



UNIVERSITY OF ZULULAND

**CHALLENGES IN THE TEACHING OF READING IN ENGLISH, TO GRADE 3 VENDA-
SPEAKING LEARNERS IN RURAL AREAS OF SOUTPANSBERG EAST CIRCUIT**

BY

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DECLARATION

I, Manenzhe Livhuwani Reineth, hereby declare that Challenges in the teaching of reading in English to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit, is my own work and all the sources that I have used or quoted have been acknowledged by means of references.

Signature

Date

DEDICATION

This project is dedicated to my loving husband, Pastor Livhuwani Davis Manenzhe. My deepest thanks go to my loving children, Umpha, Pfariso and Mathilda, who have supported me. They were my inspiration throughout all the difficulties I encountered in the process of writing this dissertation. The journey was not easy but the Man above, who is my Heavenly Father brought me this far.

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ABSTRACT

Learners in the Soutpansberg East District struggle with reading in English, as the first home language. This affects their understanding of other subjects. This study aimed to investigate the challenges in the teaching of reading in English, to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit. One of the main objectives was to further find out what strategies teachers in the area were using to teach learners how to read, while also looking at what factors affected the academic performance of these learners. Qualitative data was collected through semi-structured interviews with 10 teachers, each from a rural school in the Soutpansberg East Circuit. This type of data collection method was used to ensure that the study utilised raw data from the participants to ensure it is accurate and relevant. Interview discussions were taped, transcribed, analysed and data categorised into themes. The findings revealed that teachers had a limited understanding of reading comprehension strategies. They regarded teaching reading as a challenge as they do not know what reading strategies are and how to apply them. Additionally, they are stressed, confused and frustrated because learners cannot read and understand the texts. The responses also showed that teachers have identified additional social and environmental factors that negatively affected the academic performance of their learners. This study recommends that teachers should be provided with extra support that would help them to teach learners to read. More in-service training workshops and monitoring could assist teachers. Rural schools should also be provided with reading books and libraries and if need be, mobile libraries should be offered to these schools.

Keywords: Challenges, English reading, Grade 3, Learners, Venda speaking, rural areas.

LIST OF ACRONYMS

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
C2005	Curriculum 2005
CAPS	Curriculum Assessment Progress Statement
CS	Code-switching
DBE	Department of Basic Education
DoE	Department of Education
EFAL	English first additional language
EGRA	Early Grade Reading Assessment
FAL	first additional language
FFLC	Foundations for Learning Campaign
FP	Foundation Phase
GET	General Education and Training
HL	Home Language
LDoE	Limpopo Department of Education
LiEP	Language in Education Policy
LO	Learning Outcomes
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
NCS	National Curriculum Statement
NPDE	National Professional Diploma in Education
NRS	National Reading Strategy
OBE	Outcomes-Based Education
PIRLS	Progress in International Reading Literacy Study
QLTC	Quality Learning and Teaching Campaign
SA	South Africa
SACM	South African Consortium for Monitoring
SAES	South African Education System
SASA	South African Schools Act
SLP	School Language Policy

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CHAPTER 1

BACKGROUND OF THE STUDY

1.1. INTRODUCTION

This chapter provides an overview of the entire study. It also presents the background of the study, the problem statement, aim of the study, research questions, research methodology followed by the significance of the study. The chapter further gives a breakdown of the chapters.

1.2. BACKGROUND OF THE STUDY

The new Curriculum and Assessment Policy Statement (CAPS) for the first additional language Grade R-3, is founded on the bilingual approach to the teaching of an additional language (Department of Basic Education [DBE], 2010). The approach assumes that learners start schools competent in using their home language, and they can use their home language to learn an additional language. At the end of Grade 3, learners must demonstrate a high level of communication competence and can read well; these are the key components in reading and in learning to read fluently (DBE, 2010).

As a Grade 3 teacher in one of the schools in the Soutpansberg East Circuit, Vhembe District in the Limpopo Province, I have observed that learners who are Venda-speaking, experience difficulties in reading in English as a first additional language and this affects their overall academic performance, negatively. These learners can understand basic English, but they are not able to comprehend the meaning behind some of their reading; this may be associated with the limited vocabulary they have and it leads to a decrease in academic performance. Vhembe District experiences an influx of immigrants, resulting in many languages being spoken even in schools which seems to affect language learning in the lower grades. Teachers who teach Grade R do not teach learners in the language of learning which is English. In the first Grade, they start to teach in a home language which is Venda, instead of the language of learning, which is English.

