

**INVESTIGATING CHALLENGES FACED BY GRADE 7 PROGRESSED
LEARNERS WHEN WRITING TSHIVENDA HOME LANGUAGE ESSAY
QUESTIONS AT LUVUVHU CIRCUIT, VHEMBE EAST DISTRICT IN LIMPOPO
PROVINCE, SOUTH AFRICA.**

By

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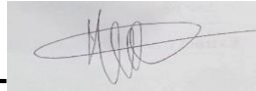
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DECLARATION

I, MUREMELA ROTONDWA, declare that the study *Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home Language Classroom, Luvuvhu Circuit, Vhembe East District in Limpopo Province*, is my own work. All the sources used in this mini-dissertation have been acknowledged and referenced. This research has not been previously submitted for any degree at this or any other university.

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STUDENT'S SIGNATURE -----



DATE 12/12/2022

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SUPERVISOR'S SIGNATURE -----



DATE 18/12/2022

DEDICATION

I would like to dedicate this research to my parents **Mr N.M. Muremela** and **Mrs N.J. Muremela** who gave me financial support and the strength to embark on the journey of exploring the topic of this study.

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The book of Psalms 106:1 “Give thanks to the Lord for He is good, His mercy endureth forever.” My greatest gratitude is to the God of heaven and earth for the strength and the resilience He gave me during the course of this research study. I am nothing and it’s only by his abundant mercies, grace, blessing, and guidance that I was able to complete this study on time. He sent many people to assist me on this research work. My sincere appreciation to my parents, Mr M.N. Muremela and Mrs N.J. Muremela for their immense financial support and unfailing dedication during the course of my studies.

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ABSTRACT

The ability of learners to develop their writing skill in language subjects is not an easy task for learners, especially for progressed learners in the Tshivenda Home Language (TSVHL) classroom. The main purpose of this study was to investigate challenges that are faced by grade 7 progressed learners when writing Tshivenda Home Language essay questions at Luvuvhu Circuit, Vhembe East District in Limpopo Province. Current literature in the South African context has not focused on the support being implemented to help progressed learners who are experiencing lack of writing skills. However the main specific objective of this study was to gain insight into the teaching strategies that can help progressed learners with their writing difficulties. This study adopted Social Constructivism Theory (1978) by Lev Vygotsky of which the main idea is that knowledge is constructed by group discourse. In this study the researcher has adopted a qualitative research approach. The target population was Tshivenda Home Language progressed learners in grade 7. A stratified random sampling technique was used in selecting the sample for the study. Thus, a sample of five progressed learners, two Tshivenda Home Language Educators, one Departmental Head of language subjects and one Curriculum Advisor of language subjects were used as the participants of the study. Data was collected by the use of interviews and document analysis.

Inductive data analysis was applied to compile an abstract unit of information while building categories and themes in an organisation of data. Key findings of this research suggest that progressed learners are incompetent in syntax, spelling, punctuation and the writing of topic sentences. They lack vocabulary or use vocabulary inappropriately in Tshivenda Home Language essay writing. The main recommendation was that progressed learners should be provided with learning resources such as textbooks at the beginning of each year, this will enable effective learning on how to improve their writing skills in language subjects. Furthermore based on the study, recommendations were made to enable Tshivenda Home Language educators, the Departmental Head of language subjects, curriculum developers and policy makers to come up with approaches to address the challenges progressed learners face when writing essay questions in the Tshivenda Home Language classroom.

KEY WORDS:

Progressed learners, Progression policy, Inter-subjective epistemology, Predictor of subsequent failure, Ontological belief, Performing learners and Grade retention.

ACRONYMS

CA – Curriculum Advisor

OECD – Organisation for Cooperation and Development

DobE – Department of Basic Education

SMT – School Management Team

HOD – Head of Department

LoLT – Language of learning and teaching

TSVHL – Tshivenda Home Language

NPA – National Policy for Assessment

NCS – National Curriculum Statement

CAPS – Curriculum and Assessment Policy Statement

FET – Further Education and Training

FAL – First Additional Language

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

For the past few years, progressing learners to the next grade without them having met the minimum requirements has been a considerable challenge in the South African educational system. However since 1994, the availability of teachers to give proper education to learners with writing difficulties in mainstream schools in South Africa continued to drop (Engelbrecht, Oswald, Swart, Kitching & Eloff, 2010). In South Africa and globally, writing is generally identified as a problematic skill to acquire. This means that to write a good essay, learners need to master the grammatical rules and their immediacy in writing. The progressed policy is considered as a contributing factor to learners' writing difficulties in South Africa and other parts of the world. Progression policy is a strategy endorsed by the Department of Basic Education in 2013 to prevent a learner from being retained in a phase for a period exceeding four years, DBE (2012). In addition, according to the matric results speech, which was read by the minister of Basic Education Matsie Angelina Motshekga on the 2nd of January 2013 in Midrand, she indicates that a learner may fail or be retained only for one year period at a particular phase but not spend more than four years in the phase. The Organisation for Cooperation and Development (OECD, 2015), explains that South Africa is one of the worst countries in terms of education as in 2015, it was ranked 75th of 76 in the world drawn up by the Organisation for Cooperation and Development (OECD). It further states that one of the worst things was that 27% of all learners who have attended school for a space of six years in South Africa could not write. This indicates that many learners across the countries could not write, more especially progressed learners.

1.2 BACKGROUND AND MOTIVATION

Since 1994, South African education has undergone numerous and radical changes in terms of implementing educational policies to support learners with writing difficulties.

Progression policies are developed considering all the challenges learners face in different schools worldwide.

In countries such as Belgium, the United States of America and Kenya the implementation of different policies is a challenge (Tuytens & Devos, 2014). Nevertheless, it is difficult to cite evidence on whether the implementation of the said policies was effective or not (McCarthy, Wiener & Soodak, 2012). Poor implementation of policies also remains a challenge in the South African education system, however, to develop educational policies has its challenges. The researcher concurs with the scholars because this has become a massive challenge as progressed learners in Limpopo Province are unable to write constructive essays.

The National Policy for Assessment, 2011 (NPA) Grade R-12 supports that South African learners are either promoted or progressed to the next grade. The main purpose of progressing learners is to prevent them from repeating the same grade for four years. In addition, Anderson and Krathwohl (2011), explain that Grade repetition is considered to be a conceptually important measure of education since it is both an outcome of a previous failure and a predictor of subsequent failure. To support Anderson and Krathwohl's idea, Picklo and Christenson (2005) indicate that grade retention, or the practice of requiring learners to repeat a grade, has however, been a controversial issue in the sector, with some defending it as a beneficial remedial practice to improve academic performance, while others argue against its detrimental effects.

In the South African education system, repetition rates are high from primary level, with Senior phase (Grades 7 to 9) recording the highest levels, at 22% in 2017 (DBE, 2018). In the Limpopo Province the development of writing skill is seen as a huge challenge to progressed learners as such learners cannot write essay when they reach a certain grade. Modisaotsile (2012:7) indicates that the issue of poor performance of learners in different language subjects in Limpopo Province is still an on-going debate regarding writing skill in language learning subjects. Supporting this view, Grami (2010) considers writing as a difficult skill in terms of teaching and learning because it is not a simple

cognitive activity; rather it is believed to be a complex mental production that requires careful thought, discipline and concentration. The researcher concurs with Grami because writing is an essential skill in language subjects. However, it is considered a difficult skill, particularly in Tshivenda Home Language contexts where learners face many challenges in writing. The progression policy is seen as a major problem in many schools around Limpopo Province as learners find it difficult to write academic essays in Tshivenda Home Language because they have no background knowledge of the subject content. In addition, Misbah, Mohamad, Yunus and Ya'acob (2017) state that lack of vocabulary has caused the students to face challenges in acquiring writing skills. In the same vein, Asep (2014) considers the importance of vocabulary as the fundamental element in constructing sentences which is the core of effective writing skills. Progressed learners are incompetent in syntax, punctuation and the writing of topic sentences. They lack vocabulary or use vocabulary inappropriately in Tshivenda Home Language essay writing. The researcher's observation is that learners are progressed to Grade 7 with little or no understanding of the basic rules of writing, which they are supposed to have discovered along the way. In most cases progressed learners may find it difficult to construct their own sentences in Tshivenda Home Language, which could make it difficult for them to formulate a good paragraph and sentence structure, and to use punctuation correctly when writing essays. In other words, they lack knowledge of different text types and have limited vocabulary. Lack of understanding Tshivenda Home Language grammar, spelling and punctuation and a critical understanding of the potential effects thereof can lead to poor essay structuring that results in more work to teachers. In concurrence with this, the Department of Basic Education (2016) found that progressed learners are stigmatised and carry the label throughout their schooling years; and teachers are unable to provide differentiated support to them given their current workloads.

In addition, Tuytens and Devos (2014) state that countries such as the United States of America and Canada have also adopted the practice of progressing learners. However, concerns have been raised regarding challenges faced by these learners since they may lack pre-requisite knowledge and skills to enable them to cope with the subject matter of

the grade they have been progressed to. Essentially, this may result in the learners becoming despondent, frustrated and possibly dropping out of the schooling system. Regardless of doubts concerning progressed learners in South African education, to move learners to another grade without meeting minimum requirements of that particular grade is viewed as the main problem towards academic performance. In many schools around Limpopo Province, this has been a major problem, as learners cannot constructively write Tshivenda Home Language essays in grade 7 because they do not have background knowledge of the subject content, especially writing skills. This is the main reason the researcher is conducting this study of progressed learners facing challenges in writing academic essays.

1.3 RESEARCH PROBLEM

The main purpose of research is to find a solution to an existing problem, which the researcher has discovered to be challenges progressed learners face when writing Tshivenda Home Language essay. A research problem is a statement about an area of concern, a condition to be improved, a difficulty to be eliminated or a troubling question that exists (Maree, 2010:172). The Department of Basic Education (2018) indicates that an analysis of performance in the Limpopo Province, Vhembe East District shows that progressed learners are facing challenges when writing essays in TSVHL subject. According to CAPS FET Grade 10-12, some of the challenges learners face in essay writing are poor grammar rules, spelling and punctuation and lack of critical understanding of the potential effects of their writing. Tswinga Primary School is one of the leading schools that record higher percentages of poor performance in Tshivenda Home Language as a result of difficulties in writing essay. This problem was investigated in order to discover progressed learners' difficulties when writing essays as a way of helping them to produce good results in the language subject in grade 7.

1.4 ROLE OF THEORY IN THE STUDY

A theory is a general body of principles offered to explain phenomena (Kawulich, 2009:21). In this research study the researcher used the Social Constructivism Theory by Lev Vygotsky (1978) as its main idea is that knowledge is constructed by group discourse, that knowledge is acquired by learners through interaction. McKinley (2015) defines Social Constructivism as a theory in which human development is socially situated and knowledge is constructed through interaction with others. As the focus tends to shift from the teacher who provides knowledge to the learners, progressed learners were encouraged to be active in their own process of learning. In doing so, the learners were able to discover their spelling mistakes, grammar and punctuation when writing essays. As the main idea of this theory is to solve problems, progressed learners' problems in writing TSVHL essays was solved. The theory enables progressed learners to ask questions in order to find solutions and answers. Through this theory, the teacher encourages collaborative learning, which helps the learners to develop proper essay writing skills.

1.5 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

1.5.1 Purpose of the study

Buckingham (1974:72) defines purpose of the study as a statement of “why” the study is being conducted or the goal of the study. The purpose of this study was to investigate difficulties faced by progressed Grade 7 learners in essay writing in a Tshivenda Home Language classroom and to determine teaching and learning strategies and materials that could be used to assist progressed Grade 7 learners when writing essays in Tshivenda Home Language as a subject.

1.5.2 Research questions

Research questions are questions that a research project sets out to answer (Saldaña, 2018). Saldaña further states that choosing a research question is an essential element of both quantitative and qualitative research.

The main and sub-research questions that were used in this study when collecting data are the following:

1.5.2.1 Main research question

- What are the main causes of progressed learners' difficulties in writing Tshivenda Home Language essay questions?

1.5.2.2 Sub-questions

- Which difficulties do progressed learners often encounter in essay writing?
- What are the teaching strategies teachers use to improve progressed learners' difficulties in their essay writing?

1.6 RESEARCH METHODOLOGY

A research method is a strategy of enquiry, which moves from the underlying assumptions to research design and data collection (Myers, 2009). Although there are other distinctions in the research modes, the most common classification of research methods is qualitative and quantitative approaches. The study approach which the researcher used is qualitative. This approach is subjective in nature because it inculcates peoples' interaction, whereby they are free to share their personal opinions, ideas, experiences, beliefs and attitudes (Green & Maurer, 2015). The study is based on the qualitative approach in order to explore the different views about the topic at hand.

1.6.1 Research design

According to Morton (1996:175), a research design serves to "plan, structure and execute" the research to maximise the "validity of the findings". It gives directions from the underlying philosophical assumptions to research design and data collection. Bloomberg and Volpe (2019) define research design as a well-organised structure that deals with basic assumptions in philosophy and respondents in a specific selection. Further, it explains how data will be gathered and analysed. This study is located within the interpretivist paradigm, and the researcher adopted the qualitative research methodology. The researcher adopted the descriptive case study research design as it is used to generate an in-depth and multifaceted understanding of a complex issue in its real-life context. To support this view, Yin (2009:76) postulates that case studies can be used to explain, describe or explore events or phenomena in everyday contexts in which they occur. The case study design allows the researcher to access a group of individuals such as progressed learners who find it difficult to write essays in Tshivenda Home Language. Furthermore, the descriptive case study enables the researcher to describe their views about difficulties that they experience in essay writing.

This study used the interpretive paradigm as it assisted the researcher to interpret the teacher's language strategies in a specific classroom. According to Wills (1995:23), interpretive researchers believe that the reality consists of people's subjective experiences of the external world; thus, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. Interpretative paradigm is concerned with understanding the world as it is about the subjective experiences of individuals. Neuman (2006:72) asserts that the interpretative paradigm in qualitative research analyses social actions in their natural settings through direct and detailed observation in order to understand and interpret how people create meanings in their social world. It then provides detailed background and description of data collecting processes. This paradigm assisted the researcher as he analysed and interpreted progressed learners' experiences and perceptions regarding writing skills in their everyday learning situations. The qualitative approach was used because it is one of the

most suitable methods towards understanding of different insights and viewpoints of all participants of the schools. According to Creswell (2009:14), the qualitative research approach attempts to describe and interpret how various participants in a social setting construct the world around them. The idea of Creswell was supported by Neuman (2010) who further expatiates that researchers who use qualitative study focus on getting together first-hand information from different participants in a research setting. The researcher chose this approach to help progressed learners as they seek to construct language content through essay writing in Tshivenda Home Language.

1.6.2 Population and sampling

1.6.2.1 Population

The population of the study is based in Luvuvhu Circuit in Vhembe East District, Limpopo Province. This circuit has twelve primary schools. Eleven of those schools fall under quintile two, including the sampled school. The school has 1162 learners and 31 teachers, including the principal and two deputies. The school has 24 classes. There are 134 learners, 13 progressed learners and two Tshivenda Home Language teachers in grade 7. The selected participants of the study was interviewed to fulfil the study purpose.

1.6.2.2 Sampling

In this research study, the researcher used stratified random sampling to sample the participants and the school. The researcher selected Tswinga Primary School situated at Luvuvhu Circuit, Vhembe East District in Limpopo Province. The researcher selected Grade 7 in which five progressed learners, two Tshivenda Home Language teachers, one HOD of Languages and one Curriculum Advisor of Tshivenda Home Language were randomly chosen.

