INVESTIGATING READING CHALLENGES EXPERIENCED BY GRADE 10 LEARNERS IN SEPEDI HOME LANGUAGE CLASSROOMS AT MPHAHLELE CIRCUIT

BY

MELLO SEOME ROBERT █████████████████

THIS THESIS IS SUBMITTED IN (PARTIAL) FULLFILMENT OF REQUIREMENT FOR THE DEGREE

OF

MASTERS IN AFRICAN LANGUAGES (SEPEDI)

IN

FACULTY OF HUNANITIES
SCHOOL OF EDUCATION

AT

THE UNIVERSITY OF LIMPOPO

SUPERVISOR: MR. PHOKWANE, P. P

CO-SUPERVISOR: DR MALEDU, A. D

DISCLAIMER

I swear that the research I am submitting to the University of Limpopo to complete my MED studies, has not been submitted by me or any other person with the intention of obtaining a degree at this or any other University in South Africa. This is my work, with its planning and execution, and the sources used are shown in order in the sources chapter.

Name: Seome Robert Mello

Signature: _____

Date-   ----------------------------

ACKNOWLEDGMENTS

I would like to thank the Most High for being with me on my academic journey. I would also like to thank my supervisors from the University of Limpopo, Mr Phokwane PP and Dr Maledu AD, who were my guides in this research study. I would make a huge mistake if I did not thank my daughter, Phumzile L Mello who helped me find relevant literature from google scholar. My friend, Mr Ranape EM, who supported me, identified the needs in my work and helped in editing my work. Last, but not least, all Believers from the four corners of the world, as they put learners and scholars in their prayers daily.

Table of Contents

CHAPTER 1

CHAPTER 2.

2. Literature Review

CHAPTER 3.

3. Research Methodology

CHAPTER 4.

CHAPTER 5.

5. Conclusion

Abstarct

This research is about the reading challenges faced by rural Grade 10 learners in the Mphahlele sub-district, Southern Capricorn sub-district, Limpopo province of South Africa. The challenges of reading more in the home language are global. The study was conducted with a focus on two high schools, with a focus on grade 10 learners. The researcher used the interview and observation method for the learners after reading the novel selected for grade 10. It was revealed that most teachers and learners agree that there are challenges in reading Sepedi literature. It was revealed that reading challenges are caused by the following problems lack of library, lack of education for parents of learners, lack of skills in teaching reading by teachers, lack of learning aids for learners such as books, and the need for textbooks to teach reading. The researcher recommended that the National Education Department should build libraries and facilities in rural schools and their villages. Schools should have policies that involve parents in their children's education. The Department of Education should recruit qualified teachers to teach Sepedi Home Language, equip schools with textbooks for learners to improve their reading skills. Also, the DBE should put in place guidelines and workshops to guide teachers on best practices for teaching learners to read well.

Key words: *Global, library, textbooks and villages*

CHARPTER ONE

1.1. BACKGROUND AND MOTIVATION

Reading is one of the language skills through which students can improve their language and experiences (Wibowu, Syafrizal & Syafradin, 2020). It is regarded as a complex activity that is about understanding written texts involving perception and thought, and consisting of two related processes: word recognition and comprehension (Soble, 2013; Pang, Muaka, Bernhardt & Kamil, 2000). Concerning the importance of reading, Krashen and Brown (2007) assert that reading plays a central role in the educational, working, recreational, and social lives, as it serves as the most important skill among the four language skills (reading, writing, speaking and listening) that can improve the overall language proficiency of learners.

Contrary to the reading skill being regarded as important, Grade 10 learners at some schools in Mphahlele Circuit struggle with Sepedi Home Language reading proficiency. Other scholars like Barac and Bialystok (2011) report that students that have reading difficulties in their mother tongue struggle in reading components like accuracy, comprehension and speed. Richard (2006) associates reading difficulties with lack of motivation, confidence and ability.

The importance of reading skills also informed the objectives of the language curriculum of 2011 that fosters a communicative approach to language learning and to assess learners' oral activities when they are interacting in groups, in order to enable them to draw on their diverse linguistic skills and resources (Ghatala & Hamilton, 1994). The teaching of reading in a Sepedi Home Language classroom is guided by Sepedi CAPS document, *Setatamente sa Pholisi sa Lenaneothuto le Kelo* (SEPHOLEKE, 2011) of the Department of Basic Education (DBE), stating that teaching the reading skills in a classroom aims at developing learners' text decoding and vocabulary-building skills that can be achieved through intensive reading. Intensive reading will help learners to be competent in critical thinking skills like comprehension, analysing, synthesizing and evaluation, among others. Furthermore, SEPHOLEKE (2011) recommends that reading phases of 'before reading', 'during reading' and 'after reading' be taught to learners, so that they can learn the reading skills with ease. In support of the above statement, Toprak and Amalcioglu (2009) indicate that reading in a language classroom is an activity which is interactive and mostly directed by

teachers. They use different techniques to make reading activities more meaningful and thus, it can be handled in three phases to manage the tasks in a more properly and effective way. These three phases are pre-reading, while-reading and after-reading phases.

The National Reading Strategy (NRS, 2008) argues that if reading competency is poor, then learners' writing competency will be poor, and their comprehension levels will equally be poor. Poor language competence of learners will affect their performance in all subjects, all grades and that may result in limiting their conceptual development. Concerning the reading challenges, NRS (2008) puts the blame on the language mismatches at home and in the school, and the mismatches in the language of the resources at school, e.g. books, posters, which generally do not match the home language of the learners. In addition to the challenges stated above, Alsamadani (2008) indicates that difficulties in reading are more likely to be associated with the nature of the language pragma linguistic or even sociocultural aspects. Department of Education (DoE, 2008) argues that, despite the Language-in-Education Policy of 1997, in line with teaching reading to learners, it was discovered that most teachers who are teaching beyond Foundation Phase are not trained to teach basic reading and ultimately they do not know how to help struggling learners.

Most learners of indigenous languages in South African schools are faced with literacy challenges. This exacerbated by shortage of books and libraries in their homes and communities. Therefore, learners do not have the opportunity to read books in their homes and this results in their poor reading proficiency (National Department of Education, 2005).

The researcher's motivation for the study emerged from the experience of teaching Sepedi Home Language reading skills to Grade 10 learners and serving as moderator for oral assessment at Mphahlele Circuit. The researcher realized that learners struggle with reading proficiency in their Sepedi Home Language.

1.2. RESEARCH PROBLEM

Learners in Mphahlele Circuit are struggling to read their Sepedi Home Language with proficiency. Poor reading comprehension and accuracy are among other factors that the Grade 10 learners struggle with, as identified by the researcher. This motivated the researcher to have interest in investigating reading challenges experienced by Grade

10 learners in Mphahlele Circuit for this study. Masilo (2008:3) indicates that schools in rural areas do not have reading facilities like libraries and reading materials. Masilo further argues that learners are exposed to an environment that does not encourage reading as parents are illiterate and some are semi-literate.

1.3.   LITERATURE REVIEW

The main purpose of a literature review is to establish an accurate representation of knowledge on a topic, including identifying gaps in the literature and describing previous research findings concerning the problem at hand (Leedy & Ormrod, 2010).

1.3.1. Global statistics on reading challenges

World Bank (2018) discovered that learners in Madagascar lack reading skills due to learners being taught by unqualified and less qualified teachers who went for training, but still lack pedagogical competencies. Concerning the reading challenges, Wagner (2011) reveals that America has 40% of learners having reading challenges. In Europe, only 7 percent of learners struggle with reading and that puts Europe at the lead, followed by America, Sweden and Finland (Houtveen & Van de Griel, 2007).

In another study conducted on the challenges of reading, South Africa got position fifty out of fifty countries in oratorical reading behind Egypt and Morroco. The Russian Federation came first followed by Singapore, Hong Kong and Ireland (Rule, 2017). The findings of the study show that South African learners have reading challenges that need to be attended to in order to improve the standard of education in the country.

1.3.2. Reading challenges experienced in African countries

Aina, Ogugbeni and Adigun (2011) state that about thirty million Nigerian learners pass secondary education still having reading problems. To support the above statement, Moore et al., (2011) assert that learners in Mozambique struggle with reading skills due to lack of books and other Teaching and Learning Support Materials (LTSM) that should help teachers to assist learners with reading skills.

Sarjan (2017), Feradepi, (2019) and Siregar, Afriazi and Arasuli (2019) conducted their investigations on the correlation between reading strategies and reading comprehension achievement, and they all concur that the strategies were effective in teaching reading comprehension.

1.3.3. Factors contributing to learners' reading challenges

Mtsatse (2018) believes that the spoken language competency children bring with them to school and their knowledge of the specific written language in which they first learn to read and write, all affect their reading development. Mtsatse (2018) argues further that the differences between spoken and written versions of a language and what teachers do to mediate the differences and the extent to which books or any other print/digital materials are available in the written language, also have an impact on early reading development.

Annual Book Publishing Industry Survey (ABPIS, 2016) states that two percent of adult fiction and non-fiction in indigenous languages were published as compared to 69% of books in English and 29% in Afrikaans. This confirms the reasons why learners fail to read in Sepedi Home Language because there are no sufficient reading materials to practice. McArthur and Castles (2017) associate poor reading with increased risks for school dropout, attempted suicide, incarceration, anxiety, depression and low self-concept.

Similarly, Moats (2011) holds the view that reading is a fundamental skill upon which all formal education depends. He further argues that a child who does not learn the basics of reading and writing early, is unlikely to learn them at all. Moreover, if the child does not master those skills earlier, he/she will have difficulty in mastering other skills and knowledge, and will most likely never flourish in school or in life. The Organization for Economic Cooperation and Development (OECD, 2008) confirms that an individual's literacy standard is related to his/her quality of life, employability and earning capacity.

1.3.4. Strategies employed to teach reading skills

The teaching of reading has gone through many changes over the years, from the alphabets (letter names) method of the 1800s, through various waves of phonics instruction (letter-sound correspondences), to look-and-say (whole word recognition), and more recently to the whole language approach that stresses reading for meaning rather than decoding (Raven, 2003; Wheldall, 2006). Raven (2003) specifies elements of a balanced literacy approach that retains the use of good literature to be read to and by children, being; creative writing, independent reading, teacher-guided reading, the use of graded books (vocabulary controlled and decodable), plus explicit and

systematic phonics instruction. Several scholars have suggested that the quality of a teacher is more than any particular method or model of instruction in ensuring that students develop essential literacy skills, (Topping & Ferguson, 2005; Wilson, 2003). The following are the general strategies for reading comprehension as outlined in Honig, Diamond and Gutlohn (2013); and (*Heath) 2021*): Using Prior Knowledge/Previewing, Predicting, Identifying the Main Idea and Summarization, Questioning, Making inferences, Visualizing, Story Maps and Retelling.

1.4. ROLE OF THEORY IN THE STUDY

The theory guiding this study is the Schema's theory of constructivism. The term "schema" was first used in psychology by Barlett (1932) as "an active organization of past reactions or experiences" and later schema was introduced in reading by Rumelhalt (1980). In reading, Rumelhart explains that Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text. In addition to the statement above, Elliott, Kratochwill, Littlefield and Travers (2000) regard constructivism as a theory where students learn best when engaged in learning experiences, rather than passively receiving information. In this study, the Schema theory guided and directed the researcher's investigation on the level of reading that the learners are at, as they constructed words and sentences during their reading of texts; and the level at which they read.

1.5. AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate the reading challenges experienced by Grade 10 learners in Sepedi Home Language classroom.

In achieving this aim, the researcher utilized the following objectives:

- Identify factors that cause reading challenges in Grade 10 Sepedi Home Language classroom
- Examine the challenges of reading Sepedi Home Language
- Explore the remedial interventions to solve the reading challenges

1.6. RESEARCH METHODOLOGY

1.6.1. Research design

The study used a qualitative constructivist paradigm. Punch (2013) explains that the qualitative approach helps in collecting work with non-numerical information that seeks to interpret meaning from this information that help to understand social life through the study of targeted population. On the other hand, Boeje (2010) asserts that "qualitative approach gives the opportunity for participants to describe the subjects of study in their own words. The approach enabled the researcher to access both educators and learners at schools to investigate how learners engaged with reading skills in their classrooms. The researcher observed how learners constructed words and sentences during the learning of the reading skills as a classroom assessment. The case study research methodology was used because the researcher focused on the reading challenges experienced by Grade 10 learners as a case of particular schools in Mphahlele Circuit.

1.6.2 Population and Sampling

1.6.2.1 Population

The population of interest for the study is comprised of the individuals, dyads, groups, organisations, or other entities one seeks to understand and to whom or to which the study results may be generalised (Casteel & Bridier, 2021). In this study, the population is constituted by seven (7) secondary schools in Mphahlele circuit.

1.6.2.2 Sampling

Sampling is the process of selecting a statistically representative sample of individuals from the population of interest (Majid, 2018). The researcher used purposive sampling to achieve the main aim of the research. The researcher purposively sampled the participants as they are the ones that are affected by the problem of reading Sepedi home language. In qualitative research, the sample is intentionally selected according to the needs of the research (Boeje, 2010). Purposive sampling strategy was used to propel this study because the researcher investigated the case of Grade 10 learners from the experiences he has with their reading challenges as the Head of Department and moderator of their learning activities in the school. Two (2) rural public secondary schools were sampled in Mphahlele Circuit of Capricorn South District. This study used

simple random sampling, which is a type of probability sampling in which the researcher randomly selects a subset of participants from a population (Elfil & Negida, 2017). The researcher used number cards in a box to select ten learners in grade 10 in order to give equal opportunity for all participants to participate in the study. This means that five learners were selected from each school and two teachers per school who teach Sepedi Home Language in Grade 10. The aim of this sample size is to keep the chance of errors at an acceptably low level while at the same time avoiding making the study unnecessarily large, leading to cost, logistical and ethical problems.

1.6.3 Data collection

The study employed primary and secondary data collection methods as advised by Muhammed and Kabir (2016).

- Primary sources employed were:

1.6.3.1. Semi – structured Interviews

Semi-structured interview is the type of interview that allows the researcher to probe for more information from the participants by asking follow-up questions (Bertram & Christiansen, 2017). Both educators and learners, were subjected to semi-structured interviews following interview schedule attached under *(appendix A and B respectively)*. Interviews were supported with a voice recorder and field notes.

1.6.3.2. Observation

No-participatory observation entails a construction of a picture of what transpires during a classroom practice (Sauro, 2015). The researcher visited the classroom to observe learners during oral reading assessment. Learners read a novel prescribed for their grade and were assessed following the observation schedule as in Appendix.

1.6.4 Data analysis

Data collected through interviews with the support of voice recorder were transcribed and organized into themes and sub-themes. Data analysis was carried out following 5 steps of inductive analysis, being: initial reading of text data, identification of specific text segments related to the objectives, labelling the segments of the text to create categories, reducing overlap and redundancy among the categories, and creating a model incorporating most important categories (Miles & Huberman, 2014).

1.6.5 Quality criteria

The trustworthiness of the data was verified by means of the four criteria, being: credibility, transferability, dependability and confirmability.

Credibility: It refers to the quality or power of inspiring a belief and it must reflect the participants' reality (Bertram & Christiansen, 2017). To establish accuracy of the findings, data triangulation through analysis and member checking was adhered to. The researcher took the complete research project to the participants for verification, ensuring that what is in the documents is what the researcher got from the participants. All the sources of information were acknowledged either through discussions or referencing.