A study conducted by Mather (2012), discovered that the teaching of reading in rural schools is not improving. The low literacy levels in rural schools of South Africa are a reason for great concern. The Department of Education (2008) publicized that South Africa experiences many challenges in developing literacy, that it is infrequent to find schools with good libraries and many families have no books to facilitate literacy development. While the DoBE is aware of some of these crisis' within the rural schools, the issue of support came out as a challenge for many such schools. Language proficiency is weak among South African learners, (Reddy, Visser, Winnaar, Arends, Juan, Prinsloo, Isdale, 2016). This may be due to poor reading and writing proficiency, leading learners to skim items and only focus on information which is important to them as the answer, while misunderstanding the whole statement.

One of the studies documented that teachers experience challenges in teaching reading comprehension (Klapwijk & Van Der Walt, 2011). The literature reviewed suggests that teachers seem to lack the knowledge and strategies of teaching reading comprehension as most of them seem to focus on reading instruction and teaching decoding (Klapwijk, 2015). Klapwijk & Van Der Walt, (2011) argue that comprehension strategies are extremely difficult to develop and they are time-consuming, hence, most teachers are unfamiliar with how to teach comprehension. Zimmerman (2011), confirms this by studies conducted in South African schools. According to Mullis, Martin and Sainsbury (2016), the issue is also evident in the PILRS result for South African learners. The ability to read fluently is one of several critical factors necessary for reading comprehension. If a reader is not fluent, it will be difficult to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge (Mudzielwana, Joubert, Phatudi, & Hartell, 2012). Primary school teachers in the rural areas of the Soutpansberg East Circuit seem to struggle to help learners to achieve the expected proficiency.

Learners start to learn English in Grade 1, and the subject contents in Grade 4 require them to be reasonably fluent in reading and understanding English, for them to be able to learn other subjects in the language. When learners reach Grade 4, they need to have acquired considerable English vocabulary to enable them to comprehend what they are reading, because the language is now used for teaching and learning other subjects. The Venda-speaking learners in Grade 4, in some rural areas seem not able to cope with learning other subjects' content in English, which is not their first

language. Before the learners get to Grade 4, English is only regarded as a language or subject, but in Grade 4 English is adopted as the LoLT. This means that when the learners get to Grade 4, they will continue to learn in English other than simply learning English as just a subject.

1.3 PROBLEM STATEMENT

A considerable number of Venda speaking learners are not able to read well in EFAL, in the rural schools of Soutpansberg East Circuit, hence, the poor reading skills, affect their performance in other learning areas. As reported by the literature reviewed, learners in South Africa, including those in the Vhembe District, continue to perform poorly as compared to learners in other countries. Learners have been observed as not reading well in English, which is not their first language. It seems as though teachers experience challenges when teaching reading in English to learners who are Venda-speaking; the literature is, however, silent on the specific challenges. There seems to also be the challenge of teachers not being familiar with strategies on how to teach comprehension. Learners who do not learn how to read during their elementary school years have difficulty navigating the school curriculum in upper grades (Olifant, Rautenbac, & Cekiso, 2017).

1.4 AIM OF THE STUDY

This study aimed to investigate the challenges in teaching reading in English to Grade 3 learners who are Venda-speaking, in rural areas of Soutpansberg East Circuit.

1.5. THE OBJECTIVES OF THE STUDY

According to Cunningham (2020), objectives are clear statements of intended outcomes which can be measured in some way and Dunst (2017), adds that an objective is a feature of the procedures and methods employed in the practice of research.

The study was guided by the following objectives:

- To investigate the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners in a rural area of the Soutpansberg East Circuit;
- To explore the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners, in rural areas of the Soutpansberg East Circuit, and
- To establish the teaching strategies of reading English, to Grade 3 Venda-speaking learners, in a rural area of the Soutpansberg East Circuit.

1.6. RESEARCH QUESTIONS

This study was guided by the following research questions on the challenges in the teaching of Grade 3 Venda-speaking learners in a rural area of Soutpansberg East Circuit.

Main research question:

What are the challenges in the teaching of English reading skills to Grade 3 learners who are Venda-speaking in rural areas of Soutpansberg East Circuit?

The following sub-questions were asked:

- What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?
- What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in a rural area of the Soutpansberg East Circuit?
- How are teachers teaching reading in English to Grade 3 Learners who speak Venda in a rural area of the Soutpansberg East Circuit?

