THE INFLUENCE OF LEARNERS' TEXTBOOKS ON SEPEDI WRITING SKILLS IN A GRADE 7 CLASSROOM: A CASE OF PRIMARY SCHOOLS IN LEBOWAKGOMO CIRCUIT

by

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Declaration

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Master Education in Language Education has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Ngobeni N.E (Mr.) 05 September 2023

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Dedication

I dedicate this work to my parents, Daniel Ngobeni and Nare Jane Ngobeni, who worked hard to fulfill the duty of parenthood, working together to ensure that I learned until I was able to stand up for myself. This work is also dedicated to my former teacher Ms. Ngulube M.S, who made me understand the importance of education.

Abstract

The aim of the study was to investigate the influence of learners' textbooks on Sepedi essay writing skills. Grade 7 learners at primary schools in Lebowakgomo Circuit are faced with challenges of language proficiency due to unnecessary usage of loaned words, orthographic and morphological errors in their written essays. This study adopted qualitative approach and followed a case study design and an interpritivist paradigm. Qualitative data was collected through semi-structured interviews and document analysis of the learners' textbooks and written essays. Data collected was analysed following the inductive method of thematic data analysis. The research highlighted that learners use Sepedi textbooks that contain spelling errors, infusion of languages like English, Afrikaans and isiZulu that negatively affect learners' writing skills. It was evident that the errors in learners' essays emanated from the textbooks given from the schools. It is recommended that Sepedi Home Language textbooks be thoroughly proofread before being supplied to schools. The Department of Basic Education should ensure that authors of textbooks show a good conduct of the language because home language carries the pride, culture, heritage and identity of the learners they are prescribed for.

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CHAPTER 1:

BACKGROUND AND MOTIVATION

1.1 Introduction

Textbooks have a long tradition and play a significant role in language teaching because they have strong status in the culture of the learners and the power to define what indigenous language is and what the studying of it is (Vanha, 2017). Well written and arranged textbooks help learners to interact and improve their communication skills. Textbooks help to maintain learner-centered environment and enhance critical thinking skills amongst them (Koutsompou, 2015). The same significance of textbooks stated by the above authors is also important and expected in the teaching of Sepedi Home Language because the textbooks used in the classroom should consider the culture, traditions and the quality of the language to motivate learners to learn and know more about their language. The content and context of textbook activities should relate well with learners' cultural and traditional backgrounds represented in their language.

Authors of Sepedi textbooks do not take cognisance of the quality of language when they develop textbooks. Textbooks' language should not be tempered with because it may affect the learners' understanding of their background, culture, beliefs and traditions, which will also contribute to their poor performance in their written activities. The negatively impacted Sepedi language is presented during essay writing assessments where learners use wrong language acquired from their textbooks instead of their Home Language. Sepedi textbook authors have a tendency of unnecessarily loaning of words from other languages such as English, Afrikaans and IsiZulu, and displaying the orthographic and morphological errors that affect the writing skills of the learners. For example, "*La mathomo ge ke namela **mmotoro***". The word 'mmotoro' is loaned from the English and Afrikaans word 'motor', which in Sepedi should be ***'sefatanaga'***. This typifies what the researcher implies by 'unnecessary loaning of words'. Example 2: "*Sebapadi sa pele se bea dikonopi tše **12***". The number '12' should be written in a word form first before the numerical form. It should be *'Lesomepedi'*. It is at primary school level where

learners should be exposed to basic knowledge of their language writing, including writing numbers in words.

South African schools depend on the South African Schools Act (SASA) for provision of textbooks and other Learner and Teacher Support Materials (LTSM). For the purpose of textbooks, it is the responsibility of SASA (Act 84 of 1996, Section 5A) to require the National Minister of Basic Education to prescribe norms and standards for the provision of stationery and supplies, learning and teaching material as well as equipment in schools for all subjects including Sepedi language. Amongst those materials, there are core and supplementary LTSM, whereby textbooks, workbooks, educator guides, readers and novels are regarded as the core LTSM. SASA (1996) should ensure that it employs relevant people during the review of indigenous language textbooks for learners to get books that do not confuse their Home Language, but instead empower them to know more about it.

Basic Education Rights (2017) in line with Section 29(2) of the constitution, offer learners the right to receive education in the language of their choice. The right to language will make the diversity and individuality of learners to be recognized. In addition, it will enable learners to unlock their potential without any language barrier. Every language that is taught as a school subject, (including Sepedi language as an indigenous and Home Language for Bapedi tribe), is prescribed a curriculum that guides its proceedings during the teaching and learning process, in terms of its standard, needs and levels of learners. Different language skills *(mabokgoni)* are expected to be achieved when teaching and learning Sepedi language as a school subject (Language in Education Policy, 1997).

Setatamente sa Pholisi sa Lenaneothuto le Kelo (SEPHOLEKE: 2011) outlines three language skills that are arranged in pairs; reading and viewing (*Go bala le Go bogela), writing and presenting (Go ngwala le Go hlagiša), and listening and speaking (Go theeletša le Go bolela)*. There are LTSMs prescribed for the skills taught in schools to make teaching and learning of Sepedi language effective.

There are two types of texts specified to guide teaching and learning on the writing and presenting skills (*Go ngwala le Go hlagiša)* as in SEPHOLEKE (2011) for creative writing, being; longer and shorter transitional texts. The longer transitional texts (*ditšweletšwa tša tirišano tše ditelele)* include texts such as essays, formal and

informal letters, and curriculum vitae. While shorter transitional texts (dit*šweletšwa tša tirišano tše dikopana)* include invitation letter, e-mail writing, advertisement, memorandum, obituary and directions. For this research, the investigation focused on the texts in Sepedi textbooks and their influence on essay writing skills, with more focus on language usage.

Makgai (2015) articulates how different types of essays are taught and how easy they are made for learners to understand the rationale of writing an essay. Makgai (2015) further asserts that no essay can be written comprehensively if both the educator and leaners are unable to interpret the words in a topic. Therefore, learners' inability to write well is believed to be a result of insufficient knowledge of grammatical rules and concepts (Charantjiti, 2019).

The experience that the researcher has with Sepedi Home Language textbooks, as an educator, shows that there is an infusion of other languages like English, Afrikaans and Nguni. This is because learners present wrong language in their essay writing thinking that it is correct because they learnt it from their textbooks. The researcher had to find out from teachers from the neighboring schools during Sepedi language workshops if they also experienced the problem of language infusion in their textbooks. To this query, the researcher discovered that the challenge affects most teachers in the circuit. The problem motivated the researcher to undertake this study with two schools to find ways of dealing with loaned words, together with orthographic and morphological errors that occur in textbooks. It was anticipated that finding solutions to these problems would turn the textbooks into valuable teaching and learning resources for learners, educators and other Sepedi language users.

1.2 Research Problem

Grade 7 learners at a primary school in Lebowakgomo Circuit are faced with challenges of language proficiency due to unnecessary usage of loaned words, resulting in orthographic and morphological errors in their written essays. It has come to the researcher's attention that the written texts in Sepedi learners' textbooks have an effect on learners' language proficiency as this is clearly presented in their written essays. The infusion of languages such as English, Afrikaans and Nguni by

authors of Grade 7 Sepedi textbooks was identified as the cause of the problem. The following are examples typify some of the English words infused in Sepedi textbooks:

Example one: "*Thoma go theeletša morutiši ge a go balela* ***athikele***" (*Letšema*, 2013). The word *'athikele'* comes from an English word 'Article', meaning a piece of academic writing. The word was used unnecessarily because the Sepedi word for it is '*setšweletšwa*' or '*sengwalwana*'.

Example 2: "Mini taxi *e fapana bjang le thekisi ye e tlwaelegilego*?" (*A Re Šogeng, Thari,* 2013). The words *"Thekisi"* and "mini taxi" are English words that are supposed to have been avoided by using Sepedi words '*Kolointefe*' and '*koloyanantefe*'. Thus, the question should have been "*Kolointefe e fapana bjang le koloyanantefe*?" In this case, learners would know by the minimal suffix *'-ana'* attached to the noun *'koloi'* that one is big and the other one *'koloyana'* is small.

1.3 Literature Review

1.3.1 The role of Textbooks

Richards (2001) regards textbooks as the most important resources in a language program as they help learners to receive the language practice that occurs in a classroom and provide them with language skills. Textbooks may also serve as resources for educator training to an inexperienced educator. Concerning the advantages and limitations of textbooks, Richards (2001) mentions that they; provide the structure and the curriculum program; help to standardise instruction; provide different learning resources that are efficient; and can also train educators. On the other hand, the bad side is that they may contain inauthentic language and distort content.

Textbooks are believed to play a pivotal role in language classrooms and in many situations they serve even as the syllabus which yet adds to its value (Yazdanmehr & Shoghi, 2014).The current researcher agrees with the above statement because it is true that language relates to culture, and if language is not respected, people will lose their history and sense of belonging. It is important that people love and respect their heritage, starting with the language. This will produce learners and residents that know who they are, where they come from and where they are going as a

nation. Koutsompou (2015) believes that indigenous language textbooks should always relate to the culture and practices of the group they are prescribed for, so that users can impart knowledge about their society, history, politics and beliefs. Koutsompou (2015) adds that the use of literature should enable learners to understand and appreciate the ideologies, traditions, feelings, mentalities and artistic form within the heritage culture of the given literature.

1.3.2 The impact of textbooks to the writing proficiency of learners

During writing activities, most students find it very challenging to obtain sufficient and relevant source text information, paraphrase or summarise information, and use an appropriate academic writing style (Pineteh, 2013) Educators and learners situated in rural areas face challenges regarding teaching and learning essay writing. They lack necessary skills to promote both the learning and teaching of essay writing. The types of essay topics given to learners always seem too abstract and not related to their life experiences (Pheme, 2014). The researcher concurs with the above authors because what is stated in their studies happens in Sepedi essay writing classroom, whereby the topics given to learners are taken from the textbooks that do not promote their language, culture or traditions. The topics neither motivate learners to write about their experiences because they are mainly focused on technology and other current issues that cause a huge shift from learners' own language and culture. This causes learners to use loaned words and commit orthographic and morphological errors they have learned from their textbooks without considering the correct words from their indigenous language.

Kekana (2016) suggests that children's books must be written in a way that preserves their culture for future generations. Furthermore, Kekana (2016) argues that in urban areas, the Pedi people do not follow their cultural life anymore; they change because they are educated and focus on foreign languages like English. This also concerns the researcher because language textbooks should promote the targeted language and not include other languages since every language is independent at its own right, especially in South Africa where all languages are given equal status.

Ukam (2018) stresses that language remains a major problem in the African continent because Africa does not have a central language of communication, and

depends on the colonial English language. The colonial languages with which writers choose to portray their cultures are English, French, Arabic and Portuguese. Ukam (2018) further argues that the language issue must not be the main reason to define African literature hence, the Higher Education in Africa provides education through the medium of one of the European languages being English language. According to Ukam (2018), this leads to majority of Africans not knowing how to write in their native languages. The cited study portrays what happens in South African schools where learners seem to enjoy using English against their Home Languages.

In the study of the influence of English to Nigerian indigenous languages, Anderson (2018) discovered that English affects the future of Nigerian indigenous languages, also found out that students in the University of Llorin always borrow English words into Yoruba language in their daily interactions. Anderson (2018) argues that Yoruba speakers use their language mostly during communication and they borrow lexical items from English. Examples of English loaned words into Yoruba language include Paper- pépá; Bar- báà; Alarm – aláàmù.

1.3.3 Orthographic and morphological issues affecting language proficiency

The orthographic issues on the written essays of learners are believed to be caused by textbook spelling errors. Some learners struggle with phonemic aspects of the language, and their challenges can be attributed to the way language is presented in their textbooks. In his findings on the cause of reading difficulties, Wisenach (2019) says phoneme isolation was found to be a poor predictor of reading achievement, while elision (a composite score on phoneme deletion and syllable deletion) was a strong and consistent predictor of reading. Learners transfer what they read from textbooks. As such, when textbooks teach them wrong spelling and unnecessary loaning of words, they become poor performers in their written activities.

In connection with a good orthography, Saul (2013) acknowledges the essential characteristics of writing in twofold, namely; the production by the act of drawing, painting or scratching on a durable writing material, and the purpose of communicating (to others or, as an aid to the memory, to the writer himself). Thus, one may describe those manifestations as aspects that resemble the writing in which one of the two characteristics is missing or is scarcely discernible as first steps towards writing. If the first characteristic is absent but the purpose of

communication is fulfilled one can speak of object writing if they wishe to retain the word ‘writing’ in its wider sense. However, if on the other hand the second characteristic is missing while the first is present, it is purely a matter of pictures arising from the playful or artistic urge, or it is a question of magico religious symbols. The above statement emphasises the issue of meaning and sense in written texts so that writing does not seem to be a picture on the wall but an important tool of communication.

Morphology is superficially the sum of all the phonological means for expressing the relations of the constituents of words in phrase, and of the phrasal constituents of sentences. The key element of morphology is the word, a symbol comprising of mutually implied sound and meaning. The central purpose of morphology, therefore, is to map sound to meaning within the word and between words (Nhlapo, 2015). If textbooks authors do not follow correct word structures, meaning will be affected and learners will struggle with orthographic and morphological issues that will make meaning in their writing senseless (Leshabane, 2020).

1.4 **The role of theory**

Theory explains why something is as it is or does as it do (Hofstee, 2015). This study is based on the Genre Theory, which regards writing as a social activity (Dean, 2008). Genre theory is further explained as being more helpful to writers when they invent and revise their work because knowing about it will make writers consistent and consider readers’ expectations. Understanding and following the writing process of genre theory leads authors towards a better product of the written text. As a framework, genre theory can be used to analyse texts with attention to how authors organise information and the syntactic form of writing (Liroza, 2015). In addition, (Liroza, 2015) states that there must be a connection between the form of writing and the meaning (Liroza, 2015). Bawarshi and Reiff (2010:112) attest that genre theory helps the writers to gain access to the knowledge of the context in their writings. Thus, when writers practice and learn features of literature they will be focused on and generate knowledge. When writers learn social context, they also learn its forms.

For the current study, genre theory assisted the researcher to interprete texts and contexts within the Sepedi prescribed textbooks to examine if they serve the expectations of the learners concerning language usage. The researcher identified the common errors of language usage, like unnecessary loaning and presentation of borrowed words in the textbooks, and developed recommendations on how the errors can be rectified to improve the quality and value of indigenous Sepedi language.

Genre theory is supported by Cognitivist Theory of Piaget (1920) as stated in Peggy, Ertmer and Newby (2013). Cognitivist theory emphasises the role that environmental conditions play in facilitating learning. Instructional explanations, demonstrations, illustrative examples and matched non-examples are all considered to be instrumental in guiding students' learning. Similarly, emphasis is placed on the role of practice with corrective feedback. The theory specifies that every act of comprehension involves one's knowledge of the world and a network of mental frames or cognitive constructs called schema. Learners' success in decoding the meaning of a given text depends on their level of prior knowledge that has been accumulated ages before their current reading activity. Their linguistic depth, relevant contextual background and their familiarity with the text type being studied, all form a point of reference from which the learner will draw schemata (tools) to use, decode or predict the meaning of the text (Xue, 2019). The Grade 7 learners wrote the spelling errors and unnecessarily loaned words they acquired from their textbooks without realising them. The researcher identified the influence that learners get from their prescribed textbooks that contradict their Sepedi standard language they are supposed to learn in the classroom. This was achieved by giving learners essay writing activity that exposed the influence of textbooks on their language proficiency.

1.5 **Aim and Objectives of the study**

1.4.1 The aim of this study was to investigate the influence of learners' textbooks on Sepedi essay writing skills.

1.4.2 The following objectives were set for this study:

- To identify factors in textbooks that influence the learners' language usage during essay writing in a Sepedi classroom.

- To examine orthographic and morphological errors influenced by textbooks in learners' written essays.

- To establish the remedial actions towards the identified language errors.

The research question: How do Grade 7 Sepedi textbooks influence learners' essay writing skills?

1.6 Research Methodology

1.6.1 Research design of the study

Research design as a flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods of collecting empirical material (Creswell, 2013). The study adopted the interpretivist paradigm since the textbooks and written works of learners were scrutinised to investigate the influence of learners' textbooks into their writing skills. Qualitative research approach was followed for this study, whereby the researcher visited the participants in their natural settings to collect data from textbooks and learners' written work. The researcher also conducted interviews with educators regarding the problem in question. Bertram and Christiansen (2017) define qualitative research approach as the type of research to which the findings are expressed in words rather than statistics. Case study design was also employed as the study concentrated on the influence of textbooks on learners' writing skills at primary schools in Lebowakgomo Circuit.

1.6.2 Population and sampling for the study

1.6.2.1 Population

The population of this study included 10 primary schools in Lebowakgomo South Circuit and the Grade 7 learners from the two primary schools that served as the sites for this research. School A has 57 Grade 7 learners and 15 educators (with 4 Sepedi educators), while School B has 68 Grade 7 learners and 12 educators (with 3 Sepedi educators). Thus, the population of this study was represented by 125 learners from the two Grade 7 classrooms in the selected schools and 27

educators–the overall figure of which was 152 potential participants. All prescribed Grade 7 textbooks supplied from different publishing companies served as sources for this research.

1.6.2.2 Sampling

This study followed the non-probability purposive sampling with an element of random sampling. Learners were randomly sampled from their registers, whereby six (6) learners per school served as participants, amounting to 12 learner participants. Two (2) Sepedi textbooks for Grade 7 were purposively sampled as the researcher worked with one prescribed textbook per school. Two (2) Grade 7 Sepedi educators were purposively sampled in each school because they teach Sepedi in Grade 7, thus resulting in a total of Four (4) educator participants. In summary, the study comprised of an overall sample of an overall sample of sixteen (16) participants.

1.6.3 Data Collection

Data collection is a process of acquiring data for the research study by using different methods or techniques of gathering information (Creswell, 2012). The qualitative data collection methods that were used in this study are:

1.6.3.1 Document Analysis method

The researcher analysed textbooks and learners' written essays. In support of document analysis, Fairclough (2003) asserts that the analysis of language is beyond the sentence as it is based on the larger discourse context to understand how it affects the meaning in the sentence. The researcher used this method to analyse the content of texts in the textbooks to find the influence they have on learners' language usage. Learners' written essays assisted the researcher in identifying errors that learners commit during essay writing. Thus, the identified errors served as evidence for the study.

1.6.3.2 Semi-structured interview

Semi-structured interviews were conducted with 4 Sepedi language educators from the sampled schools, following the interview schedule attached as Appendix A. Semi-structured interviews helped the researcher to probe for more information from the educators. Interview schedule, voice recorder and field notes were used as the

tools to support the interviews. With this method, the researcher had face-to-face discussions with educators to explore their experiences with the content of the textbooks that affect the language usage of the learners, and how they assist learners in that regard.

1.6.4 Data analysis

The purpose of data analysis is to reduce data by selecting important points for the research to have a clear direction (Punch, 2014). Thematic data analysis was followed, whereby, in Bertram and Christiansen's words (2017) data was "…reduced, organised and sorted into codes or categories, then looked into through patterns or relationships between the categories." Data collected through textual and discourse analysis approaches from textbooks, learners' written works and the transcribed data from educators' interviews were organised and classified according to similar topics and categories for coding. Themes were formed by arranging data according to how categories related to each other in order for the researcher to develop headings and subheadings for the study.

1.6.5 Quality criteria

Quality criteria is about checking the trustworthiness of the study under the following four pillars as the way of establishing and assessing the quality of a qualitative research that provides an alternative to reliability and validity (Korstjens & Moser, 2018):

Credibility

Credibility ensures that the represented research findings are original data from the participants and that they are original and correct views of the participants (Korstjens & Moser, 2018). The researcher found realistic information from the documents and interviews and presented the data with correct interpretation. All the sources visited were acknowledged in the discussions and in the reference list of the study.

Transferability

Transferability is the extent to which the findings can be transferred or applied in different settings (Frambach, van der Vleuten & Duming, 2013). The researcher facilitated transferability through thick description. The researcher wrote the results in

a way that they could be clearly understood by other researchers. Data collected were categorised into themes and subthemes for clear presentation and for clear understanding to the readers and other researchers. All these processes were exhausted such that the findings of the study can be easily transferred to other contexts or translated to other languages.

Dependability

This is the extent to which the findings are consistent in relation to the contexts in which they were generated (Frambach, van der Vleuten & Duming, 2013). The researcher evaluated, interpreted and gave recommendations on the findings in a way that they are supported by the data received from documents and participants during the study. Data from different sources were presented without being interfered with to give a true reflection of the sources.

Confirmability

This is the extent to which the findings are based on the study's participants and settings instead of researcher's biases (Frambach, van der Vleuten & Duming, 2013). The researcher ensured that the evaluation and interpretation in the research was supported by the data received from the sources during investigations, to make the results easily confirmable. The researcher issued the peers with the study so that they review it and confirm its credibility.