Transferability: Botma, Greef, Mulaudzi and Wright (2010) define transferability (external validity) as the extent to which the research findings extend to other contexts within groups of subjects. It suggests the degree to which the outcomes of the research can be applied beyond the study itself. This study can be used by other researchers to carry out other investigations related to it in order to close other gaps. Data for the study were well structured in themes and subthemes, so that whoever visits the study is able to understand and use data easily.

Dependability: Dependability refers to the situation whereby the results make sense in relation to the data gathered to answer the research questions of the study (Merriam, 2009). It is about the consistency within the research. In order to ensure this, an inquiry audit was conducted. This involved having a peer researcher outside of the data collection and data analysis. I found another researcher outside of the whole research process to conduct the inquiry audit. The peer researcher used different types of methods to collect more data. The researcher achieved this by visiting the site of the research frequently.

Confirmability: It is the measure of how well the outcomes or findings of the research are supported by data collected and other processes of the study (Trochim, 2006). An aspect of quality assurance adds value to the believability of studies. The research feedback was made available to the participants to make sure that they know the research outcomes.

1.7 SIGNIFICANCE OF THE STUDY

This study is likely help learners to understand the value of reading in their home language and how it can liberate them from the anxieties of learning. The findings of the research are likely to help Sepedi language educators to improve their teaching of reading, as they will gain new insights, which will help them develop individual and educators for change. The study informed all the necessary stakeholders about the importance of reading in Sepedi Home Language. The study is of value to the society as the learners are likely to read with understanding.

1.8. ETHICAL CONSIDERATIONS

Permission: The researcher submitted a letter for permission to conduct research at Mphahlele circuit office under Capricorn South District in order to be allowed access to the sampled schools within the circuit. Area of concerned was explained in the letter. The ethical clearance was obtained from Turfloop Research Ethical Committee (TREC) to allow the researcher to conduct the study. The researcher asked permission from participants by using formal letters. The following received formal letters:-

- Circuit manager and the school principal of the sampled school.
- Educators sampled for the study.
- Parents of the sampled learners.

Informed consent and Voluntary participation: The participants were informed that their participation is voluntary and that they are free to terminate their participation at any stage without any consequences, as stated in Denzin and Lincoln (2000), that the subjects must agree voluntarily to participate and the agreement must be based on full and open information availed to them in the language of their choice. The participants were informed about the title, aims and the significance of the study.

Privacy, confidentiality and anonymity: It was adhered to in order to assure that information collected was made available to not any other person, but strictly for this research purpose. When reporting research findings, pseudonyms were used instead of participants' real names. Participants were labelled according to numbers of alphabet, i.e. A, B, C as indicated in Akaranga and Makau (2016) to protect their identity. Names and surnames of both the learners and the parents were removed from the research. Learners in this research are all under 18 years. Therefore, the

researcher sought permission from the Department of Education, principals of the schools and parents of the learners.

Minimisation of risk to participants: The participants were assured that their participation would not harm them, neither physically nor emotionally. The participants were also informed of any likely risks that could occur while taking part in the research. The next chapter unpacks the literature review pertaining grade 09 learners' proficiency in reading Reading Home Language.

CHAPTER TWO

2.   Literature Review

2.1.   Introduction

The previous chapter dealt with the background, the problem and the literature review according to the research problem to show the challenges of reading Sepedi Home Language texts for the grade 10 learners. The other issues that were also touched are the objectives and aims of the research. In this chapter, the researcher looked into the literature review pertaining to this topic. The aim of literature review is to bring the relevant information about the topic and to look for the gaps that have been left by the researchers, in order to explain the relationship between their findings and this research (Leedy & Ormrod, 2010). The key concepts explained include a learner, reading, challenges of reading, reading theories and what affects the ability of reading in this research.

2.1.1. Learner

Oxford dictionary (2020) says a learner is a person that is learning in school from six years until twelve from primary to secondary. If a learner has passed to college, technikon or university, he/she becomes a student because he/she can search for the information on his/her own. This research is focusing on the learners of grade 10 (grade 10).

2.1.2. Reading

The ability to read is key in the school education. If a learner can fail to read early, other abilities will be a challenge to him/her in education and with lack of information, success will not be found. Coxhead (2016) argues that reading is vital for the success of a learner, whereas the ability to read is of national importance and can develop the economy. Reading is a difficult work that needs analysis and explanation of different sources of information. Researches have revealed that the learners who could not develop in the ability to read with his/her peers is facing a challenge in reading (Anderson *et al.,* 2010). There is a need for strong foundation in the ability to read for the learners to be encouraged to succeed in school. The learners who cannot read are living a difficult life in the 21st century, where information comes and is given in writing (O'Connor & Vadasay, 2011). Grade 1-3 learners spend most of their time reading, they write and enjoy looking at pictures, but when they pass to grade 4-6 and 7-9, too much reading is in line with the subject (Biacarosa, 2012). Reading is an important ability in

the education of a learner. When a child is born, he/she cannot speak because the mind is still new. When a child grows, the mind grows and starts to imitate the sounds that he/she hears around him/her when they talk to him/her. That is the way that a child learns to speak. In language subject we start by teaching the learners sounds of the letters alone and those that sound together. We then teach them that when these letters come together, they form words and words form sentences. Sentences carry the message of language. According to world Encyclopaedia (1994), reading is a way of getting the explanation on the letters that are written. When a learner is capable of reading, he/she stands a chance to get the information about what is being read. This means that the ability to read is important in the education of learners and also for them to find information for themselves in education (Gunning, 2007). Without the ability to read, the learners will not be successful to continue in their education. Success and continuation will only happen with the ability to read (Hlalethwa, 2013).

2.1.3. Reading challenges

Reading challenges are challenges where a learner fails to read the written words or to understand what he/she reads (Oxford dictionary, 2020). This means that when a learner has challenges in reading, that learner will not understand what he/she reads. This also means that a learner will not succeed in his/her education. Hamilton (2020) explains the reading challenges as the failure of a learner to read compared to his/her peers or looking at what is expected of them in their education. Lerner (2000) argues that if a learner may have reading challenges in the first three years of schooling, that might escalate to having challenges entirely in education. This means that the ability to read is the key needed for the breakthrough and success in a learner's education in school.

2.2. Reading ability internationally

Wagner (2011) argues that forty (40%) percent of learners have reading challenges. Seven percent of learners in Europe have reading challenges. This put Europe at number one to America, Sweden and Finland. According to the research from 'The Progress in International Reading Literacy Study (2011), reading ability in United States of America's grade four learners has increased with fourteen percents\, and the US is at number 13 world wide in education. Grade four learners in Europe are ten years of age, and Italy is seven to eleven comma four in the Luxembourg. In Programme for International Student Assessment (2009), on the ability to read Maths and Science on the learners of fifteen years of age, US is low when compared to other

civilized countries (Desilver, 2017). Reading challenges are a world wide problem. PISA (2009) revealed that nineteen comma six of learners of fifteen years of age received low marks in their exams due to reading challenges. The ability to read is a weapon that will assist a person in secondary education, life and at work.

2.3. Status of reading in Africa

2.3.1. Zimbabwe

Aina, Ogugbeni and Adigun (2011) have shown that thirty millions of learners in Nigeria passed secondary school with weak reading abilities. According to the findings of International Journal of Research in Social Science (2018), grade six learners from the Mutoko circuit under Bondamakara region cannot read because of the following reasons: Lack of reading corners in class,
•Department of Education's lack of money to buy books and additional books for learners to read at home.

According to a research by Gumede (2018), Zimbabwean department of education was challenged by the closing of eight thousand schools in 2008. Teachers left the work and the education aid material started to be minimal (UNICEF, 2009). The country's economy fell and educational system was destroyed. Educated people started to leave the country because basic services were scarce whereas the HIV/AIDS virus was continuing to wipe away the learners and the parents in the country. Those challenges affected the success and ability to read by Zimbabwean learners (Kennedy & Trong, 2010).

2.3.2. Madagascar

Researches and findings of World Bank (2018) show that poverty affected the state of education in the Island of Madagascar. Primary level learners cannot learn properly. Of the 1,556 486 learners who registered for primary education in 2015/2016, it is only sixty six percent that finished primary education. This percentage is a little bit higher than the sixty three of the Southern African countries. World Bank revealed that the education situation in Madagascar is not good. Even though the situation is like that, the plan of the department of education (2018 – 2022) is to better the value of education through the PAUET Project. Education results are too low when compared to the results of the world. In 2015, the nineteen percent of grade twelve learners in public schools can read in a satisfying way. Learners from Madagascar can read more than their peers in Niger and Chad. Trends of reading for learners in

primary (EGRA, 2015) have shown that the lower the standard of learning, for example, twenty four learners can read word with the home language of Malagasy in grade two compared to the five hundred words for learners in Indonesia and USA. The ability to read is a challenge in villages, whereas learners from urban areas like Analamanya near the capital city, can read better. World Bank revealed that learners in lower grades like the first grades, should start schooling at six years of age and also that they should start with preschool.

They stress the fact that learners who started schooling at the age of six are likely to be able to read when reaching the second grade. In Madagascar, the learners who start schooling at the age of six are forty seven percent. This is encouraged by the poverty of the country. The lower grade teachers making forty five thousand in number, are hired by the organization of parents as community teachers with temporary contracts. These teachers are paid very little wages. Twenty five thousand of teachers are hired by the government with six years contract. Eighty percent of the teachers were never trained as teachers. This tells that in primary schools in Madagascar, primary teachers need the ability themselves. This is the reason why learners struggle to learn how to read. World Bank found that apart from the teachers who are not educated in Madagascar, thirty eight percent of them are always not available in school to teach learners. This becomes a challenge for learners in class. It was revealed that in Madagascar, one teacher is expected to teach one hundred and ninety six learners in villages and in urban areas, one teacher is expected to teach ninety six learners. Lack of textbooks is another challenge that makes learners in Madagascar to have a challenge in reading. World Bank revealed that forty percent of learners leave school before they do the last grade in primary. Twenty percent of learners repeat every year because of the following reasons:

Learners walk two kilometers to go to school

- Weather always stops learners from going to school, and this makes them to take many days not going to school.

The long journey makes the learners to arrive at school tired and unable to concentrate when taught. Absence also makes them to be behind in their studies and their ability to read is negatively affected.

2.3.3. Mozambique

According to the research of United States Agency International Development about

the project called Equip 2, Audrey-marie Schuh Moore *et. al.*, (2011) revealed that the grade three learners from six schools in Cabo Degado province experienced reading challenges. Fifty nine percent of learners, six hundred and thirty one cannot read even just one word in Portuguese. They revealed that the home language is important when testing learners' ability to read. Their finding shows that learners lack books, material and the time to read in order to practise and improve their reading ability. Audreymarie Schuh Moore *et al.*, (2011) argues that the following points affected the learners in Mozambique negatively:

- Small number of days of school attendance,

- Absence from school by learners,

- Absence from school by teachers,

- The negative effect on fifty percent of learners and teachers on education activities or teaching and learning.

2.4. The reading ability situation in South Africa

Many learners in South Africa cannot read from the years of starting school until grade eight and nine (Statistics South Africa, 2016). On the research done by 'Progress in International Reading Literacy Study (2011)', it was revealed that the grade five learners from South Africa received eighty out of five hundred international average to the grade four learners. Tests have been done from forty nine countries in the world. Taylor (2012) argues that it is evident that the learners in South Africa will have challenges in reading because teachers cannot teach them how to read. This is so because teachers also cannot read themselves, meaning that teachers are challenged in reading abilities themselves. This research is the one that encouraged the Minister of Basic Education, Angie Motshekga (2013) in the curriculum review meeting in the University of South Africa, to promise that training will be provided to teachers on how to teach learners reading. She also promised to distribute the national reading program from grade R to grade 12 to strengthen the reading ability in schools. Even if there was improvement of results in the year 2021 on Sepedi Home Language, but the general report indicated that there are learners who still cannot read with understanding. It was also encouraged that learners should read and analyze books. This shows that reading is key in the success of the learners (Motshega, 2021). Professor Buthelezi (2013), head of School of Education Studies, University of KwaZulu-Natal argues that to complete the policy on the Language of Learning and Teaching (LOLT), the following challenges must be met:

- Parents think it is wonderful for their children to be taught in English from

foundation phase

- Lack of learning resources and the teachers with ability to teach Home language
- Bad behaviour of teachers who think that teaching a child with Home language will make the child to be discriminated in higher education,
- School governing bodies decide without consultation when it comes to choosing the language of teaching and learning in school.

It is confirmed that the Department of Education (DoE) has powers to implement the policy of teaching children to read in 'Early Childhood Development' (ECD). This step needs the resources and the support from the Department of education (DoE). The democratic government of South Africa (1994) made eleven languages official in South Africa. Despite this, English language still continues to be loved against all the languages. Politicians tried to encourage South Africans to love and grow their languages, but they are not succeeding in that fight. Sindi-Leigh McBride (2019) argues that the problems of reading in South Africa show that there is a need to release the authors to write and distribute the books, teach and implement policy. It was also revealed that ten percent of learners cannot read and write. According to The Progress in International Reading Literacy Study, when testing the ability of reading in the world, it was revealed that the learners of grade four cannot read for understanding in other languages. Ninety three percent of learners cannot read with understanding in Sepedi Home language, ninety percent in Setswana, eighty nine to Tshivenda, eighty eight to IsiXhosa and Xitshonga, eighty seven to IsiZulu and IsiNdebele. Out of fifty countries, South Africa is the last in the oral reading after Egypt and Morocco and Russia is number one, followed by Singapore, Hong Kong and Ireland (Rule, 2017). Grade one to three teachers cannot teach reading because of lack of teaching aids, which are mostly the books that are written in their Sepedi language. South Africa is still very far to have the literature that can be accessed by learners, having been written in their Home language (McBride, 2019). According to the findings of "Annual Book Publishing Industry Survey (2016)", it is only two percent of books that are written and published in black people's languages in South Africa, as compared to sixty nine percent of English and twenty nine of Afrikaans. Lack of Sepedi books is the main reason for the failure of the learners in the ability to read and that makes them not to succeed in their education (McArthur & Castles, 2017). Howie *et al.*, (2017) argue that to better the standard of reading in South Africa, the following can be done:

- To strengthen the reading ability by training, teaching and increasing the

knowledge To encourage parents to help teachers in the education of the learners,

- of teachers in all black languages for foundation phase grade R – 3,
- To increase the reading time in the education of learner
- To minimize the number of learners in classrooms,
- To encourage young people to study teaching in Sepedi,
- To come with the plan of helping learners living in rural areas,
- To ensure that schools have libraries that have all necessary resources, and
- To get rid of bullying in schools.

2.5. Things that affect the reading ability of grade 10 learners in South Africa

2.5.1. HIV/AIDS

Without the presence of a qualified teacher, teaching aid material in the classroom, teaching plans and other things, support and the happiness of a learner comes first. According to van Opstal SEM et al., (2021), learners living with HIV/AIDS have a challenge in learning because of different sicknesses that attack them regularly and they need proper care at school and at home. HIV/AIDS virus left painful situations and poverty in many families in South Africa (Mahlangu, 2011). When children have lost a parent or all parents, the situation becomes bad because they will not get support in their education, follow bad behaviour of drugs and alcohol. In their education, they need the support from their parents and many end up failing and leaving school (Matteson, 2008). HIV/AIDS left poverty, abuse and violence in families (Lyons, 2007). This issue is related to this research because the learners' ability to read is affected by the situation at home. HIV/AIDS destroyed many families and their children (Magoko, 2006). Research about orphans and other children that are in danger, shows that government programs in South Africa did not solve the problem of children physically, mentally and emotionally (Mahlangu, 2011).