1.7. RESEARCH DESIGN AND METHODOLOGY

This study is qualitative. Qualitative research views the subject's perspective of reality from the view of an insider (Leedy & Ormrod, 2010). A detailed discussion of the paradigm, research design, and issues of sampling, collection of data, data analysis and the ethical considerations is given in Chapter 3.

1.8. CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study contributes to teaching as a profession by adding to its body of knowledge by setting out the challenges that are faced by rural schools in the teaching of reading in English, to learners who speak Venda. This may help to revive the feeling of wanting to learn and the importance of English as a subject. The identified strategies, hopefully, will empower all stakeholders to manage the activities related to English and how to use them for the benefit of all learners. The research may be used as a reference by future researchers, since there is not enough research on this topic.

1.9. DEFINITION OF KEY CONCEPTS

This section aimed at defining concepts that are key to the research topic. These concepts are - challenges, reading, Grade 3, learners, teaching, Venda language and rural areas.

1.9.1 Reading

Definitions of reading have been proposed by several experts. According to Leu and Kinzer (2000), reading is a development; it is an interactive, and global process involving learned skills. For Nunan (2003:68), reading is a fluent process of readers combining Information from a text with existing information to reach a meaning. Msimango (2012) defines reading as the ability to understand a text from print information. She also adds that having the ability to understand what you are reading ensures that one can acquire information from the text. Reading can be defined as a strategy to explore the contents of a text based on the rational judgment by the reader, and a deep involvement with the writer's thoughts contained in the text (Mufidah, Damaianti, & Cahyani, 2018). From these definitions above, a general understanding of reading can be derived as an active process of getting meaning from a text.

1.9.2 Grade 3

According to Wikipedia (2010), this can be defined as the third grade in a year of education in the primary level. Grade 3 learners fall between 8 and 9 years, depending

on when their birthdays are. Basel (2016) says that Grade 3 is part of the foundation phase, where ethics, manners and fundamental learning techniques are developed.

1.9.3 Learners

Wikipedia (2010) explains that learners may refer to humans, animals and artificial cognitive system systems that participate in acquiring knowledge. The ability to learn can be immediate, which can be induced by a single event, but much skill and knowledge are acquired by repeating the learning process. It involves someone (especially a child) learning from a teacher or acquiring knowledge or belief. Learners are those that learn in schools; they sit in classrooms; they are taught by teachers, hence, are the recipients of taught knowledge, Ravitch (2010).

1.9.4 Teaching

Teaching is an educational approach, whereby teachers work to deliver instruction to learners in the classroom. According to Ormrod and Jones (2014), teaching is the process of giving to a learner, personal knowledge or skills and giving lessons, especially, in a particular subject. This study shows that teaching can be done using different methods, such as lecture, questions and answers, group discussions and problem-based methods. These methods are used by teachers when they give knowledge to learners when teaching of English.

1.9.5 Venda Language

Venda is one of the 11 official languages of South African. According to Wikipedia (2010), it is also known as the Venda language. It is mostly spoken by the Venda people in Limpopo Province, as well as by the Lemba people in Zimbabwe.

1.9.6 Rural Area

According to Ellis and Freeman (2004), a rural area comprises of farms or traditional areas characterized by low populace densities, low level of economic activities and low level of infrastructure; in rural areas most people who live there, are middle class.

Wikipedia (2010), states that an area that is located outside a town or city can be defined as a rural area, hence, if a place is not considered urban, it is rural. The United Nations Food and Agricultural Organisation (UNFAO) (2008) defined rural areas as a location where people live far apart from each other in a relatively small and widely spaced location with a huge presence of farming or forestry. Rural refers to areas that consist of the tribal lands controlled by traditional leaders, as well as agricultural areas (DoE, 2017). While 'rural' usually refers to settings that are sparsely populated and where agriculture is the primary means of economic activity, the concept also includes areas of dense settlement created by colonial and apartheid-driven land settlements.

1.10 DIVISION OF CHAPTERS

The chapters have been arranged as follows:

Chapter 1: Background of the Study

The introductory chapter gives the background and what the study is aimed at. This chapter outlines the introduction to the research, the problem, aim and objectives, research questions, the definition of keywords, research methodology and also its intended contribution to the body of knowledge.

Chapter 2: Literature Review

The chapter presents the literature reviewed and it speaks on the relevant historical, theoretical, and research information available.

