A sample from this study was drawn and the population from which the sample was drawn is grade six learners and their specific parents. Both parents and learners come from the Tzaneen region in Limpopo province. Only twelve grade six learners and twelve parents participated in this study. As mentioned above all learners come from two schools. Six learners were selected in each school. The unit of analysis is the element about which you are observing and collecting data (Nardi, 2003). In this study the unit of analysis consists of the learners and their parents. The researcher asked permission from the principals of both schools to use their grade six English mark sheet for selecting learners. Both principals were told about the purpose of using the mark sheet as a means of selecting learners but they were not told why the researcher wanted the highest and the lowest performers.

In each school 3 learners who got the highest mark in the previous English test and 3 learners who got the lowest mark in the previous English test were chosen from the mark list provided by the schools together with all the specific parents/guardians of each learner.

3.4.3 Data collection Instruments

In order to enrich findings and provide multiple perspectives, learners wrote a comprehension test, then after that completed an interview guide and lastly completed a checklist. Parents only completed an observation checklist. The purpose of this study is to investigate the extent to which learners in grade six are being supported by their parents in language and literacy development. The research design links the research objectives to the execution of the research. Both qualitative and quantitative methods were used as they strengthen one another.

Comprehension Test

A comprehension test of about 12 questions was set by the researcher for learners only in both schools. It was a short comprehension test with high and low order questions. This test was aimed at assessing the level of the learners' reading comprehension. The test scores, was used to select the lowest and highest achieving learners. Most importantly the researcher wanted to establish if learners who receive support from their parents in reading literacy development have an advantage over those who do not have such a privilege.

Interview guide

In order to discover if there are activities in which learners engage with their parents and which in turn help the learners in language and literacy development, an interview guide was designed. There were open and closed questions but mostly open questions were asked. Questions such as "Explain how you eat at your home?" were asked. Open questions were asked to ascertain if parents engage their children in literacy rich conversation as the literature in the current study reveal that parental involvement play an important role in learners language and literacy development see for example section 2.3. Because the researcher was interested in the learner's opinion learners were free to use any language in responding to the questions. Fortunately the researcher was able to monitor all the participants as this was a small sample. In both schools learners completed the interview guide in the presence of the researcher.

Checklist

Two observation checklists were designed: one for learners and the other one for parents. The learners' checklist was designed to validate responses from their parents and the parents' checklist was designed to find out if they support their children in language and literacy development. Learners completed the checklists in their schools on the same day at different times in the presence of the researcher. Parents were visited at their homes. Three parents were visited per day. Meeting with the parents was not that difficult because most of the learners stay close to each other. The responses of both learners and parents were entered onto a computer and analysed using a computer programme (Excel) to check how many said 'yes' and how many said 'no' as most questions were closed.

3.4.4 Analysis of data

Two types of data were analysed: open and closed ended questions from the interviews that were guided by the checklists. The test scores were used to check if home literacy practices have an impact on learners reading literacy development.

Data analysis in a case study typically involves the following:

Organisation of details about the case - the specific facts are organised in a logical order.

Identifications of patterns: the data and their interpretation are scrutinized for underlying themes and other patterns that characterise the case more broadly than a single piece of information can reveal.

Synthesis and generalisation: an overall portrait is constructed, conclusions are drawn that may have implications beyond the specific case that has been studied (Creswell, 1998).

The purpose of the qualitative data is to discover underlying meanings and patterns of relationships (Babbie, 2005). Open questions require in-depth content analysis. Content analysis involves looking for recurring themes, key ideas, and key words in context, word repetition or phrases. For open questions the responses were processed and categorised in order to organise and analyse them. All respondents' answers to certain questions were

read and each time a new answer was encountered it was recorded, as was the frequency of each answer category.

Quantitative data were encoded by allocating numbers and the data was entered into the computer. Some question had yes or no answers others had true or false. Data once organised into categories was coded and captured. The qualitative analysis was done by the computer programme Excel.

3.5 LIMITATIONS OFTHE STUDY

The researcher encountered a language barrier during data collection. Most parents and some learners were not good in English and couldn't express themselves very well in English. In order to get enough information from them the researcher gave permission to learners to use their own preferred language when completing the interview guide and to help them to understand the questions. Parents were assisted by the researcher to complete the checklist by translating to them what was said in the checklist. The researcher had the advantage of being multilingual because in both schools a language other than English was spoken. Learners at Mavumba Primary School were all comfortable with English and they completed the interview guide in English. On the other hand some learners in Maroboni Primary School completed the interview guide in their mother tongue.

All participants were Africans (blacks) and they all speak English as a first additional language. In both schools English is used as medium of instruction. In one of the schools one teacher asked the researcher if he is comfortable to use Xitsonga during greetings as the teacher had noticed that the researcher could speak it.

3.6 ETHICAL ISSUES

Ethical issues need to be considered. A crucial ethical issue in research is that it brings no harm (physical harm, psychological harm, legal harm, or harm to a person's career or income) to the people being researched (Babbie, 2005). In this study the purpose of all the data collection instruments and the subsequent data that would be used were

explained to the participants and it was emphasised that there were no right or wrong answers.

Participants need to be clarified about the benefit of the study (Seawright & Gerring 2008). Participation in this study was voluntary and respondents agreed to answer questions voluntarily and they were told that they can refuse to participate at any time. All participants gave informed consent to participate in this study. A consent form, explaining the purpose of the data and the instruments utilised, as well as what the respondents were expected to do, was given to both learners and parents who participated in this study.

Anonymity and confidentiality are two most important ethical issues (Babbie, 2005). Participants were assured that answers to the test, interview guide, and checklist would be kept confidential and they were therefore encouraged to answer as honestly as possible. Both parents' and learners, names were coded in all discussion of collected data. School names were asked and the schools were guaranteed that information would be treated as confidential unless official release is needed.

3.7 CONCLUSION

The literature reveals that there are many role players and environmental factors that could have an effect on a learner's language and literacy development. Multiple ways in which parents support their children's language and literacy development have been investigated by means of the methodology explained in the chapter.

Chapter 4 will deal with research findings and data analysis. The data collected indicates if parental support plays a major role in learner's language and literacy development, or not.

The next chapter will deal with the analysis of the data collected for this study and the interpretation and discussion of findings.

CHAPTER 4: DISCUSSION AND INTERPRETATION OF DATAINTRODUCTION

The previous chapters dealt with the literature and the research methodology of this study. In this chapter the data collected is analysed and discussed in the light of the research questions which examine the issue of the amount of reading literacy home support (by parents/ grandparents/ guardians) of selected primary school learners in the Napoma area in Limpopo, by assessing whether those whose homes are filled with books, whose parents read to them, and who have begun the reading process have a higher level of reading skills and knowledge than children who do not have such a literacy rich experience. Livingstone and Wirt (2003) found this to be so in the context of their study: which was conducted in the United State of America (USA). That children's language and literacy skills in kindergarten are strongly related to later academic success is supported by a number of other studies (Snow, 1991; Snow & Dickinson, 1991; Cunningham & Stanovich, 1997; Whitehurst & Lonigan 1998; Dickinson & Tabors 2001 and 2002 & Kajee, 2011) in different parts of the world.

Data was gathered by means of three different kinds of data collection instruments: a short comprehension test, an interview guide and checklists. Parents only completed the checklist while learners were given a test, completed an interview guide and a checklist.

The population from which the sample was drawn is grade six learners and their specific parents. The choice of this is driven by the report of the Annual National Assessment 2012. Results in the ANA report (2012) had shown poor literacy in South African learners. In order to gain more information as parents complete their checklist the researcher observed the home environment to see if there were other factors which may hinder the development of language and literacy in children. Rural schools were chosen in order to establish if there was literacy support in these schools in Limpopo as many studies found that children from low income families have difficulty in their language and literacy development due to their socio-economic backgrounds (Snow & Dickinson, 1991; Dickinson & Tabors 2001; and Livingstone & Wirt 2003). Two primary schools were used in this study.

4.2 PERSONAL INFORMATION OF THE PARTICIPANTS

In order to obtain personal information of the participants, during introduction the researcher noted personal information which he deemed important about each participant. Personal information of each participant includes Learner's caregiver/s and their educational level; learner's age and learner's home language. Gender was not considered in the selection of the learners as participants because the researcher only concern with learners' performance regardless of gender. The learners were divided into two groups: good readers and poor readers.

The following tables show the personal information of the participants.

