The Influence of Setlokwa in the Writing of Dialogue in Sepedi Home Language in Grade 11 at Sekgosese West Circuit, Capricorn North District, Limpopo Province, South Africa

by

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DECLARATION

I, RAKOBELA DONNIE KHOLOFELO, declare that the dissertation entitled: **The Influence of Setlokwa Dialect in the Writing Dialogue in Sepedi Home Language in Grade 11 At Sekgosese West Circuit, Capricorn North District, Limpopo Province, South Africa**, hereby submitted to the University of Limpopo, for the degree Master of Education in the Department of 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.

Student signature: Date: 18 / 11 / 2024

Supervisor signature: Date: 18 / 11/ 2024

DEDICATION

This dissertation is dedicated to my parents, Winnie and Jonas Rakobela, my wife, Karabo Mphoreng, and my two boys, Motheo and Phologo Makua. I am grateful for their support and motivational remarks at this trying period. I am grateful that my parents prioritise education above all else; they constantly urge my brothers and myself to complete matric and go to university. I missed my undergraduate and honors graduations because of Covid19, so this will be an excellent occasion for my family to celebrate my graduation with me for the first time.

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ABSTRACT

This study investigated on the influence of Setlokwa dialect in the writing dialogue in Sepedi Home Language in Grade 11 at Sekgosese west circuit, Capricorn North district, Limpopo province, South Africa. Sepedi Home Language learners in Grade 11 have challenges in writing dialogue texts because they speak different Sepedi dialects that frustrate and confuse them when writing using the standard Sepedi language. Therefore, this study sought to address the problem of the influence that Setlokwa dialect has on Sepedi Home Language writing, particularly regarding poor spelling in dialogue writing. This study was conducted using the social constructionism theory. The study aimed at finding remedial strategies to improve learners' writing in long transactional texts, that are affected by Setlokwa dialect. This study used a qualitative research method. The method was deployed because the researcher was not working with statistical data. Data was collected in one secondary school at Sekgosese West Circuit through structured interviews, learners' scripts for dialogue and classroom observation. The population of the study consisted of both educators and learners. The inductive method of thematic data analysis was used to analyse data. The themes of the study were aligned with the study objectives. Therefore, the study discovered that learners fail to code transition from Setlokwa dialect to Sepedi HL, both orally and in writing. Dialogue scripts revealed that students struggle with grammar, spelling, capitalisation, and disjunctive writing. The Setlokwa dialect influences the pronunciation of Sepedi HL words, resulting in erroneous grammar, spelling, capitalisation, and disjunction errors. Learners were able to distinguish between their dialect and Sepedi HL, but they were not aware that Sepedi is also a standardised dialect.

Keywords: *Dialect, Setlokwa, Writing, Standardisation, and Spelling error*

ABBREVIATIONS AND ACRONYMS

HL	Home Language
CAPS	Curriculum Assessment Policy Statement
GET	General Education and Training
DBE	Department of Basic Education
FET	Further Education and Training
TSDC	Transvaal Sotho District Committee
L1 - L6	learner 1 to Learner 6
ATP	Annual Teaching Plan
SBA	School Based Assessments
PanSALB	Pan South African Language Board

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter outlines the background and motivation of the study. The study focused on the influence of Setlokwa dialect on writing as non-standard language. Writing is one of the fundamental skills that every learner needs to acquire in modern society. “The methods used by educators in the classroom confirmed that not all learners are accommodated, especially those with reading and writing barriers” (Hugo & Lenyai, 2016:15). Furthermore, Hugo and Lenyai (2013) claim that though reading and writing may be two separate activities, it is advisable to treat them as two sides of the same coin.

According to Hugo (2016), all learners must learn the writing skill because it is crucial for their academic development. Teaching of writing must be tailored at equipping learners with skills that will enable them to use writing as lifetime method of communication in and outside classroom. Ramothwala, Segabutla, Rwodzi & Thokwane (2021) stated that “it is common in schools to find learners struggling to write texts or construct sentences in Sepedi Home Language (HL)”. Writing long transactional texts in Sepedi Home Language has become a challenge to many learners (Nchabeleng, 2020). Prolonged written texts are meant to communicate a particular message to the readers, and they allow the writer to express feelings or emotions to the readers. Thus, according to the Department of Basic Education (DBE, 2015), long transactional texts in Curriculum and Assessment Policy Statement (CAPS, 2011) include the following: Curriculum Vitae, interviews, dialogue, formal and informal letters, newspaper articles, minutes and agendas, obituaries, reports, reviews, speech. Thus, the current researcher focused on dialogue writing as it allows learners to express creativity in writing.

“A dialect is a language variety that is characterised by its own vocabulary, pronunciation and grammatical dimension” (Tegegne, 2015:264). According to Ramlan, Abashah,Abu Samah, Abd Rashid and Wan Muhamad (2018) the term standardisation is defined as “a procedure of standardising the language for its

linguistic forms and considering its language functions for social communication". Northern Sotho, also known as Sepedi, is an official standard language from which Setlokwa was derived. Sepedi standard language is largely spoken by people who live in Limpopo Province, with a small number of speakers in Gauteng and Mpumalanga. Thus, Sepedi has 27 different dialects that are spoken in all parts of Limpopo, and Kutswe, Pai and Pulana are spoken in Bushbuckridge, Mpumalanga and nearest areas in Limpopo. he Batlokwa tribe is located in Limpopo, further north of Polokwane in a rural area called Botlokwa. This tribe occupied western and central parts of Sekgosese as they speak Setlokwa dialect. The current research, herefore, investigated the influence of dialect on spelling errors in learners' dialogue writing. The researcher focused on how Setlokwa dialect influences spelling errors in learners' construction of sentences in Sepedi Home Language.

The study of Khwenyana (2014) investigated the influence of Sepulana dialect on Sepedi writing in Sabie region. The findings indicated that Sepulana dialect had a negative impact on learners' performance in the circuit. Furthermore, learners used their own dialect in Sepedi lesson because teachers spoke Sepulana in the classroom. Similarly, the study of Ramothwalo (2021) looked into the challenges experienced by Grade 8 Khelobedu speaking learners in writing Sepedi Home Language. The findings indicated that teachers contribute to learners' spelling mistakes and poor vocabulary as they use Khelobedu during lessons. Thus, the current researcher identified a gap in spelling mistakes that are influenced by Setlokwa dialect in formal and informal writing. For instance, learners spell Sepedi words incorrectly because they are exposed to Setlokwa in the classroom. Hence, the researcher saw a need to close this gap to improve the learners' writing in Sekgosese Circuit.

1.2 PROBLEM STATEMENT

Sepedi Home Language learners in Grade 11 have challenges in writing dialogue texts because they speak different Sepedi dialects that frustrate and confuse them when writing using the standard Sepedi language. In addition, many people who speak Sepedi language are from Limpopo Province, with different dialects in different rural areas. As such, learners have challenges in learning writing skills because teaching writing is a difficult aspect for most teachers. Researcher discovered that

schools in Sekgosese West Circuit face challenges in Sepedi Home Language writing, whereby learners show poor vocabulary, spelling and grammatical skills when writing in writing competitions. Learners should learn to write for meaning in primary schools for them to produce good texts in the upper grades such as Grade 11. Therefore, this study sought to address the problem of the influence that Setlokwa dialect has on Sepedi Home Language writing, particularly regarding poor spelling in dialogue writing.

1.3 LITERATURE REVIEW

1.3.1 Writing skills

Writing is one of the fundamental skills that every learner needs to acquire for academic use. Veramuthu and Shah (2020) explain that writing ability is necessary in language learning as it is a recognisable way of communication that comes out in written form. In agreement, Fareed et al. (2016) state that writing is a compound task that demands more exercise. This implies that learners need more writing activities and practice to produce quality work in writing. Furthermore, teachers are required to do more scaffolding to help learners in writing skill development, because writing ability does not develop naturally among learners.

The study of Moses and Mohamed (2019) investigated the challenges that teachers and learners face regarding the process of developing writing skills in English First Language (EFL). Their study revealed that learners of different cognitive levels experience different challenges in acquiring writing skills. Such challenges can be attributed to poor vocabulary that leads to poor writing (Misbah et al., 2017). It is also revealed that teachers have challenges in teaching learners with different cognitive levels in the same classroom, which results in teachers not helping learners individually. Phofele et al. (2021) investigated problems encountered by Grade 12 learners in writing, looking particularly at creative writing. It is evident in their study that learners produce poor pieces of writing because of their inability to use correct tense and spelling nor even construct meaningful sentences and develop ideas when writing. The current researcher found traces of misspelt words as an indication that learners struggle with correct spelling.

The study of Moses and Mohamad (2019) and Phafele et al. (2021) share the sentiment that learners with low confidence in writing lack vocabulary and grammar. Further, the Veramuthu and Shah (2020) and Fareed et al. (2016) agree to the findings of Moses and Mohamad (2019) when they indicate that teachers find it difficult to help learners individually with spelling mistakes committed in classroom because they deal with different levels of learners. (Misbah et al., 2017) and Phofele et al. (2021) disapprove the idea of separating learners in classroom according to their levels of understanding. They claim that this could make low level learners to feel discriminated.

1.3.2 Sepedi dialects

The researcher reviewed the studies that were conducted by several researchers on Northern Sotho dialects and found that, according to Budiarsa (2015:4), “dialect is variety of a particular language which is used by a particular group of speakers that is indicated by organised indicators such as syntactical, phonological, grammatical markers”. Rakgogo and Zungu (2022) investigated how Sepedi moved from dialect to become and official or standard language. Their findings indicated that official standard languages and dialects have mutual relationships. The current study concurs with the findings of Rakgogo and Zungu (2022) because Setlokwa has a mutual relationship with Sepedi official language.

1.3.3 Influence of dialect on writing skills

The study of Letsoalo (2021) concentrated on the influence of Khelobedu dialect on students’ writing in the standard Sepedi language. The study found that students that speak Khelobedu dialect experience some challenges in writing using Sepedi standard language because of the terminology of the dialect is different from that of Sepedi language. This resulted in students committing language mistakes, grammatical errors and spelling errors when writing. The researcher agrees with Letsoalo (2021) on that learners find it difficult to write using the standardised terminology of Sepedi standard language. Ramothwala et al. (2021) investigated the experiences of Khelobedu speaking learners in writing Sepedi Home Language. The study revealed that learners use Khelobedu words and pronunciation when writing, also, the students were found to spell Sepedi words in the way they pronounce them

in Khelobedu. The study focus on how Setlokwa pronunciation affect learners when writing as it outlineed by Ramothwala et al. (2021) that pronunciation of certain dialect can affect the spelling.

1.3.4 Sepedi dialects classification

In Limpopo, people from different parts of the province speak different dialects—some of which related in terms of vocabulary and grammar, while other speakers may not understand one another if they engage in a conversation. Dakalo (2009) elaborated that a person who moves from one village to another could find it difficult to understand members of the community they moved to even when they speak a dialect. This is because of language difference and the terminology that differentiates the two languages from one another. Sometimes, these differences will be larger and sometimes smaller, but they will be cumulative.

Mokgokong (1966) classified the 27 Sepedi dialects into the following groups:

- The dialects in the central Sotho cluster that are used to develop Northern Sotho are as follows: Mphahlele, Kone, Tau, Moletlane and Pedi.
- The dialects in the Eastern cluster. Palaborwa, Lobedu, Mamabolo, Letswalo, Mametsa, and kgaga and Eastern Sotho cluster that are more influenced by Tsonga and Swati are as follows: Kutswe, Pai and Tsoga.
- The dialects at the Northeast cluster are connected to Kgaga language and they have indicated an influence of Tshivenda language.
- The dialects at the Northwest cluster are commonly spoken in area around Polokwane and Mokopane are as follows: Maja, Mothapo, Matlala, Tlokwa, Hananwa, Mamabolo, Birwa, Tšhwene, Mathabatha, Dikgale, Kopa, Setebele-Sotho and Moletši

1.3.5 Standardisation

The current research focused on the term standardisation as it features on dialect. According to Dakalo (2019), standardisation means that process whereby standard language is maintained the way it is written. Furthermore, Dakalo (2019) explains that the procedure normally involves the development of dictionaries and books for

spelling as well as new grammar. It becomes possible to teach language in deliberate manner once it is standardised. According to Webb and Kembo-Sure (2000:18), “Standardisation is a process by which an authoritative language body prescribes how a language should be written, how its sounds should be pronounced, how its words should be spelt, which words should be accepted in informal situations and what the appropriate grammatical constructions of the language are”.

1.4 ROLE OF THEORY IN THE STUDY

To conduct this study, the researcher used different theoretical perspectives. According to Yunns and Tambi (2013), a theoretical framework is a research model that gives direction to an investigation. This study was conducted using the social constructionism theory. The theory of social construction of reality was coined by the sociologists, Luckmann and Berger in 1966. According to Galbin (2014:82), the theory of social constructionism is a theory of understanding of social science and human interactions which is aimed at studying the development that collectively creates a perceptive of the world.

Andrews (2012) discussed how social constructionists construct knowledge and argues that social constructionism is concerned with the nature of knowledge and how knowledge is created. As such, the theory is not concerned with ontological issues. Vinney (2019) further explains that social constructionism and constructivism are the same, as result, people should spot the difference. Furthermore, Vinney (2019) explains that the theory of social constructivism enables people to understand the world by the cognitive structure as individuals interact with the environment. Therefore, the researcher used this model to conduct the research as it allowed them to focus on how people interact in their natural environment. Setlokwa concepts were constructed by people who were situated in a unique environment, but they (Setlokwa words) correspond to language in the real world. Using this theory helped the researcher to construct knowledge on spelling and correct sentence construction in the writing dialogue. The study of Berger and Luckmann (1991) puts emphasis on the creation and artifact of knowledge, i.e., how it come out and how it becomes important to a certain community. The study of Berger and Luckmann (1991) is supported by Andrews (2012) in that, the scholars agree that

social constructionism theory focuses on how the knowledge that people acquire is understood and constructed. Further, the authors agree that the theory stresses how people interact every day and how reality is constructed though use of language. As such, it was envisaged that the theory can help the researcher to explore how the population of this study constructed knowledge.

1.5 AIMS AND OBJECTIVES

1.5.1 Aim of the study

The study aimed to investigate the influence of Setlokwa dialect on writing dialogue in Sepedi Home Language.

1.5.2 Objectives:

- To determine how Setlokwa dialect affects learners' writing.
- To identify challenges that Grade 11 Sepedi Home Language teachers experience when teaching writing.
- To determine challenges that Grade 11 learners experience when writing long Sepedi transactional texts.
- To formulate strategies for assisting Grade 11 learners to differentiate Setlokwa from the standard Sepedi language.

1.6 RESEARCH METHODOLOGY

1.6.1 Research design

The study adopted the case study design. According to Meree (2019:89), "A case study design allows a scholar to examine a process by concentrating on a specific group of people". The current researcher used case study design because it allowed them to concentrate on Batlokwa community of learners. The study was carried out through the qualitative research approach. Amaratunga (2002:19) explains that "Qualitative approach expresses reality by words and observations, and it attempts to give people description and research events in nature". The researcher used the qualitative method because it allowed them to concentrate on Setlokwa words and

conduct observations to express the reality of learners from Batlokwa tribe, i.e., how Setlokwa words influenced wrong spelling in writing. As such, the researcher followed the interpretivism paradigm. “Interpretivism paradigm refers to the approaches which emphasise the meaningful nature of people’s character and participation in both social and cultural life” (Elster, 2007; Walsham, 1995; Chowdhury, 2014:433). This paradigm was adopted by the researcher because it helped to interpret the nature of Setlokwa and how people used the dialect to socialise.

1.6.2 Sampling and population.

1.6.2.1 Population

Population is defined as a group of people from whom a study's sample will be drawn (Creswell, 2014). The population of this study comprised of grade 11 learners and teachers from the same school to pull out the population.

1.6.2.2 Sampling

The researcher used purposive sampling to select participants. According to Meere (2019:93), “Purposive sampling is exactly what the name sample propose, this means that sample is chosen with purpose to correspond process, group, incident, and position”. One school was sampled in this study with 172 Grade 11 learners for Sepedi Home Language. Grade 11a was chosen from four classes, with 52 learners. The school had four HL educators. As such, the study sample was drawn from Grade 11 Sepedi HL learners. The researcher gave learners a task to write on dialogue and sampled learners based on their performance after marking. Sampling from 52 scripts was as follows: two lowest marks, two moderate and two highest marks. Lastly, four Sepedi HL educators were sampled have 5 to 30 years experience of teaching Sepedi.

1.6.3 Data collection

According to Flick (2018:109); Marshall and Rossman (2006:61), “researchers stick to several methods used to collect information such as document analysis,

observation, interviews, and participation". The researcher collected data from Grade 11 Sepedi Home Language learners' dialogue scripts (documents or textual data), Non-participant observation and interview with Sepedi HL educators and learners. According to Meere (2019), observation is a process of recording the event that participants are engaged in without asking them questions or communicating with them. In addition, Meere (2019) defines interview as conversation between two or more people, wherein the questioner will ask questions to interviewee to accumulate information. The researcher used structured interviews to interview educators and learners. Thus, the researcher asked the participants similar questions in the same sequence they were structured in the interview schedule.

1.6.4 Data analysis

The researcher used thematic analysis to process the collected data. According to Kiger and Vaipio (2020), thematic analysis is a method that involves the interpretation and description of data in the process of codes selection and themes construction. The researcher adopted this method because it allowed researcher to work on large data and categories using themes. This assisted the researcher to make sense of scattered information and make it meaningful.

1.6.5 QUALITY CRITERIA

1.6.5.1 Credibility

Credibility concentrates on honesty of the inquiry's finding in qualitative research (Ary et al., 2006). Researcher collected data from Sepedi HL Grade 11 written dialogue writing, interviews with both learners and educators and the responses that were presented without modification.

1.6.5.2 Transferability

Transferability in qualitative study is when the findings can be used practically to other group of people (Ary et al., 2006). The researcher provided the reader with purposeful account on the influence of Setlokwa dialect on dialogue writing in

standardised Sepedi language. This was meant to enable the reader to make their own decisions about transferability.

1.6.5.3 Dependability

Meere (2019:145) defines dependability as "The research design and its implementation; the operational detail of data collection; and the reflective appraisal of the project"The researcher ensured the dependability of the study by documenting the data analysis process so that other researchers can see the decision that the researcher made, how researcher came about the analysis and how the researcher arrived at the interpretations and conclusions made in the study.

1.6.5.4 Confirmability

Confirmability concentrates on the idea of using original information to the extent in which the research is free from bias in the process and interpretation results (Ary et al., 2006). The researcher acknowledged the sources of reference for trustworthy of the research project. All forms of collected data were verified to ensure that was no misrepresentation of the findings.

1.7 SIGNIFICANCE OF THE STUDY

The findings of the study will affect the following stakeholders:

- Researchers that are interested in researching about dialects will use this study as reference.
- Study could help Batlokwa community on differentiating the standard Sepedi with their dialect.
- Learners will be aware of the impacts of writing using their dialect in academic writing.
- This will assist language teachers in teaching in Sepedi Home Language.

1. 8 ETHICAL CONSIDERATIONS

1.8.1 Permission to conduct a study.

The researcher applied for ethical certificate from University of Limpopo before conducting research and provided the written letter to the principal and circuit manager to ask for authority to conduct the study in the school. Educators were given forms to sign, whereas the underage learners were given assent forms for parents to sign on their behalf.

1.8.2 Confidentiality and anonymity

The researcher ensured protection of rights and privacy of participants because they were very sensitive and crucial. The participants were told that their personal information will remain private and that their images or identities will not be disclosed. The researcher made efforts to establish trust between themself and the participants to ensure that the participants' privacy is not compromised. All participants were treated with great respect.

1.8.3 Informed consent

The researcher issued the consent forms to the participants to pledge confidentiality. This technique allowed the researcher and the participants to establish a productive working partnership. By way of adhering informed consent criterion, the researcher further ensured that interviews were pre-arranged with teachers and learners to avoid interruption and invasion of classes.

1.8.4 Voluntary participation

To comply with this research principle, the researcher ensured that the following was strictly observed and disclosed to the participants: Participation in the study was highly valued and on voluntary basis. There was no stipend for their participation. The participants had the right to participate to the extent that they could, and to withdraw from the study when no longer interested.

1.8.5 Research integrity

The researcher strived to maintain integrity. Professionalism was always observed while dealing with participants. The data was captured and used without any form of bias or fabrication by the researcher. Researcher used a recording device to record the interviews of all participants. Thus, the recordings saved in sequence from participants one to ten using USB. The learners' scripts were scanned using a phone. This was done to ensure that the researcher had them both in hard copies and soft copies, in case the data gets misplaced.

1.8.6 Protection from harm

The researcher protected participants from all kinds of harm to ensure their emotional, psychological and physical wellbeing. Participants' responses were not shared with anyone. Further, the researcher ensured that learner participants maintained their self-esteem by not grouping them according to their performance when collecting data. The information of participants was not shared with other participants for privacy purposes. Relatively, the researcher did not disclose the categories of levels in terms of performance to make all participants comfortable.