Chapter 3: Research Design and Methodology

This section focuses on a systematic discussion of the nature and type of research methods and choices. The research instrument, population, location and ethical issues are discussed in this chapter. A clear explanation of how the study is conducted is discussed. The design paradigm, approach and the methods used are elaborated in this chapter.

Chapter 4: Presentation of Study Findings and Data

This chapter will present the findings and discuss the collected data on the challenges in the teaching of reading in English to Grade 3 learners who speak Venda, in rural areas.

Chapter 5: Presentation of the summary of the study findings, conclusions, and recommendations

This chapter will summarise the study findings in accordance with the objectives and come up with conclusions, and recommendations as to how to curb the challenges that have been identified in the teaching of reading to Grade 3 learners who speak Venda, in the rural areas.

1.11. CONCLUSION

This chapter gives the background, problem statement, research questions, aim, and significance of the study, definition of key concepts, and the breakdown of chapters. In the next chapter, a review of selected literature is done on the challenges when one is teaching reading in English to learners who speak Venda, in the rural areas of the Soutpansberg East circuit.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one presented the introduction to this study. This chapter presents the literature reviewed which provides an overview of challenges in the teaching of Grade 3 Venda-speaking learners in the rural area of Soutpansberg East Circuit. The review of literature includes the theoretical framework, the literature base of the study that assisted in the construction of the research instrument, and strategies to improve challenges faced by rural-based teachers in the teaching of reading in English to Venda-speaking learners. A literature review was organised guided by the research questions of the study, as postulated by Crane and Glozer (2016). The key questions are:

- What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?
- What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in the rural area of the Soutpansberg East Circuit?
- How are teachers teaching reading in English to Grade 3 learners who speak Venda, in the rural area of the Soutpansberg East Circuit?

Theoretical framework

This study was underpinned by the social constructivism theory developed by Lev Vygotsky (1978), who shares the assumptions of Piaget (1968), about the learning process of children, although the former emphasised on how the social context contributes to learning. For Vygotsky, to allow a child to develop cognitive tools, social context along with culture is necessary. The constructivist learning theory states that learning is an active continuous process, and a child's first development is assisted by the child's first interactions socially, but there will be an individual shift as the learning starts (Vygotsky, 1978). He continues that children grow up to copy from those alongside them with more experience who can see their needs and abilities.

Learning is when a child is taught to internalise new knowledge by an expert. Vygotsky's theory argues that socialization will lead to cognition and consciousness which surpasses development. This theory happens to be the foundation of constructivism. Vygotsky says that a child's development of culture appears in two stages. It will appear first on a social level between other people, and secondly inside on an individual level; through this, learners are told to always use what they already know to find out new things. This is an indication that teachers are not the ones to provide knowledge to the learners. In this study, the process of being able to understand a text was through cognitive development and social construction, for learners to become efficient readers. Vygotsky (1978).

Constructivists encourage children to constantly use prior knowledge to understand new information, and the learning theories are important because they indicate that teachers cannot provide learners with knowledge. In this research project, the act of comprehending texts was seen as both a cognitively and socially constructed processes for learners to become proficient readers. Vygotsky focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences.

2.2 READING

2.2.1. Reading: view of African countries

Studies conducted by Carter (2004) revealed that learners were encouraged to start learning how to read before they start school in Tanzania. There was an improvement in reading English progressively in the early years at poor schools in Kenya (Crouch, Mumo, & Korda, 2009). It was found that the reason for this was that supervisors were visiting the schools to assist teachers in teaching reading as well as the methods to use to teach reading. Crouch *et al.*, (2009) also, say that as the teachers had gotten assistance it was not necessary to give orientation to the new teachers since they got assistance from the experienced ones and it had made them proficient in teaching. A small improvement could be seen in the reading in English in Kenya, but there were still some challenges such as the high number of learners in the classroom, a poor reading background because of not enough appropriate teaching in the early grades

of the primary. According to Cuervo-Cazurra, Maloney, and Manrakhan, (2007), lack of resource and low use of English was also found to be a contributing factor to learners' poor reading skills.

2.2.2. Reading campaigns in South Africa

According to Meier, (2011), one initiative taken by the Department was to launch the Foundations for Learning Campaign, a four-year national literacy and numeracy programme, in 2008. The campaign entails, amongst other things, providing teachers with lesson plans and the resources needed for effective teaching and assessment. The Readathon was one of those that were introduced by the Department during 2008 in a bid to try and improve the reading challenges. The Department believes that literacy, in particular reading, is a significant part of all the levels in education (DoE, 2008).