1.7 Significance of the study

- The study will be of value to the Department of Education as it will guide stakeholders on the importance of appointing knowledgeable reviewers for book screening and to improve their screening instruments.
- The study will highlight to writers of textbooks the necessity of avoiding unnecessary use of loaned words and spelling errors in their writing of learner textbooks.
- Educators will gain more knowledge on how to spot the language errors in textbooks during screening when selecting textbooks for learners from different publishing companies.

- The study will add more value to language education studies and assist other scholars to gain more understanding of relationship between textbooks and the value of language in education.
- The society will gain value towards the quality of their language since it will be used correctly by authors of textbooks and, in turn, benefit their society as their heritage.

1.8 Ethical Considerations

Request for permission

The researcher applied for ethical clearance from the University of Limpopo's Turfloop Research and Ethics Committee (TREC) to conduct the study. The researcher also received permission from the Circuit manager and the school principals to conduct the study in the selected schools.

Informed consent

Participants were informed about the nature of the study and their role in the research. Participation was voluntary, and participants were given latitude to either take part or not, without being forced to do so. The teacher participants were given consent forms to indicate that they agree to participate in the study. Parents of learners were requested to sign consent forms on behalf of their children.

Privacy, Anonymity and Confidentiality

The participants' identity was protected i.e., their names, ages and genders were not revealed in any part of the research. Participants' data were not exposed to the external sources and were locked in a safe place by the researcher.

Protection from harm

The safety of participants was highly considered during their interaction with the researcher. The researcher ensured that participants were not harmed either physically, emotionally or in any other aspect of their lives.

1.9 Conclusion

This chapter dealt with the main introduction of the study. Background and motivation were clearly explained in this chapter. The researcher explained the

problem statement, theory for the study and the sampling methods. Research methodology and designs were clearly presented. The following chapter will deal with a detailed literature review whereby the researcher will consult sources of different researchers and scholars in order to find guidance on their findings, recommendations and the gap left in order to direct the current study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter was about the introduction and motivation of the study. The researcher outlined the problem statement, the theory and methodology for the study. This chapter is about the literature review whereby the researcher visited, checked and consulted literature sources of different authors and scholars that are related to the research topic. The importance of Chapter 2 is to collect and analyse what has been discovered and discussed by other researchers. The researcher discussed and analysed the available literature and identified the gap that was omitted in relation to his research. This helped to show the relationship between the current study and the literature from other researchers.

The study researched the written materials, using a variety of literature, as well as the researcher's knowledge as a native speaker of Sepedi Home Language. Within this chapter, the researcher analysed the works that attracted attention in relation to the research topic. Thus, the researcher looked at literature across countries around the world including South Africa.

The main purpose of the Department of Education in selecting Home Language textbooks for grades is to promote the language and culture of learners because language is the foundation of people in a particular culture. Home Language literature should promote culture and support heritage for the learners whom it is prescribed for. This will enable them to have information about their social issues, culture, government and beliefs. This can be achieved if the language used in books is not tempered with. The use of written language should enable learners to understand and respect ideas, cultures, feelings, and imagination from the heritage found in those literatures (Koutsompou, 2015).

The chosen Sepedi Home Language textbooks in the schools have negative impacts on the quality of language heritage in learners' Home Language. This may be due to the carelessness of the writers when writing words and unnecessarily borrowing words. Sometimes, this may be influenced by the issue of translation of textbooks

from foreign languages into learners' Home languages, especially by authors who are not experts of the borrowed language. This causes some of the words to be borrowed and thus pronounced like Sepedi words as the translators are not aware of the relevant words available in the Sepedi Home Language. Some translations do not follow the rules and proper grammar when forming words. Example: University (English) is translated as '*Unibesity'* in Sepedi, and this is an incorrect translation. The correct translation is '*Yunibesithi*' because its syllables are spelled correctly according to the requirements of the Sepedi language.

2.2 Methods and criteria for selecting textbooks: 2007 edition

The 2007 book evaluators' team was given methods to guide their campaign in the selection of textbooks for learners in schools across all the grades (Department of Education, 2007). The standards for textbooks are organised according to the following four points:

2.2.1 Contents of textbooks

• Textbooks cover all learning outcomes and assessment standards in the subject.

• Textbooks summarize the proposed content and put it in order.

• Content is appropriately structured and appropriately evaluated for learning outcomes.

• Current content.

• Content presents relevant learning. The assessment standards are aligned with the content to provide learners with authentic learning experiences.

• Content is well measured

• Apparent relationship between theory and what is applied.

• Content attends to human difference. For example: gender, culture, beliefs.

• The textbook presents a variety of learners' activities.

• Content levels are appropriate for a specific grade.

• Appropriate use of Language and vocabulary for grade and language level.

• Terms clearly defined.

2.2.2 Learners' tasks and assessment

• Learners' work is derived from learning outcomes and assessment standards.

• The textbook presents lessons and activities relevant to the learning area.

• Assessment tasks should be aligned with the assessment program which is presented internally through the curriculum and assessment statement.

• Different learning and assessment tasks are used.

• Learning and assessment measure learner progress at different levels.

• Learning and assessment are well structured and is not ambiguous.

• Assessment and learning activities are routinely presented.

• Learning and assessment tasks have expanded opportunities for learners.

• Learning and assessment tasks are well laid out.

• Assessment functions reflect the correlation of assessment scores.

2.2.3 Exterior, layout and overall quality

• Writing is well formed, and uses of headings.

• Font is clear and easy to read.

• Illustrations are clear and relevant.

• The pages used in the publication are of high quality.

• The textbook has a table of contents that indicates on which pages the sections are found.

2.2.4 Teacher's guide

• It shows the program and gives a guide on how to use the textbook.

• Presents examples of task planning in line with the content, sequence and pace of the learners' book.

• Contains assessments that are related to the assessment tasks in learner's textbook.

• Contains memoranda, rubrics and other marking materials, which are related to the assessment tasks in the textbooks.

• It shows answers, memoranda and an assessment tool for learning tasks.

The specified characteristics of the evaluation of textbook were useful in this research as they helped the researcher on what to consider when conducting research. The researcher noted that there are some factors that have not been considered when developing textbook selection criteria, such as loaned words, images and current events.

2.3 The rules of selecting textbooks as Learning Materials

Teachers and learners need textbooks to receive appropriate guidance in education (Department of Education, 2007). The textbook should include the three language learning skills as presented in SEPHOLEKE (2011), namely, Reading and Viewing, Writing and Expressing, Listening and Speaking. Textbooks are not the only books that can be used in the delivery of the lesson, but there are other books that can be used in addition. Before deciding on the selection of a textbook in school, the teacher should critically consider the appropriate characteristics to guide him/her in the selection of textbook (Tompkins et al., 2015).

The following are the textbooks selection criteria as outlined by Maisa (2018). The rules are as follows:

2.3.1 The cover of the textbook

The colour of a book is more attention-grabbing than a black and white one. Pictures also capture learners' attention. Even more important in textbooks is the materials that should be prescribed to enhance knowledge and understanding (e.g., teacher's guide, reader lists, tests, etc.).

2.3.2 Language terms

Teachers should know the theory that drives the textbooks, indicating the points needed to reach at the beginning of the book so that learners will be able to identify what they will learn.

2.3.3 Contents of the textbook

A relevant language textbook should cover the four language skills. Words and sentences should use the grammatical rules and that the textbook should contain words with spaces that learners will use to fill in the answers. The content should empower learners to be creative and think critically.

2.3.4 Planning the textbook content.

Children's books should be arranged from simple to complex content. Planning of Language skills should start with listening, speaking, reading and writing.

2.3.5 Relationship between learners and textbooks

Textbooks must meet the needs of learners. They must be written in a way that appeals to learners.

Looking at the existing literature of what makes a textbook appropriate, it is noted that this is relevant to the topic of this research as it looks at whether textbooks used in schools are appropriate or not, and thus if not appropriate, what is it that is needed. The researcher clarified this in chapter four.

2.4 The stories of young children

Kekana (2015) emphasises that writers must be guided when writing stories for young people and children to attract their attention. He highlighted that people living in urban areas do not follow the traditional lifestyle, they have changed because they are educated and they have turned their attention to the English language. He goes on to advise that books should be written in a traditional way so that in the future children can know their culture. Kekana (2015) points out that there are stories for older children from Grades 7 to Grade 9, such as the stories by the following authors, Bopape which are *Rena Magomotša* (1987) and *Tsietsi* (1995), Nkadimeng, *Bana ba rena* (1997), Rafapa, *Bowelakalana* (1987), *Ramaila, Poelano e etela lešokeng la Diphoofolo* (1967) and Maredi's, *Aowa...Wene…Thaka e tshese* (1987).

He points out that these books were published because the Department of Education needed certain story books. Kekana (2015) identified the problems posed by children's story books and summarised them in three main points, namely: translations problems, problems of older children's literature (in Grades 7-9) and problems of publications.

2.4.1 Translation problems

Kekana (2015) looked at the problems of translations and noted that they do not bring enthusiasm to reading because they tire the reader's mind. This is motivated by the font size of the texts in the textbooks, so they can make children fall asleep while reading. He adds on saying that most of them are not children's stories because they do not appeal to young readers at all.

2.4.2 Problems with older children's products (Grades 7-9)

Kekana (2015) has looked at the problems of older children's literature and noted that they do not necessarily set a proper boundary to separate the genre, which means that it is difficult to place them in the right category. Thus it is only assumed that the genre can belong to this group without checking the age of the group.

2.4.3 Problems of literary publishing

It was noted that the publications are inadequate in that the books were not published by the relevant publishers. When looking at the pages, it is noted that they contain many errors that spoil the plot of the story. The letters are small and illegible. When they analysed their pictures, they noticed that they are also unsatisfactory as they lack colour and are small.

Groenewald (1995) and Kekana (2015) agree on the fact that some stories are not focused on children’s needs. Kekana (2015) says that Phatudi's novel *Tladi ya Dikgati* (1958) is not aimed at children. He points out that children cannot relate to its events because the emotional turmoil is directed at adults.

The work of Kekana (2015) is important to the current research as it provides guidance in terms of the requirements of the research content regarding the importance of appropriate and flawless language. It also provides guidance in terms of methods used by the authors when writing textbooks. Kekana (2015) focused

mainly on the problems in storybooks, while the research under consideration is based on textbooks.

2.5 Textbooks to the language program

Richards (2001) describes the status of language textbooks in general and their importance in language learning. Richards (2001) explains that the status of language textbooks help learners to learn the language produced and to achieve the skills expected in the classroom. A textbook can play the role of teaching an inexperienced teacher. Furthermore, the scholar looked at the advantages and disadvantages of textbooks, evaluation, evaluation standards, the possibility of changing the textbooks and the consideration of the used of tools.

Richards (2001) highlighted that the use of textbooks has advantages and disadvantages in teaching, depending on how they are used.

2.5.1. **Advantages of textbooks**

• Textbooks present the structure and curriculum: Without textbooks the curriculum will lack a foundation, while learners will also not receive a structured curriculum.

• They have the same instructions: The use of textbooks in the curriculum ensures that learners in different classes receive the same learning and are measured in the same way.

• They ensure quality in education: A well-printed textbook must be used. The textbook must be evaluated against the prescribed academic framework.

• They present different sources of learning: Textbooks are often produced with workbooks, CDs and videos and a teacher's book, to promote quality education. The textbooks present a variety of resources that can be used by teachers and learners.

• They save time: Textbooks allow teachers to spend more time teaching children without spending too much of their time creating what they need to teach.

• Presents examples and suggestions well: Textbooks can support teachers who may not be able to produce language suggestions on their own with their first language other than English.

• They are able to teach teachers: The textbook can be used to teach teachers with limited experience.

• They have an attractive appearance: Often the textbooks sold, have high quality production and layout, which is how they attract the attention of learners and teachers.

However, Richards (2001) argues that there are potential shortcomings of the textbooks. For example:

2.5.2. **Disadvantages of textbooks**

- They may produce inappropriate language: Sometimes textbooks produce inappropriate language as words, phrases, dialogues and other language details are written only for teaching purposes but do not reflect the actual use of language.
- They may produce erroneous teaching: Textbooks often present human opinions and fail to present facts. They avoid controversial relevant points and consider the other person's opinion.
- They may not reflect the learners' needs: Because textbooks are written for sale, they often do not meet the needs of learners, focusing only on making money.
- Textbooks can make teachers to lack knowledge: Teachers may have little knowledge if they use only the textbook and leave out some of the teaching resources.
- They are expensive: The high price poses financial problems for learners as learners lack the money to buy these textbooks.

2.5.2 Review of textbooks

The textbooks that are designed for sale and use should be evaluated. Teachers and other relevant education officials should evaluate textbooks before they are supplied to schools for teaching and learning. Evaluation is usually done in terms of the value of something. Sometimes a book is chosen because it fulfils a particular purpose other than what is required by the learners for learning. It can fulfil the fact that it is an appropriate tool for the curriculum, to prepare for a lesson for inexperienced teachers, covers grammar and all language skills. On the other hand, it may turn out

to be not good for learners whereby it becomes difficult for learners to relate with, containing unnecessary elements, such as inappropriate grammar that may make learning complicated.

The following knowledge by Richards (2001) is required before one can evaluate the textbook:

2.5.2.1 **The usefulness of a textbook in the curriculum**

a) Is the textbook written according to the purpose of the curriculum?

b) Will the textbook present an in-depth study or is it just one of the other books to be used?

c) Can they be used in small or large classrooms?

d) Will learners have to buy workbooks or will the textbook contain everything learners need?

2.5.2.2 **Teachers within the curriculum**

a) How experienced and educated are the teachers?

b) Are they native speakers of the language in which the textbook is written? And if not, how do they speak the language?

c) Do teachers follow the textbook more or use it as a tool?

d) Do teachers play a role in the choice of textbooks?

e) Are teachers free to adopt and supplement the contents of the textbook?

2.5.2.3 **Learners within the curriculum**

a) Are all learners asked to buy a textbook?

b) What do learners expect from the textbook?

c) Will they be able to use textbooks in the classroom and at home?

d) How will they use the textbooks in the classroom?

e) Is the book a primary resource for classroom activities?

f) How much should learners be prepared to pay for the book?

Richards (2001) points out that it is important to recognise that textbooks written for sale will never be appropriate for the language curriculum. There are two things inherent in the production of books for sale; there are those that reflect the interests of the author and those that reflect the interests of the publisher. Overall, the author aims to produce a textbook that teachers will find appropriate for learning and that which meets the needs of learners as well as that which a teacher enjoys using in teaching. The author hopes the book will be successful in bringing substantial income. The publisher is empowered by money, and to achieve financial income. That is, publishers realise that a book must have high-quality characteristics to distinguish it from other publishers.

2.6. Textbook evaluation criteria

Cunningsworth (1995) proposes four criteria for evaluating textbooks. They are as follows:

a) They must be relevant to the needs of the learners: They must be aligned with the aims and objectives of the language curriculum.

b) They must demonstrate the use of language: Textbooks should be chosen with the view that they will enable learners to use language effectively to achieve their objectives.

c) They must take responsibility for the needs of learners and facilitate learning without insisting on the use of a single learning method.

d) They should have a role in providing support to learners as teachers conduct language learning, delivering it to learners.

The evaluation indicates problems from the judgement of the evaluator. Another teacher may view the textbook as a tool, which means that the teacher is impressed by the way the textbook works for him or her in the classroom and by the ease with which he or she uses it. Another teacher can look at the textbook by focusing on the theory. If the textbook is for communication skills, there should be an understanding of the communication theory, the syllabus and the curriculum it is based on. Teachers who evaluate written textbooks can look at them from different perspectives. One might see it as leaning in the direction of the writing process that

involves processes such as developing ideas, writing, revising and looking at what is written, rewriting, and correcting errors and printing. One might be worried to see the moderate treatment used to bring together different texts in a setting, narrative and commentary texts. The language curriculum, therefore, rarely produces a checklist that can be used to evaluate and select textbooks.

2.6.1 Possibility of changing textbooks

The bestselling textbooks can often be used without modification to suit the context in which they are used. In case there is a need to change or modify the textbook, the following methods can be employed:

a) **Content improvement**

The content of the textbook may need to be changed when it fails to reach the learners, perhaps due to the age, gender, social status, beliefs or cultures of the learners.

b) **Increase or decrease in content**

The book may contain more or less knowledge that can be used for the curriculum. Some chapter in the book may be omitted or some sections within this chapter may be reduced. For example, one chapter may only focus on listening and speaking skills. This means that writing and presentation skills will be omitted.

c) **Content restructuring**

The teacher may decide to rearrange the syllabus within the book and arrange the chapters in a way that is deemed appropriate. The teacher may decide not to follow the order of the tasks within the chapter but to rank them for specific reasons.

d) **Rectification of omissions/deficiencies**

The book may leave out some details that the teacher feels are important. For instance, the teacher can add vocabulary or language structures and rules to the chapter.

e) **Changing tasks**

Tasks may need to be changed to increase learners' knowledge. For example, a listening activity that focuses only on listening for information can be adapted to be

used for other purposes, whereby learners can learn to read by using what is to be listened to.

f) **Increase in the number of tasks**

Number of learning tasks may not be enough for learners. As such, additional tasks can be added to increase learners' knowledge. Nowadays it is important for a teacher to have the ability to change what is written in a book. The teacher must add tasks to meet the needs of the curriculum.

2.6.2 Maintenance of the learning materials

Regardless of the type of materials used in teaching and learning, it is important to collect information on the use of textbooks and materials for learning and teaching. Collection of information can have the following benefits:

a) Determine best practices on how to use learning material.

b) To generate knowledge of how learning material works.

c) Recording additions, subtractions of materials and additional materials that teachers can use.

d) Assist other teachers with their use.

2.6.3 The forms of maintenance

a) To check their use in the classrooms: Classrooms should be visited to observe how teachers use textbooks and to investigate the impact of the materials on the quality of learning and the communication that emerges within the lesson.

b) Chat programs: There may be meetings where teachers discuss their experiences of using the textbooks.

c) Written reports: Methods of written reports can be used. Written reports provide teachers with information on what worked well, and what did not work well or provide feedback on the use of materials.

d) Teacher reviews: A teacher or group of teachers' comments on the experiences of the types of materials and what they like and dislike about them.

e) Learners' comments: Pupils’ comments about their experiences with the learning materials.

2.7 The nature of underestimating Home Languages

It is pointed out in Masinge (1997) that that the low standards in a language are brought about by the way language as a subject in school is undervalued when it is taught. The study highlights the reasons for the low perception of Xitsonga by learners and teachers and presents’ ideas to change this situation. Furthermore the study indicates that low expectations of the Xitsonga language decreases learners’ perfomance during the process of learning the Language.

In the study about 'The effects of the language of instruction on the performance of the Tsonga (Shangani) speaking Grade seven pupils in Zimbabwe', Makondo (2012) says that in Zimbabwe, most of the Xitsonga-speaking young children, attending primary and secondary schools, do not have the opportunity to express themselves freely because of the opposition of language laws that force them to use English and two other ethnic languages (Shona and Ndebele), for schoolwork. This causes Xitsonga-speaking learners to lack good results.

In support of Makondo (2012), the researcher noted that in Zimbabwe there is a need for an inclusive language law. The legal status of languages in Zimbabwe is emphasised in its education constitution of 1987 which was amended in 1996 and 2000. According to this constitution, English is the official language of Zimbabwe. It is the language of business and government. Shona and Ndebele are considered national languages but have restrictions on use (Hachipola, 1998). These national languages may also be used in business, parliament and other official meetings, but minutes of meetings are printed and written in English language.

To support the views given, Ukam (2018) emphasises that language is a major problem in Africa, as Africa does not have its own independent language. Hence, Africa is dependent on the English language. This results in writers expressing their culture in a language that is not their own. Thus, Ukam (2018) argues that the language problem should not dominate African literature. African higher education produces education in a single foreign language, and this makes many Africans illiterate in their native languages.

This alerted the researcher that textbooks may cause learners and teachers to underestimate the Home Language as they do not use pure language to promote the target community.

2.8 Encouraging the use of home languages

The United Nations International Children's Educational Fund (UNICEF, 1999) for African Countries, in its foreign language research and implementation, points out that schools can isolate themselves and create barriers for learners to use various languages. The study noted that forcing learners to adopt and use a foreign language in school can cause them to abandon their Home Languages to use a language they do not know well. According to this research, learners may begin to underestimate the language they have learned from an early age (INICEF, 1999). This means that learners will no longer value their mother tongue and get lost in their own culture.

The Constitution of South Africa (1996) in section 29(2) also encourages the use of official languages, stating that everyone has the right to receive education in the official language of their choice.