2.5.2. The school environment)

The school is the official place where education should be found. The department of education has the responsibility of ensuring that the school has classes, teaching aids, qualified teachers and other educational resources to make the environment conducive. If the school has everything that is needed for the basic education, the right of a learner of being educated shall be achieved as articulated in Chapter two of the Constitution of the Republic of South Africa (1996). Teachers must be like trainers when teaching the learners to read.

They should give the learners different books and the time to learn the entire writing in a proper way and encourage learners to be lifelong learners (Gambrell & Morrow, 2011). Howie (2003) argues that the learners in South Africa are challenged in the ability to read and study properly because of the following reasons:

- Lack of qualified teachers for Sepesi Home Language,
- Communication breakdown between a teacher and a learner on the language of learning and teaching,
- Lack of teaching aids,
- To fail to control the activities in the class properly,
- To have too much work trying to finish the syllabus on time,
- Classrooms overflowing with learners , and
- Lack of help from the department of education (DoE).

Rich schools can give learners different kinds of books for reading and that makes the learners to be able to read more than the learners from the schools that are poverty sticken (Costa & Araujo, 2017). Schools that have libraries with books, learners from those schools have the ability to read more than the schools without the libraries (Fasola, 2015). In South African schools there is a need for libraries and where libraries are, there are no books. This makes the learners to lose chances of learning how to read (Pretorius & Mampuru, 2007). Schools in rural areas have huge number of learners in classes because of shortage of classrooms. Another reason for many learners is the fact that the schools are expected to accept children from a big area. Department of Basic Education takes time to build classrooms and fix those that were destroyed by rain and wind, and there is a lack of teachers. Other principals accept more learners for the increased salaries (Matšhipi *et al.,* 2017).

2.5.3. Home environment

A home is a place of refuge where education starts. A learner that comes from the family that is violent and uneducated, will fail to develop in speech and mentally, which makes them to fail to read at school (Matvichuk, 2015). A home that has parents that love education, with resources like books, newspapers written in Home language and other writings that are relevant to the age of the learner, has a role to play in learning the reading ability and proper behaviour, (Hartas, 2011). A learner that has parents or guardians that take part in their education by also teaching him/her how to read, letting him/her imitate as they read and singing songs together, will be able to read during the age of twelve (Senechal, 2012). Homes facing divorce, temporary home, drug abuse, violence, parents working far from home or uneducated parents affect the education of the learners, and mostly the reading ability. All these things have a negative impact on a child. Learners from these families lack the support and encouragement from the parents, thus their reading ability is negatively affected (Caldwell *et al.*, 2010).

2.5.4. Economic standard in the home of a learner

There is a relationship between the mind of a learner and the success in education. Rich families or parents, their children have opportunities of getting relevant teaching aids, being taken to schools that are independent and where education is of high standard. Those learners have chances of having the reading ability more than the children from poverty stricken families. Hungry and tired learners learn the hard way when compared to those coming from rich families (Hartas, 2011). The amount of money, time and the power of the parents in the education of the learners, really betters the minds of the learners. A poverty stricken learner's standard and ability to learn end up going down as compared to the ones from rich background (Dexter, 2013). These learners have less time to read because they have no access to necessary teaching aids for reading before they can start schooling. Moreover, they also have less time to learn to speak and read with their parents (Hoff, 2013). However, Hoff thinks that schools should accept all learners irrespective of their background, and treat them the same. Moreover, those that are lacking should be given extra help to ensure that their reading ability is developed equally. Learners from poverty stricken families are not like those coming from rich families. They often do not succeed with their studies and end up leaving school (DoE, 2008). Learners from poverty stricken families are always under stress due to the situation in their environment and that negatively affects their

reading ability. Learners coming from families that possess bulk written material with educated parents become rich with the reading ability and language understanding (Erekson et al., 2011).

2.6. Effects of reading abilities

Boakye (2014) argues that the issues that have effect on the reading abilities are self esteem, confidence and the learner's behaviour.

2.6.1. Self esteem

Self esteem is what pushes a person or a learner to realize their dreams. In schools there are learners with high self esteem for bettering their reading ability, whereas there are others with low self esteem who do not enjoy reading. Willingness and volunteering of the learner to read comes because of self esteem (Torres, 2010). Learners with self esteem always want to read, speak about what they read and look at other challenges in other writings (Marinak *et al.,* 2010). Encouragement and support should always be given to the learners at home and school. Learners who get the encouragement from home succeed more than those who get it outside.

2.6.2. Confidence

Confidence plays a very important role in the belief of a learner that success is coming to him/her against all odds (Nuttall, 2016). Amundson (2015) also sees confidence as the belief in the abilities to learn and do the work given successfully. Learners who have good vision about their reading abilities, they mostly have high confidence and learners who are left behind in reading often have the lowest confidence. Reading and addition abilities are the main points of education because without these abilities, people are denied chances of information on the issues of health, social, political and entertainment

(Baatjies, 2003). Therefore, reading abilities enable learners to take part without hindrances and that also instill confidence in the world of changes and competition. Learners have confidence and are in the right position of receiving new information and the knowledge that will make them lifetime learners (Gunning, 2007).

2.6.3. Learners' behaviour

Learners' behaviour in reading is when learners start to have the spirit of love or

hatred about the text they read (Crosby, 2013). Young learners mostly have good behaviour in the beginning of their reading journey more than the older learners (Knell, 2012). Learners' behaviour in reading is affected by the better reading ability. Crosby further argues that a learner who has good behaviour can be successful to read text that has the words that he/she does not know. To read well with encouragement and love helps to revive the good reading behaviour. On the other hand, finding it difficult to read makes the learners to drop the ball when reading and that makes them to have bad behaviour in reading (Lukhele, 2009). Teachers must know and understand the behaviour of their learners so that they can use the relevant ways of teaching them and helping them. Learners have ways of learning that they love, which is learning through seeing, hearing and doing. If the learners may be taught through the way that they love, they will succeed in their education in line with the reading ability (Sacker & Sacker, 2005). Sometimes the behaviour of learners is influenced by heredity. If someone in the family may have the ability that is exceptional in reading,that can be seen in their children and children's children. Sicknesses like madness, epilepsy, to be hurt in the head and others can catch up with the child if that child is not taken care of through being given proper treatment, (Donald, Lazarus & Lolwana, 2002).

2.7. Reading Models

According to Norton *et al.,* (2007), there are three reading models that affect the way reading can be taught. These models are explained as follows:

2.7.1. Bottom to Top model

Bottom to top model argues that a learner starts to be taught to read sounds, then follows words and the last is sentences Joubert *et al.,* (2008). The other name for Bottom to top model is word parts. The word is the bigger part and the sounds are the parts of the word. This means that when the sounds meet, they form the word and when words meet, they form sentences that carry a message. In this model, the program of words and sounds is very important more than understanding the paragraph Landsberg *et al.,* (2005). Learners start by learning the letters, then follows the words analysis (Norton, 2007). In this way of reading, learners read the words without understanding what they read from the paragraph. Kruger (2005) argues that teachers who use this way of reading, may use the way letters follow each other, sound and dinoko to bring explanation. Norton further argues that the model of bottom to top focuses on reading a paragraph and its information more than the thoughts of the reader and

the experiences or prior knowledge.

```
┌─────────────────────────────────────────┐
│              Explanation                 │
│                  ▲                       │
│                  █                       │
│                                          │
│  Right pronunciation                     │
│                                          │
│                                          │
│      Mixing of sounds to build words     │
│                                          │
│                  ▲                       │
│                  █                       │
│                                          │
│                                          │
│      Sounds and dinoko The writing       │
│                                          │
└─────────────────────────────────────────┘
```
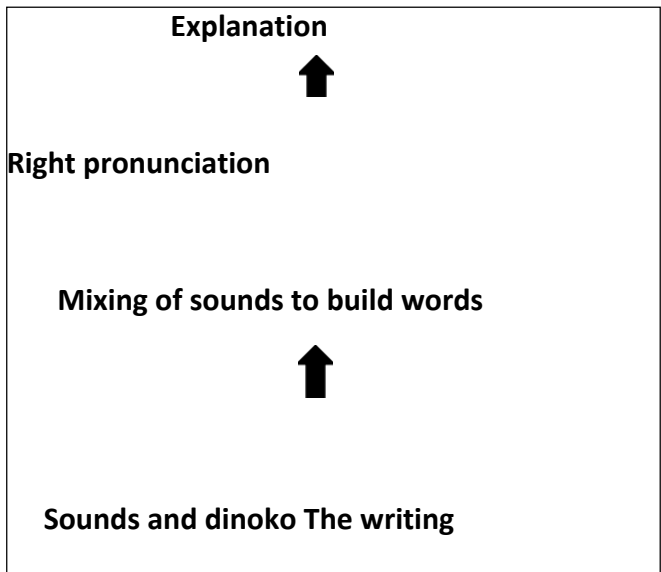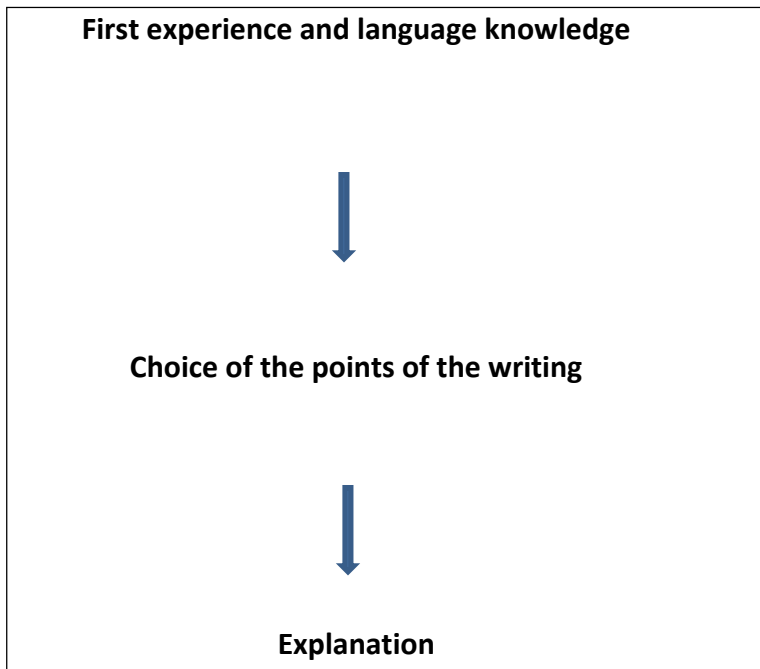
(Picture of bottom to top model)

2.1.1. Top to bottom model

Different from the bottom to top model, the top to bottom model allows the learner to relate within books and the paragraphs which are read for understanding, so that he/she can then explain (Joubert *et al.,* 2008). A learner brings his/her knowledge, experiences of reading and explains a paragraph. Prior knowledge of the reader is the one that affects their understanding when reading a paragraph. Readers read the full sentences and give explanation of what they read. Learners see full words and learn to recognize them when they see them. Norton (2007) argues that the top to bottom model is the best model for teachers to teach grammar to learners. The following explains this:

```
┌─────────────────────────────────────────┐
│    First experience and language knowledge │
│                                          │
│                                          │
│                  █                       │
│                  █                       │
│                  ▼                       │
│                                          │
│       Choice of the points of the writing │
│                                          │
│                                          │
│                  █                       │
│                  █                       │
│                  ▼                       │
│                                          │
│              Explanation                 │
└─────────────────────────────────────────┘
```

(Picture of top to bottom model)

2.1.2. Mixing of models

Sethosa (2000) and Norton (2007) agree that when models are mixed, two different ways are used as instruction when reading. Teachers use the bottom to top model and top to bottom model when they teach learners to read. This way stresses the recognition of sounds and letters that stand for sounds when a text is read. According to mixing of models, the reader uses the top to bottom model when reading the text that he/she knows, and uses the bottom to top model when reading the writing that he/she does not know. The failure of both models when used individually led to the mixing of models being greatly loved and known (Nel *et al.,* 2005). Other researchers also agree that using both models can bring success in teaching to read. The following is the diagram of mixing of models:

Points of the writing   Reader's sources

Building explanation
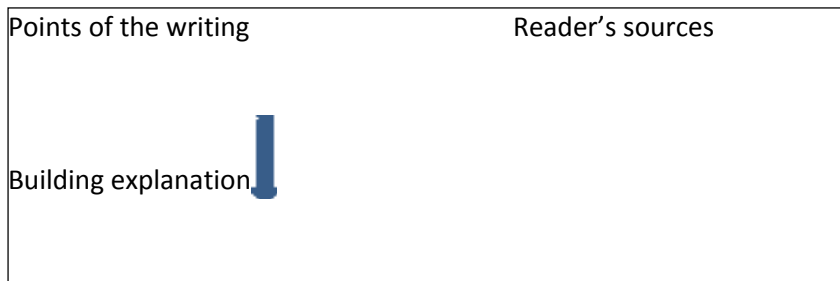
(Picture of mixing models)

2.8. Teaching to read

Doing things right in education is a dire need to help learners that are in danger of failing to succeed in the grade that they are in (Russel & Santoro, 2007). Different writers have shown that as much as learners in the class are different, so should be the ways of teaching them to read (Daniel, 2005; Norton, 2007). The researcher sought to understand if it is learners who are failing to learn to read or it is the ways that teachers use that are not good for them, thus causing them reading problems. Knowledge of ways to read helps teachers to prepare lessons, to use relevant ways to teach reading and to help learners to read the writings (Cekiso & Madikiza, 2014). There are important points that need to be used together when teaching learners to read, which are recognition of sounds, reading fluently and reading for understanding.