Learners were expected to involve themselves in guided activities where they take part in reading. They were given podiums where they can read and dramatize a performance, or choral verses and other activities, in front of others, hence, they can enjoy themselves while also improving their reading skills. As part of the Foundation for Learning Campaign, learners at primary school level go through a standardised assessment test on an annual basis. This is regarded as a baseline to identify learners that are encountering difficulties to read. During this campaign, the Annual National Assessment was introduced to improve the reading skills of learners in primary schools (DoE, 2008).

During the 2019 State of the Nation Address, President Cyril Ramaphosa (Ramaphosa, 2019) stated that the Department of Education had done reading studies on the early grades which showed that a dedicated package of reading resources, lesson plans and coaches can have a positive impact on reading. The president further mentioned that the Department will ensure that early reading is resourced. Over the next six years, the Department would provide every schoolchild in South Africa with a digital workbook and textbook on a tablet. He further explained that they wanted to prioritise reading in the first years of school. This suggested more campaigns to improve schools.

The state of reading in South Africa has been focused on by many researchers. A study that was conducted by Lawrence (2011), reveals that there are learners who struggle to read because they were taught by teachers who did not have the necessary skill to teach them. Singh (2010), argues that in South Africa, acquiring an additional language is greeted with a lot of complications.

Results on reading, in South Africa show that there are a lot of learners who struggle to read in the foundation phase, according to the PIRLS literacy assessment. Assessment in reading suggested that the level of reading for Grade 4 learners in South Africa was below the level in other countries. Studies that were conducted after 2011 prove that reading is a continuous problem even after the Curriculum Assessment Policy Statement had been introduced.

Poor reading was also evident in the 2011 ANA results which revealed a 35% pass rate for literacy results in South African schools. Poor reading was also exposed in the PIRLS assessment which implies that learners in rural areas of the Soutpansberg also experience reading challenges in English which would have a negative impact on their academic performance. Mather (2012), found that language learning is a great concern in South Africa. Many studies conducted highlighted the importance of reading as the main skill for language learning in the early years of school (Maswanganye, 2010; Singh, 2010; Mudzielwana, 2012). Moreover, teachers have different experiences as they teach learners to read. These studies imply that poor reading skills may have an adverse effect on learner academic performance.

2.3 CHALLENGES FACED BY TEACHERS IN TEACHING READING

Bush, Kiggundu, Joubert and Van Rooyen (2009), believe that challenges in teaching reading and learning is the responsibility of School Management Teams along with the teachers. While teachers have the responsibility of managing curriculum implementation in the classrooms, the Head of Department has to ensure that teaching is effective throughout all subjects and phases while the principals ensure the management of the whole school and carry the leadership role.

2.3.1. Teacher in-service training

Teachers have been found to still apply the skills and methods they got during their initial training to become teachers, although they are now expected to use new teaching skills as the curriculum has changed (Mather, 2012). Singh (2010), shares the same view with Mhlongo (2012) and Maswanganye (2010), and says there is a need to ensure that teachers are trained further to be able to teach reading. What teachers learned during their initial training has been improved upon; this suggests that for them to keep up with the pace in reading development, they have to keep on learning. With several curriculum changes over the years, teachers need to be offered training, on any new curriculum and what makes it different from the previous one. This implies that it would be illogical to do things the old way and expect new results.

2.3.2. Home environment

A supportive home environment is one where learners are encouraged to learn; an environment that encourages learning is very important. If the home environment is supportive, one can safely assume that it would enhance good learning while also assisting learners to develop concepts for themselves and grow academically in English as a First Additional Language. Reading requires the participation of all stakeholders, including children, parents, educators and the community as a whole.

Spaull (2012), says reading in primary school is a process where one will identify symbols and associate them with the appropriate meaning. It requires one to be able to identify and comprehend. These are skills which help learners to comprehend the meaning behind words that are in isolation and those in contexts. According to Palani (2012), the process of imagining, evaluating, problem-solving, reasoning, thinking and judging is reading. In Grades 1 to 3, learners are given only the opportunity to use the English language in daily 35-minutes lessons; further, these learners are not given the opportunity to practice English first additional language in the classroom when learning other subjects because of code-switching from one language to the other. To improve reading skills, one needs to consider reading as an academic habit; once a child has been taught to read and to acquire a love for books, this is possible (Ream, Devers, Pattengale, & Drummy, 2019). Everyday reading activities are those which learners use and these influence their studying skills and academic performance. The home

environment of the reader is likely to influence their reading ability, as well as their attitude towards reading.