2.9 Errors found in English-language textbooks.

When Sulistyarini (2012) conducted research on errors found in Grade 4 learners' textbooks, the study was conducted with three objectives. The objectives were: (1). to present the types of errors found in three English language textbooks in primary school in Salatiga, Indonesia; (2). to determine the total number and how often the error types were repeated; and (3). to explain what causes the errors. The study revealed that there are several errors in the English language textbook which are caused by writers and producers because of the confusion of writing books in English–a non-native language. These errors include grammatical features such as plurals, prepositions, conjunctions, verbs, to be, tenses, vocabulary, pronoun, auxiliary do and in the use of articles applicable to the English language, namely; 'the, a, and an'.

Sulistyarini (2012) used pie diagrams to show the repetition of the errors in the manuals listed above. Error feedback is presented and ranked percentages (%) in a pie chart. They are listed below translated into English.

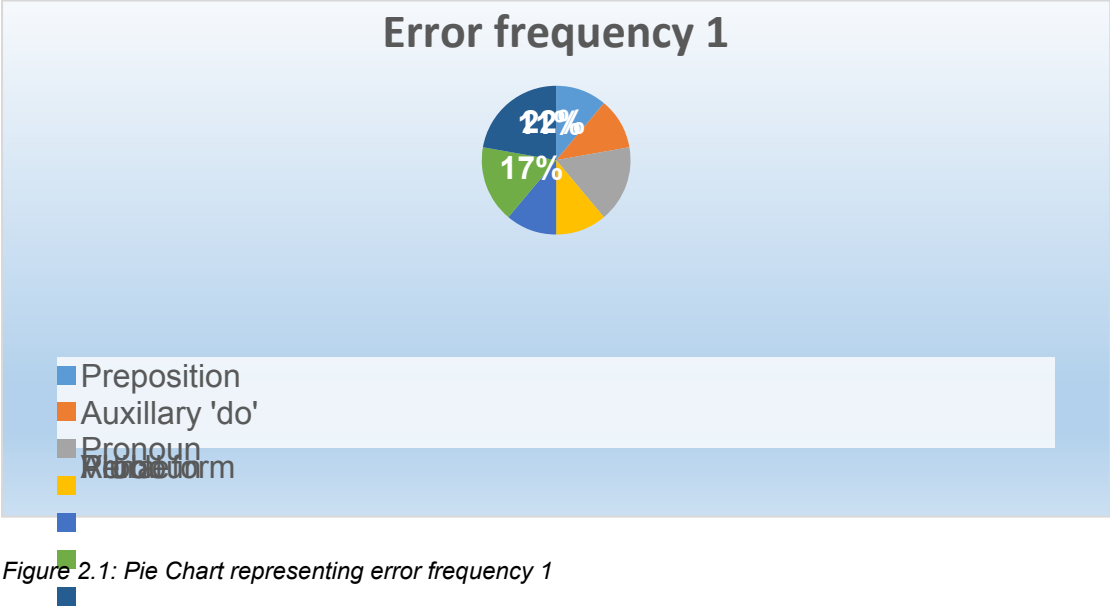

Figure 2.1: Pie Chart representing error frequency 1

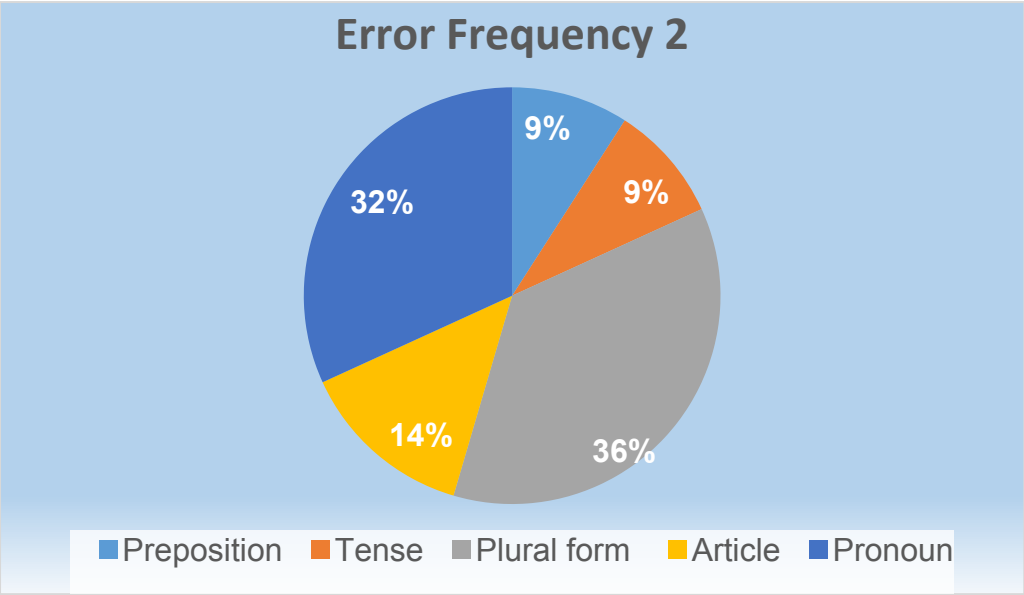

Figure 2.2: Pie Chart representing error frequency 2

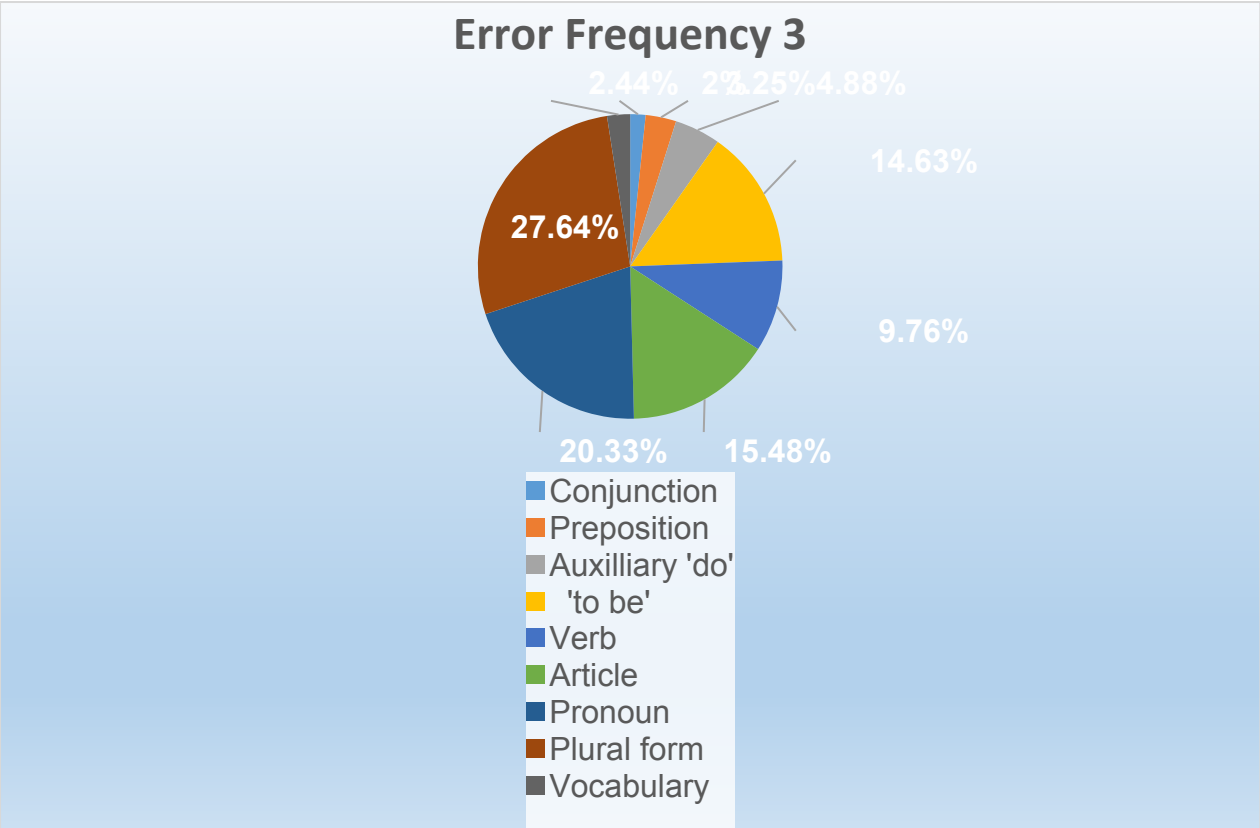

Figure 2.3: Pie Chart representing error frequency 3

In conclusion, Sulistyarini (2012) said that the language problem in learners' textbooks is caused by the confusion and interaction of different or multilingual languages in society. The findings of errors in the textbooks as well as the structure he followed in presenting the data are important for the research under consideration in that they guided the researcher to the structure he followed when presenting data for this research.

The theory of Dulay, Burt and Krashen (1982) indicates that errors arise because of the relationship between the Home Language and the learning of foreign languages. The reality is that Indonesian rules and procedures are very different from English language rules and procedures. This creates problems when textbooks writers attempt to write words in English because they are used to their native languages which do not have as many rules as English. Lexicographers have written words or phrases from Indonesian to English without looking at all aspects. It can be concluded that they have adapted and translated their language into English and this still leads to mistakes.

2.10 Textbook errors in Sesotho language groups

The language problem in textbooks extends to different languages including Sesotho language groups, being; Sepedi, Tswana and Sotho. Malimabe (1990) points out that the language errors that occur in Setwana language are caused by the interaction of locally spoken languages (dialects). Further, Malimabe (1990) says that Setswana is influenced by Pretoria-Sotho, which is made up of Northern Sotho, Sesotho, isiZulu, English, Afrikaans and other dialect words. The following are some of the errors pointed out from research study when Setswana language learners are overwhelmed by the vocabulary in the area. A few will be quoted:

Setswana and Sesotho sa Lebowa/Sepedi

Sesotho sa Lebowa	**Setswana**
Itshola	Ikwatlhaya
Mare	Mathe
Dibjalo	Dijalo
Seswai	Robedi
Padile	Tlhotse
Loka	Siama

Table 2.1: Words from Sesotho sa Lebowa and Setswana

Sesotho	**Setswana**
Se (re menateng)	Jaanong (re ya menateng)
Ithabisa	Itumedisa
Makatsang	Gakgamatsang
Ngata	Ntsi
Ba fumane	Ba fitlheletse
Seponisa	Sephodisa

Table 2.2: Words from Sesotho and Setswana

Setswana and Afrikaans

Afrikaans	**Setswana**
Ausi (‘ousus’ yeo e lego khutsufatšo ya ‘ou suster’	Nkgonne goba mogolele
Daga	Letšatši

Table 2.3: Words from Afrikaans and Setswana

Setswana and English

English	Setswana
South Africa	Aferika Borwa
etc.	Jalo-jalo
And	Le

Table 2.4: Words from English and Setswana

Setswana and Street language

Different dialects	Setswana
Ndumedisa	Ntumedisa
Ka ga ntle le metsi	Kwa ntle ga metsi
Nkete	E kete
Monyekeledi	Monate
Sokola	Tswenyega

Table 2.5: Words from different dialects and Setswana

Setswana and IsiZulu

SeZulu	Setswana
Thatasela (thathazela)	Roromela
Ditlhobo (uyisihlobo)	Ba losika

Table 2.6: words from IsiZulu and Setswana

Erroneous sentences

Sentences that have errors	Correct sentences
Re kgona o reka.	Re kgona go reka
Batho ba ba ne a e jetse	Batho ba ba ne ba ijetse
Tsamaya mo mobileng	Tsamaya mo mmileng
O mong le o mong	Yo mongwe le yo mongwe
Letsatsi le latelang	Letsatsi le le latelang

Table 2.7: Erroneous Sentences

Unnecessarily loaned words from English language

Loaned words	Setswana words
Terama (*Drama*)	Metshameko
Disosaete (*society*)	Makgotla
Tekisi (*taxi*)	Koloi-khiro

Disekerete (*cigarette*)	Motsoko
Talente (*talent*)	Bokgoni

Table 2.8: Unnecessarily loaned words from English language

Unnecessarily loaned words from Afrikaans language

Loaned words	**Setswana words**
Roko (*rok*)	Mosese
Kereya (*kry*)	Bona
Seterateng (*straat*)	Mmila
Motokara (*motorkar*)	Sejanaga
Bereka (*werk*)	Dira

Table 2.9: Unnecessarily loaned words from Afrikaans language

Learners were not careful when writing in their Home Language (Setswana), and this is why errors appeared in Setswana language.

The following are the findings presented by Makgai (2015) in a study on Sepedi essays writing by high school students in the Bronkhorspruit District, Gauteng Province. The scholar noticed the following errors in Sepedi language writings:

- **Spelling errors:** *'legodu'* – instead of *'lehodu'.*
- **The use of Proper Nouns.**
  Matome *o ile a thulwa ke sefatanaga.* **Matome** *o ile a dutla madi a mantši.*
  It was not necessary for the learner to repeat the proper noun, the learner was supposed to use a conjunction or the use of preposition.
  The learner should have used *'a'* or '*gomme'* to continue with the sentence message. 'Matome *o ile a thulwa ke sefatanaga,* ***gomme*** *a dutla madi a mantši'* or '… *a dutla madi a mantši*'.
- **One word instead of two words.**
  **Kamoka- Ka moka*
  **Kalebelo- Ka lebelo*
  These words were supposed to be written as two words.
- **Two words instead of one word.**
  **Sefata naga - Sefatanaga*

**ga botse - gabotse*

**go bane - gobane*

Learners were supposed to write these words as single words.

- The use of capital letters.

  mokgokong - **M**okgokong

  The proper noun must always start with the capital letter

- **The locative suffix (-ng)**

  *Ke tla hlohleletša barutwana gore ba ye **sekolo,** e sego **bjalwe.***

  The bolded words were supposed to have suffix words **–ng** to show that it is a location, to be ***Sekolong*** and ***bjalweng****.*

- **The Use of numbers**

  Raro- tharo

  Dipedi- tše pedi

Numbers are not written in the correct way, *tharo* and *tše pedi* are the correct way of writing those numbers.

The data presented from Makgai (2015) helped the researcher as the findings from the investigation were relevant to the current study which is about errors that appeared in the textbooks and what learners wrote in their essays. The mistakes discovered in this study played an important role in the research under consideration.

The disruption of the native language by textbook writers is not the only reason for errors in learners' writing because dialects can also affect writing. This is supported by Richards (1990) on the principle of generalisation, ignoring rules, not using all the rules and using inappropriate words as factors that can cause textbook writers to make language errors in their books. Furthermore, Richards (1990) criticises the way the novelists present words. He argues that writers divide the structure of words according to the characteristics of the foreign language which is the reason for sometimes having a verb-verb discrepancy in a sentence.

2.11 Relationship between a foreign language and a heritage language in terms of the loaned words.

There is an indication that English adversely affects the heritage language of Nigeria. It is said that students of Llorin University always borrow words from English language and translate them into the Yoruba language (Anderson, 2018). Further, Anderson (2018) argues that borrowing words from foreign languages is what shapes the heritage language. About fifty percent (50%) of the words in the Yoruba language are borrowed from the English language. Bamgbose (1990) sees English as the source of borrowing words to the Yoruba language. For example, Asbestos- *Àsìbésítò,* Battery- *Bátírì le* Carbohydrate- *kabọháírè*. Loaned words are not evident only in Yuruba, but also in other languages as well as in Sepedi Home Language.

These studies helped the researcher to recognise that loaned words can also influence what learners write, and that writers unnecessarily use loaned words.

2.12 The influence and benefits of literature on learners' writing.

Comparing play to other texts, Starja (2015) highlights the significant impact of play on learners' language. He explains how play encourages learners to be independent and imaginative. He also points out that play helps students to have critical minds and to produce an imaginary world. Learners can express their feelings in writing and write down clear stories so that learners are clear when they present the stories in the play. The research goes on to emphasise that dialogue is a feature of language, and that it helps language to grow among learners. The dialogue boosts confidence and teaches different language skills. Literature produces and enhances language and writing skills. Therefore, it is important that in language learning, the learner develops four skills, namely: reading, listening, speaking and writing. People do not realise that they already have these skills developed in their Home Language which they learned as children. Firstly, reading skills help increase and improve vocabulary; secondly, reading can produce other skills such as the below skills highlighted by Starja (2015) on the benefits of literature for learners:

• Understanding meanings of words.

• Identifying and expressing key words.

• Guessing the meaning of an unknown word based on the context.

• Recognising and presenting grammar in terms of types of nouns, adjectives, verbs and prepositions.

• Understanding figurative language.

• Integrating the topic and idea of the product through the use of general knowledge and lexical and grammatical coherence.

• Identifying and presenting message and theme.

Starja (2015) further argues that learners need to have the necessary information to understand and evaluate the principles when literature is used as a resource when learning a foreign language. They must learn to recognise the unusual in texts and find alternative explanations. Learners must have communicative writing skills.

Goodman (2005) argues that reading skills are related to writing skills. He says that reading is the first step before writing, which means that before writing, a learner must know how to read. Within language, reading and writing are presented together. Combining reading skills with writing skills makes learners more mindful when writing, while reading more in their mother tongue will help them identify the right words to avoid making spelling mistakes or borrowing insignificantly.

Textbooks do not only present the topic and concepts taught in the classroom but there are others that affect learners in terms of their presentation.

2.13 The impact of textbooks on teaching and learning

Textbooks affect teaching and learning in different ways. The language used in textbooks affects learners as they construct their imaginary world, social realities, information and behaviour (Behnke, 2018). According to Behnke (2018), the following can affect students in different ways:

• **Gender representation in textbooks**

Textbooks are the basis of gender program education as they can affect the role played by national gender legislation (Brugeilles & Cromer, 2015). The negative or positive impact of gender issues in textbooks can be produced by the alignment of textbooks with learners' culture (Behnke, 2018). Textbooks should not present gender-biased images.

• **Socio-economic productivity**

Textbooks are seen as a cost-effective way of improving learners' knowledge (Frölich & Michaelowa, 2005). The reality is that many countries, especially in Africa, still lack funds. Thus, although textbooks have been identified as valuable resources, some researchers argue that learners do not have access to textbooks (Dremmeh, 2013).

• **Planning and structure**

According to Morgan (2014), a well-structured textbook and well-organised planning are able to make a lesson enjoyable, meaningful and involve learners in many ways. Textbooks should have an appealing cover, print and illustrations to stimulate learners' learning interest. That is why it is important for writers and producers to be willing to use appropriate language when writing so that learners are not distracted.

2.14 Distribution of indigenous languages books in South Africa

Motsaathebe's (2011) research explores the distribution of indigenous languages books in South Africa, and highlights that textbook language problems are associated with the multilingual status of the country where English is the dominant language. Motsaathebe (2011) further emphasises that indigenous languages end up not being regarded as languages that can be used in the society. Thus, inadequate use of Home Languages negatively affects book publications and publishing businesses. Language being the key to people's cultural future, it gives and enhances the heritage of the people who use it as their culture, especially in African countries. It is also pointed out that trying to publish a book in the Home Language becomes the beginning of problems due to the introduction of foreign languages and the circumstances of current events taking place outside Africa. The lack of writers and interest in writing and reading in indigenous languages, and the lack of political support, result in limited publication of books in indigenous languages.

2.15 Conclusion

This chapter focused on work already undertaken by other researchers. The review and interpretation of the literature of other researchers helped to assess the

relationship between the research problem under consideration and the findings of researchers who have already completed their research. This chapter revealed that there is a global outcry on how English negatively impacts on the quality of indigenous languages particularly in the writing of textbooks in different countries. South Africa is a rainbow nation with 12 official languages. Thus, its languages also have a negative interconnection in a way that they impact on each other to an extent that other languages end up experiencing a great loss of words and orthography. The inter-language influences language used in the textbooks. In turn, this affects learning of indigenous languages, and might result in learners' poor performance and progression. The next chapter will present the research methodology showing all the methods followed to carry out this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter discussed literature review. The researcher visited sources from different authors and scholars in relation to the research topic, aim and objectives. The chapter highlighted the importance of conducting the study on the impact of textbooks in the learning of Sepedi indigenous language because the researchers have shown that Sepedi is not the only language experiencing problems. In this chapter, the researcher describes the research methods selected in investigating the topic about 'the impact of textbooks on writing skills of Sepedi Home Language learners'. A research methodology is regarded as a summary of the methods followed in the production of research to achieve valid and reliable results regarding events and factors that come at different levels Bertram and Christiansen (2017). On the other hand, Babbie and Mouton (2014) describe research methodology as the methods, and the steps followed in carrying out research.

The focus of this research is on the textbooks selected to teach Sepedi Home Language in Grade 7. The components discussed in this chapter include research design, population and sampling for the study, data collection, the significance of the research, ethical consideration, as well as the conclusion of the chapter. Methodological details will be followed as specified in Korstjens & Moser (2018).