The following points should be used together when learners are taught orals (Bos &

Vaughn, 2002)

Sounds recognition

Reading with understanding fluently

Oral Reading
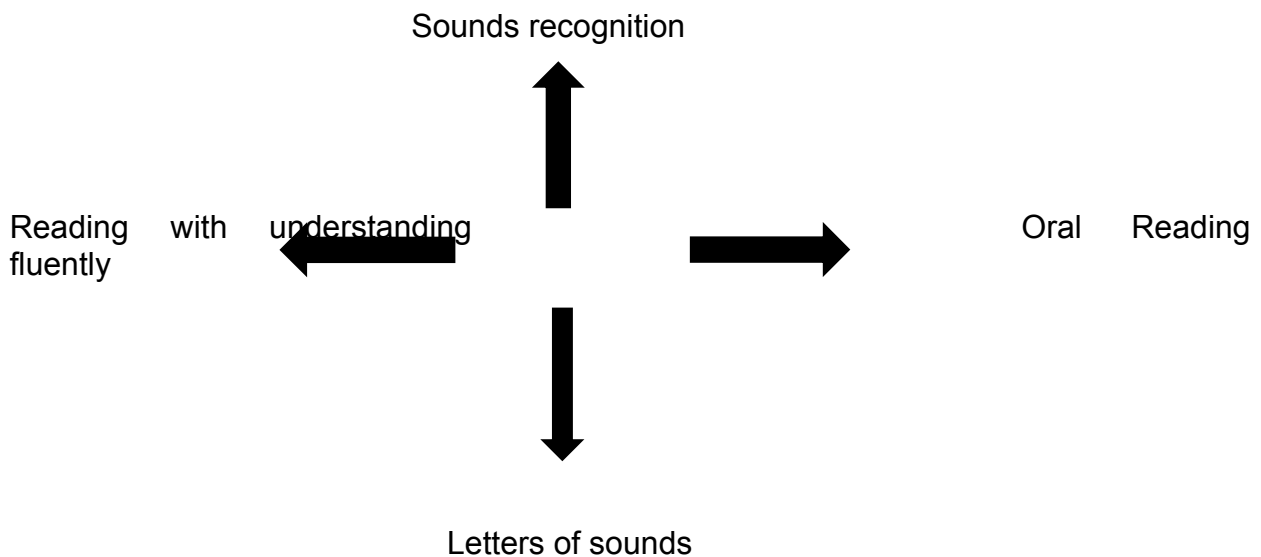
Letters of sounds

(Important points of teaching how to read)

Explanation of the important points for teaching how to read:

- Recognition of the sounds – learners should be taught the ability to recognize, to use and to separate the sounds of the word..

- Letters of sounds–instructions should be made to help the readers to understand and to use the knowledge of the relationship of letters and the sounds to create the correct spelling.

- Reading fluently - Learners should be trained and taught to read fast, with carefulness and good behaviour.

- Reading with understanding - instruction of teaching learners to read texts with understanding is needed.

Sound recognition is related to the ability to hear, recognize and use the sounds in the words that are spoken. This is to understand the way the sounds follow each other on the word and to affect its explanation (Nel & Hugo, 2012). With the cognition of sounds, the learners understand that letters stand for sounds in the words. Language is built by sounds that follow each other, sounds build words and words build sentences. Recognition of sounds is the instruction that has been done to ensure that learners have the ability to recognize, use and separate sounds in the word (DoE, 2011). DoE further states that sound letters are the sounds of the words and the letters that stand for those sounds. Sound letters go along with the sounds of the language that are represented by

written symbols. Phonics is the relevant way of teaching to read. To teach the learners to read fluently, it is important for teachers to teach them with the written genres that are simple to understand (Nel & Hugo, 2012). The instruction of reading fluently ensures that there is the ability to read fast and carefully. To read fluently is when the learner pronounces words properly without repetition and to add other words in their space. To read for understanding is important for the education of the learners. This step is difficult in primary schools, but even in high school it is still a challenge. To learn to read will not be a success without understanding (Nel *et al.,* 2012).To read with understanding teaches learners to learn to read with zeal and to get explanation from the texts they read (DoE, 2011).

2.9. Successful reading models

Most of the time teachers have challenges of choosing the relevant models for teaching learners to read. The researcher chose the following models for teaching the learners to read:

2.9.1. Straight teaching model

This model of straight teaching stresses the importance of planning the lesson when the teacher is going to give new information that will be followed by the writing of the learners and the corrections by the teacher. The teacher becomes the powerful guide for organizing the class and to teach with clarity in order to show focus on the results of education. Sacker (2005) argues that the straight teaching model helps when there is new information that is given. Gillette, Temple and Crawford (2012) add that this model can be used successfully on the learners that have challenges in reading to learn the ability of the language, to include reading and to better the ability to read.

2.9.2. Group learning

Teachers who use this model divide the learners in groups that will be built by the learners that are different according to their abilities in terms of reading and their gender. The learners work together to get better results and teachers encourage them by giving them gifts in their groups' success. When the learners learn as a group, they trust each other and work together to achieve success. Learners teach each other to achieve success as a group (Sadker & Sadker, 2005). To teach each other through friendship is a powerful way that can revive many abilities and the abilities of reading for learners (Vygostky, 1978). The researcher is of the view that if this model could be

used, many reading problems can be minimized among grade nine learners.

2.9.3. Continued learning

The program of learning successfully needs the education that has been chosen carefully, with key components following each other with aims. Sadker and Sadker (2005) argue that the teacher in the first step must choose the abilities and what the learners should learn with success. As a follow up, the learners are taught the abilities and tested to see if the aims have been reached. The learners that are successful are given additional work to continue and those who are struggling are given another chance.

2.9.4. Learning with problems

Learners learn to read with life problems. In this model, the main important point of the teacher is to choose the activities that influence the wishes of the learners. Learners work together to solve problems that they have and try to solve them by getting the guidance from the teachers first or other older people (Sadker & Sadker, 2005).

2.10. Conclusion

This chapter focused on the abilities of reading in South Africa, Africa and internationally. Such analysis includes the points that influence the abilities of reading on grade 10 learners, discussion of modes of reading, ways of teaching to read and the model of teaching to read successfully. The next chapter unpacks and clarifies the information pertaining research methodology that is used in this research.

<div align="center">**CHAPTER THREE**</div>

3. RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapter, it referred to and highlighted the role cultivated by other researchers. In their research, they highlighted that reading difficulties in Sepedi Home Language are a concern in South Africa. Teachers, parents, school leaders, and the wider community agree that student reading failure is a serious problem. However, the main responsibility lies on the shoulders of teachers to help and teach learners to read Sepedi Home Language (Cheng & Caldwell-Harris, 2010). Some stakeholders say that learners' reading skills are the foundation of their knowledge and education. All subjects require a child to read in order to understand. In this chapter, the research methodology and research design used in this research are presented and explained. Moreover, this chapter provides an explanation of how the research methodology was used to investigate the challenges faced by Grade 10 learners in learning reading skills in Sepedi Home Language in Mphahlele area of Limpopo province.

3.2. Research methodology

The researcher has his or her own method of choice. As a researcher in this study, I chose to collect data through qualitative research method. This method was chosen because it is based on an understanding of the subject, where it is explored step by step to reach the right understanding. Stakeholders interpret information based on and with their understanding and knowledge (Boeje, 2010). Within the qualitative research methodology, there are many approaches to achieving research outcomes. These methods are what helped bring a deeper understanding to the research problem (Denzin & Lincoln, 2005). This qualitative approach does not force one to follow that particular research program. So, researchers are able to access results. This qualitative method is appropriate as the researcher used the cross-sectional and narrative method to collect information. Through the use of comparison, the researcher was able to gather information about the challenges that prevent ninth grade learners from learning reading skills in Sepedi as a Home Language. The researcher visited teachers and learners at the school while using the pogelo method. The qualitative research method

relies on the use of high quality products such as the use of journals, articles, internet and textbooks that present the ideas of different authors. Another source of research data is various published books related to the topic of this research. Various unpublished studies of students at different universities were also consulted.

3.3. Research planning

Welman (2010) says that research planning is the strategy a researcher adopts to find stakeholders in his/her research and gather information from them. As a researcher, I defined what I did with the stakeholders and what the solution to the research problem is. Bakstad (2008) argues that research planning helps the researcher to obtain relevant information for his or her research about the problem he or she is investigating in order to find a solution. This is the approach I followed in conducting research on the research problem. As a researcher, I used an already documented action research methodology to carry out this research. The already written work was chosen as it helps the researcher to see for himself when learners are failing to read in their schools (Creswell, 2008). This method is the narrative of a process, event, program or person in a particular time and setting (De Vos, 2005). In the already written work, two high schools from Mphahlele District, namely: Dedimothole and Kgagatlou are considered. Information pertaining the reading failure of the ninth graders was gathered from these schools. I delved into the research problem, the aim being to come up with a sustainable and long lasting solution.

3.4. Population and Sampling

3.4.1. Population

Population refers to people or things that have similar problems/challenges and the researcher wants to do research about them (Magwa & Magwa, 2015). The research team is the group, people, organizations or roles that are focused on the research so that the results are inclusive of the whole group (Casteel & Bridier, 2021). The research was conducted in Mphahlele circuit, Mphahlele area under Capricorn South sub-district in Limpopo province. The research group consisted of nine (9) schools in the Mphahlele sub-district, and two schools were selected for this study, 265 learners and two (2) teachers were identified. The results of the research from these two schools include all schools in the research group.

3.4.2. Sampling

The researcher chose the identification method with the intention for this study to get an overall understanding of the research problem. This method was appropriately used to succeed in the research objectives. The researcher purposively selected teachers and learners as stakeholders since they are affected by the research problem. The researcher used knowledge and experience as a teacher in identifying the participants representing the research group. For the purposive selection method, the researcher selected nine groups from the research group to investigate (Berg, 2014). The researcher identified two schools from the Mphahlele area. The participants were identified because they possess similar characteristics or qualities in terms of the research requirements. For example, they are all high schools, have grade 10s, fall within the second category of free public schools, and both are located in the Mphahlele study area. These schools were selected based on focus and proximity. Both of these schools are near the road and have similar reading problems (Rubin & Babbie, 2013). These schools were selected for the survey, but represented all the high schools in the Mphahlele sub-district (De Vos, Strydom, Fouche' & Delport, 2011). The researcher selected nineteen learners from ninth grade in school A, eight learners from school B, and two teachers from two schools. In both these schools, Sepedi is spoken as the learners' Home Language and taught in Sepedi as the Home Language and Sejahlapi (English) as a first additional language. In both schools, the majority of learners are fourteen to seventeen years old.

Table: 3.4.2.1. Learner planning

School Number of Learners Identified

SCHOOL	NUMBER OF LEARNERS	SAMPLED LEARNERS
School A	190	19
School B	75	08
Grand Total	265	27(**10%**)

3.5. Data Collection

Data in this study were collected using primary and secondary sources. Sources include data gathered from first-hand experience or information provided by a witness or eyewitness. Supplementary sources are information taken from sources that have already been published and disseminated in different formats (Muhammed & Kabir, 2016). In the study, the following methods were used to collect data:

• Report

• In the field

These methods were chosen as they provide the researcher with in-depth knowledge about reading difficulties in ninth grade learners from rural areas.

3.5.1. Report

The researcher visited the teachers in the classrooms to observe what methods they used to teach the students to read. The strengths and weaknesses of the stakeholders (teachers and learners) are documented. A checklist for learners during classroom reading was used during the report by the researcher. Two learners from December school and nineteen from Kgagatlou school were assessed. The researcher did this by observing the stakeholders on a daily basis and witnessing how the interaction is between them by recording notes and experiences in a book (McMillian & Schumacher, 2001).

3.5.2. In the expansion

Comparison is a method of data collection for a qualitative research method (Aspers & Corte, 2019). The basic resources were used in the central planning exercise for teachers and learners (Appendices A & B). Participants were given questionnaires prior to the competition date so that they could prepare. The stakeholders as directly affected by this problem, have taken the lead here to ultimately find an appropriate solution. The researcher did not tell them or think about them. The researcher observed and respected the views of the stakeholders. Supplementary sources were books,

journals and other literature relevant to the research. The researcher used a printer during the interview. Stakeholders were interviewed individually. The researcher guided and assisted the stakeholders in terms of answering the questions with understanding and made them aware of the importance of that. The analysis helped the researcher to understand the magnitude of the problem of dyslexia of the students and was able to come up with a plan to help. The researcher achieved this by asking them simple open-ended questions, so that the participants were free to express their feelings, beliefs and views about the research (Leedy & Ormrond, 2005).

3.6. Data Analysis

After searching and collecting the information, the researcher analyzed the information so that other users could read it with understanding. The more information is organized appropriately, the more it can be stored for future reading and use. Data were searched using responses from the survey stored on the printer and transcribed in the appropriate format without completion or alteration. The researcher organized the transcripts on different sheets and provided headings and sub-headings to analyze the material in the appropriate order. The researcher used Thomas's (2006) "inductive analysis strategy". According to Thomas (2006), his checklist consists of the following steps:

• Reading text information for the first time,

• Identify pieces of text that are relevant to the research objective,

• Naming pieces of text to create sections,

• Reduce overlap and redundancy of components, and

• Create a routine of covering key components.

 These steps helped the researcher to identify important points from the information gathered. The researcher used notes gathered while visiting the teachers in the classrooms and the recording from the recorder to interpret and analyze the information (Leedy & Ormond, 2005). To get an overall picture on the magnitude of the problem of failure to read in English among grade 1 learners, the researcher looked at and searched literature such as reading assessment, recording sheets, teachers' strategies to solve problems and analysis of quarterly reading grades. The researcher also

checked proprietary literature such as teachers' literature as record of grades to learners, teachers' and learners' files. Proprietary documents are documents that provide an overview of a topic, problem or process within a board or organisation. Schools, colleges and universities store information on their learners, students and staff (De Vos, 2005). For the researcher to obtain these documents, he or she must obtain permission from the owners or managers and even trustees. The documentary writer expresses his vision and feelings and the reader of the documentary is able to know the thoughts of the documentary writer. The information in the proprietary documents is distributed by the first person who gives his/her relationship and how he/she sees the event (Holbrook, 1995).

3.7. Quality criteria

The quality of the information has been assessed and ascertained by the following methods:

• Honesty

• Transfer

• Dependency

• Certification

The research was conducted appropriately and stakeholders identified and interpreted appropriately. So, the information was relevant and reliable (De Vos, 2005). The researcher took appropriate time to obtain relevant information (Onwuegbuzie & Leech, 2006). The researcher used various information tools to present the reality of the research, such as various methods to obtain relevant evidence. The results of the survey were returned to the participants to ask if the report is appropriate (Trochim, 2006). The researcher used a microphone to provide evidence and factual information. The research can also be used by other researchers to close potential holes. All sources were transcribed and presented at the end of the study to confirm the reliability of the information (Marrow, 2005).

3.8. The importance of research

This research helped ninth grade learners understand the importance of their home language and help dispel the fear of learning and knowing other languages. The findings help the participants as well as the researcher to refresh his/her knowledge of teaching English as a Home Language. The manifesto of the quality of education and democracy is to see that every child can read, write and mix. The progress and development of a country is assessed and measured by children's literacy skills. In the national curriculum statement (NSC, 2012), literacy is one of the skills. Assessments conducted by the Department of Education, provincial and international have shown that South African learners are failing when tested on reading skills. Therefore, this study raises awareness pertaining children's education to participants about the importance of reading English as a Home Language. It also informs the general public about the relationship between culture and language. Only through language can we know what kind of person a person is. There is a saying, "A cow is caught by the phone, a man is caught by the tongue". If children are taught and know the Home Language, this is the basis for coming to learn and know other languages easily. The summary of the study is as follows:

• The research found important aspects of teaching children to read in English as their Home Language,

• The research found strategies and methods for teaching children to read in English, and

• To develop a process to be followed when teaching reading in English as a Home Language.

3.9. Boundary of the study

In this study, the researcher's challenge was to teach reading English as a Home Language to grade 10 learners. The researcher conducted research on only two (2) schools from the Mphahlele sub-district, Limpopo province.

3.10. Respect and care for personality and membership

In this study, all stakeholders were given information in a language they understand without being forced. Their issues cannot be added to or diminished. The contents of the study are confidential between the stakeholders, the researcher and administrators

from the University of Limpopo and cannot be used for this study without sharing with others. The actual names of the stakeholders were concealed in the making of the research report. Prior to the study, the researcher sought permission from the schools identified for investigation. Participants were asked to complete consents to prove that they were not coerced into participating in the research. The researcher followed the agreement schedule as follows:

• You will first need a letter of permission from the University,

• Approval from the department of basic education- institution,

• Approval from designated principals,

• Request for participation from teachers, and

• Request for consent from parents to give permission to their children in order for them to participate in this study.