4.2.1 Age

Table 1: Learners age in school X and Y

SCHOOL X			SCHOOL Y	
Learner's codes	**Age of the learner**		**Learner's codes**	**Age of the learner**
A	13		A	12
B	12		B	11
C	11		C	11
D	11		D	11
E	11		E	11
F	10		F	11

4.2.2. Learners' home language

Table 2: Home language

	NUMBER	%
English	0	0
Afrikaans	0	0
Zulu	1	8
Setswana	2	17
Northern Sotho	3	25
Xitsonga	4	33
More than one	2	17
Total	12	100

4.2.3 Caregivers of the learner's and their highest educational level achieved

Table 3: Parents' information

SCHOOL X				SCHOOL Y		
Learner's code	**Learner's caregiver**	**Caregiver educational level**		**Learner's code**	**Learners caregiver**	**Caregiver educational level**
A	Mother	Grade 10		A	Mother	Grade 8 (standard six)
B	Brother	Grade 11		B	Both parents	Highest grade 11
C	Mother	Grade 12		C	Grand-parents	Grade 10 (standard 8)
D	Grandmother	Grade 12		D	Grand-mother	Grade 12
E	Both parents	Grade 12		E	Both parents	Grade 12
F	Both parents	Mother grade 12 father Degree		F	Both parents	Grade 8 (elder children educated

The average age sample was 10-13 years. The majority (67%) of respondents were in the 11 year age grouping (see table 1). They are in the transitional reading phase and should have mastered the basic reading skills. In this time they should have become more fluent readers (Neuman & Roskos, 2005).

This study included learners from one racial group only. Black learners served as participants in the current study (see table 2). National statics of the various racial groups in South Africa are: blacks 79.6%, white 9.1%, coloured 8.9% and Asian 2.5% (Stats in brief, 2007). The sample in this case study is, therefore, not representative of the general population of South Africa.

The literature (chapter 2) reviewed clearly stated how important the relationship is between home language and tuition language. All learners and their parents speak a language other than English at home yet; in both schools English is used as a medium of instruction.

Researchers (Hasan, 2002; Dickinson & Tabors 2002; & Kajee, 2011) indicate that parental involvement in learners reading literacy development may be explained based on ways in which parents talk to their children thereby differently preparing learners for the ways in which they are expected to use the language in the context of the formal education. In countries where children use diverse languages at home yet use one language as a medium of instruction the results may differ (see chapter 2 section 2.2: 17). The sample population of this study speaks diverse languages with no one speaking English as a native language but in both schools English is used as a medium of instruction. This could be one reason South African learners suffer illiteracy.

Only 42% of the respondents stay with both parents. All the poor readers indicated that they stay with a single parent or grandparents. In school X learners A and C stay with their mothers only and in school Y learner C stays with his grandmother alone. All the parents are alive, but social issues have forced them to be away from their children. The level of education of all the poor readers' parents range from grade 10-12 which is not bad compared to the level of good readers' caregivers which also range from grade 8 to degree level. Learners who stay with both parents showed positive result in reading literacy in both schools. According to Tiemensma (2010), it is not the parents who are literacy role models for learners and who support their reading literacy development, but grandparents, other immediate and extended family members or care takers.

4.3 LEARNER'S COMPREHENSION TEST (see appendix A)

The comprehension test was aimed at assessing learners' level of understanding. The test scores were aimed at establishing poor readers and good readers.

Learners were selected based on their performance in the previous test. The researcher asked for the mark sheet for an English test in grade six in both schools from the English teacher of grade six. In both schools learners had written an English test. From the previous test record provided by both schools, two learners with the lowest scores; two moderate and two highest scored learners were chosen from each school. Learners' names were coded from the highest letter to the lowest letter. A and B refers to the poorest learners C and D refers to Moderate learners and E and F are the highest of them all in each school.

The researcher designed his own test for the learners (see appendix C) in order to validate the learner's scores from the previous test scores recorded on the mark sheet provided by both schools. The test consisted of 12 questions and each answer counted 1 mark. All of the chosen learners managed to write the test in both schools. The table below shows each learner's score in the test.

Table 4: Comprehension Test Scores

SCHOOL X				SCHOOL Y		
Learners' codes	**Score**	**Percentage**		**Learners' Codes**	**Score**	**Percentage**
A	2	16.7		A	5	41.7
B	6	50.0		B	4	33.3
C	4	33.3		C	10	83.3
D	12	100.0		D	6	50.0
E	9	75.0		E	11	91.7
F	10	83.3		F	12	100.0
Total	12	100		Total	12	100%

Using learners scores at the table above good and poor readers were determined by the researcher.

The test was organised as follows:

Questions 1-6 are multiple choice questions and were aimed at assessing learners' ability to read for understanding

Questions 7 to 9 are open questions to assess learners' thinking; question 10 involves questions to check the grammatical knowledge of the learner; and question 11 tests vocabulary.

The table below shows learners' scores in each category

Table 5: Learners' scores of question 1-6; 7-9; 10 and 11

QUESTION 1-6 LEARNERS UNDERSTANDING						QUESTION 7-9 LEARNERS THINKING					
X			Y			X			Y		
Learners' Codes	Scores	%	Learners' Codes	Scores	%	Learners' Codes	Scores	%	Learners' Codes	%	Scores
A	2	33	A	5	83	A	0	0	A	0	0
B	3	50	B	2	33	B	2	67	B	0	0
C	3	50	C	3	50	C	0	0	C	2	67
D	6	100	D	3	50	D	3	100	D	2	67
E	5	83	E	6	100	E	3	100	E	3	100
F	4	67	F	6	100	F	3	100	F	3	100
Total	6	100	Total	6	100	Total	3	100	Total		100
Question 10 Grammatical knowledge						Question 11 Vocabulary					
School X			School Y			X			Y		
A	0	0	A	0	0	A	0	0	A	0	0
Learners' Codes	Scores	%	Learners' Codes	Scores	%	Learners' Codes	Scores	%	Learners' Codes	%	Scores
B	0	0	B	0	0	B	1	50	B	1	50
C	1	50	C	2	100	C	0	0	C	2	100
D	2	100	D	1	50	D	2	100	D	1	50
E	2	100	E	2	100	E	0	0	E	2	100
F	2	100	F	2	100	F	2	100	F	2	100
Total	2	100	Total	2	100	Total	2	100	Total	6	100

As mentioned earlier, learners' scores from the mark sheet provided by the English teacher/s from both schools were validated by the scores they got in the test set by the researcher. Using the test scores poor and good readers were established. The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R-12 provide a scale of achievement for the National Curriculum Statement. The table below shows the way in which South African learners must be graded.

Table 6: Achievement levels and descriptors of the NCS

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS IN PERCENTAGE %
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

In the context of this study a learner's performance was described as good, better or poor. Learners who scored between 0 - 49% were classified as poor readers; learners who scored between 50 - 79% were described as better readers and learners who scored between 80- 100% were categorised as good readers.

In school X learner A with 16% and learner C with 33% were the poorest; in school Y learner A with 42% and learner B with 33% were the poorest. In school X, learner B with 50% and learner E with 75% were better readers. In school Y learner D with 50% was a better reader. In school X learners F and D were the good readers: learner F with 83% and learner D with 100%. In school Y learners C, E and F were classified as good readers: learner C with 83%, learner E with 92% and learner F with 100% (see table 4). The literature review reveals that poor performance in a learner's academic work is closely related to the extent to which parents support their children in reading literacy (see chapter 2 section 2.2).

In Questions 1 to 6 learners' understanding was assessed. Multiple choice questions were asked to check if learners are able to read and understand the passage. The findings were identical to the final scores as the very same learners who performed well were the ones who got the highest marks. Questions 7- 9 were aimed at assessing learners thinking. Again the results were the same: learners A and C in school X scored 0% and in school Y learner B scored 0%. So the results also show that these learners have reading difficulty and the problem may be that these learners do not receive the proper support they need in order to become good readers. Questions 10 and 11 were on grammar and vocabulary with 2 marks each.

After determining good and poor readers, factors which contribute to poor literacy in South African learners were established. The literature review clearly indicates the significance of parental support in children's reading literacy development (see section 2.4). In order to determine the level of exposure and the literacy related activities which assist learners in reading literacy development and to find out which parents engage with their children, learners completed a reading interview guide. Checklists about parental support were completed by both learners and their parents. The parent's checklist was designed to determine the extent to which parents support their children in reading literacy. The learner's checklist was designed to validate the parent's responses. As parents completed their checklist, the researcher observed the home environment of the learners to discover some environmental factors which can impact on the learner's reading literacy development.

