

**EVALUATING THE IMPLEMENTATION OF CURRICULUM IN TEACHING
READING AND WRITING IN SEPEDI HOME LANGUAGE IN MANKWENG
CIRCUIT OF LIMPOPO PROVINCE**

by

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DECLARATION

I hereby declare that, **Evaluating the Implementation of Curriculum in Teaching Reading and Writing in Sepedi Home Language in Mankweng Circuit of Limpopo Province** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

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SIGNATURE

(MR MODIBA P.A)

.....

DATE

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ABSTRACT

The aim of this study is to evaluate the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Mankweng Circuit of Limpopo Province. This result from the fact that intermediate learners are struggling to read and write in the Sepedi Home Language, and as a result are incompetent when reading and writing even in their language of teaching and learning, namely English. This signifies that mastering to read and write in the Sepedi Home Language, is likely to enable learners to read and write better in English as a language of teaching and learning. Of a huge surprise, the struggle to read and write in Sepedi Home Language occurs with every cohort of learners registered in the Intermediate Phase. For this reason, the study is designed to evaluate the manner in which Sepedi curriculum is being implemented in schools to address and respond to challenges of inability to read and write by intermediate Sepedi learners.

This is a case study covering three primary schools and it is located within the qualitative research approach and phenomenology. The collection of data was done through individual face-to-face interviews, document study and diagnostic assessments. Each of the three schools forwarded three categories of research participants, namely, an HOD, a teacher and a parent whose child was doing Sepedi in the Intermediate Phase.

Findings revealed that overcoming reading and writing inability by the intermediate learners needs to be a joint stakeholders' effort. In addition, inadequate Sepedi materials and resources for intermediate learners need to be the apex priority by the Department of Basic Education. In view of the shared research results, the study recommends that there be well-coordinated participation of all stakeholders in the development of skills associated with reading and writing for the Sepedi Home Language Intermediate learners. Lastly, the study recommends that intermediate Sepedi learners be offered an opportunity to participate in Sepedi essay writing competitions wherein they are first given pamphlets and posters in Sepedi as a clue. Finally, the Sepedi Home Language needs to be equally protected and promoted just like it is the case with English from the Intermediate Phase upwards.

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ABBREVIATIONS/ ACRONYMS USED IN THIS STUDY

ACE:	Advanced Certificate in Education
ACE-SLM:	Advanced Certificate in Education, School Leadership and Management
ANA:	Annual National Assessment
ANC:	African National Congress
BA:	Bachelor of Arts Degree
CAPS:	Curriculum and Assessment Policy Statement
DBE:	Department of Basic Education
EFAL:	English First Additional Language
FDE:	Further Diploma in Education
FFL:	Foundations for Learning
HL:	Home Language
HODs:	Heads of Department
LOLT:	Language of Learning and Teaching
LTSM:	Learner –Teacher- Support- Material
NCS:	National Curriculum Statement
OBE:	Outcomes-Based Education
ORF:	Oral Reading Fluency
PTC:	Primary Teachers Certificate
RNCS:	Revised National Curriculum Statement
SASAMS:	South African School Administration Management System
SGBs:	School Governing Bodies
SMART:	Specific, Measurable, Achievable, Relevant and Time-bound
SMT:	School Management Team
SPTD:	Senior Primary Teachers Diploma

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 Introduction and Background to the Study

The study sought to evaluate whether it is the structure of the Sepedi curriculum or the manner in which Sepedi syllabus was being taught that contributed to intermediate learners being unable to read and write in Sepedi. In view of the continued challenges of the inability to read and write in Sepedi among intermediate learners, the researcher contends that there could be complications with the Sepedi curriculum. It is unusual to have learners struggling to read and write in their home language. The problem could be with learners; teachers with their teaching strategies and learning styles; their schools; their parents; curriculum managers and leaders in schools; or the combination of all of the above (Wiles 2009:116). Since the challenge of the inability to read and write in the Sepedi Home Language has surfaced, whinging and complaining about the problem does not advance schools. A solution was needed to overcome the predicament for the benefit of learners and other stakeholders (Booyse & Du Plessis 2014:19). This was what made the undertaking of a study of this nature so vital.

In view of how intermediate learners struggled as regards acquiring their own home language at a tender age, relevant teaching strategies and learning styles were necessary (Maruster & Gijsenberg 2013:80). That was why amongst others, this study planned to evaluate the introduction of new teaching strategies and learning styles which would address the problem of inability to read and write by intermediate learners. No doubt, development of skills in reading and writing by intermediate learners, stood to occur within the proper implementation of curriculum in teaching reading and writing in the Sepedi Home Language. The investigator has observed that overall, the struggle to read and write in the Sepedi Home Language continued with every cohort of learners registered in the Intermediate Phase annually (Joorst 2010:320). It was this observation which prompted the investigator to evaluate the manner in which Sepedi curriculum was being implemented in schools to address and respond to challenge of inability to read and write by intermediate learners (John 2015:110).

The study took place in the Mankweng Circuit under the Mankweng cluster with the purpose of investigating the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Mankweng Circuit of Limpopo Province. The study focused on determining the curriculum challenges which teachers experienced in the implementation of curriculum in teaching reading and writing in the Sepedi Home Language. The research focused on meaningful solutions that enabled teachers to cope with the on-going curriculum change so that a successful teaching of reading and writing in Sepedi was well implemented.

1.2 Aim

The aim of this study is to evaluate the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Mankweng Circuit of Limpopo Province.

1.3 Objectives

To attain the expressed aim, the following objectives were pursued:

- ❖ To identify components of the implementation of curriculum in teaching reading and writing in the Sepedi Home Language. Some of the components were the subject matter, the learning experiences and assessment;
- ❖ To identify strategies and styles that assisted in the implementation of curriculum in teaching reading and writing in the Sepedi Home Language;
- ❖ To ascertain the involvement of Sepedi language teachers in the evaluation of curriculum implementation in teaching reading and writing in the Sepedi Home Language; and
- ❖ To develop diagnostic assessments and use them to determine learner performance in the Sepedi Home Language.

1.4 Problem Statement

The problem which this study addressed is the evaluation of curriculum implementation in teaching reading and writing in Sepedi Home Language. The review of literature confirmed that where intermediate learners struggle to read and write in the Sepedi Home language, they were unlikely to be competent when reading and writing in their language of teaching and learning. This implied that mastering to read and write in the Sepedi Home Language enabled learners to read

and write in English as a language of teaching and learning (Willis 2007:173; Booyse & du Plessis 2014:72; and O' Connor & Gibson 2014:215). The researcher realised that intermediate learners were in the main struggling to read and write in Sepedi despite that being their home language. Arguably, the inability to read and write in one's home language, was a cause for concern which warranted to be researched on to emerged with concrete evidence to use, to oppose and defeat it. This emphasised that the researcher was concerned about the need to incorporate in the curriculum, the importance of acquisition of reading and writing skills in one's home language, Sepedi in particular, to pave the way for success in teaching reading and writing in other languages (Magongoa 2011:31; and Schagen 2011:25). To sum up, this study focused on the evaluation of curriculum implementation in teaching reading and writing in the Sepedi Home Language.

1.5 Theoretical Framework

There were different theoretical perspectives to use when a researcher conducted a study. Yunus and Tambi (2013:126) defined a theoretical framework as a research model that gave the direction of influence to the research. Phenomenology underscored this study. Gribich (2013:92) stated that phenomenology was an approach that attempted to understand the hidden meanings and the essence of an experience together how participants make sense of those. The choice of phenomenology in this study was on the basis of it reminding that phenomena under study required to be afforded spaces to unfold in their original contexts. Doing so by a researcher, enabled him to bracket his own prejudices and biases regarding the study to be conducted. In this context, such a study would be evaluating the implementation of curriculum in teaching reading and writing in the Sepedi Home Language to the intermediate learners. As regards phenomenology, Higgs and Smith (2010:56) intone that permitting a phenomenon to open-up undisturbed and uncontaminated by a researcher, brought the researcher nearer to a credible and concrete findings sought after. In this context, credible results sought, related to inability to read and write by intermediate learners in their own home language (HL), namely, Sepedi. Of the available, theoretical perspectives, such as Functionalism, Constructivism and Interpretivism, to name just few, phenomenology was found to be superior and more germane to this study (Booyse & du Plessis 2014:19).

Phenomenology, by its very nature, was practical and focused on how a particular phenomenon revealed itself to a researcher. For instance, the inability to read and write in the Sepedi Home Language by intermediate learners was an actuality or phenomenon that was witnessed live in the Sepedi classrooms. That in itself underlined the relevance of phenomenology in this research. Phenomenology was chosen as a theoretical framework of this study because of emphasising that a researcher had gone to where phenomena such as inability to read and write occurred, namely, in the classrooms. As phenomenology advised, attempted to generate data by a researcher at the site of where a phenomenon disclosed itself, provided a researcher with an added advantage of witnessing the manner of unfolding of that phenomenon under study (Creswell 2009:194). Using phenomenology to study the challenge of reading and writing in Sepedi by intermediate learners were required that a researcher visited classrooms and witnessed such a predicament live apart from engaging with Sepedi heads of department (HODs), teachers and parents over the problem under study. This was precisely what phenomenology propagated and advocated. Finally, for the benefit of this study, phenomenology stood to create a formidable partnership with the qualitative paradigm as a research approach selected to frame this research.

Together, the two stood to uncover the kind of conditions and circumstances in schools and homes that allowed the problem of inability to read and write in Sepedi Home language by intermediate learners to go on unabated (Willis 2007:173; and Bloor & Wood 2006:128). To sum up, Phenomenology was the theoretical perspective from which the evaluation of curriculum implementation, as they led to inability to read and write in the Sepedi Home Language, was studied. To prevent this study from being based on impressions and perceptions, this selected theoretical framework was applied to plan diagnostic assessments to determine learners' performance in the Sepedi Home Language (Higgs & Smith 2010:187).

1.6 Ethical Considerations

Ethics are important in research. According to Yunus and Tambi (2013:2), ethics referred to the rules that govern the study in carrying out the research activities. Creswell (2013:48) described ethics as the study and philosophy of human conduct. Therefore, ethics of protecting human subjects were important before conducting a

research. The purpose of the study was conveyed and the researcher has defined what participants will do and how long they will participate. Gribich (2013:180) stated that subjects were agreed voluntarily to participate in the research. The agreement needed to be based on full and open information provided to them in the language of their choice. The investigator had declared confidentiality with the research participants in order to assure them that data collected will not be made available to any other unauthorised person (Creswell 2009:87). Such data should strictly be used for this research purpose only. Prior to carrying out this study, the investigator wrote to the Limpopo Department of Education seeking consent that enabled him to access schools (Gray 2009:60). The permission sought also helped the investigator in terms of getting hold of the research participants, especially those sourced from schools such as Sepedi heads of departments and teachers. A permission of that nature sought from school principals whose institutions had been sampled for this study.

1.7 Research Design and Methodology

1.7.1 Qualitative Research

Case study was adopted as method of enquiry. Case study was strongly associated with qualitative research (Maruster & Gijsenberg 2013:53). Fall (2009: vi) defined case study as a detailed analysis of a single objector phenomenon such as a person, a system, an organization, a course or a group. Case study research provided relevant knowledge about a complex phenomenon within its real life context. The study was carried out through the qualitative research approach. The rationale behind the choice this research approach was found in the nature of the problem which this study addressed. The study concentrated on evaluating the implementation of curriculum in teaching reading and writing in Sepedi Home Language to intermediate learners. This was after the realisation and discovery that intermediate learners were in the main struggling to read and write in Sepedi despite that being their home language. Arguably, inability to read and write in one's home language, was caused for a concern which warranted to be researched on to emerge with concrete evidence to use to oppose and defeat it. That was where the qualitative research paradigm as part of the methodology of this study was found to be relevant compared to other methodologies (Rubin and Rubin 2012:122). The choice of the qualitative research approach in this study, was in addition,

necessitated by the aim of the research, which is to evaluate the implementation of curriculum in teaching reading and writing Sepedi Home Language to the intermediate learners.

Finally, qualitative research approach was chosen for this study, because the investigator seeks to evaluate how various stakeholders were involved in schooling such as HODs, Sepedi teachers and parents individually and collectively saw a way out of the dilemma of inability to read and write by their children in Sepedi as their home language (Trainer & Graue 2013:96). The researcher was of the conviction that partnering the qualitative research with the phenomenological approach, had enabled the exposure of the experienced of various stakeholders on the articulated problem of struggling to read and write in Sepedi as a Home Language (Leedy & Ormord 2014:148).

1.7.2 Research Design

The main purpose of the research design was to help to avoid the situation in which the evidence does not address the initial problem of the study. Maruster and Gijzenberg (2013:360) described a research design as a logical plan for addressing the initial problem of the study and this guided the researcher in the process of data collection and data analysis. This research was a case study premised on three primary schools in the Mankweng Circuit. The DBE (2008:75) noted that, like other research concepts, a case study is difficult to define accurately, but for Magolda and Weems (2006:46), it is a generic term for the investigation of an individual group or phenomenon. Phajane (2012:57) described a case study as the study of the particularly and complexity of a single case coming to understand its activity within important circumstances. The case study approach was applied because the investigator was investigating a group of participants within the institutions using fieldwork in conducting the research on the spot under the natural circumstances of the specific problem (Welman, Kruger & Mitchell 2012:145). Creswell (2016:116) contends that the investigator selected a research problem which was the evaluation of curriculum implementation in teaching reading and writing in the Sepedi Home Language and described how the problem was addressed and this led to an in-depth analysis of the problem. The investigator has evaluated the implementation of

curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase in the Mankweng Circuit.

1.7.3 Population and Sampling

In research, the total group was called the 'population', while that part of the total that was selected was called the 'sample'. Phajane (2012:57) defined population as the entire group of persons or set of objects and events the researcher wanted to study. Samples were pulled out from the total population. The process of selecting a part of a group under study was known as sampling (Yunus & Tambi 2013:34). Sampling was a subset of a population since it comprised some members selected from the population. The samples for this study were pulled out of the population of twenty primary schools in the Mankweng Circuit, where three schools were conveniently sampled. Schools were selected on the basis of three criteria, namely, their proximity to the researcher, their accessibility and on their experience of the challenges of reading and writing in the Sepedi Home Language. In each selected primary school, three categories of research participants were secured for data generation purposes. Those categories were Sepedi heads of departments, Sepedi teachers and parents whose children were doing Sepedi in the Intermediate Phase. Altogether, nine research participants were subjected to interviewing on the evaluation of implementation of Sepedi curriculum to teach reading and writing in the Sepedi Home Language to intermediate learners.

The legitimacy of the sample as small as three conveniently sampled primary schools out of the population of 20 was found in the fact that this was a qualitative study. Researchers taking the qualitative route were encouraged to concentrate on few cases in order to study those cases intensively. The intensity of the cases studied enabled a researcher to draw legitimate and justifiable conclusions (Rubin & Rubin 2012:124). This was exactly the state of affairs in this study wherein the researcher would intensively be concentrating on the inability to read and write in the Sepedi Home Language by intermediate learners. The intensiveness of the study gave credence to conclusions drawn from the findings of this research (Briggs & Coleman 2009:130; and Maruster & Gijsenberg 2013:80).

1.7.4 Data Collection

The main purpose of data collection in research was to address the initial plan of the study concerned. Data collection is a process of capturing facts and information based on the characteristics and the nature of research problem (Phajane 2012:60). Creswell (2016:114) stated that data collection steps involve setting boundaries for the study, collecting information through interviews and documents; and establishing the protocol for recording the information. In this study, the boundaries for data collection were influenced by the general research methods. Data were collected from participants based on the following qualitative research techniques: interviewing technique, document study and diagnostic assessments.

Documents to be studied for this research would include Sepedi intermediate curriculum and Assessment Policy Statement (CAPS), Strategy for Teaching Language across the curriculum and workbooks. A criterion for selecting those documents was because they were fully outlined all aspects of reading and writing in the Sepedi Home Language in the Intermediate Phase. In this study, Intermediate Phase learners were not interviewed. This was in view of their age, and for fear of not having relevant and sufficient information regarding the complex matter such as Sepedi curriculum implementation in teaching reading and writing. The phenomenon of being able to read and write or not occurred in the classroom. Although this affected learners, this does not mean they were part of the study if it was impossible to do so. The phenomenological framework in this study accepted the involvement of Sepedi heads of departments, intermediate teachers and parents as replacing learners. Phenomenology emphasised that evidence be gathered where the problem occurred with adult research respondents (Higgs & Smith 2010:156). In this study, the problem focused on was the inability to read and write in the Sepedi Home Language by Intermediate Phase learners.

To sum up, data were collected from the participants under the guidance of the prepared interview schedule as follows:

- ❖ The investigator has conducted an individual face-to-face interview with Sepedi HODs using an audiotape to record their responses after permission was sought and secured from them;

- ❖ The investigator has conducted an individual face-to-face interview with Sepedi teachers using an audiotape to record their responses; and
- ❖ The investigator has conducted an individual face-to-face interview with parents using an audiotape to record their responses.

Face-to-face interviews with each category of research participant, has lasted for around thirty minutes. Apart from interviewing, documents containing information on the teaching of the Sepedi Home Language (HL) to intermediate learners were perused by the researcher. Doing so, would be part of augmenting and increasing data generated from interviewing with those found in documents from the Department of Basic Education. Information studied was related to the delivery of the Sepedi curriculum, especially for learners in the Intermediate Phase (Parker 2011:42).

1.7.4.1 Interviews

In the context of this study, interview referred to a form of conversation with a purpose between the researcher and a participant (Maruster & Gijsenberg 2013:140). An interviewing technique was the main data collection tool in this study. In each of the three sampled primary schools, three research participants were interviewed. Each school availed an HOD, a teacher and a parent for interviewing purposes. Interview questions were centred around the evaluation of implementation of Sepedi curriculum in teaching reading and writing in the Sepedi Home Language for learners in the Intermediate Phase. Each category of research participants responded to its unique interview questions. This was based on their level of operation within the school context. For instance, Sepedi heads of departments operated more as instructional leaders in Sepedi curriculum management. Sepedi teachers operated more as curriculum implementers in the classroom. Parents operated more as supporters of heads of departments and teachers. This implied that the researcher has prepared an interview schedule for HODs, for teachers and lastly for parents prior to visiting their schools. All the prepared interview schedules were addressed themselves to the issues of reading and writing in the Sepedi Home Language by learners in the Intermediate Phase (Gray 2009:373; Parker 2011:42; and Kumar 2011:144).

1.7.4.2 Document Study

Documentary information was relevant for this study. Documents have provided other specific details to corroborate information from other sources (Maruster & Gijsenberg 2013:436). Creswell (2016:113) stated that documents served as a source of evidence that a researcher has made inferences from them. In this study, the researcher has pursued the problem by inquiring further into the topic.

In addition to interviews, data were collected through documents study according to the following steps:

- ❖ Perusing relevant government policies on Sepedi curriculum implementation;
- ❖ Checking whether Sepedi teachers were following Sepedi policy documents when teaching reading and writing, especially to intermediate learners; and
- ❖ Checking whether Sepedi work-output, especially in the Intermediate Phase, was in line with curriculum prescriptions and guidelines as set-out by the Department of Basic Education (O'Connor & Gibson 2014:215).