The attitude of parents towards reading can play a significant role. If parents themselves read, make age-appropriate reading material available to their children and are actively involved and supportive of their child's reading, the child may likely develop a positive attitude toward reading. A learner from an emotionally deprived, disintegrated and, possibly, an abusive home environment, on the other hand, is going to be more concerned about his survival and emotional security than in reading. Investing energy in reading may well seem foreign to such a child, if not impossible. As a result, they enter school with decreased world knowledge, which in turn can affect their language skills and negatively, influence their experience with books.

The learner's cultural experience can also influence their reading behaviour. For example, many of the black learners in our schools have a largely oral cultural heritage, as opposed to a reading cultural heritage. Pretorius (2018), notes that these children are very seldom exposed to storybook reading and have very little experience of the printed word before starting their formal schooling. Books are not an integral part of their lives and this can make learning to read a difficult task.

One influence on reading ability, therefore, is the environment at home of the reader, as well as what the reading attitude of the parents is; these play a significant role. If the parents read at home and ensure that there is appropriate reading material for their children, the child might gain an attitude towards reading that is positive. Maphumulo (2010), has noted that children from families that are poverty-stricken, who lack stability and do not have medical care and adequate nutrition are affected negatively in learning to read. These children, hence, may go to school with decreased knowledge of the world and this may negatively affect their language and their education. Experiences from culture, as mentioned earlier, also influence a child's reading. According to Pretorius (2018), some children are more exposed to storytelling and do not have experience of a printed word before starting school.

Beatson, Berg, and Smith (2019) believe that the difference between high self-efficacy and low self-efficacy learners is that the latter are not confident about problem-solving. High self-efficacy learners are able to solve problems as they have developed an approach to problem-solving that has worked. These learners' efforts come as a result

of their efforts and strategies. They believe it will improve as they learn more; this helps because they can see that making mistakes is a part of learning. Low self-efficacy learners think they have less ability and often choose more mundane tasks. This creates a challenge for the teacher because it is not easy to motivate or work with learners who do not think they are capable of learning, as highlighted in a study by Fatima, Asghar, Khatoun, and Fatima (2017). These studies imply that teachers' inability to teach reading effectively may affect learners' academic performance.

2.3.3. Parental involvement

Maphumulo (2010) notes that an important part of the development of learners is their parents, therefore, they should be able to encourage their children to want to read at home, so that they do not have to go through a situation where the children cannot read at school. Hugo (2010) says parents are supposed to be there during their learners' reading process by helping them to read. Moreover, Singh (2010), pointed out that sometimes a learner cannot read or understand the written language; this may be an issue that involves parents and the development of reading: Poor parents cannot afford to buy books for their children to read when they are at home. Some parents do not even understand English themselves, so they cannot help their children to read in English. Some of the children live with their illiterate grannies who are unable to assist them in reading. Hugo (2010) says parents are supposed to be there during their learners' reading process by helping them to read and the background of the learners was found to be one of the reasons for the lack of involvement of learners' parents in their reading when they are at home Hugo (2010). Parents together with teachers and learners can form a formidable team in promoting the best interests of the learners and the school and enabling it to strive towards the provision of quality education for all learners. The parents have a significant role to play in ensuring that schools meet the country's goal of improved education. Rural communities lack the culture of reading and English is not spoken in their communities. Rural school learners use English as a language when they are at school and do not get exposure to it when they are at home, although, learners learn the language better when it is spoken in the environment around them. Many parents and community members in rural areas do not speak and read English as they are illiterate and some are poor.

2.3.4 Reading resources

There are a lot of studies that have been conducted in rural schools, around the country which put the spotlight on lack of resources being a challenge to improving reading abilities (Maphumulo and Maswanganye, 2010). According to Ngubane (2011), rural schools do not have enough resources; that plays a role in teachers not being able to teach learners how to read properly in a lot of schools. Maphumulo, (2010), says resources for learning are important for learners to be able to teach but were found not to be available in rural schools. DoE, (2008) also documented that many schools in rural areas, as well as the communities, do not have any libraries.