1.9 Conclusion

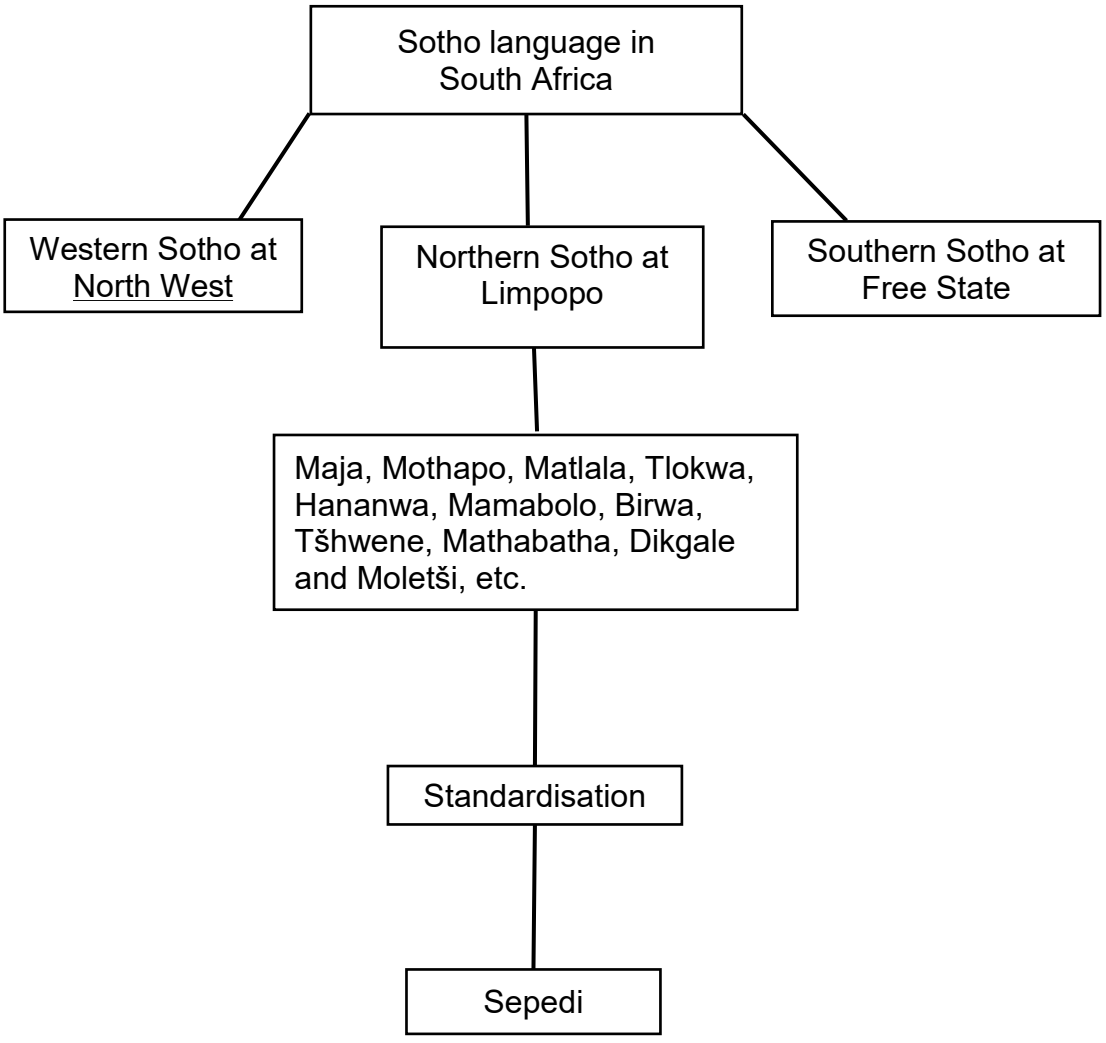
This chapter provided an overview of the study, including its introduction, background, and motivation. It highlighted the research problem and the need for strategies to help Grade 11 learners differentiate Setlokwa from standard Sepedi Home Language. The chapter also outlined the study's objectives and significance.

CHAPTER 2:
LITERITURE REVIEW

2.1 INTRODUCTION

In this chapter, the researcher will review the studies of other scholars regarding different languages dialects, classifications of Northern Sotho dialects, the origin of Batlokwa dialect, the influence of dialects on language writing, standardisation process, origin of Sepedi writing, challenges encountered in writing and the global dialects influence in language. The research aimed at examining the impact of Setlokwa dialect on writing a dialogue as an extended transactional text.

Figure 2.1 Presentation of Sotho evolution in South Africa.



The above figure of Sotho evolution gives overview of Sotho languages in South Africa. Three Sotho varieties that are spoken in various parts of South Africa make up the Sotho languages. The Southern Sotho is dominant in the land of king Moshoeshoe, influencing the surrounding area such as south of Gauteng, west of KwaZulu Natal and Free State Province. The Western Sotho is called Tswana and is dominant in the north-western part of South Africa. The Northern Sotho is dominant in Limpopo Province where Sepedi, as one of the 29 Sesotho sa Leboa dialects, is recognised as a standard dialect.

2.2 ROLE OF THEORY IN THE STUDY

The study focused more on how other Sepedi dialects affect the standardised language use in writing looking particularly at Setlokwa dialect. To conduct the study, the researcher used different theoretical perspectives. This study was carried out with social constructionism theory. The theory of social construction of reality was coined by sociologists, Luckmann and Berger in 1966. According to Galbin (2014), the theory of social constructionism is about understanding the social science and human interactions that study the development collectively, to create a perceptive of the world.

The study of Andrews (2012) explores how social constructionists produce knowledge in the research. The study believes that social constructionism is unconcerned with ontological difficulties since it is concerned with the nature of knowledge and how it is formed (Andrews, 2012). On the other hand, Vinney (2019) explains that social constructionism and constructivism are not the same, as a result people should spot the difference. Vinney (2019) further explains that the theory of social constructivism enables people to understand the world by the cognitive structure as individuals interact with their environment. The use of this theory enabled the researcher to focus on how the research subjects interacted in their environment. It is believed that concepts in Setlokwa were constructed by people in a particular environment, and such concepts correspond to language in real world. The theory also helped the researcher to construct knowledge on spelling and correct sentence constructions when writing dialogue.

Berger and Luckmann's (1991) research focused on the formation and artifacts of knowledge; how it emerges and how it becomes valuable to a particular group. To support that, Andrews (2012) asserts that social constructionism theory focuses on how the knowledge that people acquire is understood and constructed. According to Andrews (2012), the theory places emphasis on people's daily interactions and how reality is constructed though the use of language. This theory was relevant to use in this study because the study sought to explore how the Batlokwa learners construct knowledge in class in terms of dialogue writing as one of the texts to be produced during the assessment of writing and presenting skills. This theory further explains that the way learners interact with their environment, including their exposure to dialects, influences their cognitive structures for writing. In the case of Setlokwa speakers, their knowledge of spelling and sentence construction is shaped by social interactions that prioritise spoken dialectal norms over standardised writing conventions.

2.3 DEFINITION OF TERMS

2.3.1 Language

Khweyane (2014:14) states that "Language is the medium of communication between speakers of different dialects". The fact that man's physical and physiology constitution limits human language is rarely debatable. The common denominator for communication among speakers of various dialects is language. In other words, the ability to generate sounds that have specific meanings and to comprehend or interpret the sounds made by others is what constitutes language (Fromkin, Rodman & Hyams, 2017). In addition, language is much more than simple speech because sign languages are produced and understood by both the hearing and deaf individuals.

Language is said to be the face of the social message that allows for the practice, clarification and exchange of consciousness, belief and behaviour. This communication is centred on the use of ordered, traditional signals, noises, gestures or markers that communicate accepted meaning to a group of members of the public (Letsoalo, 2021). Molepo (2014) and Letsoalo (2021) agree that a language is a

system of spoken and written words that are used by people in nations, tribes, community with different dialects that are spoken in different parts of the community. According to Leshabane (2020:1), “Language is an arrangement of correspondence that is a feature of a medium for thought and a means of researcher articulation, as well as a factor in social structures, a source of political debate, and a driver of nation-building”. In addition, Molepo (2014) states that while defining language, it is critical to remember that it is exclusively utilised by humans and not by animals. Hence, the communication instrument for human to human it is referred to as language.

2.3.2 Standard language

A standard language is a dialect of any language that has been documented in language dictionaries and grammar books which outline the correct way of using it. It is one that all members of the linguistic group use in a substantially consistent manner (Ramajela, 2011). Sepedi is one of the Sesotho sa Leboa dialect that is chosen as an official language of the central government (Rakgogo and Zungu, 2022). In high-profile settings like courts, schools, and formal settings, the standard language is recognised and employed across racial and ethnic borders. The standard variety of grammar has been codified which means that the society has come to an understanding and acceptance of its lexical items, pronunciation, spelling and orthography.

The evolution of Sepedi as official standard language from dialect was conducted by Rakgogo and Zungu (2022) whose findings suggested a connection between dialects and the official standard language. Rakgogo and Zungu (2020) claim that all dialects are connected to official standard languages. The researcher concurs with Rakgogo and Zungu (2020) on the notion that Setlokwa and the official Sepedi native language have a mutual relationship.

2.3.3 Dialect

Researchers used several definitions for the term "dialect" while conducting studies based on the dialects. Small groups of individuals use dialect as an unofficial

language to communicate. A dialect is defined as a geographical or social variety of a language that may be distinguished by differences in pronunciation, grammar and vocabulary (Nordquist, 2019). Dialect also refers to both the area where such variations of the standard language were found and a regional variant of the language (Ramjela, 2011). According to Hornby (2012), a dialect is variant of language that is spoken by certain people in one area, where by grammar, words and pronunciation are different from other variants of same language. Due to constant exposure to linguistic diversity, Thamaga (2012) argues that learners from dialectal backgrounds frequently employ vocabulary, both standard and non-standard in speaking and writing.

A dialect, in the words of Budiarsa (2015:4), is a “variety of a particular language, used by a particular group of speakers, and indicated by organised indicators, such as syntactical, phonological, and grammatical markers”. In agreement with Budiarsa (2015:4), Mawela (2010:18) assert that “dialects develop because of linguistic development, and these changes may differ depending on the group or area”. Relatively, Tegegne (2015) regards a dialect as a subset of a language that is distinguished by its unique grammar, pronunciation and vocabulary traits such as the deletion of the plural marker.

Fromkin et al. (2017:452) explains that “Every speaker, whether wealthy or poverty-stricken, regardless of geography or racial region, speaks at least one dialect, just as every individual speaks a dialect. Dialects are mutually distinct variants of a language.” This suggests that learning vocabulary, pronunciation and grammar in writing can be impacted by speaking accent. Dictionaries and grammar books use the orthography. Thus, since dialects are frequently thought of as distinct forms of the same language, Leshabene (2020) claims that all dialects are systematic language variants with consistent usage patterns for vocabulary, syntax and pronunciation. As such, all these forms will adhere to the same regular pattern of vocabulary, choice, grammar and pronunciation.

2.3.4 Setlokwa

The dialect Setlokwa is one of the Sesotho sa Leboa dialects spoken by the Batlokwa tribe in Machaka and Ramokgopa areas, in the north of Polokwane. According to Bothma (1969) and Grobler (1990); Thamaga (2012), Setlokwa dialect speakers were originally a part of the Bakgatla, the Batswana tribe in Schilpadfontein. They split from this tribe 300 years ago and moved north, where they settled under the leadership of Kgoši Thulare.

2.3.5 Writing

Makgai (2016) considers writing to be a stepping stone to broaden the learners' intellect because it enables them to plan, develop and integrate material that must be readily comprehended by the reader. Every learner must develop writing skill in order to succeed in school and in the future endeavours. Veramuthu and Shah (2020) agree that writing proficiency is essential in language learning because it is a recognisable form of interaction. The focus of Fareed, Ashraf and Bilal (2016) is on the fact that writing is a complex endeavour that requires greater exercise. In support of Fareed et al. (2016), Phofele, Maruma and Molotja (2021) explain that learners require more experience and written work in order to generate high-quality work in writing. Therefore, since writing ability does not naturally develop in learners, teachers must provide more scaffolding to assist learners in developing their writing skills. Effective writing, according to Mpiti (2015), involves not only making explicit what is on the mind but also organising these thoughts into coherent paragraphs and ensuring that they are ready for the audience by utilising strategies like editing.

2.3.5.1 The development of Sepedi writing skills

Terminology and orthography of Northern Sotho of Transvaal Education Department was approved by Transvaal Sotho District Committee (TSDC) in 1929. In the year 1930, the dialect’s spelling was accepted and made public. Additionally, the Sepedi dialect serves as the primary basis for Northern Sotho's orthography. The original Sesotho and Tswana orthography, both of which were written before Sepedi, was

employed by the Berlin missionaries. Sepedi, therefore, underwent progressive transformation and acquired its own personality (Khweyane, 2014).

Mojela (2008) and Makalela (2009) claim that the efforts of various missionary groups working in various dominions had an impact on the evolution of the Northern Sotho orthography as well as other Sesotho language variations of South Africa. In addition, the African people needed to be civilised, hence these missionaries saw a pressing need to convert the native population to Christianity. As a result, schools were established.

Molepo (2014); Mojalefa (2007) state that to list some of the orthographies created by the first missionaries in Northern Sotho: Kaschane Mamatlepa was one of the works Alexander Merensky. In a comparable spirit, Theo Wangemann authored Maleo and Sekukuni in 1868 wherein various Sepedi terminology were uncovered, such as Sekukuni (Sekhukhune), makhoa (makgowa), batu (batho), etc. Orthography of different languages is outlined by different researchers, however, scholars such as Molepo (2014), Mojalefa (2007), Makalela (2009) and Khweyane (2014) focused on Northern Sotho orthography. The above-mentioned researchers outlined orthography of other dialects. Nonetheless, the current researcher saw a gap on the orthography of Setlokwa dialect that is not documented. Hence, part of this study outlines how Setlokwa words are developed.

2.3.5.2 Procedure for the writing process.

According to Sepholeke (2011), materials and lesson plans for the three language skills, such as writing and presenting *(Go ngwala le go hlagiša)*, reading and viewing *(Go bala le go bogela)*, and speaking and listening *(Go theeletša le go bolela),* should be included in teaching and learning for FET Sepedi HL. Only the written language competence that is impacted by the Setlokwa dialect will be the subject of this investigation.

Raimes (1991); Ngubane, Ntombela and Govender (2020:3) identifies basic stages of the writing process that teachers may implement in their classrooms: “Pre-writing, writing, revising, editing and proofreading, and evaluation”. The stages of the

process writing remain the same years after the changing of curriculum in South Africa. Sepholeke (2011) indicates steps that should be taken by learners when they do writing activities. Ngubane, Ntombela and Govender (2020) outlined the steps of the writing process as: pre-writing, planning, drafting, revising, editing, proofreading, and presenting.

(i) Planning

Learners should analyse the structure, linguistic characteristics, and register of the chosen text type in this section. They should decide on its objective, target audience and context. The Curriculum and Assessment Policy Statement (2011) states that learners should begin by utilising tools like thought maps to generate ideas about the subject. Furthermore, the CAPS (2011) talks about the evaluation standards that should be used to assess the written activities.

(ii) Drafting

Curriculum and Assessment Policy Statement (2011) states that objective, audience, topic and text type should all be taken into consideration when the learners produce a rough first draft. Additionally, learners need to use the right words. For instance, they should employ mindful words and phrases in narrative writing to make it alive. Learners should organise their thoughts in a logical order to ensure that their creative writing argument flows easily. In the process learners should review their manuscripts and ask their teacher and classmates for input.

(iii) Revising, editing, proofreading and presenting

Using predetermined criteria, learners should assess their own writing as well as that of others to make improvements. They must further work on word choice, sentence structure and paragraph organisation, as well as paragraph sequencing and connecting. Ngubane et al. (2020) state that at this stage, learners should be advised to: generate ideas before they begin to write; revise them back and forth; and edit them before the publication of the final product. Learners need to work on words that bring ambiguity or verbosity. Thus, inappropriate wording must be

recognised and eliminated. Furthermore, correct punctuation, spelling and grammar usage must be taken into consideration. Thus, the learners must create the final version, which should include the text's presentation as well as layout elements like headers and typefaces.

The fact that not every stage of the procedure will be applied every time is explicitly stated. For instance, if learners are producing a common text type, they may not need to analyse the language and structure in as many details. Furthermore, it was said that there can be times where teachers need to concentrate on a sentence or a paragraph structure or where learners compose draft-free writings to prepare for tests.

2.3.5.3 Challenges countered in writing.

Numerous researchers have studied writing in the language writing discipline. For instance, Moses and Mohamed (2019) looked at the challenges that educators and learners experience when developing their writing abilities in English as a first language. Additionally, Moses and Mohamed (2019) said that learners with various cognitive capacities experience unique difficulties while trying to learn how to write. Such difficulties are caused by learners' limited vocabulary, which results in subpar writing (Misbah, Mohamad, Yunus & Jacob, 2017). The fact that teachers struggle to instruct learners of various cognitive abilities in the same classroom, leads to their failure to provide individualised assistance to learners. The above researchers indicated that teachers find it difficult to address issues that affect writing skills because they teach learners with different cognitive levels. As such, the current researcher spotted a gap in the study of Moses and Mohamed because there are other factor that may influence lack of vocabulary while writing, and one of them is dialects. This study outlines how dialects affect learners' vocabulary, with limited focus on Sepedi learners.

Phofele et al. (2021) investigated problems encountered by Grade 12 learners in creative writing. Their study proves that learners produce poor pieces of writing because they are unable to use correct tense and spelling, nor construct meaningful sentences. The study also reveals that learners struggle to develop ideas for writing.

The current researcher found trace of misspelt words as an indication that learners struggle with correct spelling.

Moses and Mohamad (2019) and Phafele et al. (2021) share the same idea that learners with low confidence in writing lack vocabulary and grammar. The current researcher agrees with the findings of Moses and Mohamad (2019) that teachers find it difficult to help learners individually in classroom with spelling mistakes because they deal with learners of different cognitive levels. The above researchers disapprove the idea of separating learners in classroom according to their levels of understanding because this makes the low-level learners to feel discriminated.

2.3.6 Dialogue

CAPS (2012) states that a conversation between two or more people is referred to as a dialogue. If we utilise the characters' names and the appropriate format, we do not need to use quotation marks while writing in a conversation format. "In addition to the general sense of talk and interaction, dialogue also has two more specific meanings: (i) How speech is portrayed fictionally in books, plays and movies, and (ii) The underdeveloped dialogue principle, according to which each word or text reacts to the one before it and anticipates the one after it" (Pope, 2012:225).

In most creative writing pieces, such as novel, short stories and screenplays, dialogue is the written portrayal of spoken words and interactions. Dialogue establishes the characters' points of view within the story and may be used to advance the storyline, offer new information, and further character development.

2.4 NORTHERN SOTHO DIALECTS CATEGORISATION.

People from different part of Limpopo Province speak different dialect, some of which are related in terms of vocabulary and grammar, while others differ drastically. Hence, some speakers may not understand one another if they engage in a conversation even when their dialects were derived from one standardised language. Dakalo (2009) elaborated by stating that:

> “For person that moves from one village to another village, will experience dialectal difference that differentiate two dialects of same language. Sometimes these differences will be larger, sometimes smaller, but they will be cumulative. The further one gets from the starting point, the larger the differences will become.”

Letsoalo (2021) explains that communities that are split apart start to establish their own dialects. Groups may be divided by geographical and physical boundaries, such as an ocean, a mountain range or a desert. Hence, the speakers of dialects come from several geographical places, and their language varieties are known as regional dialects. In the context of this study, it is reasonable to categorise dialects under consideration as regional dialects based on the description of regional dialects provided above. It is also arguable that a situation in which these languages came to be seen as connected or related to one another is identified by each sort of language classifications, which differ in complexity. Sepedi dialects can be regionally classified as follows:

Mokgokong (1966)

The 27 Sepedi dialects were classified into geographical groups as follows:

The dialects in the Central Sotho cluster that are used to develop Northern Sotho include: Mphahlele, Kone, Tau and Pedi. The dialects in the Eastern Sotho cluster, which are more influenced by Tsonga and Swati are as follows: Kutswe, Pai and Tsoga. The dialacts at the Northeast cluster are connected to Kgaga language, and they have indicated the influence of Tshivenda language. The dialects at the North West cluster are commonly spoken in areas around Polokwane and Mokopane, and are as follows: Maja, Mothapo, Matlala, Tlokwa, Hananwa, Mamabolo, Birwa, Tšhwene, Mathabatha, Dikgale and Moletji.

Van Warmelo (1935)

According to Van Warmelo (1935), reported by Rakgogo (2016: 32), the Sotho dialects (later referred to as the dialects of Northern Sotho) are divided into the

following geographic groups: Pedi, Tau, Kone, Roka, and Kopa. These dialects are located in Central Sotho. Kutswe, Pai and Pulana are located in Eastern Sotho. Phalaborwa, Lobedu, Mamabolo, Letswalo, Mameta, Mahlo and Kgaga are located in North-Eastern Sotho. Mphahlele, Thwene, Mathabatha, Maja, Mothapo, Matlala, Molepo, Tlokwa, Dikgale, Moletji, and Hananwa are all parts of Northern Sotho. Pedi, Tau, Kone, Roka and Kopa are located in central Sotho. Kutswe, Pai and Pulana are located in Eastern Sotho.

Krige (1937)

The division of dialects of Northern Sotho into categories. An example of this categorisation is shown below:
Pedi, Tau, Kone, and Kopa make up the Central group. Kutswe, Pai, and Pulana make up the Eastern cluster. Palaborwa, Lobedu, Mamabolo, Letswalo, Mametsa, and kgaga make up the North-Eastern cluster. The Northern cluster consists of Mphahlele, Tshwene, Mathabatha, Maja, Mothapo, Mathata, Molepo, Tlokwa, Tlokwa, Dikgale, Moletji, and Hananwa.

The researcher differs with the study of Mokgokong (1966) Van Warmelo (1935) and Krige (1937) as the geographical location of Birwa, Hananwa, Moletji and Matlala is the Eastern part of Polokwane. The dialects spoken in the Polokwane and Mokopane regions are: Hananwa, Matlala, Tlokwa, and Mamabolo, respectively (Ziervogel, 1969). There may possibly be Birwa, a language that is almost extinct. The locations of Matlala, Moletji, Hananwa, and Birwa are unmistakably in the extreme west. The three scholars concur that the eastern regions of Mpumalanga and the provinces of Limpopo speak Kutswe, Pai and Pulana.

Ziervogel (1969)

According to Ziervogel (1969), there are 22 different Sepedi dialects. The methodology used by Ziervogel (1969) is distinct from that of Van Warmelo (1935) and Mokgokong (1966). Dialects of the South, include Kopa, Setebele-Sotho, Molepo, Mothiba, Mothapo and Makgoba. Dialects from the centre, include Pedi, Kone, Tau, Roka and Moletlane. Dialects from the north-west, includie Hananwa,

Tlokwa, Matlala, Moletii and Mamabolo. Dialects from the north-east, include Lobedu, Phalaborwa, Kgaga and Tswapo. Whereas, dialects from the east include Pulana and Kutswe.