4.4 INTERVIEW GUIDE FOR LEARNERS (see appendix B)

Children's homes are seen as the primary place for reading literacy development and parents are seen as the first teachers of their children. It is well documented that parental support plays a major role in children's reading literacy development (see 2.2).This section investigates the reading background of the learners and the level of parental support in children's reading literacy development. The kinds of questions asked are semi-closed.

The kinds of activities children perform with their parents were examined. Literature (Chapter 2, section 2.3) shows that there are multiple ways in which children learn to read and parents play a vital role in this process. Studies conducted by Dickinson and Tabors (2001) reveal that parents play a significant role in children's language and literacy development and that some parents miss the opportunities to help their learners learn to read by the way in which they engage with them (see Section 2.2).

The interview guide is divided as follows:

Questions 1- 6 are on reading background. Questions 7-10 are on reading related activities.

As most questions were semi closed for question 1 all learners including those scored as poor readers indicated that they have memories of learning to read. In retrospect, the researcher should have prompted the parents for more information on this question to find out if the good learners learnt to read at a younger age than the poor readers and if the parents helped their child to recognise letters and words. This would have been useful in discovering another dimension of the support provided at home.

All learners, good, better and poor readers, have memories of how they have learned to read. All of them mentioned another person in their process of learning to read; notably the mother or any significant person who helped them to read when they were still young. To them reading seemed to be more about knowing the correct spelling, correct pronunciation and listening to stories. None of them showed an understanding of reading as an activity to seek understanding. The researcher did not ask them where they learned to read but all of them indicated their homes as the first place of exposure to language learning. Parental support in learner's reading development is very important from early years.

The question about who is the caregiver of the learner showed a great difference in the learner's performance in the test. Out of all learners 42% of them indicated that they stay with both parents, 25% indicated that they stay with their grandmother, another 25% indicated that they stay with their mothers alone and the remaining 8% indicated that they stay with their brother (see table 3). Of all the learners who indicated that they stay with

both parents 60% were scored as good readers; 20% were scored as better readers and also 20% were scored as poor readers. Looking at learners who indicated that they stay with single parents (mother/grandmother/guardian families) the majority 43% were classified as poor readers 28.5% were scored as better readers and 28.5% were scored as good readers. These results oppose the findings of other studies in the literature review of current study that that it is not only parents who are responsible for the development of learner's reading literacy; anyone can support learners' literacy (see chapter 2 section 2.2) the question of who the learner stays with shows a difference in the performance of the learners as many learners who indicated that they stay with single parents did not perform well this may also be the course of illiteracy in South African learners.

Eighty percent of the good readers indicated that they enjoyed reading books when were they still young. All better readers and poor readers indicated that they also enjoyed reading during early years. Eighty percent of the good readers had an opportunity to be read to during their early childhood; 67% of the better readers also had an opportunity to be read to by an adult and 75% of the poor readers also indicated that they had someone to read to them when they were still young. The majority (75%) of all the learners seem to have received parental support during their early ages. Robert (2009) found that parental involvement takes place during the early years of children and then it stops at a certain stage. This could also be the case in the context of the sample of this study. The results of the Annual National Assessment 2011-2012 show a gradual decrease in a learner's performance in literacy and numeracy. The findings give one cause for reflection: at the results of the Annual National Assessment one can see that during the early grades (R-3) learners' performance is reasonable, but in their middle grade there is a drop in learners' performance in literacy (see 2.4). This could be because of the switch to English as a medium of instruction or it could be that parents could help while learners were still learning in their L1; but couldn't or felt they couldn't help with the English. Parents may feel able to help when their child is still learning in the mother tongue, but when the child starts learning in English they are no longer able to help. Perhaps parents/guardians should encourage the learners to teach them English as a way of learning English themselves. Teaching someone something increases one's own learning.

Parental support is vital for learner's reading literacy development. Parents need to be made aware of the role they play in their children's language and literacy development. It is well documented that literacy as a challenge in South Africa is not only affecting primary learners but goes beyond that level (see chapter 2 section 2.4) Parents need to be encouraged to support their children even when they are in higher grades and they need to be told that their support is very important. This support can be encouraging words; ensuring that the child sits down and does homework; letting the child read or if the caregiver does not know English have the child retell the content of the reading passage in the mother tongue.

The following tables show learners responses to the interview with the researcher

Table 7: Memory of learning to read

GOOD READERS				BETTER READERS				POOR READERS		
	N	%			N	%			N	%
Yes	5	100		Yes	3	100		Yes	4	100
No	0	0		No	0	0		No	0	0
Total	5	100		Total	3	100		Total	4	

All learners including those that were scored as poor readers indicated that they remember how they have learned to read wherein a quite number of examples were provided during the interview with the researcher. All the learners have mentioned someone else who was responsible for their process of learning to read. This could mean that all learners does undergo a process of reading literacy support but it is not well nurtured this may call upon different stakeholders to join hands in combating this matter. Parents support need to be inculcated in the school curricula it needs not to be natural as it seems. If parents can be made aware of the crucial role they play in their learners' reading literacy development learners literacy may improve.

Table 8: Early shared book reading

GOOD READERS				BETTER READERS				POOR READERS		
	N	%			N	%			N	%
Yes	4	80		Yes	3	100		Yes	4	100
No	1	20		No	0	0		No	0	0
Total	5	100		Total	3			Total	4	

Table 9: Story telling

GOOD READERS				BETTER READERS				POOR READERS		
	N	%			N	%			N	%
Yes	4	80		Yes	2	66		Yes	3	75
No	1	20		No	1	33		No	1	25
Total	5	100		Total	3			Total	4	

Table 10: Favourite story books

GOOD READERS				BETTER READERS				POOR READERS		
	N	%			N	%			N	%
Yes	4	80		Yes	2	67		Yes	2	50
No	1	20		No	1	33		No	2	50
Total	5	100		Total	3			Total	4	

The majority of the good readers (80%) have a favourite story book/s. Sixty seven percent of the better readers also have favourite story book/s and 50% of the poor readers have favourite story book/s. As the questions in the interview guide were semi closed, learners who indicated that they have favourite book/s were asked to mention one of their favourite books. All learners who indicated that they have favourite story books were able to name one of their favourite books. Out of all the good readers who indicated that they have favourite story books only 60% own a book at home. All the better readers who said they

have favourite story book/s have book/s at home and 75% of the poor readers have book/s at home. This may help increase the level of parental support as many homes seem to have some reading material.

Table 11: Books at home

GOOD READERS				BETTER READERS				POOR READERS		
	N	%			N	%			N	%
Yes	3	60		Yes	3			Yes	3	75
No	2	40		No	0			No	1	25
Total	5	100		Total	3			Total	4	

Table 12: Number of books at home

	N	%
less than 5		78
5 to 10		11
more than 10		11
Total		100

Lack of reading material may cause the process of reading literacy development to slow down as learners who do not have something to read will find it difficult to learn to read or improve their learning. In turn, parents will not be able to assist their children if they don't have reading material at hand. According to the National Reading Strategy (South Africa, 2008), there are many challenges which South Africa is facing in combating illiteracy. Many schools do not have libraries; many homes have no books; books in African languages are scarce; so children do not have the opportunity to read in their home language (South Africa, 2008). When learners learn to read in their mother tongue they make use of reading comprehension skills and these skills could then be transferred to reading in English. Reading literacy development is fundamental. The key factor for actively engaging learners in reading literacy development is connecting what they know in their first language to English as Cummins (2007) points out that English language learners (ELL) require at least five years to catch up to English speaking learners in the

acquisition of the academic language skills (Cummins, 2007). The literature in the current study reveals that for learners to improve in reading literacy schools must teach learners in their mother tongue in the early grades (see chapter 2 sections 2.3).

Question 6: Personal interest

6.1 Learners were asked generally for their personal interests in order to discover if they read anything in connection to their interest. All the learners who completed the interview guide indicated that they have interests. Watching TV as personal interest was mentioned by 25% of the participants. Thirty-three percent mentioned reading as one of their personal interests. Parents can support their children's language and literacy development by connecting their home literacies to their academic literacies (see section 2.3) TV viewing may also be an issue in context of the current study as the researcher has observed that although all participants came from rural areas most homes own a TV.

Table 13: Reading in connection with personal interest

GOOD READERS				**BETTER READERS**				**POOR READERS**		
	N	%			N	%			N	%
Yes	5	100		Yes	3	100		Yes	2	50
No	0	0		No	0	0		No	2	50
Total	5	100		Total	3			Total	4	

All learners, good, better and poor readers, have memories of how they learned to read. All of them mentioned another person in their process of learning to read; notably the mother or any significant person who helped them to read when they were still young. To them reading seems to be more about knowing the correct spelling, correct pronunciation and listening to stories. None of them showed an understanding of reading as an activity to seek understanding. The researcher did not ask them where they learned to read but all of them indicated their homes as the first place of exposure to language learning. Parental support in learner's reading development is very important from the early years.