3.2 Research design

Research design is a flexible set of guidelines that link the theoretical paradigms and other methods of data collection (Creswell & Plano Clark, 2018). To add to the above statement, Bertram and Christiansen (2017) define research design as a plan of how the researcher systematically collect and analyse data needed to achieve the research objectives. The rationale behind the choice of the case study design is that there is a problem of language usage in the Grade 7 prescribed Sepedi textbooks that negatively influence learners' writing skills. The researcher investigated the problem using the multifaceted methods of empirical data collection, being

interviews, textual and discourse method (analysing textbooks and learners' written essays), and conducting interviews with teachers to identify factors that contribute to poor language usage by learners in their written essays.

Qualitative approach is a research method by which researcher presents an analysis of discovered information using words rather than statistics (Creswell, 2013). This research approach was appropriate as the researcher followed it to examine and analyse the essays of the Grade 7 learners, as well as the textbooks they selected, in order to interpret their content to reveal the common errors that appear in the essays. Teachers were also interviewed examining their experiences of using the textbooks and the assistance they give to learners in terms of the errors found in the textbooks. The researcher managed to get the empirical data from the participants' experiences as they deal with textbooks on daily basis. Empirical data collected through continuous visits to the research sites, which in this case were the two sampled schools.

The study followed an interpretive paradigm. According to Creswell and Creswell (2014), the interpretive paradigm helps the researcher to consider and understand participants' characteristics in terms of what is happening in their lives, as well as the experiences they have in line with the aim and objectives of the research. The researcher observed that learners use language that they experience or learn from textbooks prescribed by the Department of Basic Education (DBE). The textbooks were examined, interpreted and analysed to reveal how they influence learners in their writing of the Sepedi Home Language essays.

3.3 Population and sampling for the study

3.3.1 Population

Population is the whole group of people or set of objects and events an investigator wants to study (Phajane, 2012). The research group consisted of ten (10) primary schools from Lebowakgomo Circuit. From the ten primary schools, the researcher selected two (2) primary schools to draw a population figure of participants. Thus, this study comprised of a population of fifty-seven (57) Grade 7 pupils in School A and sixty-eight (68) pupils from School B. In addition, this study involved a population of 15 and 12 teachers in School A and B respectively. Therefore, the overall

population of this study comprised of 152 prospective respondents from whom the sample of this study was drawn.

3.3.2 Sampling

The process of selecting part of a group under study is known as sampling (Yunus & Tambi, 2013). Purposive sampling was used in this study. The reason for choosing this sampling was that the researcher knew where to focus his research, namely on Grade 7 learners from 2 primary school, where he identified problem on the influence of textbooks in learners' writing skills.

In each of the selected schools, the researcher purposively sampled two (2) Sepedi Home Language teachers, and six (6) Sepedi Home Language learners. Teachers helped the researcher to select learners according to three levels of understanding, namely, two (2) above average, two (2) average, and two (2) below average. Therefore, the study comprised of a total sample of sixteen (16) participants. The researcher also identified one Grade 7 Sepedi Home Language textbook from each of selected schools. The two textbooks, one from each of the selected schools, were reviewed.

3.4 Data Collection

Data collection is the process of gathering and analysing information about what is being researched. Data collection is performed to gather information that can answer questions and be used to guide discoveries (Creswell, 2018). The researcher used the following data collection methods:

3.4.1 Document Analysis method

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to a topic (Costley and Fulton, 2019). For this approach, the researcher analysed two instruments, namely, Grade 7 learners' textbooks and learners' written essays. Fairclough (2003) asserts that the analysis of language is beyond the sentence as it is based on the larger discourse context to understand how it affects the meaning in the sentence.

Textbooks:

The contents of the textbooks were analysed in an attempt to reveal the relationship between them and the writing problems found in learners' essays.

Grade 7 learners' written essays:

The researcher examined and analysed the written essays of twelve (12) Grade 7 learners, six (6) from each of the two schools sampled for the study.

The use of document analysis method in the textbooks and written essays helped the researcher to discover how the language and writing used in textbooks affect learners' essay writing skills. Example: The researcher noticed the use of the loaned word 'radio' in one of the textbooks, and later noticed this in the essays of some of the learners. This was an indication that the texts in the textbooks can influence the learners' writing, as they use textbooks mostly in their self-study of Sepedi Home Language.

Content and discourse analysis approach supports the document analysis approach because it involves analysing written texts in terms of content and language. Content and discourse analysis is defined as in-depth analysis of a sentence as it analyses the content to understand how it affects the meaning in the sentence (Fairclough, 2003).

These two data collection methods assisted in the analysis and interpretation of content in terms of language, terminology and other written texts in Grade 7 learners' textbooks, which negatively affect learners' essay writing skills in Sepedi Home Language.

3.4.2 Interviews

The researcher engaged in semi structured interviews with four (4) teachers to gather information on the experiences that they have regarding learners' writing skills and the influence of textbooks on learners' writing skills. The researcher used interview schedule, voice recorder and field notes to gather and record data during interviews. The researcher had face-to-face discussions with educators and recorded their responses.

3.5 Quality criteria

Qualitative criteria are defined by Bryman (2012) as ways of presenting and measuring the quality of research so that research is authentic and persuasive. This research followed the quality criteria from Korstjens and Moses (2018) discussed below:

3.5.1 Credibility

Cope (2014) refers to credibility as the truth of the data or the participants' views, and the interpretation and presentation of participants by the researcher. Shenton (2004) states that member checking is a key element in ensuring the credibility of a study. Stake (2010) notes that member checking involves allowing participants to read the transcription of their interview to ensure that they have been accurately recorded. In this context, the researcher went back to participants with the transcripts so that they can verify if ever the researcher has interpreted the findings the way they wanted to convey the message. The participants were also given an opportunity to adjust their responses where necessary. This attribute ensured that the information obtained from participants is presented appropriately as it has been given, without being changed to satisfy the needs of the researcher. The researcher used original information from the learners' textbooks as well as their essays. Thus, the researcher ensured that the information revealed was properly analysed. References visited during data collection are shown in the reference list.

3.5.2 Transferability

It is the extent to which the findings can be transferred or applied in different settings (Frambach, van der Vleuten & Duming, 2013). In support of the above statement, Shenton (2004) describes that transferability is about the findings of the study being applied to other situations. According to the statements of the scholars above, transferability is a way of ensuring that the results of qualitative research can be used by other researchers so that they can cite the information when presenting their findings. The researcher has documented the results in such a way that they can be transferred to other disciplines and languages.

3.5.3 Dependability

Dependability is the extent to which the findings are consistent in relation to the contexts in which they were generated (Frambach, van der Vleuten & Duming,

2013). Dependability ensures that research findings are consistent and could be repeated–which could be measured by the standard of which the research is conducted, analysed and presented (Bertram & Christiansen, 2017). The researcher ensured that the findings were consistently verified with the data collected to ensure that nothing is missed in the study. The researcher evaluated the findings, interpreted and recommended on them in a way that they are supported by the data received from documents and participants during the study. The data from the sources was presented without being interfered with, so that they give a true reflection of the sources. The researcher indicated the sources and gave the participants fictitious names.

3.5.4 Confirmability

Confirmability is the researcher's ability to demonstrate that data represents the participants' responses and not the researcher's biases or viewpoints (Cope, 2014). In this context, it was more on how well the study's findings were sustained by data generated. Using the words of Maruster and Gijsenberg (2013), keeping research tools and procedures changeable have been part of minimising research biases in this study. The researcher used different data collection methods of semi-structured interview and textual analysis method, and kept all the recordings, transcripts, textbooks and learners' written essays safe in case they are required for further confirmations. Confirmability indicates that the results can be verified by other researchers when presenting other studies. The researcher ensured that the analysis was supported by the resources visited and indicated in the reference list, and some of learners' essays that were analysed are shown in the research annexures.

3.6 The significance of the study

• The research identified methods to avoid spelling errors and unnecessary borrowing of words. This will help teachers and learners to avoid spelling errors and unnecessary borrowing of words while there are appropriate Sepedi Home Language words that can be used.

• Teachers will have knowledge on how to identify spelling errors in learners' textbooks when choosing books to be used in the school.

• The research will increase the quality of Sepedi Home Language teaching and help other researchers to understand the relationship between writing and language.

• The research will help learners to develop writing skills and to avoid spelling errors and the use of loaned words when writing Sepedi Home Language.

• Language in society will be of high quality as learners, teachers, writers and the community at large will use clear language and be spoken and written the appropriately.

3.7 Ethical considerations

Ethics is concerned with the moral principles that govern a person or a group's behaviour. Saunders et al. (2009) state that the data collection stage is associated with a range of ethical issues that are pivotal to research execution. Ethical considerations are a list of principles and guidelines that are used to guide research practices and to clarify ethical behaviours (Neuman, 2000). Ethics is defined by Bless, Higson-Smith and Kagee (2006) as a way of helping to prevent research abuse and assist investigators in understanding their responsibilities as ethical scholars.

3.7.1 Ensuring that permission is obtained

It is important that proper procedures be followed when one conducts research. This includes seeking formal permission to carry out a study from officials (Saunders et al., 2009). Internally, the researcher obtained ethical clearance from the University of Limpopo's Turfloop Research Ethics Committee (TREC) to conduct the study. Externally, the researcher was given consent by the district office of Limpopo Department of Basic Education, circuit manager, school principals. Parents also signed consent forms to give permission for the researcher to work with their children as participants for the study.

3.7.2 Informed Consent

Informed consent ensures that respondents agree and volunteer to participate in a study before it starts (Neuman, 2006). According to Saunders et al. (2009), informed consent emphasises the importance of informing the participants of the nature of the

research study. In this study, participants were informed about the purpose, procedures, risks and benefits of their participation. The researcher also explained the importance of voluntary participation. The participants were informed about their right to withdraw from the study whenever they no longer feel comfortable to participate.

3.7.3 Ensuring no harm to participants

The principle of 'no harm to participants' suggests that the researcher should avoid harming respondents emotionally, physically or psychologically (Goddard & Melville, 2001). The researcher assured participants of their safety throughout the study process.

3.7.4 Ensuring confidentiality and anonymity

Confidentiality is a way of maintaining confidence in sensitive and personal information that should be protected and made unavailable to other persons than for academic reasons (Bless et al, 2006). In this study, the identity of participants and data collected from them were kept confidential and will not be discussed with any other person except for academic purposes. To ensure confidentiality of the interview recordings, the recordings were given identification codes and not real names of participants and were kept in a locked folder that can only be accessed by the researcher.

3.8 Conclusion

In this Chapter, the researcher explained the research methodology in detail. The case study design was adopted for the study because the language problem was identified as a case of a particular grade in a particular circuit. The qualitative research approach was followed because the researcher had to frequently visit the sampled schools as the natural settings for the participants of the study where the teachers were interviewed, and the Grade 7 textbooks and learners' written essays were analysed and interpreted to identify the common errors and the influence of textbooks on those errors. Population and sampling were clearly explained, and data collection methods were explained together with quality criteria, significance of the study as well as ethical considerations. The following chapter will deal with a detailed

analysis of a qualitative data collected through semi-structured interviews, text analysis of textbooks and learners' written essays following the Inductive analysis method of thematic data analysis.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter was about research methodology where all the methods in relation to the research were discussed. The data collection methods were clearly stated, and triangulation was followed for the study. The three methods of data collection were applied, being semi-structured interviews with teachers, text analysis methods for learners' textbooks and the analysis of their written essays. Data collected through the stated methods were analysed. The current chapter deals with data analysis. Data has been reduced through selecting and organising important points for the research to have a clear direction. The type of thematic data analysis followed is the inductive method. The researcher was guided by the following six phases of thematic analysis to analyse data from both the interviews and textual analysis (textbooks and learners' written essays). The six phases were followed as stated in Braun and Clarke (2019):

Phase 1: Understanding the data: The researcher familiarised himself with data through reading and re-reading the different texts and writing down the ideas. The purpose of this step was to get engaged with the data and begin thinking about prevalent topics from the data.

Phase 2: Creation of initial themes of the data: The researcher took the list of codes and clustered codes that are similar or have relationship to one another, together. After the codes have been clustered together, the researcher labelled the clusters based on the meaning or relationship shared among the codes. The labels formed the themes.

Phase 3: Coding the data: The initial codes were generated to identify the different themes that emerged from reading of the texts.

Phase 4: Review of initial themes: The researcher reviewed the themes against the data. This process ensured that all themes capture meaningful aspects of the data without missing important details. Once the themes were confirmed to represent data, the researcher moved onto the next phase.

Phase 5: Naming and defining the themes: This process involves utilising the labels created for the themes. The themes were named and defined, and this has been an on-going process to enable the researcher to refine the themes.

Phase 6: Writing of report: After the themes were defined and named, the researcher began to write the final report. The researcher presented the findings and interpretations during this phase. The researcher organised the information into categories of grammar features that were found to be negatively affected by the textbooks' authorship and also affecting the learners' essay writing skills. The layout followed the method of dividing the information into points on tables supported by the graphs so that the information is clearly visible and understandable.

In this chapter, the researcher analysed the errors that appeared in textbooks by looking at how they affected learners to the point that they ended up transferring those errors to their essay writing skills. The research will be structured in such a way that it first show the errors identified in the textbooks followed by the errors written by learners. The analysis is structured according to the affected grammar categories stated below:

4.2 Use of loaned words

The use of loaned words occurs when words are borrowed from a foreign language when one assumes that the words with those meanings do not exist in the borrowing language, which is often not the case (Fromkin & Rodman, 2013). The scholars continue asserting that, borrowing occurs when a language brings its suffixes to a word of another language so that its pronunciation follows the rules of the borrowing language.

When borrowing words from foreign languages, it is important to borrow words that are not available in the borrowing language. If loaning a word is compulsory, the rules and the use of the language of the borrower must be followed. According to the researcher, there is an indication that the textbooks have shown inappropriate borrowing as some of the borrowed words are not necessary in Sepedi language, particularly because appropriate words are available in Sepedi language. This negatively affects learners' language learning as their writing is affected by the unnecessary borrowing of words.

4.2.1 Words loaned unnecessarily from other languages

Loaned words that negatively affect Sepedi language are words that are burrowed from another language when the appropriate Sepedi words are available for use. The researcher's analysis revealed the loaned words that were not supposed to be written because they encourage learners to loan words unnecessarily in their essay writing.

The following table lists loaned words that appeared in the textbooks. It was not necessary for the following words to be used as there are relevant words that exist in Sepedi language.

Months of the year (*Dikgwedi tša ngwaga*)

Loaned words from English	**Sepedi words**
Janeware (January)	*Pherekgong*
Feberewary (February)	*Dibokwane*
Matšhe (March)	*Hlakola*
Aporele (April)	*Moranang*
Mei (May)	*Mopitlo*
June (June)	*Phupu*
Julai (July)	*Mosegamanye*
Agostose (August)	*Phato*
Septembere (September)	*Lewedi*
Okotoboro (October)	*Diphalane*
Nofembere (November)	*Dibatsela*
Desembere (December)	*Manthole*

Table 4.1: Months of the year

Other words

Loaned words	Correct Sepedi words
*Ofisi (*English: office*)*	*Kantoro (from Afrikaans)*
*Watšhe (*English: watch*)*	*Sešupanako*
Mara (Afrikaans: maar)	*Eupša*

*Radio (*English: radio*)*	*Seyalemoya*
*Founu (*English: phone*)*	*Sellathekeng/mogala*
Mmotoro (Afrikaans: motor)	*Sefatanaga/koloi*

Table 4.2: Other loaned words

Authors of Sepedi textbooks should be aware of the zero-equivalence when writing their books so that when it comes to loaned words, they would only borrow words that are not available in their mother tongue. Prinsloo and de Schyryver (2002) define zero-equivalence as a word or phrase from another language matching a word or phrase in the borrowing language. This means that only words that refer to a particular object are borrowed as long as the word does not exist in the borrowing language. Avoiding unnecessary loaning of words may help to enrich learners' language and to treat their language with high regard as the language carries their culture and heritage.

4.2.2 Incorrect orthography of loaned words

There are grammatical rules that are followed when borrowing words from foreign languages so that the words are acceptable in the borrowing language. The borrowed words must be structured, and made to be pronounced like the words of the borrowed language (Mojapelo, 2014).

The following table presents the loaned words that are written in the textbooks without following the correct rules of Sepedi orthography.

Incorrect orthography	**Correct orthography**
Unibesithi	Yunibesithi
Tropo	Toropo
Rubriki	Ruburiki

Table 4.3: Orthography of loaned words

Teachers and learners in schools should always strive to write loaned words correctly, even though it might be difficult if the words are presented by the guiding document like the textbooks.

The following is an analysis of the words presented in the above table:

English word> ‘University’.

Unibesithi > Yunibesithi.

In the above given word, the vowel ‘u’ is acceptable in English, in Sepedi it should be pronounced and written as ‘yu’ for the word to follow the Sepedi writing rules. On the other side, the consonant ‘r’ is not allowed to be next to any other consonant or for it to be a standalone consonant when writing syllables in Sepedi orthography. Thus, when the word ‘university’ is borrowed, it must start with ‘yu’ instead of ‘u’, and ‘r’ must be excluded since it is even silent from its own language. The word will thus be acceptable in Sepedi as ‘Yunibesithi.’

Afrikaans word > ‘dorp’.

Tropo> Toropo

The consonant ‘t’ is not supposed to be closely placed next to ‘r’ as presented in the textbooks. For the word to be correct in the orthography and phonological rules of Sepedi, it needs the vowel ‘o’ to structure the syllable correctly to be ‘*to*’. That makes the word to be pronounced correctly as ‘*toropo’*.

Rubriki> ruburiki

The analysis of the word *‘rubriki’* is similar to the analysis of the above word ‘*toropo*’. In Sepedi language the consonant ‘b’ must not be a standalone consonant or be placed next to any other consonant without being followed by a vowel. Consonant ‘b’ must be followed by the vowel ‘u’ when structuring a syllable for the word to be pronounced and accepted as a Sepedi word ‘*ruburiki*.

Phonology is defined as the study of the structure of words and the rules of how words are formed (Fromkin, Rodman & Hyams, 2011). Phonology is an important part of language that enhances the creation of words when loaning the words from other languages into the target or borrowing language. The important thing about phonology is that the writer or translator must follow the grammatical rules of the borrowing language. The words discussed in the above section had to pay attention to the order of consonants and vowels according to the phonological rules of the syllables in the Sepedi language.

4.2.3 Loaned words extracted from learners’ essays

School A

Loaned words	Correct Sepedi words
Mmotoro	*Sefatanaga*
Radio	*Seyalemoya*
Tropo	*Toropo*
Unibesithi	*Yunibesithi*
Founu	*Sellathekeng*
Watšhe	*Sešupanako*
Khiye	*Senotlelo*
Sepetlele	*Bookelo*

Table 4.4: Loaned words from School A

School B

Loaned words	Correct Sepedi words
Mmolo	*Kgwebokgoparara*
Malekere	*Dimonamonane*
Hotele	*Lefelo la borobalelabaeti*
Pheterole	*Makhura a difatanaga*
Dinepe	*Diswantšho*
Sepetlele	*Bookelo*
Phaka	*Lefelo la boithabišo*
Thesta	*Diteko*
Strata	*Mmila*
Therafiki	*Moela wa difatanaga*

Table 4.5: Loaned words from School B

Teachers should equip learners with strong vocabulary and make them aware of the words in their own language that they can use instead of loaned words. Teachers should also teach learners correct ways of writing or structuring loaned words.

4.3 Presentation of Nouns

4.3.1 Singular and Plural

Textbooks tend to ignore the rules of grammar when presenting nouns in plural form. The following table shows the nouns that were wrongly spelled in the textbooks. The

correct spelling of nouns is also captured in the other column of the table, being the ones that should have been used by the authors of the textbooks.

Singular	Incorrect Plural	Correct Plural
Leihlo	*Maihlo*	*Mahlo*
Leino	*Maino*	*Meno*
Puku	*Dibuka*	*Dipuku*

Table 4.6: Singular and Plural

The following words from Table 4.6 were supposed to be written in the following way:

- *Leihlo* > (*Maihlo) *Mahlo* (in this word the vowel 'i' must be omitted).
  The author added the prefix '*Ma-'*, which is the plural form of the words under the noun Class 6, without following the phonological rule of vowel omission.

- *Leino* > *(*Maino) Meno* (the vowels 'a' and 'i' have been assimilated to be 'e')

  The author added the prefix *'Ma-',* which is the plural prefix for the words under the noun Class 6 for the word to be plural without considering the phonological rule of assimilation of vowels 'a' and 'i' to be 'e'.

Puku > *Dibuka*- (the author added word initial di- to show plural for the word of the words in noun Class 8).
The word *puku* (book) is written incorrectly in plural. The author wrote the word in a certain dialect instead of using the standard Sepedi word *'dipuku'*.