During the investigation, the dignity of stakeholders was respected. Participants were warned that they have the right to withdraw from the survey at any time without penalty. The research report was reviewed with stakeholders to know the results (Morrow, 2005).

3.10. Conclusion

This chapter provided a convincing clarification and justification for qualitative research methodology chosen to conduct the research. Data were collected using narrative and dissemination, research design, research team and research participants, data collection, data analysis, limitations and research ethics. In the next chapter, the information is interpreted and analyzed in light of the research findings.

CHAPTER FOUR

4.1. Introduction

The previous chapter focused on the research methodology that is used in this research. This chapter delves into the interpretation and analysis of the findings of the research study.

4.2. Observation of the schools that are taking part in the research

4.2.1. School A Environment

School A is found in the local municipality of Lepelle-Nkumpi, in the south part of the Capricorn District, Limpopo Province. The municipality is located fifty five kilometres from Polokwane. Lepelle-Nkumpi Local Municipality is built by twenty nine wards, where four of them are developed locations like Lebowakgomo and other surrounding settlements in Capricorn District. All the meetings of the legislature of the Limpopo province are done in the old building that was used as the Lebowakgomo parliament. School A is in the Sefalaolo Village at GaMphahlele district and it is situated nineteen kilometres from the Mpahlele Circuit offices that are next to the building that houses the department of education.

The school's environment

School A is a secondary school. It starts from grade eight to grade twelve. The school has six blocks that are have five classes each, a big eating area, one kitchen, a big administration office that is built in the middle in front of the classes, the administration office houses the principal's office, deputy principal's office, the head of departments and the school's reception. The ground in the middle of the buildings is covered with

bricks and in front of the classes there are water taps.

There are Enviro-loo toilets that are built, where two is for the teachers and two for the learners. There are eight big water tanks that carry the water that is pumped from the two holes. The school is protected by the long fence and at the entrance there is a security house for the security personnel that works day and night, whereas all classes have cameras that are always working. There is one sports ground with a big vegetable garden near the water tanks. Car parking area for the teachers is built in the west side of the classes and the administration office of the schoo

Human Resources

The school has the male principal, male deputy principal, five head of departments, two males and three females, the four teachers who were chosen according to their knowledge, one male and three females, to help in the school governing body, and the forty two teachers. The workers that clean the school environment are five, three help the teachers and four cook for the learners. The school has one thousand and fifty one learners. The school governing body is composed of five parents and three teachers. The SGB hired one teacher to help in the education of the learners.

The culture of teaching and learning in the school

Classes start at half past seven Monday to Friday. Teachers arrive thirty minutes before time. The school has a prayer service on Mondays and Fridays every week at half past six in the morning. Learners assemble in front of the principal's office and sing hymns and play instruments. Teachers that lead the prayer read the bible and pray and let the learners pray as well. Sometimes the local pastors are invited to come and preach and pray for the learners. During the preaching, a loud speaker is used for the pastor to be audible. After prayer, the learners are ordered to go to their respective classes. The language of learning is English except when it is Sepedi Home language time. One teacher faces more than thirty five learners (1:35).

Learners go up and down, making noise during lessons. Classes end at half past two, and extra classes for grade twelve start from 14H30 and end at 16H00.

Teaching aids for teachers and learners

School A has a furniture that is fit for the learners and teachers. Classes have chalk boards and notice boards. Teachers are allocated cupboards for storing the books that were provided by the department of education. All departments have projectors and laptops. The school has no library, but the learners have enough books. Learners are fed everyday following the national school feeding scheme.

4.2.2. School B

4.2.3. Environment

School B is found in the village of Sedimonthole, gaMphahlele. The school falls under the Lepelle-Nkumpi Local Municipality. It is located four kilometres from school A, and it is about fourteen kilometres from the Mphahlele circuit under south Capricorn district, under Limpopo department of education.

The school's environment

School B is a high school that starts from grade eight to twelve. The school has two blocks with four classes in each. The two classes are turned into the staff room for teachers and the principal's office. Six classes and two mobile classes are used to teach the learners.. There is also a house for cooking for the learners. There is a borehole that supplies one tank with water. There are two toilets that have two rooms each. The school is protected by the fence. The school has no sports ground and vegetable garden.

Human Resources

The school has a principal and the head of departments. This scholl does not have a deputy principal. There are twelve teachers and four cleaners. The school has four hundred and forty learners. There is a school governing body that is composed of five parents and three teacher components.

The culture of teaching and learning is school B

The classes of school B commence at seven o'clock in the morning and end at half past two (14H30) for grade eight and nine, and grade ten to twelve knock off at four o'clock (16H00). Learners doing grade twelve learn by themselves from half past three (15H30) until five (17H00). The school has morning prayers starting at half past six in the morning. They sing hymns and one of the teachers reads the word of God for the learners before they disperse to their respective classes.

Teaching aids for teachers and learners

School B has the furniture that is enough for the teachers and learners. Classes have chalk boards which are used when the teachers teach learners. Learners are also

allowed to use the chalk boards when analyzing previous question papers during extra lessons. IT equipment is limited because it is only the principal and the school clerk that are using laptops.

Library in schools	Not there	Not there
Administration building for school	There is a big administration building	A class is used as administration building
Protection fence	It is there	It is there
Parking area	It is built with cement floor and also roofed	There is no parking area. Cars park under the trees
School environment	Rural environment	Rural environment
Environmental status	Clean	Clean
Learners' transport	The buses hired by the department and taxis are there	Learners look for their own transport

Table 4.3.3

Teaching aids	SCHOOL A	SCHOOL B
Education resources for learners and teachers	All learners receive books from the department of	Some learners did not receive books

	Education in Limpopo	
Teaching aids	They are there	They are not enough
Television	It is there	It is not there
Computers	Are there and head of departments received laptops	They are not there
Chalk boards	Are there	Are there
Chairs and tables	Are there	Are there
Radio	Not there	Not there
Projectors	There are five projectors	There is one projector

Table 4.3.4

Learners helping resources	SCHOOL A	SCHOOL B
Curriculum Extramural activities	There is no play ground	There is a playground
Education support	Are there	Not enough
School feeding scheme	It is there	It is there

4.3. Comparison of the chosen schools in the research

All schools are high schools (grade 8–12) located in Mphahlele circuit under south Capricorn district. All schools are built in rural areas, Seleteng gaMphalele and they are not far from each other.

4.4. Teacher program according to education status and experience

The following table unpacks the information pertaining the education and experience of the Sepedi Home Language, grade 10 in school A and B:

Table 4.5.1

SCHOOL	TEACHERS	EDUCATION	EXPERIENCE	Age(yrs)	SEX
School A grade 10	Teacher 1	BA, HED, BA HONS	14	49	Male
	Teacher 2	BA,PGCE BA HONS	4	27	Female
	Teacher 3	STD,BA, BED HONS	27	50	Female
	Teacher 4	STD	28	55	Male
School B grade 10	Teacher 5	STD	25	50	Female
	Teacher 6	BA,PGCE	19	46	Female

Teachers that were chosen in School A and B have been given number names instead of their real names. For example, in school A we have teacher 1 until teacher 3 while 4, 5 and 6 are for school B. All these schools have been built in the rural areas. The researcher used the interview and observation to get the information of the research from all the learners. This was done in order to understand and develop the education of testing and examining what is happening during the classes (Zimmerman, 2014). The researcher visited the teachers and learners in classes to observe, see and hear for himself when the learners are reading. The researcher used the observation when the learners were reading.

4.5. The number of learners that were chosen according to the years and sex

The following table unpacks the information of the learners who were chosen according to number, age and gender:

Table 4.6.1

School	Number of learners	Age of the learners M	Number according to their gender
School A	19	15x15yrs 4x16yrs	07xBoys 12xGirls
School B	8	06x15yrs 02x16yrs	3xBoys 3xGirls 1xGirl
			1X Boy

The researcher used the third quarter results of the learners and ten learners who were more successful were chosen together with nine who could not make it in school A. In school B, four learners who were more successful were chosen and four who could not make it. The age of the learners that were chosen is between fifteen and sixteen. The number of learners in the class in the schools that were chosen is forty. The classes have been made enough for the learners due to Covid-19 pandemic. During the interviews and observations, all the regulations regarding Covid-19 were followed.

4.6. Findings from teachers' interviews

Teachers answered the questions about challenges of the learners when reading Sepedi Home Language as follows:

4.6.1. On the question about the proper education to teach Sepedi Home Language, teachers from school A and B answered respectively like this:
Teacher 1 and 2 said that they did their teacher training at the University of Limpopo. They majored in Sepedi and English. They stressed that they teach Sepedi in grade 10, eleven and twelve.

4.6.2. On the number of learners in class, Teacher 1 spoke about teaching forty seven learners in class in grade 10, teacher 2 teaches forty eight learners. Teacher 3 and 4 also said that they teach forty seven and forty eight learners in class respectively. They said that they created these numbers due to Covid-19, but the numbers are still very high, because according to the regulations, only twenty five is needed in class. This issue is supported by Matshipi (2017), who argues that schools in the rural areas have more learners in class due to the lack of classes. Teacher 5 and 6 from school B indicated that their classes have thirty seven and thirty eight learners respectively.

4.6.3. All teachers from school A and B confirmed that learners do not have enough reading books and learners are forced to share one book. The book can stay with one learner all the time. Other learners refuse to take the books because they fear losing them and have to pay for them at the end of the year.

4.6.4. All teachers from school A and B said that there is no library in their schools.

4.6.5. All teachers from grade A and B said that Sepedi Home Language is given five hours per week in grade 10.

4.6.6. About the reading abilities, teacher 1 spoke about eleven learners who cannot read Sepedi Home Language in the class. Teacher 2 and 3 indicated that half of their learners cannot read the words that are written in Sepedi Home Language. Teacher 4 said that four learners cannot read.

4.6.7. Teacher 5 spoke about twenty one learners who cannot read fluently or even pronounce words in Sepedi Home Language. Teacher 6 said that twelve learners in the class cannot read Sepedi Home Language.

4.6.8. Challenges of learners with reading inabilities

Teacher 1 said that the learners do not like and do not have encouragement to read books from home. Teacher 2 said that the learners refuse to read for other learners because they are afraid that they will laugh at them when they fail. On many occasions the teacher read for them when they make noise. Teacher 3 and 4 indicated that the learners are uncontrollable because of their number and behaviour. All these make them to fail to reach the aims of their education, which is seeing all learners being able to read. Teacher 5 and 6 said that they are trying to teach learners how to read, but the lack of enthusiasm and disrespect makes them unable to achieve that. They said when they are in class, they spend most of their time trying to quieten those who are making noise. Moreover, they also said that many learners do not have books to read. To exacerbate the issue, during the Covid-19 era, they were not allowed to come close to each other in order to read together.

4.6.9. On the steps that teachers take to solve the reading problems in learners, teacher 1 and 2 read the novel of "Letšema" one by one in class. They said that they do that to observe the learners who are challenged in terms of reading and they simultaneously correct them to spell and pronounce words properly. Teacher 3 and 4 further argued that they make learners read, but in order to save time, they read for them since the subject is given only one hour. Teacher 5 and 6 said that they read for learners all the time because of lack of books to read.

4.6.10. Concerning learners with reading inabilities

Teacher 1 said that the learners are not free to come for help after school, and even when they are told to stay back at school, they run home. Teacher 2, 3 and 4 said that the learners with reading inabilities refuse to stay back after school because they are afraid of being left by the transport to go home. Teacher 5 and 6 said that they ask teachers from other schools to come and teach their learners after school. Despite all these efforts, the challenge is that the number of learners attending is not satisfactory.

4.6.11. Teacher 1 said that ten learners in the class stay alone because the parents work in Gauteng and come home after one or two months. Five learners are orphans and they either stay with their grandparents or alone. Teacher 2, 3 and 4 said that three learners in their classes need people who can help them to read because parents did not go to school. Teacher 3 said that four learners are trying, whereas many need the love of reading Sepedi Home Language like they do with English. Teacher 5 and 6 said that their learners stay with their parents and elder brothers and sisters to help them at home.

4.6.12. All teachers said that they did not inform the parents of the learners who are challenged in reading about the situation. When meetings are called, parents of learners who are challenged do not come. To exacerbate this issue and make it worse, their parents do not give apologies for not attending meetings and the teachers only see the parents of the learners that are doing well. Teachers said that this is the reason that makes them not to be able to help the learners who cannot read because they lack parental support.

4.6.13. Teacher 1 said that learners write school work collectively. On the homework, they write them in the next morning of submission copying from those who wrote at home. Teacher 3 said that many learners write the answers during the corrections, and they appear with false good results. Teacher 3 and 4 said that the learners who cannot read always say that they forgot their books at home This happens every time especially when they did not write the school work. Teacher 5 and 6 said that the learners write the school work accordingly because they have parents who help them.

4.6.14. In school A and B, all the teachers said that there is a temporary head of department. All the teachers in school B confirmed that the school hired a teacher of English who was appointed head of department. Therefore, this makes the teachers of Sepedi Home Language not to get help when they encounter challenges.

4.6.15. All the teachers of school A said that they always have meetings after every quarter to check and to prepare the teaching program. Teachers in school B do not have departmental meeting. In fact, instead of having a program for departmental meetings, they just follow the school's teaching program only.

4.6.16. All the teachers in school A and B said that they have never received a visit from a curriculum manager since they started teaching in these schools. They use the knowledge they received and gained from curriculum advisors of grade 10–12. However, they agreed that training programs and education programs are sent to schools every year. All the teachers confirmed that grade eight and nine are the ignored and neglected grades. Moreover, they argued that the grade that is taken serious and embraced is grade 12 because the success of the school is measured through the grade twelve results.

On the answers that were given on question 13 until 15, one can clearly see that success is still very far in Limpopo province in as far as grade 10 learners' reading abilities are concerned in Sepedi Home Language. The researcher revealed that the heads of department are chosen looking at the experience and not academic qualifications. No wonder there are instances whereby the head of department of Sepedi Home Language having done Agriculture and Mathematics in College or University, which is a mismatch of subjects one is heading. In this way, the problems that teachers in Sepedi Home Language experience are unlikely to be resolved.

4.6.17. In school A, teacher 1 said that he still uses the knowledge that he was taught at University. Moreover, he gets additional information when called to attend the Sepedi workshops. Teacher 2 increases the Sepedi knowledge by doing additional courses with other universities and currently doing Masters degree in Sepedi Home Language. Teacher 3 and 4 said that they are satisfied with the qualifications they possess. In school B, all the teachers said that they no longer have the power to further their studies because the department of education rewards them with money without promotion.

4.6.18. All the teachers from school A and B said that they are called for workshops only for grade 10 until 12. In grade 8 to 9, they are never called to attend workshops in Sepedi Home Language and curriculum managers do not visit their school.