Question 7 to 9: Reading related activities

Questions 7 to 9 are on parental engagement with learners in activities that promote the development of reading literacy in their children. The literature (see Chapter 2, section x.y) reveals that providing learners with opportunities to be part of conversations that help them develop understanding beyond the here and now helps them to develop reading literacy. The questions asked enabled the researcher to determine the extent to which parents engage with their learners.

Table 14: Doing shopping

GOOD READERS				**BETTER READERS**				**POOR READERS**		
	N	%			N	%			N	%
Yes	3	60		Yes	2	67		Yes	2	50
No	2	40		No	1	33		No	2	50
Total	5	100		Total	3	100		Total l	4	100

Learners were asked if they go shopping. The majority (60%) of those learners who were categorised as good readers indicated that they go shopping; 67% of the better readers also indicated that they also go shopping at their homes and 50% of the poor readers indicated that they also go shopping at home. If learners were doing all this activity with their parents they were going to gain a lot in terms of reading literacy development. Studies found that providing learners with opportunities to use language in an informal setting helps them to develop reading literacy (see chapter 2 section 2.2). The following example is the answer provided by one of the good learners:

The researcher: Do you go shopping at your place? If so, explain how you go about doing that.

Learner: “Yes, they write things like corn flakes, milk, meat, and maize meal.”

(This learner is being provided with the opportunity to increase her vocabulary).

The questions in the interview guide were semi-closed and learners were given the chance to elaborate on the way in which they assist their parents. The researcher was not so much concerned about learners' feelings; hence the questions were designed in a way that they would produce answers that would provide the researcher with information about how parents support their children.

The questions in the interview guide were semi-closed and learners were given the chance to elaborate on the way in which they assist their parents. The researcher was not so much concerned about learners' feelings; hence the questions were designed in a way that they would produce answers that would provide the researcher with information about how parents support their children. The table below shows the responses given by learners. All learners gave similar answers to this question.

Learners' response to question of shopping

Table 15: Shopping

	GOOD READERS		BETTER READERS		POOR READERS	
	N	%	N	%	N	%
I go shopping with my parents	3	60	1	33	1	25
I go shopping alone	1	20	0	0	2	50
I used to, but now I go alone	0	0	0	0	1	25
I go shopping with my parents sometimes	1	20	2	77	0	0
Total	5	100	3	100	4	100

The responses in the table above emerged as the main themes from learners' answers from the interviewer. The majority 60% of the good readers go shopping with their parents at the other hand only 25% of the poor readers go shopping with the parents this could course poor readers to be illiterate as they have little opportunity to improve their literacy level as doing shopping helps with vocabulary. With the 20% of the good readers who indicated that they go shopping alone there may be chances that this child carry a shopping list on the child has been taught to do shopping so parents trust the child and that too can also help the child to improve his/her literacy skills.

Question 9. Eating at home

A study conducted by Dickinson and Tabors (2001) found that conversation that takes place during meal time is very useful for the development of learners reading literacy because parents tend to use new words and this increases learners' vocabulary and the confidence of the learners is boosted. Learners who indicated that they share a table at home during meal times are the ones who scored more marks in the comprehension test. Because this was a small study the researcher did not manage to observe the actual meal time practices in each home of the learner participants.

The table below show similar answers learners gave to the question of how they go about eating at their homes

Table 16: Eating at home

	GOOD READERS		POOR READERS	
	N	%	N	%
When we eat at home we share a table	4	80	1	25
I eat at my own time in my place of choice	1	20	3	75
Total	5	100	4	100

The response given by the learners was trustworthy as the question did not clearly indicate why they were being asked about their eating style. This made learners very open with the researcher. The following example is the response of one the learners who scored as a good reader:

The researcher: How do you eat at your home?

Learner: ''I eat very well at home. They eat with me on one table at home. We share one anything. My parents and me love each other''.

This response is believable because the learner is able to elaborate in the manner they eat. If learners have an opportunity to share a table with parents the learner may be likely to gain more as far as reading literacy is concerned.

Another example is that of one of the learners who scored as a poor reader

The researcher: How do you eat at your home?

Learner: "*Nifika nitiphamela niyadyela kamereni leyindi tlelaka ka yona'* Meaning: 'I serve myself when the food is ready and go to my room and eat'.

This learner does not get enough opportunity to communicate with the parents and the home environment is not conducive for reading literacy development. The literature (Chapter 2, section 2.2) reveals that learners who are given opportunities to be part of conversation with knowing others have greater opportunity to be able to read with comprehension when they are in their middle grades than those who do not have such privilege. Children's language and literacy development depends on children's level of experience in interaction with their parents (see chapter 2.2) The result of this part of this study could indicate that lack of parental support maybe one of the contributing factors in a learner's level of reading literacy.

4.5 PARENT'S CHECKLIST (see appendix D)

In order to substantiate the learners' responses to the interview guide, the researcher designed a checklist to be completed by the parents of those learners who scored as good readers and bad readers in the comprehension test. The purpose of this section is to determine the extent to which parents support their children in reading literacy development, to validate the responses given by the learners in the interview guide and to see whether the good readers have more home support than the poor readers. For this reason, questions that have been asked in this checklist for parents are not that different from the questions which were asked in the learners' interview guide. The literature outlines ways in which parents can engage their children in literacy rich activities at home. Opportunities which parents give to their children to be involved with them in literacy rich activities helps learners in reading literacy development.

There were 5 learners who scored as good readers and four learners who scored as poor readers so this gives 9 learners whose homes had to be visited to talk to the parents. Two good readers came from school X and 3 good readers came from school Y and 2 poor readers were identified in each school. As the purpose of this study was to investigate the support which learners receive at home and ascertain whether this support helps them develop literacy in reading, in particular. All the parents of the good and poor readers were visited. Because in both schools learners did not stay very far from their schools, 3

parents were visited each day through the assistance of their child. Some parents were visited during the week while others were visited over the weekend due to commitments during the week.

The checklist for parents was divided into two parts. Questions 1 to 10 were on what parents do with their learners at home and questions 11 to 16 were on what parents do in order to encourage or help their children to develop reading literacy (see appendix D). Parents completed the checklist in the presence of the researcher. While the parents completed the checklist, the researcher observed the home environment of the learners to see if he could identify some environmental factors which could hinder the development of the learner's reading literacy.

All parents of the poor readers indicated that they play with their children at home and they all indicated that they perform household chores with their children. This may be true because the majority (75%) of the poor readers in an interview with the researcher indicated that they do engage with their parents at home. The majority (80%) parents of the good readers indicated that they engage with their children in household chores. Given the findings from the interview guide of the learners and responses given by the learner's parents in the checklist it is clear that learners perform household chores at home with their parents. It can be argued that although parents engage their children in household chores very few are doing it with the intention of helping them develop reading literacy; and therefore the awareness of the learning which happens during this process can be minimal.

All parents of the learners who scored as poor readers in the comprehension test designed by the researcher indicated that they work with their children at home. The majority (80%) of parents of the learners who scored as poor readers indicated that they work with their children. This finding may not be true because if parents of the poor readers claim to engage with their children one has to ask how or how often he/she does that. The difference in parental involvement may also indicate that those children whose parents reported that they do not do household chores with them have enough chance to explore the world; hence they do better in their academic work as autonomous learners.

During the interviews with the learners the most recurring themes extracted from the learner's response was that they go shopping with the parents or they go shopping with their parents or they sometimes go shopping with their parents. The majority of parents of the good readers (80%) indicated that they go shopping with their children every month and all the parents of the poor readers also indicated that they go shopping with their children every month. If parents can be shown ways to use the opportunity when shopping to discuss things this may contribute to their children improving the language skills they need to improve their reading and become reading literate. Shopping can be one of the best opportunities which parents can capitalise on and enrich their children's language and literacy development.