1.6.3 Data collection

Bafarasat (2021) avers that data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data for this study was collected through interviews and document analysis. The researcher used the following data collection methods/instruments:

1.6.3.1 Interviews

An interview in a qualitative research is a conversation where questions are asked to elicit information (Seidman, 1998). A well-organised and planned group of interviews provides informed details and a wide range of information of the phenomena. This is mainly because participants are assured of confidentiality and they become at ease to reveal their insights. Moreover, the environment accommodates participants' various views and ideas; in essence, they are able to express themselves using their own words and give meaning to their utterances (Guest, Namey & Mitchell, 2013). The researcher conducted an open-ended interview with all participants mentioned in the sampling method. The main purpose of using this interview method is because it provides the researcher with flexibility that makes him to show an input on interesting points about a particular topic which enabled the researcher to use questions which are open ended, (Denzin & Lincoln, 1994). Each interview took approximately 10 minutes. The interview took place during break time and after school to avoid disrupting the process of teaching and learning. Before conducting interviews, learners were given consent forms since they were all under 18 years of age. The learners were instructed to give the consent forms to their parents and guardians so that they could grant the learners permission to take part in the research study. The information contained in the forms explicitly explained to them the purpose of the study. If the parents and guardians did not wish their children to take part in the study, they were asked to clearly indicate so on the consent form because they would be participating voluntarily. With permission from participants, the researcher used

an audiotape during interviews which allowed him not to forget some of the important points.

1.6.3.2 Document analysis

Document analysis is a type of qualitative research in which documents are reviewed or interpreted by the researcher to give a meaning around the assessment research topic (Bowen, 2009). Saldaña (2016) defines data analysis as a process that works with data, organises it, breaks it down into manageable units, and synthesises it while searching for patterns. The researcher analysed South African educational policy documents, namely, teachers' lesson plans, assessment files as well as progressed learners' classwork exercise books to find the main reason for difficulties of Grade 7 learners in writing essays in Tshivenda Home Language.

1.6.4 Data analysis

As mentioned in the previous paragraph, data analysis is defined as a process that works with data, organises it, breaks it down into manageable units, and synthesises it while searching for patterns (Saldaña, 2016). According to Creswell (2009), qualitative researchers will make use of the inductive data analysis to make an abstract unit of information while building their categories and themes in an organisation of data. The interview and document analysis were repeatedly examined in order to obtain an overall impression of the support strategies all participants used to assist progressed learners during the teaching and learning process. The researcher interpreted and analysed the data by searching for main themes, and by identifying pervasive patterns in the information. Data was grouped into different ideas, perceptions and thoughts. Information obtained from participants was selected, and the researcher considered important information and analysed it critically.

1.6.5 Quality criteria

According to Gay, Mills and Airasian (2006) quality criteria are used to show the credibility, transferability, conformability and dependability of what the researcher found during the study. As the study is located within the qualitative approach, the research addressed the following aspects:

1.6.5.1 Credibility

Credibility is the confidence that can be placed in the truth of the research findings (Lincoln & Guba, 1985). Likewise, Silverman (2017) adds that credibility is based on integrating respondents' opinions and ideas with characteristics of research contents explained by the researcher. In order for the researcher to show the importance of credibility, in-depth findings were made during the interview process, with teachers of learners with writing difficulties, supporting and addressing all writing difficulties during the lesson. The credibility assisted the research topic to be acceptable to the other researchers more especially researches based on difficulties in writings and this allowed data collected during interviews to be recorded so that the credibility ensured good results.

1.6.5.2 Transferability

Transferability refers to the degree to which the results of the research are transferable to other locations or circumstances (Coghlan & Brydon-Miller, 2014). In addition, transferability shows that the researcher can apply the information of the study to his/her own study (Bower, 2005). Research findings are transferable or generalisable only if they fit into new contexts outside the actual study context. Transferability is analogous to external validity, that is, the extent to which findings can be generalised. Information gathered in this research will assist other researchers in their studies and can be transferred to other schools in Luvuvhu Circuit which are experiencing the same

difficulties in terms of learners' performance when writing Tshivenda Home Language essays and other language subjects.

1.6.5.3 Dependability

According to Gay (2006) dependability is the steadiness of the research findings to show similar information when the enquiry is replicated with the similar findings about the specific context. To support Gay's idea, Merriam (1998) states that dependability is analogous to reliability, that is, the consistency of observing the same findings under similar circumstances. To ensure dependability the research processes were reported in detail, so that other researchers would be able to reproduce the study elsewhere without necessarily obtaining the same results.

1.6.5.4 Conformability

Conformability is the degree to which research findings can be confirmed or corroborated by others (Lincoln & Guba, 1985). It is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Seale (1999) argues that auditing could also be used to establish conformability in which the researcher provides a methodological self-critical account of how the research was done. Conformability assisted the researcher not to take sides based on the findings obtained during the study. This has allowed the researcher to use facts so that the research can reach its main purpose. In order to make auditing possible by other researchers, it is a good idea that the researcher archives all collected data in a well-organised, retrievable form so that it can be made available to them if the findings are challenged.

1.7 SIGNIFICANCE OF THE STUDY

- This study is important in that progressed learners will be able to discover the causes of their writing difficulties in TSVHL essays. This study will assist progressed learners in finding ways to improve their writing.
- This study will assist TSVHL educators in discovering the main causes of progressed learners' writing difficulties and also determine the teaching strategies that will help progressed learners with their essay writing difficulties in the TSVHL classroom. Furthermore, this study will help TSVHL educators to discover their weaknesses when helping progressed learners.
- In addition, the discoveries may possibly benefit the Department of Education to explore, determine and identify challenges they encounter when they engage in the current teaching methods and strategies as amended by the CAPS. It will also help policy makers and curriculum advisors in developing materials to help such learners during teaching and learning processes. It is important that the study is conducted in public schools considering the language background of the progressed learners. This study will contribute towards the correct way of writing Tshivenda Home Language essays using the correct grammar rules.

1.8 ETHICAL CONSIDERATIONS

Ethical considerations in research are a set of principles that guide one's research design and practices (Saunders, Lewis & Thornhill, 2012). The researcher needs to ensure that the study complies with all ethical issues or considerations in order to protect respondents (Kruger, Ndebele & Horn, 2014).

1.8.1 Permission to conduct the study

A letter of approval to conduct the study from Turfloop Research Committee (ULTREC) (see Appendix A) and a letter to the province from the researcher (see Appendix D) were

sent to the Limpopo Department of Education to request approval to conduct the study. The ethical clearance certificate from the Limpopo Department of Education (see Appendix B) and the letter of approval from the same department in the Limpopo Province (see Appendix C) were forwarded to Tswinga Primary School situated in Vhembe East District together with the letter to seek permission from the principal (see Appendix E). The Tswinga Primary School principal granted permission for the research to be conducted (see Appendix F). Consent and assent forms (see Appendices G and H) were provided to parents/guardians of learners who were younger than eighteen years old to be signed by parents/guardians. Letters to participants were given to Tshivenda Home Language educators, the Head of Department and the Curriculum Advisor of language subjects to seek permission to conduct the study (See Appendix I).

1.8.2 Voluntary participation

Participation in the study was voluntary; this was explained in detail to respondents so that they would be aware that if they felt the need to pull out of the study, they would be welcome to do so. The participants firstly familiarised themselves with the nature of the instrument, i.e. observations and interview questions. As indicated above, learners younger than eighteen were given assent forms to fill in at home with the help of their parents or guardians or persons of age. Most importantly, the participants were treated with respect during the study with information guaranteed to remain confidential and with the knowledge that they had the right to withdraw from the study at any stage.

1.8.3 Privacy and confidentiality

Participants' confidentiality and anonymity were respected under all circumstances. This was done by ensuring that the information shared was kept confidential in a password protected folder. The information was only accessed by the researcher and the supervisor. A way to ensure anonymity for the participants was adhered to through assurance that no name would be presented in the thesis document. This was done by renaming the participants with numbers and letters (e.g. Learner 1 and Educator A) as a

way of concealing their names. It was of great importance that the researcher make sure that the participants had a full understanding of this so that they would be comfortable and at ease with the information they shared. The participants were also informed about the outcomes of the research. The participants' privacy, anonymity, dignity, and basic human rights as individuals were respected.

1.8.4 Consent and assent forms

The researcher informed the participants on the research topic and explained it in detail so that they would comprehend what was required of them in relation to the proposed study. The educators were handed the consent form and learners the assent forms (see Appendix H). The researcher asked for their permission and assured them that their participation would be anonymous. The researcher also asked the parents' permission to conduct research with their children as the participants. Lastly he asked grade 7 learners permission to ask them interview questions and analyse their classwork books. Every individual was respected.

1.8.5 Protection from harm

The researcher informed the participants that no harm would befall them. This includes protection from physical and mental harm. They were further told that their safety in this research is the main priority of a researcher.

1.9 CONCLUSION

This chapter discussed the existing research problem at Tswinga Primary School. The researcher outlined all important aspects of research methodology that will help to guide the research, however it enabled the researcher to build a foundation and guideline of all chapters in this research. As the main purpose of research is to find a solution to the existing problem, this chapter guided the researcher on the strategies which can be applied to help progressed learners with their essay writing difficulties in the Tshivenda Home Language classroom.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to Rich (2018), a literature review shows the outline of previously published studies that are related to the current one. Ridley (2013) states that a literature review helps the researcher understand the existing literature and discussions relevant to the topic under study and adds to the previous knowledge by filling the gaps. It also assists in revealing the significance of the study problem and offers guidance to the relevant research design in relation to a specific topic. This has assisted the researcher to consider important sources related to the topic.

This study explored challenges encountered by progressed learners when writing essay in language subjects. There are many scholars such as Jimerson (2001), Picklo and Christenson (2005) who have written studies in relation to the topic of progression policy but not on Grade 7 learners. The existing gap on research outlined in the previous chapter is that there is minimal research that has been done on the topic which focuses on progressed learners' difficulties when writing language subject essay. Most studies have been conducted about writing language subjects. Debates across the country are whether or not progressed learners are the main topic of discussion in this regard. While the debates are still on-going, learners continue to underperform in Tshivenda Home Language as a result of poor writing skills.

This chapter focuses on the following sub-topics

- Explanation of progression policy.
- The demand of writing skills to learners across South African schools
- The importance of writing skills in language subjects.
- Challenges faced by progressed learners when writing Tshivenda Home Language essays.

- Challenges teachers face when teaching progressed learners how to write Tshivenda Home Language essays.
- Ways to help progressed learners with their writing difficulties in language subjects.

2.2 EXPLANATION OF PROGRESSION POLICY

For years many policies have been implemented to bring to an end the difficulties experienced by both educators and progressed learners. The main purpose of policies to be implemented is to reduce the large number of over age learners in each grade or phase and also to no longer allow them to repeat the same phase for more than four years (Burger, Van der Berg & Von Fintel, 2013:1). In other words, progression policy is a strategy endorsed by the Department of Basic Education in 2013 to prevent a learner from being retained in a phase for a period exceeding four years (Department of Basic Education, 2012). This has been a huge challenge in different schools across the ground, such learners cannot write essay because of the lack of background knowledge. As indicated above, the progression policy specifies that learners should not repeat the same grade twice or phase for more than four years. Below are the categories of each phase.

Table 2.1: Categories of phases

Grade	Phase
R – 3	Foundation.
4 – 6	Intermediate
7- 9	Senior
10-12	F.E.T

Debates about the progression of learners have been an on-going issue. Jimerson, (2001) asserts that neither the progression of learners to another grade or leaving them at the same grade can be able to assist learners who are at risk of underperforming and to address all the challenges they are facing as both approaches impact the result negatively. The present study supports Jimerson’s idea in that the progression policy affects learners when they progress to the next grade as they lack language background.

The issue of progression is a major problem to learners. It becomes a burden to most of them to grasp new language content of the next grade and it leads to a disaster when they write essays in Tshivenda Home Language. According to Picklo and Christenson (2005:258), promoting learners to the next grade without meeting the requirements may result in increased workload to learners. The researcher concurs with Picklo and Christenson because these learners move to the next grade without background knowledge of writing skills. This is the reason why most grade 7 learners at Tswinga Primary School find it difficult to apply these skills. It is impossible for learners to perform well in a grade that they do not deserve to be in. The progression policy adversely affects grade 7 learners in the above-mentioned school when it comes to essay writing in Tshivenda Home Language.

2.3 THE DEMAND OF WRITING SKILLS TO LEARNERS ACROSS SOUTH AFRICAN SCHOOLS

Writing is a skill that will benefit learners across the country. There is a huge demand for learners to understand ways of writing in language subjects and to improve these writing skills has been a huge challenge in South African schools.

Harmer (2007) defines writing as a process that should be undergone over different stages including the planning stage, the drafting stage, the editing stage and the final draft. Concurring with Harmer, (Ahmed, 2010), indicates that writing skill is the process that calls for planning, reflection and the organisation of ideas.

Having an ability to write well will give confidence to learners and they will fall in love with writing in the long run. In most cases learners find it difficult to write well due to lack of background knowledge. Learning to develop proper writing is a challenge which ends up frustrating learners, (Richards, 1990). On contrary, learners should be motivated to feel that to develop a good writing skill is necessary as a means of expression (Grabe & Kaplan, 1996).

Most researchers have conducted research on ways of improving writings skills but most of them have not managed to close the gap of improving writing skills of progressed learners. Most learners find it difficult to go through the process of planning before writing their essays. It is difficult to teach illiterate learners how to plan to write their essays.

2.4 THE IMPORTANCE OF WRITING SKILLS IN LANGUAGE SUBJECTS

Writing skill is considered an important aspect in language subjects. Nunan (2003) asserts that writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organising them into statements and paragraphs that will be clear to a reader. Most progressed learners are unable to express themselves in terms of writing skills. This limits the importance of writing in the Tshivenda Home Language classroom. Kroll (2003) considers writing as a complex process involving the mastery of numerous skills that contribute to the overall difficulty of writing for any language learner. Grami (2010) argues that writing could be a difficult skill to be learnt which requires careful thought, discipline and concentration. Most progressed learners find it difficult to master writing skills in the Tshivenda Home Language classroom and this is the main reason they can't construct a sentence when writing essay.

Most researchers consider writing as an important aspect in language subjects. In support of this idea, Mukulu (2006) considers writing as the most important language skill that students require for their personal development and academic success. In the same vein Ong'ondo (2001) says that writing skills are of major importance to students at all levels of the education system. In order to help progressed learners with their difficulties in writing, Kroll (2003) intimates that learners should be helped to acquire skills that will enable them to express their ideas clearly and effectively in writing. To enable progressed learners to master their writing skills, competence in writing helps students perform well in their academic programmes (Ahmed, 2010). In supporting this view, Rao (2007) avers that writing strengthens students' learning and thinking in their academics.