The utilisation of both interviews and document study together helped remedy weaknesses of one data collection tool by the other. Furthermore, those data collection tools have provided an opportunity for the investigator to gain full knowledge and understanding of what was actually behind the struggle to read and write in the Sepedi Home Language by intermediate learners (Gill, Stewart, Treasure & Chadwick 2008:291; Fraenkel & Wallen 2010:310; and McMillan & Schumacher 2010:467).

1.7.4.3 Diagnostic Assessments

Diagnostic assessment refers to any manner of diagnosing or finding out how much do learners struggle when performing a particular task. It was imperative to diagnose because it helped in emerging with a cure or a remedy for the experienced problem (Dipaola & Hoy 2014:159). In the context of this study, diagnosing has revealed the magnitude of the problem of inability to read and write. Such a revelation guided as regarded appropriate intervention strategies to address the problem head-on. In view of the nature of this study, collecting data with interviews and document study alone were not enough. To strengthen the mentioned two data collection tools, diagnostic assessment was roped in. The inclusion of diagnostic assessments was to directly

interact with intermediate learners. The research acknowledged that intermediate learners were still too young to be interviewed on curriculum related matters. As such, diagnostic assessments afforded them an opportunity of becoming part and parcel of this study. This was logical, relevant and appropriate given that it was the very same learners who struggled to read and write in the Sepedi Home Language. So, failing to accommodate them in this study was a serious gap and omission (Higgs & Smith 2010:156).

1.7.5 Data Analysis

Data analysis is when the investigator is preparing all the collected data to be more understandable and manageable. Leedy and Ormord (2011:153) advised that data analysis focused on the phenomenon which the investigator sought to understand in depth regardless of the number of sites, participants and documents for the study.

Briefly, data generated through interviewing, document study and diagnostic assessments, were analysed guided by the following steps:

- ❖ Firstly, the investigator transcribed all data in his disposal, which were generated through the interviewing technique. (McMillan and Schumacher 2010:355).
- ❖ Secondly, the investigator has organised the transcribed data in terms of sub-themes and themes emerging from this study (Gillham 2008:109).
- ❖ Thirdly, the investigator has checked from the document studied as whether Sepedi teachers did offered their lessons in Sepedi in line with the Curriculum requirements.
- ❖ Fourthly, the investigator has checked documents accessed from schools as to whether Sepedi work-output, especially in Intermediate Phase, was in line with curriculum prescriptions and guidelines as set-out by the Education Department (O'Connor and Gibson 2014:215).
- ❖ Finally, data generated through diagnostic assessments were analysed through content analysis. This implied, the researcher has checked on the content of responses received from learners, to make a determination of how much they cope or struggle with reading and writing in Sepedi Home Language.

Those steps of attempting to make meaning out of a wealth of data generated for this study were adhered to, as part of enabling an analysis of data which is logical, systematic, scientific and coherent. Data analysed in this study were those generated through interviewing, document study and diagnostic assessments (Gillham 2008:127).

1.8 Quality Assurance

Within this study, issues of credibility, transferability, dependability and confirmability were taken care of. In the context of this study, credibility was focused on evaluating whether the findings of the study epitomised a credible interpretation of the research participants' views with regard to the challenge of inability to read and write by Intermediate Phase learners. Transferability in this context has implied whether the research findings with regard to the challenge of reading and writing by Intermediate Phase learners were applied or transferred outside the confines of this study. Dependability was related to assessing the quality of the process of integrating data generation, analysis of data and phenomenological framework, as the perspective underpinning this study. Confirmability was more about the objectivity of this study. In this context, it was more on how well the study's findings were sustained by data generated (Creswell 2009:186; and Rubin & Rubin 2012: 18).

In addition, the investigator has regularly refined procedures before and after the data collection process. This was done as and when a need was aroused. Keeping research tools and procedures changeable was part of minimising research biases (Maruster & Gijzenberg 2013:321). Some of the three different procedures were used at more than one type of analysis, assessing reliability and performing member-checking to promote quality assurance of the research findings. Furthermore, the investigator has discussed data collected with the participants before the final draft was produced. Such discussion has provided an opportunity for participants to give comments on whether the results represent their views or not (Thomson 2011:237, Gribich 2013:119). This aspect of quality assurance stood to add value to the credibility and believability of the research process and its findings.

1.9 Significance of the Study

As part of the rationale behind the undertaking of this study, it was emphasised that this research, never sets-out to evaluate the teacher training programme or the impact of the Sepedi curriculum on learners. Those were constituted fully-fledged studies on their own. On the contrary, this research focused on the evaluation of the inability to read and write by intermediate learners, from the angle of the involvement of Sepedi language teachers in curriculum in evaluating the implementation.

To sum up, the significance of this study is expressed as follows:

- ❖ The study has identified components in evaluating the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language;
- ❖ The study has identified strategies and styles that assisted in evaluating the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language; and
- ❖ The study has ascertained procedures in evaluating the implementation of curriculum of the teaching of reading and writing in the Sepedi Home Language.

1.10 Limitations of the Study

The researcher's main concern was to evaluate the implementation of the curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. The study was confined to three schools in the Mankweng Circuit of Limpopo Province.

1.11 Chapter Outline

This study was divided into five chapters:

Chapter 1: This chapter was for the orientation to the study. In addition, chapter 1 introduced the topic of the study and sketched the background of it. It has enlightened the reader about the problem, the aims and objective of the study and made reference to the research method used.

Chapter 2: chapter 2 was for the literature review. It provided theoretical framework of evaluating the implementation of curriculum in teaching reading and writing in Sepedi home language in the Intermediate Phase. It reviewed the literature on

aspects on evaluating the implementation of curriculum in teaching reading and writing in Sepedi Home Language.

Chapter 3: This chapter discussed the research methodology, designs and approach in which the study were carried out in evaluating the implementation of curriculum in teaching reading and writing in the Sepedi Home Language in the Intermediate Phase.

Chapter 4: chapter 4 discussed data presentation as to how the Sepedi curriculum was structured and how was generally being taught by Sepedi teachers in the Intermediate Phase in teaching reading and writing in Sepedi language.

Chapter 5: This chapter presented the research findings, drawn and made some recommendations. It is followed by a list of references and the appendices.

1.12 Chapter Summary

In this chapter, aim and objectives, problem statement, theoretical framework, ethical considerations, research design and methodology, the significance of the study, quality assurance and the limitations were clearly outlined and discussed. This chapter also attempted to highlight the evaluation of the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. It was shown that Sepedi-speaking learners struggled to read and write in Sepedi Home Language. The influence of how Sepedi curriculum in the Intermediate Phase was implemented led to the inability to read and write in Sepedi by learners. For success in the teaching of reading and writing in Sepedi, there were some improvements in the evaluation of implementation of curriculum in teaching reading and writing in Sepedi language.

CHAPTER 2

LITERATURE REVIEW

2. Introduction

The intention of this chapter is to review what other scholars has said with regard to the development and implementation of curriculum of the teaching of reading and writing in the Sepedi Home Language in the Mankweng Circuit of Limpopo Province. The current South African Language Policy in Education (Department of Basic Education 1997:2) specified that all learners must learn to read in their mother tongue from Grade 1 to Grade 3 (i.e., Foundation Phase). It is however noted that, although Sepedi was used as a language of teaching and learning in the Foundation Phase, the ability of reading and writing has worsened the ability of reading and writing in Sepedi Home Language in the Intermediate Phase. As a result, learners in the Intermediate Phase are performing poorly in reading and writing in the Sepedi Home Language. The pass requirements in the Intermediate Phase should be 50%-59% which learners are unable to achieve it in Sepedi Home Language (DBE 2013:16). This becomes a challenge for a learner in the Intermediate Phase since they are struggling in the reading and writing of the Sepedi Home Language.

Although reading and writing ability in the Sepedi Home Language alone cannot guarantee poor learners' academic performance, there are other contributing factors such as teaching strategies and learning styles that need to be carefully developed when teaching reading and writing in the Sepedi Home Language. According to Khweyane (2014:53), learners should be helped to develop reading and writing skills because reading provides learners with models for their own writing. Learners that were well developed in reading and writing would be able to communicate their thoughts and convey messages through reading and writing. They will be able to read Sepedi pamphlets and newspapers and they will also be able to write their own stories and books in their everyday life.

2.1. Involvement of Sepedi Language Teachers in Curriculum Development

Curriculum is the building block of teaching and learning process. Curriculum could also be seen as a plan for learning and it is concerned with what is to be taught, learned, implemented and evaluated in schools and at all levels of education.

Curriculum development appeared to be of chief concern to teachers as they are the ones who deal with it on daily basis; therefore, it is relevant for Sepedi language teachers to be involved in curriculum development. According to Booyse and du Plessis (2014:2), curriculum refers to all the teaching and learning activities that were planned and guided as a body of knowledge in order to achieve certain outcomes in a teaching-learning process. All teaching and learning activities, such as reading aloud, shared reading and writing, group/independent reading and writing in Sepedi, should be developed and implemented by the teacher. As Sepedi language teachers are involved in the development and implementation of curriculum, they will be able to implement those activities and be able to select the content to be taught, to show how the content should be arranged in Sepedi as a subject and what skills and processes, to show ways of teaching and learning, and the forms of assessment and evaluation used are included in the development and implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase.

Curriculum development is a collection of procedures that resulted in changes of its implementation in teaching reading and writing in Sepedi Home Language in the Intermediate Phase (Ornstein & Hunkins 2009:211). The investigator contends that curriculum has been improved, developed and reviewed considering English as a medium of instruction and this compromised consideration of Home Languages like Sepedi. Prior to 1994, curriculum policy-makers marginalised Sepedi language practitioners during their decision-making process, through putting little emphasis on their active participation. Therefore, lack of Sepedi language teachers' involvement in curriculum development and implementation continues to be a challenge for Sepedi language teachers. There is an absolute need for Sepedi language teachers to be involved in every phase of curriculum development, implementation and evaluation (Ornstein & Hunkins 2009:250). This is despite a Policy Framework for Education and Training of the African National Congress (ANC 1994:136) putting less emphasis on the involvement of Sepedi teachers in curriculum development and implementation even if their participation were to make the difference. Participation of Sepedi language teachers in any process that affects Sepedi Home language teaching, stands to enable those teachers to quickly come to grips with changes being contemplated (Seen & Seen 2012:2).

After that, English Home Language (HL) policy was then translated into other languages such as Sepedi as the policy to suit those languages. Prior to 1994, Curriculum policy-makers marginalised Sepedi language practitioners during their decision-making process, and that was also happened during the development of Curriculum and Assessment Policy Statement (CAPS). While curriculum specialists, administrators and outside educational system spend countless hours in development, they should have involved Sepedi language teachers because it is the Sepedi teachers who know best what the curriculum in teaching reading and writing in Sepedi should look like.

After all, they work directly with the learners meant to benefit from the curriculum. In order to create a strong development and implementation of curriculum in terms of reading and writing, Sepedi language teachers should play an integral role in every step of the process. To add value to these statements, (Oloruntegbe 2011:444) has revealed that the neglect or non-involvement of Sepedi teachers in curriculum development has been practised. Carl (2002) and Department of Basic Education (1996) affirmed that the “voice” of the Sepedi language teacher is to a large extent ignored or not heard in Sepedi curriculum development. Agreeably the policy framework for Education and Training of the African National Congress (ANC) (1994:136) shows that there were less emphasis on the involvement of Sepedi teachers in the development and implementation of curriculum in teaching reading and writing in Sepedi even if their participation were to make the difference. For the fact that Sepedi language teachers should use the curriculum, they should have an input in curriculum development. Therefore, lack of Sepedi language teachers’ involvement in curriculum development and implementation became a challenge for Sepedi language teachers. If Sepedi language teachers would be involved in the curriculum development and provide input, they will gain ownership in the final product and feel more confident that the curriculum was created with their concerns and the needs of their particular learners in mind.

These were some of the curriculum changes effected which aimed at transforming the education landscape in the country:-

- ❖ Curriculum 2005 with Outcomes-Based Education (OBE) approach

- ❖ Revised National Curriculum Statements (RNCS)
- ❖ National Curriculum Statements (NCS)
- ❖ Curriculum and Assessment Policy Statement (CAPS)

2.1.1 Curriculum 2005 with Outcomes-Based Education (OBE) Approach

Curriculum 2005 was the new national education framework for South Africa, which was initially implemented in 1998. Curriculum changes influenced the way teachers teach with regard to reading and writing in Sepedi Home Language and how learners learn. This new curriculum aimed at changing the face of South African education and training, as well as to equip all learners with knowledge, competencies and orientations needed to be successful after completion of their studies and at producing thinking, competent future citizens (Makhwathana 2007:10). Rose (2006:10) affirmed that it was recognised that the entire process is time-consuming, especially in the initial stages and, as already noted, there are systematic constraints operating at present. Ultimately, unless there are a clear teaching strategies and learning styles that are made an urgent priority in teaching literacy skills in the Intermediate Phase at schools and at all levels, it is likely that South African learners could not read and write in Sepedi Home Language, and they will continue to struggle at tertiary institutions and in the work place.

According to the Department of Basic Education (2000: ii), this programme was first called “Curriculum 2005” because it was to be fully in place by the year 2005 and it was still in the process of being changed. Curriculum 2005 was based on OBE which was an approach to teaching and impacts on teaching strategies that refer to the preferred methodology used to unpack and implement the curriculum in teaching reading and writing in Sepedi Home Language (Maskew-Miller Longman 2012:8).

OBE formed the foundation of the curriculum of South African schools. OBE has shifted the emphasis of learning and teaching away from rote learning, to concrete educational results, which we call “outcomes”. Pinnock (2011:96) indicated that along with these changes a new curriculum, based on the OBE model of teaching, was introduced to replace the previous curriculum, which was perceived as content-based.

2.1.2 Revised National Curriculum Statement (RNCS)

The revised National Curriculum Statement was thus not a new curriculum but a streamlining and strengthening of Curriculum 2005. It has kept intact the principles, purposes and thrust of Curriculum 2005 and affirmed the commitment to OBE (Department of Basic Education 2002: 6). Although the RNCS and the NCS were supportive of literacy skills such as reading and writing in theory, in practice there were to be very little time to focus on these fundamental skills. The curriculum aimed to develop the full potential of each learner as a citizen of a democratic South Africa. It looked to create a lifelong learner who is confident and independent, literate, numerate and multi- skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen (Department of Basic Education 2002:8). The National Curriculum Statement envisions teachers who are qualified, competent, dedicated and caring who will be able to fulfil the various roles outlined in the Norms and standards for Educators of 2000 (Government Gazette No. 20844).

Many teachers and parents complained that they had no vision of the “bigger picture” in terms of what education and the curriculum set out to achieve specifically with regard to the implementation of curriculum in teaching reading and writing in Sepedi Home Language (Booyse & du Plessis 2014:97). Coupled with poor learner performance in ANA, common test and school-based tests, this has led to pockets of distrust in the education system. They were concerned about the plethora of policies, guidelines and interpretation of these at all levels of the education system from the Department of Basic Education from the national level, provincial level, district level, circuit level down to the school level. According to the Department of Basic Education (2011b:34) and Coetzee (2012:48) there were number of challenges such as teachers overloaded with administrative burden, confusion and stress, widespread learner underperformance in ANA, common tasks and school-based assessments in the implementation of curriculum in teaching reading and writing in Sepedi Home Language as it was with the implementation of the RNCS.

Several minor interventions and recommendations were made to address some of the challenges in the implementation of curriculum in teaching reading and writing in Sepedi Home Language and these changes did not have the desired effect. The

Department of Basic Education had to come up with a five- year plan to improve teaching and learning through a set of short-term interventions aimed at providing immediate relief and focus for teachers and medium and long-term recommendations intended to achieve real improvement in mastering reading and writing in Sepedi Home Language for learners within five-year plan (Booyse & du Plessis 2014:96). The version of the curriculum was known as the Revised National Curriculum Statement (RNCS), now referred to as the National Curriculum Statement (NCS).

2.1.3 National Curriculum Statement (NCS)

According to the Department of Basic Education (2002:2), this curriculum would strengthen the implementation of OBE and reinforce commitment to social justice, human rights, a healthy environment and inclusivity. The NCS was not a new curriculum, but a streamlined and strengthened Curriculum 2005, which was introduced in South African schools in 1998. It was hoped that this curriculum would help us in developing citizens that are multi-skilled, knowledgeable, sensitive to environmental issues and able to respond to the many challenges that confronted South Africa in the 21st century. According to Hofmeyr (2010:2), problems which led to the revision included: the level of its implementation, assessment and its disciplinary and pedagogical understanding, mismatch between RNCS demands and the capacity of teachers, confusion of policy documents from national; provincial, district, circuits departments and sometimes at school level. Themane and Mamabolo (2011:8) supported the idea that with this when they assert that RNCS failed because it failed to assist teachers in selecting socially valued knowledge, teaching strategies and learning styles, no clear policy guidelines on the assessment and implementation and the usage of various forms of assessment which confused teachers. The failure of RNCS further necessitated the establishment of National Curriculum Statement (NCS) which also had similar problems experienced in the implementation of RNCS. Olivier (2013:15) affirmed that the problems which led to the failure of NCS as: overburdening of teachers with administrative tasks, different interpretations of the curriculum requirements across the country and in different schools as well as the growing levels of learner underperformance in reading and writing in Sepedi Home Language in the Intermediate Phase.

When a new policy, like the NCS, was introduced in a school, all experienced and new educators need to get used to it and be trained in the new system. The most important way to provide this orientation and training was through a staff development programme (Department of Basic Education 2000:15).

2.1.4 Curriculum and Assessment Policy Statement (CAPS)

Due to the problems NCS encountered, it was subsequently improved, developed and reviewed, and this led to the kick-start of Curriculum Assessment Policy Statement (CAPS). According to the Department of Basic Education (2009:12), CAPS is an amendment to the NCS. Rakoma and Matshe (2014:436) supported that by stating that CAPS was introduced “to strengthen the NCS in order to improve the quality of teaching and learning in schools”. DBE (2011:4) declares that the general aim of the South African Curriculum was to give “expression to the knowledge, skills and values worth learning in South African schools”. Accordingly, Rakoma and Matshe (2014:442) emphasise that curriculum “stresses high knowledge and skills for all”.

The amendments were made to address four main concerns about the NCS as identified by a task team. One of those concerns was the underperformance of learners with regard to reading and writing in Sepedi (Booyse & du Plessis 2014:95). The main focus in the Sepedi curriculum implementation should be on reading and writing because they are the main skills in the teaching and learning of home languages. DBE (2011:5) notes that the NCS has given the expression to the knowledge, skills and values worth learning in South African schools. This curriculum aimed to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined, but the emphasis at the Intermediate Phase level will be on developing the learners’ reading and writing skills.

This curriculum is very clear about how reading in Home Language should be taught in the Intermediate Phase. The CAPS document differs from previous curriculum

documents in that it provides Intermediate Phase teachers with the following: an introduction containing guidelines on how to use the Intermediate Phase document approaches to teaching the Home Language; content, concepts and skills to be taught per term; guidelines for time allocation; requirements for the formal assessment tasks and suggestions for informal assessment; and lists of recommended resources per grade (DBE 2010:6).