All parents of the good readers indicated that they share a table during meal times. This may increase the space and time for the learners to learn new words and about new topics. (see chapter 2. Section 2.3) during the interviews with learners the researcher found that most learners said that they eat together as a family. The majority 75% of learners who indicated that they eat at their own time alone scored as poor readers. Such learners have limited opportunity to be engaged with their parents and thus may not develop skills they require for reading. It is well documented that literacy is a challenge in South Africa and it is not only literacy but also there is a challenge in numeracy as well. A study carried out by Tiemensma (2013) found that South African learners are poor in literacy because they fail to develop reading habits. Considering the sample of participants in this study in terms of reading literacy in English, one can see that even if parents share a table during meal times with the intention to engage in conversation with their children, chances of them using English as a means of communication is very limited because none of the participants speaks English as a mother tongue. However, the skills they develop in their mother tongue may assist them to develop reading skills in English (Cummins, 2007).

The majority of parents of good readers (80%) play with their children. Half of the parents of learners who scored as poor readers (50%) indicated that they play with their children. This may give good readers a greater opportunity to perform better than the poor readers

as their time for developing meaning making skills is greater than those learners who scored as poor readers.

All parents of those learners who were scored as good readers assist their children in learning new words. Only 25% of parents of learners who scored as poor readers indicated that they assist their children in learning new words.

4.6 LEARNER'S CHECKLIST (see appendix C)

This checklist was designed to confirm learner's response to interview with the researcher and the answers provided by their parents in the parent's checklist. Questions which are being asked in this section are similar to those asked in the parent's checklist. The literature reveals that learners learn a language in multiple ways and parents are the most crucial persons for providing learners with as many opportunities to learn a language as possible.

The majority of the good readers 80% indicated that they engage with their parents in house chores while all the poor readers indicated that they also help their mothers with the house chores. This may increase a learner's time to gain as much knowledge as reading literacy is concern but during interview with learners most learners indicated that they do most of the house chores but the theme which emerges is that they perform the house chores alone. Parents need to be alerted of the actual goal of parental involvement as it seems in most cases the aim of engaging the child is to get the job done not to help the learner develop a language.

In chapter 2 it is well stated that shared book reading is essential for reading literacy development in learners. During the interview with learners it was found that most reading between learners and their parents took place when they were young. The results of the ANA show a drop in learner's performance as they proceed to higher grades. This may be

due to the fact that parents read with their children while they are still young and stop at a certain point. The majority of good readers indicated that they share a book with their parents and 75% of the poor readers also indicated that they read with their parents.

Parents were asked how they assist their children with homework. During the interview learners were given a chance to explain how they go about doing their homework at home. Most of the poor readers indicated that they receive parental support only if they ask them to help. The majority of the good readers indicated that their parents assist them with their homework almost every day. One of the poor readers indicated that sometimes she struggles with homework because in most cases when she writes she is alone with no one to help her.

All the good readers indicated that they do their homework with their parents and that they take a walk with their parents. Fifty percent of the poor readers indicated that their parents assist them with their homework and 75% of them take a walk with their parents.

The literature (chapter 2) reveals that the amount of time parents spend with the children is important for reading literacy as during such time parents use new words and that helps learners in vocabulary development.

4.7 CONCLUSION

The purpose of this research was to get a broad picture of the literacy environment and parental support in learner's language and literacy development. This was achieved using the interview guide for learners, learners' comprehension test, and checklists for both parents and learners described above.

The next chapter will sum up the findings of this study and draw a conclusion.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter reports sums up the findings of the study, the conclusions reached after investigating the problem, and makes recommendations.

Concerns about poor literacy in South African learners and lack of parental support in learner's academic, work specifically reading literacy, led to this study. Reading literacy is developed in multiple ways. The problem to be invistigated in this study was if grade 6 learners in the Tzaneen areas of Thabina and Dan villages receive proper support from their parents in order to develop reading literacy. This study investigated the literacy practices of 24 participants (12 learners and 12 parents of each learner) in 2 schools in rural areas around Tzaneen. Although there are limitations to this study one can come to some conclusions as to the literacy support of learners in rural areas studied, especially those scored as poor readers. It is not enough for them to engage in reading and excel in their academic work.

A review of the literature revealed that literacy is a competency needed in the global world as it opens doors for economic development. Learners who do not receive parental support in reading literacy development will be less literate as compared to those who have such kind of support from their parents. Without effective parental involvement in a learner's educational work, supportive home environment for reading literacy, availability of and access to reading materials most learners will not be able to develop reading literacy.

5.2 SUMMARY OF FINDINGS

The overall findings show the impact of parental support in learner's reading literacy development. The kind of reading-related activities that take place at home and learners' opportunities to be engaged with their parents in conversation helps in the development of reading literacy. The purpose of this study was to investigate the support of home reading literacy in grade six learners in Limpopo primary schools, which assists them in learning to read, and particularly to read with understanding. The theory used to implement this study is Home School Study of Language and Literacy Development (Snow & Dickinson, 1991). Snow (1991) model of relationship between language and literacy was also used.

The Home School Study of Language and Literacy Development examine children's homes language experiences during pre-school years and related them to children's later academic success. Snow (1991) provides a model to illustrate this theory. The model explains relationships between language and literacy development. So this study adopted the theory because of its focus on parental support and according to this theory effective parental support shown a positive impact on learner's literacy development.

The following objectives guided this study:

1. To assess the extent to which children are supported by their parents in learning to read in certain Limpopo primary schools

2. To examine if parental involvement in children's education affects their academic achievement

3. To establish the types of activities that parents perform with their children that help them in language and literacy development.

The following research questions guided this study:

1. To what extent do learners receive parental support which helps them to develop reading literacy?
2. What impact does parental involvement in their child's academic work have on its performance in reading literacy?
3. What kind of activities do parents engage in with their children which help them to develop reading literacy?

5.2.1 Research question 1

To what extent do learners receive parental support which helps them to develop reading literacy? The aim of this study was to find out what it is that parents of those learners who were scored as good readers in the reading comprehension test do that enables their children to perform better in reading comprehension than those learners who scored as poor readers in the test are not doing that may be the course of poor performance in reading literacy.

With regard to parental support all learners said their parents went to school and their parents' educational level ranges from grade 8 to degree level. This could indicate that all the parents of the children are able to read. The educational level of the parents did show differences in learner's performance in the reading comprehension test. Some of the learners who scored as good readers have parents whose educational level was low compared to some of the other parents whose learners scored as poor readers. This could mean that it is not the extent to which parents are educated but the manner in which parents engage their children is which important in developing literacy. Given the educational level of the parents it can be assumed that the majority of parents in the sample of this study were literate. This indicates a higher level of adult literacy than is found in the South African rural population in general.

Only 42% of all the learners who participated in this study stay with both parents. All the learners who were scored as poor readers said they stay with one parent or their grandmother or grandparents. All the learners who were scored as good readers indicated that they stay with both parents. Given the performance of the poor readers the question of who stay with the child has an impact on learners reading literacy development. It is appears that most learners who find themselves staying with single parents face social challenges that hinder the progress of reading literacy development. This may be as a result of financial constraints or because of single parent at homes are tired and does not engage with the child.

The difference between the tuition language and learner's home language is a barrier in the development of reading literacy. All learners including those scored as good readers speak a language other than English as a home language. In both schools there are more than two languages which are spoken as mother tongue by the learners. This may also hinder the promotion of reading environment as parents may be willing to help their children by find it difficult because of the tuition language in the schools. Although most learners indicated that they engage with their parents in their academic work parents may not be competent in the tuition language are then unable or less able to help their children with their school work. Parental involvement may be difficult as parents may not be able to monitor learner's homework and communication with the school will be a problem,

because they might not understand what is being written if written in English as official language of instruction in South Africa.

5.2.2 Research question 2

What impact does parental involvement in their child's academic work have on its performance in reading literacy?. Home literacy practices that promote the development of reading literacy were examined. During early years most parents seem to engage their children in home literacy practices that promote the development of reading literacy. Most learners including those scored as poor readers indicated that they have reading memories and they were able to elaborate on that. During children early years parents of the learners who participated in this study use to read book with the learners, play with them, do shopping with them but as children move to higher grade parents tend to stop engaging them in such literacy rich experiences. There is a break in the link between parents and their children as children proceed to higher grades. The results of the ANA (2012) shown a gradual decrease in South African learners from early grade to higher this study found that from the moment parents were actively involved with their children's academic work children were able to perform well as learners proceed to higher grade parents start drawing back and this has shown a negative impact on learners performance particularly reading literacy.