When classifying the dialects Molepo, Mothiba and Makgoba as Southern dialects, researchers differ with Ziervogel (1969). The Northern region of Limpopo Province is the geographic area where three dialects are spoken. The Molepo dialect is used in Ga- Molepo region, the Mothiba dialect is used in Ga- Mothiba region, including the Mankweng area, and the Makgoba dialect is used in the King Makgoba region.

Brook (1963:19) explained that “When two people that speak different dialects engage in conversation, they will not understand each other since they have different vocabulary and pronunciation”. The researcher disagrees with the findings of Brook (1963) because dialects such as Moletji and Tlokwa have differences in vocabulary and pronunciation, but if two people engage in conversation, they will understand each other.

Setlokwa: Nna a se dye booswa.
Moletsi: Nna a ke je bogobe.
English: I do not eat porridge.

In case of Khelobedu and Setlokwa dialects, the difference is pronunciation. People who speak these two dialects can hear one another even though they will pronounce words differently.

Setlokwa: Nna se dye booswa.
Khelobedu: Nna a kede booswa.
English: I do not eat porridge.

In this instance, even though they write words differently, two persons speaking different dialects may still converse and comprehend one another. Words that are more often used in the two dialects enable communication between speakers.

2.5 THE BACKGROUND OF BATLOKWA TRIBE OF SOUTH AFRICA.

The Batlokwa clans are found in South Africa, Lesotho and Botswana. The number of Batlokwa is unknown because no official census has been conducted on them. In addition, Batlokwa tribes are scattered in six provinces on the mainlands that are home to a Batlokwa community except Mpumalanga, Northern Cape and Western Cape. Boeyens and Hall (2009) indicate that Batlokwa communities are distributed widely in different provinces including North West, Free State and Limpopo Province, particularly in the north of Polokwane and Rustenburg District.

According to Gov.za (2014), the trace of Batlokwa tribe indicates that this tribe forms part of the Bahuratse people who are originally from Ethiopia and are currently in Botswana. Many Batlokwa are said to have broken away during the reign of Chief Modise, including the Batlokwa under a leader Motlokwa whose grandson was Kgwadu. It appears that Kgwadu's sons, Mankotupi and Maimela, did not rule until their demise.

The Batlokwa tribe that were located in Eastern Cape and Free State, were under Tabane. According to Gov.za (2014), King Tabane had five sons that were all split out and lead small groups where Kgwadu, the younger brother of Diale and Kgetsi, lead the Batlokwa tribe to the north and settled in Limpopo Province. King Tabene's five sons split out to become Bapedi, Makgolokwe, Batlokwa, Baphuti, and Basia.

Makoro fathered Mokotjo from Kgwadu eight generations later. Sekonyela's mother, Manthatisi, served as regent throughout his minority since Chief Mokotjo, the boy's father, passed away when he was a little boy. Gov.za (2014) states that in November, Batlokwa, from the leadership of Sekonyela, were attacked and defeated by Moshweshwe in 1853. Moshoeshoe assaulted and overpowered Batlokwa ba Mokotleng in November 1853, and Sekonyela retreated to Winburg. Following this loss, Sekonyela's followers dispersed. Moshoeshoe absorbed some of the Sekonyela's followers, whereas some took the direction to Eastern Cape while another group fled north with Mmatshaka (Machaka) Mokgalaka to Tshwane Region (Gauteng).

The senior branch under Mmatshaka (Machaka) Mokgalaka moved to the North. They are in Limpopo Province at a place named Botlokwa, which is in the north of Polokwane. Leshabane (2020) asserts that Northern Sotho speakers are divided into 18 distinct speech communities, each of which contains a small number of speech communities that speak a distinct variety of the language. For example, those small speech communities that speak distinct speech varieties are made of speech varieties like Pulana, Setlokwa, Hananwa, Khelobedu, and others that originated in or near Polokwane. The Batlokwa clan is divided into Machaka and Ramokgopa. After parting ways over a chieftaincy dispute, Ramokgopa ultimately made his way to the Mokomene region in eastern Botlokwa, and Machaka remained at Mphakane. Due to conflicts with Batlokwa at Mphakane under Kgosi Machaka, some followers relocated to be under Kgoši Manthata at Mohodi, close to Senwabarwana, in 1977. The chiefdoms of Ramokgopa and Mmatšhaka (Machaka), both use their original totem, the leopard (nkwe) in the northern section of the Tlokwa clan (Boeyens & Hall, 2009).

2.6 THE INFLUENCE OF DIALECTS ON LANGUAGE WRITING

2.6.1 International dialects

Dialects have an influence on writing and speaking in all global languages. Researchers conducted research internationally about the dialects that impact the writing.

2.6.1.1 Germany dialects

Koneva and Gural (2015)

Koneva and Gural (2015) compiled a study on the role that dialects play in German mother tongue. The study reveals that 60% of people living in Germany use dialects daily and more of them are from the southern part of Germany because they share the same history and style of thinking. Two people who speak the same dialect experience a sense of closeness (Koneva & Gural, 2015). The authors also observed that pronunciation variations could be heard even when people spoke high German.

Koneva and Gural (2015) further indicate that German people's dialects are very important to them. In this rapidly changing environment, they aid people in maintaining their sense of self and culture. The Standard German language continuously receives outside influence, primarily from the English language, whereas dialects remain stable. Children and adults alike experience a sense of home through accents. By speaking the dialect and conserving regional specialties, one should make every effort to contribute to the protection of the culture (Koneva & Gural, 2015).

The researchers found that the German dialects had an impact on pronunciation when speaking standard German. Words are always written the way people pronounce them in spoken language, and this has an impact on how standard German is written. The detrimental effects of German dialect on the national language were not mentioned by the two researchers. However, the current researcher concurs with Koneva and Gural's findings that speakers feel more at ease speaking German dialects because they consider them to be a part of their culture. They like to communicate in their own tongue and believe in preserving their culture. Equally, researcher differs with Koneva and Gural (2015) as they were generalising all German dialects to have same influence on pronunciation. It was not specified in the study which part of writing is affected, as result, the researcher finds a gap in this study. In this study, the researcher investigated how the pronunciation in Setlokwa dialect affected spelling among learners when writing in Sepedi Home Language.

2.6.1.2 The influence of Chinese dialects on pronunciation of English words

Xinyi and Zhoushi (2022) and Wang (2023) investigated the dialects that influence the English pronunciation learning in regions around China, whereas Huang (2017) and Chuandong and Lunhua (2013) focused on the transfer of Chinese dialects to English pronunciation.

Xinyi and Zhoushi (2022)

According to Xinyi and Zhoushi (2022), despite spending a lot of time learning English as a foreign language, Chinese learners still struggle to pronounce English words. Dialect has been recognised by researchers as one of the main factors that hinder pronunciation acquisition. Chinese speakers still have trouble with pronouncing English like native English speakers. There are several dialect accents in the pronunciation of English that are present in the areas near Meizhou. Learners in this area face difficulties such as unclear rhythms in phrases, difficult syllables and weak reading.

The researcher agrees with the study of Xinyi and Zhoushi (2022) because learners with poor pronunciation are more likely to struggle with spelling words correctly when writing in English. The findings of Koneva and Gural's (2015) supported this standpoint as it is indicated that learners tend to pronounce foreign language words with their dialect accent. Xinyi and Zhoushi (2022) paved way for the researcher to explore how Setlokwa dialect affect spelling in formal Sepedi writings.

Wang (2023)

Wang's study of 2023 supports Xinyi and Zhoushi's (2022) argument that learning English pronunciation is impacted by Chinese dialects. Chinese English speakers find it challenging to communicate because their learners frequently make phonetic mistakes. In Guanhua area, people speak Mandarin as their primary dialect, followed by the Wu dialect, which is spoken in three provinces of China: Shanghai, Zhejiang and Jiangsu. The Yue dialect is used in Cantonese, while the Min dialect is used in Fujian and Taiwan, and two dialects (Hakka and Xiang) are spoken in Hunan province. Further, the Gan dialect is spoken most frequently in Jiangxi Province. It is found that unlike the Mandarin dialect, most Chinese dialects lack a unique grammatical framework and writing system. The researcher agrees with the findings of Wang (2023) that poor grammar and spelling are a result of the various languages spoken throughout China. However, the study did not reveal how learners in Guanhua area learn grammar and spelling of English words. This opened gap for the researcher to explore how learners who speak Setlokwa dialect should learn

grammar and spelling of Sepedi formal language. Learning phonetic norms can help students communicate better because they often make phonetic errors when speaking.

Huang (2017) and Falahuddin and Fibriati (2019)

Huang (2017) conducted the study on how Chinese learners transfer Wenzhounese dialect on English L1 pronunciation. In the study, the researcher indicates that if learners in Wenzhou understand how their Wenzhounese dialect affects their English pronunciation, they will have better learning and pronunciation of English words. Writing skills becomes a problem among Chinese learners as they are forced to write their English formal task using English language. Chinese and English languages have different aspects in writing, and this makes it difficult for Chinese learners to write formal English tests. It takes more time for learners to construct meaningful pieces of writing because it difficult for them to find proper words and phrases to explain their ideas in meaningful ways.

The study of Falahuddin and Fibriati (2019) reveals that students made more mistakes when writing in English because most of them did not know how words were written. Therefore, they pronounced and spelt the words based on their expertise. This signified that the students needed to learn more about pronunciation because their errors were caused by lack of information, especially on pronunciation skills. In addition, learners failed to transfer their ideas from their mother tongue to English, and this lead to wrong spelling.

Although the arguments presented above are true and typical of dialect speaking students, the researcher is of the view that the study left out information on how learners must learn writing skills and improve pronunciation abilities. It is necessary to address the importance of writing skill. Hence, as part of closing this gap, the current researcher discussed the process of developing writing skills. Furthermore, the identified gap makes the current study more important as it will address gaps that are not closed, such as language teaching methods, teaching phonetic and writing skills. Thus, this literature prompted the researcher to also explore how language

lessons could be improved so that dialects are not used by teachers and learners in classroom.

2.6.2 Dialects in Africa

2.6.2.1 Influence of dialects in Zimbabwean pronunciation and spelling.

Magwa (2002)

According Magwa (2002), Shona dialects were derived from the same language since they are mutually comprehensible. Despite the spoken language's high degree of comprehension, there are several issues concerning the written version of the language. For instance, there is no actual standard way of writing the Shona language due to issues such as word division and spelling, as well as the fact that some varieties of the language cannot be written using the existing orthography. In fact, the writing system is linguistically restrictive and inadequate for accurately representing the spoken form of the Shona language, making it challenging for speaker-writers to do so. Spelling and word division are problematic for Shona speakers of various dialects due of a flawed writing system called the “standard”. The researcher concurs with Magwa (2002) that poor writing system may lead to more problems in schools as both learners and teachers are confused on what should be done. In this case, the researcher suggests that language writing skills be emphasised in the Zimbabwean curriculum.

Sethole (2019)

According to Sethole (2019), Ndau speakers, particularly students, faced serious "mother-language" issues in school because of the deliberate suppression of Ndau's vocabulary. Despite being a part of basic Shona, Ndau is not as closely related to Zezuru, Karanga or Manyika as is sometimes believed. The Nguni languages have greatly affected Ndau, as evidenced by the fact that this dialect now uses click sounds in its phonology. Because traditional Shona, which some people believe to be little more than Zezuru and Karanga, is difficult for students to understand in school, there is a growing movement in Ndau districts to replace traditional Shona

with Ndau. The idea that Ndau is a Shona dialect harms Ndau learners because it makes them assume that Shona is their mother tongue, while in reality, it is a distinct but related language that they must study more diligently in order to pass exams (Sethole, 2019).

Researcher differs with the findings of Sethole (2019) as the study does not outline which language areas learners are struggling with. For instance, Ndau learners struggle with writing skills or reading. This study generalised the problems that the Ndau learners have in language learning. Thus, the current researcher discovered from the studies of Magwa (2002) and Sethole (2019) that learners who learn Shona language have experience spelling difficulties due to poor vocabulary. The problem is discovered as learners are forced to write their examinations in standard Shona language.

2.6.2.2 The influence of dialects in Ethiopia

Tegegne (2015)

The study of Tegenge (2015) focused on the effects of using dialects in classroom on learning and learners' performance. In the study, it is evident that instructional materials in the classroom are written in the common dialect and learners get used to its vocabulary and sounds. This result in learners who are not native speakers of the standard dialect to struggle with reading and comprehension. Teacher gives dialect speaking learners the negative impression and treatment that can have a bad influence on learning. The current researcher suggests that teacher should avoid embracing their dialects in the classroom. Condoning the use of dialects in classroom situation can encourage learners to use it when writing.

Tegenge (2015) stated that teachers and peers frequently make fun of students whose home variety is non-standard. Standard dialect usage, as a gauge of linguistic proficiency, might negatively impact dialect speakers' test results and put them at a disadvantage. Additionally, most of the exam items are written in standard dialect and demand learners to give accurate responses. In case where learners answer the question using non-standard dialect, their texts are viewed as improper because

accuracy is determined by how the standard dialect is used. The researcher sides with Tegenge (2015) based on one's teaching experience that learners who use Setlokwa dialect in their writing were marked wrong because Setlokwa is not a standard dialect.

2.6.2.3 The impact of dialects in Botswana.

Chebanne and Dlali (2019)

The minority Khoisan people are unable to communicate in any language in Botswana, which makes it challenging for the Department of Education to serve them. Beyond the availability of infrastructure, the San people's educational needs are a larger concern. Considering that Setswana is the primary language of instruction and not all San people speak it, school attendance is strongly correlated with ethnic background. Not all educators share this affliction's plight. Teachers of the Setswana language have little empathy for San learners, and this has a detrimental impact on their ability to write and read in the Setswana language. The researcher differs with the findings of Chebanne and Dlali (2019) because reading and writing are skills that need to be developed. The researcher maintains that the Tswana learners are also not perfect in reading and writing. Thus, the researcher suggests that teachers should assist learners equally irrespective of their tribes.

2.6.3 The influence of dialects in South Africa

2.6.3.1 IsiXhosa dialects on vocabulary

Maqam (2015) and Spofana (2011)

Spofana (2011) indicates that teachers speak their dialectic jargon to give learners instruction and to deliver lessons during the teaching and learning process. The researcher concurs with Spofana (2011) in that, the researchers' teaching experience taught him that teachers use their dialects to communicate with learners inside and outside the classroom. As will be detailed in the findings (Chapter 4), the current researcher has also learnt that learners completed writing projects in class using dialectic language and provided answers to questions in their respective

dialects. Thus, the researcher argues that teachers should not allowed to promote their dialects in the classroom when communicating with learners nor during teaching and learning. SEPHOLEKE (2011:9) supports the researcher's argument when stating that *"Go ithuta leleme go swanetše go kgontšha barutwana go ba le mabokgoni a polelo ao a nyakegago ge ba ithuta go kgabaganya lenaneothuto"*. This means that learning language should enable learners to acquire the language skills necessary to communicate accurately and appropriately, taking into account the audience, purpose and context.

Despite the use of dialects by teachers during lessons, Maqam (2015) established that Grade 8 learners were punished for responding to assessments using their dialects. Speaking in their native tongue while in class was deemed by Maqam (2015) to have a detrimental influence on isiXhosa writing. These words show how the learners are finding it difficult to write in isiXhosa. They cannot possibly take the exam and utilise the language and get an A. Thus, the researcher disputes this finding, because learners were not taught to differentiate isiXhosa formal language and isiMpondo dialect. This leaves gap to be filled as learners should be taught to distinguish dialects and formal language.

2.6.3.2 Influence of dialects in Sepedi.

Ramothwala, Segabutla, Rwodzi and Thokwane (2021)

Researchers in the study said that since learners lack the proficiency to utilise Sepedi, they speak Khelobedu in the classroom during Sepedi lessons. Additionally, learners admitted that during Sepedi lessons, they respond to questions in Khelobedu. They utilise Khelobedu because they cannot answer questions in Sepedi during lessons. Learners find it difficult to pronounce Sepedi words, and this results in some discomfort to speak in Sepedi. As such, the learners revert to speaking Khelobedu, their native tongue. Sepedi is challenging for learners because it is their second language. Therefore, learners know their dialect sounds that are distinct from the mainstream Sepedi. The researcher sides with Ramothwala et al. (2021) based on his observation that most learners in the school the researcher is teaching, learners use Setlokwa dialect in the classroom to respond to questions.

The sounds that are taught to learners are dissimilar to those they use in their dialects. As a result, learners find it difficult to sound Sepedi words since sounds are pronounced differently from Khelobedu in specific locations. When they utilise their Khelobedu pronunciation, learners pronounce a number of words improperly. It is clear from these comments that Khelobedu was used in Sepedi schools by both students and some instructors, a practice that might cause linguistic delays. Thamaga (2012) agrees with Ramothwala (2021) that during Sepedi courses, learners use their dialects and this tends to cause confusion among them as they may be inclined to do so even during formal evaluations. The current researcher noticed that wrong pronunciation of words is influenced by dialect accent and results in poor spelling, grammar and vocabulary during writing. As such, the researcher saw the need to fill this gap through an investigation of this nature.

2.7 CONCLUSION

The researcher analysed papers on related dialects in this chapter as they investigated the impact of Setlokwa dialect on Sepedi Home Language conversation writing. The literature on the interaction between dialect and standard language made it possible for the researcher to identify gaps that prompted this study. The standardisation of languages and how the Sepedi dialect became an official language were examined. According to the study, learners' pronunciation is impacted by the dialects of many nations, which leads to poor vocabulary, spelling and pronunciation in the official languages. The study also showed that as they work with learners of various cognitive levels, teachers find it challenging to address learners' language issues in a classroom setting.

CHAPTER 3:

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study was conducted in relation to other research studies that were discussed in the previous chapter. In this chapter, the researcher provides a description of the methods used to carry out the investigation. According to McMillan and Schumancher (2010:8), “Research is defined as a process used to collect and logically evaluating information for a specific aim”. There numerous perspectives on what research is, hence, the authors’ definition is broad, indicating that there are several ways to look into a topic. The researcher provided a detailed explanation of the research plan and methodologies utilised to conduct the study. The sample population, sampling techniques, methodologies, and procedures that were used for data collection, analysis and interpretation are all explained in this chapter. The researcher presents the participants’ data as sub-themes to make it easier to understand.

3.2 RESEARCH APPROACH

The study was carried out through the qualitative research approach. Malatji (2017) defines the concept qualitative research as the methodological pursuit of understanding the ways that people see, view, approach and experience the world and make meaning of their experiences as well as specific phenomena within it. Johnson and Christensen (2012) concur with Malatji (2017) as they outline that qualitative research uses a wide and deep-angle lens, examining human choice and behaviour as it occurs naturally in all its details. Understanding how people construct their worlds, how they interpret their experiences, and how they assign meaning to those experiences, are all important concerns of qualitative research (Merriam & Tisdell, 2016). The researcher used the qualitative method as it allowed him to concentrate on Setlokwa words through observations to express the reality in Batlokwa tribe. Learners that use Setlokwa dialect have challenge in writing as their dialect influence the wrong spelling in writing.

3.3 RESEARCH DESIGN

Wilson (2013:81) defines the concept of research design as "…the strategy that integrates numerous components of the research project in a logical and coherent manner in order to answer the research questions". Research design is also defined by McMillan and Schumacher (2010:8) as "The procedures for carrying out the study, including how, when, and from whom data will be collected". Thus, research design is influenced by the underlying principles that underpin the study as well as the overall goal of the study. As the researcher learns more about the relevant aspects of the study, they will be in a much better position to decide on the methodologies to be used and the sample size to work with (Wilson, 2013). The researcher become more acquainted with what is already known about the topic of study. The methodologies are all clearly stated in this chapter.

The qualitative case study design was adopted to conduct the study. Using the words of Meree (2019), this method allowed the researcher to concentrate on a specific group of people while examining a process. According to Yin (2008:23) this is a research technique with an observational inquiry that investigates existing knowledge within its real-life context, when the boundaries between phenomenon and context are not obvious, and when different sources of evidence are employed. The researcher used case study design because it allowed him to concentrate on Batlokwa speaking learners as they have some unique language traits that make them different from the standardised language speaking learners. In this study, the researcher focused on how Setlokwa dialect affected writing in Sepedi official language at school. Therefore, this study method was useful for the above-mentioned purpose because it is flexible and it gave researcher latitude to grasp a complicated subject under investigation.

3.4 THE STUDY PARADIGM

Research paradigm is a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices (Johnson and Christensen, 2012). In this study, interpretivism was adopted as the research paradigm. Chowdhury (2014) defines interpretivism as views that highlight people's individuality and engagement in both cultural and social life.

“Interpretive paradigm suggests that as people interact with their environment and generate and integrate their own inter-subjective and intra-subjective meanings” (Van Wyk's, 2015:40). The researcher chose this paradigm because it aided in understanding Setlokwa's nature and traditional social structures. Additionally, because interpretative research is grounded on the idea that reality is individually produced, and as a result, explores in-depth the human experience of a social world, the researcher accepted this paradigm. The Batlokwa learners discussed how they handled writing formal essay in mainstream Sepedi without utilising their dialect. Thus, the researcher was able to use this paradigm to analyse the difficulties that Setlokwa dialect speaking learners experienced in writing using Sepedi language.

3.5 POPULATION AND SAMPLING.

3.5.1 Population

Population is defined as a group of people from whom a study's sample will be drawn (Creswell, 2014). In addition, Pandey and Pandey (2015) defined the population as the full mass of observations that will be used to produce a sample. The population of this study comprised of grade 11 learners and teachers from the same school to pull out the population.

3.5.2 Sampling

According to McMillan and Schumacher (2014:139), “Purposive sampling is based on the researcher's understanding of the population, and a decision is made on which subject should be picked to provide the most information to accomplish the research's goal”. Johnson and Christensen (2004); Khalo (2021), state that the process of picking characteristics of a specific group from a wider population and obtaining a sample from that population is referred to as sampling. Purposive sampling was used to select participants in this study. According to Meere (2019), purposive sampling is precisely what the name sample implies; this means that the sample is chosen with attention to match the technique, group, event and position. Purposive sampling was adopted in this study, whereby the researcher’ discretion

was used in selecting the participants. By using deliberate sampling, researcher was able to choose more equipped individuals to respond to the study questions.