2.5 CHALLENGES FACED BY PROGRESSED LEARNERS WHEN WRITING HOME LANGUAGE SUBJECT ESSAY

Progressed learners are incompetent in grammar rules, punctuation, ability to write topic sentences and the use of appropriate vocabulary. According to Alfaki (2015), the inability to write may be a result of the complex nature of the writing skill. The researcher concurs with Alfaki in the sense that in order to produce good essays, progressed learners must have adequate writing skills. Teachers are blamed for progressed learners' inability to write essays. However, Lee (2005) conversely states that it is crucial for teachers to examine learners' difficulties and help them to overcome their problems. Language teachers are concerned about progressed learners' low academic performance in language subjects. Opponents of the progression policy argue that progressed learners do not improve, or that the progression policy can even be detrimental to their academic outcomes (Haidary, 2013). Al Fadda (2012) postulates that the main challenges encountered by progressed learners are differentiating between reviewing grammar, including subject-verb agreement and joining sentences together to make a coherent paragraph in an essay. Generating ideas from topics could also be a barrier in writing (Al Murshidi, 2014). Another concern is failure to write in their own words, which could lead to grammar mistakes, which may make them to find it difficult to construct their own sentences (Amin & Alamin, 2012). Most learners progress to the next grade without mastery of the Tshivenda Home Language. This makes it difficult for them to apply their essay writing skills.

2.6 CHALLENGES TEACHERS FACE WHEN TEACHING PROGRESSED LEARNERS HOW TO WRITE ESSAY

There are many challenges that progressed learners face in terms of applying their writing skills. Teachers find students' academic writing weak. When students are asked to write, they may get nervous because they are afraid of making mistakes in language forms such as grammar and vocabulary (Shang, 2013). This shows that some of the challenges learners face when writing essays are not only about applying grammatical rules and vocabulary but also to express the idea into a target language using their language. Teachers often encounter challenges during the teaching and learning process. Teaching progressed learners how to write also brought many challenges to different schools across the country, more especially to language teachers. Most of the researchers have explained challenges faced by language teachers, hereunder are some of the challenges:

2.6.1 Lack of motivation

Teachers are unable to motivate progressed learners and consequently this becomes a burden as they cannot teach them how to write essay. Lack of motivation leads learners to feel reluctant during the teaching and learning process. When learners choose to feel reluctant in learning, it is a sign of lack of motivation (Abrar, 2016).

In the same vein, Asep (2014) intimates that teachers are having a hard time in motivating the students, not because of the students' naughtiness, but because they are not interested in learning writing. It is hard to motivate learners that are not interested in learning. Many factors cause low motivation among learners, including the fear of failure in reflecting their knowledge about the language, the fear of making mistakes, and the uncertainty to show their productions (Harmer, 2006). The idea of Harmer shows that these learners cannot improve in writing as they have low self-esteem.

2.6.2 Combining different levels of learners in the same class

Teachers are facing challenges of teaching progressed learners in the same class with performing learners; this enables them to discover challenges such learners are facing when it comes to writing essay. It is hard for a teacher to focus on a specific group of learners as they seek to complete the syllabus. Different levels of students make teaching difficult for teachers as they have to cater for all of their levels simultaneously (Asep, 2014). This shows that progressed learners cannot learn how to write because teachers are not paying attention to them.

2.6.3 Teachers' inability to apply different teaching methods

Teachers are finding it difficult to discover which teaching method is best for these learners so that they may write their essays in a good manner. Methods teachers use in writing instruction have measurable effects on the quality of the students' written products (Sengupta, 2000). It becomes a burden to know which method is best for progressed learners knowing that such learners cannot write. This idea was supported by Tangpermpoon (2008) that teaching writing skills to learners is a challenging task for teachers because developing this skill takes a long time to realise the improvement.

2.6.4 Poor writing attributed to lack of reading

Lack of reading with understanding makes it difficult for learners to write well. Progressed learners cannot write sentences in language subjects because they don't know how to read the sentences. Teachers face challenges on both skills of learning and this becomes a burden because learners should have learnt this in the previous grades. Scholars encourage the importance of reading with understanding which makes progressed learners to construct sentences well. Raimes (1998) asserts that the more learners read, the more they become familiar with the vocabulary and sentence patterns.

2.6.5 Lack of parental involvement

The teacher cannot teach learners how to write if parents are not motivating their kids or learners by involving themselves in their learning activities. Most progressed learners are reluctant to learn because their parents are not encouraging them. This makes it difficult for them to be more involved in learning. In supporting this view, Gündogmus (2018:32) states that parental indifference is another challenge. Lack of parents' support will result in teachers having a hard time to help the learners. Learners who feel lack of warmth and affection from their parents will draw back from succeeding in their learning process.

2.7 WAYS TO HELP PROGRESSED LEARNERS WITH THEIR WRITING DIFFICULTIES IN LANGUAGE SUBJECTS

Even though learners are experiencing difficulties in their writings there are many ways to help them in order to improve their skills. Hereunder are the strategies to help progressed learners.

2.7.1 Provision of feedback to learners

Providing feedbacks to learners helps them to correct their mistakes. This involves spelling and grammatical errors. It is important for teachers to correct the mistakes of learners so that they can improve in their writings. In supporting this view, Kroll (2003) points out two major components that are most essential for improving learners writing skills in any writing task, namely provision of feedback on students' written assignments and assessment. Gathumbi and Masembe (2005) state that it is important for teachers to provide regular and quick feedback to the learners.

2.7.2 Assessment tasks

In order to improve writing skills of learners, teachers must always give progressed learners a lot of work to write during the teaching and learning process. According to Kroll (2003), assessments provide guidance for revision feedback to both the learners and teachers that they can use to improve teaching and learning of writing skills. If teachers neglect giving enough assessment tasks to learners, they won't be able to improve in their essay writings. To support this, (Abrar, 2016), indicates that assessment of students' writing abilities is an integral part of effective teaching and learning.

2.7.3 Use of teaching and learning resources

Teaching cannot take place without learning resources. In order for learners to learn how to write, teachers must use resources more often. According to Omulando (2009), resources are valuable tools of enhancing teaching and learning in a language learning situation; this idea is also supported by Alfaki (2015), when he states that teaching and learning resources facilitate and motivate students to learning.

2.8 CONCLUSION

The literature review above has shown that being able to write is an important skill for progressed learners, but there are difficulties in terms of learning how to apply spelling and grammatical rules in language subjects. Progression policy is seen as the main cause for their inability to write language essays. Most researchers stated challenges encountered by progressed learners during teaching and learning processes. Even though teachers are trying their level best to help such learners, lack of background knowledge does not enable them to cope with the content of the particular grade. Scholars have stated important strategies to help such learners with their writing difficulties. The literature review undertaken by the researcher, will enable him to understand the gap that exists concerning the selected research topic and to discover ways to help progressed learners so that they will be able to learn how to write Tshivenda Home Language essay.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter seeks to explore the methodological approach that was adopted in this research study. The researcher adopted the qualitative research design. The chapter also provides a brief discussion of sampling population and techniques, research design, research paradigm, data collection instruments and data analysis. The overall aim of this study is to investigate the challenges faced by progressed learners in grade 7 when writing Tshivenda Home Language essay.

3.2 RESEARCH METHODOLOGY

In this study the researcher has adopted the qualitative research design. According to Creswell & Creswell (2018), qualitative approach is subjective in nature because it inculcates peoples' interaction whereby they are free to share their personal opinions, ideas, experiences, beliefs and attitudes. The researcher used this qualitative approach in order to explore and understand individuals or groups that describe a social or human problem. The qualitative research objective in this study is to explain the issues about writing difficulties experienced by progressed learners. The researcher used the qualitative approach with the main purpose of seeking clarity on the how, why and what questions based on the writing challenges progressed learners are facing in the Tshivenda Home Language subject. Neuman (2010:126) asserts that researchers who use qualitative study focus on getting together first-hand information from different participants in a research setting. Participants' opinions concerning the writing challenges are explained in detail in this chapter. The aim of exploring participants' views was to understand and consider their viewpoints with regard to the writing difficulties (Maree, 2017).

3.2.1 Research design

McMillan and Schumacher (2010) regard research design as a procedure for conducting the study and its aim is to specify a plan to enable the researcher to generate the empirical evidence that can be used in answering research questions. The researcher adopted the case study approach in this research. A case study is an in-depth and detailed exploration of a conduct and relationships of a certain organisation or society (McNamee & Hosking, 2012). According to Yin (2009), case study can be used to explain, describe or explore events or phenomena in everyday contexts in which they concur. The case study design allowed the researcher to access a group of individuals such as progressed learners who find it difficult to write essays in Tshivenda Home Language (TSVHL). This case study is descriptive in nature because it enables the researcher to understand progressed learners' views about their difficulties in essay writing. This study was guided by Social Constructivism theory as its main idea is that knowledge is constructed by group discourse, that knowledge is acquired by learners through interaction. For instance, this study is about the investigation of grade 7 progressed learners' difficulties in writing TSVHL essay questions.

3.2.2 Research paradigm

This study is located under interpretative paradigm. According to Denzin and Lincoln (1994:107), a research paradigm is a set of basic beliefs (or metaphysics) that deals with ultimate or first principles. It represents a worldview that defines, for its holder, the nature of the "world", the individual's place in it. According to Wills (1995), interpretive researchers believe that the reality consists of people's subjective experiences of the external world. This paradigm holds a belief that reality and truth is viewed in different ways, for instance, one concept might be understood by different people in different ways and can convey multiple meanings (Cohen, 2018). The paradigm is suitably applicable in this study because it offers a diversity of views on the phenomenon and allowed the

researcher to describe and interpret the behaviour of humans and the events that occur in a natural setting.

It also enables the researcher to understand the relationship of participants within their social context. Secondly, through its application, the researcher was able to prompt and investigate matters that cannot be observed, for example, he identified some of the issues progressed learners have which might be the contributing factors to their writing difficulties. It became apparent through the interviews that some progressed learners seemed to be unaware that they cannot write their essay well in TSVHL. The paradigm explained above was applied in order to study the understanding of progressed learners with regard to their difficulties in writing. They were interviewed, focusing on some of the interview questions. For instance, they were asked what hinders them from writing essay in the Tshivenda Home Language grade 7 classroom.

3.3 POPULATION AND SAMPLING

3.3.1 Population

Research population can be referred to as a set of people who are taking part in a study; they are mostly called participants (Kothari & Garg, 2019). The population of the study was based in Luvuvhu Circuit situated in Vhembe East district, Limpopo Province. This circuit has twelve primary schools. Eleven of them fall under quintile two, including the sampled school. The school has 1162 learners and 31 educators, including the principal and two deputies. It has 8 grades, which are grade R to 7. In those grades the total classes are 24 ranges from A – C. There are 134 total learners in grade 7, 13 progressed learners and two TSVHL educators in grade 7. The selected grade was interviewed to fulfil the study purpose.

3.3.2 Sampling

According to Maree (2010:79), sampling can be defined as a process which is used when selecting a total number of people for a particular study. In this research, the researcher used stratified random sampling. Bowen (2009) defines stratified random sampling as a method of samplings from a population which can be partitioned into sub-populations. The choice of this sampling is guided by Gronlund (2014) who affirms that the researcher is required to have prior knowledge based on the purpose of the study so that he/she can properly choose and approach eligible participants.

The researcher has selected Tswinga Primary School based on learners' poor performance in Tshivenda Home Language. The school is situated in Luvuvhu Circuit, Vhembe East District in Limpopo Province. The researcher has selected Grade 7 class in which progressed learners are found and two TSVHL educators as they are directly involved with these learners through teaching Tshivenda Home Language, One Departmental head of Languages and one Curriculum Advisor of Tshivenda Home Language were randomly chosen.

3.4 DATA COLLECTION

Bafarasat (2021) avers that data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The researcher used two data collection instruments, namely interviews and document analysis.

3.4.1 Interviews

The researcher used this instrument to collect data at Tswinga Primary School. According to Henning, van Rensburg and Smit (2004), interviews are the communicative events held with the purpose of determining what participants think, know and feel. Delpont (2011)

maintains that the main purpose of using the interview method is that it provides the researcher and participants with meaningful information about the existing research problem.

The researcher interviewed five progressed learners in the staff room based on the interview questions. The interview took 10 minutes for each learner. Some progressed learners were afraid to answer interview questions but after the explanation of confidentiality they were free to answer the questions. Before conducting interviews, learners were given consent forms since they were all under 18 years of age. The learners were instructed to give the consent forms to their parents and guardians so that they should grant the learners permission to take part in the study. The information contained in the forms explicitly explained the purpose of the study. Because of monthly tests which were taking place at the school the researcher interviewed two grade 7 teachers on the following day. The researcher expected the interview to take at least 10 minutes for each question but it ended up taking almost 15 minutes because of the interest of the educators. The Departmental head was not around on the same day, the researcher visited the school after two days to conduct interviews with him. The interview took place at his office for almost an hour because the research topic seemed to be of more interest as he stated that it is one of the major challenges in the school. The researcher also interviewed the curriculum advisor from Luvuvhu Circuit. She provided in-depth information which will assist progressed learners based on the research topic. The interview took place after the workshop of grade 7 - 9 TSVHL educators inside the classroom. During data collection participants were allowed to feel free and express themselves. The researcher asked them permission to be audio-taped and the request was granted. The interview reveals what the participants know about the research topic. Aspers (2009) indicates that an interview is a reliable data collection tool for discovering what people know, what they value and what they think. Jenkins, (2011) opines that the main purpose of interviews is to discover underlying motives and desires. The respondents' behaviour, feelings and thoughts about the topic under study were audio recorded. Participants were interviewed in a conversational manner guided by the main

study purpose. The interview questions were flexible to enable freedom of participation and in-depth responses.

3.4.2 Document analysis

The main purpose of document analysis was to discover the challenges faced by grade 7 learners when writing Tshivenda Home Language essays. Data analysis is defined as a process that works with data, organises it, breaks it down into manageable units, and synthesises it while searching for patterns (Saldaña, 2016). The researcher analysed educators' lesson plans, essay scripts, rubrics for marking essays guided by the policy document in order to discover all the challenges progressed learners face when writing essay in the Tshivenda Home Language classroom.

3.5 DATA ANALYSIS

Data analysis is defined as a process that works with data, organises it, breaks it down into manageable units, and synthesises it while searching for patterns (Saldaña, 2016). The data analysis method used in this research is thematic analysis. The purpose of applying this method was to identify the themes that emerge repeatedly from data collection instruments such as interviews and document analysis. The themes that emerged from these instruments were arranged and analysed in subheadings. The thematic analysis has assisted the researcher to:

- Identify the challenges progressed learners have on writing their essays in the Tshivenda Home Language classroom.
- Identify factors contributing to difficulties in writing TSVHL essay.
- Enable the researcher to interpret progressed learners' challenges in writing essays.
- Determine themes or patterns that are similar from participants' responses.
- Enhance the understanding of progressed learners' challenges in writing.

The researcher interpreted and analysed the data by searching for main themes, and by identifying pervasive patterns in the information. Data was grouped into different ideas, perceptions and thoughts. Information obtained from participants was selected, and the researcher considered important information and analysed it critically.

3.6 CONCLUSION

The main purpose of gathering data from the participants was to help the researcher gain in-depth information about the research topic. This chapter discussed the research methodology that was applied in accordance with the exploration of challenges faced by progressed learners when writing Tshivenda Home Language essays in grade 7. The qualitative approach, the case study research design as well as interpretive paradigm were unpacked with contextual examples to enable the reader to understand the plan and design of the entire research. Data was collected through interviews and document analysis. The researcher interpreted and analysed the data by searching for main themes, and by identifying pervasive patterns in the information. Progressed learners, Teachers, Departmental Head and Curriculum Advisor were interviewed and the researcher analysed the documents to gather as much information as possible concerning the research topic.