2.2. Sepedi Curriculum Design and Implementation

Sepedi Curriculum Design refers to the way we conceptualized Curriculum and arranged its components such as aims, objectives, subject matter, learning experiences and evaluation to provide direction and guidance in the development of the implementation of Curriculum of the teaching of reading and writing in the Sepedi Home Language. According to Booyse and du Plessis (2014:3), there is an interaction between Sepedi curriculum development, the design and the implementation process. Sepedi curriculum development, design and the implementation were seen as curriculum foundations because they provide the précised activities for teachers and curriculum designers engaged in while inquiring about the development and implementation of curriculum in teaching reading and writing in Sepedi Home Language in the Intermediate Phase (Ornstein & Hunkins 2009:14). Curriculum design begins with the recognition of individuals' beliefs and values which influenced what one considered worth knowing and the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase (Ornstein & Hunkins 2009:183).

A step-by-step process need to be used to develop and implement the curriculum. Such a comprehensive curriculum would be implemented at a broad national level while curriculum in the teaching of reading and writing in the Sepedi Home Language would be implemented at schools and at classroom level (Baron, Boschee & Jacobson 2008:57). Booyse and du Plessis (2014:72) advise that there need to be some interactions between curriculum designers and Sepedi teachers, as there are instances where curriculum developers are clueless on how to implement the curriculum they have designed. Magongoa (2011:31) noted that most of the curriculum reforms are unsuccessful because those in charge have little or distorted understanding of the culture of schools. Curricula designed by experts outside of the

school environment seem to have a negative impact on the Sepedi teachers with regard to their delivery in the teaching of reading and writing in the Sepedi Home Language. Consultation with all stakeholders is vital for a successful implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language to prepare learners to cope with the current curriculum and the envisaged curriculum changes of the future (Schagen 2011:25).

Sepedi language teachers should implement the curriculum in their own classrooms in teaching reading and writing, sticking to the plan that has taken so much time, careful planning and effort to create teaching and learning activities. When a teacher failed to properly implement a curriculum, such a teacher may not cover the Sepedi Home Language content that should be taught, and shows that tendency of failing to implement effective classroom practices is risky to learner academic performance, especially when ANA and common tasks are to be administered. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.

2.3. The Impact of Sepedi Curriculum on Learners

Sepedi as a Home Language for various children is supposed to be laying a foundation for learners with regards to literacy skills such as being able to read and write in the Sepedi Home Language. As of now, that is not the case for various reasons, one of which is that, the manner of offering Sepedi in the Intermediate Phase is greatly influenced by the way English is taught to learners at that phase and other phases. Indications are that the policy on the Language of Teaching and Learning (LOLT) is being used to influence the teaching of Sepedi. That is why most of the Sepedi learners are found to be hugely struggling in terms of oral reading fluency (ORF) (John 2015:110). This was also being confirmed by the Annual National Assessment (ANA) results which disclose that the national average performance for the learners in the Intermediate Phase is at 28% (DBE 2011:20). In short, the investigator being backed by literature reviewed contends that the impact of Sepedi curriculum on learners is not to the level where it was supposed to be in the context of the learners in the Intermediate Phase being unable to read and write at the required standard at their current level of schooling (Magongoa 2011:31).

According to Woolley (2014: xi), literacy is a fundamental to education for all learners. Learners should be introduced to Sepedi Curriculum for reading, writing, listening and for communication purposes. Browne (2008:3) supported the idea that learning and teaching reading and writing in Sepedi Home Language should be covered in the curriculum for all literacy skills. Communication and language knowledge served as a reminder for Sepedi learners that reading and writing helped them to develop and improve to communicate in reading and writing in Sepedi Home Language. Learners should be able to communicate their thoughts in writing. Jennings, Caldwell and Lerner (2010:340) affirm that writing helps the teacher to examine learners' abilities to present ideas in sequential order. Through reading, learners could be able to communicate messages. Therefore, Sepedi language development should be engaged by Sepedi language teachers when planning across the implementation of curriculum in teaching reading and writing in Sepedi Home Language.

Since 1994, the Department of Basic Education in South Africa has introduced noticeable changes that aimed at improving, developing and reviewing, a better and transformed education system. The impact of the current curriculum brought about the change but it does not satisfy the need of the implementation of Sepedi curriculum in teaching reading and writing. In addition, Flynn and Stainthorp (2006:6) suggested that the introduction of a detailed scheme of work in the new curriculum does not satisfy the way Sepedi language teachers in the Intermediate Phase organised their teaching of reading and writing. It prescribed a lot of paperwork rather than teaching for teachers, and this was tough for them to tackle both the curriculum content and its implementation simultaneously.

However, there was evidence of poor performance for the intermediate learners in the reading and writing of the Sepedi Home Language. Teachers in the education system tried by all means to go 'back to the basics' to achieve the teaching of reading and writing skills maximally. Phajane (2012:23) supported that with many learners that unable to read and write in the Intermediate Phase, the Minister of Education has launched the Foundations for Learning Campaign to improve learner performance in reading and writing in all of the country's schools. This campaign was gazetted on the 14 March 2008 and was part of a four-year plan to improve the

literacy levels of all South African learners (Government Gazette 2008:1). It was intended to encourage everybody involved in the education of learners, namely, teachers and parents, to motivate them to help learners to improve in literacy skills such as reading and writing. To show that the Sepedi curriculum has had an impact on the success of learners in reading and writing, this problem has been transferred with them up to higher institutions of learning. Reading and writing problems are common in South Africa, with recent media reports on the high matriculation failure rate indicating that most learners still cannot read or write and thus bring down the overall matric performance (DBE 2010:30). There has also been a report of cases in which learners in higher grades continue to battle to read and write, even to write their names (Barone, Boschee, & Jacobson 2005:47). The frustration shared by many Senior Phase teachers suggests problems at the Intermediate Phase, with the inability to read and write identified as one of the major causes of poor academic performance of learners across the country (Johnson 2006:25).

2.4. Appropriate Teaching Strategies and Learning Styles

For a successful and effective implementation of the curriculum of the teaching of reading and writing in the Sepedi Home Language, teachers need to develop appropriate teaching strategies that could be used to stimulate learners to develop their reading and writing skills. In addition, learners need to be encouraged to apply different learning styles. There are various components of the implementation of curriculum in teaching reading and writing in the Sepedi Home Language, namely, aims, goals and objectives, subject matter or content, learning experiences and evaluation approaches (Estroga 2013:2). Seen and Seen (2012:2) assert that schooling is purposeful and is concerned with outcomes that are expressed at several levels. The levels referred to include aims, goals and objectives. Curriculum developers need to deal with the Sepedi content matter and, later on, the learning experiences of learners. Tasks such as class activities, home activities and tests need to be preceded by formulating behavioural objects, which act as a road map for the curriculum development and implementation processes (Lunenburg 2011). When all of the mentioned aspects are in place, it would be possible for teachers to devise appropriate teaching strategies that would trigger appropriate learning styles.

Inability to read and write is a national dilemma. This is a concern that needs the teachers to confront it with different teaching strategies that would help them to understand reading and writing problems and instruct learners in their struggles to read and write in the Sepedi Home Language. Reading and writing are the literacy skills that are acquired through teaching and learning in schools. Jennings, Caldwell and Lerner (2010:338) supported the idea that Sepedi Language teachers should employ the appropriate teaching strategies and learning styles that could help learners to connect reading and writing because they are the processes that are connected to each other. When learners read, they are mentally constructing thoughts and their own meaning. In actual fact, learners compose or write in their minds, so reading actually involves writing.

The DBE has outlined several teaching strategies and learning styles that should be integrated in teaching reading and writing in the Sepedi Home Language. Those strategies include literacy skills that could be acquired through shared reading and writing, group and independent guided reading/writing. Shared reading and writing is the interactive processes that involves the whole class, learners becomes active participants in the process by reading and writing key words and phrases they know while the teacher reads aloud. According to DBE (2011:14), learners should be exposed to a variety of text types while doing shared reading and/or writing at the start of each sequence of lessons. Each sequence of lessons should start off with a text that the learners read and respond to it through writing. Shared reading and writing should offer rich teaching and learning opportunities as teachers share in the workload while learners should access the text too. Learners should be actively engaged in these process throughout the teaching of reading and writing in Sepedi Home Language. Shared reading is more than a lesson; it should become a shared event as learners share the experience of reading and writing. Teaching and learning opportunities should be essential in shared learning involving common language which is Sepedi that is meaningful to the learners. In shared reading, the teacher should intentionally encourage and support the learners' engagement and participation, at the same time learners should gather meaning and construct the Sepedi Home Language knowledge. Burkins and Croft (2010:345) expanded the idea that shared reading connects learners through shared feelings and shared experiences of reading and writing in the Sepedi Home Language.

It is a reality that many learners cannot read and write in the Sepedi Home Language; therefore, teaching strategies and learning styles in teaching those literacy skills should be incorporated through group and independent guided reading/writing, to improve the reading and writing levels of all learners in the Intermediate Phase. Richardson (2010:3) asserts that guided reading and writing strategies are often used to help learners who struggle with reading and writing in the Sepedi Home Language. Pre-reading, during-reading and post-reading strategies are combined to facilitate teaching and learning those two literacy skills. Guided reading and writing is the strategy in which the teacher provides the structure and purpose of reading and writing in the Sepedi Home Language and learners should respond to that material being read or written. Learners work in small groups to read and write.

In guided reading, teachers show learners the “tricks of the trade,” then provide focused support to help them become independent readers and writers in the Sepedi Home Language (Richardson 2010:3). Through the implementation of guided reading and writing strategies, learners become aware of how print works and those who are struggling with reading and writing could be better and could be able to create meaning. Fisher (2008:20) supported the idea that a guided reading and writing group offers a supportive environment in which to promote such active participation in meaning making. In this way, learners could have higher chances of understanding texts when reading and writing stories independently. Guided reading and writing could help learners in gaining the confidence to learn how to select appropriate reading texts for independent reading practice. Learners could be able to read a text without the need of assistance and the problem of inability of reading and writing in the Sepedi Home Language would be addressed as learners will be able to communicate functionally and creatively in writing.

2.4.1 Components of the Implementation of Curriculum

2.4.1.1 *Aims, Goals and Objectives*

A lesson plan should give direction on how teaching and learning should take place. The first stage in lesson planning is to clarify the general aim for a lesson which learning objective ensues. For the purpose of the current study, the inability to read and write in the Sepedi Home Language has been identified as one of the major challenge for learners in the Intermediate Phase. Teachers should plan their lesson in such a way that it addresses and provides strategies which are appropriate for encouraging reading and writing in the Sepedi Home Language. Reading and writing should be incorporated in lesson plan and the teacher should determine the duration of teaching each skill in a lesson. For example, the teacher may allocate fifteen minutes for each skill in every two periods of the lesson. According to the DBE (2011:25), the teaching plan should indicate the minimum Sepedi Home Language content to be covered every lesson. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their Work Schedules from their textbook and teach the content per term using an appropriate sequence and pace. Ashmore and Robinson (2015:49) supported the idea that aim is a general statement of intent for a learning session or long term goal. Goals achieve all aims and objectives. Seen and Seen (2012:2) argued that education is purposeful and it is concerned with outcomes that serve to be general statements that provide shape and actions to the more specific actions designed to achieve future product and behaviour. Aims serve to be the starting point for the vision of the future in the teaching of reading and writing the Sepedi Home Language. Aims can be broken into specific objectives.

An objective should state what the learners are expected to learn and describe how they will demonstrate and use their acquired Sepedi Home Language knowledge in everyday life situation. Ashmore and Robinson (2015:49) defined objective as a specific learning result or short term goal and it expresses what a learner is expected to know / is able to do and understand at the end of a learning session. Teachers should formulate the objectives before the actual planning of the lesson. Learning objectives should be specific. For example, at the end of this lesson, learners will be able to read aloud and write down unfamiliar words without any help from the teacher. Objectives should be specific, measurable, achievable, relevant and time-bound (SMART). If objectives are SMART, they will provide learners with the

opportunity to gain confidence to read the texts that are written in Sepedi and write a short paragraph in Sepedi to communicate their thoughts and ideas independently.

2.4.1.2 Subject Matter

The subject matter outlined in the language policy is useful for teachers in planning for the teaching of reading and writing the Sepedi Home Language in the Intermediate Phase. To be useful in teaching reading and writing the Sepedi Home Language, objectives should be linked to the subject matter. The real contribution of stating objectives for teaching reading and writing is to think of how each objective could be achieved by learners through the subject matter they learn. Teachers should have sound knowledge of home language key skills to meet the demands of the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language. Smith and Dawes (2014:89) intone that the key skills of reading and writing are central to how we communicate with each other, how we learn, how we develop and how we understand the world around us. Sepedi teachers should include reading and writing in their everyday lesson teaching because they are strongly linked to improved academic learners' performance (Rothstein, Rothstein & Lauber 2007:9).

The literature review has revealed that, in South Africa, reading and writing problems tend to be masked by language proficiency issues (Zimmerman, Botha, Howie & Long 2007:3). The investigator attests that poor learner academic-performance is caused by poor reading and writing mother tongue proficiency. An associated assumption is that when learners have difficulty with reading and writing in the Sepedi Home Language as a tool for learning then their comprehension problems are a product of how the Sepedi curriculum of the teaching of reading and writing in the Sepedi Home Language has been implemented. DBE (2013:17) holds that the Sepedi Home Language knowledge acquired through the subject matter provides for language proficiency level, which reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understanding of the world they live in. Reading

and writing skills are cognitive skills that are very much essential for learning across the Sepedi Home Language Curriculum (DBE 2013:7).

2.4.1.3 Learning Experience

Learning experience are the interaction between the learner and the external conditions in the environment to which he/she can react while the subject matter includes all teaching and learning activities performed by the teacher while learning takes place through the active participation of the learners. Teachers should be able to select learning experiences that will foster active involvement in the learning process in order to accomplish the expected learning outcome, which is, namely, the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language.

Lunenburg (2011:3) outlined the following principles as the best ones that teacher should use in selecting learning experiences:

1. The learning experience should accomplish several learning outcomes. While learners are acquiring Home Language knowledge of Sepedi subject content, they would be able to integrate that knowledge in several related fields and satisfy more than one objective;
2. The learning experience should “fit” the learners’ needs and abilities. This implies that the teacher should begin with learners’ prior knowledge as the starting point for new knowledge;
3. The learning experience should give the learners satisfaction. Learners need satisfying experiences to develop and maintain interest in the learning of reading and writing in the Sepedi Home Language, because unsatisfying experiences would hinder their progress in learning literacy skills; and
4. The learning experience should give learners the opportunity to practise the desire to read and write.

The investigator affirms all of the above principles that teachers should select the learning experience that would foster active involvement in the learning process in order to accomplish the expected learning outcomes in teaching reading and writing in the Sepedi Home Language.

2.4.1.4 Evaluation

In terms of the current study, evaluation means a continuous planned process of gathering information formally and informally on a learner's performance in reading and writing in the Sepedi Home Language. The NCS has defined evaluation/assessment as integral part of teaching and learning, therefore, it should be included at all levels of teaching reading and writing in the Sepedi Home Language (DBE 2008:1). Academic learner performances are decided through the process of evaluation. Since evaluation is an integral to teaching and learning, Sepedi language teachers should depend on evaluation for the improvement of their teaching practices in teaching reading and writing the Sepedi Home Languages. Jennings, Caldwell and Lerner (2010:339) say that evaluation helps teachers to focus their attention on what learners already know with regard to reading and writing in the Sepedi Home Language and how to support their continued development in reading and writing. The assessment practices that are encouraged through the RNCS for the Intermediate Phase are continuous, planned and an integrated process of gathering information about the performance of learners. Assessment of learning in languages is on-going and supports the growth and development of learners.

Furthermore, reading and writing skills should be integrated assessment of various language aspects. For example, learners could start off with a reading piece and do comprehensions test. Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity. Currently, when learners are assessed, the Sepedi language teacher should change rubrics that were done for the English content to suit Sepedi language content. For example, changes were made on the rubrics that were used to assess orals such as prepared and unprepared reading through reading aloud. Assessing the different language skills should not be seen as separate activities but one integrated activity (DBE 2011:75). Assessment rubrics should thus address the different language skills in the task.

The programme of assessment allows for summative assessment, which could take the form of a monthly/quarterly test or final examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. Work schedules and Lesson Plans should ensure that assessment is an integral part of teaching, learning and assessment (DBE 2003:15). The planning for assessment in the learning programme should give schools an indication of resources and time necessary for assessment in particular phase. To perform these tasks, Sepedi language teachers ought to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities (DBE 2003:16).

Assessments were the process of collecting, synthesising and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The assessment framework of the National Curriculum Statement (NCS) for Grades R-12 (schools) was directed by the principles of OBE (Department of Basic Education 2005:3). Before the start of each school year, the teacher must submit a programme of assessment to the Learning Programme/Learning Area/ Subject Head and School Management Team (SMT). This would be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

2.4.1.5 Norm time for teaching Sepedi Home Language

A Sepedi language teacher can gauge whether an activity would fit into a specified time frame and whether learners would be engaged in it. The DBE (2013:18) has allocated the teaching and learning time for Home Language in the Intermediate Phase for six hours per week. All language content is taught within a two-week cycle which is twelve hours. In a two-week cycle, the following time allocation for the different language skills is suggested. These are the Home Language skills that need to be developed, listening and speaking (oral) which is two hours, reading and viewing five hours, writing and presenting four hours, language structures and conventions one hour (Maskew-Miller 2012:6).

2.5. Language of Learning and Teaching (LOLT)

Traditionally, Sepedi-speaking learners were learning in Sepedi as their Home language for the first three years of schooling. Thereafter, all teaching and learning was officially carried out in English as a medium of instruction which is a language of learning and teaching (LOLT) (Booyse & du Plessis 2014:58). Currently, more parents were interested in promoting English to their children rather than Sepedi. Such a fascination was motivated by the desire to empower their children to be competent enough in the outside world dominated by English. Currently, Sepedi-speaking learners handle their school work in English, a language none of them speak in their homes. This has had a negative impact on the performance of these learners in the Intermediate Phase in the Mankweng schools as they had a little chance and space to express themselves eloquently in their mother tongue, namely Sepedi. This is due to the current language policies that expect them to use English as a Language of Learning and Teaching to write their school exercises and examinations as it was indicated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (DBE 1997b:5). According to the National Education Policy Act No. 27 of 1996 and the South African Schools Act No. 84 of 1996, the underlying principle of current Language-in-Education Policy is to maintain Home Language while access is provided to the effective acquisition of additional language. In practice though, learners' home language development was being abandoned while at the same time a new additional language sacrificed its effectiveness as a medium of learning and teaching. The overall result for learners whose home and instructional languages have been compromised were poor educational achievement throughout school. The literature showed evidence that Sepedi learners could not read and write competently in their Sepedi Home Language and this was viewed in the Annual National Assessment's results where intermediate learners did not perform adequately (a mark of at least 50%) in language (Howie, Van Staden, Tshele, Dowse & Zimmerman 2012:134).

When children come to school, they come with the experience of a language spoken at home, which contributes to their success or failure at school. The investigator noted that learners fail at schools because their language preference is not practised

and recognised in the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language (Crow 2010:123).

The implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language should help Sepedi learners to reach out to the world by increasing their expertise in understanding and manipulating the Sepedi language as a result, they would perform to the expected level (Smith & Dawes 2014:89).