Purposive sampling was also used by researcher to choose learner participants from Grade 11, Sepedi HL classroom to take part in interviews. The site for the study was a school which comprised of 172 Grade 11 learners in a Sepedi Home Language classroom. Grade 11A was chosen from 4 classes, with a total of 52 learners. The school had 4 Sepedi educators. As such, Grade 11A was sampled because it had all categories of learners, i.e., high, middle and low performing learners in one classroom. The researcher gave learners assessment task on dialogue to write. Therefore, the researcher sampled learners based on their performance after marking the task they were given by the researcher to write. Sampling from 52 scripts was as follows: two lowest marks(40 - 50), two moderate (60 -70) and two highest marks (80 - 100). Lastly, four Sepedi HL educators were sampled have 5 to 30 years experience of teaching Sepedi. Therefore, the researcher used 10 participants in the study, comprising of four educators and six learners. The sampled schools was purposively selected because it is where the researcher spends most of his time. This saved more time and travelling cost for researcher. This also allowed the researcher to know the normal behaviour of the participants.

3.6 DATA COLLECTION

Creswell and Clark (2011) state that in data collection a series of interconnected activities that are used to gather information to address the research question. The researcher employed several methods to collect data, such as documents analysis, observation and interview. The researcher collected data from Grade 11 Sepedi Home Language learners' dialogue scripts (documents or textual data), observation and interview with Sepedi HL educators and learners.

3.6.1 Learners' written dialogue scripts

Ary et al. (2014:459) state that "Qualitative researchers may employ written materials or other artifacts to comprehend the phenomena they are studying". Documents are written by people for people, and certain documents may contain

explicit language intended to alter behaviour. The researcher regarded this strategy to be pertinent to their work because it enabled them to evaluate the study's records. In this instance, the researcher used student scripts to gather data. The researcher looked over the conversation writing scripts. The researcher therefore intended to analyse six dialogue papers one by one. Documents also helped the researcher to analyse the connections between various data sets and the interactions between data from various sources.

3.6.2 Non-participant observation

Observation is process of recording the event that participants are engaged on without asking them questions and communicating with them. According to Harvey (2022) Non-participant observation involves the researcher observing social behaviour first hand without, in any way, joining in. During non-participant observations, the researcher did not participate in the activities since he was studying how educators and learners used language in and out of the classroom.

3.6.3 Interviews

According to Meere (2019), interview is a dialogue that occurs between two people or more, whereby the interviewee is questioned in order to gather information. The researcher used interviews to learn participants' thoughts, attitudes and sensitivity about circumstances in their own words. The interview allowed the researcher to place the participants' behavior in context and helped in understanding the participants' actions and decisions. The researcher observed teachers in the classroom to get insight into their behaviour. According to Ary et al. (2014:466), "Interviews can provide information that cannot be obtained by observation".

Researcher interviewed educators and learners to collect data using structured interview. Researcher prepared questions to be used in interview process whereby questions will be asked to participants in the same sequence but follow up questions will. According to Ary et al. (2014:466), the interviewer can change the structure of the questions that are created throughout the interview process. This approach is user-friendly since it is flexible in terms of asking questions out of order and asking follow-up questions to clarify the participants' replies. According to Leedy and

Ormrod (2015), in structured interviews a researcher directly asks same questions and tailored follow-up questions to clarify certain responses.

This study employs data triangulation to enhance the credibility of findings by integrating three data collection methods: non-participant observation, interviews, and learners' written dialogue scripts. Non-participant observation provides real-time insights into classroom interactions and teaching practices, while interviews allow participants to elaborate on their experiences, beliefs, and perceptions. Learners' written dialogue scripts serve as tangible evidence of their language use and comprehension. By cross analysing these data sources, the study ensures a comprehensive and well-rounded understanding of the phenomenon under investigation, reducing the likelihood of bias and increasing the trustworthiness of the findings.

3.7 DATA ANALYSIS

The researcher assessed various methods of data analysis used in qualitative research from different sources and chose thematic analysis because of its relevancy to the study. The researcher used the thematic analysis to process the collected data because it allowed him to work on large data and categories according to themes that assisted the researcher to make sense of the scattered information. To burrow the words of Letsoalo (2021), thematic analysis appeared to be appropriate because the data needed trace patterns of meaning, as well as verbal data that had to be categorised, tabulated and summarised.

Thematic analysis is known as a kind of pattern data that is discovered to merge data from different sources to form themes that represent the aims of the study (Fereday & Muir-Cochrane, 2006). The researcher used this strategy to effectively divide the acquired data from conversation scripts, learner and educator interviews, and observation into themes. The researcher ensured that the topics were relevant to the researcher's inquiry. According to Kiger and Vaipio (2020:2), "Thematic analysis is the method that involves the interpretation and description of data in the process of codes selection and themes construction". The procedure includes a more thorough re-reading and examination of the data. It is evident that in thematic

analysis method, data should be coded, themes must be refined, and findings must be reported. As such, this process can be included in grounded theory (Watling & Lingard, 2012). This strategy was valuable to this research because it aligned with the research paradigm. Kiger (2020) states that numerous interpretivist emphasise the three contexts that contribute to man-to-man experiences: social, cultural and structural. In addition, Kiger (2020) explains that there is a development of knowledge on the researcher that is constructed when interacting with research participants.

Qualitative thematic data analysis method uses two sub-methods of theme identifications. The researcher employed an inductive method to identify the themes of the study. The researcher used this analytical approach because it allowed him to categorise scattered information in classes and discover how it linked to one another. According to McMillan and Schumacher (2014:367), “Inductive analysis refers to procedure that qualitative researchers go through to analysis and construct meaning from data that is arranged in categories and patterns”. This strategy helped the researcher to find themes that corresponded to the questions asked to the participants during interviews. Braun and Clarke (2006) emphasise that themes on the study may not match exactly with the participants questions and also not address the researchers’ personal interest and ideas of the research problem.

3 .8 QUALITY CRITERIA

3.8.1 Credibility

Credibility in qualitative research focuses on honesty of what the research has accumulated. Moser and Korstjens (2018:121) state that credibility is “The trust level that may be placed in the realness of research accumulations”. The researcher collected data from the 'conversation' of Sepedi HL Grade 11 pupils, conducted interviews with both learners and instructors, and provided the replies unedited. The researcher established credibility by recording and analysing the information obtained to be presented in a way that was fair and unbiased. Participants behaved normal in this research because the researcher took time to collect data so that both got used to each other.

3.8.2 Transferability

Transferability refers to the extent to which qualitative research findings may be applied to diverse contexts or groups (Ary et al., 2014). In this study, the researcher provided the reader with a thorough description of the influence of Setlokwa dialect on Sepedi language writing, allowing the reader to make their own decision concerning transferability. To use the words of Nkgadima (2021), the researcher ensured transferability by disclosing the study's setting as well as a detailed explanation of the inquiry to the participants so that readers may determine how much the findings are applicable in other situations.

3.8.3 Dependability

Meere (2019:145) defines dependability as "The research design and its implementation; the operational detail of data collection; and the reflective appraisal of the project". The researcher secured the study's dependability by recording the data analysis process so that other researchers may see the decision made, how the researcher came about this analysis, and how the researcher got at the interpretations.

3.8.4 Confirmability

Confirmability focuses on the principle of employing original information to the degree that the study is devoid of bias in the method and interpretation of outcomes (Ary et al., 2014). The researcher recognised the sources of reference for the trustworthiness of the research project, and any kind of acquired data will be validated to ensure that it is not misrepresented.

3.9 SIGNIFICANCE OF THE STUDY

- The study's conclusions would have an impact on the following stakeholders:
- Researchers that are interested in researching about dialects will use this study as reference.

- Study could help Setlokwa speaking learners to differentiate the standard Sepedi with Setlokwa dialect.
- Learners will be aware of impacts of writing their dialect in their academic writing.
- This will assist teachers in language teaching in Sepedi Home Language.

3.10 ETHICAL CONSIDERATIONS

In research, ethics play a significant role. According to Fouka and Mantzorou (2011), ethics derive from Greek philosophical research into moral living. Ethical considerations, participants' privacy and privacy should be maintained and preserved during the study (Nkgadima, 202).

3.10.1 Permission to perform a study

Before conducting research, the researcher attained an ethical certificate from the University of Limpopo and presented a written letter to the principal and circuit manager requesting for permission to perform the study in the school. Educators were given papers to sign, while learners under the age of 18 were given assent forms for parents to sign before any process of data collection was initiated with them.

3.10.2 Confidentiality and anonymity

As it is very sensitive and critical, the researcher ensured that participants' rights and privacy were protected. Participants were told that their details would be regarded as private, and their identities would not be disclosed. Nkgadima (2021) supported this by stating that, to ensure anonymity, the participants' identities must be withheld; their names must not be required in the interview instrument, and all the interviews' recordings should be kept secret. Thus, to guarantee that participants' privacy was not jeopardised, the researcher made attempts to build trust between the himself and the participants. All participants were treated with dignity and respect.

3.10.3 Informed consent

The researcher issued the consent forms to the participants to pledge confidentiality. This technique allowed the researcher and the participants to establish a productive working partnership. The researcher ensured that pre-arranged interviews were made with teachers and learners to avoid interruption of classes. This implies that the participants signed a permission form outlining their right to privacy and the ability to withdraw, as well as the purpose and intended method of the study.

3.10.4 Voluntary participation

To comply with the research ethics, the researcher ensured that the following is strictly observed and disclosed to the participants: Participation in the study was highly valued and on voluntary basis. Therefore, the participants received no stipend for their participation and they had the right to participate to the degree that they could, and to withdraw if they were no longer interested.

3.10.5 Research integrity

The researcher strived to maintain integrity. Professionalism was be always observed while dealing with participants. The data was captured and used raw without any form of bias or manipulation by the researcher.

3.10.6 Safety from harm

The researcher safeguarded the participants' emotional, psychological and physical well being. The responses of participants were kept private. Other challenges connected to protection against damage, according to Atkins and Wallace (2012), may include the revelation of some information to the researcher that is supplied 'in confidence and is related to concerns of individual harm, such as criminality or abuse.

3.11 Conclusion

In this chapter, the researcher outlined research design, approach and paradigm that carried out this research. The methods of data collection were discussed as well as the size of the population. The ethical considerations of the study were also outlined.

CHAPTER 4
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 INTRODUCTION

In this chapter, the researcher interprets, analyses and presents the findings. The researcher evaluated numerous methods of data analysis employed in qualitative research from diverse sources and opted to use thematic analysis due to its relevance to the study. The researcher employed thematic analysis to process the acquired data. Thematic analysis, according to Saraswati (2020), is a qualitative research approach for organising and evaluating complex data sets. The search for themes in data sets collects accessible narratives, and the process also includes discovering themes by carefully studying and rereading recorded content. Furthermore, it was highlighted that thematic analysis may be done in two ways: deductively or inductively. Therefore, the researcher employed the inductive technique because it aligns themes with facts rather than the researcher's theoretical interest in the subject.

The researcher chose thematic analysis because it allowed him to work on huge amounts of data and categorise it according to themes, which helped in making sense of dispersed material. Letsoalo (2021) asserts that thematic analysis recognises emergent themes in data and categorises them for further study. Relatively, the current researchers' themes were aligned with the objectives of the study. In this chapter, the researcher presents data from learners, educators' interviews and dialogue scripts and non participant observation. The data is analysed based on these themes:

- The effects of Setlokwa dialect on writing
- Teachers' challenges when teaching writing
- Learners' experiences when writing Sepedi long transactional texts
- Differentiate Setlokwa from standard Sepedi HL
- Understanding on dialect

- Strategies to improve writing skills

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The researcher used once-off individual structured interviews with grade 11 educators and learners. Learners' interviews were conducted in Sepedi and later translated to English as the researcher transcribed them to prepare the data for thematic analysis. The educators' interviews were conducted in English. Dialogue writing activity for learners was assessed in Sepedi HL, it was translated to make the data user friendly. The researcher further ensured the anonymity and confidentiality of learners and educators by referring to the interviewed educators as Educator 1 to Educator 3 and learners as Learner 1 to Learner 6. All the materials that were used from participants were not be disclosed to or shared with anyone during the research process and after the study was completed.

4.2.1 Learners information

Learners' identity	**Number of years in phase**	**Sex**	**Age**	**Place of origin**
Learner 1	2	Female	16	GaMachaka
Learner 2	2	Female	16	GaMachaka
Learner 3	4	Male	20	Dikgale
Learner 4	3	Female	19	GaMachaka
Learner 5	3	Male	18	Mokomene
Learner 6	2	Female	17	Mokomene

Purposive selection was used to have learners with different number of years in phase so that learners who failed and those who do grade 11 for the first time are included. The above learners were of different age groups but in the same grade and same classroom. Learners 1 and 2 were females, aged 16 years, in Grade 11. The two learners never repeated a grade, hence 2 years in FET phase. Learner 3 was a male, aged 20 years, in Grade 11. The learner repeated Grade 10 twice and was doing Grade 11 for the first time, hence 4 years in FET phase. Learner 4 was a female, aged 19 years, in Grade 11. The learner was repeating Grade 11. Learner 5

was an 18 years old male in Grade 11. The learner repeated Grade 10 and was first-time Grade 11 pupil. Learner 6 was a 17 years old female in Grade 11. The learner never repeated Grade 11, hence 2 years in FET phase.

4.2.2 Educators' information

Educators' identity	Number of years in system	Number of years teaching Sepedi	Sex	Age	Place of origin	Qualifications
Educator 1	5	5	Female	27	Mankweng	Bed. SPF
Educator 2	13	10	Male	39	GaMachaka	Bed. Honours
Educator 3	30	27	Female	56	GaMachaka	Advanced Diploma

Purposive selection was used to have educator with different experiences so that they can provide different different challenges. Educator 1 was still new in the system, hence, the number of years in teaching Sepedi Home Language were low. Educator 1 was from Mankweng and spoke a different dialect from Setlokwa. She obtained Bachelor degree in Education, majoring in English and Sepedi. In the school she, is responsible for Sepedi in GET and English in FET. Educator 2 had great teaching experience in Sepedi HL. The year of this study's data collections marked 10 of Educator 2's teaching experience in Sepedi. The educator was teaching Life Orientation when he started teaching in the school, then he was converted to a Sepedi educator. He managed to obtain Honours degree in Educational Management. Educator 3 was master teacher with 27 years' experience of teaching Sepedi HL. She has managed to update to Advanced Diploma after obtaining Diploma at Modjadji College of Education.

4.3 DATA PRESENTATION

The researcher analysed the information from educators and learners' interview as well as scripts for dialogue writing based on the themes outlined in the introduction of this chapter (Page 48).

4.3.1 Interviews

Learners and educators' interview were presented and analysed in themes. Learners responds were written in Sepedi and later translated to English.

4.3.1.1 Learners Interview responses

Question 1: What do you understand by the term dialect?

"ke polelo ya batho bao ba dulago mmotong yo o itšego. Mohlala batho ba mmotong wa Mokomene ga ba bolele go swana le batho ba mmoto wa Nthabiseng". and translation to English means *"Dialect is a language of people in a certain area. Further, explained that people at Botlokwa Mokomene speak differently as people who stay at Nthabiseng neighbouring village"*. (Learner 1)

"ke polelo yeo e bolelwago lefelong le tee efela e sa tsebege mafelong a mangwe. Batho ba bangwe ga ba e kwešiše". and translation to English means *"Dialect is a language that is spoken in one area where people in other areas do not understand it. Further added that people in other areas they fail to understand Setlokwa."* (Learner 2)

"Ke polelo yeo e lego ka fase ga polelo yeo e tsebegago e fela e ba motseng o itšego". and translation to English means "*Dialect is a language that belongs to official language that is spoken in particular area by few people."* (Learner 3)

"Ke mmolelo wao šomišwaggo ke batho ba sehlopha se itšego sa yona polelo yeo. Mohlala:Selobedu, Sepulana , Setlokwa le tše dingwe". and translation to English

means *“Dialect is a language that is used by a group of people in a certain area. E.g. Selobedu, Sepulana, Setlokwa and etc.”* (Learner 4)
“Semmotwana ke poleloyeo re ithometšego , re šomišago go boledišana ka yona”. and translation to English means *“Dialect is a language that is created by certain individuals, and they use it to communicate to each other.”* (Learner 5)

“Ke polelo yeo batho ba e šomišago lefelong le lengwe e fela ngwalwe goba e sa šomišwe ka pukung”. and translation to English means *“Dialect is language that people in a particular place use it to communicate but they don’t write it or use it in books.”* (Learner 6)

The learners’ responses indicated that they knew what a dialect is. Learner 1 was aware that the dialect at Ramokgopa is not the same dialect spoken at Nthabiseng because the dialect at Nthabiseng is a mixture of Khelobedu and Setlokwa. People from Ramokgopa speak Setlokwa, while people at Nthabiseng speak Khelobedu dialect. Learner 2 differed with Learner 1 due to fact that people of different dialects might not understand one another when communicating. Dialects’ vocabularies differ from one region to another. People who speak Sepulana might not understand Sehananwa. Learner 3 concurred with Learner 1 even though there was a slight difference in their responses, because a dialect can be spoken by minority of people but people will not understand each other as they move to other regions. Instead of defining the meaning of dialect, Learner 4 decided to give examples of other Northern Sotho dialects. Therefore, all learners were aware that a dialect is spoken by small group of people in certain area. Learner 6 indicated that dialects are not used when writing nor in the books they read. Siregar (2017) indicated that dialects differ from other varieties of the same language in terms of their grammar, vocabulary and pronunciation. Siregar (2017) further explained that dialects are spoken in specific areas, and it is frequently used to refer to what are seen as sub-varieties of a single language. The researcher agrees with Siregar (2017) that Setlokwa dialect, as one of the Northern Sotho dialects, has its own grammar, vocabulary and pronunciation that differ from neighbouring dialects such as Khelobedu, Sehananwa, Moletji and Dikgale.

Question 2: Outline the difference between Setlokwa dialect and Sepedi HL?

Semmotwana sa Setlokwa ke Sepedi seo batho ba ihlametšego sona. Go na le mafoko ao a bolelwago e se a setlwaedi. Botlokwa ba apa mola bapedi ba bolela. Sepedi leleme la gae se hlwekilego se ngwadilwe ka dipukung tša sekolo". and translation to English means *"Setlokwa dialect is a language that people in Botlokwa create, and it has unique of creating sentences. In addition, the learner indicated that Batlokwa "ba apa" meaning they are speaking in their dialect not speaking Sepedi whereas Sepedi is used in school classrooms and also is written in the books that learners use."* (Learner 1)

"Semmotwana sa Setlokwa ke polelo yeo e bolelwago ke batho ba botlokwa efela Sepedi leleme la gae e le polelo yeo re šomišago ngwala ka gare ga ditlhalobo".
"Setlokwa dialect is a language that is spoken by Batlokwa people only whereas Sepedi HL is used in schoolbooks." (Learner 2)

"Setlokwa ke polelo yeo e bolelwago ke batho ba Botlokwa mola Sepedi e le polelo yeo e bolelwago bohle ba bapedi". and translation to English means *"Setlokwa dialect is a language by people found in Botlokwa while Sepedi is spoken by everyone who belong to Basotho or Bapedi."* (Learner 3)

"Sepedi lemele la gae ke polelo yeo e šomišwago gantši ka gare ga dingwalawa le papadi mola semmotwana e le polelo y go swana le Setlokwa, Sehananwa Seroka, bjalobjalo". and translation to English means *"Sepedi HL is a language that is used in Sepedi textbooks while dialect is a language like Setlokwa, Sehananwa, Seroka and etc*". (Learner 4)

"Semmotwana sa Setlokwa ke polelo yeo rena Batlokwa re ihlamaetšego yona ka mantšu ao re a kwešišago ge re boledišana mola Sepedi leleme la gae e le polelo yeo e akaretšago dipolelo ka moka tša Sepedi". and translation to English means *"Setlokwa is dialect that is spoken by Batlokwa where Setlokwa unique words are used, and Sepedi HL is language that created by different dialects."* (Learner 5)

“Sepedi se dumeletšwe o ngwalwa ka pukung e fela Setlokwa ga se a dumelelwa”. and translation to English means *“Sepedi HL is allowed to be used in assessment task while a dialect like Setlokwa is not allowed.”* (Learner 6)

Learner 1 shared the same idea with Learner 2 when differentiating Setlokwa dialect with Sepedi HL. They emphasised that Setlokwa is a language that is spoken by Batlokwa community while Sepedi is spoken by many people in Limpopo. Learner 3 concurred with Learners 1 and 2 that Setlokwa is a language that is created by Batlokwa. Learners’ responses indicated that they can differentiate Sepedi HL and their dialect. Learner 4 was sceptical when giving the difference, hence, the learner gave examples. All learners were not aware that Sepedi is also a dialect that is standardised. The responses for Learners 4 and 6 were ironical because learners use Setlokwa vocabulary when writing even though they know that it is not allowed.

Question 3: What are the challenges you face when you write Sepedi HL?

Different learners’ experiences different challenges since they are not learners of same cognitive levels. The responses of the sampled learners give overview of what is happening in the classroom. Learners outlined their challenge in Sepedi home language.