CHAPTER 4

DATA COLLECTION, ANALYSES AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the qualitative data and analyses of the findings gathered through exploration. Two data collection instruments which are interviews and document analysis have guided the researcher to collect in-depth information from the participants during break time and after school. In this chapter data collection is discussed in detail. The researcher first outlines the participants' profiles. Participants were five progressed grade 7 learners, two Tshivenda Home Language educators, one Departmental Head of languages and a Curriculum Advisor of language subjects. The participants were asked three interview questions to gather data about the existing problem. Teaching and learning documents of learners and teachers were analysed to gain in-depth information about the existing research problem at Tswinga Primary School.

4.2 DATA ANALYSIS

According to Creswell (2012) data analysis in qualitative research is in line with collection of data. The most important thing in analysis of data is to focus on what the participants have stated based on the existing research problem. The main research question formed the basis for analysing the data.

The following sections discuss the participants' profiles in this study.

4.2.1 Educators' profiles

Table 4.1: Educators' profile table

Educator	Experience	Highest Qualification	Age	Grade he/she is teaching	Gender
Educator A	1991 - 2023	Senior primary teaching diploma (SPTD)	59	7	Male
Educator B	2003 – 2022	Bed degree	51	6	Female
Departmental Head	1994 – 2022	Bed Hons in educational management	56	4	Male
Curriculum Advisor	2016 - 2022	Master of Arts in Linguistics	46	Not teaching	Female

4.2.1.1 Educator A

Educator A is a qualified educator who is currently teaching Tshivenda Home Language in grade 7. He has been a well experienced Tshivenda Home Language educator since 1991 in the very same sampled school. This gives him thirty years of experience. He also taught grade 4. This shows that he knows the challenges faced by learners when writing Tshivenda Home Language.

4.2.1.2 Educator B

Educator B is a well experienced educator. She started teaching Tshivenda Home Language in 2003. This gives her 18 years of experience. The main reason she was sampled as a grade 6 teacher is that she taught sampled learners in the same grade the previous year.

4.2.1.3 Departmental Head of language subjects

He started teaching Tshivenda Home Language subject at one of the primary schools. He then moved to the sampled school in 2004. He has 27 years of experience in teaching. The main reason he was picked is that he assists language teachers during the teaching and learning processes.

4.2.1.4 Curriculum Advisor

She is a well experienced Tshivenda Home Language educator. She did not disclose her teaching experience. The researcher chose her because she once worked as an educator before at one of the primary schools around the circuit.

4.2.2 Learners' profiles

The analysis and interpretation is based on the table below. All learners were from the same school as their two Tshivenda Home Language educators. Their age group ranged from 14 to 15 years of age. The appropriate age to be in grade 7 is 12, but in this school there were learners in grade 7 who were 15 years old. The selected progressed learners were interviewed by the researcher and their written scripts were analysed.

Table 4.2: Progressed learners' profiles

Learners	No of years repeating a grade	Gender	Age
Learner one	2	Male	15
Learner two	3	Male	14
Learner three	2	Female	14
Learner four	3	Female	14
Learner five	2	Male	15

4.3 THE INTERVIEW AS A DATA COLLECTION INSTRUMENT

The two Tshivenda Home Language teachers, Head of department and Curriculum Advisor expressed their complaints regarding progressed learners. The main problem was their difficulties in writing Tshivenda Home Language. The researcher asked the interview questions (see appendix K), the main purpose of which was to discover all the challenges encountered by progressed learners when writing essay questions in the Tshivenda Home Language classroom. Below are the research questions asked to the participants.

4.3.1 First research question to Tshivenda Home Language (TSVHL) teachers and progressed learners

What are the main causes of progressed learners' difficulties in writing Tshivenda Home Language essay questions?

The above research question seeks to determine the causes of progressed learners' difficulties in writing Tshivenda Home Language essay in grade 7.

4.3.1.1 Tshivenda Home Language educators' responses

Educator A replied that:

I am tired of these progressed learners, I don't know what to do with them, I can't even enjoy teaching every day, and these learners makes me to hate teaching profession.

- **Educators' perceptions about progression policy**

Educator A reported that progressed learners are troublesome inside his class because they usually tell him that they will gain promotion even if they fail to write. This is one of the major causes which burdens the educator. Such learners show lack of interest during the teaching and learning process. It is difficult for the educator to teach such learners how to write well. He further stated that such problems arise when he tries to point out correct punctuations and grammar as they write their essay questions. To support the educator's idea, Al Fadda (2012) intimates that the main challenges progressed learners encounter are differentiating between reviewing grammar including subject-verb agreement and joining sentences together to make a coherent paragraph in an essay.

- **Lack of class room attendance**

Learners' absenteeism is a contributing factor to poor performance in South African schools and if learners miss school they end up failing to understand the content that was taught (Taylor, 2008). In most cases learners don't just fail but they lose focus of the subject matter. In addition Educator B asserts that:

Progressed learners are not coming to school on a regular basis and some are usually outside. Such learners are unable to understand how to apply punctuations in their sentences.

The above situation shows that lack of classroom attendance by learners, more especially progressed learners, is the main issue educators face, hence the difficulties the learners experience in writing Tshivenda Home Language essay questions.

- **Educators in a hurry to complete the syllabus**

According to Spaul (2015), hasty syllabus coverage does not benefit learners in most cases and it is a norm to many educators. The researcher concurs with Spaul because this shows that when educators try to complete the syllabus before the expected time, learners are not going to benefit at all, hence the poor performance in language subjects. Educators have expressed that the issue of completing the syllabus is another contributing factor of difficulties in writing to progressed learners. The department expects them to teach everything within a short space of time, hence the difficulties of focusing on progressed learners.

Educator B points out that:

We cannot focus on specific learners because of time frame, we don't have enough time to teach progressed learners how to write, the management expect us to complete the syllabus on time. It is difficult to provide assistance to such learners.

What Educator B expresses above shows that teachers in this school are not given enough time to teach progressed learners, hence the difficulties in writing. It is difficult for a learner to perform without receiving enough assistance. Educator A further explains that the issue of time in this school is a concern. It becomes a burden to educators as they are expected to cover the content of each chapter within a given time frame. This was supported by Asep (2014) stating that teachers are having a hard time in motivating the students, not because of the students' naughtiness, but because the students are not interested in learning writing.

4.3.1.2 Departmental Head of Language Subjects' responses (HOD)

- **Progressed learners are not coming to school**

According to Taylor (2008) learners' absenteeism is a contributing factor to poor performance in South African schools. The Head of Department expressed that progressed learners are not coming to school at all and this makes them not to know what has been taught. He further explains that such learners are unable to apply correct punctuations in their sentences and as a result what they write discourages the educators. This shows that progressed learners are not interested in learning how to write. Educator A added that when he marks their essay scripts one can tell that such learners' minds are blank.

- **Lack of background knowledge of Tshivenda Home Language grammar**

Progressed learners face difficulties in understanding grammatical rules in language subjects. Richards (1990) asserts that learning to master writing skills is a difficult task that induces anxiety and learners end up being frustrated.

The Head of Department replies that:

It is difficult to implement writing skills to learners with no background knowledge, it seems as they were not taught during foundation stages and teachers are having hard time, this is a burden.

The above statement shows that progressed learners were supposed to have been taught how to write in earlier grades. When a senior phase educator is expected to teach such learners how to write, it limits the amount of teaching content. It is difficult to give special treatment to progressing learners knowing that as an educator you still have an amount of other work to cover.

- **Limited time for teaching and learning**

According to the National Council on Teacher Quality (2012), most educators have to accomplish many things within very little time and this affects the teaching and learning process.

Educator B expatiates that:

There is not enough time to teach learners because of staff meetings and sports activities in this circuit and this makes us to rush if given free time to teach.

This shows that progressed learners are not given time for learning at all and as a result it discourages learners. To support this, Educator A further explains that teachers have limited time to teach, therefore they make notes for learners. What educator A says shows that such learners are not used to writing. They just write without understanding what they are writing because of limited time for teaching and learning.

- **Lack of teaching experience from foundation phase teachers**

According to Kabende (2015), lack of sufficient and qualified foundation phase teachers threatens learners' ability to learn in an appropriate way. Learners are taught how to write during the early grades but if teachers lack experience and subject knowledge, it destroys the whole process of learning to the next grades.

The Departmental Head of languages explains that there is lack of teaching experience in this school and most of the foundation phase educators are not experienced to teach lower grades.

The HOD adds that:

Most of teachers in this school are not teaching subjects they have specialised with and as a result learners are not gaining proper content because the same teachers can't teach Tshivenda Home Language.

The above idea reveals that learners are being let down by the management of the school because of the non-availability of qualified Tshivenda Home Language educators. When the educator is not interested in teaching the subject, it disturbs the whole process of teaching and learning.

- **Lack of Tshivenda Home Language Educators from grade 4 – 7**

One of the major concerns expressed by participants is the lack of qualified educators responsible for Tshivenda Home Language from grade 4 to 7. Chokwe (2011) contends that from the schooling system, there are still teachers who are not trained to teach subjects that they are teaching. This shows that shortage of language educators is a challenge faced by many countries around the world.

The Departmental Head emphasises that:

We have sent countless emails to the circuit, requesting Tshivenda HL educator. They have not yet responded and as a school we are suffering a lot hence we usually pick any teacher to assist in teaching this subject.

The above statement shows that progressed learners cannot perform well as they lack qualified teachers. Once you just pick a teacher to teach, it is possible that he/she will teach for the sake of teaching, but not in the interest of the learners. Educator A buttresses this view by saying most teachers have only a few remaining years in teaching and that they don't have enough strength to teach progressed learners.

- **Progressed learners are interested in learning English FAL instead of Tshivenda HL**

Participants stated that progressed learners are interested in learning how to write English instead of Tshivenda HL. Harmer (2006) confirms that factors contributing to lack of interest in writing include fear of failure and making mistakes. Most learners don't value their home language. They see it as a subject which cannot be learnt since they are familiar with it. This disposition is not conducive to their learning to write Tshivenda HL.

The HOD expresses that:

Tshivenda Home Language subject is not taken in consideration by these learners, hence their difficulties in writing this subject, this is a norm in this school. Some progressed learners are not even interested in learning, they say Tshivenda HL is a simple subject.

In most cases such learners end up failing the subject as a result of neglecting and undermining it. The above statement shows that learners are not interested in learning how to write Tshivenda HL, hence their difficulties of applying correct grammar.

4.3.1.3 Curriculum Advisor (CA) of TSVHL subject's responses

The researcher had an interview with the Curriculum Advisor of the Tshivenda Home Language subject.

The Curriculum Advisor started by saying educators are experiencing difficulties during the teaching and learning process. It is difficult for teachers to apply good strategies to progressed learners because of many factors.

Below are the factors the CA indicated:

- **Implementation of progression policy**

There have been many difficulties that the progression policy has caused in many schools across South African schools. This shows that the implementation of this policy is the contributing factor to learners' performance.

The CA explained that:

When this policy was implemented in 2013, this has led learners to underperform, progressing learners without the background knowledge has burdened curriculum advisors and Tshivenda Home Language educators. We have planned as the Department to help progressed learners with their writing difficulties.

In addition Cole, (2001), assert that progressed learners are facing challenges and they are not receiving any support and this brings additional workloads to educators.

- **Impact of Covid19 on progressed learners**

Ngoepe (2020) expressed that school closure due to Covid19 lockdown brought negative challenges to progressed learners. To support the idea of Ngoepe, the Curriculum Advisor affirms that:

Covid19 is another cause of writing difficulties. Most of these learners spent almost six months without being taught. They were not at school during lockdown. This has led them to progress to the next grade without background knowledge of Tshivenda Home Language.

The CA further remarks that it will take years for progressed learners to learn how to write as Covid19 affected the teaching and learning process.

- **Changes of National Curriculum Statement (NCS) to Curriculum Assessment Policy Statements (CAPS)**

According to Spreen and Vally (2010), changes of educational policies have been criticised for failing to help underperforming learners. This shows that changes in policies had a negative impact on the teaching and learning process in many schools around South Africa and globally.

The CA contends that:

The changes of NCS to CAPS has made an impact on teaching and learning process. Many educators had to learn or discover new approaches of teaching progressed learners. This has led progressed learners not to improve in their writing skills in Tshivenda Home Language classroom.

What the Curriculum Advisor stated above reveals that the change of curriculum is another concern of progressed learners' failure to write Tshivenda Home Language. It is difficult for a teacher to teach learners how to write while he/she is still learning new methods of teaching.

- **Shortages of Tshivenda Home Language teachers**

From the schooling system, there are still teachers who are not trained to teach subjects that they are teaching (Chokwe, 2011). As stated by educators A and B, the Curriculum Advisor also confirms that there is a lack of Tshivenda Home Language educators in their circuit and most of the teachers teaching Tshivenda HL aren't qualified to teach the subject. As advisors they usually experience difficulties in terms of showing them how to teach progressed learners ways of improving in their writing skills.

4.3.1.4 Progressed learners' responses

Progressed learners responded to interview questions (see appendix J) and indicated factors contributing to their writing difficulties as follows:

- **Amount of time wasted on teaching rather than writing**

Progressed learners point out that teachers are not teaching them how to write but they focus more on teaching the content and this is the main reason for their writing difficulties. It is difficult for a learner to familiarise him-/herself with writing skills of Tshivenda HL grammar.

Learner 1:

In grade 7, the class is full and we are not given an opportunity to write by ourselves and this hinders us from learning how to write essays. It is the main reason of not knowing the correct grammar.

Learner 2:

Our teachers spent hours teaching us instead of giving us tasks to write, it is impossible for us to know how to write if teachers are not giving assessment task to write.

The researcher asked Learner 3, if what Learners 1 and 2 said is true; below is the response from Learner 3:

Learner 3:

I am tired by copying notes inside the class, we are not writing at all, I don't know why. Teachers are always at the meetings, how can they expect us to write well while they don't give us task to write?

What learners imply is that educators do not understand the importance of writing in language subjects. Teaching cannot take place without writing skills.

- **Progressed learners not allowed to use textbooks inside the class during teaching and learning**

Progressed learners have stated that they are not allowed to use textbooks of Tshivenda HL subject by their educator because they are repeating a grade. According to Hart (2013), the use of different books in grades is important as it enhances learning skills to develop learners in the curriculum.

Learner 4 points out that:

Teachers don't see us as learners who can do well in language subjects. When we ask them why they can't give us books, they say we have failed the grade.

In concurring with the above statement, Learner 5 states:

The main problem is the management of the school. They don't order books for all learners. The teacher told me that, I can't have her book since I am a failure.

Learners find it hard to learn without resources. It is impossible to understand and write difficult words in language if learners can't read by themselves. The use of different textbooks will enable progressed learners to know correct grammar, spellings and punctuations.

Learner 2 intimates:

I use the same textbook with my friend, sometimes it is hard for me to learn since I am not allowed to use it at home, and this is a burden to me because I am not used to writing. I believe if given my own textbook, I can improve because I will be learning also at home.

In supporting the view uttered by Learner 2, Learner 3 says he doesn't know when last he used a Tshivenda Home Language textbook and this is the main reason he cannot even write proper grammar in Tshivenda Home Language subject.

- **Teachers always remove progressed learners from the classroom**

The Department of Basic Education (2007) states that, in most cases educators remove learners from the classroom due to disruptive behaviours. Learners maintain that teachers are always removing them from the class.

Learner 4:

Teachers hate me, every time I'm always removed from the class even though I didn't do anything at all, and because we are progressed learners, teachers view us as learners who are disturbing lessons inside the class. Teachers don't value us and they always call us with names to discourage us.