4.6.19. Teacher 1 said that he would be happy if the findings of this research could help to bring the solution to the problems of reading in grade 10, so that the results of Sepedi Home Language may improve in all grades in the years to come. Teacher 2, 3 and 4 requested for the findings, suggestions and the solutions of the research so that they may better their ways of teaching grade 10 learners to read Sepedi Home Language. Teacher 5 and 6 requested that the findings of the research be sent to the circuit so that they may help the teachers and the learners in grade 8 to nine because that is the foundation of good matric results.

4.7. Findings from learners' interview

4.7.1. In this question, all the learners from school A and B said that they speak Sepedi because it is their Home Language.

4.7.2. Three learners from School A and two from school B said that they repeated grade eight once in 2021 because of low marks in Sepedi Home Language. Sixteen learners from school A and four from school B said that they have never repeated a grade since they started school.

4.7.3. Four learners from school A said that they stay near the school, whereas fifteen learners indicated that they stay far from the school. They further said that they are transported by the buses that are hired by the department of education to transport the learners staying more than two kilometers from the school. Four learners from school B said that they stay near the school and four other learners stay far away from the school. These learners are also transported by the buses hired by the department of education since 2021.

4.7.4. Six learners in school A indicated that they stay alone at home because their parents work far from home. Therefore, because of the distance and lack of money, they are forced to sleep at work and come home on weekends and month ends. In school B, eight learners indicated that they all stay with their parents at home.

4.7.5. Sixteen learners in school A and four in school B said that they are transported by the buses that are hired by the department of education to transport learners. Three learners from school A and four from school B said that they stay near the school and that they walk to school.

4.7.6. Thirteen learners from school A indicated that they are helped by their elder siblings that passed matric and their parents who are teachers by profession. Six learners said that they do not get help because their parents are not educated and they do not stay with them because of work commitments. Four Learners in school A said that they are helped by the parents, whereas others said they are helped by their elder siblings because their parents cannot read since they are not educated.

4.7.7. Thirteen learners in school A said that their elder siblings finished schooling at matric, whereas their parents schooled more than matric. On the other hand, six learners said that it is only their siblings who reached matric, but their parents are not educated. In school B, four learners said that their parents have matric and four learners said it is only the elder siblings that have matric.

4.7.8. Thirteen learners from school A said that in their homes there are many different books and newspapers that they usually read. Six learners said that in their homes there are no additional books, but there are newspapers that are bought by their fathers who bet horse racing and using them to smoke. Learners from school B said that the books that are found in their homes are books of higher grades that were used by their elder siblings. Four learners said that in their homes there is not even one book at all.

4.7.9. In school A, thirteen learners said that they get enough support from their parents and their elder siblings. On the other hand, six learners said that they need help and encouragement since at home it is nowhere to be found because they stay alone. In school B, eight learners said that they are helped and encouraged by their parents to learn to read Sepedi Home Language.

4.7.10. Thirteen learners said that they like reading in Sepedi Home Language and English as the first additional language in education. Three learners said that they like reading English because other subjects are written in English and that makes it more important than Sepedi Home Language. Another three said that they like reading Sepedi because they are proud of it as their home language. In school B, five learners said that they like English because it is an official language of learning in schools. Three learners said that they love Sepedi more than English because it is their home language.

4.7.11. All the learners from school B said that the books that are in the school are not enough for them. They said that Sepedi books are not enough and they end up sharing one book being many.. In school A, all learners said they have books.

4.7.12. In school A, five learners who repeated grade eight answered "Yes" and said that they struggle to read Sepedi Home Language and to make it worse, even if they try, they read it without understanding. Six learners said that the time for reading in school is not enough due to the number of learners that is skyrocketing in classes. In most cases, the teachers read for them and not teach them how to read. Therefore, when they reach home, they do not have anyone to help them because they stay alone. Eight of learners answered with "No". In a nutshell, they said that they love and understand Sepedi because they get the support from the teachers in school and parents at home. All the learners from school B answered with "No" and said that they just need reading books and the teachers who can teach them to read properly.

4.7.13. Thirteen learners in school A said that they are doing additional studies on weekends to learn to read Sepedi. Six learners said that they do not know what to do because they rely on teachers to teach them to read. They said that in most cases teachers give the learners that can read a chance to read for others in class, and those who cannot read just listen. All learners in school B said that their teachers always give them additional classes after school even if it is not every day.

4.7.14. In school A, six learners said that their parents work very far and that is why they cannot give them help. Thirteen learners said that they ask for help from parents, elder siblings and teachers. They also said that they help each other as friends in school to teach each other to read Sepedi books at school. In school B, eight learners said that they get the help from other learners and teachers and the school request teachers from other neighbouring schools.

4.7.15. From two schools, it is only six learners from school A who said they cannot come to school everyday. This is because they have to do the chores that were supposed to be done by their parents, like sweeping the yard, cooking, washing clothes and taking care of the animals. They said that sometimes they have to go and look for the stray animals and that makes them to be absent from school and unable to read books.

4.7.16. All learners in school A and B said they have no libraries in their schools and villages.

4.7.17. Seven learners in school A said that they want to be social workers so that they can help the orphans, children and parents who are abused. Eight learners said that they want to be lawyers to represent people, mostly the children who need help in terms of law related matters. Four learners said that they want to be medical doctors to help the nation about the illnesses like HIV/AIDS and to come with the solution for the lack of knowledge to create the vaccine of sicknesses like Covid-19. One learner in school B said that she want to be a nurse to help people with health related matters, mostly to vaccinate them against sicknesses like Covid-19, and three said that they do not know what to do. They said they do not see the need for furthering their studies because they saw their elder siblings who have qualifications, but do not work. Four learners said that they want to be traffic officers to reduce accidents in the country.

4.7.18. In school A, six learners said that they encourage other learners to learn to read English more than Sepedi because many subjects are written in English and English is the official teaching language in South African schools. Thirteen learners said that they will advice other learners to learn to read Sepedi because it is their mother tongue. Eight learners from school B answered by saying that they will advice other learners to like Sepedi because it is their language and mother tongue. Additionally, Sepedi is the language that carries their culture and norms. Therefore, if they throw away their language, they are throwing away their culture.

3. 8.19. Sixteen learners in school A said that they are afraid of visiting teachers during breaks because they need to rest and eat. Three learners said that they do not want to visit teachers during break because they send them to nearby shops for food and other needs. Moreover, teachers give them other chores like to go and ask for food in the school kitchen, to sweep and to wash the dishes. They said that if they visit them after school, teachers complain that the transport of the teachers that bring them to work will leave them. In School B, eight learners said that they often visit teachers for help after school.

4.8.20. On this question, the learners from school A and school B said that they will be delighted if there will be a library that has all the resources like internet, free wifi and Sepedi books. They said that the responsibility of teachers is to ensure that there are enough Sepedi books in school to better their reading ability.

4.8. Observation of learners in class during reading time

In school A and B the book that is chosen to be read by the learners is Maja M. and Sefoka T. (2013). Letšema.Wynberg: Ilima. In these schools, the researcher visited two classes to observe when the learners were reading. Learners were given four minutes to read a paragraph in the "Letšema book. In school A in the first lesson, five learners were chosen to read their book giving each other a chance. The teacher chose the boys and girls to read. The lesson took about an hour and the learners were able to give each other chance to read. In school B, four learners were chosen in one lesson that took one hour.

School A

Learner 1 was a girl of fifteen years. The teacher asked the learner to read page 205 in their book. The researcher realized the following challenges when the learner was reading:

The learner was not careful with spelling, punctuation marks and the correct pronunciation of words. The learner was not audible and was stammering. The teacher was often heard correcting her in pronunciation. The learner read the following words in a wrong way: "moruti" was read as "moriti", Moisa as "miisa", "dinko" as "diko", "thothomelo" as "totomelo", "kgafetšakgafetša" as "kgatšakgafetša. The teacher asked the learner to explain what she was reading about and she failed to answer.

The researcher realized that the learner was reading without understanding of what she was reading. The learner took more time than the given four minutes for reading the paragraph. This was caused by a regular correction on wrong words pronunciation, reading slowly and repeating words and sentences. The researcher realized that the learner needs help of being taught to read by the teacher and the parents at home.

Learner 2 is a girl of sixteen years. She was asked to read the second paragraph of a short story. It was starting with: Temošo e be e le….The learner read the paragraph well and fluently and she managed to finish reading within four minutes. She followed the punctuation marks and pronunciation properly. The teacher allowed the learners to ask questions. One of the learners asked, "Naa ge ba re motho o gotše a e ja a lahla, ba ra go reng?" The learner answered: "Go ra gore o be a sa hloke dijo a e ja ka mokgwa wo a ratago ka gona."The researcher realized that the learner understood the paragraph she was reading.

Learner 3 was a boy of seventeen years. He was asked to read the third paragraph that starts with: E ile ge mengwaga e eya, Temošo….When he was supposed to read, the noise of laughter broke in class because the learners next to him said he carried the book upside down. Learners were told to be quiet and the learner was told to continue to read. The learner failed to read even one sound from the paragraph.

The teacher asked the learner about what the previous learners were reading and there was no answer. The researcher realized that he has mental problem because when he was asked, he was smiling like someone with no problem. It was also revealed that the learner cannot even write. The teacher confirmed that the learners like this one are many in the school and that they are condoned to next grades due to their years repeating the grade more than two times .

Learner 4 is a boy of sixteen years. The learner was asked to read the paragraph that starts with: E rile mengwaga e eya, Temošo…, page 205. The learner had challenges when reading. He read the paragraph stammering as follows: "E ile ge menga-ga, megwa-ngwa e—ya, eya, Temoš—o a i-ela-imwl-wa ke sekolo. Omme maba-eng a ma-n-ši a ikgwe-tšia a le kw-a tšwa-m-reng. Se e le-o leka go fe-i-ša nako ya di-hu-to š-eo di bego di mo la-tafela.Ke gana moo a go kopa-nela le Motla-la-tšana."The learner failed to read "tša phaku" and said "tša-p-aku". He was leaving some letters as he was reading reading "sekolo" as "se-kol", "iphidiša saying it is "ipi-ši-a". The learner left "woo" and the researcher realized that the learner cannot pronounce the word. The researcher also realized that even if he was given the "Letšema" book like other learners, it is the first time he opens the book to read. Like other learners, the learner showed lack of time to read alone at home.

Learner 5 was a girl of fifteen years old. She continued to read the short story of "Tšhaba Tagi" from page 205 until 206 where Temošo was having a conversation with Molatšana. The learner read the conversation fluently, always using a small, girlish voice for Temoso big, boyish voice. The learner read carefully following the punctuation and the tone. She read with confidence and zeal, always ensuring that the other learners are listening by looking at them. The teacher asked the learner the secret behind such a wonderful Sepedi reading and the learner said that she is helped by the grandmother to read

before sleeping. She said that her grandmother teaches her to read through the newspapers, magazines and old books that have been kept safe. The learner said that she and her younger brother compete to read for the grandmother everyday before they sleep and the grandmother always correct them on wrong pronunciation, always explaining the words and the sayings that they do not understand. The researcher realized that in the home of learner 5 there is a culture of reading that encourage independence, leadership and confidence on the learner. By bringing the culture of reading in a home, parents will be confirming the importance of reading abilities that are needed for a learner to get the knowledge and understanding which is the foundation on every subject at school (Schoeman, 2019). The researcher also realized that before the learners could read, the teacher was reading for them, showing them how it should be done. The teacher took three to four minutes.

4.8.1. School B

The third lesson was in school B. The lesson took one hour, and the learners took fifty minutes reading. Learners were given four minutes to read the paragraph in their "Letšema."book. Learners 6, 7, 8 and 9 were observed as they were reading, and the researcher realized the following challenges:

Learner 6 is a girl of fifteen years. She read "Letšema" which is the book they chose for themselves to read. She was instructed to read a short story on page 220. The short story was about Mr Lesufi's family. The learner read in the following manner:
"Ka la-papeng la Mo-ena Lesu-u-fi go se-ye-senegile.Kamo-rea-go ga menwa-ga ye mebe-di ba e-tša-wa go bo-wa go ramola wa le-pa, More-a-na Bo.fa-ng, Mo-ena Lesu-fu o le a rol-a bo-oko b-jo bo-o-lo ka la-leba-ka la ko-tsi ya se-fanaga.Go-goi-le gwa tšw-ea le-ba-ka le te-lele go ba-la-lapa go amo-e-la le-hu le-o, ku-u-du Mma Lesufi.Mo-re-e-di wa ga-g-ee Moga-a-di o be a phe-la di-huu-to tše-a ga-ge tša bo-rea-mola-o ge taa-gwe a ba tlo-ela".

When the learner was reading, the teacher was busy correcting her on every word. The researcher realized that this learner, like other learners, has a challenge to read the words that build a sentence. Learners pronounce words that they do not know their meaning as they are used on the sentences and paragraph. Like learner 4 of School A, learner 6 was not audible and could not make eye contact with fellow learners while reading. The learner was stammering while reading and some moments she would be quiet for a long time. That caused her to take fifteen minutes to read. The learner was reading the short story with shame and without confidence. After reading the short story, the teacher asked the learner the following questions:

Give us the names of the people this short story is
speaking about?
How did Mr Lesufi die?
On the first question she answered by saying,
"I do't know", and the second one she said;
"he was killed by drugs"

With the answers of a learner, the researcher was able to realize that the learner was really having a hard time to read with understanding. Both questions were the first step of dikhokinithibi. It looked like the learner was reading a Sepedi text for the first time. The teacher asked the learners 7, 8 and 9 to come in front and read the conversation on page 175. Role players on the conversation are Mosale, Kope and Zakes. The conversation was about sports in general. Learner 7 took the part of Mosale, learner 8 as Kope and learner 9 took the part of Zakes. Learner 7 and 8 read fluently with great confidence. It was clear that both learners have no reading challenges. Learner 9 was reading slowly. When it was his turn, he was taking time with the lips moving, trying to practise pronunciation. His pronunciation was clear to be affected by a dialect from Sekhukhune because he was reading other words like "wena" calling it "weni", also trying to add with

"fo", even where it was not needed. Learners with reading challenges take too much time when reading because they repeat words and reading without understanding of what they read. Learners who cannot read often fail to continue to higher learning standards like universities and colleges. The reading ability is the key foundation of the success in the education of the learners (Schoeman, 2019).

4.9. Findings on the learners observation

The researcher realized that the learners cannot read the Sepedi written texts. During their reading, it was not with happiness and zeal. The learners were reading with fright and that made them not to pronounce words properly. They also could not be careful of the punctuation that is used. Because of stammering and the repetition of words, the learners could not stick to the given reading time. Many learners have shown weaknesses in understanding the text they were reading because they failed to answer questions afterwards. Many learners failed to use sign language, body parts and the face to read aloud, fluently, pronounce correctly and reading with understanding..

4.10. Research findings

This research revealed that there are challenges of reading Sepedi texts among grade 10 learners in the Mphahlele circuit schools, south Capricorn district, Limpopo province. On the findings of the interviews of teachers and learners, it was revealed that the following challenges affect learners' abilities of reading Sepedi texts; lack of involvement of parents in the education of learners, lack of libraries in schools or near them, HIV/AIDS affecting learners' families, the economic situation in the families of learners, the big number of learners in classes and lack of education resources for teaching to read in schools. On these challenges, the researcher revealed the following reasons:

4.10.1. Parental involvement

It was revealed that the gap between the teachers and the parents is huge. Many parents work far from home and cannot have time to come to school when called to meetings to solve the problems pertaining their children and teachers. Others work and come home everyday, but because of tiredness, they become useless to learners. Learners need the caregivers and helpers so that they may read and write their school work. Parents take a very long time not checking the books of their children. This makes children to lack the foundation of starting to learn to read. Many of the learners are staying with grandmothers who cannot teach them to read because they cannot read, as they are not educated. Many parents cannot read and write, and this is a great hindrance to reaching abilities of learners on reading (Department of Education, 2013). Parents should be included in the education of their children to help them with the work of school and to make them practise to read (Ngwenya, 2003).