Sepedi leleme la gae ga se swane le Setlokwa. Ka nako tše dingwe re phoša mantšu ka ge re tlwaetše Setlokwa seo re se bolelago ka gae”. and translation to English means *“Sepedi HL is not the same as Setlokwa, in most cases we write words incorrectly since we are used to Setlokwa that is spoken at home.”* (Learner 1)

“Go hlakanya polelo ya Setlokwa le ya Sepedi ge go ngwala. Go ngwala polelo yeo e tlwaetšwego go bolelwa ka magaeng a rena”. and translation to English means *“We mix Setlokwa and Sepedi HL when we are writing, and we write the spoken language which is Setlokwa not Sepedi on our assessments tasks.”* (Learner 2)

“”Go ba le go hlakantšha semmotwana sa seo le tlwaetšego go se bolela le polelo ya Sepedi”. and translation to English means “W*e mix our dialect with the language that is used in assessments.*” (Learners 3)

“Go ngwala le go hlaloša dika le diema”. and translation to English means *“Struggling to write proverbs and idioms and explain them.”* (Learners 4)

“Go bopa lefoko ka Sepedi leleme la gae ga go bonolo ka ge ke tlwaetše polelo ya semmotwana”. and translation to English means *“I use words that are from my dialect, and it is difficult to contract sentence in Sepedi HL.*” (Learners 5)

“Ke šomiša mantšu a Setlokwa gantši ka ge ke tlwaetše go bolela Setlokwa”. and translation to English means “*I use Setlokwa vocabulary in most cases because is the language I use in daily basis.”* (Learner 6)

Learners’ responses indicated that they have different challenges regarding language writing. The responses from Learners 1, 2 and 5 indicate that learners struggle to use correct words when writing and that their lack of Sepedi vocabulary results in poor construction of sentences. Lack of proper vocabulary may cause learners to construct sentences using their dialect. Ramothwala et al. (2021) state that one of the reasons for learners to use their dialect in Sepedi classrooms is that they have limited vocabulary in Sepedi. It was outlined in Learner 5’s response that construction of sentences is difficult because of the lack of Sepedi vocabulary, which contributed to wrong spelling and poor grammar.

The responses from Learner 5 and Learner 6 indicated that learners struggle to switch from their Setlokwa dialect to Sepedi HL in oral interactions, hence, they lack Sepedi vocabulary. When learners are writing assessments, they find it difficult to do dialect shift from Setlokwa dialect to Sepedi HL. This was found to result in poor grammar and spelling errors. Johnson, Terry and Connor (2017) stated that bilingual speakers must grasp dialect shift. They further explained that dialect shifting, involves adapting language patterns to the linguistic context (oral and written) using pragmatics. Learners should learn dialect shift at an early age. This would help them in differentiating their dialect with Sepedi HL and know when to speak Setlokwa and when to speak Sepedi.

Question 4: How is Setlokwa dialect affect you when writing dialect?

Ke ngwala ka mantšu a Setlokwa. E bile ke palelwa ke go fapantša mantšu a Sepedi le a Setlokwa. Leleme la rena la Setlokwa le re diriša diphošo ka gare ga polediašano". and translation to English means *"I use Setlokwa words when writing, and I cannot differentiate Setlokwa and Sepedi when writing I end up committing more spelling mistakes.*" (Learner 1)

"Go hlagiša dintlha tšeo o ka kgonago go di amanya le polelo ya Sepedi gomme wa ba le re fokoletša meputšo". and translation to English means *"I am struggling to use Sepedi words throughout writing process which result in being penalised during marking."* (Learner 2)

"O šomiša mantšu ao a se go gona polelong ya Sepedi ge ke ngwala" and translation to English means "I *am using incorrect grammar because, I feel like I run shot of correct words during writing.*" (Learner 3)

"Ke fetša nako ye ntši ke ngwala Setlokwa sebakeng sa Sepedi leleme la gae". and translation to English means *"I spend most of the writing in Setlokwa instead of Sepedi HL and it affects my grammar."* (Learner 4)

"Gantši ke šomiša mantšu ao ke a tlwaetšago a polelo ya setlokwa, seo se šitiša tlotlontšu ya Sepedi". and translation to English means *"In most cases I use Setlokwa words that makes it difficult for me to use correct grammar."* (Learner 5)

"Go na le mantšu ao ke palelwago ke go a ngwala ebile a mangwe ke a tseba ka Setlokwa a se go Sepedi leleme la gae". and translation to English means "*I struggle to write correct spelling for some of the words in Sepedi because I only know those words in Setlokwa."* (Learner 6)

Learners 1 to 6 indicated that they have spelling challenge because they lack Sepedi vocabulary. They use incorrect grammar due to lack of vocabulary, and at times, they have great ideas but they cannot put them in writing because they do not know correct words to be used. Learners 3, 4 and 5 concurred that the use of Setlokwa

dialect when writing affects their grammar. Learners' vocabulary is affected because they communicate using their dialect more than Sepedi at home and outside the classrooms. Therefore, it is difficult for educators to help those learners in improving their vocabulary since educators also communicate with learners using Setlokwa. Ramothwala's (2021) study revealed that students make several grammatical errors in their essay writing, including wrong spelling, inappropriate vocabulary and bad sentence form. The issue of improper terminology is frequent in several languages.

Question 5: What can be done to overcome the challenges of using dialect during process writing?

"barutwana ba swanetše go ithuta go bolela ka dinako tšohle. Re ithute go bolela Sepedi sa go hlweka. Barutwana ba bale dipuku tša Sepedi, e le ge ba leka go itlwaetša leleme la bona". and translation to English means *"Learners should read Sepedi books frequently so that the get used to language and speak correctly in class using Sepedi. Further, explained that learners should learn how to speak Sepedi correctly."* (Learner 1).

"Go ke tlwaetša go bala dipuku tša polelo ya Sepedi go ka fokotša hlotlo ge o ngwala le go itlwetša o bolela polelo ya Sepedi." and translation to English means *"Learners must learn how to read Sepedi more frequently it will minimise the mistakes when writing and speaking Sepedi in the classroom to improve vocabulary."* (Learner 2)

"Go itlwaetša go bolela Sepedi le bala dipuku". and translation to English means *"Learners should speak Sepedi and reading books more frequently to improve the vocabulary."* (Learner 3)

"Go itlwaetša go bolela le go ngwala polelo yeo e amogelega ka gare ga poledišano le ditlhahlobo". and translation to English means *"Get used to correct language use when communicating and writing assessment tasks."* (Learner 4)

"Re ka itlwaetša go theeletša seyalemoya go godiša tlotlontšu. Re ka bala dipiuku tša go swana le poetry and drama, go itlwaetša mantšu ao re sa kego re a šomiša polelong ya rena". and translation to English means *"Learners should listen to Radio*

to help in grammar and read books for poems and drama to get used to words that we do not normally use when communicating." (Learner 5)

"Nka tlhohleletša batho go lebelela mananeo a Sepedi thelebišeneng le go theeletša mananeo seyalemoyeng". and translation to English means *"I can encourage learners to watch Sepedi television show and listen to Sepedi radio shows."* (Learner 6)

Learners 1 and 2 agreed that for them to improve writing, they need to read more Sepedi books to acquire Sepedi vocabulary. Reading books can help with the correct spelling and correct grammar when writing Sepedi tasks. Learner 3 concurred with Learners 1 and 2 as they believed that reading more books improves vocabulary. Learners 5 and 6 added that listening to the radio that uses Sepedi and watching Sepedi TV programmes can assist in improving pronunciation and vocabulary.

Ramothwala (2021) concurs with Learner 4's recommendation that teachers must administer spelling tests regularly to develop learners' phonemic awareness, as it is envisaged to improve learners' writing. Learner 4 was not specific on the type of assessment tasks that can be administered to improve language use. It was outlined by Learner 3 that the strategy for improving Sepedi vocabulary is to encourage learners to read Sepedi books to learn new words from the sources. Learner 5 concurred with Learner 3, asserting that reading of poems and drama books that are used in schools can assist in improving learners' vocabulary.

4.3.1.2 Educators interview responses

Question 1: Explain what is dialect?

"A dialect is a form of the language that is spoken in a particular part of the country." (Educator 1)

"Dialect is a language used by people from certain part of the region." (Educator 2)

“Dialect is a particular form of language which is spoken in specific region or social group.” (Educator 3)

The responses of educators on the understanding of dialect are that all educators acknowledge was that dialect is language. Educator 3 response is not clear because ‘language that is spoken in a particular part of the country’ this makes the respond too general. The educator was sceptical when giving the definition of dialect. Educator 3 concurs with educator 2 that a dialect is a language that is spoken in a particular region by social group. People of same language can speak different dialect within the same language from one region to another. Siregar (2017) stated that geographical factors determine regional dialect. It is indicated that a dialect varies according to location as they may be variations in syntax, word choice, and pronunciation. Nthabiseng is a region near Ramokgopa region where people speak different dialects, Nthabiseng people speak Khelobedu and Setlokwa and Ramokgopa people speak Setlokwa.

Question 2: How do Setlokwa dialect affect writing performance of the learners?

“Vocabulary and sentence structure becomes a problem.” (Educator 1)

“*Learners sometimes omit certain words, and they write Setlokwa words that has same meaning with Sepedi HL.*” (Educator 2)

“*Learners fail to use correct grammar when writing assessments.*” (Educator 3)

The educators’ responses were very short without elaborations because they seemed uncomfortable with the interviews. The participants had different views on this question as Educator 1 explained that learners had limited vocabulary which resulted in poor sentence construction and incorrect use of Sepedi words in writing. Educator 2 stated that when writing, learners use their Setlokwa dialect words that have the same meaning as Sepedi HL words. Also, it was discovered by the educator that learners omit words. Educator 3 concurred with Educators 1 and 2 as they shared the ideas that Setlokwa dialect affects learners negatively. Educator 3

stated that learners use poor grammar when writing assessments because of poor vocabulary. Khweyane (2014) supports this by recommending educators to penalise learners for utilising their Sepulana dialect when writing Sepedi HL. Educators should not condone the use of Setlokwa in assessment tasks. Instead, learners should be condemned for using their dialect in Sepedi HL writing. Learners' and educators' interview indicated that Setlokwa dialect negatively affects grammar and vocabulary in Sepedi HL writings.

Question 3: Do your learners know the difference between Setlokwa dialect and official Sepedi HL.

"They don't know the difference; they mix their language with official language." (Educator 1)

"Yes, though their day-to-day language (Setlokwa) affect their vocabulary when trying to speak Sepedi." (Educator 2)

"No, because in most cases when learners write dialogues, they use Setlokwa dialect more than Sepedi HL." (Educator 3)

The responses from Educators 1 and 3 emphasise that learners do not know the difference between the official language and their dialect. Educator 1 asserted that learners use Setlokwa words and Sepedi words in their assessments, leading to the conclusion that they mix their dialect with the official language. Educator 2 differed with Educators 1 and 3 on the point that learners know the difference between official language and dialect. Educator 2 explained that Setlokwa dialect shows great negative influence in learners' oral and written language activities.

Question 4: What are the common errors learners commit when writing dialogues?

"*They do not use proper grammar, and they do not clarify their points."* (Educator 1)

“Spelling mistakes/ errors when writing and they cannot construct a sentence.” (Educator 2)

“Spelling and they are unable to differentiate between Setlokwa dialect and Sepedi HL. They write using their own dialect. They are unable to stick to the question until the end of the dialogue.” (Educator 3)

The responses from Educators 1 and 2 indicate that learners have challenges with spelling errors and correct use of grammar. Educator 2 stated that, at times, learners do not stick to the question asked when writing dialogue essays. This explains that learners have challenges regarding long transactional writings. The major issue is that learners are still struggling with the construction of sentences and the use of correct grammar. Educator 3 stated that, in most cases, learners are unable to write dialogue correctly focusing on the given topic. Learners fail to stick to their topics throughout the writing process. Marue and Pantas (2019) stated that when a language is infrequently spoken or practiced, it is nearly difficult to expect fluency to develop. Relative to the case of this study, learners appeared to be dealing with this conundrum in the sense that they speak their dialects most of the time than the official Sepedi languange. Hence, they lack fluency in Sepedi standard language. The Batlokwa community of learners does not speak Sepedi frequently, and this makes it difficult for them to speak Sepedi fluently.

Question 5: What are the challenges teachers experience when teaching learners in official Sepedi HL?

“They use their Setlokwa dialect when writing especially in dialogue and composition and essay.” (Educator 1)

“Learners experience spelling errors during assessment tasks. Further, explained that they struggle to understand Sepedi words / concepts.” (Educator 2)

“Learners struggle in Sepedi HL in general and their Setlokwa pronunciation influences their spelling negatively in Sepedi HL writing. Further, explained that they

struggle a lot with spelling because they are less exposed to Sepedi HL and more exposed to Setlokwa." (Educator 3)

Educator 1 stated that learners use Setlokwa when writing long transactional texts in general because they cannot notice grammatical errors. Educator 2 concurred with Educator 1 on that learners commit spelling errors during assessment tasks. Educator 3 indicated that the learners' accent causes their pronunciation of Sepedi words to be incorrect. That is, learners write words the same way they pronounce them in their dialect accent. It was evident that educators gave learners constructive feedback in both the formal and informal assessments, but learners did not read the comments and corrections. Few learners indicated that teachers use abbreviations to indicate the errors in their work, which makes it difficult for learners to interpret the teachers' comments. According to Mcarthy, Roscoe, Allen, Likens and Menamana (2022), inadequate time for training, assessment and feedback might delay the adoption of Annual Teaching Plans (ATPs). Educators typically prioritise assessments when teaching. They provide learners with their scripts to view result without going deep into the corrections in Paper 3, particularly on essays and long transactional texts.

Question 6: What can be done to improve the writing performance of the learners?

"Give them more activities to write, monitor and give them feedback convinced and encourage them to read regularly (Magazines and articles)." (Educator 1)

"Learners should be given enough written work with effective feedback." (Educator 2)

"Learners should read more of Sepedi HL books to improve their vocabulary and spelling." (Educator 3)

Educators 1 and 2 concurred that one of the strategies to improve learners' performance in Sepedi is to frequently give learners feedback. However, it was not outlined by the educators how the feedback should be given to learners. The effective method of giving feedback for long transactional text is to have one-on-one

feedback sessions where individual leaner problems are addressed without generalising them problem to the whole class. Educator 3 indicated that for learners to improve their writing skill and spelling, they should read more books. This can help in improving their vocabularies.

4.3.2 Dialogue scripts

The researcher used the learners' dialogue scripts to examine the challenges that they faced in writing Sepedi HL essays. The challenges discussed are listed below: incorrect grammar, spelling mistakes, incorrect capitalisation and disjunctive error writing.

4.3.2.1 Sentence with incorrect grammar.

	Incorrect grammar Sepedi	**Translated to English**	**Corrected grammar in Sepedi HL**
L1	*O **kano** huma **ntše** o **sena** marematlou*	You can still be rich without matric.	*O ka huma o dutše o se na marematlou.*
L3	O **sikinya** hlogo	Shaking head	*O šikinya hlogo*
L4	***…o kase bereke** mošomo **omo** kaone o **sena ma pampiri** a mphato wa **mare matlou***	You will not work decent job without matric certificate	*…o ka se šome mošomo o mo kaone o se na lengwalo la marematlou*
L5	***Yeuwe** taba ke **ekwele** empa sekolo se bohlokwa matšatšing a lehono…*	The issue I heard about it but education is very important nowadays…	*Yeo taba ke e kwele eupša sekolo se bohlokwa matšatšing a lehono…*

The above table indicates the errors that learners committed while writing their dialogue essays and their corrections. The four dialogue scripts proved that learners use poor grammar in their writing. From the six dialogue scripts, only four learners had proved to have difficulties with grammar, which turned to make their construction of sentences difficult. Learner 4's script indicated that the learner used the word ***"ma pampiri"*** (papers) because of poor vocabulary. The correct word is **"*matlakala*"**, but

was not used by learners frequently because of its ubiquity. Learners thought that the word ***"matlakala"*** means trash. Learner 3 used incorrect spelling of ***"šikinya"*** (shaking) because they could not differentiate ***'š'*** and **'s'.**

The words that are pronounced and spelt the same, but have different meaning are called ***homonimi*** in Sepedi HL. The word ***'matlakala'*** can have multiple meanings in a sentence, depending on the context and how it is used. According to Ahmed and Arij (2010:964) "Homonym is defined as a word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or both, but differs from it in meaning". For example, sale (an act or of selling something) and sail (to travel on water); bark (the skin of a tree) and bark (the sound of a dog). Ahmed and Arij (2010) indicate that there are different types of homonyms; for example, complete homonym that is defined as homonyms that have the same pronunciation and the same spelling i.e. the identity covers spoken and written forms. Classic examples are bank (embankment) and bank (place where money is kept). This indicates that the word ***"matlakala"*** is complete homonym because ***"matlakala"*** can be used to mean trash and papers.

Learners used the borrowed words inadvertently, thinking that the words are correct for usage in their language. Due to lack of proper vocabulary, learners used borrowed words especially when calling the names of the things they did not know in Sepedi. Rao (2018) asserted that words were borrowed in different periods and for different purposes, for science, medicine, art, technology, etc. In the course of time, loan-words have undergone several changes that were common for English language itself. The loan-words were influenced and changed their semantic, structural or morphological meaning, as well as their phonetic appearance.

Script 1

Borrowing word	**Correct words to be used**
Pampiri	**Letlakala**

In script 1, a learner used the borrowed word while there is a correct word that can be used. The word is "pampiri" and is derived from Afrikaans word "papier", but in

Sepedi, the correct word to be used is ***"Letlakala"***. The structure and phonetic of the word changed. Rao (2018) stated that the major rationale for borrowing is to offer a term from the source language variety when there is no acceptable existing word in the target language. The process of speakers adopting words from a source language into their native language is referred to as loanwords or borrowings. The phonetic of the word "papier" is changed so that it can sound like a Sepedi word. The structure of the word "papier" also changed to "pampiri" and this also changed the pronunciation of the word.

Script 3

Borrowing word	**Correct words to be used**
Maphodisa	**Matseka**

The script 3 also indicated that learners used borrowed word improperly. It is not advised for learners to use borrowed words while there are equivalent Sepedi words that can be used. Thus, educators concluded that using borrowed words incorrectly affects learners' performance because they affect the grammatical accuracy and correctness of learners' sentences. The word ***"maphodisa"*** was derived from the English word "policeman". However, the appropriate word to use is ***"Matseka"*** *in Sepedi*. Teachers were also not aware of certain correct or official Sepedi words because they do not familiarise themselves with the updated PanSALB.

It was indicated on the educators' interviews and learners interviews that learners have challenges in writing correct spelling. The dialogue scripts outlined some incorrect spelling learners commit when writing. Grammatical errors hinder the reader's comprehension of the writer's intended message. Damaiyanti (2021) stated that utilising grammatical structures correctly, learners need well-structured clauses and utterances that are both long and complicated. It is inescapable that they committed several mistakes.

Learner 1 extract

Sefako: Ekwang Mogale batho ba modimo! ***Onyakoreng*** *ga botse botse wena?*

Ke gore keleka go kwešiša gore o ***nyako*** *reng mara wa swana ke no palelwa.*

Setlokwa accent influenced the pronunciation of Sepedi HL words. Learner 1 wrote wrong grammar saying ***"onyakoreng"***, meaning "what do you want to say?". This was supposed to be a sentence in the form of a question, but there was no spacing between the words. This learners' extract indicated that they write words the way the pronounce them. The correct way of writing the incorrect sentence above in Sepedi HL is ***"O nyaka go reng gabotse wena?".*** Although the learner's use of punctuation was correct, the only challenge was the use of incorrect words and wrong spelling. The second bolded word is incorrectly spelled because Learner 1 wrote the verb ***"nyako"*** translated in English as "want". The incorrect spelling was influenced by Setlokwa accent. The influence of "s" is common in Batlokwa community of learners because they struggle to pronounce simple words to difficulty.

The last sentence in the extract is not structured correctly. ***"…Ke gore keleka go kwešiša gore o nyako reng mara wa swana ke no palelwa"*** translated to English "I try to understand what you want to say but I still fail". The correct sentence is ***"...ke gore ke leka go kwešiša gore o nyaka go reng eupša go a swana ke no palelwa".*** The above errors serve as evidence that learners cannot construct sentences without errors. This means that learners make punctuation blunders (incorrect capitalisation), such as using capital letters amid a word or sentence. Sometimes they start a statement with a small letter.

Learner 2 extract

Sefako: (o ***sikinya*** *hlogo) Mogwera ape lehono ke…*

The use of **"s"** instead of ***"š"*** leads to incorrect spelling. It was discovered that most learners used "s" when writing because in their dialect, they do not use **"š"** in their

vocabulary. The above extracts indicate the misuse of “s” which makes spellings incorrect. It is indicated in the Learner 2’s extract the learner did not know where to use “s” and ***“š”*** when writing. The learner wrote words the way they pronounce them in Setlokwa. The word **“*sikinya”*** was incorrectly spelt in Learner 2’s extract, even the pronunciation was incorrect. The correct spelling is ***“šikinya”*** (shaking).

Learner 4 extract

> *Mogale: (O **tshikinya** hlogo) Aowa, sekolo a se bohlokwa **matsatsing** a lehono, **buntshi** ba nale dintlo le dikoloi fela ga se ba fihla marematlou.*

Learner 4 spelt three words incorrectly ***“tshikinya”, “matsatsing”*** *and* ***“buntshi”*** because of the influence of “s” found in the accent of Setlokwa. The correct way of writing the above words in Sepedi HL is ***“šikinya”*** *(shaking),* ***“matšatšing”*** *(in days) and* ***“bontši”*** *(many).* Learner 5 also spelt the word ***“dutše”*** (sitting) incorrectly in the extract. The learner could not see the difference between “s” and ***“š”*** when pronouncing words, and this influenced how they wrote some words. The influence of Setlokwa dialect was found to reduce the learners’ vocabulary, pronunciation and grammar skills. Incorrect words from Learner 3’s text were underlined and corrected because of wrong spelling. It is arguable that these mistakes can affect the learners’ performance in long transactional writings. Learners do not read the feedback from educators which makes them commit same mistake unaware. Sogutlu and Velia (2022) concur that learners have little desire and are unmotivated to write essays, despite the fact that many struggle with essay organisation, grammar and vocabulary.

4.3.2.2 Disjunctive error writing

The concept disjunctive writing works hand in hand with the concept conjunctive writing. Pule and Letsoalo (2023) outlined the difference between the term disjunctive orthography which denotes that the many aspects of a word (such as a verb and its person) are written separately from each other, whereas conjunctive orthography combines these elements into one word. Learners struggle wiith writing because they do not know words that must be separated and those that must be

combined. This makes it difficult for the reader to understand their sentences. Meng and Fan (2022) indicated that learners often blend and divide words excessively, leading to meaningless piece of writing. The researcher analysed the words that learners combined wrongly from script 1 to script 6 of learners' dialogue activity. The words were combined, whereas they had to be separated. The researcher focused on disjunctive writing because learners' combines words that were supposed to be separated.