This shows that teachers are not considering progressed learners at all. It is difficult for a learner to do well while he/she is not given enough support or time to learn by the teacher. Teachers must ensure that they treat all learners the same regardless of their difficulties in writing.

- **Teachers provide learners with a lot of assessment tasks without giving explanations**

Learners contend that teachers always provide them with assessment tasks without making them to understand the questions and this is another reason why writing is a difficult task to them.

Learner's responses:

Learner 2:

I don't see the need of teachers giving us task knowing that they can't explain to us. Some of us need to be supported as we cannot write well but teachers don't see that.

Learner 3:

Teachers don't know what to do at all, they don't care whether we understand the grammar or not, they put more focus on providing assessment tasks and they don't give us necessary feedback about what we have written.

This shows that such learners are not getting the necessary support from their educators. This ends up burdening learners as they cannot apply their writing skills in the Tshivenda Home Language classroom.

4.3.2 Second interview question to TSVHL Educators, Departmental Head of Languages and Curriculum Advisor of Language Subjects

Which difficulties do progressed learners often encounter when writing essays in Tshivenda Home Language?

- **Difficulties in spelling and punctuations**

Poor spelling is a cause of anxiety for learners in learning writing skills (Nyang'au, 2014). Educator A avers that progressed learners are unable to apply correct spellings and punctuations in Tshivenda Home Language grammar. He further says that, what they

write cannot be read and this results in difficulties when marking their essay. When grade 7 learners fail to apply correct grammar in language subjects, it burdens the educators as the learners were supposed to have learnt this in their previous grades.

Educator B:

I don't know what to do at all, progressed learners don't even know where to apply full stops, commas and questions marks to make their sentences meaningfully, it is exhausting, I need help as a teacher.

Afrin (2016) states that having good ability in spelling will lead to positive learning of writing skill. If the learners are struggling with spelling, it will hold them back to move forward. The students have the habit to spell according to their pronunciation and this will lead to wrong spelling. Teachers must always teach progressed learners how to apply their writing skills. To concur with this, Nyang'au (2014) indicates that memorisation of the spelling will help the learners to improve their spelling.

The Departmental Head of languages:

It is hard and difficult at the same time. Writing correct spelling is another problem progressed learners often encounter when writing Tshivenda Home Language essays. Every time when I moderate their books, I often discover lot of challenges based on their spellings and grammar.

What the Departmental Head remarks shows that the main cause of progressed learners' writing difficulties is the lack of background knowledge. This hinders progressed learners in terms of understanding writing skills in language subjects. Difficulties of understanding writing skills has led to learners' failure to construct meaningful sentences.

The Curriculum Advisor in language subjects explained the difficulties in writing language essay. Incorrect spelling and grammar is the major problem of progressed learners. She indicated that such learners experienced difficulties from the foundation phase and it is a major problem to Tshivenda Home Language senior phase educators as they are not qualified to teach learners how to apply basic grammatical rules. She stresses that it will take years of teaching and learning for progressed learners to know how to write.

Educator A asserts that:

Progressed learners are unable to apply correct punctuations in their essays. They don't know how to apply such punctuations. It is giving us a huge challenge during teaching and learning process.

Educator B puts it that:

Some of these learners don't even know how to start a sentence with a capital letter. It is impossible for educators to help such learners knowing that they don't have background knowledge.

The researcher supports the educators' views because knowing how to use correct punctuations will enable the learner to construct a good sentence.

The Departmental Head of languages indicated that:

I always received complaints from my Tshivenda Home Language educators concerning progressed learners and their difficulties in writing language subjects. One of the most serious concern is the issue of spelling errors and punctuations.

4.3.3 Third interview question to TSVHL educators, Departmental Head of Languages and Curriculum Advisor of Language Subjects

Educators indicated different strategies they are using to assist progressed learners with their difficulties in writing essays in Tshivenda Home Language.

What are the teaching strategies teachers use to improve progressed learners' difficulties in their essay writing?

4.3.3.1 Teachers' responses

- **Combining progressed learners with performing learners**

Hemmati (2002) asserts that positive results have been seen from learners learning in groups. When learners are involved in group works it helps them to acquire knowledge at that very moment. The teachers further explain that, in doing this, it will enable learners to cope well with their spelling mistakes.

Educator A:

I have combined progressed learners with learners that are performing in class to ensure that they feel motivated and do the best in class in terms of their difficulties in writing Tshivenda Home Language essays.

In supporting this, Educator B states:

Grouping learners is another way of showing learners to feel that they are not neglected and as the school they are trying the best they can to ensure that teaching and learning accommodate all types of learners.

- **Helping progressed learners during morning studies**

Educators pointed out that they are assisting progressed learners during morning studies. They request foundation phase Tshivenda Home Language teachers to assist such learners with writing basics.

Educator B:

We are doing the best we can to assist progressed learners during morning studies, but some of them don't even have the desire to attend the lessons and this burdened us as we end up not knowing how to assist them with their writing difficulties.

What Educator B stated shows that progressed learners don't have an interest in learning how to write. This indicates that it is difficult for an educator to teach such learners how to write if they can't show their seriousness.

4.3.3.2 Departmental Head of Languages' responses

The HOD maintains that:

We have sat down as the school management team (SMT) trying to figure out ways that can be done to improve progressed learners essay writings in Tshivenda Home Language classroom, the management decided that we need to teach them on Saturdays and Sundays, unfortunately they never avail themselves during the lessons.

This shows that progressed learners are not motivated. It is a challenge to their educators as they are unable to assist such learners. The Departmental Head of languages further explains that they have given progressed learners workbooks to write in even at home and they always find that expected pages are not completed. This gives educators a challenge as it may be difficult for progressed learners to know how to apply grammatical rules in Tshivenda Home Language.

4.3.3.3 Responses from Tshivenda Home Language Curriculum Advisor

- **Provision of Tshivenda Home Language learners workbooks**

According to Milai, (2017), it is necessary for each school to have textbooks where teaching and learning can take place in an appropriate way.

The Curriculum Advisor says that:

As the circuit, we have managed to provide Tshivenda Home Language workbooks which will assist learners with their writing difficulties. Progressed learners will be able to know how to write Tshivenda grammar with the assistance of workbooks and their teachers.

The CA further states that the main problem is that such learners are not completing workbooks and most of the teachers don't use those workbooks on a regular basis during teaching and learning. In support of this view Fredriksen, Brar and Trucano (2015) suggest that providing each individual learner with a textbook for all of their subjects has a greater impact on their academic performance. The CA emphasises that the use of workbooks helps learners to cope well with their spelling mistakes in language subjects. What the Curriculum Advisor explains shows that the use of workbooks is neglected in many schools by teachers and learners as they think it doesn't add value to teaching and

learning and this is yet another reason why progressed learners are finding it difficult to write Tshivenda Home Language essay.

- **Providing countless assessment tasks related to writing skill**

Mbanjwa, (2014) avers that, in order to develop a good writing skill, learners must be given enough tasks to complete. The researcher concurs with Mbanjwa as this will help progressed learners to get used to writing.

The CA states that:

Provision of tasks from the District is another strategy which is helping learners to get used with writing skills and the Department of basic education is doing everything to make sure that learners are writing on their basis. We have forwarded lot of baseline assessment tasks to ensure that learners are writing every week during teaching and learning, and after this we have seen lot of improvement from our progressed learners in terms of their difficulties in writing Tshivenda Home Language.

Teaching without writing remains futile. Learners must be able to write so that they can be able to express their opinions. The CA further maintains that the main challenge is that learners are writing such tasks at home. Their parents or guardians are writing their tasks for them. She emphasises that it is a duty of educators to ensure that learners are writing at school so that they can assist them with their writing difficulties.

- **Tshivenda Home Language educators to regularly attend workshops**

According to Moeletsi and Mlachila (2019), teachers need to be empowered to continue fulfilling their roles of being researchers, lifelong learners, subject specialists and designers of learning material.

Curriculum Advisor:

Most of Tshivenda Home Language Educators are attending workshops to help them with their teaching strategies.

The CA expresses that the main reason for this, is that they should know how to help learners with their writing difficulties in Tshivenda Home Language. What she emphasised is that most educators don't have knowledge of language subjects as it is not their specialisation and this is also the major reason they can't assist such learners.

4.4 ANALYSIS OF INTERVIEW FINDINGS FROM PARTICIPANTS

4.4.1 Analysis of TSVHL progressed learners' responses

- **Limited time to teaching writing skills**

Progressed learners remark that there is little time for writing during TSVHL periods, hence their difficulties in writing. Based on the allocation time of hours by the Department of Basic Education annual teaching plan, TSVHL subject, senior phase (grade 7-9) has been allocated 13.5 hours per week as per the Department's weighting scale.

The Department of Basic Education (2011:10) regards the allocated hours as sufficient for Home Language subjects at a senior phase. Learners should be provided with enough time to learn how to write.

Table 4.3: Allocated teaching time per year at a senior phase

Term	Weeks	Hours
		Tshivenda Home Language as the language of learning and teaching (LoLT)
1	10	9,6 hours per week x 10 = 96 hours
2	12	9,6 hours per week x 12 = 115,5 hours
3	11	9,6 hours per week x 11 = 105,6 hours
4	10	9,6 hours per week x 10 = 96 hours
Total	43	413,1 hours

The CAPS for TSVHL prescribes that the time-tabling should provide the double periods per week. The amount of time must cover all the four skills of language subjects which are listening and speaking, reading and viewing, writing and presenting and language structures and convention, as stated below.

Table 4.4: Recommended teaching time per week for TSVHL skills

Skills	Time allocation per week	
	Senior phase (Grade 7 – 9)	
Listening and Speaking	2 hours	
Reading and viewing	3 hours 30 min	
Writing and presenting	3 hours 30 min	
Language Structure and Conventions	1 hour	

Based on the findings, TSVHL educators are mostly applying other skills instead of writing skills which results in difficulties for learners to write essay questions. In supporting this

ideology, Misbah et al. (2017) say that lack of writing skills causes learners to face challenges in constructing sentences. The lack of writing skills in TSVHL subject is the contributing factor of progressed learners' difficulties in writing essay questions. Most of the progressed learners are not used to writing, this results in a burden to express themselves in their writings. Concurring with this view, Martell, (2016), maintains that by having very limited knowledge in writing, learners will have a burden to write sentences with appropriate grammar.

- **Lack of Tshivenda Home Language textbooks**

Progressed learners contend that educators are not providing them with textbooks during the teaching and learning process. Lack of provision of textbooks causes learners to feel neglected by the school management team and their educators. According to Foster (2015), shortage of books and reading materials is the greatest contributing factor to learners' difficulties in writing. Lack of textbooks causes learners to be disinterested in writing, however if learners are provided with textbooks to learn difficult words in Tshivenda Home Language subject, they will be eager to learn how to construct sentences in their essay writing. Progressed learners end up failing to write classwork and homework at home since they do not have learning materials. As a result it leads to poor learning and affects the performance of such learners in the TSVHL subject.

- **Lack of parental involvement**

Progressed learners point out that lack of parental involvement is another contributing factor to their writing difficulties. In most cases when parents are not supporting their kids, it limits learners' interest in learning. Epstein (2019) believes that parents' involvement in their children's learning has a major positive effect on their achievement. In this school the researcher discovered that parents don't attend meetings and the SMT is concerned about the lack of attendance as it disturbs the teaching and learning process. In most cases parents don't attend meetings because of their unavailability and lack of interest in their children's education. In trying to justify this view, McCarthy (2019) postulates that some parents, especially in remote areas, are facing financial crises whereby they get

low wages and have to work two jobs at the same time. Thus they are deprived of a chance to actively and effectively get involved in their children's education.

This challenge creates a barrier to learning as learners go to school without being motivated to learn and achieve better results; teachers are left with a burden of producing quality results whereas learners are not mentally equipped to work hard for those results. In the same vein, Deger and Frank (2021) argue that in most rural and poverty stricken areas parents are not involved in their children's school affairs as there are no direct links between parents and the school. As a result parents do not receive timeous feedback concerning their children's school performance.

4.4.2 Analysis of TSVHL teachers' responses

- **Progressed learners' absenteeism**

According to Taylor (2008), learners' absenteeism is a contributing factor to poor performance in South African schools and if learners miss school they end up failing to understand the content that was taught. Based on the findings during interview questions with the educators, the researcher discovered that progressed learners are always absent from their classrooms and most of the time they are not involved in learning. This is the major cause of their difficulties in writing because lack of classroom attendance indicates that they don't acquire any knowledge of Tshivenda Home Language subject which might assist them with their writing. Educators maintain that there is nothing they can do to help progressed learners because they are always absent from class. This notion shows that teachers are eager to help learners with their writing difficulties but learners' absenteeism hinders them from helping such learners. In most cases learners are absent because they know that they will be progressed to the next grade if they already failed a particular grade and it is difficult to motivate such learners to acquire the writing skill.

- **Progressed learners' lack of interest in writing**

The researcher noted that progressed learners do no longer have an interest in writing. This is the greatest contributing factor to their poor performance in TSVHL subject. In most cases it may be because learners are not taking Tshivenda Home Language subject

seriously. Learners end up finding it hard to understand the vocabulary because they progressed to the next grade without meeting the minimum requirements. TSVHL educators have indicated that most of the times when they force such learners to write, they just write for the sake of completing and submitting the task. According to Anyiendah (2017) lack of learners' interest in writing is another challenge. Lack of interest in this school makes learners to find it difficult to apply correct punctuations, grammar, vocabulary, and spelling and to construct their sentence structures in essay writings.

- **Lack of learners' background knowledge of TSVHL subject**

Teachers indicate that progressed learners are failing to write their essays because of the lack of background knowledge of the subject. Based on such analysis, the researcher has discovered that progressed learners were not taught well at early grades such as at foundation phase, however, most educators are blaming Covid19 as one of the contributing factors of learners' background knowledge. The idea of poor background knowledge as a reason for failure to write good essays in TSVHL was supported by the Departmental Head of languages and the Curriculum Advisor. If learners were not taught the basics in foundation phase grades, it will be difficult for them to apply writing skills on their own because they never learnt how to do so.

- **Progressed learners' perceptions on progression policy**

Mlachila, (2019), affirm that there have been a lot of difficulties that the progression policy has brought to both learners and educators. Educators expatiate that this is another contributing factor of learners' difficulties in writing as such learners are aware of the stipulations of the progression policy that if they fail the same grade they will be progressed even if they do not meet the minimum requirements. This view was confirmed during interviews when progressed learners mentioned that they cannot write because they know that at the end of the year they will progress to the next grade anyhow even if they didn't meet the requirements. This limits their interest in writing and they lack knowledge on the subject content, hence their difficulties in writing Tshivenda Home Language essay.

4.4.3 Analysis of responses from Departmental Head of Languages Subjects

- **Lack of teaching experience of Tshivenda Home Language subject**

According to Gündogmus (2018:32) lack of professional experience will lead to stress and tension to teach, the teachers' experience depends on the level of their previous experience and training. The Departmental Head remarks that TSVHL teachers are facing challenges on how to approach progressed learners during teaching and learning. In confirming this, Kaplan and Norton (1996), indicate that teachers also face challenges such as lack of knowledge, skills and interest to teach writing and lack of learners' interest in writing. Some teachers don't have knowledge of Tshivenda Home Language subject because it is not part of their specialisation, as a result they encounter challenges. It is difficult for an educator to teach learners how to write while they don't understand such a particular subject. In supporting this view, Gündogmus (2018) avers that lack of teaching experience is a major challenge faced by educators. The researcher has discovered that such difficulties also result in stress and anxiety to educators and most of the educators in that school are unable to teach learners how to write because they were never taught the same subject at a tertiary level.