Plural indication from learners' writing.

The learners in School A, wrote some of the words that demonstrated the influence of the nouns used in the textbooks. They have written nouns such as: *maihlo, maino* and *dibuka*. These mistakes were similar to those that appeared in the textbooks. In School B, there were no singular and plural mistakes identified. This was an indication that some of the teachers are skilled in teaching and guiding learners in aspects of grammar, such as singular and plural.

4.3.2 Proper Nouns

Proper nouns are the names of people, places or mountains and rivers. Proper nouns are commonly start with a capital letter. The textbooks used names of people from foreign languages instead of names that exist in the language and culture of the native speakers of the language taught, being Sepedi Home Language.

Names of people from the textbooks

- Zack
- John
- Zakes
- Chris
- Sam

The influence of names is evident when learners write people's names in line with those in foreign languages in their textbooks. The use of foreign names makes it difficult for learners to connect with the learning content, as if it is the events that affect people in other worlds, whereas they also affect them. When learners were instructed to write essays, they found it important to write English names that they had been taught from textbooks, rather than those they know in their own language.

The evidence of textbooks' influence on the use of proper nouns during essay writing:

Some learners were able to mix English and Sepedi names, while others wrote only English names. The following are English names quoted from learners' written essays:

School A

- John
- Julia
- Chris
- Mack
- Joseph

School B

- Suzan
- John
- Dan
- Princess

The above stated names are the foreign names that appear in learners' written essays as an indication of the influence they got from their textbooks. This could have been avoided if authors used Sepedi names when writing Sepedi textbooks.

4.3.3 Order and classification of nouns

One of the authors confused the months, stating July (*Mosegamanye*) before June (*Phupu*). Thus, learners got confused by the names of the months and their order. The other author also misinformed the learners on the names of provinces, stating that someone lives in Mokopane Province, and this may make learners unable to classify names of provinces.

Order and classification of nouns from learners

Learners from School A

One leaner failed to write the correct date and it is also shown that learners failed to classify names, where one learner wrote: "*Ke dula phorofentsheng ya* Polokwane" which means "I live in Polokwane Province". The researcher noted that inappropriate naming in textbooks could cause students to fail to classify regions, countries and provinces. Teachers can avoid this by reading the texts in the textbooks before going to class, this will help them to identify errors and correct them with the learners.

Learners from School B

Learners of School B did not show the confusion of classification of names of places and months in their essays.

4.4 Use of foreign languages in sentences

Textbooks tend to use foreign languages, and this makes learners to use words from other languages without hesitation or seeing anything wrong in doing so.

The bolded words in the following sentences are the words that authors used unnecessarily:

4.4.1 Sentences from the textbooks

- ***Monkane**, o nepile.*
- *Ke tla kwa mang **monkane** ge ke sa kwe wena?*
- ***Mantlo** a a lego seswantšhong sa 4 a bitšwa **matlo** a RDP.*
- *Kgoro ya **maphoisa** e ntšha lesolo.*
- O kgonne go **khethwa** bjang?

The bolded words are words taken from other languages and written in the Sepedi textbooks. The presentation below it shows from which language the mistaken word taken and which Sepedi words should have been used.

- *Monkane* (Isizulu) > ***Mogwera*** (Sepedi)

  The word *monkane* comes from Isizulu word '*umngani',* which means friend and it was presented as a Sotho word 'monkane'. The writer was supposed to use the word '*mogwera*' or 'mokgotse' as the words mean the same thing as what the loaned word means.
- *Mantlo/matlo* (Setswana)- **Dintlo/Mengwako** (Sepedi)

  The words '*Mantlo* and *matlo'* come from Setswana language and mean houses. The writer used two words that differ with spelling on the same sentence. In Sepedi language, they should have used the words '*dintlo*' or *'mengwako'*.
- *Maphoisa* (Isizulu) – ***Maphodisa*** (Sepedi)

  The word Maphoisa comes from a Isizulu language, the word also comes from street language which means the Police. The writer was supposed to use *Maphodisa* as the correct Sepedi word.
- *Khethwa* (Setswana) – ***Kgethwa*** (Sepedi)

  The word '*khethwa*' comes from Setswana language, which in Sepedi language is 'kgethwa', meaning to be chosen.

4.4.2 Words from other languages in learners' essays

School A

Words from other languages	Sepedi words
Mata	*Mogwera*
Monkane	*Mogwera*
Maphorisa	*Maphodisa*

Table 4.7: foreign language words from School A

School B

Words from other languages	Sepedi words
Makhi	*Moagišane*
Mata	*Mogwera*

Table 4.8: foreign language words from School B

Learners wrote foreign language words, but the level was low compared to the errors in the textbooks. This suggests that teachers should ensure that learners write the correct words by not allowing other languages to be spoken during Sepedi lessons. This will help learners to get used to writing correct words in all their activities.

4.5 Spelling errors

Errors that appear in the textbooks are omission of letters and confusion of letters, which must be addressed before the textbooks are sent to schools for use by learners. One of the problems in Sepedi writing is the use of the diacritic ‘š’. Some errors indicate that the writers have not followed the grammatical rules, and they did not take the time to re-read what they have written so that they can correct errors.

4.5.1 Spelling errors from the textbooks

The following are words with spelling mistakes:

Spelling errors	Correction
Baswa	*Bafsa*
Atikele	*Sengwalwana*
Ntlhlokomeleng	*Ntlhokomeleng*
Bla	*Bala*
Mosweu	*Mošweu*
Hlohleletšo	*Tlhohleletšo*
Thelebitšheneng	*Thelebišene*

Unibesithi	*Yunibesithi*
Ahalaahlang	*Ahlaahlang*
Mano	*Maano*
Ihlameleng	*Itlhameleng*
Seshebo	*Sešebo*
Nhlatšelago	*Ntlhatselago*
Nthlasetše	*Ntlhasetše*
Nthlagatša	*Ntlhagatša*
Ithutei	*Ithuta*

Table 4.9: Spelling errors from the textbooks

Typography as a cause of spelling errors

- *bla- bala*
- *ahaalahlang- ahlaahlang*
- *ithutei- ithuteng*

These errors indicate that the author of the textbook might have lacked knowledge of Sepedi language because some errors could have been avoided, and that the person who proofread the book did not properly engage with the book. The words prevent learners from reading with understanding due to the nonexistence of words that they come across in their books. It is important that the Department of Basic Education appoints right people who can thoroughly proofread and evaluate the textbooks before they can be used in the classrooms.

Other errors

- *Thelebitšhene- thelebišene:* The author confused the related consonants. In this word, *'tšh'* was used in the place of *'š', both having the diacritic 'š'.*
- *Unibesithing- Yunibesithing:* The author used *'u'* letter initially instead of *'Yu',* which is the accepted syllable for Sepedi language.
- *Mano- maano:* The author omitted the second '*a*' for the word and it makes it lose meaning.
- *Baswa- bafsa:* The author followed the non-standardised format of writing the word.

4.5.2 Spelling errors from learners' written essays

Spelling errors in textbooks have a bad influence on the spelling of the words that learners write. The following table shows the spelling errors identified in the learners' written essays:

School A

Incorrect spelling	Correct spelling
Baswa	*Bafsa*
Bašimane	*Bašemane*
Thelebitšhene	*Thelebišene*
Sechaba	*Setšhaba*
Atikele	*Athikhele*
Tše ntšhi	*Tše dintši*

Table 4.10: Spelling errors from School A

School B

Incorrect spelling	Correct spelling
Geshu	*Gešo*
Tsuga	*Tsoga*
Sechaba	*Setšhaba*
Tše ntšhi	*Tše dintši*
Yema	*Ema*
Barato	*Baratho*
Etukišetša	*Itokišetša*
Ngkabe	*Nkabe*
Matla	*Maatla*

Table 4.11: spelling errors from School B

4.5.3 The omission of diacritic consonant 'š' from the textbook.

- *Mosweu- mošweu*
- *Seshebo- sešebo*

The correct words are '*mošweu*' and '*sešebo*', **'sh-'** and **'s-'** were both supposed to be ***'š'***. These kind of errors are few in the textbooks.

4.5.4 The omission of letter ‘š’ by learners

School A

Words without ‘š’	Correct words with ‘š’
Setshaba	*Setšhaba*
Seshebo	*Sešebo*
Basemane	*Bašemane*
Mashabashaba	*Mašabašaba*
Laetse	*Laetše*
Swanetsego	*Swanetšego*
Tshepidiso	*Tshepedišo*

Table 4.12: The omission of diacritic ‘š’ from School A

School B

Words without ‘š’	Correct words with ‘š’
Geshu	*Gešo*
Itukishe	*Itokiše*
Tsatsing	*Tšatšing*
Mpotsa	*Mpotša*
Bolwetsi	*Bolwetši*
Fetsa	*Fetša*
Setshaba	*Setšhaba*
Sweu	*Šweu*

Table 4.13: The omission of diacritic ‘š’ from School B

In the writing of Sepedi language, the diacritic letter ‘š’ is a very important component as it can distinguish Sepedi Language from other Sotho languages, such as Setswana and Sesotho. Writing Sepedi without using the consonant ‘š’ makes the language sound foreign. Teachers should remind learners not to forget using the diacritic ‘š’ when writing for the message to reach the audience and readers.

4.6 The poor usage of consonant strengthening

4.6.1 The use of *'tlh'* in the textbook

Authors did not consider writing the words that have 'tlh' correctly. The following words are the words that were wrongly spelled in terms of using the sound 'tlh'.

- *Nhlokomeleng- Ntlhokomeleng*
- *Hlohleletšo- Tlhohleletšo*
- *Ihlameleng- Itlhameleng*
- *Nhlatšelago- Ntlhatselago*
- *Nhlasetše- Ntlhasetše*
- *Nhlagatša- Ntlhagatša*

The words below are extracted from the examples above and are clearly explained. Grammatical rules were not followed when writing these words. The first sound 'hl' must change to be 'tlh' when preceded by 'i'; and 'n' or for the formation of a noun from a verb.
Example: (Verb) *Hlokomela: i-hlo-ko-me-la > i-tlho-ko-me-la (verb), when 'I' precedes the verb.*

i+hl > tlh

Hlasetše: n-hlasetše > ntlhasetše (verb), when 'n' precedes the verb.

n+hl > tlh

Example: (Verb) hlo-hle-le-tša > tlho-hle-le-tšo (noun)

This occurs when the verbs starting with 'hl' are changed into nouns or the addition of prefix 'i' or 'n' preceding the word starting with 'hl' to form other types of verbs.

4.6.2 Omission of correct pronunciation from learners

School A

Incorrect	Correct
Nrata	Nthata
Ke a irata	Ke a ithata
Hlompho	Tlhompho

Ibona	Ipona
Igata	Ikgata
Nhlatsela	Ntlhatsela
Nhlatswetša	Ntlhatswetša

Table 4.14: Omission of correct pronunciation from school A

School B

Incorrect	**Correct**
Nreketše	Ntheketše
Nlata	Ntata
Nrekela	Nthekela
Tehlokomela	Itlhokomela
Telukiša	Itokiša

Table 4.15: Omission of correct pronunciation from school B

Teachers must show learners the correct way of pronouncing words. This will help learners to avoid incorrect presentation of strengthened sounds in Sepedi.

4.7 Interrogatives

Interrogatives are words that indicate a question asked in a sentence. In one of the textbooks, it is said that the sentences below are interrogative because they had a question mark, but this is not the case. The authors relied only on the high tone to present the questions and this did not teach learners other interrogative words that must be used in a language. These sentences must indicate the appropriate words to present the questions. This will affect learners' cognitive development because other levels of Bloom's taxonomy will not be taken into consideration. Their questions mainly need a yes or no answer, therefore they show a lower level of cognitive thinking.

4.7.1 Interrogatives from the textbooks

Original sentences	**Questions from the textbooks.**	**Other interrogatives words to use in asking questions.**
Setšo se a latola.	Setšo se a latola?	Setšo se dira **eng**?

Ba a di tseba difoka tše.	Ba a di tseba difoka tše?	Ba tseba difoka **dife**?
Ga se na lereo.	Ga se na lereo?	Ga se na **eng**?
Setšo se a gana.	Setšo se a gana?	Setšo se **dirang**?
O thopile sefoka sa gauta.	O thopile sefoka sa gauta?	O thopile se **se bjang**?

Table 4.16: Interrogatives from the textbooks.

Authors should provide a variety of relevant examples when writing interrogative sentences. They should use different interrogative forms to write relevant examples.

4.7.2 Learners' written interrogative sentences

School A did not make any mistakes in terms of questions as their writing lacked the use of questions because of using straightforward narratives. Most learners in School B wrote question clauses with the use of intonation rather than the use of other types of questions. The problem with the use of tone is that the question sounds like a rhetorical statement that does not require an answer because it has an answer in itself. If the interrogative words are used, the speaker will need an answer in which the listener will be guided by the word used in the question and will answer by speaking or reasoning rather than a yes or no answer. That will encourage learners to think deeply before they answer.

School B

Types of questions from learners	**Other interrogatives words to use in asking questions**
O boile maabane?	*O boile neng?*
Ba dutše mmogo?	*Naa ba dutše mmogo?*
O thopile sefoka?	*Ekaba o thopile sefoka?*
O be o na le Matome?	*O be o na le mang?*
O mmone a utswa?	*O mmone a dira eng?*
O tšwa sekolong?	*O tšwa kae?*

Table 4.17: Interrogative sentences from School B

This can be avoided if teachers see errors in interrogative sentence examples in the textbooks and correct them immediately, rather than taking them as they are to the learners. Teachers should teach learners a variety of interrogative ways to develop

questioning skills while they are still in school so that they can become critical intellectuals in society.

4.8 Morphology and derivation

The textbooks have highlighted errors in the specified parts of the phonemes, morphology and derivation of words. Some words should be split by letters into two or more words, and some must join letters or syllables into a single word, and some words are omitted of letters. Below are phonological errors from sentences quoted from the textbooks with the correct structures written on the side of the sentences.

- *Ba **a pea** dipitša tša dinama > '**apea'** (kgomantšho ya dinoko)*
- ***Geo** utswedišwe kgotla 2 > **'ge o'** (Kgaogantšho ya dinoko)*
- *Mahodu a na **lemano** > **'le maano'** (Kgaogantšho ya mantšu)*
- *Bala ka **le belo** > **'lebelo' (**kgomantšho ya dinoko)*
- *o nepišitše **di swantšho** tše > **'diswantšho'** (kgomantšho ya dinoko)*
- *Go tšwetša pele **mušo** > **'mmušo'** (Tlogelo ya modumo/senoko)*
- ***Maaoto** a bina koša ya lethabo > **'maoto'** (Koketšo ya tumanoši)*
- *Re botšwa ka mohlare **wo metšego** > '**wo o metšego'** (Tlogelo ya lentšu)*
- *Ke **rialo** nna kgoši > '**realo**' (Phošo ya mopeleto)*
- ***Se swantšho** > **'seswantšho'** (kgomantšho ya dinoko)*
- *Diphadišano di rile ge **ditla** > '**di etla'** (Tlogelo ya senoko)*
- *Theeletša le **goahlaahla** taodišotlhalošo > '**go ahlaahla'**. (Kgaogantšho ya dinoko).*

The above bolded words are error-prone and followed by their corrections, indicating that the writers have not considered coherence, word spacing and avoiding omission of letters. It generally shows that they do not follow grammatical rules.

4.9 Errors of word spacing and omission of letters by learners.

The table below shows what learners wrote without considering word spacing nor avoiding omission of letter sounds. The table also shows the way learners should have written words.

School A

Incorrect words from learners	Correct words
Mano	*Maano*
Nale	*Na le*
Mušo	*Mmušo*
Gokitima	*Go kitima*
Go dimo	*Godimo*
Metha	*Mmetha*
Mabane	*Maabane*

Table 4.18: Incorrect words from School A

School B

Incorrect words from learners	Correct words
Matla	*Maatla*
Diphofolo	*Diphoofolo*
Re na	*Rena*
Bo tshela	*Botshela*
Ele	*E le*
Gofihla	*Go fihla*
Nale	*Na le*
Barato	*Baratho*
Ore	*O re*
Reile	*Re ile*
Sarena	*Sa rena*
Onale	*O na le*
Tšere	*Tšeere*
Resek	*Re seke*
Ketsoga	*Ke tsoga*
Batsadi	*Batswadi*
Beele	*Be ele*

Table 4.19: Incorrect words from School B

The spelling problem can be avoided if teachers teach learners morphemes and sounds, so that they can write without omitting letters, breaking words, and

combining unnecessary words. Another caution is for writers to be careful when writing textbooks. Dictation can also help learners and teachers to solve the problem of writing errors.

4.10 Transactional writing

4.10.1 Advertisements

An advertisement is an announcement made publicly to advertise a product, service or activity or to advertise a job vacancy (Cambridge Dictionary, 2021). The textbooks have advertisements in which language used influences learners not to use their Home Language properly when writing Sepedi Home Language. The following advertisements are from the textbooks, which have a negative impact in the Sepedi language:

Advertisement A

Figure 4.1: Advertisement for road transport

Advertisement B

Figure 4.2 Advertisement of internet café

The above advertisements used English language in Sepedi textbooks. Advertisement A (Figure 4.1) is about public transport services, and advertisement B is for internet café on printing and telecommunications. It shows that the authors took these images elsewhere than inventing their own Sepedi language advertisements. This is because one cannot change the names and customs of people's businesses, but to avoid working against business owners, it would be better if writers could create their own advertisements to promote and strengthen Sepedi language. The difference between the two pictures is that the first picture (Advertisement A) was taken from a photographic press, while the second (Advertisement B) is a sketch that the authors of the textbooks could have also drawn and written in Sepedi.

Authors should have used loaned words and Sepedi words simultaneously. The table below shows the words used in advertisements and the words that were supposed to be used.

English	**Sepedi**
Internet Café	*Kgwebo ya dikgokaganyo*
Special	*Ditheko tšeo di kgethegilego*
Fax	*Fekese*
Copy	*Seswantšhothwii*
Scan	*Sekena*
Web	*Mafarahlahla a dikgokaganyo*
Type-writer	*Setlanyi*

Table 4.20: English words from Advertisement B.

It has been pointed out in the above table that writers can use existing loaned words and words that originated from Sepedi without using foreign words. Foreign words can only be used if there are no appropriate words in Sepedi, but the same words should be written in Sepedi following the rules of grammar. The influence of advertisements on learners was evident when learners wrote essays where they did not pay attention to the language they used. This could have been avoided if writers created advertisements in Sepedi.

4.10.2 Posters

A poster is a large picture or notice that can be posted on a wall, usually used for decoration or advertising.