Script 1

Incorrect disjunctive writing	**Corrected disjunctive**
…..selo seo **okase** amogwe ke motho..	**o ka se**
Mogwera **oya** ka nna ke……	**o ya**
…o bereka botse o **sena** le di pampiri..	**se na**
…bereka ka matsogo **olokisa** o ka kgona….	**o lokiša**
…mogwera o **sebe** wa nagana o lesa sekolo…..	**se be**
Mo***šomong*** **omengwe** le **omongwe** ba nyaka tsebo….	**yo mongwe**
Ke **okwa** ga botse mogwera.	**go kwa**

Learner 1 struggled with disjunctive writing on the entire dialogue writing as majority of the sentences were wrong. It was discovered that majority of the combined words above were a result of the influence of Setlokwa dialect pronunciation. Therefore, the failure of Learner 1 to separate words when writing led to distortion of meaning in their sentences.

Script 3

Incorrect disjunctive writing	Corrected disjunctive
Wena ge **ore** thuto ke……..	**o re**
…..wa makala **ware** ke wena na.	**wa re**
…rekela ba lapa **laka** sengwe le sengwe.	**la ka**
…ke **tloba** ke rekela	**tlo ba**
…mogwera o **kano** swara lotto…	**ka**
Kea o kwešiša mogwera	**ke a**

Learner 2 dialogue script also indicated a continuation of the problem of combining words. It was through the analysis of the scripts that this study revealed that words are not separated. This resulted in poor sentence structure and incorrect spellings.

Script 4

Incorrect disjunctive writing	Corrected disjunctive
O **kase** nyake go ba ngaka…….	**ka se**
Nna ke tlo twsweletša ditoro tša ka ke **sena** marematlou.	**se na**
…ba nagana go ka re go **nale** mebereko…	**na le**
…ge **ole** motho swanetše….	**o le**
..o ka huma o sena marematlou ka **lelengwe** la matšatši….	**le lengwe**
….ga go **sana** mošomo le ga tee.	**sa na**
… gopola mantšu **keo** botsang …….	**ke go**

The learners' dialogue script 4 demonstrated poor disjunctive writing because the learner linked terms that were meant to be separated. Disjunctive writing is quite prevalent among learners when producing long texts like essays or long and short transactional texts. This became clear after discovering that nearly all the learners made disjunctive mistakes. The above table shows the evidence of the words that were related but were meant to be separated throughout the learners' dialogue.

Script 6

Incorrect disjunctive writing	Corrected disjunctive
Nna o re **ompotša** eng?	**o mpot**ša
….ke nyaka o huma gore **lenna** ke tle ke..	**le nna**
..o ka se hume o **sewaka** wa tsena sekolo….	**se wa ka**
…..ka gore a **ontshephe**.	**o ntshephe**

The learners' dialogue script 6 also demonstrated a lack of correct disjunctive writing. The study observed that practically all learners mixed words that should be separated while writing. This implied that the learners used the process writing incorrectly, as it is the sole strategy that should be used when creating error-free text. Learners 2 and 5 demonstrated an understanding of the distinction between disjunctive and conjunctive writing, as their discourses were free the above-mentioned mistakes.

4.3.2.3 Spelling mistakes

Learners make spelling mistakes because they do not properly follow writing instructions. They compose the initial draft and perform bad editing because they just duplicate it and make it final draft. If the proper writing stages were followed, incorrect spellings would be minimal. Cidrim, Batista, Madeiro and Capellini (2024) stated that analysing spelling errors can offer criteria to determine what is anticipated or not in acquiring the orthographic norm, in addition to aiding in treatments in the clinical and educational scopes. Researcher analysed the scripts to check the spelling errors that learners committed when writing dialogue.

Script 1

Incorrect spelling	Corrected spelling word
mokgwera	**mogwera**
sikinya	**šikinya**
rothisa	**rothiša**
chelete	**tšhelete**

Learner in script 1 committed spelling mistakes that changed the meaning of the sentence. Learner 1 spelt the word ***"mokgwera"*** incorrectly, indicating that it was difficult for the learner to differentiate sound of **"kg"** with **"g"**. The word ***"sikinya"*** and ***"rothisa"*** indicated the influence of Setlokwa dialect because Batlokwa community spell **"s"** instead of **"š"**. The pronunciation of **'ch'** in English sounds is like **"tšh"** in Sepedi, hence the confusion in the word ***"chelete"***. Smith (2019:28) reports that "Spelling mistakes are more likely when employing homophones". Spelling mistakes like grammatical errors arise when learners or writers make mistakes in their writing.

Script 2

Incorrect spelling	Corrected spelling word
tshelete	**tšhelete**
bohlo-kwa	**bohlokwa**
mašhila	**matšhila**
thusa	**thuša**

Learner 2's script also revealed that Setlokwa dialect has an influence on spelling mistakes. It is difficult for Batlokwa learners to pronounce "š" when talking. The learner wrote ***"tshelete"*** instead of ***"tšhelete".*** As stated earlier in this study, this strengthens the evidence that learners write words the way they pronounce them in their dialogues without knowing that spellings are incorrect.

Script 3

Incorrect spelling	Corrected spelling word
chelete	**tšhelete**
ba-agoge	**ba bangwe**
hlalosetse	**hlalo**še**tše**
kwesisa	**kwešiša**

Learner 3's script revealed that the spelling of ***"tšhelete"*** was a persistent problem to many learners. This also indicated the influence of **"s"** that is used by Batlokwa community. The words ***"hlalosetse"*** and ***"kwesisa"*** were written incorrectly and the pronunciation is incorrect.

Script 4

Incorrect spelling	Corrected spelling word
tshikinya	**tšhikinya**
matsatsi	**matšatši**
buntshi	**bontši**
bantshi	**bantši**

Learner 4's script also revealed that the learner could not differentiate the sounds **"s"** and **"š"** when writing. This was indicated by the incorrect words ***"tshikinya, matsatsi, bontshi and bantshi"*** that were influenced by the use of **"s"** instead **"š"** in the Batlokwa community of learners.

Script 5

Incorrect spelling	Corrected spelling word
dutse	**dutše**
gakaneya	**gakanega**
skolo	**sekolo**

Learner 5's script also revealed that the influence of Setlokwa dialect is persistent. The word ***"dutse"*** was incorrectly spelt, while the correct spelling is ***"dutše"*** (sitting). There was evidence of omission in Learner 5's text which caused some spelling to be incorrect. Patel (2015) asserted that learners make mistakes in the target language due to insufficient or incorrect information. Proper Sepedi sentence writing is crucial for effectively communicating with readers.

Script 6

Incorrect spelling	**Corrected spelling word**
ntshi	**ntši**
tshelete	**tšhelete**
sumisa	**šomiša**
boshaedi	**bošaedi**
lukisa	**lokiša**
shomisa	**šomiša**
tsibisa	**tsebiša**
iralokisa	**ithalokiša**

Learner 6's script also revealed that Batlokwa community of learners were unable to use **"š"** when writing in Sepedi HL. Relatively, scripts 6 indicated that words that were supposed to have the letter **"š"** were spelt incorrectly. This type of spelling error also affects the meaning of sentence and make it difficult for the reader to understand.

4.3.2.4 Incorrect capitalisation

The usage of capital letters (upper-case letters) is one of the most typical essay writing mistakes. Students frequently employ capital letters for anything that is essential to them. Excessive capitalization can be distracting and misleading to readers and is typically erroneous punctuation. Challay and Jones (2019:91) outlined the following capitalisation guidelines:

- Every sentence must begin with a capital letter.

- Proper nouns, including parts of compound nouns.
- The pronoun "I".
- Names of days of the week and months of the year.
- Acronyms and abbreviations must be capitalized.
- Always capitalise the first word of a letter's closure.

Script 1

Incorrect capitalisation	**Corrected capitalisation word**
mogale : Dumela mogwera	**Mogale**
sefako : Dumela o lemogile gore ……	**Sefako**
…ka lebaka la gore **Batswadi** ba gona…	**batswadi**
mogwera mešomo ya matšatši a lehono…	**Mogwera**
……mošomo o nyaka lengwalo la **maremaTlou**.	**Marematlou**

In script 1, the learner seemed to struggle with putting capital letters and small letter correctly in their sentences. This indicated that learner did not know the rules of capitalisation. The words ***"mogale"*** and ***"safako"*** are names of the participants in the dialogue, they should have been written in initial capitalisation at the beginning and in the middle of sentences. However, the learner started all sentences with small letters in the whole dialogue. Letter such as **'M'** does not take the same shape when written in small letters and capital letters. For example, the tall 'M' is a capital letter and short 'm' is a small letter. At some point, the learner used the capital letter in the middle of the word. The word ***"Batswadi"*** was written with capital letter **'B'** in the middle of a sentence. Learners should note that there is difference between common nouns and proper nouns.

The term 'common nouns' refers to a group of people, places, things, or concepts, not to a single person or object, while proper nouns are names of distinct individuals, places, objects or concepts. The latter are usually capitalised to differentiate them from other nouns. Baldwin and Stripling (2011) concur with the researcher when

indicating that proper nouns are formal and explicit references to people, places or things. Proper nouns usually begin with a capital letter while common nouns are nouns that refer to generic concepts. A noun can refer to either an item or an abstraction, as previously stated.

Script 2

Incorrect capitalisation	**Corrected capitalisation word**
malome nka rata o bona ……..	**Malome**
..o ka **Fetša** tšhelete o se na seo o se dirilego…..	**fetša**

The learner wrote the common noun ***"malome"*** at the beginning of the sentence without capitalising the initial letter of the word. This indicated lack of awareness that every first letter must be capitalised at the beginning of a sentence. The initial letter of the word ***"Fetša"*** capitalised in the middle of a sentence. This made it clear that the learner cannot differentiate the small letter **'f'** from the capital letter **'F'**.

Script 4

Incorrect capitalisation	**Corrected capitalisation word**
Thuto ke **Lesedi**, o kase ……..	**lesedi**
Aowa, **Sekolo** ga se bohlokwa…	**sekolo**
…motho swanetše gore a be le **Marematlou**……	**marematlou**
Le **gauteng** ga o sa na mešomo……..	**Gauteng**

Script 4 also indicated that correct capitalisation was problem to the learner. The word ***"Lesedi"*** is a proper noun in Sepedi because it is used as a name of a person. In the sentence ***"Thuto ke Lesedi…"*** the word ***"Lesedi"*** was referring to "brightness" and was supposed to start with a small letter. In addition, learner wrote the word ***"Sekolo"*** with an initial capital letter after the comma, but the words was supposed to be written in small letter. The word "***Marematlou"*** means "Matric" which

is a common noun. The learner also wrote proper noun **“gauteng”** with small letter in the middle of the sentence, which was supposed to start with a capital letter.

Script 6

Incorrect capitalisation	**Corrected capitalisation word**
ke tseba gore sekolo se ……	**Ke**
Malome Masilo ke a tseba gore tšhelete ke ya gago……	**malome Masilo**
E bile **Sello** go yena morago ga ……..	**sello**

Learner in script 6 started a sentence with small letter; the word ***“ke”*** was written in small letter. The learner wrote both common noun and proper noun starting with capital letter in middle of sentences. The word ***“malome”*** is a common noun and was supposed to be written in small letters. On the other hand, the word ***“Masilo”*** is proper noun, and was supposed to be written starting with capital letter even though it was in the middle of the sentence. The word **“sello”**, based on how it was used, was referring to a “complain”. Thus, in the context of its usage, the word is a common noun not proper noun. In Sepedi the word ***“sello”*** can be used as surname or name of person to be proper noun. Therefore, lack of this knowledge among learenrs can lead to incorrect capitalisation and can affect learners’ marks. According to Rezeq and Elmassri (2019), writing involves more than just expressing one's thoughts on a topic. Proper capitalisation is crucial for achieving higher marks. Challay and Jones (2019:91) concur with Rezeq and Elmasri (2019) that using capital letters incorrectly can cause candidates to lose marks while writing compositions, thereby impacting their total score in public examinations, even if the sense of the text remains the same.

4.3.2.5 Incorrect verbs

The learners' dialogue scripts revealed that they wrote verbs in phrases which is exactly how they pronounce them in their Setlokwa dialect. Incorrectly spelled verbs in dialect scripts were detected and rectified. The impact of Setlokwa dialect may also be seen in verbs where learners do not utilise the letter "š".

Figure : 2

	Incorrect verbs words	**Translated in English**	**Corrected in Sepedi**
Verb	Botsisa	Ask	Botšiša
Verb	Tshabela	Run away	Tšhabela
Verb	Kwesisa	Understand	Kwešiša
Verb	Sikinya	Shaking	Šikinya
Verb	Lokisa	Fix	Lokiša
Verb	Rothisa	Droping	Rothiša
Verb	Tshikinya	Shaking	Šikinya

The above table indicated incorrect verbs that were used by learners in their dialogue writing. It is evident that all the incorrect spellings of verbs were influenced by Setlokwa vocabulary. The Batlokwa learners use **'s'** in their vocabulary instead of **'š',** and this makes their writing of Sepedi words incorrect.

4.3.3 Non particapate observation

4.3.1.3 Classroom observation

The researcher noticed that learners and educators in the classroom used Setlokwa dialect to communicate. This was identified as one of the contributing factors to the lack of Sepedi vocabulary. When learners respond to questions using their dialect, they were not corrected nor warned. Also, the teachers seemed to be uncomfortable speaking Sepedi throughout the lesson. It was further discovered that some educators code-switched from Sepedi to Setlokwa dialect when they lacked correct vocabulary. Educator 2 said "***Nase ke mang a se atlago sekolong*?**" (Who did not come to school today?). The correct way of saying this is **"*Lehono ke mang yo a sego a tla sekolong*"**. The use of Setlokwa dialects in classroom by educators gave learners the wrong impression that Setlokwa can be used in oral and written assessments. Thamaga (2012) advised that using a dialect during Sepedi lesson might confuse learners and lead to temptation to use it even during formal assessment tasks. On the other hand, Educator 3 was very strict with language use

in classroom and anywhere around the school premises. The educator encouraged learners to use Sepedi HL when communicating and consistently corrected learners when using incorrect vocabulary. Ramothwala, Segabutla, Rwodzi and Thokwane (2021) emphasised that errors in Sepedi writing can have a harmful impacts on learners' performance since they are punishable by educators.

The researcher noticed that when teaching dialogue, educators focus more on the structure of long transactional texts because there is no allocated time to assist learners with spelling errors and grammatical errors in the CAPS (2011) document. They have a challenge of correcting learners' grammar and spelling errors individually in classroom because of the large number of leaners in the classroom. Fareed, Ashraf and Bilal (2016) stated that classrooms with a large number of students and lengthy courses may not create a suitable learning atmosphere,and may lead to poor writing skills development. Furthermore, the classroom setting is not favourable for learning, with packed rooms in loud places, a huge number of students, and a lack of basic amenities that hamper writing skill development (Fareed, Ashraf & Bilal, 2016). Apart from overcrowded classrooms, educators deal with learners of different cognitive levels. Fischer, Williams and Hanningan (2019) state that educators must realise that each learner has unique learning styles. As such, educators should recognise diverse learners' backgrounds and promote deliberate practice to improve comprehension of course assignments (Fischer, Williams & Hanningan, 2019).

In this study, learners seemed to not pay attention to the feedback that educators gave them after writing. This could be reason they repeatedly committed one spelling error. The study of Hattingh, Woollacott and Reid (2018) indicates that 76% of learners believe that feedback helps them comprehend better, whike only 8% of respondents did not bother with educators' feedback. Woollacott and Reid (2018) further stated that some learners said that they would improve their learning if they receive more feedback. The study found that educators always chose smart learners to read for the class whereas all learners, depriving other learners an opportunity to improve their reading and pronunciation skills. Furthermore, the researcher discovered that educators marked few scripts correctly especially for learners who were sampled for School Based Assessment (SBA) for school subject moderation.

Learners' portfolios were held by the educator for the whole term, and learners did not have access to their scripts until they completed SBA portfolio.

Educator 3 was found to use Setlokwa when teaching Sepedi HL. This confused learners because they did not receive proper education regarding the correct words to be used in oral and writing. The educator said, "It is difficult to for me to code switch every day from English FAL to Sepedi HL lessons, sometimes I forget that I teach Sepedi HL not Setlokwa". During lessons, learners also gave responses using their dialect without being corrected. The classroom turned to be Setlokwa dialect lesson not Sepedi HL because learners and educators were conducting lessons using the dialect. Educators 1 and 2 were very strict on language use in classroom, and they consistently corrected learners in and outside the classroom.

The researcher discovered that the two educators tried to give learners feedback on a one-on-one basis, but in most cases, they did this to address Paper 2. Therefore, it was evident that one-on-one feedback was effective although it required too much time. Grobler, Loock and Govender (2012) stated that teachers at low-performing schools struggle to effectively process feedback from their surroundings, unlike those in higher-achieving schools. One educator complained that one-on-one feedback consumes time because some of the problems are common among learners. This led to the discovery that written feedback on learners' scripts is not effective because learners are not allowed to take their scripts home. Therefore, learners had limited time with their scripts, implying that they did not have time to go through all the comments and improve on their mistakes. In addition, learners seemed to fail to understand teachers' feedback and how teachers arrived at the total marks awarded because there were no ticks nor crosses in the marked scripts. Educators used the symbols that were not understandable to mark the learners' essays. Thus, the researcher suggests that educators should teach learners the meaning of those symbols so that learners may know the types of mistakes they have committed.

4.4 CONCLUSION

In this chapter, data collected qualitatively was presented, analysed and interpreted looking at the influence of Setlokwa dialect in the writing dialogue in Sepedi Home Language in Grade 11. The researcher identified spelling errors, poor sentence construction and poor vocabulary in Grade 11 in line with the research objectives. Educators indicated their challenges in the Sepedi HL classroom and suggested strategies on how to deal with dialectal influence.

CHAPTER 5
CONCLUSION

5.1. INTRODUCTION

In this chapter, the researcher presents an overview of the findings, chapter summaries, suggestions and the study conclusions. This chapter reflects on the data acquired from educators and learners in the preceding chapter, as well as the study questions and objectives regarding the influence of Setlokwa dialect on the writing dialogue in Sepedi Home Language in Grade 11.

5.2 SUMMARY OF CHAPTERS

Chapter One

In this chapter the researcher discussed the background and motivation of the study. The chapter also introduced the main concepts, which are dialect and writing. Furthermore, the problem statement, literature review, role of theory in the study, purpose of the study, research methodology, significance of the study and ethical considerations were discussed. The problem was stated that learners struggle to spell Sepedi words correctly because they are exposed to Setlokwa in the classroom. Therefore, the researcher saw a need to conduct this study and focus on spelling mistakes that are influenced by Setlokwa dialect in formal and informal writing to assist learners and educators.

Chapter Two

This chapter deal with the review of studies conducted by other researchers in relation to the topic. The role of theory in the study and literature review were discussed fully in this chapter. The main concepts were outlined in the study such as dialect, writing, constructionism theory, language, dialogue and standardisation. The classification of Northern Sotho dialects was discussed where the study of Mokgokong (1966) outlined that 27 dialects of Northern Sotho are spoken in South Africa. The origin of Batlokwa tribe in South Africa was also discussed, focusing on the movement of Batlokwa tribe from Botswana to other parts of South Africa and the change of leadership until they settled at Botlokwa village in the north of Polokwane, Limpopo Province.

Chapter Three

In this chapter, the focus was on research methodology. The researcher gave a full description of the research design and methodology used to conduct the study. The sample population, sampling methodology, methodologies and processes for data collection, analysis and interpretation were all described in detail. The quality standards and ethical issues were extensively reviewed in terms of how they were implemented in the study. Educators and learners were uncomfortable with the interview Their responses were very short, and thus, made it difficult to understand them on the records. The researcher decided to give them same questions from interview to answer in writing. This enabled them to express themselves fully because they were in comfort space.

Chapter Four

In this chapter, the researcher presented and analysed data acquired from the interviews with educators and learners, as well as learner conversation scripts and non-participants observations. The study's findings were well interpreted. This chapter also provided an overview of the data analysis process. Thematic analysis was used since it focused on analysing data through themes. The selected themes were consistent with the study objectives and addressed the research problem. Setlokwa dialect was found to have an effect on writing, whereby, grammar and spelling errors were major issues. Relatively, educators experienced challenges in dealing with on learners who used their dialect when writing and ignored feedback from educators. This issues were found to be some of the contributory factors towards poor learner performance in Sepedi HL essay writing.

Chapter Five

This chapter discusses the findings of the study, provides recommendations and conclusion of the study

5.3 SUMMARY OF FINDINGS

5.3.1 Challenges faced by learners

The study found that the Setlokwa dialect had a detrimental influence on Sepedi HL writing. Learners faced spelling challenges because they lacked Sepedi HL vocabulary, which could impair their grammar when writing. It was discovered that learners utilised their dialect more frequently than Sepedi HL, resulting in poor vocabulary. Johnson (2022) stated that when using a foreign language, we may make mistakes such as pronunciation, grammar and other language conventions due to interference of our mother tongue. Learners perceived Sepedi HL as a foreign language, believing that they should learn how to speak and write it because it is not their mother tongue. Furthermore, learners stated that it is difficult to comprehend the abbreviations used by educators during marking since they did not receive any induction on marking. It was discovered that learners failed to code-switch from Setlokwa dialect to Sepedi HL, both orally and in writing.

5.3.2 Challenges faced by educators

According to educators, most learners struggle with grammar, vocabulary and sentence construction. Learners lose marks in formal assessments because they utilise language incorrectly in their writing. Damaiyanti (2021) stated that students struggle to express themselves in writing due to lack of proper expressions or structures. To express themselves, they prefer to use their own dialect. The dialogue scripts also highlighted learners' weak grammar since they used Setlokwa terms in Sepedi official assessments. Therefore, it was observed that learners employ borrowing terms wrongly, even in cases where there are equivalent Sepedi words they could use.