- **Lack of lesson preparations**

The Departmental Head of languages believes that Tshivenda Home Language educators are failing to plan their lessons which is the contributing factor of learners' difficulties in writing. Most of the time when teachers fail to plan their lessons, it disturbs the teaching and learning process. In most cases teachers enter the class unprepared with the view to teaching instead of imparting knowledge to learners. According to Chickering and Ehrmann (1996) lesson plans help a teacher to utilise time, resources and techniques at an optimum level. In the selected school Tshivenda Home Language educators are not preparing the lessons, the Departmental Head of languages confirms that most of the time educators are not submitting their lesson plans for moderation and some of the lessons do not include writing skills. The researcher has noted that educators and the Departmental Head of languages are not working together to help learners with their writing difficulties.

4.4.4 Analysis of responses from Curriculum Advisor of Language subjects

- **Teaching and learning resources**

According to Minae (2014:35), teaching and learning resources facilitate and motivate students to learn. The curriculum advisor indicates that lack of teaching and learning resources is a challenge in many schools, hence learners are failing to apply good writing skills in language subjects. This shows that the Department is failing both educators and learners in terms of provision of teaching and learning resources. The researcher discovered that there is no library at the school, progressed learners who could not write Tshivenda well in the classroom had no other backup plan, and as a result their writing progress was hindered because they should be able to depend on the school resources to learn how to write. In addition, Hart, (2013)) states that the use of different books in grades is important as it enhances learning skills to develop learners in their difficulties of writing TSVHL essay questions. In most cases for teaching and learning to take place, resources such as textbooks are important because learners will be able to understand the lessons better. Teaching is no longer teacher centred but it involves learners to understand the lesson by themselves, which means learners must be provided with learning resources to assist them in terms of writing skills.

- **Shortages of Tshivenda Home Language educators**

According to Chokwe (2011), from the schooling system, there are still teachers who are not trained to teach subjects that they are teaching. The Curriculum Advisor notes that shortage of Tshivenda Home Language educators is a major concern in the District and most of the newly graduated educators are not specialising with Tshivenda HL as a subject. At the selected school most of the educators are teaching subjects they didn't major in at the university including Tshivenda Home Language and this brings difficulties to learners based on the understanding of writing skills. Because of that, progressed learners are unable to write the correct grammar, hence the spelling mistakes and punctuation difficulties in their essay writings.

- **Implementation of progression policy**

Researchers such as Picklo and Christenson (2005), postulate that there have been several challenges that the progression policy has had so far. The Curriculum Advisor expressed that ever since this policy was implemented they, as a circuit, have been facing challenges of learners who can't write because such learners move to the other grades without meeting the minimum requirements. This shows that the implementation of progression policy has brought many challenges to both the Department and the schools. The researcher also discovered that educators are weighed down by this policy as they have to teach learners how to write because they lack basic skills in writing Tshivenda Home Language essay questions. In most cases such learners are not interested in learning and this affects the performance of the school.

4.5 SUMMARY OF INTERVIEWS

Three interview questions to participants have enabled the researcher to gather information which assisted with the recommendations of the study at Tswinga Primary School about the existing research problem. The researcher asked open ended questions to five grade 7 progressed learners, two Tshivenda Home Language educators, the Departmental Head of languages and a Curriculum Advisor to gather the information about the existing research problem. The information collected during interviews was analysed in detail.

4.6 DOCUMENT ANALYSIS

According to Bowen (2009), document analysis is another form of qualitative research which a researcher uses to ensure that documents are in line with the research topics. Through the use of document analysis the researcher wanted to discover which documents Tshivenda Home Language educators are using to ensure that progressed learners understand their writing skills.

4.6.1 Interpretations and analysis of Tshivenda Home Language essay scripts

Progressed learners were given a task about essay. The grand total was 20 marks. The main purpose was to discover factors contributing to their writing difficulties in Tshivenda Home Language subject. Most of the progressed learners encountered difficulties and they failed to get the minimum of 8 marks.

Figure 4.1 represents the total marks out of 20 for learners writing a trial examination in grade 7 in TSVHL subject during term 3 in 2022.

Figure 4.1: Bar graph showing performance of learners out of 20 marks

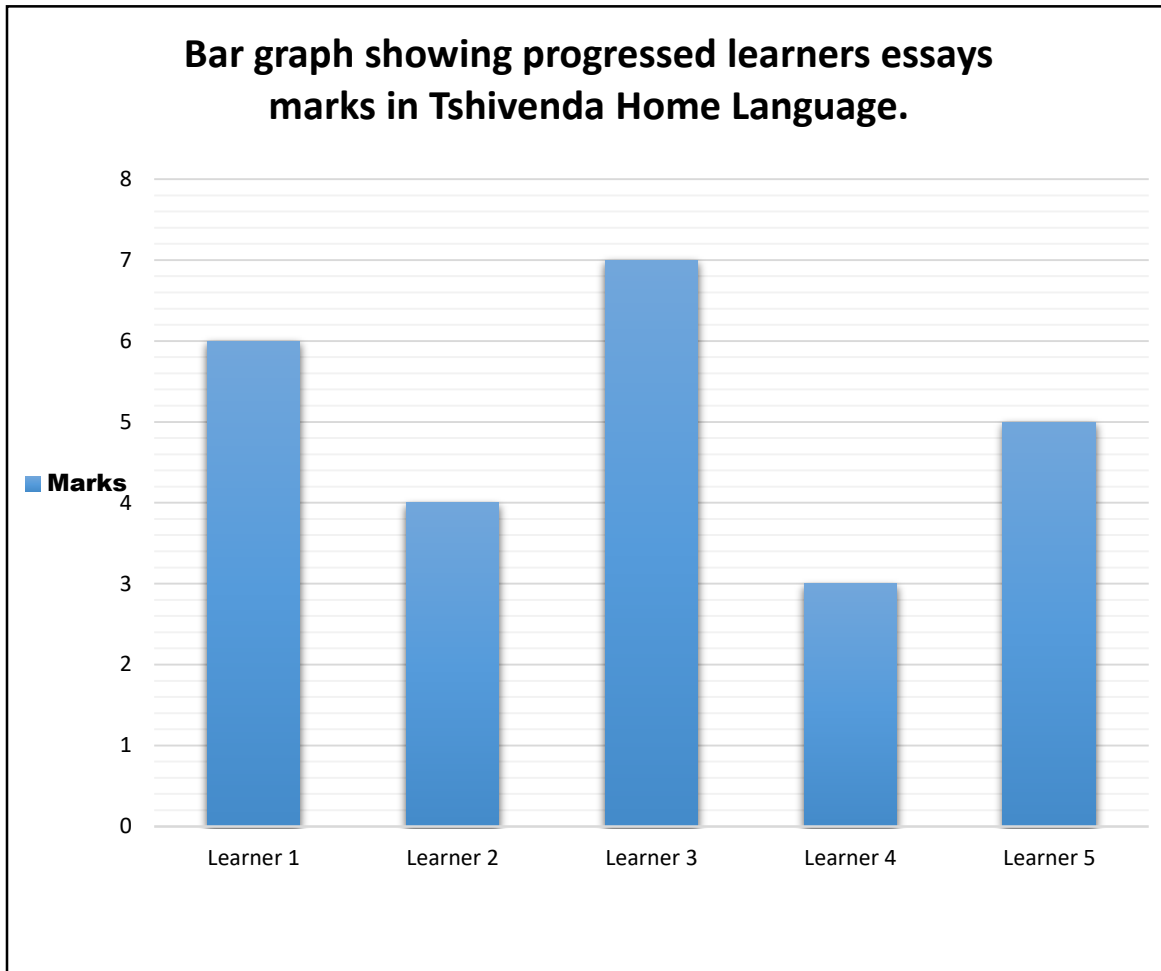


Table 4.5 is a rubric for the assessment of an essay out of a total of 20 marks.

Table 4.5: Rubric for assessing an essay – Tshivenda Home Language Essay questions (20 marks)

CRITERIA & MARKS	11-12 marks	9-10 marks	7-8 marks	5-6 marks	4	3	0-2

CONTENT AND FORM AT 12 MARKS	Outstanding response to topic Ideas except ionally creative/ interesting/ mature Excellent use of planning and drafting to improve essay.	Very good response to topic Ideas very creative Plannin g and drafting used very well to improve essay	Good response to topic Ideas creative Planning and drafting has produce d a good essay	Adequate response to topic Ideas fairly creative Plannin g and drafting used to some effect	Content ordinary Ideas mostly relevant Planning and drafting not used effectively	Content not always clear Few ideas/ repetitive Inadequate evidence of planning/ drafting Essay not well Planne d or drafted	Content off-topic Ideas repetitive or irrelevant Poor or no planning and drafting
	4-5 marks	3-4 marks	3-3½ marks	2½-3 marks	2-2½ marks	1½ marks	0-1 mark
LANGUAGE, STYLE AND	Excellent use of language and	Effective use of language and	Language and punctuation	Language simple, punctuation	Language simple, Punctuation	Language and punctuation	Language and punctuation very difficult

EDITING 5 MARKS	punctuation Use figurative language very well Excellent choice of words Tone and register highly suited the topic Almost no errors after proofreading and editing	punctuation Uses figurative language Very good choice of words Tone and register suited the topic Almost no error after proofreading and editing	mostly effectively used Some attempt to use figurative language Good word choice Tone and register mostly suited to topic Very few errors after proofreading and editing	adequate Choice of words adequate Tone and register mostly suited; may be some lapses Some errors after proofreading and editing	often incorrect Choice of words basic Tone and register often not appropriate Several errors despite proofreading and editing	very weak Choice of words limited Tone and register inappropriate Many errors despite proofreading and editing	to understand Choice of words extremely basic or inappropriate Tone and register completely inappropriate Many errors; little/no evidence of proofreading
	3 marks	2½–3 marks	2–2½ marks	1½–2 marks	1–1½ marks	½–1 mark	0 marks

STRUCTURE	Extremely coherent paragraphing	Very coherent paragraphing	Coherent paragraphing	Fairly coherent paragraphing	At least one or two points developed	Sometimes off topic	Mostly/completely off topic
3	Excellent paragraphing	Very good paragraphing	Good sentence structure	Adequate paragraphing	Sentence and paragraph faulty but ideas can be understood	Ideas difficult to follow	Sentences and paragraphs very poorly constructed/muddled.
MARKS	Excellent structure	Very good sentence structure	Length almost correct	Adequate sentence structure	Length almost correct	Length: too long /short	Length: too long /short

4.6.1.1 Analysis of the graph based on progressed learners' essay marks

- Learner one got 6 marks out of 20, in the script the learner used language and punctuation mostly effectively but not convincingly, and there was a little attempt to use figurative language. The researcher discovered that there was a lack of planning and spelling errors in the essay script, fairly coherent adequate paragraphing sentence structure, and the length almost correct. (See attachment in Appendix L)
- Learner 2 got 4 marks. The main cause for low marks is failure to show proper planning, lack of interest in writing, spelling errors and punctuations. Language

was simple. The researcher noted that punctuation was incorrect in most of the writings and the learner was also out of topic. Another challenge was that the content of the essay was not clear, there were few ideas/repetitive inadequate evidence of planning/ drafting. There was not even a little clear evidence that the essay was well planned or drafted (See attachment in Appendix L)

- Learner 3 managed to get higher marks than the rest of the learners which is 7 marks. There was a good response to the topic but not stated clearly enough. Ideas were creative, planning and drafting produced a somewhat good essay. The learner tried to understand the question but there was a failure in terms of showing proper spelling and punctuation and an inability to understand the question hence the learner got 7 marks. (See attachment in Appendix L)
- Learner 4 got fewer marks than all the other learners, which is 3. The researcher discovered that the major cause of this difficulty is failure to understand the question, lack of planning and poor grammar. The learner was mostly/completely off the topic, the sentences and paragraphs were very poorly constructed/muddled, and the length of the essay was too short.

The learner also wrote what the teacher couldn't even read, hence the poor marks. (See attachment in Appendix L)

- Learner 5 got 5 marks. The researcher noted that language structure was not convincing to the marker, with a lot of spelling and punctuation mistakes. Another problem was the inadequate choice of words with lack of grammatical meaning and some lapses and errors after proofreading and editing. (See attachment in Appendix L)

4.6.1.2 Analysis of the graph based on areas in essay writing progressed learners find most challenging

Table 4.6: Areas in essay writing progressed learners find most challenging

AREAS IN ESSAY WRITING	RATING (Excellent/good/fair/poor)	SCALE:
Introduction	Poor	
Grammar	Poor	
Spelling	Fair	
Punctuation	Poor	
Vocabulary	Poor	
Paragraphing	Fair	
Hand writing	Fair	
Conclusion	Fair	

The above table shows the areas in essay writing progressed learners find most challenging. Based on the analysis of progressed learners' essay scripts, the researcher found that progressed learners are facing challenges in different areas in essay writing. As shown on the above table, application of grammar, spellings, punctuation and vocabulary are poor than "fair", which is the most contributing challenge of progressed learners' difficulties in writing essay questions. This is the major reason why most of them got less marks in their essays. The introduction, paragraphing, handwriting and conclusion recorded at least a bad rating scale (which is regarded as a notch better than components rated as "poor") because the allocations of marks on the criteria were less at each category.

4.6.2 Interpretation and analysis of progressed learners' classwork and homework books

The researcher picked the classwork and homework books of five progressed learners. The main purpose was to discover the major causes of their writing difficulties. The researcher analysed the books and discovered the following:

4.6.2.1 Lack of correct grammar, spelling and punctuation mistakes

The researcher established that learners were unable to write the correct grammar and there were lots of spelling mistakes in their sentences and with no spaces between the words. In some of their books, the researcher discovered grammatical, spelling and punctuation errors as indicated in Table 4.7:

Table 4.7: Incorrect versus correct grammar, spelling and punctuation

Findings of incorrect grammar, spelling and punctuation	Correct grammar, spelling and punctuation
do swaka milvhe nge madikwane	Ndo swika mulovha nga madekwana
nne ndi dzela tswinga	Nne ndi dzula Tswinga
Machelo ri doye thoyandou	Matshelo ri do ya Thohoyandou
Duvha le ndatodo ufa	Duvha le nda todou fa
Mbabela	Bambela
Ndovha nditshikoloni	Ndo vha ndi tshikoloni
Nda vhi dze le la	Nda vhidzelela

4.6.2.2 Failure to start a sentence with a capital letter

The researcher discovered that progressed learners were unable to start the sentence with capital letters. In most cases they understand that proper nouns should start with capital letters even in the middle of the sentences. In some of their sentences they included capital letters in the middle of the sentences which are not even proper nouns. This is one of the difficulties that causes them to lose marks in their essay writings.

4.6.2.3 Lack of informal tasks

The researcher established that progressed learners were not writing their informal tasks nor taking note of the corrections provided by the teacher. This shows that it is one of the contributing factors to their difficulties in writing. A learner cannot write a proper essay if he/she is unable to write an informal task first inside the classroom. This shows that progressed learners must be motivated to be interested in writing the given informal tasks.

4.6.3 Interpretation and analysis of TSVHL teachers' lesson plans

The researcher noted that some Tshivenda Home Language educators did not plan their lessons appropriately with the inclusion of writing skills and this makes teaching and learning difficult for their learners. Lack of writing skill in lesson planning results in difficulty of imparting knowledge to learners. Some educators did not even plan their lessons. This shows that they just teach learners without the proper planning.