4.10.2. Lack of libraries

The researcher revealed that there is a need for the library in the Mphahlele circuit. The libraries encourage reading to the youth. When the libraries are there, all necessary library resources should be available, and they should be close to schools. During the research, the researcher realized that the huge library is being built near Ngwanamohube school. If it can be finished and be resourced appropriately, it will bring relief to neighbouring schools including Kgagatlou and Sedimonthole, which are chosen in this research. The learners that always visit the libraries alone or with parents, are greatly developed mentally and their abilities to read are bettered more than those who do not visit libraries (Gumede, 2018)

4.10.3. HIV/AIDS

HIV/AIDS virus is still continuing to kill people in the world. The researcher revealed that many of the families do not have parents and children have turned into parents.

Learners need time to read when they come from school because they focus on family chores that were originally done by parents. On the other hand, learners that are infected by the virus take a long time not coming to school because they are either sick or in hospital to take the medication. During those times of absenteeism, the other learners are learning to read. Time to learn and to teach the siblings becomes very limited. Lack of parents in families is the reason for reading disabilities because they do not have helpers (Conbrinck, Van Staden & Roux, 2014)

4.10.4. Economic standards in learners' families

It was revealed that many of the learners find themselves in deep poverty. Even if the learners receive child support grant, the money is used to buy food only. Learners cannot afford to buy additional books, magazines and newspapers to practise reading at home. On the other hand, if schools were not free, they would be sitting at home and not schooling because of lack of money (Hachintu, 2017). For some learners, balanced diet is found only in school because of poverty. Balanced diet is needed by the body for the proper functioning of the mind.

4.10.5. Overcrowding in class

The researcher revealed that the chosen schools have more than forty learners per class. This shows and confirms overcrowding because the right number is 1:35. In class, there is a need for control and for the teacher to be able to reach all learners. Overcrowding makes teaching difficult because the learners will be making noise and the time for teaching is mostly finished before the expectations are met. Therefore, overcrowding causes problems of teaching to read on teachers and learners (Hugo, 2014).

4.10.6. Lack of reading resources

It was revealed that all the schools of Mphahlele circuit do not have sufficient additional resources for teaching learners to read even after school. Learners read only the books that are supplied by the department of education. Many learners are given one reading book to share.

Lack of reading resources is the cause of lack of quality readers in South Africa especially in Sepedi language (Caddy, 2015).

4.11. Summary of the findings of the research

The findings of the research are summarized in the following way:

Grade 10 Learners from rural schools in the Mphahlele circuit experience the challenges of reading texts written in Sepedi Home Language. The abilities of reading in this area are affected by the following reasons:

- In official test programs and completion programs for teaching Sepedi Home Language, teachers are not careful in testing learners' reading abilities. Learners are given free marks because of lack of time to teach reading.
- Learners' parents work far from their homes and they deny them the opportunity to give additional teaching for reading to the learners.
- Orphaned learners and learners who stay with the elderly cannot read because there is no one who is offering them help and encouragement to read their books while at home.
- Overcrowding in classes makes teachers to be unable to take care and help the learners that are challenged by reading. This is so because most of them prefer to sit at the back in class.
- Learners cannot access libraries in schools and in the community.
- Many learners lack the love and encouragement for Sepedi as a subject.
- Poverty makes other learners to be unable to buy additional books to read even when they are at home. Learners only encounter reading when exposed to the books that are provided by the department of education.

4.12. Conclusion

In this chapter, the researcher outlined the information by using observation and interviews. The presentation and the analysis of the information this chapter confirmed that the grade 10 learners in rural areas experience the challenges of reading texts in Sepedi Home Language.

In the following chapter, an analysis of the findings and suggestions about the solution of the research problem are presented.

CHAPTER FIVE

5. CONCLUSION

5.1. Introduction

This research was about the challenges of reading Sepedi Home Language literature in high schools in the Mphahlele sub-district, Capricorn South sub-district in the Limpopo province of South Africa. Reading skills are the foundation of success in learners' studies. Learners who have challenges reading Sepedi are more likely to fail academically and eventually drop out of school. The main objectives of the study were:

 •To investigate the challenges that hinder Grade 10 learners from reading Sepedi Home Language texts in schools in the Mphahlele, Capricorn South area in Limpopo province.

The conclusions from the research findings provide answers to the research questions, namely:

•The impact of reading challenges in Sepedi as a Home Language on grade 10 high school learners in the Mphahlele sub-district.

 •Solutions to the challenges of reading Sepedi Home Language literature in schools in Mphahlele sub-district, Capricorn South in Limpopo province. The researcher used a qualitative research method to gather information to answer the research question. The researcher visited the learners in the classrooms to observe them reading. The aim was to go, feel and see for himself the challenges that learners have when reading Sepedi literature. The researcher also used teacher-learner interaction to identify the problems that cause learners to fail to read Sepedi literature in their Home Language.

5.2. Research overview

The research overview was developed in terms of research planning, stakeholder identification, data collection, data analysis and learner observation.

5.2.1. Research Design

The researcher used research design to find the appropriate research methodology to achieve the research objectives. A qualitative research method was used to give

the researcher the opportunity to reach out to learners and teachers in schools to obtain research information.

5.2.2. Stakeholder identification

The researcher used method-identification purposefully to identify the stakeholders for the study. Stakeholders have been purposively identified as they are affected by the research problems.

5.8.2.Data collection

The researcher used interview and observation to learners and teachers, when collecting research data.

5.2.3. Information analysis

The voice-recorder was used to record the learners' words during the reading. The researcher listened to the voice-recorder carefully and transcribed the way the learners read to him. Reading errors done by learners during the observation were recorded.

5.2.4. Observation

Observation is the method of gathering primary information by observing people and places in the environment where the research is being conducted (Cresswell, 2012). The researcher visited the classrooms to collect primary information by watching the learners read. A report assessment checklist was used to assess learners' errors during reading.

5.3. Summary of research findings

The researcher visited two schools in Mphahlele educational sub-district to conduct research. Both schools are built in rural areas in the Mphahlele area. Teachers in school A and B confirmed that they teach thirty-seven to forty-seven learners in the classroom. The researcher noted that overcrowding prevents teachers from managing learners and reaching out to those with reading challenges and getting teacher help and guidance. Congestion in the classroom hinders learning and progress and causes confusion and stress for the teacher and his learners (West,). The findings showed that both schools face challenges in reading English literature in the Home Language.

Findings from the learners' competition confirmed that learners do not receive help from parents in their homes. The lack of libraries in schools and homes deprives learners of additional opportunities to learn to read after school, on weekends, and during school holidays. Parental unemployment and telecommuting, poverty, and parental illiteracy have shown to contribute to the challenges of students' reading failure in schools.

Findings from the learners' classroom reading reports showed that learners read at a very low speed because they repeat words frequently and read with their fingers. The researcher observed that learners read with lack of confidence and read with fear. This indicated that it was the first time for some learners to stand up and read. On the narrative assessment programme, most learners were impaired in pronunciation, reading on time, reading with comprehension and using facial expressions and body language during reading.

5.4. Recommendations from findings

5.4.1. For teachers

According to the International Literacy Association (2019), teachers need to be aware that classrooms today have learners who are different in culture, lifestyles and economic status at home. Also, they must allow learners to learn what they want to learn and the life they want to build for themselves in their own communities. Teachers need to have knowledge of reading instruction in order to be successful in teaching learners to read.

Teachers should stop teaching the formal Assessment Program and teach the implementation program of all tasks including teaching learners to read daily. Teachers should encouraged learners to love the Sepedi language as it is their heritage and culture. They should also improve their learning to keep pace with changing educational standards. They should use textbooks such as books distributed by the department of education, newspapers and periodicals written in Sepedi, and always take other texts related to their language from the internet. Teachers should stop reading to the learners, and in every Sepedi lesson five days a week, learners should be given opportunity to read on their own. Sometimes teachers should read to learners to teach them that when we read, we follow punctuation marks, speak aloud, use body language and read fluently. This will be

an example and all learners will want to read just like their teacher. Teachers should plan their lessons before going to the classroom. A teacher who is not prepared to go and teach the learners, is not listened to and the learners end up making noise. Teachers should always know that they are in the place of the children's parents, and show them parental love at all times. Teachers should give learners in grades 8 and 9 the same attention and education as those in grades 10-12.

5.4.2. To the school governing body

Parent representatives on the school governing body should encourage parents in meetings with them to participate in their children's education in schools. The school governing body should always schedule a day during the year when grade 8-9 learners will read Sepedi literature to their parents. Moreover, learners who can read should be given gifts while those who cannot read should be given help immediately. Illiterate parents should be encouraged to buy newspapers for their children as they are not as expensive as books and periodicals. Additionally, they must always ask them to read to them and explain to them about what they have read before going to bed. This will bring the habit and culture of reading into the home.

5.4.3. To the Head of Department

The Head of Department should regularly visit the classrooms to observe the teachers delivering the Sepedi Home Language lessons to the learners. This will help teacher and learner challenges to be identified early and addressed. Teachers will always be prepared when going to teach and this will bring positive results to Sepedi Home Language learning. Both the head of the department and the teacher should come up with a plan to help learners who fail to read. If there is a shortage of texts and other materials in the Sepedi Home Language, the head of department should submit the request to the curriculum advisor or the principal. The Head of Department should regularly invite Curriculum Advisors in the GET-Band to guide and teach teachers on how to teach reading in grades 8-9.

5.4.4. To the Department of Education-Limpopo

The Department of Education in the Limpopo province should come up with programs to train old and new Sepedi teachers in the methods of teaching learners to read. Schools should be equipped with materials and literature in Sepedi to enable

teachers to teach reading effectively. The department should build libraries in schools and rural areas so that learners can have access to a variety of literature at school and at home. The Department of Education must reduce classroom congestion in public schools, and one teacher should face thirty-three pupils in a classroom. To accomplish this, the department will have to build and increase classrooms in schools and hire adequate teachers. In addition to teachers, the department will have to open some of the teacher training colleges to retrain teachers. Teachers, including Sepedi teachers, should reach 456000 by 2025 to reduce classroom congestion. If this is achieved, then the quality of education in South Africa will improve like in other countries (West & Meier, 2020). The education department must ensure that learners can read to succeed in their studies and get better jobs to eradicate hunger and poverty. Moreover, the National Development Agenda 2030 will be able to be achieved as the citizens of the country will get jobs and poverty will end. Of the recommendations made from the literature for the implementation of Doctoral and Master's degrees in various universities, the department of education should consider and implement them.

5.5. Conclusion

This research revealed that the following factors can improve the reading skills of Sepedi Home Language texts by grade 10 learners:

•The department of education should provide learning aids to learners in rural schools

•Training of teachers so that they can teach reading skills to learners

•Construction of libraries in schools and learners' homes

•Encouraging parents to participate in their children's learning

•Construction and extension of classrooms in schools and recruitment of teachers

5.6. Suggestions for future research

Research could be conducted on this topic in various schools in South Africa, Africa and internationally. Researchers can identify multiple stakeholders who offer different perspectives and opinions on this topic.

5.7. Conclusions of the study

The findings of this study relate only to rural schools in the Mphahlele circuit from the Capricorn-South Sub-District, Limpopo province. The results of the survey do not affect all schools in the Capricorn District as the survey focuses on the Mphahlele circuit only. The results of the study do not affect the larger research group as the findings are only based on the responses of six teachers and twenty-two learners in ninth grade from the two identified schools. The findings of the study cannot be generalized as the researcher used identification-by-intention research method.

5.8. Concluding comments

Challenges to reading skills are widespread not only in the Mphahlele circuit of Capricorn-South Sub-District in Limpopo province. Schools all over the world face reading problems especially schools located in rural areas as described in Chapter one of the study.

REFERENCES

Akaranga. S.I. & Makau. B. K. 2016. Ethical considerations and their applications to Research: A case of the University of Nairobi.Journal of Education Policy and Entrepreneurial Research, 3(2):1-9.

Aina, A. J. Ogungbeni, J. A. 2011. Poor reading habits among Nigerians: The role of libraries (ISSN 1522-0222) [http://unllib.uni.edu/LPP/].

Andrianatos, K. 2019. "Barriers to reading in higher education: Reading and Writing10(1), a241.https://doi.org/10,4102/rw.v10i1.241.

Barac, R., & Bialystok, E. 2011. Research Timeline, Cognitive development of bilingual children. *Language Teaching,* 44, 36-54.

Bean, R.M. 2004. The reading specialist: Leadership for the classroom, school and community.New York.Palgrave Macmillan.The Guilford Press.

Bertram, C., & Christiansen, I. 2017. *Understanding research: An Introduction to Reading Research.* Pretoria: van Schaik Publishers.

Bitsch, V. 2005. Agricultural Economics Association of Georgia, *Journal of Agribusiness*, 23 (1): 75-91.

Boeje. 2010. Analysis in Qualitative Research.Thousand Oaks,CA:SAGE Bridging the gap.Paper printed at th 18th Annual TESOL Convention,Houston.

Botma, Y., Greeff, M., Mulaudzi, F. M. & Wright, S. D. C. 2010. *Research in Health Sciences.* Forest Drive, Pinelands, Cape Town: Heinemann.

Brikci, N. 2007. *A Guide to Using Qualitative Research Methodology.* London: London School of Hygiene and Tropical Medicine.

Bronfenbrenner, U. 1997. Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Casteel, A. & Bridier, N.L. 2021. Describing Population and Samples in Doctoral Student Research. *International Journal of Doctoral Studies,* 16. Codeswitching on the Literacy and Numeracy Achievements of isiXhosa Grade 1 Learners in the

Western Cape. *Journal of Education*, 72: 21-37. Doi: http://dx.doi.org/10.17159/2520-9868/i72a02.

Combrick, C., Van Staden, S. & Roux, K. 2014. Developing Early Readers:Patterns in introducing critical reading skills and strategies to South African Children Reading & Writing.5(1).http://dox.doi.org/10.4102/rw.v5i1.45.

Creswell, J. 2013. *Research Design: Qualitative, quantitative, and Mixed Methods Approaches.* Sage Publication incorporated.

Crosby, R.G. 2013. Reading Attitudes as a Predicter of Latino Adolescent's Reading Comprehension. UC Riverside Electronic Theses and Dissertations. Available from: http://www.escholarship.org.(Accessed 10 April 2022).

De vos, A.S. Strydom, H. Fouché, C. B. & Delport, C.S.L 2011. *Research at Grass-Roots.* Pretoria: J.L. van Schaik.

Denzin, N.K. & Lincoln, Y.S. (Eds.). 2011. The Sage *handbook of qualitative research*. London: Sage.

Department of Education. 2008. National Reading Strategy.Pretoria: Government Printers.

Department of Education. 2011. *National Reading Strategy*.Pretoria: Government Printers.