The difficulties that educators had when teaching Sepedi HL were that learners write their Setlokwa dialect in assessment tasks. Spofana (2011) discovered that educators utilised a dialectic vocabulary for instruction and learning. Furthermore, the study found that learners employed their own dialect and dialectic terminology in the classroom, particularly when writing. It was also found that learners did not pay attention to the educators’ feedback in their transactional text. Thus, educators

claimed that the ATP is not user friendly because it is just focused on providing learners with content. Educators complained that there is no time to correct spelling and grammatical issues that learners committed.

5.3.3 Non-participants observations

The researcher noticed that one educator used the Setlokwa dialect in the classroom when teaching, which could not be regarded as code-switching because the majority of the lesson was presented in Setlokwa. Johnson (2022) asserted that code-switching is altering dialect to fit a context or audience. Speaker's "switch" the dialect employed to match the audience and scenario. Considering the above statement, the researcher observed that while teaching dialogue, educators focused on the structure of extended transactional texts. They did not have enough time to help learners with spelling and grammatical problems. Furthermore, classrooms were overcrowded, making individual assistance with spelling and grammar in class impractical. It was also revealed that educators marked a small number of scripts properly due to overcrowding. Thus, the teachers focused on the scripts of learners who were sampled for School Based Assessment (SBA) for school subject moderation.

The analysis from dialogue scripts indicated that learners employed incorrect verbs, which affected their spelling. The Setlokwa dialect lacks pronunciation of the letter in its words, leading learners to the substitute of "š" with "s". It was perceived that this is the cause of inaccurate spelling and pronunciation. It has also been established that learners may define the meaning of dialect, although some utilised examples to do so.

In conclusion learners were found to struggle with grammar, spelling, capitalisation, and disjunctive writing, which affected their performance at school. The Setlokwa dialect was found to have an influence on the pronunciation of Sepedi HL words, resulting in incorrect grammar, spelling, capitalisation and disjunction errors. Therefore, it is essential to conduct more studies related to effects of Setlokwa dialect in language use. This could assist in overcoming challenges experienced by educators and learners in developing writing skills in the standard Sepedi language.

5.4 RECOMMENDATIONS

5.4.1 Recommendations for Pan South African Language Board (PanSALB)

- PanSALB together with Department of Arts, Sport and Culture should introduce spelling and writing competitions for FET learners to empower indigenous African languages.
- PanSALB and Language Policy developers should re-standardise the Sepedi HL to allow Sepedi dialects such as Setlokwa, Khelobedu and others to be part of the standardised languages.

5.4.2 Recommendations for the curriculum advisors

- Encourage curriculum advisors to request all learners' Paper 3 scripts that were not part of SBA moderation for verification of marking because educators do shadow marking through the scripts and allocate marks.
- When providing teacher assistance, curriculum advisors should visit classrooms to examine language usage and course presentations.
- Curriculum advisors should frequently supervise Sepedi HL educators at their schools to ensure effective teaching and learning.
- Curriculum Advisors should not visit schools just to verify files and learners' evidence, but to provide effective and efficient assistance to teachers in order to ensure that the curriculum is being implemented correctly.

5.4.3 Recommendations to educators

- Educators should avoid converting Sepedi HL lessons into Setlokwa lessons. It is allowed for educators to code-switch when explaining concepts that learners do not understand, not to switch entirely to a dialogue.
- Educators should take learners through the abbreviations that they use when marking, so that they may have common understanding with the learners.
- Educators should mark all scripts the same way regardless of them not being sampled for SBA moderation. This will assist in knowing the performance of all learners than working on assumptions.

- The Setlokwa speaking educators should teach Sepedi HL not Setlokwa dialect in the classroom.

5.4.4 Recommendations to learners

- Learners should not be discouraged to use their dialect, but they should know the correct time to do so.
- Learners should read more books that are written in Sepedi.
- Learners should give the educators' feedback more attention because it is aimed at helping them to improve spelling and grammar.

5.4.5 Recommendations to other researchers

- The current researcher encourages other researchers to conduct studies on other factors that affect Setlokwa dialect on writing.
- Researchers can also conduct studies on influence of Setlokwa dialect on disjunctive writing.

5.5 LIMITATIONS OF THE STUDY

The researcher struggled to get sources that were directly related to the influence of Setlokwa dialect on dialogue writing. Therefore, the researcher used sources that were based on the use of dialects on other South African and international languages. Few studies were conducted related to Batlokwa, but they were not about Setlokwa dialect.

One educator participant withdrew from participating because of retirement from teaching during the process of data collection. According to the plan, four educators were sampled, but the researcher was left with 3 educators to participate in the study.

5.6 CONCLUSION

This chapter presented the summary of findings, summary of chapters, and recommendations for various stakeholders. Thus, it is believed that the study's results and recommendations will help curriculum advisors, teachers, students and

other researchers overcome the issues associated with the effect of Setlokwa dialect in writing. The report discouraged educators from converting Sepedi HL lessons into Setlokwa lessons. Educators are authorised to code-switch when teaching ideas that students do not comprehend. The findings will be useful in future dialect-related research as a reference.

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APPENDICES

APPENDIX A: SEPEDI HL LEARNER INTERVIEWS

1. O kwešiša eng ka lereo le semmotwana?

……

……

……

2. Tšweletša phapano gare ga semmotwana sa Setlokwa le Sepedi leleme la gae?

……

……

……

……

……

3. Ke dihlotlo dife tšeo o hlakanago le tšona ge o ngwala Sepedi leleme la gae?

……

……

……

……

4. Semmotwana sa Setlokwa seo ama bjang ge o ngwala poledišano?

……

……

……

……

……

5. Ke eng seo se ka dirwago go fokotša dihlotlo tša semmotwana ge o ngwalwa?

……

……

……

……

……

APPENDIX B: INTERVIEWS WITH SEPEDI HL EDUCATORS

1. Explain what is dialect ?

……

……

2. How do Setlokwa dialect affect writing performance of the learners?

……

……

……

3. Do your learners know difference between Setlokwa dialect and official Sepedi HL

……

……

……

4. What are common error learners commit when writing dialogues?

……

……

……

5. What are the challenges you experience when teaching learners in official Sepedi HL?

……

……

……

6. What can be done to improve the writing performance of the learners?

……

……

……

……

Appendix C: Letter to the circuit

Rakobela DK
Contact details: 0724906655

P O box 46
Marken
0605
12 March 2024

Department of Education
Sekgosese west Circuit
P O Box 806
Ramokgopa
0811

Circuit manager

ASKING FOR PERMIT TO CONDUCT RESEARCH IN TIDIMA HIGH

I am **RAKOBELA DK**, Student no: **201601294** and student at the University of Limpopo, registered for master's degree. My master's degree dissertation topic: The **influence of Setlokwa dialects on Grade 11 dialogue in the Sepedi Home Language in Sekgosese west circuit, Capricorn North District, Limpopo province, South Africa.**

The study will be supervised by Ms Malatji NB at University of Limpopo in Department of Language Education. I hereby ask for permit to approach Tidima High in Sekgosese west circuit. I will produce my copy of research proposal which includes copies of the following: letter to the school principal, participant consent form, copy of approval letter which the UL Research Ethics Committee provided.

Benefits of the study:

- Researchers that are interested in researching about dialects will use this study as reference.
- Study could help Batlokwa community on differentiating the standard Sepedi with their dialect.
- Learners will be aware of impacts of writing their dialect in their academic writing.
- This will assist teachers in language teaching in Sepedi Home Language.

Risk of the study:

- Learners will remain after school with the researcher to collect data.
- It will be time consuming as learners need to study.

Upon the completion of my research, I will make copy of my study available to Department of Education. For more information do not hesitate to contact me on: 072 490 6655 or email: donniekholo@gmail.com

Yours faithfully

_____

RAKOBELA DK

Appendix D: Letter to the School Principal

Enquiry: Rakobela DK
Cell No: 0724906655

P O Box 46
Marken
0605
24 March 2024

Department of Education
Tidima High school D1356/7
Private Bag X531
Matseke
0812

Principal

ASKING FOR PERMIT TO CONDUCT RESEARCH IN TIDIMA HIGH

I am **RAKOBELA DK**, Student no: **201601294** and student at the University of Limpopo, registered for master's degree. My master's degree dissertation topic: The **influence of Setlokwa dialects on writing of Grade 11 dialogue in the Sepedi Home Language in Sekgosese west circuit, Capricorn North District, Limpopo province, South Africa.**

The study will be supervised by Ms Malatji NB at University of Limpopo in Department of Language Education. I hereby ask for permit to approach Tidima High in Sekgosese west circuit. I will produce my copy of research proposal which includes copies of the following: letter to the school principal, participant consent form, copy of approval letter which the UL Research Ethics Committee provided.

Upon the completion of my research, I will make copy of my study available to Department of Education. For more information do not hesitate to contact me on: 072 490 6655 or email: donniekholo@gmail.com

Yours faithfully

_____

RAKOBELA DK

Appendix E: Consent form for Learners

Hlogo ya nyakišišo: khuetšo ya semmotwana sa Setlokwa mo go ngwaleng poledišano ya mphato wa 11 ka Sepedi Leleme la Gae, sedikothuto sa Sekgosese West, Capricorn North, Porobese ya Limpopo, Aforika Borwa.

Monyakišiši: Rakobela Donnie

Ke nna ……. ke ithaopa go tšea karolo go nyakišišo ye: **"khuetšo ya semmotwana sa Setlokwa mo go ngwaleng poledišano ya mphato wa 11 ka Sepedi Leleme la Gae, sedikothuto sa Sekgosese West, Capricorn North, Porobese ya Limpopo, Aforika Borwa."**

Ke kwešiša dilo tšeo di latelago:

1. Dikarabo tša mokgathatema di ka se phatlalatšwe e fela di tla dirišwa ka gare ga nyakišišo fela.

2. Mokgathatema o netefaletšwa tšhireletšo ya melele le mogopolo.

3. Ke hlaloseditšwe moreromogolo wa nyakišišo.

4. Ga o motho yo a ka hwetšago tshedimošo ya bakgathatema ntle le monyakišiši.

5. Mokgathatema ke moithaopi, ka gona o dumeletšwe go ka tlogela go tšea karolo nako efe le efe.

6. Tshedimošo ya ka godimo ya kwešišega. Ke dumela go tšea karolo ka gare ga nyakišišo.

Bohlokwa ba nyakišišo ye:

- Banyakišiši bao ba na go le kgahlego yao nyakišiša ka ga dimmotwana ba šomiša nyakišišo ye.
- Nyakišišo ye e tla thuša setšhaba sa Batlokwa go fapantša Sepedi Leleme la Gae le semmotwana sa Setlokwa.
- Barutwana ba tla lemoga kotsi ya go šomiša semmotwana sa bona ge ba ngwala mešomo ya sekolo
- Nyakišišo e ka thuša ka gare ga dithutwana tša leleme la Sepedi

Kotsi yeo e ka bago gona:

- Barutwana ba tla šala sekolong ka morago ga dithutwana ge monyakišiši a kgoboketša tshedimošo.
- Nyakišišo e ka tšea nako ya barutwana yao go ithuta.

Mesaeno :

Mokgathatema :…….
Hlatse :……
Monyakišiši :……..
Letšatšikgwedi:……..

Appendix F: CONSENT FORM FOR PARENTS

Ke nna ,…….. (Motswadi / Motlhokomedi). Ke dumela / ganetša go tšea karolo ga ngwana wa ka mo nyakišišong ye 'The influence of Setlokwa dialects on writing of dialogue of Sepedi Home Language in Sekgosese west circuit, Capricorn North District, Limpopo province, South Africa.'

Tshedimošo ya morutwana:

Maina ka botlalo :……

Sefane :…….

Letšatši la matswalo: ……..

Sekolo: ……..

Mosaeno : …….Letšatšikgwedi:……

Appendix G : APPLICATION FOR ETHICAL APPROVAL

APPLICATION FOR ETHICAL APPROVAL OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application form should be completed for any research involving human participants conducted in or by the University by postgraduate students and staff members.

Applications should be made on this form, and submitted electronically, to the Research Ethics Officer. Only an electronic copy of the form should be submitted separately via email. Applications will be assessed by the Research Ethics Officer in the first instance, and then passed to the TREC (the University's Ethics Committee). A copy of your research proposal and any necessary supporting documentation (e.g. consent form, data collection tool, faculty approval letter etc.) should be submitted separately with this form.

1. The influence of Setlokwa Dialect on Writing Dialogue in Sepedi Home Language in Grade 11 at Sekgosese West Circuit, Capricorn North District, Limpopo Province, South Africa.

2. Principal Investigator (i.e. name of student)

Title, Initials and Surname	**Qualification: (*please write it in full*)**
Mr. DK Rakobela	Master of Education (Language Education)

3. Name of Co-Invstigator(s):

Name:	**Department:** ***(indicate if the supervisor is from another institution)***
Ms. NB Malatji (Supervisor)	Department of Education Language
Dr AD Maledu (co-supervisor)	Department of Education Language

4. **E-mail address:** donniekholo@gmail.com

Student Number: 201601294

5.

Declaration of Principal Investigator:

The information contained in this application, including any accompanying information, is, to the best of my knowledge, complete and correct. I/we declare that the information provided is correct and and accept responsibility for the conduct of the procedures set out in this application in accordance with the guidelines

Name(s) in block capitals: RAKOBELA DONNIE KHOLOFELO

Date: 13/11/2023

Appendix H: ETHICAL CLEARANCE CERTIFICATE

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

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 04 December 2023

PROJECT NUMBER: TREC/1752/2023: PG

PROJECT:

Title:	The influence of Setlokwa Dialect in the Writing Dialogue in Sepedi Home Language in Grade 11 at Sekgosese West Circuit, Capricorn North District, Limpopo Province, South Africa.
Researcher:	DK Rakobela
Supervisor:	Ms NB Malatji
Co-Supervisor/s:	Dr AD Maledu
School:	Education
Degree:	Master in Language Education

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

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

Note:

i) **This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.**

ii) **Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.**

iii) **PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

Finding solutions for Africa

Appendix I: DATA COLLECTION PERMISSION LETTER

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail:MakolaMC@edu.limpopo.gov.za

Rakobela DK
P.O Box 46
MARKEN
0605
donniekholo@gmail.com

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal; **"The influence of Setlokwa Dialect in the Writing Dialogue in Sepedi Home Language in Grade 11 at Sekgosese West Circuit, Capricorn North District, Limpopo Province, South Africa."**

3.The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the District or Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

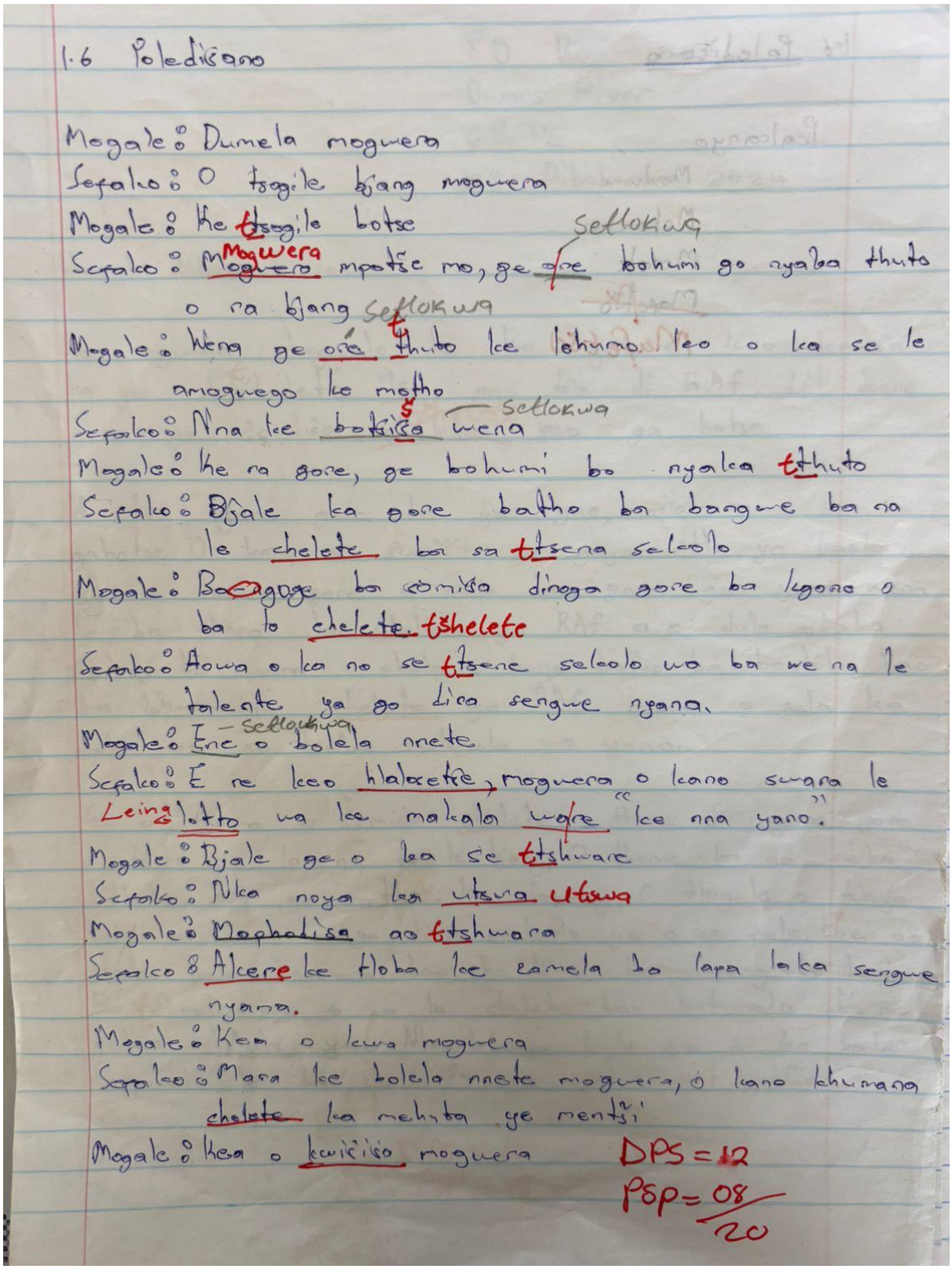
3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