2.6. Inadequate Involvement of Sepedi Teachers in Curriculum Development

The issue of the inadequate involvement of language teachers in the development of Sepedi curriculum persists to be a hurdle to teachers offering Sepedi to learners in the Intermediate Phase. No doubt, minimal involvement of teachers deprives them of an opportunity and capability of successfully teaching reading and writing in Sepedi to Sepedi speakers. Somehow, this amounts to devaluing the Sepedi Home Language apart from marginalising it (Cox 2011:340). Maximum involvement of Sepedi teachers in curriculum design is important as this will have a positive impact on the success and effectiveness of the implementation of Sepedi curriculum in teaching reading and writing in the said language. Where Sepedi teachers only come into the picture at the implementation stage, as it is the case now, then the teaching of reading and writing in the Sepedi Home Language to learners in the Intermediate Phase, is likely to remain a huge hurdle to overcome (Magongoa 2011:31; and Booysse & du Plessis 2014:66). Teachers naturally are an important part of Curriculum development (Phajane 2012:3), because they are faced with the challenge of engaging learners in developing literacy skills which are reading and writing in Sepedi Home Language. Teachers are the ones who deal with learning on a day-to-day basis in particular contexts, so their perspectives on teaching beginning reading and writing are critical.

2.7. The Connectivity of Curriculum Development and Implementation

Research evidence abundantly demonstrates that where curriculum has been reviewed, improved and developed with minimal involvement of teachers, when coming to the implementation stage, the very same Sepedi teachers who are expected to operationalize that curriculum would struggle. The question is how best to deal with that challenge? The solution lies in ascertaining that the process of

curriculum design is from the beginning made as inclusive as possible (McMillan & Schumacher 2010: 337). The reality is that Sepedi teachers who have an idea of the origin of the process of curriculum development, when expected to teach learners in the Intermediate Phase of reading and writing as part of the implementation of the curriculum, are likely to do that task better, compared to their counterparts who have been roped in at the last stage of curriculum operationalization. The emphasis here is making sure of the connectivity of Sepedi curriculum development and its implementation through the involvement of the key stakeholders in that process. Participation of key stakeholders such as teachers in the Sepedi curriculum design, somewhat serves as training ground for those teachers in the preparation for the implementation stage where the teaching of reading and writing to learners in the Intermediate Phase is occurring (Ajibola 2008:55).

2.8. Utilising Diagnostic Assessments to Determine Learner Performance

Acknowledging and recognising that learners in the Intermediate Phase are struggling to read and write in Sepedi as their Home language, becomes a challenge to be addressed. Moving forward, there is a need to improve how Sepedi as Home Language is being taught and assessed in schools. The review of literature dictates that the challenge of struggling to read and write cannot solely be blamed on learners. Teachers as well do shoulder responsibility to that state of affairs (Research Centre 2011:2). That is why, as part of emerging with a lasting solution, the capacitation of Sepedi teachers and determination of the cause of the problem would be unavoidable. That could be done in various ways, one of which is first determining how learners generally perform in tasks and activities given to them in the Sepedi Home Language. Collaboration between the researcher and the involved Sepedi teachers in the Intermediate Phase remains invaluable (Magongoa 2011:31). This is necessary because the researcher did not intend to find fault with teachers on the inability to read and write by intermediate learners. On the contrary, the investigator worked in tandem with teachers and other stakeholders to establish the root-cause of the problem, its extent and a way-forward towards its resolution. The problem of the inability to read and write was uncovered or exposed through the usage of diagnostic assessments by the researcher, with the support of Sepedi teachers, parents and other stakeholders.

The involvement of parents in this challenge deserves emphasising. Where parents support and help their children to read and write in Sepedi at home, a school experience would be a continuation by teachers. If parents could be alerted to the point that having their children mastering to read and write in Sepedi, that paves the way for their children to later master reading and writing in other additional languages, that could encourage parents to support their children more in the obstacle of mastering to read and write in Sepedi. There is also a need for Intermediate Phase teachers to adapt and adjust their teaching methods to the developmental level of their learners (Research Centre 2011:2). Sepedi, just like other home languages, has to lay a good foundation for intermediate learners in the areas of reading and writing. The success of this depends on strong partnership and working together of teachers, parents, learners and other stakeholders (DBE 2002:19).

2.9. Chapter Summary

The chapter attempted to highlight the development and implementation of curriculum in teaching reading and writing in the Sepedi Home Language in the Intermediate Phase. It has been shown that Sepedi-speaking learners struggle to read and write in the Sepedi Home Language. The influence of how the Sepedi curriculum in the Intermediate Phase is implemented led to the inability to read and write in Sepedi by learners. For success in the teaching of reading and writing in Sepedi, there should be some improvements in the development and implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language.

The rationale was that if the Sepedi language teachers would be involved in the development and of curriculum, they will create one which will suit for their learners and the implementation would be effective. They could prepare and plan their teaching and learning activities that cater for reading and writing in Sepedi and improve learner academic performance in the Intermediate Phase. Teachers would use a variety of teaching strategies and learning styles in reading and writing in the Sepedi Home Language, described in the literature to cater for different learner needs.

The next chapter deals with theoretical framework and research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

The previous chapter dealt with literature review where the researcher highlighted aspects of literature that were significant to this study. The above studies revealed that reading and writing problems are common in South Africa. Teachers, parents, curriculum managers and leaders in schools as well as society in general, share a concern about learners struggling to read and write in the Sepedi Home Language (HL). However, the primary responsibility for reading and writing in the Sepedi Home Language belongs to the teaching professionals (Jennings, Caldwell & Lerner 2010:3). It is the responsibility of the Sepedi language teachers to help learners with reading and writing skills. Information gained from it was used as a theoretical basis for the research to evaluate the implementation of curriculum in teaching reading and writing in the Sepedi Home language in the Intermediate Phase.

This chapter is centred on the description of the theoretical framework for the empirical investigation employed in this study. It also presents a brief discussion on the research methodology, population and sampling, data collection, data analysis, quality assurance and ethical considerations.

3.1. Theoretical Framework

There were different theoretical perspectives to use when a researcher conduct a study. Yunus and Tambi (2013:126) defined a theoretical framework as a research model that gave the direction of influence to the research. Phenomenology underscored this study. Grbich (2013:92) stated that phenomenology was an approach that attempted to understand the hidden meanings and the essence of an experience together how participants make sense of those. The choice of phenomenology in this study was on the basis of it reminding that phenomena under study required to be afforded spaces to unfold in their original contexts. Doing so enables a researcher to bracket his own prejudices and biases regarding the study to be conducted. In this context, the study would be evaluating the implementation of

curriculum in the teaching of reading and writing in the Sepedi Home Language to the intermediate learners. As regards Phenomenology, Higgs and Smith (2010:56) intone that permitting a phenomenon to open up undisturbed and uncontaminated by a researcher, brings a researcher nearer to a credible and concrete findings sought after. In this context, credible results sought related to the inability to read and write by intermediate learners in their own Home language, namely, Sepedi. Of the available theoretical perspectives such as Functionalism, Constructivism and Interpretivism, to name just few, phenomenology was found to be superior and more germane to this study (Booyse& du Plessis 2014:19).

Phenomenology, by its very nature, was practical and focused on how a particular phenomenon revealed itself to a researcher. For instance, the inability to read and write in the Sepedi Home Language by intermediate learners was an actuality or phenomenon that was witnessed live in the Sepedi classrooms. That in itself underlined the relevance of phenomenology in this research. Phenomenology was chosen as a theoretical framework of this study because it emphasised that a researcher goes to where phenomenon, such as inability to read and write, occurred, namely, in the classrooms. As phenomenology advised, attempted to generate data by a researcher at the site of where a phenomenon disclosed itself, provided a researcher with an added advantage of witnessing the manner of unfolding of that phenomenon under study (Creswell 2009:194). Using phenomenology to study the challenge of reading and writing in Sepedi by intermediate learners required that a researcher visited classrooms and witnessed such a predicament live apart from engaging with Sepedi HODs, teachers and parents over the problem under study. This was precisely what phenomenology propagated and advocated. Finally, for the benefit of this study, phenomenology stood to create a formidable partnership with the qualitative paradigm as a research approach selected to frame this research.

Together, the two stood to uncover the kind of conditions and circumstances in schools and homes that allowed the problem of the inability to read and write in the Sepedi Home language by intermediate learners to go on unabated (Willis 2007:173; and Bloor & Wood 2006:128). To sum up, phenomenology was the theoretical perspective from which the evaluation of curriculum implementation to intermediate learners as they led to inability to read and write in the Sepedi Home Language was

studied. To prevent this study from being based on impressions and perceptions, this selected theoretical framework was applied to plan diagnostic assessments to determine learner performance in the Sepedi Home Language (Higgs & Smith 2010:187).

3.2. Research Methodology

The study was carried out through the qualitative research approach. Research methodology is the lens through which the researcher viewed and made decisions about the study (Mills 2014:47). Phajane (2012:55) described qualitative research methodology as procedures that derived data from people's own spoken or written word and observable behaviour. The researcher found qualitative research approach very relevant to the study because it offered the opportunity to study things in their natural settings, attempting to make sense of and interpret the phenomena, in terms of the meanings that people brought to them. Stake (2010:443) defined qualitative research as the interpretative approach which the researcher needed to understand certain situations, settings and the complexities of the study.

The rationale behind the choice this research approach was found in the nature of the problem that this study addressed. The study concentrated on evaluating the implementation of curriculum in teaching reading and writing in Sepedi Home Language to intermediate learners. This was after the realisation and discovery that intermediate learners were in the main struggling to read and write in Sepedi despite that being their Home Language. Arguably, the inability to read and write in one's Home Language was caused for concern that warranted to be researched on to emerge with concrete evidence to use to oppose and defeat it. That was where the qualitative research paradigm, as part of the methodology of this study, was found to be relevant compared to other methodologies (Rubin & Rubin 2012:122). The choice of the qualitative research approach in this study was, in addition, necessitated by the aim of the research, which is, namely, to evaluate the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language (HL) to the intermediate learners.

Finally, qualitative research approach was chosen for this study because the investigator sought to evaluate how various stakeholders involved in schooling, such

as HODs, Sepedi teachers and parents, individually and collectively saw a way out of the dilemma of the inability to read and write by their children in Sepedi as their Home Language (Trainer & Graue 2013:96). The researcher is of the conviction that partnering the qualitative research with the phenomenological approach had enabled the exposure of the experiences of various stakeholders on the articulated problem of struggling to read and write in the Sepedi as a Home Language (HL) (Leedy & Ormord 2014:148).

3.3. Research Design

Case study was adopted as a method of enquiry. A case study is a common framework for conducting qualitative research. Stake (2010:237) defined a case study research design as the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. The purpose of using the case study was to get in-depth details as much as possible about an event, person or process. Fall (2009:vi) defined case study as a detailed analysis of a single objector phenomenon such as a person, a system, an organization, a course or a group. Case study research provides relevant knowledge about a complex phenomenon within its real life context (Yin 2014:13). The case study research design is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context. It was for this reason that it is sometimes referred to as a naturalistic design.

The main purpose of the research design was to help to avoid the situation in which the evidence does not address the initial problem of the study. Maruster and Gijnsenberg (2013:360) described a research design as a logical plan for addressing the initial problem of the study and it guided the researcher in the process of data collection and data analysis. This research was a case study premised on three primary schools in the Mankweng Circuit. The DBE (2008:75) noted that, like other research concepts, a case study is difficult to define accurately, but for Magolda and Weems (2006:46) it was a generic term for the investigation of an individual group or phenomenon. Phajane (2012:57) described a case study as the study of the particularly and complexity of a single case coming to understand its activity within important circumstances. Case study was applied because the investigator was

investigating a group of participants within the institutions using fieldwork in conducting the research on the spot under the natural circumstances of the specific problem (Welman, Kruger & Mitchell 2012:145). Creswell (2016:116) contends that an investigator selects a research problem, which, for the current study is the evaluation of curriculum implementation in the teaching of reading and writing in the Sepedi Home Language and then describes how the problem was addressed, and eventually this leads to an in-depth analysis of the problem. The investigator has evaluated the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase in the Mankweng Circuit.

3.4. Population and Sampling

In research, the total group is called the 'population', while that part of the total that was selected is called the 'sample'. Phajane (2012:57) defined population as the entire group of persons or set of objects and events a researcher wanted to study. Samples are pulled out from the total population. The process of selecting a part of a group under study was known as sampling (Yunus & Tambi 2013:34). Sampling is a subset of a population since it comprised some members selected from the population. The samples for this study were pulled out of the population of twenty primary schools in the Mankweng Circuit, where three schools were conveniently sampled. Schools were selected on the basis of three criteria, namely, their proximity to the researcher, their accessibility and on their experience of the challenges of reading and writing in the Sepedi Home Language. In each selected primary school, three categories of research participants were secured for data-generation purposes. Those categories were, namely, Sepedi heads of departments, Sepedi teachers and parents whose children were doing Sepedi in the Intermediate Phase. Altogether, nine research participants were subjected to interviewing on the evaluation of implementation of the Sepedi curriculum to teach reading and writing in the Sepedi Home Language to intermediate learners.

The legitimacy of the sample as small as three conveniently sampled primary schools out of the population of 20 was found in the fact that this was a qualitative study. Researchers taking the qualitative route were encouraged to concentrate on few cases in order to study those cases intensively. The intensity of the cases studied enabled the researcher to draw legitimate and justifiable conclusions (Rubin

& Rubin 2012:124). This was exactly the state of affairs in this study wherein the researcher would intensively be concentrating on the inability to read and write in the Sepedi Home Language by intermediate learners. The intensiveness of the study gave credence to conclusions drawn from the findings of this research (Briggs & Coleman 2009:130; and Maruster & Gijsenberg 2013:80).

3.5. Data Collection

The main purpose of data collection in research was to address the initial plan of the study concerned. Data collection is a process of capturing facts and information based on the characteristics and the nature of research problem (Phajane 2012:60). Creswell (2016:114) stated that data collection steps involve setting boundaries for the study, collecting information through interviews and documents; and establishing the protocol for recording the information. In this study, the boundaries for data collection were influenced by the general research methods. Data were collected from participants based on the following qualitative research techniques: interviewing technique, document study and diagnostic assessments.

Documents studied for this research included the Sepedi intermediate Curriculum and Assessment Policy Statement (CAPS), Strategy for Teaching Language across the Curriculum and workbooks. A criterion for selecting those documents was because they fully outlined all aspects of reading and writing in the Sepedi Home Language in the Intermediate Phase. In this study, Intermediate Phase learners were not interviewed. This was in view of their age, and for fear of not having relevant and sufficient information regarding the complex matter such as the Sepedi curriculum implementation in the teaching of reading and writing. The phenomenon of either being able to read and write or not occurred in the classroom. Although these affected learners in the intermediate phase, this does not mean they were part of the study if it was impossible to do so. The phenomenological framework in this study accepted the involvement of Sepedi heads of department, intermediate teachers and parents as replacing learners. Phenomenology emphasised that evidence be gathered where the problem occurred with adult research respondents (Higgs & Smith 2010:156). In this study, the problem was the inability to read and write in the Sepedi Home Language by Intermediate Phase learners.

To sum up, data were collected from the participants under the guidance of the prepared interview schedule as follows:

- ❖ The investigator conducted an individual face-to-face interview with the Sepedi HODs using an audiotape to record their responses after permission has been sought and secured with them;
- ❖ The investigator conducted an individual face-to-face interview with the Sepedi teachers using an audiotape to record their responses; and
- ❖ The investigator conducted an individual face-to-face interview with parents using an audiotape to record their responses.

Face-to-face interviews with each category of research participant lasted for around thirty minutes. Apart from interviewing, documents containing information on the teaching of Sepedi Home Language to intermediate learners were perused by the researcher. Doing so was part of augmenting and increasing data generated from interviewing with those found in documents from the Department of Basic Education. Information studied was related to the delivery of the Sepedi curriculum, especially for learners in the Intermediate Phase (Parker 2011:42).

3.5.1 Interviews

In the context of this study, interview referred to a form of conversation with a purpose between the researcher and a participant (Maruster & Gijsenberg 2013:140). An interviewing technique was the main data collection tool in this study. In each of the three sampled primary schools, three research participants were interviewed. Each school availed an HOD, a teacher and a parent for interviewing purposes. Interview questions were centred on the evaluation of the implementation of the Sepedi curriculum in the teaching of reading and writing in the Sepedi Home Language for learners in the Intermediate Phase. Each category of research participants was responded to its unique interview questions. This was based on their level of operation within the school context. For instance, Sepedi heads of departments operated more as instructional leaders in the Sepedi curriculum management. Sepedi teachers operated more as curriculum implementers in the classroom. Parents operated more as supporters of heads of departments and teachers. This implied that the researcher has prepared an interview schedule for HODs, for teachers and, lastly, for parents prior to visiting their schools. All the

prepared interview schedules addressed themselves to the issues of reading and writing in the Sepedi Home Language by learners in the Intermediate Phase(Gray 2009:373; Parker 2011:42; and Kumar 2011:144).

Interviews were focused on the following questions:

- ❖ How could reading and writing in Sepedi be improved?
- ❖ How is the attitude of teachers and learners affecting the inability to read and write among intermediate learners?
- ❖ How should a classroom be managed to promote the teaching of reading and writing in the Sepedi Home Language?
- ❖ What role could parents play in promoting the reading and writing in the Sepedi Home Language?
- ❖ How can the problem of the inability to read and write by intermediate Sepedi learners be addressed?
- ❖ How can Sepedi be made to be the most favourable learning area in the Intermediate Phase?

3.5.2 Document Study

Documentary information was relevant for this study. Document is any other relevant written text to provide information or evidence to support the study in detail. Documents have provided other specific details to corroborate information from other sources (Maruster & Gijsenberg 2013:436). Creswell (2016:113) states that documents serve as a source of evidence that a researcher made inferences from. In this study, the researcher has pursued the problem by inquiring further into the topic.

In addition to interviews, data were collected through document study in line with the following steps:

- ❖ Perusing relevant government policies on the Sepedi curriculum implementation;
- ❖ Checking whether Sepedi teachers were following the Sepedi policy documents when teaching reading and writing, especially to intermediate learners; and

- ❖ Checking whether the Sepedi work-output, especially in the Intermediate Phase, was in line with curriculum prescriptions and guidelines as set-out by the Department of Basic Education. (O'Connor & Gibson 2014:215)

The utilisation of both interviews and document study together helped remedy weaknesses of one data collection tool by the other. Furthermore, those data collection tools have provided an opportunity for the investigator to gain full knowledge and understanding of what was actually behind the struggle to read and write in the Sepedi Home Language by intermediate learners (Gill, Stewart, Treasure & Chadwick 2008:291; Fraenkel & Wallen 2010:310; and McMillan & Schumacher 2010:467).

3.5.3 Diagnostic Assessments

Diagnostic assessment referred to any manner of diagnosing or finding out how much do learners struggle when performing a particular task. It was imperative to diagnose because it helped in emerging with a cure or a remedy for the experienced problem (Dipaola & Hoy 2014:159). In the context of this study, diagnosing was revealed the magnitude of the problem of inability to read and write. Such a revelation guided as regarded appropriate intervention strategies to address the problem head-on. In view of the nature of this study, collecting data with interviews and document study alone were not enough. To strengthen the mentioned two data-collection tools, diagnostic assessment was roped in. The inclusion of diagnostic assessments was to directly interact with intermediate learners. The research acknowledged that intermediate learners were still too young to be interviewed on curriculum-related matters. As such, diagnostic assessments afforded them an opportunity of becoming part and parcel of this study. This was logical, relevant and appropriate given that it was the very same learners who struggled to read and write in the Sepedi Home Language. So, failing to accommodate them in this study was a serious gap and omission (Higgs & Smith 2010:156).