Reading literacy cannot be promoted without accessible and interesting books and reading materials. It is well documented that the availability of reading materials in learner's homes has positive impact in the development of reading literacy. Majority of learners 80% who scored as good readers indicated that they have favourite story books and only 50% of poor readers have books although many learners enjoy reading very few learners have more than five books at home. Lack of access to reading material can hinder the development of reading habit in learners and developing reading literacy skills will be difficult. Motivating learners to read is essential for learners to become readers of tomorrow. In order to improve the amount of illiteracy in South African learners reading should be inculcated early in a learner's life. The sample of learners in this study had interests but only few of those learners who scored as good readers mention reading as one of their interests. None of the poor readers view reading as an interest and most good readers read something in connection to their interest.

5.2.3 Research question 3

What kind of activities do parents engage in with their children which help them to develop reading literacy? The literature in this study emphasised that parents should provide their children with various opportunities to engage with them in conversation as this practice promote the development of reading literacy in learners. Doing shopping with learners is important for enriching the vocabulary of learners as learners will be learning new words from the shopping list or inside the shop as they move around. During the interview with the learners the researcher asked learners whether they go shopping. The common answer to this question was that all of them go shopping but 60% of those learners who scored as good readers indicated that they go shopping 'with' parents and only 25% of the poor readers go shopping with their parents. Other themes which developed from this question were) go shopping alone 2) go shopping with my parents sometimes 3) I used to go shopping with parents. This may also be another reason why good readers outperform poor readers.

Section 2.2 clearly explained the importance of sharing a table during meal times or eating at once as a family for language and literacy development. When a child is given the opportunity to speak and to be listened to such a child has high chances of gaining confidence and develop reading comprehension skills for literacy. This study did not go to an extent of observing the way in which parents communicate with their children but it looked at how they eat so assumption will be made from that angle. 80% of good readers eat together with their parents but only few poor readers share table during meal time. This could give those that share a table a chance to gain as far as reading literacy is concern. During the visit with the presents researcher observed environmental factors that can hinder the development of reading literacy. As this study was conducted in rural areas all poor readers stay in small houses where in some houses there is no adequate space or table at all. A poor environmental situation can limit good practices of home literacy. It can be argued that some poor learners do not get an opportunity to engage with their parents because of economic background of them.

5.3 IMPLICATIONS

Many South African learners are poor in reading literacy. In order to prevent this situation from expanding, it is important to address the issue of parental involvement in learner's education as early as possible. The importance of parental support lies in making parents aware of how valuable are they in determining their children's language and literacy development. This is a great challenge because most practices which promote home literacy are less paid little attention or not recognised at all. Not only parents are responsible for helping learners develop literacy any significant person must make it a point that he/she join hands in the fight against illiteracy in South Africans. Both parents and learners need to develop a positive attitude to reading in order to be literate. Parents need to be part of their children's education from early ages and beyond higher grade in fact parents should engage their children throughout their life as literacy goes beyond school level. There is no single practice which can promote parental support in learner's education, but awareness on various home literacy rich practices can change the literacy condition of learners. Fighting illiteracy in South African learners is made impossible by various problems such as little or no access to books, lack of and no access to library, learning to read in a second language, the standard of education of parents in South Africa, and curriculum system which does not promote parental involvement.

The main problems identified in the population sample used in this study are:

- Having many official languages in a country and diverse cultures in South African rural schools may create language problems
- Learning to read in an additional language is difficult for many learners
- Parents that are not educated themselves
- Parental lack of awareness of the role they play in determining their children's education
- Reading is not seen as a crucial element in many South African homes
- School programmes do not seem to promote parental support
- There is little reading material for parents to engage their children with

Most South African homes in rural areas are in disadvantaged communities and they are very different from the advantaged communities. In order to promote parental support different stake holders must take part.

5.4 RECOMMENDATIONS

In order for learners to develop reading literacy, many role players on various level should join hands in promoting parental involvement in learners education; learners themselves, parents, curriculum designers, schools, service providers, role players on provincial as well as national level. If homes of learners can promote reading literacy, the performance of learners will improve, not only in literacy but across all learning areas as literacy forms the basics of all learning areas.

The following recommendations are made:

- Lack of parental involvement in learner's education needs to be addressed
- Schools programmes must be designed in a way that they foster parental support
- Establish family literacy programmes to raise literacy awareness
- Encourage parents to engage in their child's routine
- Parents need to create opportunities to engage with their children in conversation that challenges learners to think critically
- Strategies should be applied to involve communities in developing a reading culture
- Build more public libraries in South African rural areas
- Encourage librarians to reach out to the communities by organising outreach activities
- Increase the number of years of learners to be taught in their mother tongue as this forms the basis of developing reading comprehension skills

5.5 CONCLUSION

Parental support in learners reading literacy development is a positive way of eliminating poor literacy. It is therefore important for parents to be aware of the impact they have on their children's education.

Parental support alone cannot change the situation in South African learners, but exposing both parents and learners to a wide range of activities that encourage reading may help change the situation. It is clear that homes that are rich in activities engaging learners are crucial elements in fostering the development of reading literacy. This study shows that parental support of learners' education has a positive impact on learners' language and literacy development. There should be connections between parents, learners, schools and the community as a whole.

Factors that promote reading literacy should be nurtured and those that hinder the development of reading literacy should be studied and avoided. The findings and recommendations of this study are published with the hope that they may contribute towards creating a conducive home environment that promotes the development of reading literacy for South African learners, and rural learners in particular.

REFERENCES

Amanda, K. 2008. Understanding language*:* realizing opportunities for English learners in common core. *English language arts and discipline literacy standard* 45(1):107-65.

Annual National Assessment Report 2012. South Africa: Department of Basic Education.

Babbie, E,R. 2005. *The basics of sound research*. Belmont, CA: Thomson/Wadsworth.

Baker, L. 2003.The role of parents in motivating struggling readers: overcoming learning difficulties. *Reading and writing quarterly* 19 (1): 87-106.

Bernstein, B. 1975. *Class, codes and control, vol 3*: towards a theory of educational transmissions. London: Routledge & Kegan Paul.

Blackledge, A. 2000. *Literacy, power, and social justice.* Staffordishire: Trenthem Books Limited.

Bloom, L. 1993. *The transition from infancy to language*. Cambridge: Cambridge University Press.

Braddley, F,C. 2010. The impact of parental involvement of reading achievement of fourth grade African American males in the tide water region of Virginia. Dr. (Educational Leadership and Policy Studies). Dissertation. Virginia: Polytechnic Institution and State University.

Burninghum , L., & Dever, M.T. 2005. An interactive model to foster family literacy in*. Young Children* 60 (5): 94-87.

Burland, E., Campbell, C., Kirby, J., Neuman, P. & Toews, B. 2000. *Alignment*

Of Manitoba Stages with National Standards: Final Report for Phase 1.

Pembina Valley Learning Centre: Manitoba.

Chomsky, N, A. 1965. *Aspect of the theory of syntax*. Cambridge: MIT Press.

Creswell, J. W. 1998*. Qualitative inquiry and research design*: Choosing among five traditions. London: Sage.

Cummins, J. 2007. *Promoting literacy in multilingual contexts*. Toronto: University of Toronto.

Cunningham, A, E., & Stanovich, K, E. 1997. Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology* 33 (6): 934-45.

Darling, S. 2005. Strategies for engaging parents in home support of reading acquisition. *The Reading Teacher* 58 (5): 476-79.

David, D,K. 2003. Why we must improve teacher child conversations in preschools and the promise of professional development. Boston: Boston College Press.

Dickinson, D,K,. & Tabors, P,O. 2001. Large groups and free play times: Conversational setting supporting language and literacy development. *In*. Dickinson, D,K., & Tabors, P,O. 223-255 .eds. *beginning literacy with language; young children learning at home and school*,. Baltimore: Paul H brookes.

Dickinson, D,K., & Tabors, P,O. 2002. *Fostering language and literacy in classrooms and homes*: Young Children 57(2): 10-18.

Dickinson, D.K, Tabors, P.O. (eds) 2001. *Begging literacy with language:* young children learning at home and at school, eds. Dickinson, D.K., & Tabors, 223-55.Baltimore: Paul H Brookes.

Donald, M. 1991. *Origin of the modern mind*. Canada: Havard University Press.

Dreyer, C. & Nel, C. 2003.Teaching reading strategies and reading comprehension within a technology-enhanced learning environment.*South African Journal of Education* 31(3): 349-365.

Fitzhugh, W. 2011.High school flight from reading and writing. *Academic Questions* 4 (24): 413-416.

Fosnot, B,T. 2005. *Constructivism theories perspective and practice*. New York NY: Teachers College Press.

Gallas, k. *Talking their way into science*: Hearing children's questions and theories, responding with curricular. New York: Teacher College Press.