4.6.4 Interpretation and analysis of marking rubrics

The researcher discovered that Tshivenda Home Language teachers did not have marking rubrics for their essays. This shows that such educators are marking essays without a rubric, hence the poor performance in the Tshivenda Home Language classroom. Some rubrics were not moderated by the Departmental Head and the researcher discovered that such rubrics were not up to standard.

4.6.5 Analysis of document analysis instrument

Progressed learners' classwork and homework books were not all written tasks, hence their poor performance in writing. Educators are unable to use rubrics when marking progressed learners' essay questions. The researcher also discovered that lack of learning resources such as Tshivenda Home Language textbooks is another contributing factor to writing difficulties in essay. This shows that the existing research problem is a major concern.

4.6.6 Summary of document analysis

This data collection instrument enabled the researcher to discover the writing difficulty of progressed learners and teaching resources grade 7 Tshivenda Home Language educators use during the teaching and learning process. The researcher analysed

progressed learners' textbooks, essay scripts, educator's lesson plans and rubrics to gather information about the existing research problem.

4.7 CONCLUSION

The responses from Tshivenda Home Language educators, progressed learners, the Departmental Head of languages and the Curriculum Advisor with regard to the challenges faced by progressed learners when writing Tshivenda Home Language essay questions were discussed and analysed using the qualitative approach. Writing is a challenge not only to the progressed learners at the Luvuvhu Circuit, but to South African schools and globally. Irrespective of the government's provision of necessary support to progressed learners facing such challenges, some schools still need support to ease writing challenges encountered by progressed learners.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This concluding chapter outlines the summary, recommendations, and conclusions of the study. The study purpose was to explore the challenges faced by progressed learners when writing Tshivenda Home Language essay questions. The study implemented the qualitative method and the interpretive paradigm. The use of the qualitative approach assisted the researcher to attain the appropriate methods that were used in this research to meet the purpose of the study. The case study was used to explore progressed learners' difficulties in writing challenges.

The study sought to explore challenges faced by progressed learners when writing Tshivenda Home Language essay questions, particularly in grade 7. This final chapter presents the summary of findings that were collected through data collection tools which are interviews and document analysis. The summary of findings concerning research questions, objectives, main research problem were also taken into consideration. The study findings presented in this chapter, suggest areas for future research and recommendations for improvement. The study was conducted in Tswinga Primary School which is under Luvuvhu Circuit in Vhembe East District, Limpopo Province. The study was in pursuit of finding solutions to the writing skill problems experienced by grade 7 progressed learners, hoping that this will ultimately improve their academic performance.

5.2 SUMMARY OF CHAPTERS IN THE STUDY

5.2.1 Background and motivation (Chapter 1)

This chapter elucidates what motivated the researcher to conduct the study about the existing research problem. The researcher outlines the background of the study which supported the research problem of progressed learners' difficulties in writing Tshivenda Home Language essay questions. The existing research problem has allowed the researcher to choose social constructivism theory which explains that people learn through interactions. The purpose of the study and research questions were further explained in detail to build a strong foundation for the study. This chapter emphasised research methodology sub-topics such as research design, population and sampling, data collection, data analysis, quality criteria and ethical considerations. This chapter serves as a bedrock of other chapters.

5.2.2 Literature review (Chapter 2)

In this chapter the researcher outlines different sources related to the research topic. This has allowed the researcher to provide a solid argument about the existing research topic. Most researchers identify challenges encountered by progressed learners during the teaching and learning processes. The Literature review enabled the researcher to understand the gap based on his selected research topic and to discover ways to help progressed learners so that they can be able to learn how to write Tshivenda Home Language essay questions. This chapter was guided by sub-topics such as explanation of progression policy, ways to improve writing skills in language subjects, the importance of writing skills in language subjects, challenges faced by progressed learners when writing Tshivenda Home Language essays, challenges teachers faces when teaching progressed learners how to write Tshivenda Home Language essays and ways to help progressed learners with their writing difficulties in language subjects. This has allowed the researcher to use different related sources to support the argument about the existing research problem. The use of different literature studies allowed the researcher to

discover what has already been researched and the existing gap within the research problem.

5.2.3 Research methodology (Chapter 3)

This chapter encapsulates the research methodology that was applied in accordance with the challenges faced by progressed learners when writing Tshivenda Home Language essays. The paradigm as well as the research design were explained with contextual examples to enable the reader to understand the plan and design of the entire research. Data collection tools which were interviews and document analysis were used and expatiated accordingly.

5.2.4 Data analysis and interpretation (Chapter 4)

In this chapter the researcher first provides the profile information of participants. Two data collection instruments which were interviews and document analysis were used to collect information from the participants. The researcher posed three research questions to five progressed learners, two Tshivenda Home Language educators, a Departmental Head of Languages and a Curriculum Advisor of language subjects. The researcher also analysed documents such as progressed learners' essay scripts, educators' lesson plans and marking rubrics. The researcher provided an in-depth data analysis from information gained through participants' interviews and document analysis to build a strong recommendation of the study in Chapter 5.

5.2.5 Summary, conclusion and recommendations (Chapter 5)

This chapter provides a summary of all chapters in this study. The researcher further outlines the main findings of the existing research problem from the participants as explained and analysed in Chapter 4. The researcher then provides a recommendation for each finding, recommendation for further study, limitations of the study and conclusions.

5.3 SUMMARY OF THE MAIN FINDINGS IN THE STUDY

Five progressed learners, two Tshivenda Home Language educators, the Departmental Head of languages and the Curriculum Advisor of language subjects were interviewed to discover challenges experienced by progressed learners when writing Tshivenda Home Language essay. Teaching and learning documents were also analysed to gain in-depth understanding of writing challenges.

5.3.1 Findings from participant interviews

Responses from participant interviews in the previous chapter led the researcher to reach the following findings:

5.3.1.1 Teachers are in a hurry to complete the syllabus

The researcher noted that TSVHL educators are concerned about completing the syllabus in time instead of helping progressed learners to write and it was a for such teachers to focus on learners because of the time frame. Teachers are having lack of enough time to teach progressed learners how to write, while management expects them to complete the syllabus in time. It is difficult to provide assistance to such learners. Lack of time frame results with a burden to teachers as they are expected to cover the content of each chapter at a given time. Asep (2014) asserts that teachers are having a hard time in motivating the students not because of the students' naughtiness, but because the students are not interested in learning writing. Asep idea shows that lack of interest and understanding grammar and punctuations enable TSVHL teachers to find it hard to accommodate such learners during teaching and learning process.

5.3.1.2 Shortage of Tshivenda Home Language educators

The researcher discovered that there is a concern over TSVHL subject educators as they lack background knowledge to teach the subject and because it is not part of their specialisation. This causes them to have a lack of interest in helping progressed learners. Such educators are unable to train learners how to apply writing skills in language subjects. Gündoğmuş (2018) asserts that lacking professional experience will lead to stress and tension to teach, the teachers' experience is dependent on the level of their previous experience and training. The main issue of TSVHL teachers at a selected school is that they are not teaching subjects they specialised in and as a result learners are not gaining proper subject content, hence their difficulties in writing essays.

5.3.1.3 Progressed learners lack interest in writing

Progressed learners' lack of interest in learning TSVHL subject is also a contributing factor to their difficulties. It is difficult for an educator to teach learners how to write if they are not interested. The thought of knowing that they will pass without meeting the minimum requirements is the major problem. As a result such learners don't show interest in writing since they already know that they have progressed to the next grade. The researcher note that, In most cases factors that contribute to lack of interest in writing to progressed learners include, lack of confidence, fear of failure and making mistakes and this hinder learners' understanding of grammatical rules in language subjects hence their difficulties in writing TSVHL essays.

5.3.1.4 Tshivenda Home Language educators' perceptions on progressed learners

The researcher has noted that progressed learners are not given any attention by TSVHL educators. TSVHL teachers' perceptions on progressed learners is one of the most contributing factors as they are already viewed as learners that cannot write and this destroys their confidence and as a result they don't get the necessary support from teachers and it is frustrating. It therefore goes without saying that this is also the main reason why progressed learners are struggling to write Tshivenda Home Language essay. It is difficult for a learner to learn if the educator lacks confidence in him/her during the teaching and learning process.

5.3.1.5 Lack of necessary support from the School Management Team

The researcher discovered that progressed learners are not getting the necessary support from the school management team of the school. There was no strategic intervention plan to help such learners with their difficulties in writing. Most of the lesson planning does not cater for their difficulties in writing. The Departmental Head of languages seemed not to know which strategies they can implement to help the progressed learners and the TSVHL teachers. The SMT is not supporting teachers with strategic planning on how to help progressed learners with their challenges and this shows that they are failing them because this problem has been existing for a long time but nothing is being done about it.

5.3.1.6 Lack of learning and teaching resources

Lack of learning and teaching resources is a concern at the selected school. The researcher found that progressed learners are finding it difficult to learn how to write since they are not used to write difficult words in Tshivenda vocabulary. Fredriksen et al. (2015) suggest that providing each individual learner with a textbook for all of their subjects has a greater impact on their academic performance. Lack of learning and teaching resources such as textbooks in this school makes it difficult for progressed learners to learn how to

write. The quality of textbooks and their usage are the constituents of education quality. The researcher has also noted that teaching and learning resources is a contributing factor to poor performance of learners not only on school level but in their circuit (Real, 2018). Bank (2008) posits that in rural areas of developing countries such as Malawi, Tanzania, Mozambique, Uganda and Lesotho, learners are facing difficulties as there are few or no libraries in these areas.

5.3.1.7 Lack of parental involvement

Epstein (2019) believes that parents' involvement in their children's learning has a major positive effect on their achievement. The researcher notes that parents at the selected school are not involved in their children's education. The Departmental Head of languages avers that they have called parents of progressed learners countless times but most of them do not pitch to a meeting. Scholars such as Deger and Frank (2021) argue that in most rural and poverty stricken areas parents are not involved in their children's school affairs as there are no direct links between parents and the school. Progressed learners are not well supported by their parents and this increases their difficulties in writing TSVHL essay. The researcher also notes that parents don't attend meetings even if they are told to, and this makes progressed learners to lose interest in learning.

5.3.2 Findings from document analysis

The discussion on the document analysis in the previous chapter has led the researcher to reach the following findings:

5.3.2.1 Lack of lesson planning

The researcher found that TSVHL educators were not planning their lessons daily before they teach learners, some of the lesson plans were not properly prepared to inculcate the difficulties of writing skills experienced by progressed learners. If the lesson is not properly planned, it results with a contributing factor of progressed learners' inability to write TSVHL grammar. The researcher some of the educators come to class just to tell them

jokes, and as a result they expect them to pass at the end of each term which is impossible.

5.3.2.2 Difficulties in punctuation and spelling

Progressed learners are facing difficulties in terms of their punctuation and spelling. Their classwork books were not written according to the proper TSVHL grammar rules. In some of their classwork books they write words without meaning, making it difficult to read their work. In their essay scripts (see attachments in Appendix L) progressed learners don't include punctuations when they write sentences hence they end up losing marks. According to Nyang'au (2014:27), poor spelling is another cause of anxiety for students learning to write.

5.3.2.3 Lack of formal and informal tasks

Based on the analysis of formal and informal tasks, it was evident that progressed learners do not write their tasks. In some of their books less than five classwork tasks were written and this shows that there is lack of interest in writing by progressed learners. Some of their formal tasks were not submitted for marking. TSVHL educators are also not monitoring the tasks of such learners during teaching and learning and it is difficult for progressed learners to write a given task if educators are not taking responsibilities.

5.3.2.4 Rubrics

The researcher discovered that TSVHL teachers are not using marking rubrics when they mark essay questions of progressed learners. This shows that they just enter marks without considering the level of marks for each criterion such as spelling, punctuations, grammar and paragraphs. The research note that teachers don't have time to design a rubric for each learner because of the workload and they are not familiar with the design of rubrics, it is rare to find an educator using rubrics to mark shorter and longer transactional texts. This intimates that failure to use rubrics is another contributing factor

to learners' failure to get the marks they deserve and to identify in which categories they are experiencing difficulties.

5.4 RECOMMENDATIONS TO HELP PROGRESSED LEARNERS TO IMPROVE THEIR ESSAY WRITINGS IN TSHIVENDA HOME LANGUAGE (TSVHL)

The findings of this study have helped the researcher to discover what can be done to help progressed learners with their difficulties in writing Tshivenda Home Language essays. The main aim based on the recommendations gathered from the main findings of the study is to improve the language proficiency and the level of teaching and learning in the sampled population. Should all the relevant stakeholders partake in the teaching and learning in the school, the main aim of the study will be accomplished. The researcher therefore recommends the following:

5.4.1 Teaching and learning materials

Progressed learners should be provided with textbooks at the beginning of each year, this will enable effective learning in writing TSVHL essay. Language subjects curriculum advisors should always visit the schools in their circuits to make sure that each progressed learner has his/her own textbook. They should help teachers with teaching skills rather than going to schools to correct mistakes of teachers. Tabensky and Matthews (2015) affirm that learners with good learning resources improve well in their academic lives. Fredriksen et al. (2015) indicate that providing each learner with a textbook brings a positive impact in their learning. Progressed learners should be assessed, based on what they were taught and curriculum advisors should make available the necessary learning materials that will enhance the writing skill. Having access to enough teaching and learning resources will reduce the pressure and hindrances that teachers go through when teaching progressed learners difficult words in the Tshivenda Home Language classroom. It is necessary for each school to have a library where learners can access textbooks so that they may learn how to write. The exposure of relevant resources to grade 7 progressed learners will create an interest in writing Tshivenda Home Language.

5.4.2 Tshivenda Home Language teacher training workshop

The workshop trainings should be planned across all circuits in the province. TSVHL Curriculum Advisors and policy makers should join forces in training educators on how to teach progressed learners in learning writing skills. The language curriculum advisors ought to come with a strategy and arrange suitable workshops to cover each individual teacher and ensure proper training. Workshops should also put writing skill as the main priority so that TSVHL educators will be able to teach progressed learners effectively.

5.4.3 Changes in teaching and learning methods

Epstein (2019) believes that teachers should acknowledge learners. Educators in the selected school are using textbook methods most of the time and progressed learners are unable to understand this type of method. The researcher recommends that TSVHL educators try other teaching methods such as the Explanatory method and the Question and answer method. The Explanatory method will assist TSVHL educators in explaining difficult words in Tshivenda Home Language vocabulary. Progressed learners will be able to write such words and construct the sentences well while writing their essay. In doing so, they will be able to master the vocabulary. The Question and answer method will enable progressed learners to ask where they seem not to understand. This will enable them to improve in their essay writing.

5.4.4 Parental involvement

Parental involvement plays an important role in children's education. The SMT must ensure that parents are involved in their children's education by planning meetings with parents of underperforming learners. Parental involvement improves learners' academic performance (Fennelly & Perry, 2014). The school management team must come up with a way to ensure that such parents are involving themselves in order to help learners with their writing difficulties. Progressed learners will be able to know that they are supported. This will make them to be more interested in learning how to write essay.

5.4.5 TSVHL educators must prepare lessons before the lesson presentation

TSVHL educators should plan their lesson in time. According to Chickering and Ehrmann (1996) lesson planning helps a teacher to utilise time, resources and techniques at an optimum level. Educators must provide extended opportunities in order to assist progressed learners so that they may improve in essay writings. If TSVHL educators can plan and prepare their lessons in advance, they will be able to give progressed learners

enough writing tasks to master their writing. Teachers should let progressed learners write proper essay and practise how to write difficult words before they write an exam.