3.6. Data Analysis

Data analysis is when the investigator is preparing all the collected data to be more understandable and manageable. Leedy and Ormord (2011:153) advised that data

analysis focused on the phenomenon that an investigator sought to understand in depth regardless of the number of sites, participants and documents for the study.

Briefly, data generated through interviewing, document study and diagnostic assessments were analysed guided by the following steps:

- ❖ Firstly, the investigator transcribed all data at his disposal, which were generated through the interviewing technique (McMillan & Schumacher 2010:355);
- ❖ Secondly, the investigator organised the transcribed data in terms of sub-themes and themes emerging from this study (Gillham 2008:109);
- ❖ Thirdly, the investigator checked from the document studied as whether Sepedi teachers offered their lessons in Sepedi in line with the curriculum requirements;
- ❖ Fourthly, the investigator checked documents accessed from schools as to whether Sepedi work-output, especially in Intermediate Phase, was in line with curriculum prescriptions and guidelines as set-out by the Education Department (O'Connor & Gibson 2014:215); and
- ❖ Finally, data generated through diagnostic assessments were analysed through content analysis. This implied, the researcher has checked on the content of responses received from learners, to make a determination of how much they cope or struggle with reading and writing in the Sepedi Home Language.

Those steps attempted to make meaning out of a wealth of data generated for this study were adhered to, as part of enabling an analysis of data which was logical, systematic, scientific and coherent. Data analysed in this study were those generated through interviewing, document study and diagnostic assessments (Gillham 2008:127).

3.7. Quality Assurance

Within this study, issues of credibility, transferability, dependability and confirmability were taken care of. In the context of this study, credibility was focused on evaluating whether the findings of the study epitomised a credible interpretation of the research participants' views with regard to the challenge of inability to read and write by

Intermediate Phase learners. Transferability in this context has implied whether the research findings, with regard to the challenge of reading and writing by Intermediate Phase learners, were applied or transferred outside the confines of this study. Dependability was related to assessing the quality of the process of integrating data generation, analysis of data and phenomenological framework as the perspective underpinning this study. Confirmability was more about the objectivity of this study. In this context, it was more on how well the study's findings were sustained by data generated (Creswell 2009:186; and Rubin & Rubin 2012:18).

In addition, the investigator has regularly refined procedures before and after the data collection process. This was done as and when a need aroused. Keeping research tools and procedures changeable was part of minimising research biases (Maruster & Gijzenberg 2013:321). Some of the three different procedures were used more than one type of analysis, assessing reliability and performing member-checking to promote quality assurance of the research findings. Furthermore, the investigator discussed data collected with the participants before the final draft was produced. Such discussion has provided an opportunity for participants to give comments on whether the results represent their views or not (Thomson 2011:237; and Gribich 2013:119). This aspect of quality assurance stood to add value to the credibility and believability of the research process and its findings.

3.8. Ethical Considerations

Gribich (2013:180) stated that the subjects must agree voluntarily to participate in a research. The agreement needed to be based on full and open information provided to them in the language of their choice. The investigator declared confidentiality with the participants in order to assure them that data collected would not be made available to any other unauthorised person (Creswell 2009:87). Such data should strictly be used for this research purpose only. Prior to carrying out this study, the investigator wrote to the Limpopo Department of Education seeking consent that enabled him to access schools (Gray 2009:60). The permission sought would also help the investigator in terms of getting hold of the research participants, especially those sourced from schools such as Sepedi heads of departments and teachers. A permission of that nature was sought from school principals whose institutions have been sampled for this study.

3.9. Delimitations

Intermediate learners could not be interviewed in this study; however, information would be obtained from them through diagnostic assessment. This is in view of their age, and for fear of not having relevant and sufficient information regarding the complex matter such as the Sepedi curriculum implementation in teaching reading and writing. The researcher regarded curriculum-related matters to be big stuff for intermediate learners. As such, their exclusion in this study was justifiable. Responses from Sepedi heads of departments, Sepedi teachers and parents would, without doubt, close that gap created by the exclusion of intermediate learners. The researcher contended that despite the study not interacting directly with any single learner, this would not jeopardise valid conclusions made based on interviews with three heads of departments, teachers and parents. In view of the age of intermediate learners and the complexity of this study, their exclusion would not in any way compromise the credibility and integrity of this research. However, in the interest of triangulating data generated, diagnostic assessments would be administered to intermediate learners by the researcher. The researcher would be using such assessments to determine learner performance in the Sepedi Home Language (HL).

3.10 Chapter Summary

In this chapter, theoretical framework, research design and methodology for using qualitative research approach were discussed. Ethical issues were dealt with and the methods to be used in data collection as well as steps for data analysis were outlined and discussed.

The next chapter dwells on data presentation and discussion.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1. Introduction

The previous chapter centred on the research design and methodology employed in the study. This chapter focuses on data presentation and discussion of findings of the data generated from face-to-face interviews, document study and diagnostic assessment. It also provides the interpretation of the data on how teachers implement the curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. The study sought to address the challenge of reading and writing in the Sepedi Home Language (HL) in the Intermediate Phase. In this chapter, data are presented and discussed in terms of themes and key themes emerging from this study (Gillham 2008:109).

4.2. Data Presentation

Data are presented and discussed under the themes that emerged from the interviews, document study and diagnostic assessment. The researcher starts by providing an overview of profiles of schools from where research participants were sourced; profiles of parents; and profiles of teachers and HODs, concentrating on their professional qualifications, gender and their teaching experience. The main purpose of approaching data presentation first with the profiling of schools and various research participants from those schools, was to sketch an adequate background for readers to enable them to understand themes and key themes shared in this chapter from their appropriate contexts.

4.2.1 Profiles of Schools

For proper identification of schools, the researched schools were named as School A, School B and School C by the researcher. This was done to avoid using real school names for ethical grounds. All the three researched schools are situated in rural and semi-rural areas and served learners from the areas around the Mankweng Circuit. Schools A, B and C have nine intermediate classes, which mean Grade 6 has three classes, Grade 5 have three classes and Grade 4 also has three classes. School A has a total number of one hundred and sixty-five learners in Grade 6.

School B has a total number of two hundred learners in Grade 5. School C has a total number of one hundred and ninety-nine learners in Grade 4. That tells us that each class is having above sixty learners. Each grade shared one teacher per school.

All the three researched educational institutions are a no-fee paying schools and thus falling under quintile 3 as categorised by the Department of Basic Education. These three researched schools cater for learners that are coming from disadvantaged family backgrounds. They are getting a much bigger subsidy from the government as compared to learners in quintile four schools who get an average of fifty percent of the subsidy; unlike quintile five schools that were roughly getting around ten percent of the subsidy.

All the researched schools were affected by the curriculum changes which were brought to transform the education system in South Africa. With the introduction of curriculum changes, teachers were expected to apply appropriate teaching strategies and learning styles that would be helpful in the implementation of curriculum, in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. Teachers were also expected to apply relevant knowledge and skills required by the new curriculum that aimed at improving, developing and reviewing a better and more transformed education system in the country.

4.2.2 Profiles of Research Participants

4.2.2.1 Profiles of Sepedi Heads of Departments (HODs)

Having discussed the nature of the researched schools sampled for this study, it was appropriate to provide the background information about the research participants in this study. The selection of those research participants were based on their level of operation within the school context. For instance, Sepedi heads of departments operate more as instructional leaders in Sepedi curriculum management and enforcement. From the data collected, the Sepedi Home Language departments are managed by well-qualified HODs in the Intermediate Phase, as they all had a recognised teaching qualifications. For instance, HOD 1 of School A was in possession of a Senior Primary Teachers' Diploma (SPTD) in Sepedi, English, History and Biology. She further studied Advanced Certificate in Education (ACE) in

teaching Sepedi in the Intermediate Phase and Bachelor of Honours degree in Educational Management. The said HOD, taught Sepedi for twenty-eight years and has been the HOD in Sepedi for twelve years. Given such qualifications and twenty-eight years of experience in teaching Sepedi in the Intermediate Phase, she was expected to be experienced enough to be able to overcome barriers related to teaching reading and writing in Sepedi Home Language (HL), in her department and school.

HOD 2 of School B possessed a Primary Teachers' Certificate (PTC) in Sepedi, English, Maths and Health Education. She further studied for a Further Diploma in Education (FDE) with Sepedi as one of her major subjects. In addition, she was a holder of an Advanced Certificate in Education (ACE-SLM), School Leadership and Management. However, the PTC may be out-dated, and she might lack content knowledge with regard to teaching reading and writing in Sepedi Home Language, since she trained when entrance requirements were only Grade 8 (Form 3 by then). This could have a negative impact on her teaching and learner performance in reading and writing in the Sepedi Home Language in the Intermediate Phase. Despite her professional qualifications, her thirty years' experience of teaching seemed to be the longest in service and this made her to be more confident and a dedicated teacher as she has upgraded her studies and obtained the more up-to-date qualifications, like Further Diploma in Education (FDE) and Advanced Certificate in Education (ACE-SLM) School Leadership and Management.

HOD 3 of School C obtained a three-year Senior Primary Teachers' Diploma (SPTD) in Northern Sotho, English, History and Teaching methods. She further studied for an Advanced Certificate in Education (ACE) specialising in Sepedi. She had thirteen years teaching experience and had been managing the Sepedi Home Language for five years. She had the least teaching experience of all the teachers in the Intermediate Phase; thirteen years still represented a good deal and indicated she is not a beginner.

Indications are that HODs from the researched schools were highly experienced in teaching as two of them were having above twenty years' experience in teaching and above ten years experience in management. In all the researched schools, all the

Sepedi heads of departments (HODs) were females. Indications are that gender equity was not considered by both the School Governing Bodies (SGBs) and Department of Basic Education (DBE) when recommending and appointing in the promotional posts.

As the qualifications and experience of the HODs were illustrated, it was clear that the implementation of the Sepedi curriculum in teaching reading and writing in the Sepedi Home Language was expected to be effectively managed and maintained to ensure that all challenges associated with reading and writing in the Intermediate Phase were addressed but on the contrary learners' performance in reading and writing as exposed by ANA results were not satisfactory. This was confirmed by Magongoa (2011:31) when observing that learner performance was not at a level where it was supposed to be, considering that learners in the Intermediate Phase were still unable to read and write at the required standard at their current level of schooling. This is summarised in the table below:

TABLE 4.2.2.1 Profiles of Sepedi Heads of Departments (HODs)

School	Participants	Professional qualifications	Gender	Experience in teaching Sepedi Home Language	Experience in managing Sepedi Home Language
A	HOD 1	Senior Primary Teachers' Diploma (SPTD) with Sepedi as one of her major subjects, Advanced Certificate in Education (ACE) in teaching Sepedi and Bachelor of Honours in Educational Management.	Female	Twenty-eight years experience in teaching Sepedi	Twelve years in managing Sepedi Home Language
B	HOD 2	Primary Teachers' Certificate (PTC) in Sepedi as a	Female	Thirty years experience in teaching Sepedi	Fourteen years in managing Sepedi Home

		major subject, Further Diploma in Education (FDE) in teaching Sepedi, Advanced Certificate in Education (ACE) specialising in Sepedi			Language
C	HOD 3	Senior Primary Teachers' Diploma (SPTD) in Northern Sotho as a major subject, Advanced Certificate in Education (ACE-SLM) School Leadership and Management.	Female	Thirteen years experience in teaching Sepedi	Five years in managing Sepedi Home Language

4.2.2.2 Profiles of Sepedi Language Teachers

The researcher regards it to be appropriate that much as heads of departments in this study have been profiled so must be teachers. This promotes the principle of consistency. In addition, this is a good preparation for the sharing of responses by the teachers in the next sections. Biographic information of the interviewed Sepedi teachers showed that they were all reasonably qualified with a minimum of three years teaching diploma. In addition, all of them were in possession of other qualifications, like Advanced Certificate in Education in Sepedi in the Intermediate Phase and Bachelor of Honours with Sepedi as a major subject. Their general teaching experiences vary just like their experiences in teaching Sepedi in the Intermediate Phase. Teacher 1 was having a Senior Teachers' Diploma (SPTD) in Northern Sotho, English, Biology and School Library and Media Science. She further studied for an Advanced Certificate in Education (ACE) specialising in Sepedi in the Intermediate Phase. This suggests she was expected to be good at teaching reading and writing in the Intermediate Phase. Teacher 2 also qualified with Senior Primary Teachers' Diploma (SPTD) in Northern Sotho, English, Geography and Religious Education, as well as Advanced Certificate in Education (ACE) specialising in Sepedi Home Language in the Intermediate Phase. Teacher 3 was having Senior Primary

Teachers' Diploma (SPTD) in Northern Sotho, English, Afrikaans, Maths and General Science, as well as Honours Bachelor of Education in Sepedi Language.

With regard to their teaching experiences in the Sepedi Home Language in the Intermediate Phase, Teacher 1 had twenty years' experience of teaching. Teacher 2 had twelve years in teaching experience and it had been two years since teaching Sepedi in the Intermediate Phase. Teacher 3 had confidence, dedication and was also a good teacher. All the profiled teachers, had a good reputation of teaching the Sepedi Home Language in the Intermediate Phase at their respective schools, and none could be regarded as being unproductive. All were very good, interested in their work and productive, and could be trusted with the teaching of reading and writing to learners effectively. Despite a little experience of Teacher 2 in the teaching of the Sepedi Home Language in the Intermediate Phase, she was putting more efforts in teaching reading and writing. That was her contribution in surmounting the challenge of inability to read and write in the Sepedi Home Language in the Intermediate Phase. Indications were that the teaching of reading and writing in the Sepedi Home Language was not prioritised when allocation was made in the Intermediate Phase of the researched schools.

TABLE 4.2.2.2 Profiles of Sepedi Language Teachers

School	Participants	Professional qualifications	Gender	Teaching experience	Experience in teaching Sepedi
A	Teacher 1	SPTD with Sepedi as a major subject, Bed (Hons) in Sepedi Home Language	Female	Twenty years teaching experience	Twenty years experience in teaching Sepedi
B	Teacher 2	SPTD specialising in Northern Sotho, ACE with Sepedi as a major subject	Female	Twelve years teaching experience	Two years experience in teaching Sepedi
C	Teacher 3	SPTD with Sepedi as a major subject BED (Hons) in Sepedi Home	Female	Fifteen years teaching experience	One year two months in teaching Sepedi

		Language			
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4.2.2.3 Profiles of Parents

Just like with heads of departments and teachers, parents as well deserve to be profiled. One of the pressing reasons behind their profiling is because they, just like heads of departments and teachers, are research participants. It will just make no sense that they be treated differently. Furthermore, the researcher has provided the background information of parents because in terms of this current study, they operate more as supporters of Heads of Departments and teachers, especially on the faced challenge of having intermediate learners who are not able to read and write in Sepedi as their Home language. Parent 1 was a male and was a teacher with Senior Primary Teachers' Diploma (SPTD) and Advanced Certificate in Education (ACE) specialising in Life Orientation (LO) but did not disclose his occupation. This suggests that the parent could be able to help his children with school-work with regard to reading and writing in the Sepedi Home Language. Parent 2 was also a male and a well-qualified somebody with matric and a Diploma in Computer Studies. Parent 3 was a female and was in possession of Matric and Diploma in Secretarial Studies. Indications were that male parents as fathers were also concerned about the scholastic progress of their children, especially in relation to reading and writing in Sepedi Home Language in the Intermediate Phase just like mothers.

The fact that those parents agreed to participate in this study means that they were concerned and very passionate about the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language. They were also willing to co-operate with teachers to address the challenges of the inability to read and write in Sepedi in the Intermediate Phase. Those parents mentioned that sometimes they struggled to help their children with school-work as they did not know exactly what their children were learning at school. The researcher observed that there was a need to have schools' assessment plans being provided to learners and parents in the first week of the first term, so that parents could help and support their children with regard to reading and writing in the Sepedi Home Language in the Intermediate Phase.

TABLE 4.2.2.3 Profiles of Parents

School	Participants	Professional qualifications	Gender	Occupation
A	Parent 1	SPTD, ACE (LO)	Male	Working as a security officer
B	Parent 2	Matric Diploma in Computer Studies	Male	Working as admin clerk
C	Parent 3	Matric Diploma in Secretarial Studies	Female	Working as a Secretary

4.3. Discussion of Themes Emerging from the Data

Now, that all the researched schools have been profiled including research participants sourced from those schools, it is now an opportune moment to divulge themes arrived at when analysing data collected from those schools and their research respondents. Themes to be presented and discussed are not only based on responses of the research participants alone, but also on the extensive review of literature as discussed in chapter 2. That literature study centred on the inability to read and write of intermediate Sepedi learners. Below follows the presentation and discussion of those themes.

4.3.1 Rethinking the Teaching of Reading and Writing

Skills of reading and writing are critical compared to listening and speaking skills. When such critical skills have to be taught to intermediate learners, sufficient planning and application of one's mind on how to successfully teach those skills is of paramount importance. As such, the teaching of reading and writing skills to intermediate Sepedi learners has to be different from when such skills are being taught in other languages and at other phases. On the expressed point, HOD 3 of School C advises that: "Sepedi teachers should attend the workshops pertaining to the teaching of reading and writing to gain more knowledge". Teacher 1 of School A supported the expressed viewpoint by reminding that: "The use of a combination of Breakthrough Method and a Sentence Method in the Intermediate Phase, to teach reading and writing, could overcome the problem of inability to read and write". Parent 2 of School B remarked that: "Every parent should encourage their children to read Sepedi books regularly to learn the language". The researcher agrees with what the research participants are sharing regarding the theme, namely, the point that

reading and writing cannot just be taught like any other skill, especially when being taught in one's home language such as Sepedi and to the intermediate learners. This was also confirmed by the literature reviewed which revealed that, the advantage of using Breakthrough Method was that it is a Learner-centred Method that uses the learner's first hand experiences and natural interests as motivating forces in helping them to acquire reading and writing skills, especially in the Sepedi Home Language (Phajane 2012:75).

4.3.2 Sepedi Materials for Reading and Writing

Learner-Teacher-Support-Materials are vital in teaching and learning. Therefore, Sepedi teachers in the Intermediate Phase need to select relevant materials that are suitable for the level of their learners. Schools usually receive Learner-Teacher-Support-Materials (LTSM's) from the Department of Basic Education. Even though books are delivered but sometimes schools experience difficulties with the distribution of those materials which are either in short supply or arrived late at some schools. All research participants in this study are harbouring certain viewpoints on the debated point. HOD 3 of School C advises that: "Learners should visit the school library and read materials such as books, pamphlets and any other material that are written in their home language". Teacher 1 of School A intoned that: "Textbooks like *Manoni a Polelo* and workbooks are designed according to the work-schedule and pace-setters that guide in breaking up on to the implementation of Curriculum in teaching reading and writing in Sepedi Home Language". Parent 1 of School A reported that "there are Sepedi books such as *Matlhontebe*, Sepedi Bible and *A re buleng dikgoro* at home that are accessible to children". Sepedi teachers need to follow the policy documents that the government has provided to teach reading and writing.