The textbooks have posters written in English, and this makes learners write English words when they write their essays in their Home Language activities. The following are some of the posters featured in the learners' textbooks:

Poster A

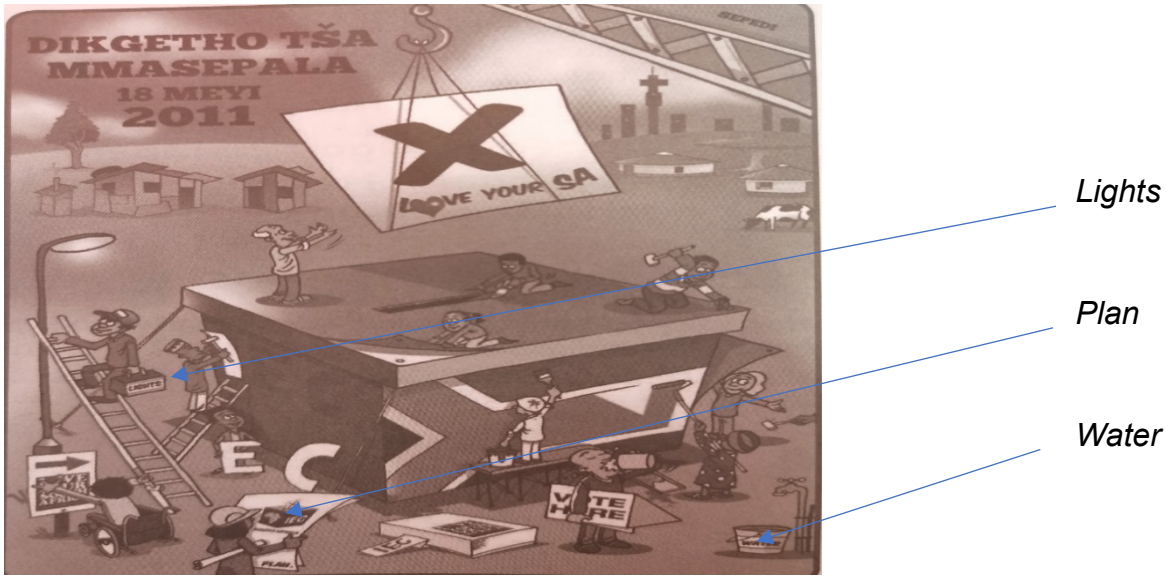

Figure 4.3: Poster for the municipal elections

This poster is used to attract voters to participate in the municipal elections, but they did not use Sepedi words to write it. The following table is an arrangement of English words versus Sepedi words that could have been used in the poster:

English	**Sepedi**
Love your SA	*Rata Afrika-Borwa ya gago.*
VOTE HERE	*Kgetha mo*
Plan	*Peakanyo*
Lights	*Mabone*
Water	*Meetse*

Table 4.21: English words from poster A

Poster B

Figure 4.4: Poster for the political party (ANC)

This poster a political party's poster used for persuading people to vote for the party during elections. The English words were used in this poster despite the availability of Sepedi words that could have been used. The wrong words are presented against the relevant Sepedi words in the table below:

English	**Sepedi**
Peace	*Khutšo*
Freedom	*Tokologo*
And	*le (lekopanyi)*
The Vote	*Kgetho*
Forward to a Constituent Assembly	*Pele ka mmušo wa batho*

Table 4.22: English words from poster B

Poster C

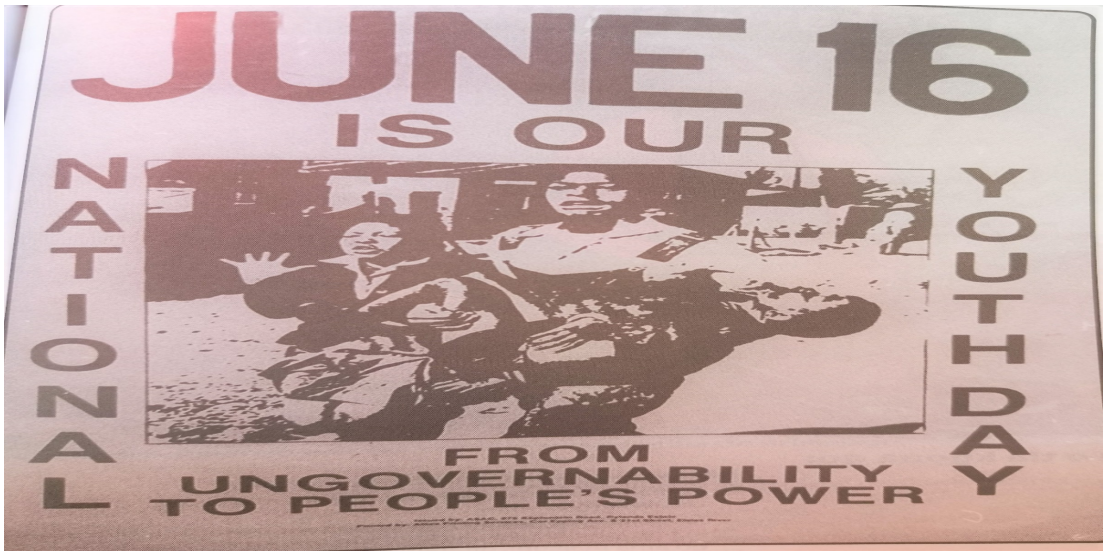

Figure 4.5: Poster of the South African youth day

This poster appears to have been borrowed from another source, which is why the authors were unable to change those words. However, it was possible to take this image and present the words in Sepedi language.

English	Sepedi
Is our national youth day	*Letšatši la boditšhaba la bafsa*
From ungovernability to people's power	*Go tloga go go se laolege go iša maatla bathong.*
June	*Phupu*

Table 4.23: English words from Poster C

The information in the above table is an indication that it takes effort for writers to take responsibility to promote learners' cultural language by using the right words and writing them correctly to avoid spelling errors. Thus, it is arguable that this will help learners and teachers to work freely and happily in their processes of teaching and learning Home Language.

4.10.3 Diary

A diary is a book used to record one's thoughts and feelings or the daily events of one's life. The textbook presented a diary illustration, and in this illustration, there are English words that could have been avoided by replacing them with Sepedi words, or being transliterated if they do not exist in Sepedi language.

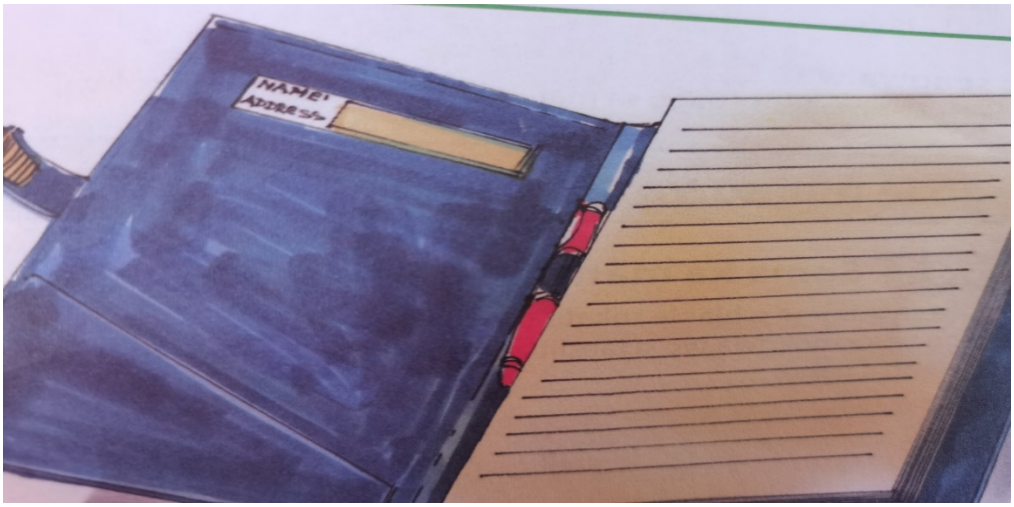

Figure 4.6: Diary

This diary shows two English words, namely; address and name. It was revealed that this negatively encouraged learners to use English words in Sepedi. These words exist in Sepedi language, as presented below:

- Name > *Leina*
- Address > *Tšhupabodulo*

4.10.4 E-mail

E-mail is a method of using a computer or a cellphone to send messages with communication networks. E-mail is one of the products of the interaction that children learn. Below appears an image of the e-mail from the textbooks.

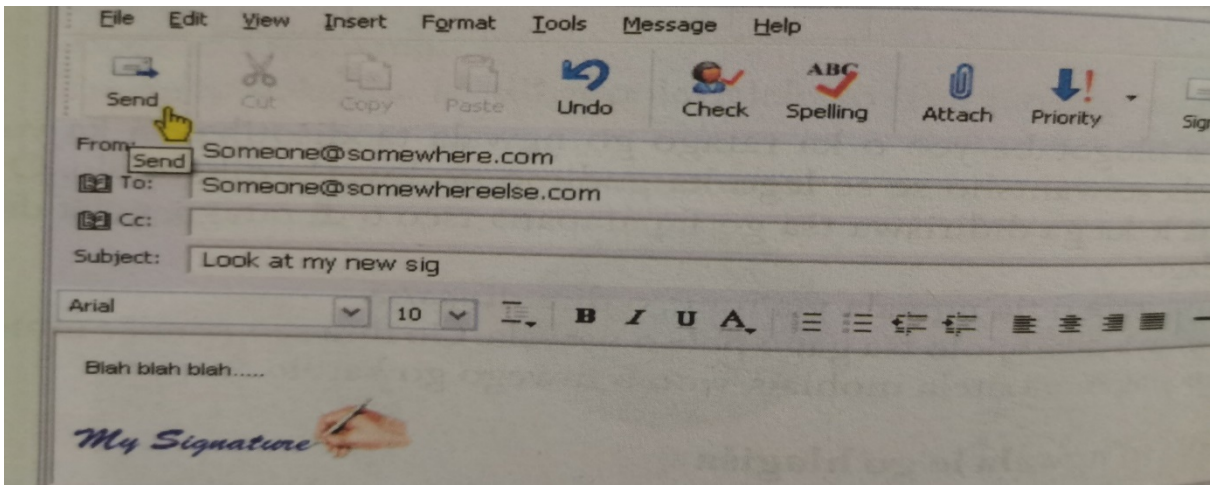

Figure 4.7: picture of an e-mail sample

In the email above, there are no Sepedi words. This gives reason to why language in this poster influences learners to regard their language as less important. As it is

known that the language in this document is immutable, but that the computer can write in other languages, the writers had to change language to present the picture in Sepedi. The equivalent Sepedi words that could have been used in the above poster are as follows:

- Look at my new sig > *Lebelela mothikitho wa ka wo moswa*.
- My signature – *mothikitho wa ka*

Another thing they wrote is ‘blah blah blah’. What they wrote is not Sepedi and is not explainable in Sepedi language. It would have been understandable if the writers used ‘*bjalo, bjalo’*. This would alert learners to the importance of writing in Sepedi.

4.10.5 Book Cover

It is common knowledge that a book must not be judged by its cover. However, the features of a book title page should catch the reader’s attention. The textbook has presented the features of an English book within a Sepedi textbook. This indicated that learners will continually be discouraged to write in Sepedi. Figure 4.8. strngthens this argument.

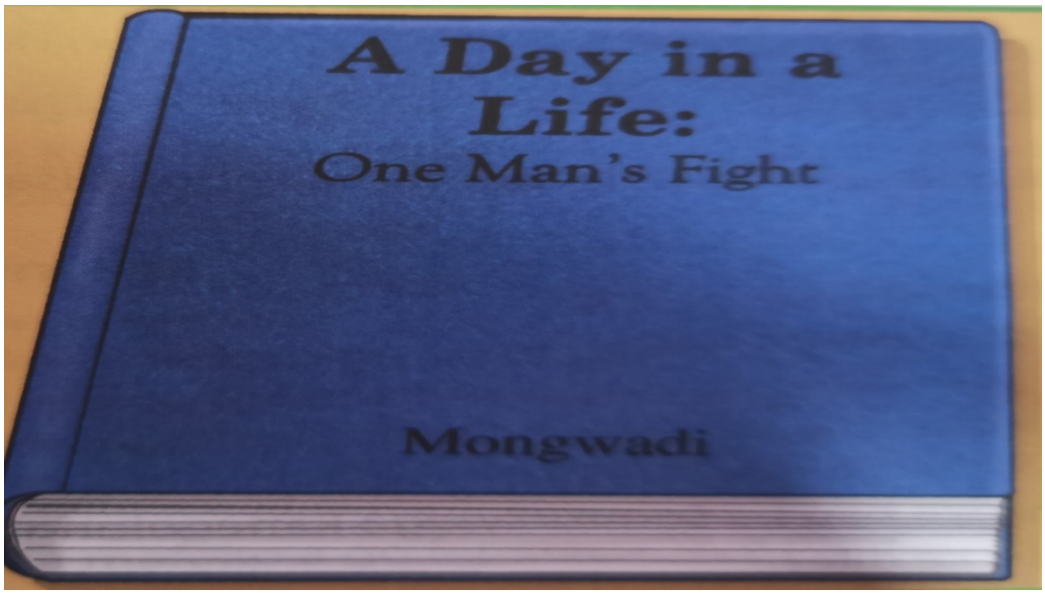

Figure 4.8: Picture of a book cover

The title of the book is ‘A Day in a life: One man’s fight’, while at the bottom it says “*Mongwadi”*. This is an indication that two different languages were used in the same

product. The author had to look for Sepedi title when giving an example of the book cover.

4.11 Pictures

The textbooks showed the variety of illustrations which use a foreign language. The following are pictures extracted from the textbooks showing the unnecessary use of foreign language:

Picture A

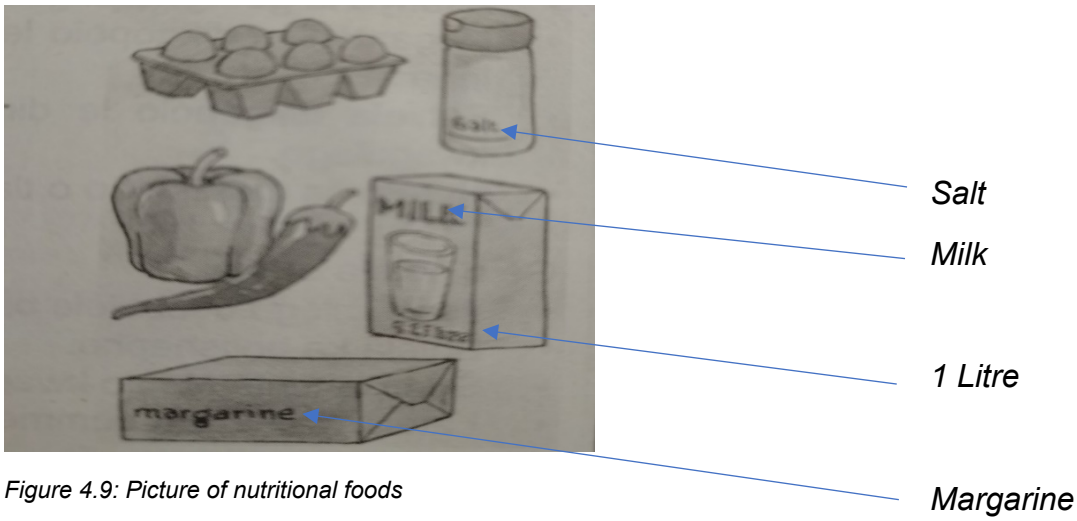

Figure 4.9: Picture of nutritional foods

Picture B

Figure 4.10: Pictures of SABC news reader

Picture C

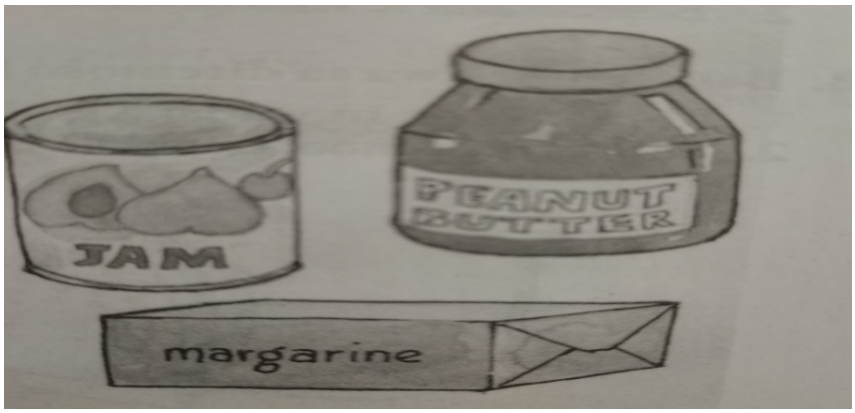

Figure 4.11: Picture of bread spreads

Picture D

Figure 4.12: Picture of a voting station

Going through the above illustrations from various textbooks, one notices that English words are used while there are Sepedi words that could have been used. There is no known reason for Sepedi textbook authors to not use Sepedi words in their pictures other than that they do not make enough research to explore equivalents of the burrowed words in their books. Thus, it is arguable that they are not aware that they destroy Sepedi language. The table below shows English words versus Sepedi words that were supposed be used.

English	Sepedi words

Salt	Letswai
Milk	Maswi
1 Litre	Litere (leadingwa) ye tee
Margarine	Makhura/sereledi
News	Ditaba
Voters roll	Lenaneo la bakgethi
Jam	Kgotla-o-mone
Peanut butter	Sereledi sa dimake/ditokomane

Table 4.24: English words from the pictures

The word '*litere*' (litre) is borrowed because the word does not exist in Sepedi. Thus, writers should use loaned words and make them qualify the status of being Sepedi words by follocorrect translation rules.

The statement above shows that the use of illustrations in Sepedi textbooks is important but should represent the language well. Writers should draw their own pictures for them to write about Sepedi language rather than using English and confusing learners in Sepedi language learning.

Example of the picture that supports Sepedi Home Language:

Figure 4.13: Picture showing SABC (*Youtube.com)*

4.12 Words unnecessarily loaned from English language

The authors wrote some English words that are not necessary to use because there are Sepedi words that can be used. The following are the English words that are in the textbooks and Sepedi words that were supposed to be used:

Words from the textbooks

English	Sepedi
Diary	*Pukutšatši*
Touch screen	*Sekerini sa go kgwathwa*
News	*Ditaba*
Stop	*Ema*
Hair salon	*Kgwebokgabo ya meriri*

Table 4.25: English words from the textbook

Words from essays in School A

English	**Sepedi**
Shop	*Kgwebo*
Phone	*Sellathekeng*
Diary	*Pukutšatši*
Vote	*Kgetha*
Principal	*Hlogo ya sekolo*
Rand	*Ranta*
Free	*Mahala*
Sale	*Dithekofase*

Table 4.26: English words from School A

Words from essays in School B

English	**Sepedi**
Zoo	*Lešoka la Diphoofolo*
Mall	*Kgwebokgoparara*
Red	*Khubedu*
Princess	*Kgošigadi*
Petrol	*Makhura a difatanaga*

Table 4.27: English words from School B

One can notice that learners did not see errors in writing the above words in their essays. As such, this indicates the problems that textbooks bring to learners by not paying attention to the words the authors use when writing Sepedi textbooks. Authors can avoid this by using Sepedi words in all texts brought to class to avoid

feeding learners with foreign languages that will affect their language without promoting their cultures.

4.13 Total number of errors presented by learners and textbooks

In the next section the researcher has developed tables showing the overall errors of the textbooks and the learners written essays according to their categories, and they are also arranged in a pie chart to show the percentage of those errors.

Total number of errors from the textbooks.

Type of errors.	Number of errors.
Maadingwa	Twenty-two (22)
Maina	Eight (8)
Polelo ye šele	Six (6)
Mopeleto	Twenty-two (22)
Go se šomiše 'š'	Two (2)
Go se hlokomele thatafatšo	Six (6)
Mabotšiši	Five (5)
Momagano, kgaoganyo le tlogelo	Thirteen (13)
Mantšu a Seisemane	Thity-Nine (39)
Total= Hundred and Sixty-Three (163)	

Table 4.28: Representing total number of errors from the textbooks

Total number of errors from learners' written essays: School A

Type of errors	Number of errors
Maadingwa	Nine (9)
Maina	Ten (10)
Polelo e šele	Three (3)
Diphošo tša mopeleto	Six (6)
Go se šomiše 'š'	Seven (7)
Go se hlokomele thatafalo	Seven (7)
Momagano, kgaoganyo le tlogelo	Seven (7)
Mantšu a Seisemane	Eight (8)
	Total = Fifty-Seven (57)

Table 4.29: Representing total number of errors from learners in School A

School B

Type of errors	Number of errors
Maadingwa	Ten (10)
Maina	Four (4)
Polelo e šele	Two (2)
Diphošo tša mopeleto	Ten (10)
Go se šomiše 'š'	Eight (8)
Go se hlokomele thatafalo	Five (5)
Mabotšiši	Seven (7)
Momagano, kgaoganyo le tlogelo	Seventeen (17)
Mantšu a Seisemane	Five (5)
	Total = Sixty-Eight (68)

Table 4.30: Representing total number of errors from learners in School B

Composite errors from schools

Type of errors	Number of errors
Maadingwa	Nineteen (19)
Maina	Fourteen (14)
Polelo e šele	Five (5)
Mopeleto	Sixteen (16)
Go se šomiše 'š'	Fifteen (15)
Go se hlokomele thatafalo	Seven (7)
Mabotšiši	Seven (7)
Momagano, kgaoganyo le tlogelo	Twenty-Four (24)
Mantšu a Seisemane	Thirteen (13)
Total= Hundred and Twenty (120)	