5.4.6 Teachers should not hurry to complete the syllabus

Tshivenda Home Language educators must understand that progressed learners are slow learners and they must be given enough time to learn and not to rush them. The school management team must ensure that such learners are taken into consideration. In other words the SMT should give extended opportunities such as morning studies and Saturday classes to help progressed learners with their difficulties in writing. The curriculum advisor must visit schools to support educators with their teaching methods that will help progressed learners in terms of understanding TSVHL grammar.

5.4.7 Giving many informal assessment tasks to progressed learners

In order to improve writing, Tshivenda Home Language educators must ensure that progressed learners are provided with many assessment tasks to write. This will enable them to learn how to construct sentences as they write their essays. They will be used to writing skills and it will motivate them to learn how to master TSVHL vocabulary. Progressed learners will be able to know their weaknesses and strengths regarding writing skills in Tshivenda Home Language subject. This will ease their difficulties in writing during the teaching and learning process.

5.5 AREAS FOR FUTURE RESEARCH

This study has explored the challenges faced by progressed learners when writing Tshivenda Home Language. It only focused on grade 7 progressed learners and the challenges they come across when they write Tshivenda Home Language essay in their classroom. Through this study, the researcher discovered new areas for research around this topic which could be pursued for future research. The researcher identified these

topics but did not delve into them as they were not part of the main topic. Therefore future researchers could do research on topics such as:

- The exploration of relevant teaching methods towards developing progressed learners' writing skills.
- An investigation of challenges faced by educators when teaching progressed learners how to read Tshivenda Home Language short stories.

5.6 LIMITATIONS OF THE STUDY

The study was based on a small school in the Luvuvhu Circuit, Vhembe East District. The circuit is relatively small compared to other circuits in the District. It would not be fair to extend the conclusions regarding the general progressed learners' writing challenges to other schools outside the population in such a small area. Thus the sample is too small to be generalised to other districts and provinces. Due to insufficient resources and time, one school from the circuit was purposively sampled for study. The last limitation of the study was that the majority of learners were not aware of the causes of progressed learners' writing challenges in Tshivenda Home Language classroom.

5.7 CONCLUSION

Based on the main findings in this study concerning the difficulties experienced by progressed learners when writing Tshivenda Home Language essay, the researcher found that essay writing in TSVHL is a problem to progressed learners. Guided by the main findings from participants, the researcher provided recommendations to progressed learners, TSVHL educators, SMT, Curriculum Advisors and policy makers as a way of improving writing difficulties in the selected school and other schools experiencing the same problem. Furthermore, the main recommendations in this study are that progressed learners should be provided with textbooks at the beginning of each year as this will enable effective learning in writing TSVHL essay, the SMT must ensure that parents are involved in their children's education by planning meetings with parents of underperforming learners and TSVHL Curriculum Advisors and policy makers of

language subjects should join forces in training educators on how to teach progressed learners in learning writing skills.

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APPENDICES

APPENDIX A

ETHICAL CLEARANCE CERTIFICATE FROM UNIVERSITY OF LIMPOPO, TURFLOOP RESEARCH ETHICS COMMITTEE (TREC)



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 22 August 2022
PROJECT NUMBER: TREC/372/2022: PG
PROJECT:

Title: Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home language Classroom, Vhembe East district, Luvuvhu circuit, Limpopo province.
Researcher: R Muremela
Supervisor: Dr NC Rananga
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education (Language Education)

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

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

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX B

ETHICAL CLEARANCE CERTIFICATE FROM LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE.

CONFIDENTIAL



OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: makobj@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

Online Review Date: 18 November 2022

Project Number: LPREC/63/2022: PG

Subject: Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home Language Classroom, Luvuvhu Circuit, Vhembe East District, Limpopo Province

Researcher: Muremeia R

Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number REC-111513-038.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX C

APPROVAL LETTER FROM LIMPOPO EDUCATIONAL DEPARTMENT.



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2

Enq: Makola MC

Tel No: 015 290 9448

E-mail: MakolaMC@edu.limpopo.gov.za

Rotondwa M
P O Box 605
Sibasa
0970

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "INVESTIGATING PROGRESSED GRADE 7 LEARNERS ESSAY WRITING IN TSHIVENDA HOME LANGUAGE CLASSROOM "
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : ROTONDWA M Page 1

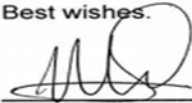
Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mashaba KM
DDG: CORPORATE SERVICES

22/09/2023

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : ROTONDWA M Page 2

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

APPENDIX D

LETTER TO LIMPOPO EDUCATION DEPARTMENT

Enq: Mr R Muremela
Email address: muremelar@gmail.com
Cellphone no.: 079 567 2094

P O Box 605
SIBASA
0970

LIMPOPO DEPT OF EDUCATION
Private Bag X9489
Polokwane
0700

REQUEST TO CONDUCT A STUDY

Dear Sir/Madam

I hereby request to conduct a study at Tswinga Primary School, Luvuvhu Circuit, Vhembe East District. I am currently studying towards Masters in Language Education (MEd Lang) at the University of Limpopo. The title of my study is **“Investigating Progressed Grade 7 Learners’ Essay Writing in Tshivenda Home language Classroom”**.

The study aim is to help progressed learners with difficulties such as poor grammar rules, spelling and punctuation in Tshivenda Home Language essay writing, and to determine good teaching strategies and resources. Confidentiality of learners and teachers will be guaranteed. The researcher will not reveal any information without the participant’s permission. Field notes will be taken during one-on-one interviews with participants. I hope this request will be highly appreciated.

Thank you in advance.

Muremela Rotondwa
Student no 201516294

APPENDIX E

LETTER TO THE PRINCIPAL: REQUEST TO CONDUCT A STUDY AT YOUR SCHOOL

Enq: Mr R Muremela

Email address: muremelar@gmail.com

Cell phone no.: 079 567 2094

PO Box 605

SIBASA

0970

The School Principal
Tswinga Primary School
P.O.Box 1113
THOHOYANḐOU
0950

REQUEST TO CONDUCT A STUDY

Dear Sir/Madam

I hereby request to conduct a study at Tswinga Primary School, Luvuvhu Circuit, Vhembe East District. I am currently studying towards Masters in Language Education (MEd Lang) at the University of Limpopo. The title of my study is **“Investigating progressed Grade 7 Learners’ Essay Writing in Tshivenda Home Language Classroom”**.

The study aim is to help progressed learners with difficulties such as poor grammar rules, spelling and punctuation in Tshivenda Home Language essay writing, and to determine good teaching strategies and resources. Confidentiality of learners and teachers will be guaranteed. The researcher will not reveal any information without the participant’s permission. Field notes will be taken during one-on-one interviews with participants. I hope this request will be highly appreciated.

Thank you in advance.

Muremela Rotondwa

Student no 201516294

APPENDIX F

APPROVAL LETTER TO CONDUCT A STUDY FROM TSWINGA PRIMARY SCHOOL

LIMPOPO DEPARTMENT OF BASIC EDUCATION		
	  	ENQ: TSHAMANO A.A CELL NO : 082 040 6381 TELL NO : 079 201 9845 EMAIL : tswingaprimary@gmail.com P.O.BOX 1113 THOHOYANDOU 0950 DATE:
EMIS NO: 930350514		
VHEMBE DISTRICT	LUVUVHU CIRCUIT	

STUDY TITLE: Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home language Classroom.

Researcher: Muremela Rotondwa Contact email: Muremelar@gmail.com

I Mrs Tshamano AA the principal of Tswinga Primary School acknowledge that the information regarding the research topic mentioned above has been explained to me and I don't dispute any content thereof.

I give my permission and declare the following:

- I understand the purpose and aims of the study.
- It was explained to me that the information will not be disclosed.
- I agree the researcher to conduct the study in my school.

Date: _____

Signature: _____

APPENDIX G
CONSENT FORMS FOR PARENTS

Dear Parents

I hereby request to conduct a study at Tswinga Primary School, Luvuvhu Circuit, Vhembe East District in Limpopo Province. I am currently studying towards Masters in Language Education (MEd Lang) at the University of Limpopo. The title of my study is **“Investigating Progressed Grade 7 Learners’ Essay Writing in Tshivenda Home Language Classroom”**.

The study aim is to help progressed learners with difficulties such as poor grammar rules, spelling and punctuation in Tshivenda Home Language essay writing, and to determine good teaching strategies and resources to help such learners. Confidentiality of learners will be guaranteed. The researcher will not reveal any information without the parents’ permission. Field notes will be taken during one-on-one interviews with participants. I hope this request will be highly appreciated.

Parents’ consent form

My name is _____

I agree that:

- I have read the project information regarding the purpose of the study.
- I may decide to withdraw my child from participating at any time without penalty.
- All information obtained will be kept confidential.
- My child’s name will not be used in any written reports in the study.
- A report will be made available to me and my school if needed.

Reply slip.

I _____ **ALLOW/ DO NOT** allow my child to participate in the study titled “Investigating progressed Grade 7 Learners’ Essay Writing in Tshivenda Home Language Classroom”

Signed at _____ day of _____ and year of _____

Signature _____ date. _____

APPENDIX H

ASSENT FORM TO LEARNERS' PARENTS

Title of the research project: **Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home language Classroom, Vhembe East district, Luvuvhu Circuit in Limpopo province.**

I am Muremela Rotondwa, currently registered for Masters in Language Education. I am undertaking a study to investigate progressed Grade 7 Learners' Essay Writing in Tshivenda Home language Classroom, Vhembe East district, Luvuvhu circuit, Limpopo province.

The researcher will abide by the Children's Act 38 of 2005 3/9/2010, which sets out principles for the care and protection of the children. This indicates that, it is your decision as parent/guardian to take part in the study. I am asking your child to take part in the research study because they are relevant for the study. For this research, the researcher will keep all the respondents' answers private. We don't think that any big problems will happen to your child as part of this study. This study might help your child with writing difficulties such as lack of grammatical rules, spellings and punctuations in Tshivenda Home language essay. You should know that:

- The learner does not have to be in this study if he or she does not want to.
- 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 079 567 2094.

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 I

APPROVAL LETTER FROM EDUCATORS, DEPARTMENTAL HEAD OF LANGUAGES AND CURRICULUM ADVISOR OF LANGUAGE SUBJECTS

STUDY TITLE: Investigating Progressed Grade 7 Learners' Essay Writing in Tshivenda Home language Classroom.

Researcher: Muremela Rotondwa Contact email: Muremelar@gmail.com

I _____ hereby acknowledge that the information regarding the research topic mentioned above has been explained to me and I don't dispute any content thereof.

I declare the following:

- I understand the purpose and aims of the study.
- It was explained to me that the information will not be disclosed.

Reply slip.

I _____ **AGREE/ DO NOT AGREE** to participate in the study.

Signed at _____ day of _____ and year of _____

Signature _____ date. _____

APPENDIX J

INTERVIEW QUESTIONS WITH GRADE 7 PROGRESSED LEARNERS

- What difficulties do you often encounter in essay writing?
- What are the main causes of the difficulties that you experience in essay writing?
- How can teachers improve your essay writing?

INTERVIEW QUESTIONS WITH GRADE 7 PROGRESSED LEARNERS (TRANSLATED IN TSHIVENDA)

- Ndi vhufhio vhukonḁi vhune sa vhagudi na ṭangana naho musi ni tshi khou ṅwala maanea?
- Ndi zwifhio zwivhangḁi zwihulwane zwi ḁisaho vhukonḁi vhune na ṭangana naho musi ni tshi ṅwala maanea?
- Vhagudisi vha nga thusedza nga ṅdila-ḁe kha u khwiṅisa kuṅwalele kwaṅu kwa maanea

APPENDIX K

INTERVIEW QUESTIONS WITH GRADE 7 TSHIVENDA HOME LANGUAGE TEACHERS, DEPARTMENTAL HEAD OF LANGUAGES AND CURRICULUM ADVISOR OF LANGUAGE SUBJECTS

- Which difficulties do you often encounter with progressed learners when teaching essay writing?
- What are the main issues behind difficulties in essay writing?
- Which teaching strategies do you often use to help progressed learners when writing essays?

APPENDIX L

PROGRESSED LEARNERS' TSHIVENDA HOME LANGUAGE SCRIPTS

Duvha lenda toda ufa

Duvha lenda toda ufa nda vna ndo yava
Phina nana hwa vna hwa
Rova zwa vna di kusinamat hwa
Rokwazwa vna di kitin swika
SP

20 Ramdo di tsisi wata pa kiwava
la tu jo yagamu tu abve is amadini hwa
vna nda vna hwa nda hwa nda vna hwa
ndi tsi kholi hwa nda hwa nda hwa
Ad ndi khohwe hwa magi hi khavna hwa

Mukumburo a u khovfa hwa.

learner 2

Duuhale nda ^{kodo} dda u fa.

Ndo ri ndi TOAis ndi tshi khomba ^{bababele}
mbe ^{la nina vha khonani} ~~la ro vharo~~ ^{dzangga} ndi

Ehi khombe ngisi wa? nda tse ne mbe
mbetani nda ^{lwe} la madini nda lwe la
madini zwa ko nda u bua madini

nda ^{stiwu} tsi wa nga ^{khonani} ~~na nga na wa~~ nga Happy
nda lwe la madini nda di sola ^{khonani} ~~vhangana~~
^{dzang} vha tshi khose a vha ri kharu

mbambe le nda tse ne nda lwe la
tshi ndi tshi khona vhone le lwa nga vha-
sizana nda mbe ^{bababele} la nda si bve

madini nda ri ndi khou ^{thusa} vhumbe la tusa
kha Happy o mbo di ^{thusa} tusa nda adu vha

nda ^{vhupeia} vha je la madini nda do vha nda
nwe la nda vhi dze le la nda ri vhomu
rame la ndi khou ^{thusa} lwe la madini

a tse ha do vha nda ^{thusa} samuthu nda di
sole so nda ri nga vha ndi songomu
tusa ^{thusa}

Learner 3

Duvha le neta lo claufa

Ndi ^{linwe} ~~nwe~~ duvha tshikoloni ndoyha ndi tshikouñwala ndoyha ndi safholi nda dzula hayani. Ndi sabvimahayari vho vhavha tshiri ni khonihuwela na shonga wañwa vhari ~~am~~ khonihwa nga mab heloni na nga ~~masiari~~.

7/ Ndovha nditshikoloni zwa thoma husika le clava nditshikhopfa u vhavha muvhili wotho. Ufa Fholi naluthihi ^{Mme sange} ~~me~~ vha kuwananne tshilidzini vhari vho dozo-bela vhari ^{na} ngazwinga fholi na thihina vhuñwevhulwada ^{khwin} vhusafholi tshagwile lo da ufa.

Rithe alhe

~~mithe~~ R. Ba wha baathe wh phathe
Mutha baathe phe whe ba my baawhe bad
phe sha bulke wba sha the
the sha pho whobaiwthe that
inubiling wa sha wha whathe

Rinathet bathe

~~mithe~~ sha rha sha wha the whathe
~~the~~ ne ~~bathe~~ wha bthe whathe
3/ ~~the~~ Phay wha ba whutha bathe
whe babbe the b whutha bathe

20

~~the~~ Md. a wha bathe

Muthathe ~~Shae~~ wha the bathe
balet. bath wha Zha Phera
ba the. bathes ba whe sha
my sha the. otha whathe zha

Mafhungo o nwaawaho ha
Pfall na utthi