The researcher observed that indeed schools have LTSM's as every learner came with own textbook and workbook during diagnostic assessments. This observation shows that Sepedi teachers in the Intermediate Phase rely on teaching and learning materials that are supplied by the department. This was also confirmed by the literature reviewed which revealed that finding the right materials is important for a learner who experiences reading difficulties (Jennings, Caldwell & Lerner 2010:16).

4.3.3 Classroom Management for Successful Reading and Writing

The issue of establishing and maintaining order is an important part of classroom management. Classroom management is generally described as a procedure to keep order, instilling discipline in the classroom and ensuring that the same standard was maintained throughout teaching and learning process. Burkins and Croft (2010:4) described classroom management as a process that involved teacher actions to create a learning environment that encouraged positive interaction, active engagement in learning and self-motivation.

Classroom management is essential to the success of the implementation of Curriculum in teaching reading and writing in Sepedi Home Language. In order to maintain order and reinforcing appropriate behaviour in a classroom situation, classroom rules should be clearly outlined, be specific and directed. HOD 2 of School B advised that: "Learners should be taught to follow the instructions". Teacher 3 of School C supported the articulated viewpoint by arguing that: "Classroom rules should bind both teachers and learners so that the lesson could be easily presented without any interruption and to ensure that there is effective teaching and learning at all times". Parent 1 of School A emphasised that: "It is the responsibility of each parent to see to it that their children attend school properly". Involvement of learners in designing classroom rules was vital so that learners could feel a sense of ownership and know the consequences when breaking their own classroom rules. The researcher agrees with what the research participants are sharing regarding the theme. The review of literature confirmed that classroom rules need to be realistic, fair and reasonable; and need to provide guidelines for appropriate behaviours to ensure the continuity and quality of teaching and learning for the effective implementation of curriculum in teaching reading and writing in the intermediate classes (Burkins and Croft 2010:89).

Teachers, parents and learners shoulder the responsibilities to encourage and share an appropriate behaviour in the classroom for the effective teaching and learning in the Intermediate Phase. The success of effective teaching and learning depends on strong partnership and working together of teachers, parents, learners and other stakeholders (DBE 2002:19). Learners in the Intermediate Phase need to behave in an appropriate manner to allow the smooth running of teaching and learning. All the

research participants have expressed their views regarding the significance of proper classroom management in order to succeed teaching reading and writing skills in the Sepedi Home language. This is part of encouraging disciplinary measures so that learners could see and know that there are the consequences for inappropriate behaviour during lesson delivery. The creation of a positive classroom environment play a crucial role to allow effective teaching of reading and writing. Sepedi teachers in the Intermediate Phase could emphasise paired reading to manage their classrooms differently, as learners would always be busy helping each other to read and write while the teacher is busy facilitating the lessons. The researcher observed that learners understand even better when they are being assisted and supported by their peers. The review of literature revealed that study groups could help to minimise behavioural problems and maximise teaching and learning as both learners who are academically weak will benefit from the stronger ones, in a way good behaviour would be promoted (Kapalka 2009:165).

Controlling learner's books and marking the attendance register could help to influence good behaviour for learners in the Intermediate Phase. Classroom monitors and group leaders play a very much important role in helping the teacher to keep order in the classroom and could allow the smooth running of teaching and learning.

4.3.4 Improving Reading and Writing

Many learners perform poorly in reading and writing in Sepedi Home Language. This is because they lack basic knowledge of literacy skills. Sepedi teachers tried their level best to improve reading and writing in the Intermediate Phase through the usage of different strategies to overcome these challenges. HOD 3 of School C advises that: "Reading and writing in Sepedi could be improved by encouraging learners to read more Sepedi books and newspapers to improve their vocabularies and have knowledge about Sepedi words to improve their skill of reading and writing". Teacher 2 of School B explained that: "Literacy skills can be improved by encouraging learners to read articles from the newspapers that are written in Sepedi so that they can have knowledge of the sequence of letters in a word and be able to pronounce it when reading and writing". Parent 1 of School A pointed out that: "Reading Sepedi books regularly can help children to improve in reading and

writing”. The researcher observed that frequent readers are able to recognise words easily when reading any written text such as magazines, newspapers and books. The review of literature confirmed that when mature readers encounter an unfamiliar word from newspaper article, they try to determine its meaning based on the context (Croeber 2008:145).

Another way to improve reading and writing in Sepedi could be done by the activities that are designed in the prescribed workbooks for specific grades basing on the explanations of teachers. Reading and writing can be improved by doing reading aloud using the letter-sounds and vowels from the prescribed books that give learners confidence when reading, if learners can master those letter-sounds it could be easier for them to read words and at a later stage could read sentences and texts. Workbooks are designed in such a way that they give learners an opportunity to read different kinds of articles and writing which encourages learners to narrate and to develop the skill of reading and writing. Learners should be encouraged to read and narrate stories from Sepedi story books. The researcher observed that if learners were to experience success in reading and writing, teachers need to be engaged in different ways which could foster the basic literacy skills in the Intermediate Phase. The review of literature stated that words are constructed using letters and syllables. This knowledge helped learners when they meet new words and know the sequence of letters in mastering the basic sound-symbol (Waugh, Warner & Waugh 2010:26).

4.3.5 Educational Media for Reading and Writing

The use of educational media such as computers, overhead-projectors and interactive boards could arouse the interest of reading and writing in learners. Such media could be encouraged to be used in teaching and learning in the classroom. HOD 1 of School A uttered that: “Model tools like laptops, overhead-projectors and interactive boards could make it easier for teachers to bring the skills of viewing, listening and speaking together to help learners analyse, relate and narrate the story out of the reflected picture on the screen”. Teacher 2 of School B supported the expressed words by saying: “Improvisation of Sepedi magazines and newspapers can help learners in reading and writing since they are not easily accessible hence most are written in English”. Parent 2 of School B pointed out that “reading and

writing could be improved through watching channels that are presented in Sepedi on televisions especially on SABC 2". The researcher observed that if those educational media could be used effectively in classroom situations under the supervision of the teacher, the problem of inability to read and write in Sepedi could be minimised and eliminated at later stage. The review of literature stated that interactive boards could be used in the classroom to combine aspects of viewing with speaking, acting and writing to engage the whole class and groups to provide a workspace for individuals (Woolley 2014:59).

There are other educational media such as radio and television that could also be used to enhance reading and writing in the Sepedi Home Language. Local radios and televisions are broadcasting lessons that are presented in Sepedi to help learners to overcome the problem of inability to read and write. Learners should be encouraged to listen to Sepedi programmes on television and on Thobela FM so that they can be exposed to the Sepedi Home Language with regard to reading and writing. The researcher noted that learners become interested in reading and writing when reading or writing something that could be seen or heard over the radio and on television and they enjoy telling their friends about it, in a way they become readers, writers and even narrators. The review of literature stated that audio-visual devices could be used to enhance reading and writing because learners understand even better when using concrete materials (Woolley 2014:58).

4.3.6 Enthusiasm of Sepedi Teachers

Enthusiasm was the term used by the researcher to describe the feeling of the Sepedi language teachers about the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. Hall (2014:204) describes the term as a feeling of eager liking for something or interest in something. Since the Sepedi teachers are eager to address challenges associated with the teaching of reading and writing in the Sepedi Home Language, they need to engage learners in activities that encouraged individual learning. HOD 3 of School C articulated that: "Sepedi teachers were very enthusiastic and determined to improve Sepedi Home Language, and this was mainly because they are informed and knowledgeable in the subject". Teacher 3 of School C supported the expressed view by stating that: "I have all the support from my HOD in terms of Sepedi curriculum

implementation according to the requirements of the Department of Basic Education”. Parent 2 of School B emphasised that: “Sepedi language is highly respected in the community as most people are Sepedi speakers and even foreign nationals are interested in learning the language”.

The researcher observed that maximum involvement of Sepedi teachers in curriculum design is important as this will have a positive impact on the success and effectiveness of the implementation of Sepedi curriculum in teaching reading and writing in the said language. The review of literature emphasised that where Sepedi teachers only come into the picture at the implementation stage, as it is the case now, then the teaching of reading and writing in the Sepedi Home Language to learners in the Intermediate Phase, is likely to remain a huge hurdle to overcome (Magongoa 2011:31; and Booyse & du Plessis 2014:66).

All teachers were eager to give individual support to each learner who has the problem in reading and writing. Acknowledging and recognising that learners in the Intermediate Phase are struggling to read and write in Sepedi as their Home Language, becomes a challenge to be addressed. The researcher observed that consultation with other colleagues regarding the implementation of curriculum in teaching reading and writing in Sepedi could help to overcome this challenge and help to improve learners’ progress in reading and writing in the Intermediate Phase”. The observation which is in line with the review of literature stated that most of Sepedi learners are found to be hugely struggling in terms of oral reading fluency (ORF) (John 2015:110).

4.3.7 Impact of English Usage to Reading and Writing

The Language of Learning and Teaching (LOLT) in the Intermediate Phase is English and these affected most of Sepedi learners and were found to be hugely struggling in reading and writing in Sepedi. The manner of offering Sepedi in the Intermediate Phase is greatly influenced by the way English was taught. Indications are that the policy on LOLT was being used to influence the teaching of Sepedi. All teaching and learning was officially carried out in English as a medium of instruction which is a LOLT in the Intermediate Phase (Booyse & du Plessis 2014:58). HOD 1 of School A reminded that: “The usage of English as a medium of instruction

contributed to reading and writing in Sepedi Home Language because most subjects are taught in English in the Intermediate Phase, learners learn to read and write only in Sepedi lessons just only for an hour". Teacher 3 of School C showed that: "There is a change when introducing Sepedi lessons in the classroom because when learners came to school they came with a speaking language from their home". Parent 3 of School C intoned that: "Sepedi language can be made to be the most favourable learning area in the Intermediate Phase by teaching all other subjects in Sepedi". The researcher observed the impact of English during diagnostic assessment as learners read some of Sepedi words in English. The review of literature confirmed that the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language should help Sepedi learners to reach out to the world by increasing their expertise in understanding and manipulating the Sepedi language and as a result, they perform to the expected level (Smith & Dawes 2014:89).

Currently, more parents were interested in promoting English to their children other than Sepedi. This encouraged them to use a mixture of languages to communicate with their children at home and as a result, it led learners to mix words when reading and writing in the Sepedi Home Language. Such an interest was motivated by the desire to empower their children to be competent enough in the outside world dominated by English. The observation of the researcher is that parents should build a good relationship with teachers to support learners to cease from mixing languages when reading and writing in Sepedi. This is due to the current language policies that expect them to use English as a Language of Learning and Teaching to write their school exercises and examinations as it was indicated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement grade R-12 (DBE 1997b:5).

4.3.8 Factors Delaying Fluent Reading and Writing

Fluency refers to the ability to read orally with speed, accuracy and proper expression. It provides a bridge between word recognition and comprehension, and can be achieved through repeated oral reading with teachers, peers or parents. Learners should be encouraged to read silently on their own at school and at home.

The more children read, the more their reading skills would be improved and the more their worldview broadens (Phajane 2012:38).

A number of different factors could be associated with inability to read and write in the Intermediate Phase. One of the delaying factors could be language factors such as oral language, written language, speech problem and language disorder and could affect fluent reading and writing in the Sepedi Home Language. HOD 1 of School A stated that: "Most learners cannot read and write Sepedi Home Language because they are stuttering". Teacher 1 of School A supported the expressed words by stating that: "Some learners in the Intermediate Phase have difficulties in spelling, reading and writing because they are dyslectics". Parent 3 of School C contended that: "Supporting what the child is thinking could encourage them to try new things". The speech problem and language disorder can delay learning of reading and writing as learner's language is an important factor related to fluent reading and writing in the Sepedi Home Language.

Hearing and visual problem can be other factors that could be barriers delaying fluent reading and writing in the Sepedi Home Language, hence learners could not pronounce and spell some words. Some learners are unable to discriminate between letters of the alphabet while on the other hand some cannot spell some of Sepedi words. Learners experiences learning barriers to read is often not related to their ability to learn but their ability to hear Sepedi language and their exposure to alphabets. Learners develop an ear for language by appreciating the sounds of words. The researcher observed that the acquisition of basic knowledge for literacy skills requires much emphasis on letters of alphabet, vowels and consonants in each and every Sepedi lessons daily. The review of literature note that Sepedi teachers need to aware of the dynamic and interactive links between learner's language, the alphabetic principles, phonics, fluency, vocabulary, comprehension, word recognition and phonological awareness (Jennings, Caldwell & Lerner 2010:17).

Other factors that could be related to fluent reading and writing were lack of basic knowledge of literacy skills. Literacy refers to the ability to read and write. The term was generally used to describe the recognition and comprehension of words. Literacy was about reading, understanding what one reads, thinking about and

growing from what one reads, and being able to relate and contribute to society because reading has enabled one to develop as a person (DBE 2008:23). For the success of fluent reading and writing, the teacher has to teach learners the relationship between the letters of written language and individual sounds of spoken language so that they could be able to read and write words in Sepedi Home Language. This is because they lack basic language skills, grammar and spelling of Sepedi words could hamper learner's progress in fluent reading. The researcher observed the fact that language is integrated with oral language forms of listening and speaking to the written language of reading and writing. The review of literature showed that oral language provides a knowledge base for reading and writing, therefore, learners who are experiencing speech problem and language development often experience some sort of delay in reading and writing (DBE 2008:352).

4.3.9 Learner Achievement in Reading and Writing

Performance in reading and writing are decided through assessment process because it is an integral part of teaching and learning. Since an assessment is an integral part of teaching and learning, Sepedi language teachers need to depend on assessment for the improvement of their teaching practices in the teaching of reading and writing the Sepedi Home Language. Jennings, Caldwell and Lerner (2010:339) note that assessment help teachers to focus their attention on what learners already know with regard to reading and writing in the Sepedi Home Language and how to support their continued performance in reading and writing. On the expressed point, HOD 2 of School B argued that: "Regular check in reading and writing should be monitored and supported monthly and at the end of each term". Teacher 3 of School C supported the idea and emphasised that: "Learners are assessed through informal and formal tasks to check their level of understanding at the end of each term". Parent 3 of School C commented that: "Helping your child with schoolwork helps to check the level of understanding of one's child". Assessment of learning in languages is on-going and supported the growth and development of learners. Furthermore, reading and writing skills need to be integrated to assessment of various language aspects. Assessing the different language skills should not be seen as a separate activities but one integrated activity (DBE 2011:75).

Reading and writing activities may be assessed either informally or formally. Informal tasks could be done in the form of oral questions, classworks and homeworks which serve as a reflection time to the teacher to check whether the learners have understood the work done. Sepedi teachers need to use relevant rubrics to assess both oral and written tasks with regard to reading and writing. Provision of remedial program in terms of reading and writing in the Sepedi Home Language for struggling learners need to be done. The researcher observed that giving regular feedback to learners through corrections provide an opportunity for teachers to check whether learners are on the right track with the work done in terms of lessons that were presented to them. This could be done to check and correct learner's mistakes by rectifying the speed of reading, giving the correct spelling and pronunciation of words, to make sense out of senseless sentences written by learners. Informal assessment is a daily monitoring of learners' progress (DBE 2011:75).

All learners in the Intermediate Phase can achieve in reading and writing in Sepedi, only if they can be given the necessary support. Sepedi teachers in the Intermediate Phase are trying by all means to teach and support learners in reading and writing in an achievable manner. Even though it is hard for them to attain reading and writing in the best way, especially in the Sepedi Home Language, the researcher observed that they are using all what they have to assist learners in reading and writing. The review of literature notes that Sepedi teachers are supporting reading and writing more effectively by providing and maintaining effective reading and writing performance feedback that contributes to the learner's sense of security, self-efficacy and confidence, which then encourages the learner to take risks and to attempt unfamiliar tasks (Woolley 2014:206).

Sepedi teachers are guided by the work-schedules from the department and record sheet created in the South African School Administration Management System (SASAMS) when conducting formal tasks. The researcher observed that if Sepedi teachers could follow and perform all the academic activities that were prescribed in the Pace Setters and in the SASAMS that persuade learners to be able to communicate in terms of reading and writing, learner performance would be improved. It is through the observation that Sepedi teachers should be monitored

and supported to ensure that all informal and formal tasks with regard to reading and writing are in line with the skills indicated in the CAPS document in the Intermediate Phase. The review of literature note that all assessments should be valid, fair, reliable and sufficient towards the learners' development and give good opportunities that afford the teacher to be engaged with a learner and evidence of a learners' performance in reading and writing (DBE 2012:88).

4.3.10 Parental Promotion of Reading and Writing

In the home environment, parents need to play a vital role in the promotion of reading and writing in the Sepedi Home Language. Parents could stimulate their child's love for reading. This could be done by providing a role model for literacy through buying books as presents to teach learners to value reading and writing, take them to libraries and read to them to instil the spirit of reading (Jennings, Caldwell & Lerner 2010:26). HOD 1 of School A advises that: "Parents should be provided with program of assessment to bring on board on what is taking place in schools so that they can be able to help their children with schoolwork". Teacher 3 of School C supported the articulated standpoint by intoning that: "Parents should know what learners are doing at school daily so that they could support and help their children with home-works". Parent 2 of School B emphasised that: "Parents should read and narrate a story to their children during relaxation time and bedtimes to promote reading and writing". The researcher agrees with what the research participants are expressing. Parental involvement is very important in promoting learners' progress in reading and writing. The review of literature notes that parents could provide love for reading, acceptance of Sepedi Home Language and other opportunities for the success for the implementation of curriculum in the teaching of reading and writing in the Sepedi Home Language (Turnbull, Turnbull & Wehmeyer 2007:189).

Vital stakeholders in the South African education system such as parents, teachers and learners, are expected to be involved in the implementation of curriculum in general, the Sepedi Home Language in particular. In order to involve parents in scholastic progress of the child with regard to reading and writing in the Sepedi Home Language, Sepedi teachers need to give learners a text to read for their parents at home to improve reading and writing and to show to that they did, their

parents will attach their signature to confirm that. Parental participation in the course of curriculum operationalization at the level of teaching reading and writing in the Sepedi Home language, is likely to stand them in good stead as regards familiarising themselves with the changes and challenges likely to affect their children. Parents need to buy books written in Sepedi for their children and encourage them to participate in reading programmes. They need to encourage their children to write and run their birthday programmes in Sepedi and also by reading the obituary of a family member during the funeral services and this could help learners to be fluent in reading and know how to spell and pronounce some of Sepedi words during the time of writing. Parent's role continues to be crucial even the child is in the Intermediate Phase. The researcher observed that when learners observe parents who are readers, it triggers in them the interest in reading and instils the love for reading. The review of literature notes that, in teaching learners, the involvement of parents and the broader members of society are essential to strengthen the process of effective implementation of curriculum in teaching reading and writing in Sepedi Home Language (Joorst 2010:312).

4.4. Key Themes Emerging from the Generated Data

Now, that the themes that emerged from the collected data were presented and discussed, this is the time to concentrate on the key themes of the study. The identified key themes serve as the nucleus or focus of the study.