Table 4.31: Representing total number of errors from learners in both schools

4.14 Representation of data on pie charts

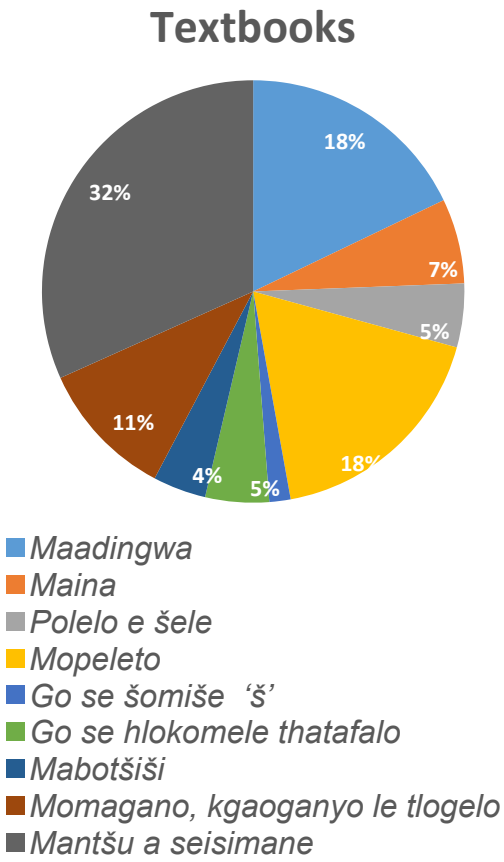

Figure 4.14: Pie chart representing errors from the textbooks

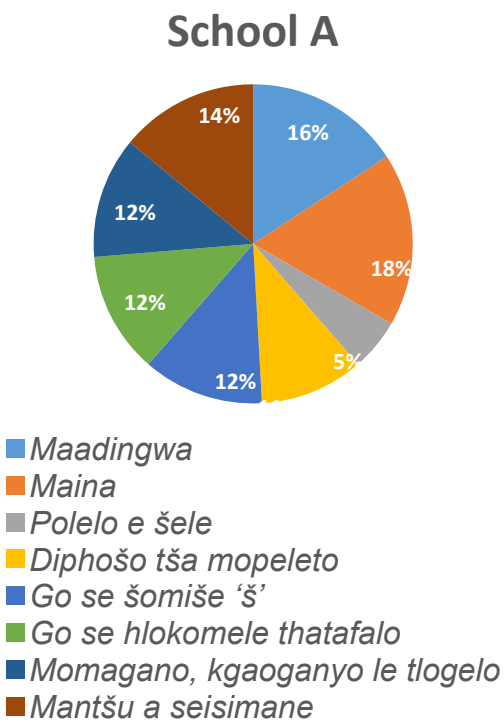

Figure 4.15: Pie chart representing errors from school A

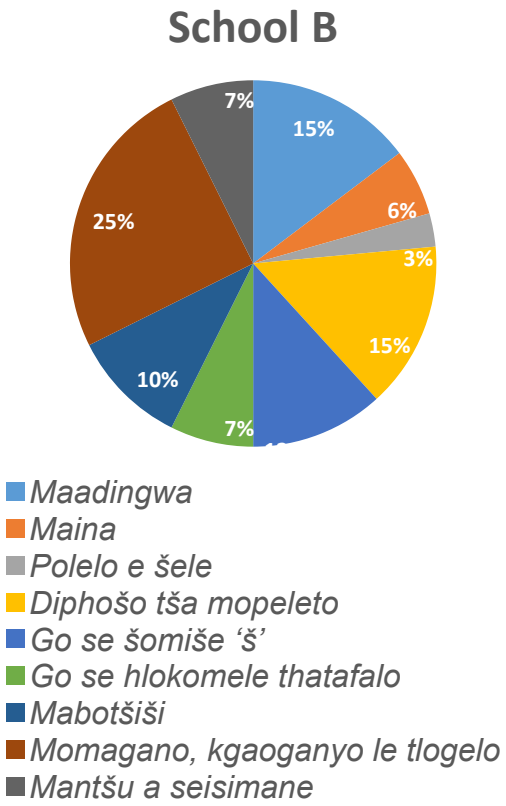

Figure 4.16: Pie chart representing errors from school B

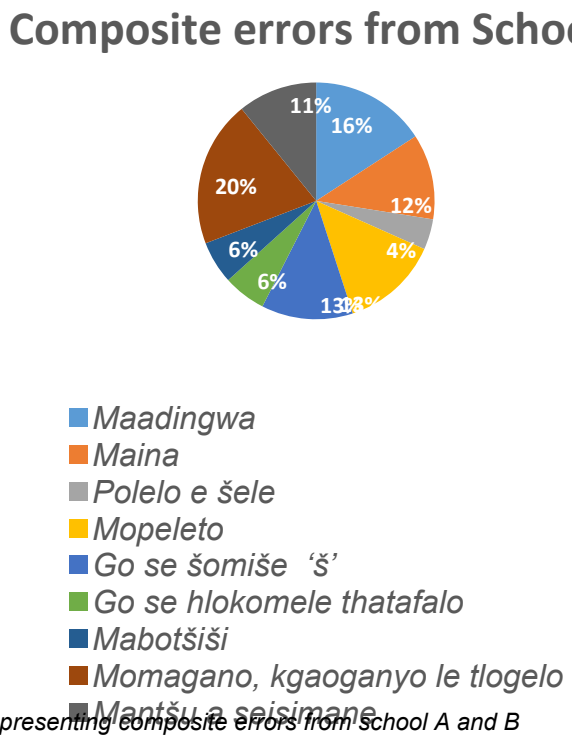

Figure 4.17: Pie chart representing composite errors from school A and B

4.15 Analysis of interviews from Sepedi teachers on Sepedi textbooks

The four teachers who participated in the study were interviewed through semi-structured interviews. The following are their responses regarding the research topic. Teachers were given indicators to show that different teachers responded, i.e., the first teacher in School A is labeled A1, the second in A2, and the teachers in School B are represented as B1 and B2. Questions and responses are as follows:

- **Question 1**

English version: *What is the importance of textbooks in the teaching of Sepedi Home Language? (Naa bohlokwa bja dipukukgakollo tša thuto ya leleme la Sepedi ke bofe mošomong wa go ruta le go ithuta mabokgoni a go ngwala ka phapošeng?).*

Karabo ye e letetšwego: *Barutabana ba lebeletšwe gore ba fe bohlokwa bja dipukukgakollo go kgodišo ya leleme la gae la morutwana, setšo le ditumelo, gammogo le go maatlafatša dikgokaganyo le ba bangwe.*

Sepedi responses for question 1

A1: "Bohlokwa bja dipukukgakollo tša thuto ya leleme la Sepedi k*e go ruta bana go bala le gore se ba se balago ke sona sa nnete se ba swanetšego go se ngwala ge ba dira mešomokelo ya go ngwala."*

A2: "*Ke go boloka tshedimošo le go ruta barutwana go ngwala, go bala le go bolela polelo ye e nonnego ya segagabobona."*

B1: "*Go thuša barutwana go hwetša tshedimošo ye e tseneletšego ya go ngwala Sepedi le go oketša tsebo ya leleme la Sepedi godimo ga ye ba šetšego ba na le yona."*

B2: "*Go boloka tshedimošo ye barutwana ba ka e šomišago go ithuta go ngwala Ge barutwana ba bala ba tla kgona go ngwala se ba se balago."*

Translated responses for question 1

A1: It is to teach children to read, and that what they read is actually what they should write when they write activities in class.

A2: It is storing information and teaching learners to write.
B1: To help learners to gain in-depth information on writing Sepedi and to increase their knowledge of the Sepedi language on top of what they already have.

B2: To store information that learners can use to learn to write, and when learners read, they will be able to write what they read.

Teachers' responses are consistent as they say that textbooks contain information that teaches children to write. Thus, one will notice that textbooks have a profound impact on learners' writing.

- **Question 2**

English version: Which challenges have you experienced with the use of learners' textbooks?
Sepedi version: Ke ditlhohlo dife tše o di lemogilego tša mongwalo go dipukukgakollo?
Karabo ye e letetšwego: *"Barutabana ba lebeletšwe go fa tshedimošo ya mabapi le mongwalo, mopeleto le maadingwa ao a sego a dumelelwa lelemeng la Sepedi."*

Sepedi responses for question 2
A1: "*Ke lemogile gore dipukukgakollo tše dingwe di na le diphošo tša mopeleto le gore go na le diphošo tše dingwe gape di bonagalago ka lebaka la diphošo tša go tlanya."*

A2: *"Leleme le le šomišwago le na le semmotwana le sekgowa se sentši, ebile go na le diphošo tša mopeleto."*

B1: *"Go fošagalo ga mantšu. Go na le mantšu ao a filwego mopeleto wo e sego wa nnete. Di šitiša barutwana go ithuta polelo ka tshwanelo ka gore e dula e le thibangthibang le bana ka phapošeng ka gore dipuku di bolela se mola rena re bolela sela. Ka nako ye ntši di a re gakantšha le rena."*

B2: *Dipukukgakollo di na le diphošo tša mopeleto, di šomiša maadingwa go sa hlokege, di ngwadilwe ka polelo e šele mola tše dingwe di ngwala mabotšiši a e sego a maleba ka go no bea leswaopotšišo mafelelong a lefoko, se se ra gore di šomiša segalo .*

Translated responses for question 2:

Answers

A1: I have noticed that some textbooks have spelling errors and that there are other visible errors due to typographical errors.

A2: The language used is dialect with a lot of English, and there are spelling errors.

B1: Word error, there are words that have been given incorrect spellings. They prevent learners from learning the language properly because it is always a barrier to the learners in the classroom. The books say this while teachers say things differently. Most of the time they confuse teachers as well.

B2: Textbooks have spelling errors, use unnecessary loaned words, are written in a foreign language while some write inappropriate questions by simply putting a question mark at the end of a sentence, this means they use tone.

From the responses presented by the teachers, it is evident that teachers face similar challenges as they talk about spelling, but teacher B2 also noticed foreign language, loaned words and questioning errors. This supports what the researcher noted in the textbooks. All teachers agree that there are weaknesses everywhere in the Language presented by the reference books.

- **Question 3**

English version: What do you do as a teacher after realising that textbooks negatively influence learners' language usage during essay writing?
Sepedi version: *Ke eng se o se dirago bjalo ka morutabana morago ga go lemoga ditlhohlo tša mongwalo wa barutwana tša go hlohleletšwa ke dipukukgakollo?*

Karabo ye e letetšwego: *"Barutabana ba swanetše go fa karabo ya go sepelelana le go lokiša diphošo pele ba efa barutwana mošomo ka pukung, gammogo le go eletša barutwana ka ga bohlokwa bja go šomiša polelo ya gae ka tshwanelo."*

Sepedi responses for question 3

A1: *"Ge ke ruta ke leka go phošolla diphošo le bana ka phapošeng. Bana ba bangwe le bona ba kgona go lemoga diphošo ba be ba go botše o le morutabana gore o lemoga se se diregago, mola ba bangwe ba ikhomolela ba no ngwala tšona tšeo di lego dipukung."*

A2: *"Ke phošolla barutwana ge ba ngwala ka phapošeng gore re sepele kgato ka kgato le diteng tša puku. Go sego bjale ba tla gakanega ra hloka tšwelopele."*

B1: *"Ke netefatša gore barutwana ba ngwale lentšu le le nepagetšego, efela ge e le mošomo wa gae ba bangwe ka go hloka bathuši ba boa ba ngwadilwe tše ba di bonago dipukung, gomme re no leka go ba laetša mongalo wa go hlweka."*

B2: *"Go dira gore barutwana ba lemoge diphošo tše di lego gona ka gare ga dipukukgakollo le go leka go di phošolla le bona. Go ruta barutwana melao le tšhomišo ya polelo go ka thuša kudu."*

Translated responses for question 3

A1: When I teach, I try to correct mistakes with the children in the class. Some learners are also able to recognise mistakes and tell you as a teacher to check if you are aware of what is happening, while others keep quiet and just write what is in the books.

A2: I correct learners as they write in class so that we go step by step with the content of the book. Otherwise, they will be confused, and we will lack progress.

B1: I make sure that learners write correct words, but when it comes to homework some, without helpers, come back with what they see in the books and we just try to show them the clean spelling.

B2: To make learners aware of the errors in the manuals and try to correct them as well. Teaching learners the rules and the use of language can be very helpful.

Teachers responded that they would warn learners and correct them for errors that appear in the textbooks and in their writing. It shows that their answers are consistent as they try to alert learners to mistakes and correct them.

- **Question 4**

English Question: How do the challenges posed by textbooks affect learners' writing skills in Sepedi Language learning?
Sepedi version: *Na ditlhotlo tše di hlolwago ke dipukukgakollo di ama bjang mabokgoni a barutwana a go ngwala thutong ya Leleme la Sepedi?*

Karabo ye e letetšwego: *Go potšišo ye, go lebeletšwe gore barutabana ba arabe ka go bolela ka go šitwa ga barutwana go šomiša le go ngwala polelo ye e hlwekilego ka ge e angwa gampe ke maemo a dipukukgakollo tša bona.*

Sepedi responses for question 4

A1: *"Di ama mabokgoni a go ngwala ka mokgwa wa gore barutwana ba tshepa pukukgakollo bjalo ka mothopo wa mantšu a maleba gomme se se dira gore ge ba ngwala mantšu a go tšwa pukukgakollong ba se lemoge diphošo."*

A2: *"Barutwana ba šomiša polelo ya ka gare ga pukukgakollo kudu ka ge ba na le bonnete bja gore mantšu a go ngwalwa ka gare ga dipukukgakollo ke ona a maleba."*

B1: *"Barutwana ge ba bala dipukukgakollo ka noši ntle le thušo ya barutabana le gona ba sa tsebe polelo ya makgethe ya Sepedi ba feleletša ba hwetša mantšu ao a fošagetšego gomme ba a tšea ba dumela gore ke o na mantšu a nnete a Sepedi ka ge a ngwadilwe ka dipukung."*

B2: *“Barutwana ga ba bone bothata bja go šomiša leleme le le ngwadilwego ka gare ga dipukukgakollo ka ge ba di tshepile kudu.”*

Dikarabo tša barutabana di laetša gore barutwana ba bangwe ba bona dipukukgakollo bjalo ka mothopo wa go hloka diphošo, ke ka fao ge ba ngwala ba šomiša mongwalo wo o badilwego goba o bonwego ka gare ga dipukukgakollo. Barutwana ba ngwala ntle le go latela melao le tšhomišo ya polelo.

Translated responses for question 4

A1: They affect writing skills in such a way that learners trust the textbooks as sources of the right words and this makes them less aware of mistakes when writing words from the dictionary.

A2: Learners use the language in the textbook mostly because they are sure that the words written in the textbooks are the correct ones.

B1: When learners read textbooks on their own without the help of teachers and without knowing the advanced Sepedi language, they end up finding these words wrong and they take them believing that they contain the correct Sepedi words as they are written in the books.

B2: Learners do not see any problem in using the written language in the textbooks because they trust them so much.

Teachers' responses indicate that learners see textbooks as sources that can help them to write error-free texts. This explains why learners rely on the texts they have read or seen in the textbooks when they write. They write without following the rules nor considering proper usage of language.

- **Question 5**

English version: What do you do as a teacher to help learners avoid these errors when writing?

Sepedi version: *Ke eng se wena bjalo ka morutabana o se dirago gore barutwana ba efoge diphošo tše ge ba ngwala?*
Karabo ye e letetšwego: *Go lebeletšwe gore barutabana ba bolele ka ga thušo ya tlhahlo ye ba e fago barutwana ba bona go efoge dihlohlo tša mongwalo le maadingwa ao a sa swanelago.*

Sepedi responses for question 5

A1: *"Ke fela ke lemoša barutwana gore dipukukgakollo di fela di tšweletša diphošo, gomme ke leka go di phošolla le bona."*

A2: *"Barutwana ke ba fa mešomo ya go ngwala go lemoga diphošo tše gomme ge ba ngwadilwe tšeo di sa nyakegego ke a di laetša ka ba ka ba fa diphošollo."*

B1: *"Ka mehla ge ba ngwala ke swaya diphošo le go ba lemoša tšona gomme ra di phošolla."*

B2: *"Barutwana ke ba fa piletšo ka mantšu a Sepedi gore ba tlwaele go se ngwala ba kgone go bona phapano go maleme a mangwe. Ke lekola makgoni a bona a mongwalo e le gore ba kgone go bona diphošo tše ba di tšweletšago gomme di phošollwe. Barutwana ka nako ye ntši ke ba lemoša diphošo tše di bonagalago ka gare ga dipukukgakollo, le go ba laetša mantšu a Sepedi sebakeng sa maadingwa, ra ba ra sothofatša a mangwe gore re kgone go a amogela."*

Translated responses for question 5

A1: I always warn learners that textbooks always have errors, and I try to correct them.

A2: I give learners writing assignments to identify these errors and if they write unnecessary ones, I point them out and give them corrections.

B1: Whenever they write I comment and warn them, and we correct the errors.

B2: I do the dictation of Sepedi words so that they can practice writing words and see the difference in other languages. I check their writing skills so that they can spot the errors they write and have them corrected. I often warn learners of the obvious errors in the textbooks and show them Sepedi words instead of loaned words. We even translate some words so that we can accept them.

Summary of the interviews

Responses indicate that learners are corrected, either when the teacher marks their work or teaches in classroom, or through verbal communication. Teacher A1 responded differently from other teachers when he said he would warn learners that the textbooks contained errors. However, he responded similarly to teachers A2 and B1 when he said he would correct them. Teachers A2 and B2's answers are consistent when they said that they will correct the learners based on what they have written. Teacher B2 differed when she says she will give the learners a dictation task.

4.16 Conclusion

Errors in textbooks affect what learners write. It was discovered that the carelessness of the authors in writing and not evaluating nor editing the books before they are delivered to the learners causes various problems in the learning of Sepedi. Therefore, the errors that learners commit in their writing are not easy to correct because they have learned wrong spellings or writing styles from the textbooks. One will notice that children see textbooks as error-free resources. As such, it is not good for textbooks to just bring errors to learners. Discussions have also produced evidence that textbooks contain errors that affect learners' writing skills.

This chapter has analysed the errors that appear in textbooks and how they affect learners. This chapter also outlined what can be done to avoid obvious errors in the textbooks. Teaching pronunciation is the most helpful way for learners to avoid making mistakes when writing because it will guide and train them to write correct words.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter dealt with the presentation and analysis of the data collected from interviews and text analysis of learners' textbooks and written essays. This chapter will focus on the summary, conclusions, findings or achievements, and the researcher's assumptions about his insights. The main objectives and focus of the research will also be reviewed. This chapter also presents the research methodology, and a review of the main objectives and implications of the research.

5.2 Summary of the study

Chapter One: This is the chapter in which the general introduction of the research was considered. The chapter also presented definition of the research problem, supported by the role played by other researchers and writers who worked on topics related to this research. The detailed research methodology was also outlined.

Chapter Two: In this chapter, the researcher visited a range of books and articles written by other researchers to examine their findings regarding the topic of this study. This is where the researcher identified a gap and the direction in which this study could be faced when exploring the problem identified in Sepedi teaching and learning. Hence the researcher concluded to conduct a study on the impact of textbooks on writing skills in Grade 7. The sources visited also assisted in the planning of the study.

Chapter Three: This chapter was about describing the research methodology to indicate the plan that the researcher followed in his research. All the methods followed in the research were described. Therefore, the chapter presented methodological aspects such as the identification participants, research collection methods, qualitative characteristics as well as ethical issues. The procedures followed in this chapter helped the researcher to utilise right techniques that made it possible to collect and analyse data for this study.

Chapter Four: After collecting the data through three data collection methods, data were analysed following the inductive thematic method of data analysis. Data were organised into tables according to different subheadings, codes and graphs that showed the percentages in each section that was found to be affected by the errors.

Chapter Five: This chapter is about the general conclusion of the research study. It indicates a summary of the research chapters, conclusion of the research, the researcher's findings or achievements, as well as the thoughts about the development of the findings of the study.

5.3 Findings of the study

The research highlighted that learners use textbooks that contain spelling errors, and that the textbooks affect learners' writing skills, with the examples indicated as *mmotoro vs sefatanaga* (pages 1) and *athikele vs sengwalwana* (page 4). This was evident when learners wrote essays with spelling errors, unnecessary loaning of words, omission and deletion of letter sounds. Therefore, it was evident that the errors in learners' essays emanated from the textbooks that they were given in schools. This is in support of the assertion by Leshabane (2020) saying that if textbooks authors do not follow correct word structures, meaning will be affected and learners will struggle with orthographic and morphological issues that will make meaning in their writing senseless. This is a clear indication that authors of learners' textbooks do not follow genre theory when writing their books because the theory emphasises that there must be a connection between the form of writing and the meaning (Liroza, 2015).

Teachers also indicated during the interviews that they noticed the spelling errors in the learners' textbooks. What they explain is that they are also confused when they must teach certain aspects of Sepedi language, where they have to first correct the books that should give learners a good direction to education. This clearly shows that teachers do not follow the policy of selecting books which in line with the 'Methods and Criteria for selecting textbooks: 2007 edition'. According to the policy, teachers are given the latitude to select the best textbook amongst those sent to their schools. Meaning that every book should be scrutinised to check its standard before being finally accepted to be used in class.

The findings of this study indicate that the Department of Basic Education does not appointing skilled and knowledgeable people to assess textbooks before providing them to schools because indigenous language textbooks should empower learners and respect their culture, heritage and identity. It is the mother tongue that carries the pride of people when they are in contact with other nations. Thus, Sepedi textbooks and other native languages' textbooks should not be infused with foreign languages when they are written. In other words, native language textbooks should be given unparalleled respect. Koutsompou (2015) believes that indigenous language textbooks should always relate to the culture and practices of the group they are prescribed for, so that users can impart knowledge about their society, history, politics and beliefs. Well written textbooks make it easy for the teachers and learners to work with because the textbooks will be aligned with the needs of the people they are prescribed for.