Department of Basic Education. 2011. National Curriculum and Assessment Policy Statement for Grade R-12.Pretoria: Government Printers.

Department of Education. 2013. The Reading Strategy for General Education and Training Band(R-9), Pretoria: Government Printers.

Department of Basic Education, 2014. Report on the annual national assessment: Grades 1-6and 9 Department of Basic Education, Pretoria: Government Printers.

Elizabeth le Roux & Cassels, L. 2016. Annual Book Publishing Industry Survey: Publishers Association of South Africa.University of Pretoria.

Elliott,S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. 2000. *Educational psychology: Effective teaching, effective learning (3rd Ed.).* Boston, MA: McGraw-Hill

College.Feradepi, D. 2019. Classroom Activities Based on Multiple Intelligence Theory in English Language Teaching 2013 Curriculum for Seventh Grade. *Journal of Applied Linguistics and Literacy*. 3 (2), 133-143.

Ghatala, E. & Hamilton, R. 1994. *The Journal of Pathology,* volume 175, issue1/p.15.https://doi.org/10.1002/path.1711750102.

Gumede, T. 2018. Factors influencing learner's reading ability in English at BulawayoCentral District high schools in Zimbabwe. Faculty of Humanity:University of Pretoria.

Gunning, T. 2010. Assessing and correcting reading and writing difficulties.4th ed.Boston: Allyn and Bacon.

Gunning, T.G. 2007. Creating Literacy instruction for all students.6thed.New York City.Pearson Education.

Heath, A. 2021. Teaching Reading: Strategies & Methods to Encourage Learning. ClickView.

Honig, B., L. Diamond, & L. Gutlohn. 2013. *Teaching Reading Sourcebook, 2nd ed*. Novato, CA: Arena Press.

Houteen A.A.M. & Van de Griel. 2007. Reading instruction for struggling learners.Journal of education for students placed at risk, 12(4): 405-424.

Howie et al., 2017. PIRLS LITERACY.2016: South African Highlights Report. Pretoria: Centre for Evaluation and Assessment.

International Literacy Association. 2019. Children experiencing reading difficulties: What we know and what we can do[Literacy Leadership brief].Nework, DE.Author.

Leedy, P.D., & W Ormrod, J.E. 2010. *Practical Research Planning and Design*, 9th edition. New Jersey: Pearson Publication Inc.

Lerner, J.W., Caldwell, J.S. & Jennings, J.H. 2010. Reading problems assessment and teaching strategies.6th ed. Pearson Education.

Magwa, S. & Magwa, W. 2015. A guide to Conducting Research:A student Handbook.Singapore:Strategic Book Publishing and Rights Co.

Majid, U. 2018. *Research Fundamentals: Study design, population, and Sample Size*. https://www.researchgate.net/publication/322375665.

Makin, L., Campbell, J., & Jones Diaz, C. 1995. *One childhood many languages: Guidelines for early childhood education in Australia.* Pymble, Neiw South Wales, Australia: Harper Educational.

Masilo, A.N. 2008. *Exploring Approaches to teaching reading skills in English at senior phase in secondary schools in Mbizana District in the Eastern Cape: A case study*, unpublished MEd dissertation, University of Fort Hare, Alice.

Matšhipi, M.G., Mulaudzi, N.O. & Mashau, T.S. 2017. Causes of Overcrowded Classes in Rural Primary Schools, Journal of Social Sciences51:1-3,109-114, DOI: 10.1080/09718923.2017.1305568.

McArthur, G.and Castles, A. 2017. Helping children with reading difficulties.http://www.nature.com/npjsc:learn.

McMllan, J. & Schumacher, S. 2014. Research in Education Evidence-Based Inguiry.(7[th]ed.).New York: Pearson Education Limited.

Merriam, S.B. 2009. *Qualitative research.A guide to design and Implementation*,(2nd Ed.) San Francisco, CA: Jossey-Bass.

Milles, M.B.,Huberman, A.M., & Saldana, J. 2014. *Qualitative Data Analysis: A Methods Sourcebook.* United States of America: Sage. In Education

Mkwakwe, D.P. 2012. The role of the educator in identifying learners with Reading problems in the intermediate phase.Masters Research Educational

Psychology.Pretoria. UNISA.

Moats, L. 2011. Why Phonological Awareness is important for Reading and spelling. [Online], Available at http://www.readingrockets.org.

Moore, A.M., de Stefano, J. & Adelman, E. 2011. *Opportunity to Learn and Early Grade Reading: The case of Ethopia, Gautemala, Honduras,*

Mozambique, and Nepal. Funded by the United States Agency for International

Development under the EQUIP2 Program, FHI360.

Morrow, L. 2014. Literacy Development in the Years: Helping Children Read and Write (7th ed.).New York: Pearson.

Motshega, A.M. 2013. Department of Basic Education.Conference on Curriculum Change.University of South Africa.

Motshega, A.M. Diagnostic Report. 2021. Department of Basic Education. Republic of South Africa.Pretoria.Government Printers.

Mtatse, N., & Combrinck, C. 2018. Dialects matter: *The influence of dialects andcodeswitching on the literacy and numeracy achievements of isiXhosa Grade 1 learners in the Western Cape.* Journal of Education, 72: 21-37. doi: http://dx.doi.org/10.17159/2520-9868/i72a02

Muhammed, S. & Kabir, S. 2016. Methods of collecting data. https://www.researchgate.net/publication/325846997.

Ngwenya, M.D. 2003. The imaging technique as learning support for educationaly disadvantaged learner In the secondary school,To improve reading comprehension.University of Pretoria.

Nkosi, T.P. 2016 Challenges faced by intermediate phase Learners in reading English First Additional Language in Mondlo Ward. Vryheid District. Unisa. Pretoria.

Onwegbuenzi, A.J. (2006).Sampling designs in qualitative approach:making the sampling process more public.South west Educational Research Association.New Orleans, L.A.

Oberholzer, B. 2005. The relationship between reading difficulties and academic performance among a group of foundation phase learners.Journal of Higher Education., 16 (3):196-206,

Piper, B.S., Zuilkowski, S., Dubeck, M., Jepkemei, E., & King, S.S. 2018. Identifying the essential ingredients to literacy and numeracy improvement: The profession development: Teacher Professional developmet and coaching student textbooks and structured teacher's guide.World Development. 106,324-336.https://di.org./10.1016ij.

Pretorious, E., 2016. Exploring relationships between oral fluency and reading fluency and reading comprehension amongs English second language readers in South Africa.

Punch, K.F. 2013. *Introduction to Social Research: Quantitative and Qualitative Approaches.*SAGEPublications.

Rimensberger, N., 2014. 'Reading is very important, but…'Taking Stock of South African Student teacher'reading habits',Reading & Writing 5(1),Art.#50,9 pages. http://dx.doi.org/10.4102/rw.r5i1.50.

Rule, P. & Land, S. 2017. Finding the plot in South Africa reading education: Reading and Writing, 8(1):121.

Rubin, A. & Babbie, E., 2013. Essential Research Methods for Social Work. U.S.A: Cengage Learning.

Sarjan, N. 2017. An Analysis on the English Teachers Strategieg in Teaching English Education Department of Tarbiyah and Teaching Science Facality of Alauddin State Islamic: University of Makassar.

Sauro, J. 2015.Types of Observational Research to Measuring Usability, United States: MULQ Platform.

Schoeman, M. 2019. Reading Skills can predict the programming performance of novices: an eye-tracking study.Perspective in Education Pretoria.Unisa. http://dx.doi.org/10.18820/2519593x/pie.v37i2.3.

Siregar, N.O.,Afriazi, R. & Arausli, A. 2019. The correlation between Reading Strategies and Reading Comprehension Achievement of the Sixth Semester in English Education Study Programme of Bengulu University.Journal of Applied Linquistics and Literacy,3(2),122-132.

Soble, K. 2013. Building Comprehension Strategies with Students.soble.kathleen @durham.on.edu.ca.

South Africa. National Department of Education. 1999. Manifesto on Values,.Swart, E. & Phsha, T.2016.Addressing Barriers to learning: A South African Perspective (3rd Ed.).Pretoria: Van Schaik.

South African Schools Act 84 of 1996. Government Gazette, 15 November 1996. https://www.gov.za.

Taylor, N. 2019. Inegualities in Teacher Knowledge in South Africa.South African Schooling: The Enigma of Ineguality.

The Constitution of Republic of South Africa, Act 108 of 1996.

The South African Oxford Dictionary. 2009. Oxford University Press: Southern Africa (Pty) Ltd.

The World Book Encyclopaedia. 1994. Volume 16.

Thomas, G. 2006. Inclusive education, reading and reflections. Open University Press, USA.McGraw Hill Education.

Trochim, W.M.K. 2006. *Research Methods Knowledge Base*. Available from: http://www. socialresearchmethods.net/kb/qualval.php. [15 February 2020].

Vaughn, S.,Bos, C.S. & Schumm, J.S. 2000. (2nded.) Teaching exceptional, diverse, and at risk students in the general education classroom. Boston: Allyn & Bacon.

Wagner D.A. 2011. What Happaned to Literacy? Historical and conceptual Perspectives on Literacy in UNESCO: International Journal of Education Development, 31,319-323
Walliman, N. 2011. Research Methods: The Basics. London: Routledge.

Welman. 2010. Research Methodology: Cape Town: Oxford University Press.

Wibowo, Y.E.W. & Syafrazil, A.F. 2020. An analysis of English Teachers's Strategies in Teaching Reading Comprehension.Journal of Applied Linguistics, and Literacy, Vol.4(1)20-27.

WorldBank 2018.Madagascar Basic Education Support Project.Washington: http://www.worldbank.org/projects.

West, J. & Meier, C. 2020. "Overcrowded Classrooms-The Achiles heel of South African Education?" South African Journal Of Childhood Education.10 (1),a617. https://doi.org/10.4102/sajce.vloi1.617(Accessed 17April 2022).

Yount W. R. (2006). Research Design and Statistical Analysis for Christian Ministry.

Zimmerman, L. 2014. "Lessons learnt: Observation of Grade 4 reading comprehension teaching in South Africa across the Progress in International Reading Literacy Study(PIRLS)2006, achievement spectrum, Reading & Writing 5(1).Art.#48,9 pages.http;//dx.doi.org/10,4102/rw.v5i1.48.

1.10 APPENDICES

APPENDIX A:

<u>INTERVIEW QUESTIONS FOR EDUCATORS</u>

1. As a Sepedi language educator, what challenges have you experienced in teaching reading skills to your learners?
2. What teaching strategies do you currently apply when teaching Reading skills?
3. Which reading challenges are your learners faced with in connection with reading?
4. Which factors contribute to reading challenges learners are faced with?
5. With the aforementioned challenge(s), what can be the possible solution(s) for each challenge?
6. Which professional support do you or the school give to learners that are struggling with reading?

APPENDIX B:

<u>INTERVIEW QUESTIONS FOR LEARNERS.</u>

<u>Questions</u>

1. Do you have any challenges in reading Sepedi texts?
2. What are those challenges which you face in reading Sepedi?
3. Are the reading challenges you have impacting on your education?
4. What kind of support (including study materials) does the teacher or the school offer you in acquiring the right reading skills?
5. Which other support do you think the school or department can give to assist you with reading skills?

APPENDIX C: PARENTS' CONSENT FORM FOR UNDERAGE LEARNERS

P O BOX 7642

Lebowakgomo

0737

17 January 2021

Dear Sir/Madam

I, SR Mello, Master student at the University of Limpopo in the Faculty of Humanities, School of Education, hereby ask your child to take part in the research study because they are relevant for the study. The study investigates reading challenges experienced by grade 09 learners in Sepedi Home Language Classroom at Mphahlele Circuit. For this research, the researcher will keep all the respondents' answers private. This study might help your child in building up their confidence in language use in academic writing.

➢ The learner does not have to be in this study if he or she does not want to.
➢ The learner may discontinue being in the study at any time.

➢ The learner is allowed to refuse to take part in the study even if their parents/ guardians have agreed.
➢ You are free to ask the researcher questions related to the study, now or later.

Feel free to contact me on this number 073 430 0218.
Sign this form only if you:

➢ have understood what your child will be doing for this study,
➢ Have had all your queries answered.

Name of parent/guardian : _____

Signature : _____

Name of the researcher who explains the study : _____

Signature : _____

APPENDIX D: OBSERVATION SCHEDULE

The following are the items that the researcher will look into during observation

1.	Fluency
2.	Clarity
3.	Volume
4.	Reading performance
5.	Expression
6.	Posture

APPENDIX E: CONSENT LETTER TO THE PRINCIPAL (KGAGATLOU)

18 June 2020

Kgagatlou Senior Secondary School

P O BOX 1443

 Mphahlele 0736

The Principal

REQUEST TO INVESTIGATE

I, Seome Robert Mello, a student at the University of Limpopo. The research is about 'investigating the challenges experienced by Grade 10 learners on reading skills in a Sepedi Home Language classroom'. The study will be under the supervision of Maledu AD from the University of Limpopo.

For more inquiries, please contact 0734300218 or e-mail on mellorobsa@gmail.com. Thank you for your time.

Yours in Education

Mello S. R

University of Limpopo

APPENDIX F: REQUEST LETTER TO THE DEPARTMENT OF EDUCATION

Attention: Circuit Manager

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KGAGATLOU SENIOR SECONDARY SCHOOL

Dear Sir/Madam

My name is Mello S. R, Student no: 202065682 and I am a Masters in Education degree student at the University of Limpopo (UL). The topic for my dissertation is 'investigating the challenges experienced by Grade 10 learners on reading skills in a Sepedi Home Language classroom'. This study will be conducted under the supervision of Dr AD Maledu in the Department of Language Education.

I hereby request your consent to approach two schools in the Mphahlele Circuit to sample participants for this project.

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 0734300218 or mellorobsa@gmail.com. Thank you in advance for consideration in this matter

Yours sincerely

_____

MELLO S. R

University of Limpopo

APPENDIX G: PARTICIPANTS' CONSENT FORM

Title: *Investigating the challenges experienced by Grade 10 learners on reading skills in a Sepedi Home Language classroom*

Participants' Consent Form

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

- I have read the project information regarding the purpose of the study.
- 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 from Mello S.R at 0734300218 or mellorobsa@gmail.com.

Participant:…………………………………… _____

Signature: …………………………………….

Date: ……………………………………………. _____

APPENDIX   H

INFORMED CONSENT FORM

I am a master's student from the University of Limpopo. My supervisor is Mr. Phokwane. I am an educator at your child's school. The aim of my research is to investigate challenges in learning to read Sepedi for grade 10 learners.

I am going to use the following methods in my study:

I am going to interview learners to find out where lies a problem with regard to their reading skills acquisition. Learners will be interviewed after lessons. Voice-recorder will be used to record interview. No one will have access to yhe recorded interview except the researcher and the parents.

The second method will be observation of learners in class while they are reading. The benefit of this research is that the researcher will be able to identify you child's problems and come up with the ways to help your child to be able to read with understanding. As the parent you will also be invited to school to come and assists in helping your child.

The only disadvantage to this study is when you as the parent refuse together with your child to corporate to help the child with reading at home.

The research is specifically directed towards helping the learner.

Thank you for your participation

Learner's name---Grade-------------------

Parent's name-------------------------------------Parent's signature--------------------------

Date---