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

The heartland of Southern Africa-development is about people

Appendix J : Learner dialogue scripts

Learner 1

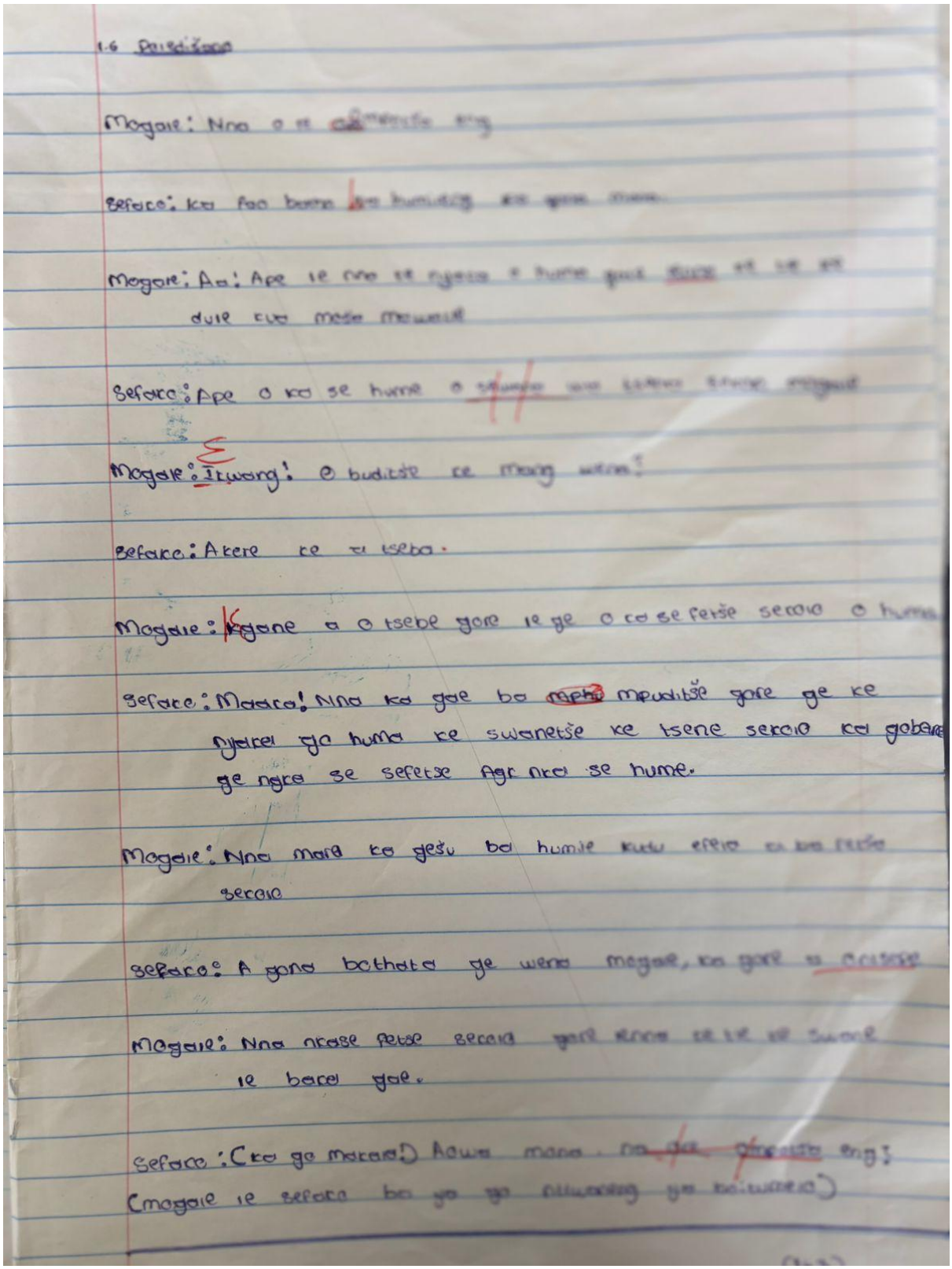


1.6 Poledišano

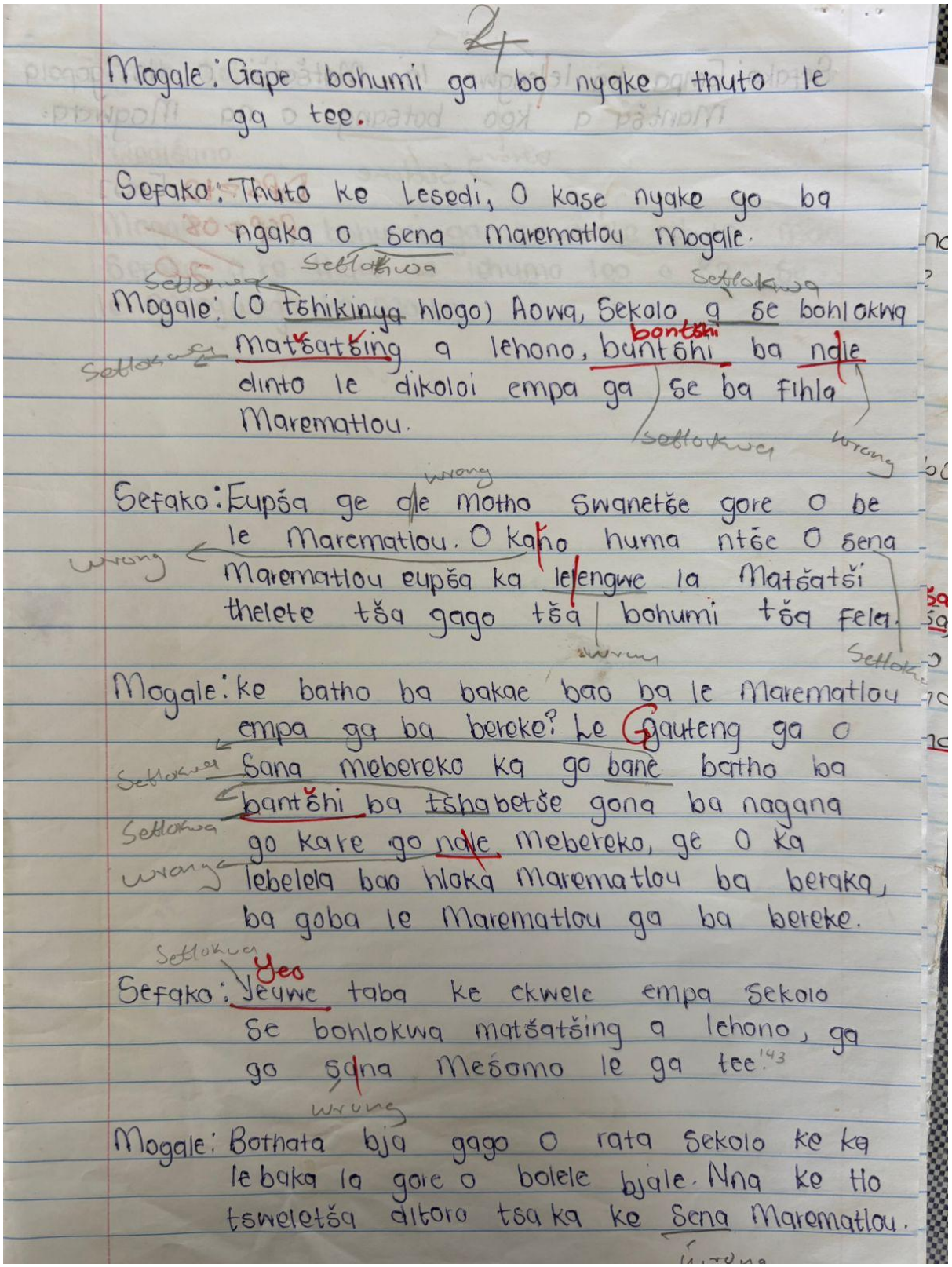
Mogale: Dumela mogwera
Sefalao: O tsogile bjang mogwera
Mogale: Ke tsogile botse
Sefalao: Mogwera mpotše ma, ge ore bohumi go nyaba thuto o na bjang
Mogale: Hena ge ore thuto ke lehumo leo o ka se le amogwego ke motho
Sefalao: Nna ke botišiša wena
Mogale: Ke na gore, ge bohumi bo nyaka thuto
Sefalao: Bjale ka gore batho ba bangwe ba na le chelete ba sa tsena seaolo
Mogale: Bo-ngaka ba kwišiša dinoga gore ba kgone o ba fo chelete. tshelete
Sefalao: Aowa o ka no se tsene seaolo wa ba we na le talente ya go dira sengwe nyana.
Mogale: Ene o bolela mnete
Sefalao: É re keo hlalošetše, mogwera o kgano swana le Leinglotto wa ke makala wofe "ke nna yano".
Mogale: Bjale ge o ka se tshwara
Sefalao: Nka noya ka utswa
Mogale: Mophališo ao tshwara
Sefalao: Alcere ke thoba ke kamela ba kapa ka ka sengwe nyana.
Mogale: Kea o kwa mogwera
Sefalao: Mara ke bolela mnete mogwera, o kgano khumana chelete ka mehuta ye mentši
Mogale: Kea o kwišiša mogwera

DPS = 12
PSP = 08/20

Learner 2


1.6
Magale: Nna
Sefarc: Ke
Magale: Aa: Ape
Sefarc: Ape
Magale: Itwang!
Sefarc: Akere
Magale:
Sefarc: Masarc!
Magale: Nna
Sefarc: A gona
Magale: Nna
Sefarc: (Ke ga Masarc) Aowa

Learner 3



24

Mogale: Gape bohumi ga bo nyake thuto le ga tee.

Sefako: Thuto ke Lesedi, O kase nyake go ba ngaka o sena Marematlou Mogale.

Mogale: (O tshikinya hlogo) Aowa, Sekolo a se bohlokwa matšatšing a lehono, bantšhi ba ndle dinto le dikoloi empa ga se ba fihla Marematlou.

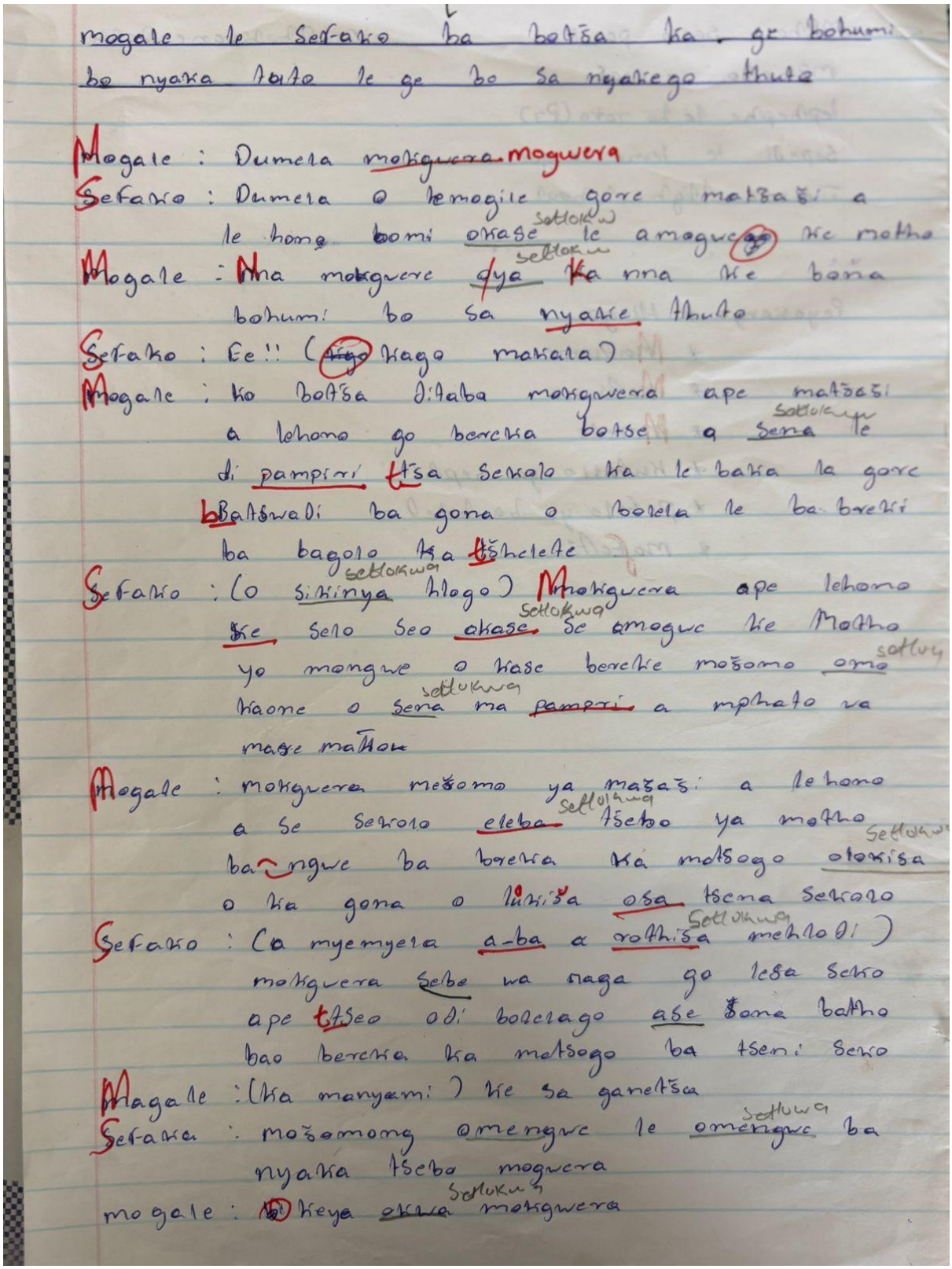
Sefako: Eupša ge dle motho swanetše gore o be le Marematlou. O kaho huma ntše O sena Marematlou eupša ka lefengwe la matšatši thelete tša gago tša bohumi tša fela.

Mogale: ke batho ba bakae bao ba le Marematlou empa ga ba bereke? Le Gauteng ga o sana mebereko ka go bane batho ba bantšhi ba tšhabetše gona ba nagana go kare go ndle mebereko, ge O ka lebelela bao hlaka Marematlou ba beraka, ba goba le Marematlou ga ba bereke.

Sefako: Yeuwe taba ke ekwele empa Sekolo se bohlokwa matšatšing a lehono, ga go sona Mešomo le ga tee.

Mogale: Bothata bja gago o rata Sekolo ke ka lebaka la gore o bolele bjale. Nna ke tlo tsweletša ditoro tsa ka ke sena Marematlou.

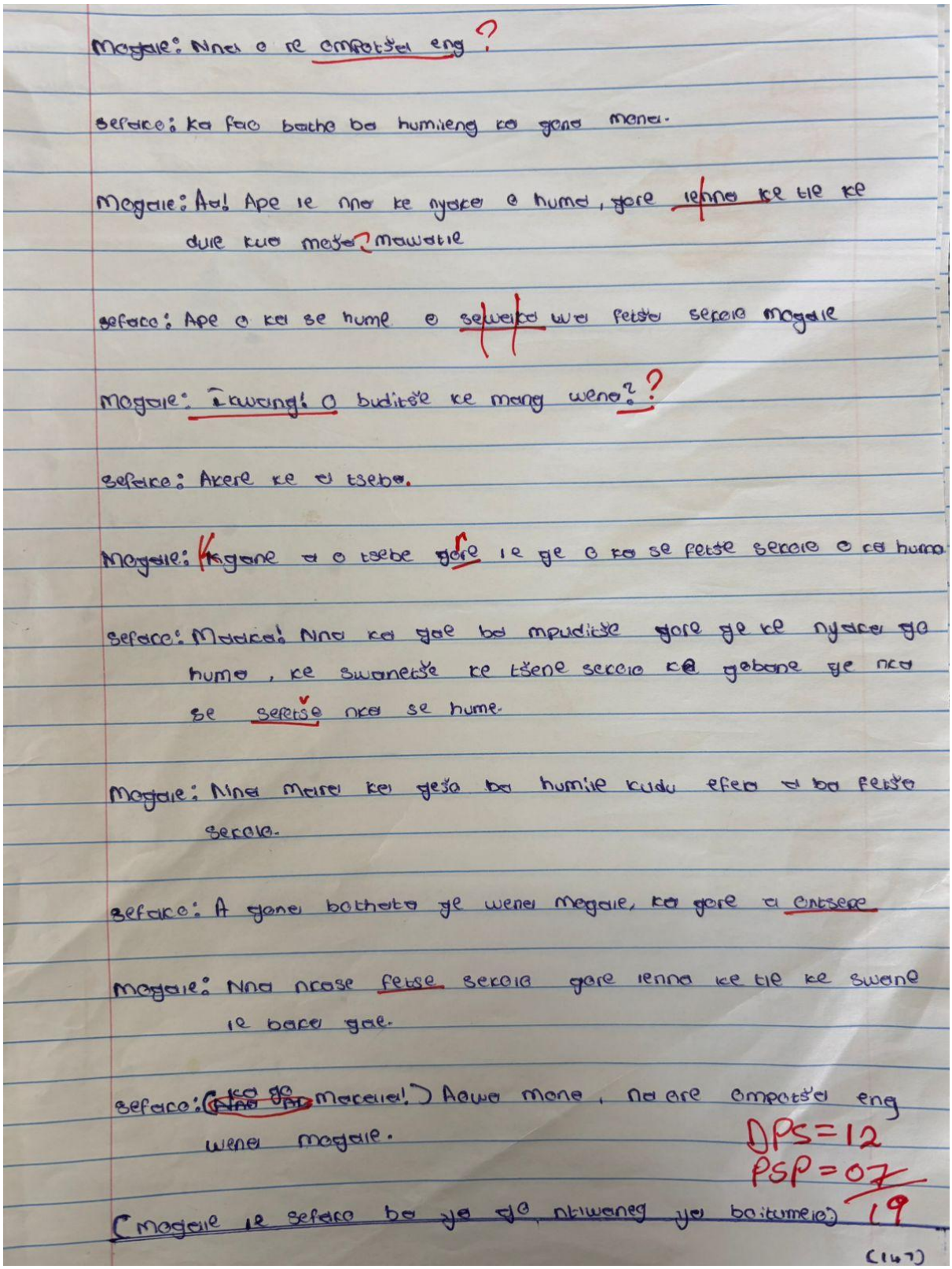
Learner 4



mogale le Sefako ba boftša ka gr bohumi
bo nyaka taka le ge bo sa nyakego thuto

Mogale : Dumela mokgwera mogwera
Sefako : Dumela o lemogile gore matšaši a
le hona bomi okase lc amogwe ke motho
Mogale : Nna mokgwere gya ka nna ke bona
bohumi bo sa nyake thuto
Sefako : Ee!! (kago kago mahala)
Mogale : ko boftša difaba mokgwera ape matšaši
a lehono go bereka botse a sena le
di pampiri tša Sekolo ka le baka la gore
Batšwadi ba gona o bolela le ba bereki
ba bagolo ka tšhelete
Sefako : (o sikinya hlogo) Mokgwera ape lehono
ke sello seo okase se amogwe ke Motho
yo mongwe o kase bereke mošomo omo
kaone o sena ma pampiri a mphato ka
mase mathoko
Mogale : mokgwera mešomo ya matšaši a lehono
a se Sekolo eleba tšebo ya motho
ba ngwe ba bereka ka motšogo otsisa
o ka gona o lutšiša osa tšena Sekolo
Sefako : (a myemyela a-ba a rotha mehlo di)
mokgwera Sebe wa naga go leša Sekolo
ape tšeo di bolelago aše šona batho
bao bereka ka motšogo ba tšeni Sekolo
Magale : (ka manyami) ke sa ganetša
Sefako : mošomong omengwe le omengwe ba
nyaka tšebo mogwera
mogale : Ke keya okwa mokgwera

Learner 5


Magale: Nnei o re ompotšei eng?

Sefalo: ka fao batho ba humileng ka gona monei.

Magale: Ao! Ape le nna ke nyaka o humo, gore lenna ke tle ke dule kuo mošo? mawatle

Sefalo: Ape o kei se hume o sewetsa wa feitše sereio Magale

Magale: Ikwang! O buditše ke mang wena?

Sefalo: Akere ke ei tsebe.

Magale: Kgone a o tsebe gore le ge o ka se feitše sereio o ka humo

Sefalo: Monna! Nna ka gae ba mpuditše gore ge ke nyaka ge humo, ke swanetše ke tšene sereio ka gobane ge nka se seretse nka se hume.

Magale: Nna Morei kei geša ba humile kudu efela a ba feitše sereio.

Sefalo: A gona batho ta ge wenei Magale, ka gore a entsepe

Magale: Nna nrose feitše sereio gore lenna ke tle ke swane le bao gae.

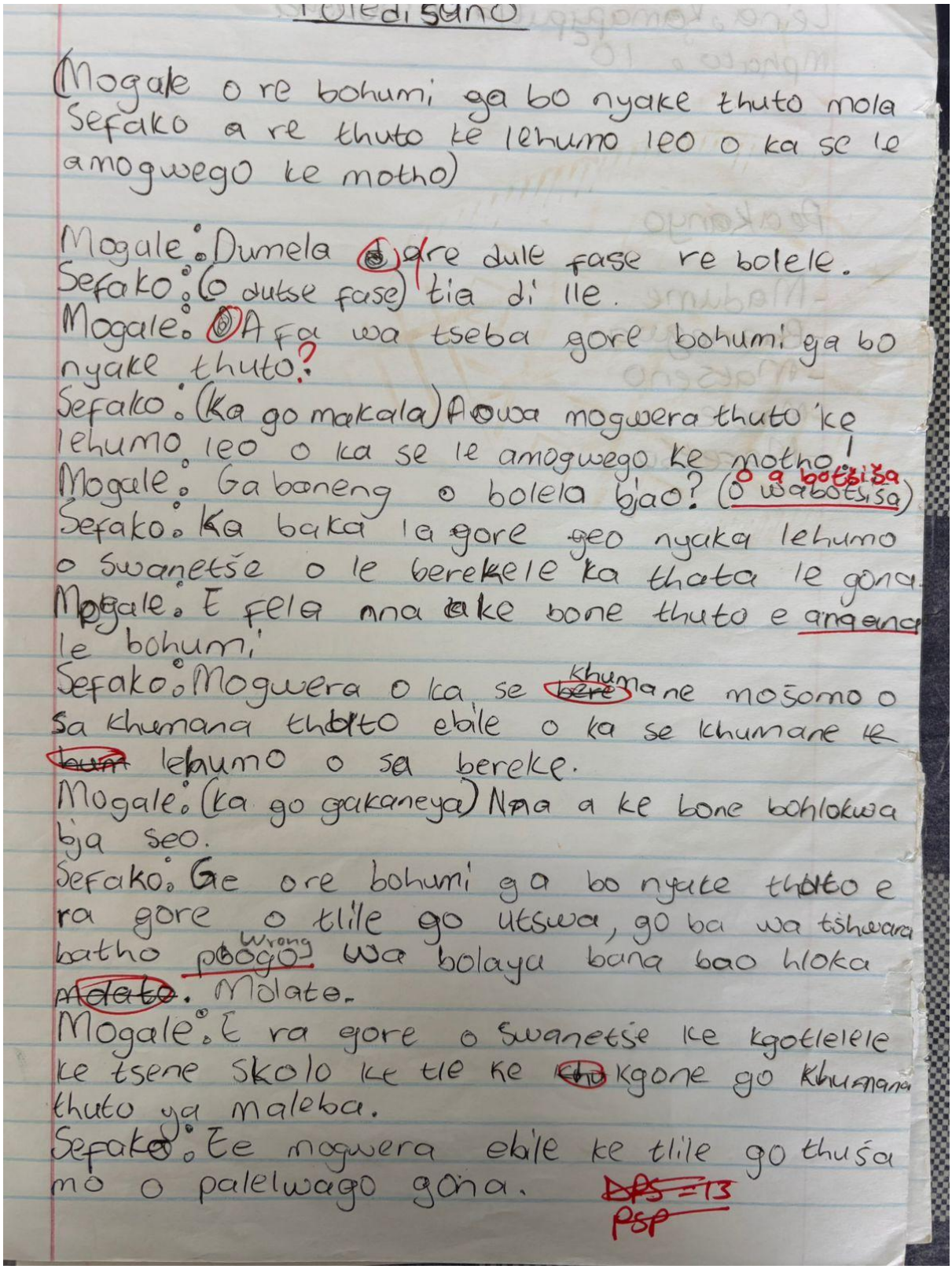
Sefalo: (Ka ge Morena!) Aowa mone, na ore ompotšei eng wenei magale.

DPS=12
PSP=07
19

(Magale le Sefalo ba ya ge, ntlwaneng ya baitumeie)

(147)

Learner 6



Poledisano

(Mogale o re bohumi ga bo nyake thuto mola Sefako a re thuto ke lehumo leo o ka se le amogwego ke motho)

Mogale: Dumela gare dule fase re bolele.
Sefako: (o dutse fase) tia di lle.
Mogale: A Fa wa tseba gore bohumi ga bo nyake thuto?
Sefako: (ka go makala) A owa mogwera thuto 'ke lehumo leo o ka se le amogwego ke motho!
Mogale: Ga baneng o bolela bjao? (o a botšiša / o wabotšiša)
Sefako: Ka baka la gore geo nyaka lehumo o swanetše o le berekele ka thata le gona.
Mogale: E fela nna ke nyake bone thuto e anagana le bohumi
Sefako: Mogwera o ka se khumane (bere) ne mošomo o sa khumana thuto ebile o ka se khumane le (kun) lehumo o sa bereke.
Mogale: (ka go gakaneya) Nna a ke bone bohlokwa bja seo.
Sefako: Ge ore bohumi ga bo nyake thuto e ra gore o tlile go utswa, go ba wa tshwara batho pogo (wrong) wa bolaya bana bao hloka (data). Molato.
Mogale: E ra gore o swanetše ke kgotlelele ke tsene skolo ke tle ke (kha) kgone go khumana thuto ya maleba.
Sefako: Te mogwera ebile ke tlile go thuša mo o palelwago gona. DPS =13 PSP