5.4 Reinstatement of the aim and objectives of the study

The researcher was interested in making changes to the Sepedi language by identifying appropriate words that can be used in the textbooks, and empowering textbook writers to be careful when writing textbooks. Teachers should also check the textbooks before using them or choosing them for learners.

The main aim of this study was to assess the impact of textbooks on the teaching of Sepedi writing–to highlight the negative effects of language use during essay writing in the Sepedi classroom. This aim was perused through the following processes:

• Checking for errors in sentences and words influenced by textbooks when learners write essays.

• Examining appropriate ways in which textbook authors, learners and teachers can avoid the language writing errors presented in the textbooks and written essays.

The objective was achieved in that the researcher was able to identify textbook errors that affect the use of Sepedi language when learners write essays. The researcher was able to suggest appropriate strategies of identifying and avoiding errors by correcting the identified errors in the tables presented in chapter four.

5.5 How the study was conducted

The research was conducted in two schools, namely School A and School B. In the literature review, resources were searched and evaluated so that the researcher can have an in-depth knowledge of the research he was conducting. Two Grade 7 textbooks from both schools were analysed to identify the language errors used. The participants were four (4) teachers, two from School A, and two from School B, whereby teachers were asked questions in the form of a semi-structured interview. The learners who wrote the essays were twelve (12), six (6) from School A, and six (6) from School B. The collected data were analysed thematically following the inductive method. Analysed data were presented in a form of tables and pie charts.

5.6 Areas of further research

The researcher noted that there are some areas that need to be investigated, namely:

• How do errors in learners' textbooks affect Sepedi Home Language learning?

• How textbook errors affect speaking and presentation skills.

• How textbook errors affect reading and viewing skills.

• The attitude of teachers towards the Sepedi textbook errors.

5.7 Recommendations of the study

Based on the findings of the research and the conclusions drawn from the research, the following recommendations are made by the researcher:

- The Department of Education must ensure that Sepedi Home Language textbooks are evaluated and that appropriate persons are appointed to conduct the evaluations.
- Curriculum advisors should have an additional training about textbooks so that they have more knowledge about textbooks and the writing they should use.
- Learners should also have additional lessons in their mother tongue in order to identify errors made by textbooks.

• School governing bodies should have a common understanding of the textbooks so that they can ensure that the textbooks used are appropriate. In addition to the above suggested, some are as follows:

• Auditors must comply with the SASA Act (Act 84 of 1996, Section 5A).

• Authors should re-read their textbooks after writing them and check and correct errors.

• Textbooks must be proofread before supplied to school.

• Teachers should look at textbooks carefully before selecting them for learners so that if they do not meet the requirements, they can be withdrawn.

• Teachers should identify errors before going to classes so that they can correct them.

5.8 Conclusion

This research was able to achieve the objectives that were outlined by the researcher. The planning of the study was well run, and the researcher was able to collaborate well with the participants. Information was accessed and analysed appropriately. Findings were reached and hypotheses were also presented so that the research can benefit learners and teachers in schools. It has been recognised that if textbooks errors are not attended to, they can adversely affect language learning, and undermine the purpose for which they were created.

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE

DIPOTŠIŠO TŠA PHATADIGANONG

1. Naa bohlokwa bja dipukukgakollo tša thuto ya Leleme la Sepedi ke bofe mošomong wa go ruta le go ithuta ka phapošeng?
2. Ke ditlhohlo dife tše o di lemogilego ka gare ga dipukukgakollo?
3. Ke eng se o se dirago morago ga go lemoga ditlhohlo tša go tla le dipukukgakollo?
4. Naa ditlhotlo tše di hlolwago ke dipukukgakollo di ama bjang mabokgoni a go ngwala thutong ya Leleme la Sepedi?
5. Ke eng se bjalo ka morutabana o se dirago gore barutwana ba efoge diphošo tše ge ba ngwala?

APPENDIX B: REQUEST LETTER FOR THE SCHOOL PRINCIPAL A

12 June 2020

Eureka Full Service School

P O BOX 567

CHUENESPOORT 0745

Hlogo ya Sekolo

KGOPELO YA TUMELELO YA GO DIRA NYAKIŠIŠO

Nna, **Nkame Emmanuel Ngobeni**, ke moithuti Yunibesithing ya Limpopo. Ke kgopela go dira nyakišišo sekolong sa lena. Nyakišišo ya ka e mabapi le 'Khuetšo ya dipukukgakollo go mabokgoni a go ngwala a thuto ya leleme la Sepedi, Mphatong wa Bošupa'. Mošomo wo o tla ba ka tlase ga tlhokomelo ya Mdi. AD Maledu, Lefapheng la Thutamaleme, Yunibesithing ya Limpopo.

Ke kgopela go tlo lekola dipukukgakollo tše le di šomišago Mphatong wa Bošupa, le go tsenela phatadiganong le ba bangwe ba barutabana, gammogo le dingwalwa tša barutwana ba Mphato wa Bošupa.

Ge eba le nyaka tshedimošo ka tše dingwe mabapi le nyakišišo ya ka, ke kgopela gore le ikopanye le nna mo nomorong ya ***0793049220*** goba ka E-mail go ***nkamengobeni@gmail.com***.

Ke a leboga.

Wa lena

Ngobeni N.E (Moithuti)

APPENDIX C: REQUEST LETTER FOR PARENTS OF SCHOOL A

12 June 2020

Eureka Full Service School

P O BOX 567

CHUENESPOORT 0745

Batswadi ba barutwana ba Mphato wa Bošupa

KGOPELO YA TUMELELO YA GO DIRA NYAKIŠIŠO

Nna, **Nkame Emmanuel Ngobeni**, ke moithuti Yunibesithing ya Limpopo. Ke kgopela tumelelelo ya gore ke šomišane le bana ba lena ba ba lego Mphatong wa Bošupa. Nyakišišo ya ka e mabapi le 'Khuetšo ya dipukukgakollo go mabokgoni a go ngwala a thuto ya leleme la Sepedi, Mphatong wa Bošupa'. Mošomo wo o tla ba ka tlase ga tlhokomelo ya Mdi. AD Maledu, Lefapheng la Thutamaleme, Yunibesithing ya Limpopo.

Ke kgopela go lekola dipukukgakollo tša mphato wo ba lego go ona, gammogo le dingwalwa tša bona.

Ge eba le nyaka tshedimošo ka tše dingwe mabapi le nyakišišo ya ka, ke kgopela gore le ikopanyeng le nna mo nomorong ya ***0793049220*** goba ka E-mail go ***nkamengobeni@gmail.com***.

Ke a leboga.

Wa lena

Ngobeni N.E (Moithuti)

APPENDIX D: REQUEST LETTER FOR THE SCHOOL PRINCIPAL B

12 June 2020

Dr Dixon Mphahlele Primary School

CHUENESPOORT

0745

Hlogo ya Sekolo

KGOPELO YA TUMELELO YA GO DIRA NYAKIŠIŠO

Nna, **Nkame Emmanuel Ngobeni**, ke moithuti Yunibesithing ya Limpopo. Nyakišišo ya ka e mabapi le 'Khuetšo ya dipukukgakollo go mabokgoni a go ngwala a thuto ya Leleme la Sepedi, Mphatong wa Bošupa'. Mošomo wo o tla ba ka tlase ga tlhokomelo ya Mdi. AD Maledu, Lefapheng la Thutamaleme, Yunibesithing ya Limpopo.

Ke kgopela tumelelo ya go lekola dipukukgakollo tše di šomišwago Mphatong wa Bošupa, go dira phatadiganong le ba bangwe ba barutabana gammogo le go lekola dingwalo tša barutwana.

Ge eba le nyaka tshedimošo ka tše dingwe mabapi le nyakišišo ya ka, ke kgopela gore le ikopanye le nna mo nomorong ya ***0793049220*** goba ka E-mail go ***nkamengobeni@gmail.com***.

Ke a leboga.

Wa lena

Ngobeni N.E (Moithuti)

APPENDIX E: REQUEST LETTER FOR PARENTS OF SCHOOL B

12 June 2020

Dr Dixon Mphahlele Primary School

CHUENESPOORT

0745

Batswadi ba barutwana ba Mphato wa Bošupa

KGOPELO YA TUMELELO YA GO DIRA NYAKIŠIŠO

Nna, **Nkame Emmanuel Ngobeni**, ke moithuti Yunibesithing ya Limpopo. Nyakišišo ya ka e mabapi le 'Khuetšo ya dipukukgakollo go mabokgoni a go ngwala a thuto ya Leleme la Sepedi, Mphatong wa Bošupa'. Mošomo wo o tla ba ka tlase ga tlhokomelo ya Mdi. AD Maledu, Lefapheng la Thutamaleme, Yunibesithing ya Limpopo.

Ke kgopela tumelelo ya go lekola dipukukgakollo tša mphato wo ba lego go ona, gammogo le dingwala tša bona.

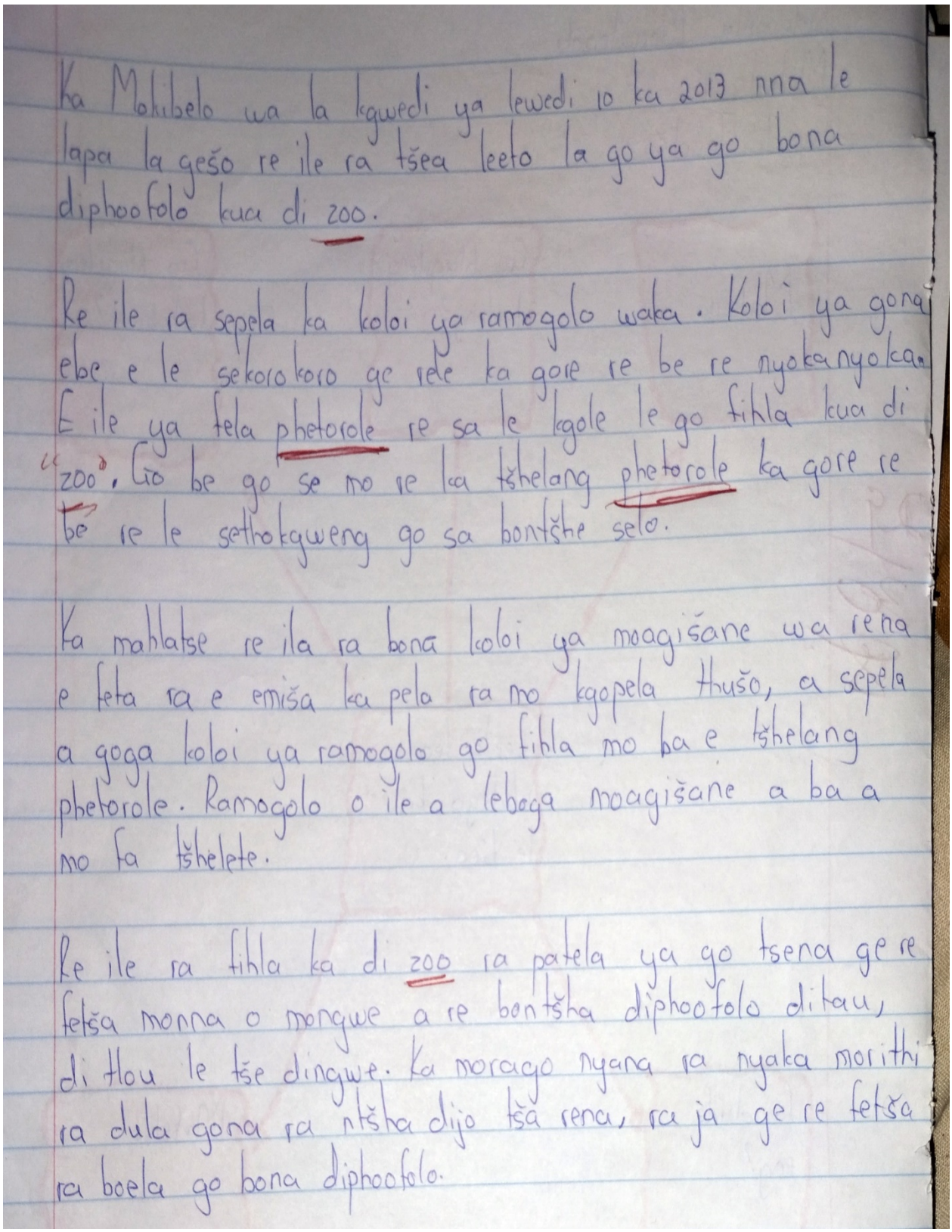
Ge eba le nyaka tshedimošo ka tše dingwe mabapi le nyakišišo ya ka, ke kgopela gore le ikopanye le nna mo nomorong ya ***0793049220*** goba ka E-mail go ***nkamengobeni@gmail.com***.

Ke a leboga.

Wa lena

Ngobeni N.E (Moithuti)

APPENDIX F: SAMPLE 1 OF LEARNERS' WRITTEN ESSAYS



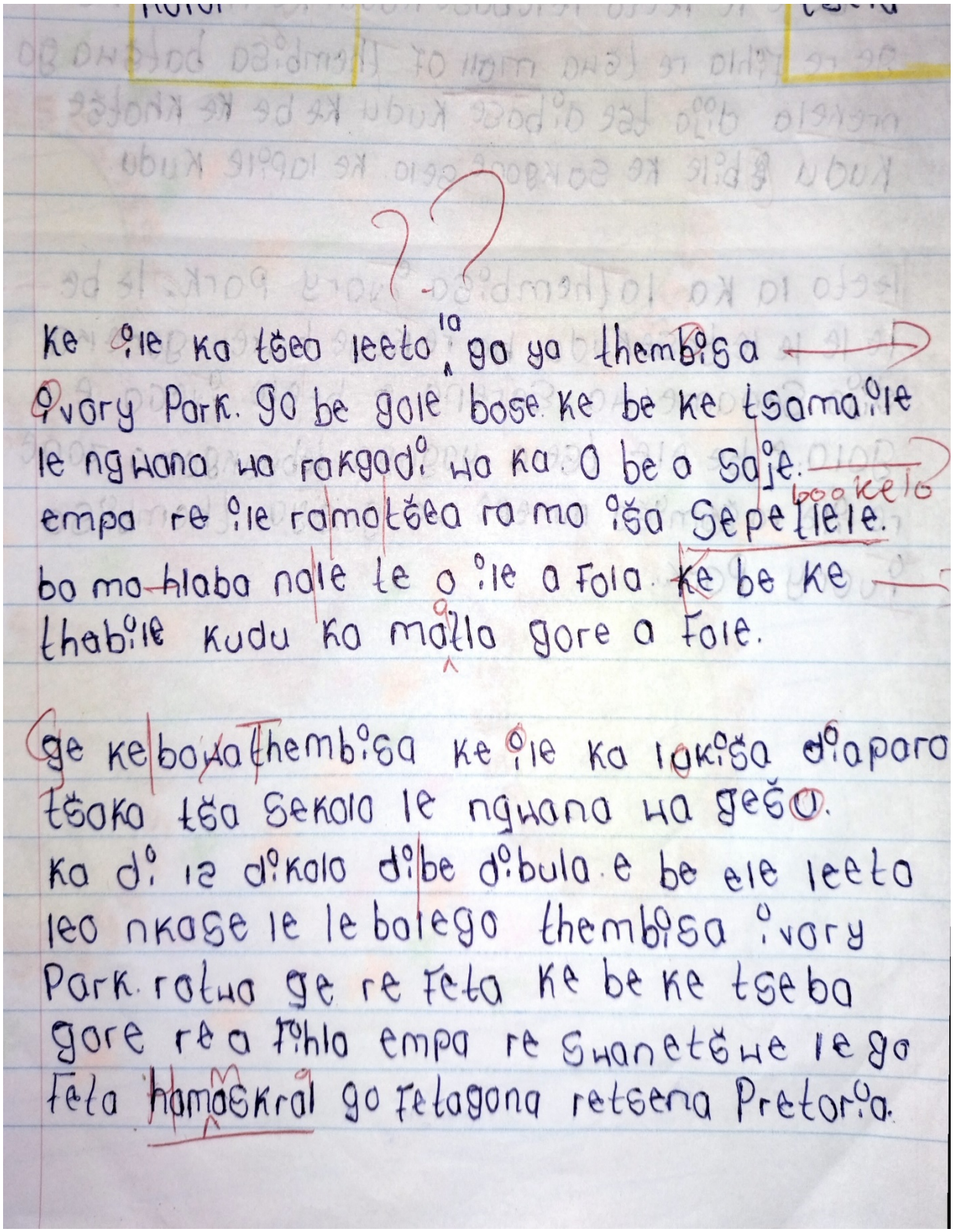
Ka Mohibelo wa la kgwedi ya lewedi 10 ka 2013 nna le lapa la geso re ile ra tsea leeto la go ya go bona diphoofolo kua di zoo.

Re ile ra sepela ka koloi ya ramogolo waka. Koloi ya gona ebe e le sekorokoro ge rele ka gore re be re nyokanyoka. E ile ya fela phetorole re sa le kgole le go fihla kua di "zoo". Gio be go se mo re ka tshelang phetorole ka gore re be re le setlhokgweng go sa bontshe selo.

Ka mahlatse re ile ra bona koloi ya moagisane wa rena e feta ra e emisa ka pela ra mo kgopela thuso, a sepela a goga koloi ya ramogolo go fihla mo ba e tshelang phetorole. Ramogolo o ile a lebega moagisane a ba a mo fa tshelete.

Re ile ra fihla ka di zoo ra patela ya go tsena ge re fetsa monna o mongwe a re bontsha diphoofolo ditau, di tlou le tse dingwe. Ka moraago nyana ra nyaka morithi ra dula gona ra ntsha dijo tsa rena, ra ja ge re fetsa ra boela go bona diphoofolo.

APPENDIX G: SAMPLE 2 OF LEARNERS' WRITTEN ESSAYS



Ke ʔile ka tšea leeto la go ya thembʔisa
ʔvory Park. Go be gole bose ke be ke tsamaʔile
le nghana ha rakgadʔi ha ka. O be a saʔje.
empa re ʔile ramotšea ra mo ʔša Sepetlele.
ba mo hlaba nale le o ʔile a fola. ke be ke
thabʔile kudu ka malla gore a fole.

ge ke bona thembʔisa ke ʔile ka lokʔiša dʔiaparo
tšaka tša sekolo le nghana ha gešo.
ka dʔi ya dʔikolo dʔibe dʔibula e be ele leeto
leo nkase le le balego thembʔisa ʔvory
Park. ratha ge re feta ke be ke tseba
gore re a fʔihla empa re shanetše le go
fela hamaskral go felagona retsena Pretoʔia.

APPENDIX H: PROOF OF EDITING

Semono Tshwenyego Benny
P O Box 1077, Senwabarwana 0790, South Africa
Cell: 0724168689 / 0812180898
Email: semonobt@gmail.com / benny.semono@ul.ac.za

TITLE: THE INFLUENCE OF LEARNERS' TEXTBOOKS ON SEPEDI WRITING SKILLS IN A GRADE 7 CLASSROOM: A CASE OF PRIMARY SCHOOLS IN LEBOWAKGOMO CIRCUIT

To : TO WHOM IT MAY CONCERN

From : SEMONO T.B

Date issued : 20 January 2023

Subject : Mr. NGOBENI N.E (201521561)

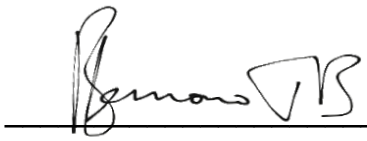
I hereby declare that the above-mentioned dissertation is accurately edited.

The editing process involved refining the work at five distinct levels:

- Editing for structure to help the reader follow the logic of the writer's arguments.
- Editing for language to ensure good use of grammar, coherence and consistency in tense.
- Editing for writing styles and consistency in technical presentations (i.e., font sizes and colour, alignment, paragraphing and other technicalities) such that the reader will be able to concentrate on the content.
- Proof-reading to eliminate repetition, spelling errors, punctuation errors, redundant statements, inconsistent formatting and other exasperating distractions.
- Editing to fix citation errors and to ensure that all the sources acknowledged in the text are enlisted in the bibliography. This level of editing involved ensuring that all citations and bibliographic formats are correct and consistent with the method of referencing applied herein.

I am therefore confident that the document is reader-friendly and proficient enough to evaluate.

Sincerely,



Date: 20 January 2023

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TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 08 December 2021

PROJECT NUMBER: TREC/336/2021: PG

PROJECT:

Title:	The Influence of Learners' Textbooks on Sepedi Writing Skills in a Grade 7 Classroom: A Case of Primary Schools in Lebowakgomo Circuit
Researcher:	NE Ngobeni
Supervisor:	Dr. AD Maledu
Co-Supervisor/s:	N/A
School:	Education
Degree:	Masters of Education in Language Education (Sepedi)

PROF P MASOKO
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.**