The following key themes were identified from the presented and discussed data:

- ❖ Overcoming reading and writing challenges in Sepedi;
- ❖ Reading and writing as a joint stakeholder effort;
- ❖ Plentiful Sepedi materials as a remedy to reading and writing challenges;
- ❖ Providing assessment services through reading and writing; and
- ❖ Parental choice and policies that marginalise Sepedi.

4.4.1 Overcoming Reading and Writing Challenges in Sepedi

The first key theme, namely, containing reading and writing challenges in Sepedi, would be presented and discussed. It is very imperative for Sepedi teachers to develop daily lesson plans that are unique and comprehensive enough to also cater for learners who are struggling in reading and writing. In alignment with the stated

argument, HOD 2 of School B remarked that: “Sepedi curriculum implementation implies the use of various strategies in planning the lesson to instil the love of reading and writing, as well as to impart knowledge to learners in different ways in their mother tongue”. Teacher 1 of School A supported the expressed view by articulating that: “When planning and teaching Sepedi lessons, I do it according to the way it was designed in the policy document by making it accommodative of all learners inside the classroom”. Parent 2 of School B articulated that: “Teachers should teach our children to speak and write in Sepedi at school so that they can be able to speak and know how to use the language in everyday life”. In view of the fact that inside the classroom learners would learn differently, the researcher agrees with what research participants are expressing. There is just a need for Sepedi teachers to be mindful of the point that, apart from imparting knowledge in their classrooms, there would be some learners deserving to be helped to be on par with other learners, in the form of being shown how to read and write in Sepedi. Doing so is an appropriate way of surmounting the challenge of the inability to read and write in one’s mother tongue, Sepedi in this context. Ideally, all Sepedi lessons planned especially for the Intermediate Phase need to provide strategies that are accurate for encouraging reading and writing in the Sepedi Home Language. As DBE (2011:25) emphasises the minimum Sepedi Home Language content to be covered and delivered in every lesson has to take into cognisance the existence of learners in intermediate classrooms, whose reading and writing levels in Sepedi as their Home Language still need adequate attention.

Booyse and du Plessis (2014:96) note that the development of the reading and writing skills – it does not matter in what language – is just not as simple as it looks. In the case of Sepedi, teachers need to develop appropriate teaching strategies that could be used to stimulate learners to develop their reading and writing skills, while at the same time supporting those learners without such skills to quickly cope. Doing that is part of ascertaining that, at least, all learners are on board with regard to understanding Sepedi lessons or at least having a clue on how to combat the challenge of reading and writing in Sepedi as their Home Language. This implies encouraging learners who see the way to carry on and at the same time contain the problem of the inability to read and write with the struggling ones. One of the ways through which the Sepedi teachers could help learners mitigate the obstruction of

being able to read and write with much ease is through practising the spelling BEE before the commencement of each lesson to improve reading and writing. Much emphasis needs to be put on knowing letters of the alphabet, including the vowels and the phonics. It is further advisable that the phonics cards be kept in front of the learner for quick and easy references so that the learner could point and pronounce words correctly (Jennings, Caldwell & Lerner 2010:338).

As an attempt to contain reading and writing challenges in Sepedi, it is also so important for teachers to cover all the parts of remedial reading and writing in the Sepedi Home Language for the struggling learners in the Intermediate Phase. That could be done through reserving one hour on the time table for remedial work to assist those learners who are struggling in reading and writing. Teachers could employ the strategy of writing in groups to encourage slow-paced learners to cope with the correct usage of words and spelling for better understanding. This is likely to help them to read and write in Home Language on their own. Displaying concern about some intermediate learners not coping with the reading and writing challenge, the researcher observed that the allocated fifteen minutes in every two periods of the lesson as an intervention strategy was yielding the required fruits (DBE 2011:26).

4.4.2 Reading and Writing as a Joint Stakeholders' Effort

Sepedi as a Home Language for various children is supposed to be laying a firm foundation for learners with regard to literacy skills such as being able to read and write in Sepedi Home Language. As of now, that is not the case for various reasons, one of which is that, the manner of offering Sepedi in the Intermediate Phase is greatly influenced by the way English is taught to learners at that phase and other phases. Given that the skills of reading and writing are critical to the success of teaching and learning in Sepedi, therefore, the development of such skills need not be shouldered by teachers alone at schools. The participation of all stakeholders in that exercise is more than essential. On the expressed point, HOD 2 of School B notes that: "The use of English contributes negatively to the use of reading and writing in Sepedi Home Language". Teacher 3 of School C contends that: "When learners come to class, they come with a spoken language (a dialect) from home, so they need to be corrected and be taught the correct way of language usage with the necessary skills and relevant concepts to allow effective teaching and learning in the

classroom". Parent 1 of School A remarked that: "Parents should be encouraged to speak and communicate to each other purely in Sepedi Home Language, so that our children could learn from us".

The fact that most subjects in the Intermediate Phase are taught in English, makes the idea of strong partnership to succeed in teaching reading and writing in Sepedi even more urgent and imperative. The observation of the researcher is that intermediate learners seem to pay more attention to learning the language that serves as the Language of Teaching and Learning and less about all other languages. This compounds and complicates all attempts of developing reading and writing skills in Sepedi as a Home Language to intermediate learners. This in itself underlines the significance of making the development of the reading and writing skills in Sepedi Home Language, a joint stakeholder responsibility (Magongoa 2011:33). The researcher argues that the policy on the Language of Teaching and Learning (LOLT), especially as applicable to intermediate learners, is compromising in no small way, efforts to bring Sepedi on par with English as early as at the Intermediate Phase. That is why rallying almost everyone to the challenge of developing the reading and writing skills in Sepedi Home Language to intermediate learners is so vital.

In short, the researcher being backed by literature reviewed observed that the impact of Sepedi curriculum on learners is not to the level where it was supposed to be, in the context of the learners in the Intermediate Phase being unable to read and write at the required standard at their current level of schooling (Magongoa 2011:31). The review of literature affirms that reading and writing, especially in one's mother-tongue helps the teacher to examine learners' abilities to present ideas in a sequential order (Jennings, Caldwell & Lerner 2010:340).

4.4.3 Plentiful Sepedi Materials as a Remedy to Reading and Writing Challenges

The implementation of Curriculum in teaching reading and writing in Sepedi Home Language in the Intermediate Phase depends on the availability of resources. Therefore, resources are very much important in teaching and learning. For a successful and effective implementation of curriculum in teaching reading and writing in Sepedi, teachers need to have suitable resources that could help in addressing

the challenge of reading and writing. This is sufficiently captured by HOD 3 of School C when emphasising that: “Learners should be encouraged to read more written text materials such as newspapers and magazines to improve their vocabularies and pronunciations of Sepedi words”. Teacher 2 of School B supported the expressed words by contributing that: “Sepedi newspapers, magazines and posters could be the best resources to promote reading and writing, but they are not easily accessible because most of them are written in English”. Parent 1 of School A points out that: “Sepedi books such as *Segagešo*, *Marema-ka-dika* and Sepedi Bibles can help a child to gain vocabulary and acquire the skills of reading and writing”.

Views shared by various research respondents point out to the adequate availability of Sepedi materials to intermediate learners, as part of a tonic to the challenge of inability to read and write in one’s home language. However, the point has to be made abundantly clear that having sufficient Sepedi material is one thing, and having intermediate learners being encouraged and supported to utilise that Sepedi material to develop their reading and writing skills is another (DBE 2011:86). The researcher reasons that no doubt, lack of adequate Sepedi resources is having a great impact on the effective implementation of curriculum in teaching reading and writing in Sepedi to the intermediate learners. The review of literature notes that to succeed in the enforcement of curriculum in teaching reading and writing in Sepedi Home Language, sufficient materials such as Sepedi newspapers, magazines, pamphlets and posters are necessary (Wiles 2009:28).

Apart from plentiful Sepedi materials, the obstacle of struggling to read and write by intermediate Sepedi Home Language learners, could require more campaigns such as Foundation for learning (FFL), Spelling BEE and reading at the assembly during the morning devotions as an attempt to put the problem under control (Briggs and Coleman 2009:130). The formation of reading and writing clubs is as well necessary, and reading cards could be made use of so that learners apply them whenever they are reading to sharpen their reading and writing skills. Story-books could be used to trigger the spirit of reading and writing to those learners who display indications of struggling. The researcher observed that where learners are given an opportunity to participate in Sepedi- essay-writing competitions, where they are given pamphlets and posters in Sepedi as a clue, a progress to the challenge of reading and writing

becomes noticeable. The review of literature revealed that learners are interested in using concrete materials to spell the word during reading the initial letter and use a mixture of letters to write in Sepedi Home Language (Waugh, Warner & Waugh 2013:56).

4.4.4 Proving Assessment Services through Reading and Writing

To determine if intermediate Sepedi learners are able to read and write or not, would require that they be subjected to an assessment process. As such, assessment could be regarded to be a credible yardstick through which scholastic performance of learners is measured or determined. The knowledge of intermediate Sepedi learners not being able to read and write at the required level of their phase came to light when being assessed on the skills of reading and writing in Sepedi as their Home Language. If maybe assessment was non-existent, and was not always embedded in teaching and learning, it would not have been known that there are intermediate learners who struggle to read and write satisfactorily in their own mother tongue, namely, Sepedi. As referred to in this study, assessment means a continuous planned process of gathering information formally and informally on learner's performance. In the context of this study, the gathered information shall be with regard to reading and writing in Sepedi Home Language. The hurdle of inability to read and write by intermediate Sepedi learners, is a worrisome phenomenon not only to Sepedi intermediate teachers, but to all educational stakeholders that have the genuine welfare of learners in their hearts.

On this aspect of utilising assessment, to determine whether learners are capable of reading and writing in the Sepedi Home Language as required, HOD 3 of School C notes that: "The usage of monitoring tools is crucial to check the informal and formal performance of learners when involved in reading and writing". Teacher 3 of School C supported the expressed idea when articulating that: "Informal tasks could be done through answering questions orally, writing classworks and homeworks, while formal assessments were done through writing tests at the end of each term". Parent 3 of School C reminded that: "When children are rectified with spelling when reading, they are able to spell and write them down on their own next time". Teachers can be in a position of rectifying learners where they commit errors when they assess those learners. Without assessing the exposure of ability or disability to read and write by

especially intermediate Sepedi learners, that could remain hidden to the detriment of those learners.

The observation of the researcher is that, in the main there have been lacklustre as regards intensive monitoring in terms of lesson plans, preparations, presentations and assessments to ensure that the prescribed tasks were being done for a specific term with regard to reading and writing in the Sepedi Home Language in the Intermediate Phase. No doubt, this may have had an impact to the surprising realisation of intermediate learners struggling to read and write in their own mother tongue. The review of literature consistently emphasises that work schedules and lesson plans need to ensure that assessments, especially in the Sepedi Home Language, remain an integral part of teaching and learning at all times (DBE 2003:15).

To check for learners' performance in reading and writing, Sepedi language teachers need to use different assessment tools for different assessment tasks. Assessment tools entail all methods used to mark all daily activities performed by learners (DBE 2002:12). The researcher contends that Sepedi teachers need to compile the results of learners in a graph for reading and writing, in order to clearly see the performance picture of all learners on the hurdle of inability to read and write in Sepedi Home Language. The researcher is of the firm view that the application of diverse but relevant rubrics could be helpful in objectively and credibly determining how much reading and writing activities remain a nightmare for the bulk of intermediate learners. The review of literature confirms that conducting assessments in different language skills aim at turning assessments to serve as a reliable and credible tools that would guide on how the reading and writing challenges have to be surmounted (Crow 2010:123; and DBE 2011:75).

To make assessment services reading and writing so well, there is a need for Sepedi teachers to provide assessment plan to learners and parents in the first week of the first term so that the task of developing reading and writing skills to learners becomes a real and a venture for the broad stakeholders. Embedding the assessment planning in the learning programmes provides schools with an indication of resources and time necessary for assessment for the intermediate learners. In the

process of the study, the researcher observed that intermediate Sepedi language teachers were having difficulties in differentiating between curriculum concepts like assessment framework, assessment plan and assessment programme. This emerged to be a huge setback. This is the case because, in one way or the other, lack of clarity on those curriculum concepts, disabled intermediate Sepedi teachers from making assessment to always service reading and writing in the Sepedi Home language in the Intermediate Phase and beyond (DBE 2003:16).

4.4.5 Parental Choice and Policies Marginalise Sepedi

Traditionally, Sepedi-speaking learners were learning in Sepedi as their Home Language for the first three years of schooling. Thereafter, all teaching and learning was officially carried out in English as a medium of instruction. Currently, more parents are interested in promoting English to their children other than Sepedi. Such a fascination was motivated by the desire to empower their children to be competent enough in the outside world dominated by English. Currently, Sepedi-speaking learners handle their schoolwork in English, a language none of them speak in their homes. This has a negative impact on the performance of these learners in the Intermediate Phase in Mankweng schools as they have a little chance and space to express themselves eloquently in their mother tongue, namely, Sepedi. This is due to the current language policies that expect learners to use English as a Language of Learning and Teaching to write their school exercises and examinations. On the expressed point, HOD 1 of School A lamented that: “English as a medium of instruction contributes to reading and writing challenges experienced in Sepedi, because most subjects are taught in English in the Intermediate Phase”. Teacher 2 of School B supported the expressed observation by declaring that: “The government contributes towards the marginalisation of Sepedi as a language and thus to inability to read and write in Sepedi by intermediate Sepedi learners, given that the provision of posters in schools are only meant to promoter English and no other language”. Parent 3 of School C complains that: “Sepedi needs to be given a room and space to develop reading and writing skills in intermediate learners, through the formulation of favourable policies similar to those promoting English”. The researcher identifies himself with the views expressed by the research participants, which are emphatic on the need to protect Sepedi through relevant policies much as that is currently being done with English. Even the review of

literature is confirming that all teaching and learning are largely and officially being carried out in English as a medium of instruction, which is a language of learning and teaching (LOLT) (Booyse & du Plessis 2014:58).

In the past, learners were using Sepedi as a medium of instruction in the Foundation Phase, now, more attention is placed on learning English as the Language of Teaching and Learning. The Foundation Phase was supposed to be strengthening the Intermediate Phase, especially in terms of promoting Sepedi just like it is the case with English. As of now, that is more of a wish than of a reality. With this state of affairs, lack of reading and writing skills in Sepedi as a Home Language is likely to take long to be ultimately obliterated. This has influence towards the inability to read and write in an eloquent and fluent manner in Sepedi Home Language (Smith & Dawes 2014:89).

In short, the researcher being backed by literature reviewed, observed that English had a great influence on the implementation of curriculum in teaching reading and writing in Sepedi in the Intermediate Phase. That is why learners' performance in reading and writing in Sepedi Home Language is not at the level where it was supposed to be in the context of learners in the Intermediate Phase being unable to read and write at the required standard despite their current level of schooling (Magongoa 2011:31).

4.5. Chapter Summary

In this chapter, the researcher presented and discussed the findings regarding the evaluation of how Sepedi curriculum implementation attempts to address challenges associated with the teaching of reading and writing in the Sepedi Home Language in the Intermediate Phase. The analysed data were gathered through the use of interviews, document study as well as diagnostic assessments. The analysis was presented according to ten identified themes which were later reduced into five key themes that emerged from the literature reviewed and the responses of the research participants. Those research participants were Sepedi HODs, Sepedi intermediate teachers and parents with Sepedi learners in the Intermediate Phase. The key themes presented were, namely, containing reading and writing challenges in Sepedi; reading and writing as a joint stakeholder effort; plentiful Sepedi materials as

a tonic to reading and writing challenges; making assessment services reading and writing; and parental choice and policies that marginalise Sepedi. The summary, findings, recommendations and limitations of the study are presented and discussed in the next chapter which would be concluding this study.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1. Introduction

The previous chapter outlined data presentation and discussion of findings of the data generated from face-to-face interviews, document study and diagnostic assessment. This chapter focuses on the summary, the findings of the study and recommendations. Findings are being summarised to confirm that this is the last chapter of the study. Recommendations made are based on both the literature reviewed as discussed in Chapter 2 and the views of research participants as presented and discussed in Chapter 4. The summarised findings and recommendations are aligned to the aim of the study which is to evaluate the implementation of curriculum in teaching reading and writing in the Sepedi Home Language to intermediate learners.

5.2. Key Findings of the Study

In this study, the researcher interviewed nine research participants from the sampled schools. Thereafter, data were analysed, presented and discussed in the previous chapter, which yielded these findings which are now being summarised. Higgs and Smith (2010:56) intone that permitting a phenomenon to open-up undisturbed and uncontaminated by a researcher, bring the researcher nearer to a credible and concrete findings sought after. In this context, credible results sought, related to the inability to read and write by intermediate learners in their own Home Language, namely, Sepedi.

This space gives a short summary of the key findings of this study. Looking at the findings, it emerged that without the ability to read and write, learners' opportunities for academic performance and occupational success would be limited. If learners were unable to read and write in Sepedi Home Language and unable to communicate their ideas and perspectives, their opportunities for fulfilling rewarding lives could be seriously compromised (Lyon 2003:4).

The following are the key findings of this study:

- ❖ Overcoming reading and writing challenges in Sepedi;

- ❖ Reading and writing as a joint stakeholder effort;
- ❖ Plentiful Sepedi materials as a remedy to reading and writing challenges;
- ❖ Making assessment services reading and writing; and
- ❖ Parental choice and policies that marginalise Sepedi.

A brief discussion of each finding is provided below.

5.2.1 Overcoming Reading and Writing Challenges in Sepedi

Containing reading and writing challenges in Sepedi implies that problems associated with inability to read and write in Sepedi as a Home Language have to be addressed. This is exactly what the review of literature and research participants echoed during the process of the study. This finding emphasises the need to do something sooner than later as regards enabling intermediate Sepedi learners to be able to read and write eloquently and fluently in Sepedi as their mother tongue. Magongoa (2011:31) supports the expressed finding when articulating that it is just unthinkable to have learners perpetually struggling to read and write in their mother tongue.

5.2.2 Reading and Writing as a Joint Stakeholder Effort

Reading and writing as a joint stakeholder effort, implies that to unravel the problem of not being able to read and write by intermediate Sepedi learners, requires the involvement of many stakeholders. This finding indirectly advises that as long as English First Additional Language continues to be the Language of Teaching and Learning at the Intermediate Phase, addressing inability to read and write in Sepedi would not be easy for teachers dealing with the problem alone. Given the complexity of the inability to read and write in one's Home Language, the involvement of the broad spectrum of stakeholders is more than necessary. The implication of this finding is that a strong and a healthy relationship between all the requisite stakeholders is needed for the success of teaching reading and writing in Sepedi in the Intermediate Phase (Smith & Dawes 2014:90).

5.2.3 Plentiful Sepedi Materials as a Remedy to Reading and Writing Challenges

With regard to this finding, it is clear that lack of adequate Sepedi resources such as newspapers, magazines, pamphlets and posters, have a great impact on the

effective implementation of curriculum in teaching reading and writing to intermediate Sepedi learners. It is vital to have sufficient and adequate Sepedi materials in order to succeed in the enforcement of Curriculum in teaching reading and writing in Sepedi Home Language (Wiles 2009:28). The finding confirms that sufficient Sepedi materials are necessary for intermediate Sepedi learners, as part of a tonic to develop learners' reading and writing skills. DBE (2011:86) supports the expressed finding when articulating that having intermediate learners being encouraged and supported to utilise the plentiful Sepedi material to develop their reading and writing skills is necessary.