Gee, J, P. 2003. *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

Gregory, E., & William, A. 2000. *City literacies learning to read across generations and culture*. New York: Routledge.

Griffin, E. A., & Morrison, F.J. 1997. The unique contribution of home literacy environment to differences in early literacy skills.*Early Child Development And Care* (4): 127-8.

Halliday, M, A, K. 1993. Towards a language based theory of learning. *Linguistic and Education.* 5(Z): 93-116.

Hart, B., & Risley, T,R. 1999. *The social world of children learning to talk*. Baltimore: Paul Brookes.

Hasan, R. 2002. *Semantic mediation and mental development in pluralistic society*: some implications for tomorrow schooling. Oxford: Blackwell.

Heather, K., & Sheridan, T. 2007. Making sense of multiple literacies: exploring pre-service content area teachers' understanding and applications. *Reading Research and Instructions*. 46(2): 121-150.

Herod, L. 2001. Introduction to teaching adult literacy.MA (School of Education) dissertation.Manitoba. University Of Winnipeg.

Hinchman, K,A., Alvermann, D,E., Boyd, F,E., Brozo, W,G., & Vacca, R,T. 2004. Supporting older students in and out of school literacies. *Journal of Adolescent and Adult Literacies* 47(4): 304-3010.

Howie, S.E., Venter, S., Van Staden, L., Zimmerman, C., Long, C., Du toit, V., Scherman, V., & Archer, E. 2008. *Pirls 2006 Summary Report*: South African children's reading achievement. Pretoria: Centre for Evaluation and Assessment

Hull, G & Schultz, K. 2001. Literacy and learning out of school: a review of theory and research. *Review of Education Research* 7(4): 575-611.

Hymes, J. 1965. *Literacy development*.New York: University of Peninsula.

Jones, S. 1997. Ending the myth of literacy myth. *In working papers on Literacy no1 Montreal*: Quebec. Center for Literacy.

Kajee, L. 2011. Literacy journeys: Home and family literacy practices in immigrant household and their congruence with schooled literacy. *South African Journal of Education* 31 (2): 434-446.

Lankshear, C., & Knobel, M. 2000. Mopping postmodern literacies: a preliminary chart. *The Journal of Literacy and Technology* 10(1): 23-65.

Larson, J. 2005. Breaching the classroom walls. In Street, B,V. (eds). *Literacy across educational context*: Mediating learning and teaching. Pp 84-101. Philadephia PA: Caslon Publishing.

Larson, J. 2005. *Literacy as snake*: beyond quick fix. New York: P Lang.

Leedy, P., & Ormrod, J. 2010. *Practical Research*: Planning and Design. New York: Pearson

Lepper, M.R., Corpus, J.H., & Iyenger, S.S. 2005.Intrinsic and extrinsic motivation orientation in the classroom: Age differences and academic correlation. *Journal Of Educational Psychology* 97(2): 184-96.

Leu, D,J., Kinzer, C,K., Coiro,J., & Commack, D. 2004. Towards a theory of new literacies emerging from the internet and other information and communication technologies. Available: [27/05/2012] http//www.readingonline.org/newliteracies/lit-index.asp?HREF=Leu.

Lisa, M, G. 2008. *The sage encyclopaedia of qualitative research method*. Sage: Thousand Oaks, CA.

Livingstone, J., & Wirt, J. 2003.*The condition of Education in brief* (NCCS 2003-068) Washington DC US: Department of Education National Centre for Educational Statistics.

Nardi, P, M. 2003. *Doing survey research: guide to quantitative method*. Boston: Pearson Education.

Pinker, S. 1994. *Language instinct*: how the mind create language. New York: Harper Collins.

Purcell-Gates, V. 2002. Multiple literacies. In Guzzeti, B,J. (eds). *Literacy in America*: An enclopedia of history, theory and practice pp (376-380). Santa Barbara CA: ABC CLIO.

Robert, T.A. 2009.*No limits to literacy for preschool learners*. United Kingdom: Corwins.

Rogof, B. 2003. *The cultural nature of human development*. New York: Oxford University Press.

Seawright, J., & Gerring, J. 2008. Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative options. Political Research Quarterly 61 (2): 294-308.

Senechal, M., & Lefevre, A. 2002.Parental involvement in the development of reading skills: a five year longitudinal study. *Child Development* 73 (4): 445-460.

Sigelman, C., & Rider, E. 2005 5th Ed. *Life span human development*. Balmont CA : Australia: Thomson/Wadsworth.

Smith, M,v., & Wilhelm, J,D. 2002. *Reading don't fix chevies*: Literacy in the lives of young men. Portsmonth NH: Heinemann.

Snow, C, E. 1991. The theoretical basis for relationship between language and literacy development. *Journal of Research in Childhood Education*. 6(1):5-10.

Snow, C.E., & O.K. Dickinson. 1991*. Skills that aren't basic in a new conception of literacy. In Literate systems and individual lives*: Perspectives on literacy and schooling. A. Purves & E. Jennings. Eds. Albany: State University of New York (SUNY) Press.

Snow, C.E., Burns, M.S., & Griffin, P. 1998. *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Sonnenschein, S. & Munsterman, K. 2002.The influence of home-based reading interactions on 5 year old, reading motivation and early literacy development: *Early Childhood Research Quarterly 17*(3): 318-37.

South Africa. 2008. *National Reading Strategy*. Pretoria: Department of Education.

South Africa. 2011. National Curriculum Statement: National policy pertaining to the programme and promotion requirement of National Curriculum Statement R-12. Pretoria: Department of Basic Education.

South Africa. 2012. *Report of the Annual National Assessment of 2012*. Pretoria. Department of basic Education.

Stats in brief, 2007. Pretoria: Statistic South Africa.

Street, B, V. 2005. Introduction: new literacy studies and literacy across educational context. In Street, B,V. (eds). *Literacy across educational context: Mediating learning and teaching*. Pp 1-21. Philadephia PA: Caslon Publishing.

Susan, B,N., & Roskos, K. 2005. What happened to developmentally appropriate practice in early literacy? Beyond The Journal.

Tiemnsma, L. 2010. The literacy environment in support of voluntary reading: A case study in Gauteng east and Highveld ridge area. MA (Information Science) dissertation. University of South Africa, Pretoria.

Trochim, W,M,K. 2002. *Research knowledge base*. Cornell: Atomic Dog Publishing.

USA. 2008. *National Urban League*: report. New York: Copyright.

Wang, V.H.Y., & Guthrie, J.T. 2004.Modelling the effect of intrinsic motivation, extrinsic motivation, amount of reading and past reading achievement on text comprehension between US and Chinese student: *Reading Research Quarterly* 39 (2): 168-86.

Wells, G. (2001). The case for dialogic inquiry. Action, talk, and text: Learning and teaching through inquiry. New York: Teachers College press.

Wells, G. 1986. *The meaning makers*: Children learning language and using language to learn. Portsmouth, NH, Heinemann.

Whitehurst, G,J., & Lonigan, C,J. 1998. Child development and emergent literacies. *Child Development* 69 (3): 848-72.

Xu, S,H. 2005. *Trading cards to comic strips: popular culture texts and literacy learning in grade 8-k*. New York DE: International Reading Association.

APPENDICES: DATA COLLECTION INSTRUMENTS

APPENDIX A: COMPREHENSION TEST: FOR THE LEARNERS

Read the passage and answer the following questions.

In the words of old Adu Darko there lived in the West African country of Ghana an old woman named Tanya. She lived with her son, his wife and their children. At night they all huddled together on a mat made of grass. Old Tanya would look around and think how happy and healthy her family was.

But sadly, a day came when all that changed. The wrinkled old face of Tanya began to look sad and more wrinkled than ever. Her skin was like a withered leaf, and the light went out of her eyes. Her son's chicks began to grow hollow and pale. The daughter-in-law lacked energy even to sit up. The grand children went around on empty stomachs.

There was no maize in the house to make bread. Hunger was all over the land. It was terrible. The cause of this was war in the land. The town in which Tanya lived was surrounded with enemies. One could not go out to fetch food or harvest crops. The cattle which use to graze outside the village had been taken by the enemies. The village was starving.

At last, the headman sent his messengers to call all the people. He told them that there was no way out but to surrender to the enemies. Tanya walked up to the headman and asked him to give her a chance to save the village. She asked the headman to give her a calf and some maize. The people brought forward the last of the maize they had, and they looked at it sorrowfully and hungrily. Tanya mixed the maize into a mash and fed the calf. She then let the calf out of the village. It ran to the nearest patch of grass and started grazing.