5.2.4 Making Assessment Services Reading and Writing

The above finding emphasises the critical role of assessment to the problem of inability to read and write in Sepedi Home Language. The implication of this finding is that intermediate Sepedi teachers need to utilise assessment to determine whether learners are capable of reading and writing in Sepedi Home Language as required. Crow (2010:123) and DBE (2011:75) support the expressed finding when articulating that reading and writing challenges could be addressed through conducting both informal and formal assessments. The researcher argues that lesson plans, preparations, presentations and assessments need to be monitored to ensure that the prescribed tasks were being done for a specific term aimed at improving reading and writing in Sepedi Home Language in the Intermediate Phase. On the basis of the above finding, there is an absolute need for Sepedi intermediate teachers to keep assessments closely tied to reading and writing in the Home Language of learners.

5.2.5 Parental Choice and Policies Marginalise Sepedi

It was found that Sepedi Home Language needs to be protected through relevant policies much as that is currently being done with English. The current language policies expect intermediate Sepedi learners to use English as a Language of Learning and Teaching to write their school exercises and examinations. The implication of this finding is that this has a negative impact on the performance of these learners in the Intermediate Phase in Mankweng schools as they have a little chance and space to express themselves eloquently in their mother-tongue, namely Sepedi. Smith and Dawes (2014:89) support the expressed finding when articulating

that the usage of English has influence towards the inability to read and write in an eloquent and fluent manner in Sepedi Home Language. The fact that some parents prefer that their intermediate learners be capacitated in English than in Sepedi, worsens the current position of Sepedi in the Intermediate Phase.

5.3. Recommendations

Conducting a study and emerging with findings and stop there, is not advisable.

When the study is completed, with findings clearly expressed, there is a need for recommendations. The purpose of recommendations would be to do something about findings arrive at. On the basis of this, recommendations based on the presented and briefly discussed findings in this chapter, would be shared below.

5.3.1 Recommendation 1

This recommendation is based on the finding which is about containing reading and writing challenges in Sepedi. Based on this finding, the researcher recommends that for Sepedi teachers to develop daily lesson plans that in the main are unique and comprehensive enough. Such Lesson Plans that are dissimilar to those which were formulated in the past are likely to be accommodative of both genius and struggling learners in the classroom. The researcher argues that similar lesson plans will go a long way in contributing to unravel the challenges of inability to read and write. DBE (2011:25) emphasises that, the minimum Sepedi Home Language content to be covered and delivered in every lesson, has to take into cognisance the existence of learners at the intermediate classrooms, whose reading and writing levels in Sepedi as their Home Language, still need adequate attention.

5.3.2 Recommendation 2

This recommendation is based on the finding which advises that reading and writing, be a joint stakeholder effort. In view of that summarised finding, the researcher recommends that there be well-coordinated participation of all stakeholders in developing the skills of reading and writing in Sepedi in the Intermediate Phase. Such a strong teacher-learner-parent relationship needs to be informed by plans and procedures solely formulated to challenge head-on the on-going problem of inability to read and write by intermediate Sepedi learners. That in itself would be underlining the significance of making the development of the reading and writing skills in Sepedi

Home Language, a real and practicable joint stakeholder responsibility (Magongoa 2011: 33).

5.3.3 Recommendation 3

This recommendation is based on the finding which is about plentiful Sepedi materials as a tonic to reading and writing challenges. Based on this finding, the researcher recommends that, for intermediate Sepedi learners to progress in reading and writing, they should be given an opportunity to participate in Sepedi – essay-writing competitions whereby they are given pamphlets and posters in Sepedi as a clue. Waugh, Warner and Waugh (2013:56) confirm that learners are interested in using concrete materials to spell the word during reading the initial letter, and they use a mixture of letters to write in Sepedi Home Language. There is a need for Sepedi teachers to improvise Sepedi materials such magazines, newspapers and posters that will suit their teaching needs so that they could be utilised in the teaching of reading and writing in Sepedi at the Intermediate Phase.

5.3.4 Recommendation 4

This finding is based on the finding that cautions that assessment has to service reading and writing. Based on this finding, the researcher recommends that intermediate Sepedi teachers need to be clarified on curriculum concepts such as assessment framework, assessment plan and assessment programme to avoid confusion. Lack of clarity on those curriculum concepts, disable intermediate Sepedi teachers from keeping assessment to always service reading and writing in Sepedi Home Language in the Intermediate Phase and beyond (DBE 2003:16).

5.3.5 Recommendation 5

This recommendation is based on the finding emphasising how parental choice and policies marginalise Sepedi. That happens when some parents do not support that their children in the Intermediate Phase be fluent and eloquent in Sepedi than in English. This suggests that the current status quo, whereby learners in the Intermediate Phase have English as their Language of Teaching and Learning, is being supported and greatly encouraged by parents. Although this is a policy of the Department of Basic Education, to address the challenge of inability to read and write, the researcher recommends that the Sepedi Home Language needs to be

equally protected and promoted, just like it is the case with English, from the Intermediate Phase upwards. Such a move could allow the teaching of reading and writing in the Sepedi Home Language at the Intermediate Phase being taken a little bit seriously (Magongoa 2011:35).

5.4. Implications for Further Studies

This research concentrated on evaluating the implementation of the Curriculum in teaching reading and writing in Sepedi Home Language in the Intermediate Phase. The study was confined to three schools in the Mankweng Circuit of Limpopo Province. There is a need to establish the spread of this problem of intermediate learners not being able to read and write in Sepedi as their Home Language. This is necessitated by the fact that this study focused only on three primary schools. Another research could be broadening to include all the primary schools of Mankweng in order to get a full picture of the severity of inability to read and write in Sepedi as a Home language. Another option is conducting a study concentrating on Sepedi learners at Senior Phase, as a way of determining how similar or different are such learners to those in the Intermediate Phase, in as far as reading and writing in the Sepedi Home Language is concerned.

5.5. Chapter Summary

In conclusion, the above research study has shown how learners are struggling to read and write in their home language in the Intermediate Phase. From what the researcher has witnessed and what the research participants has uttered, the study achieved its mission. The study sets out to evaluate the implementation of curriculum in teaching reading and writing in the Sepedi Home Language to the intermediate learners. Literature reviewed in this study and analysis of responses from the research participants, pointed out that yes, the implementation of curriculum in teaching reading and writing in the Sepedi Home Language, was experiencing a problem of intermediate learners who were struggling to read and write in Sepedi as their Home Language.

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APPENDICES

Appendix A: Ethical Clearance



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING: 25 January 2017

PROJECT NUMBER: TREC/02/2017: PG

PROJECT:

Title: Evaluating the implementation of curriculum in teaching and writing in Sepedi home language in Mankweng Circuit of Limpopo Province

Researchers: Mr PA Modiba

Supervisor: Dr MW Maruma

Co-Supervisor: Dr NS Modiba

School: Education

Degree: Masters in Language Education


PROF. TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Appendix B: Request Letter to the Department of Education

Enquiry: Modiba P.A
Cell No: 073 2028 640

P O Box 2062
Sovenga
0727
22 September 2016

Department of Education
Mankweng Circuit
Private Bag X1108
Sovenga
0727

Attention: Circuit Manager

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MANKWENG PRIMARY SCHOOL

Dear Sir/Madam

My name is **Modiba P.A**, Student no: **201222063** and I am a Master's degree student at the University of Limpopo (UL). The research I wish to conduct for my Master's degree dissertation involves ***Evaluating the Implementation of Curriculum in Teaching Reading and Writing in Sepedi Home Language in Mankweng Circuit of Limpopo Province.*** This study will be conducted under the supervision of Dr MW Maruma and Dr NS Modiba in the Department of Language Education, Social Sciences Education, Economic and Management Sciences and Educational Management.

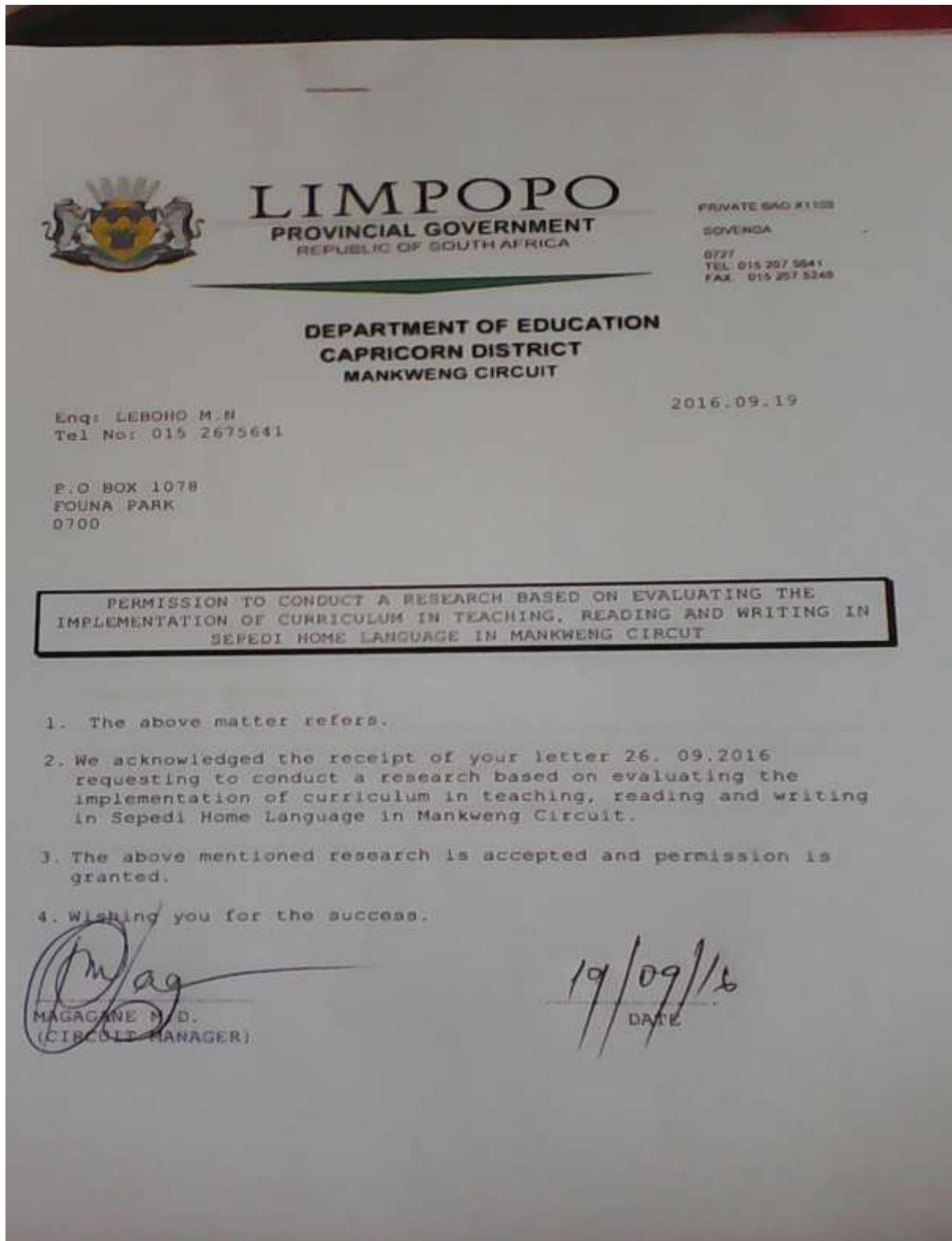
I hereby request your consent to approach three schools in the Mankweng Circuit to provide participants for this project. I have provided you with a copy of my research proposal which includes copies of Consent Letters to school principals, interview schedule, as well as a copy of the approval letter which I received from the UL Research Ethics Committee.

Upon completion of my study, I undertake to provide the Department of Education with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 073 202 8640 or modibapa@gmail.com. Thank you in advance for consideration in this matter

Yours sincerely

MODIBA P.A
University of Limpopo

Appendix C: Response Letter from the Department of Education



Appendix D: Consent Letter to the School Principals

Evaluating the Implementation of Curriculum in Teaching Reading and Writing in Sepedi Home Language in Mankweng Circuit of Limpopo Province

Consent Letter to the School Principals for the Study

My name is **Modiba P.A**, Student no: **201222063**, and I am a Master's degree student at the University of Limpopo (UL). I am conducting a research on ***Evaluating the Implementation of Curriculum in Teaching Reading and Writing in Sepedi Home Language in Mankweng Circuit of Limpopo Province*** under the supervision of **Dr MW Maruma** and **Dr NS Modiba**. The Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the UL.

Aims of the research

- ❖ To identify components of the implementation of curriculum in teaching reading and writing in Sepedi Home Language. Some of the components are the subject matter, the learning experiences and assessment.
- ❖ To identify strategies and styles that assist in the implementation of curriculum in teaching reading and writing in Sepedi Home Language.
- ❖ To ascertain the involvement of Sepedi language teachers in curriculum implementation in teaching reading and writing in Sepedi Home Language
- ❖ To develop diagnostic assessments and use them to determine learners' performance in the Sepedi Home language.

Significant of the research

The study is significant in three ways:

- ❖ The study will identify components in the implementation of Curriculum in teaching reading and writing Sepedi Home Language.
- ❖ The study will identify strategies and styles that assist in the implementation of Curriculum in teaching reading and writing in Sepedi Home Language.

- ❖ The study will ascertain procedures in the implementation of curriculum in teaching reading and writing in the Sepedi Home Language.

Benefits of the Research to schools

1. Dissemination of results to schools.
2. The results will inform teachers as well as Curriculum Development in the Sepedi Home Language.

Research Plan and Method

Permission will be sought from HODs, teachers and parents. Diagnostic assessments will be used to offer learners an opportunity of becoming part and parcel of this study. All information collected will be treated with strictest confidence and neither the school nor individual teacher will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the school principal may decide to withdraw the school's participation at any time without penalty.

School involvement

Once I have received your consent to approach teachers to participate in this study, I will

- ❖ Arrange for informed consent to be given to participants;
- ❖ Arrange time with your school for data collection to take place; and
- ❖ Obtain informed consent from participants.

Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached form.

Thank you for taking your time to read this information.

Researcher's name: Modiba P.A (073 2028 640)

Supervisor's name: Dr MW Maruma

Co-supervisor: Dr NS Modiba

UNIVERSITY OF LIMPOPO

Appendix E: Response Form from the School Principals

*Evaluating the Implementation of Curriculum in Teaching Reading and Writing in
Sepedi Home Language in Mankweng Circuit of Limpopo Province*

School Principal Response Letter

I give consent for you to approach Sepedi Home Language teachers in the Intermediate Phase to participate in the above mentioned research.

I have read the project information statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary.
- I may decide to withdraw the school's participation at any time without penalty.
- Only teachers who consent will participate in the research project.
- All information obtained will be treated with strictest confidence.
- The teacher's name will not be used and individual teachers will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- A report will be made available to schools if needed.
- I may seek further information on the project from Modiba P.A at 073 2028 640 or modibapa@gmail.com.

Circuit Manager _____

Signature _____

Date _____

Please notify the researcher to collect approval

Appendix F: Participants' Consent Form

Evaluating the Implementation of Curriculum in Teaching Reading and Writing in Sepedi Home Language in Mankweng Circuit of Limpopo Province

Participants' Consent Form

I give consent for you to approach Sepedi Home Language teachers in the Intermediate Phase to participate in the above mentioned research.

I have read the project information statement explaining the purpose of the research project and understand that:

- My role is voluntary.
- I may decide to withdraw my participation at any time without penalty.
- All information obtained will be treated in strictest confidence.
- My names will not be used in any written reports about the study.
- My school will not be identifiable in any written reports about the study.
- A report will be made available to me and my school if needed.
- I may seek further information on the project from Modiba P.A at 073 2028 640 or modibapa@gmail.com.

Participant

Witness

Signature

Signature

Date

Date

Please notify the researcher to collect approval

Appendix G: Interview Schedule for Sepedi Heads of Department

1. What is your understanding of curriculum implementation in the context of teaching reading and writing in Sepedi Home Language?
2. What kind of reading and writing barriers are Sepedi learners experiencing?
3. In your experience, what needs attention in the manner in which reading and writing are taught by Sepedi teachers?
4. How could reading and writing in the Sepedi Home Language be improved?
5. Which educational media would you strongly recommend for the successful teaching of reading and writing in the Sepedi Home Language?
6. How can Sepedi HODs promote the teaching of reading and writing to intermediate learners?
7. How enthusiastic are Sepedi teachers at your school? Explain
8. How is the attitude of teachers and learners affecting inability to read and write by intermediate learners?
9. How does the usage of English as a medium of instruction in the Intermediate Phase contribute to reading and writing in Sepedi Home Language?
10. How can the creation of Sepedi HOD's forum promote the teaching of reading and writing in the Intermediate Phase?
11. How do you check for performance in reading and writing in Sepedi?
12. What is the current performance of learners in reading and writing in Sepedi?
13. What do you regard to be the cause of inability to read and write in Sepedi?

Appendix H: Interview Schedule for Sepedi Teachers

1. What is your understanding of the Sepedi curriculum implementation?
2. How do you teach Sepedi reading and writing in your classroom?
3. Which learning opportunities that foster reading and writing in Sepedi Home Language do you provide to your learners?
4. Which Sepedi materials do you generally use to promote reading and writing in the Sepedi Home Language?
5. What steps do you follow when teaching to achieve learners' performance?
6. How do you manage your classroom generally?
7. Do you see change when you introduce Sepedi Home Language? Explain.
8. For how long have you been offering Sepedi in the Intermediate Phase?
9. As a Sepedi Curriculum implementer, what is your working relationship with the Limpopo Department of Basic education?
10. What role could parents play in promoting reading and writing in Sepedi Home Language?
11. With the usage of that material, do you see improvement in reading and writing in Sepedi Home Language? Explain.
12. What are learners' current performance in Sepedi Home Language?
13. How do you check for learners' performance in Sepedi Home Language?

Appendix I: Interview Schedule for Parents

1. Is Sepedi a spoken language at home? Explain.
2. Are you comfortable with your child learning in Sepedi? Explain.
3. How are your children exposed to the Sepedi language at home? Explain.
4. Name any three Sepedi books that are accessible at home?
5. Would you encourage your child to specialise in Sepedi for future employment purposes? Justify.
6. Do you still remember previous years' Sepedi folklores? Give two examples.
7. How can the problem of inability to read and write by intermediate Sepedi learners be addressed?
8. How are you helping your child in reading and writing Sepedi activities?
9. How is Sepedi as a language respected in your community? Elaborate.
10. How often do you narrate these Sepedi folklores to your child? Substantiate.
11. How is your child responding to those folklores? Explain.
12. Can Sepedi compete with the most preferred learning areas at your school? Explain.
13. How can Sepedi be made the most favourable learning area in the Intermediate Phase?

Appendix J: Diagnostic Assessments

1. There would be a short Sepedi passage to be read by Grade 4 learners.
2. There would be a short Sepedi passage to be read by Grade 5 learners.
3. There would be a short Sepedi passage to be read by Grade 6 learners.
4. There would be a different short Sepedi passage given to Grade 4 learners to copy or write.
5. There would be a different short Sepedi passage given to Grade 5 learners to copy or write.
6. There would be a different short Sepedi passage given to Grade 6 learners to copy or write.