The soldiers surrounding the village were surprised to see a fat calf eating grass. They thought to themselves that if the village is starving there couldn't be such a fat calf.

They said, “These people are not starving. If they can afford to give maize to their cattle certainly they have plenty to spare.” The commander ordered the soldiers to leave the village. That was how old Tanya was able to save her village and the people.

Please feel free to answer this as for this study all answers are correct and your responds will be kept confidential and are for the purpose of this study.

Questions

1. What is the main purpose of the author for writing this passage?

A. To show that Tanya had a sick family.
B. To tell that Tanya worked in Ghana.
C. To explain how Tanya saved her village.

2. Who is the main character of the story?

A. The headman
B. Tanya
C. The soldiers
D. The commander

3. Choose the correct statement from those listed below.

A. Tanya was a young woman.
B. Tanya and her family were poor.
C. Tanya refused to see the headman.
D. Tanya’s plan to save the village failed.

4. ‘Her skin was like a withered leaf, light went out of her eyes.’

This means…

A. Tanya died
B. Tanya was starving.
C. Tanya closed her eyes.
D. Tanya covered her body with leaves

5. Who is the narrator of the story?

A. Tanya
B. AduDarko
C. The headman
D. The commander

6. In paragraph 3 line 2, what does the word '*terrible'* most likely to mean?

A. Happiness
B. Very bad
C. Poor
D. Very good

Open response questions

7. What caused Tanya's caused Tanya's family to suffer?
8. Why was it difficult for people in Tanya's village to go out and fetch food or harvest crops?
9. Do you think Tanya made the right decision by feeding the calf with the last maize of the people in the village?

GRAMMATICAL QUESTIONS

10.

10.1 Change the following sentence into indirect speech. Begin the sentence as indicated.

'The people of the village are starving,' said the headman

The headman_____
_____

10.2 Change the following sentence into direct speech. Begin the sentence as indicated.

Tanya said that she wanted to save the village

Tanya said, _____

_____

11. Give a synonym (word with similar meaning) for following words

11.1 Terrible

11.2 Starve

APPENDIX B: INTERVIEW GUIDE FOR READING

I am a Masters student in the University of Limpopo (Turfloop campus) in completing this degree I have to conduct research. I have chosen your school as research site. Your participation in this study will be highly appreciated.

Please answer the following questions. Please be honest as the results of this study will be held confidential and are for the purpose of this study only.

Reading background

1. Do you remember learning to read? What early memories of learning to read stand out in your mind?

   _____
   _____
   _____

2. Did you like to read when you were a child? Explain.

   _____
   _____
   _____

3. Did your parents or other adults read story books with you when you were little?

   _____

4. Do you remember any of your favourite story books?

   _____
   _____

5. Estimate the number of books you own. How many of those books matter to you?

   _____

6.

6.1 What are some of your personal interests?

_____

_____

6.2 Do you remember reading anything in connection with these interests? Explain.

Reading related activities

1. Do you do shopping with your parents? If so, explain how you go about doing that._____

   _____

   _____

   _____

2. Do you assist your parents' in house chores like cleaning, cooking or any daily routine? explain

   _____

   _____

   _____

   _____

3. How do you eat at your home? Do you eat at once at one table or does everyone eat at his/her own time in his/her own place of choice in the house? explain

   _____

   _____

   _____

4. Does your parent/s or any adult at home assist you with your school work? If yes how so

   _____

   _____

APPENDIX C: CHECKLIST FOR LEARNERS

	Checklist for Learners	True	False
	The level of parental support in children's academic work is crucial. The extent to which your parents engage you in your academic work is also important. If the statement on the checklist is true, place a check in the "true" column. If the statement is false, place a check in the "false" column.		
	What I do with my parents		
1	I help my parent or guardian with daily routine such ascleaning/cooking or washing clothes		
2	I share a table with everyone at home including my parents		
3	I go to shopping with my parents every month		
4	I assist my parents with the shopping list at home		
5	I read a picture book with my parents at least once a week		
6	I read a picture book with my parents at least four times a week.		
7	I have a detailed and informative conversation with my parents at least once a week. (For example, why does salt dissolve in water?).		
8	I have a detailed and informative conversation with my child nearly every day.		
9	I sing or say the alphabet with my parents		

10	My parents help me learn to name letters of the alphabet.		
11	My parents help me with my home work		
12	I have a variety of sources I need in order to gather information, including books, articles, and computers.		

APPENDIX D: CHECKLIST FOR PARENTS

You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading. Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the "true" column. If the statement is false, place a check in the "false" column.

		True	False
	What I do with my child		
1	I or another adult play with my child when the child/s is at home		
2	I perform daily routine with my child such as cleaning/cooking or washing clothes		
3	When I work I don't want a child next to me because I don't want to be disturbed		
4	I do shopping with my child every month		
5	I do shopping with my child sometimes		
6	I share a table with my child during meal times everyday		
7	I or another adult in the house reads a picture book with my child at least once a week		
8	I or another adult in the house reads a picture book with my child		

	at least four times a week.		
9	I or another adult in the house teaches new words to my child at least once a week.		
10	I or another adult in the house teaches new words to my child nearly every day.		
11	I or another adult in the house have a detailed and informative conversation with my child at least once a week. (e.g., “How do you think ice cream is made?”).		
12	I or another adult in the house have a detailed and informative conversation with my child nearly every day.		
	Now or in the past I or another parent encourage or help my child…….		
13	I or another adult in the house encourage my child to watch beginning reading shows on TV or tapes		
14	I or another adult in the house help my child learn to sing or say the alphabet.		
15	I or another adult in the house help my child learn to name letters of the alphabet.		
16	I or another adult in the house help my child learn to write letters of the alphabet.		
17	I or another adult in the house help my child learn the sounds		

	that letters of the alphabet make (e.g., “M makes the mmmm sound”).		
18	I help my child with his homework only if he has asked me		
19	I help my child to interpret graphs and charts		
20	I ask my child “Why,’’ ‘’How” and “what,” during our discussion- for example when we discuss themes or messages of the stories.		
21	I provide my child with a variety of sources needed to gather information, including books, articles, and computers, and use them in his writing.		
22	I encourage my child to use information he has gathered and reasoning (critical thinking) to judge explanations and opinions and distinguish cause from effects, fact from opinion, and main ideas from supporting details.		

Thank you

APPENDIX E: CONSENT FORM

Consent form	
Study Title:	An investigation into reading literacy support provided by homes of grade six learners in some Limpopo primary schools
Performance Sites:	Pre-school: Maroboni and Mavumba Primary Schools
Contact:	Khoza Brain E :Cell 0760761235 :Email Braine913@gmail.com
Description of Study:	Learners: You will be asked to complete a short comprehension test of about eight (8) questions; an interview guide with not more than 12 questions and a checklist. Parent: You will be asked to complete only a short checklist.
Benefits	This research is not intended to benefit any of the participants directly.
Risks	There are no known risks associated with participation in this study.
Right to Refuse	Participation in this study is voluntarily. You have the right to withdraw from the study at any time without penalty.
Privacy	This study is confidential. All materials will be coded and

	children's names and personal information will be kept secure. Results of this study may be published, but no names or identifying information will be included for publication.
Financial Information	There is no cost for participation in this study.
Withdrawal	Participants may choose not to participate or to withdraw from the study at any time with no jeopardy to services provided by any participants.

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature_____

Date_____

APPENDIX F: EDITOR'S CONFIMATION LETTER

GILIJASOL EDITING & PROOF READING
EDITOR'S CONFIRMATION LETTER
TO WHOM IT MAY CONCERN

I hereby state that I have edited the document:

AN INVESTIGATION INTO READING LITERACY SUPPORT PROVIDED BY HOMES OF GRADE SIX LEARNERS IN CERTAIN LIMPOPO PRIMARY SCHOOLS

Khoza Brian Emanuel

Dissertation submitted in partial-fulfilment of the requirements for the Degree

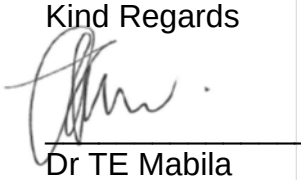
Master of Arts

in the

School of Languages and Communication
University of Limpopo
Supervisor: Dr R.V McCabe
June 2013

Disclaimer
At time of submission to student, language editing and technical care was attended to as requested by student and supervisor. Any corrections and technical care required after submission is the sole responsibility of the student.

Kind Regards



Dr TE Mabila
MA; PhD English Language Studies (UL)

GilijaSol
Language Editing

Email: tmabila@yahoo.co.uk DATE: 19 June 2014