The prevalent challenges that currently exist in the teaching of English in rural schools include teacher support, language and resources. When it comes to reading resources, there are few books for learners to learn from. It cannot be expected for a teacher to produce great results without the necessary reading resources. It may be difficult for the teacher to teach all the stipulated languages when they only know their mother tongue. The influx of languages in rural areas and in the classrooms also poses a challenge in the classroom. When a teacher needs to teach multi-lingual learners in one language there is bound to be a language barrier.

In a study conducted by Mather (2012), it was discovered that there is no improvement in the teaching of reading in South African rural schools, which should cause great concern. The study by Mather (2012) implies that the level of teaching in rural schools, is still at an underdeveloped level and that rural schools are not prioritised. In my view most of these schools also suffer due to over-population and a lack of infrastructure. Taylor (2007), argues that because there are no libraries in the schools and communities, it is difficult to develop the reading abilities of learners. Scarcity of libraries has effects that are negative, on reading by the learners. Many research studies relate to this study because it has become a challenge to teach English in rural schools without learning resources, such as reading books. As an alternative for the lack of books in the classrooms, there should been libraries, but they too were and still are not being provided.

2.3.5 Lack of Development in rural areas

Nkambule, Balfour, Pillay and Moletsane (2011), indicate that even after 1994 in South Africa, rural education is still on the margins of progress in trying to improve the lives of people. The study conducted by Mather (2012), was able to discover that there is no improvement in teaching reading in rural areas. There is a concern over the low literacy levels in rural schools and, although, the Department knows about the crisis rural schools are facing, support for the schools is still a challenge; this hinders improvement in the level of reading. Language proficiency is weak with South African learners (Reddy *et al.*, 2016). This may be due to poor reading and writing proficiency causing learners to skim texts and only focus on information which is important to them as the answer to an asked-question, while misunderstanding the text in general. The poor quality of schooling is visible in various ways in the public schooling system, especially, in rural areas (2005); it is also visible in the extent of absenteeism and the inability of children to read and write effectively. The poor condition of teaching in rural areas is a major factor affecting the quality of education offered in many public schools. Teachers assert that poor teaching conditions and decreasing level of motivation affect their performance in the classroom and reduce the ability of students to achieve satisfactory learning outcomes, thus, reducing teachers' capability to deliver quality education (AFOLAYAN, 2019).

2.4 WHAT IS THE EFFECT OF ENGLISH READING SKILLS ON THE ACADEMIC PERFORMANCE OF GRADE 3 VENDA-SPEAKING LEARNERS IN A RURAL AREA OF SOUTPANSBERG EAST CIRCUIT?

2.4.1. The influence of economic factors

lizuka, Barrett, Gillies, Cook and Marinovic (2015) found that children from low socio-economic backgrounds do not perform to the best of their potential, when they are at school and when compared to their counterparts. Perry and McConney (2010) established variables that affect a learner's socio-economic status and how they in turn affect the learner's academic performance. Perry and McConney (2010) identified parental income as one of the factors affecting academic performance because this

determines the level of academic components that can be implemented to assist the learner. This implies that the resources made available at home play an important role in determining the relationship between socio-economic status and the academic achievement of the learner. The poorer communities tend to have less parental involvement in education than the more advantaged communities (Perry & McConney 2010). Resources in low socio-economic homes are used more on survival issues, such as food and safety, than the educational concerns of their children. They also found that the parents from low socio-economic communities usually have poor relationships with the school because they feel that they are not being respected. Learners who are in rural communities may therefore find it difficult to learn a foreign language that they are going to use as the language of learning. It may be challenging for teachers to teach such learners to read in English as they only speak the language when they are at school.

According to Mudzielwana *et al.*, (2012), being able to read fluently is an important factor for comprehension; this implies that learners who can read fluently may perform better in other subjects. It is usually difficult to teach learners to read a language that they do not speak on a daily basis; learners who are not fluent may not find it easy to remember the information they read and link it to what they already know. This implies that reading is the base of learning. Mudzielwana *et al.*, (2012), note that a learner who is not able to read in the foundation phase may experience problems when they progress to the next phase. This suggests that reading may have an impact on whether the learner can excel in all subjects or not. If the language of teaching and learning is different from the language they speak at home, therefore, poses challenges for them.

2.4.2. Social factors around the learner

Based on literature, this study hopes to explore whether rural area Grade 3 Venda-speaking learners' ability in reading in English affects their academic performance. There have been quite a number of studies that also sought to examine socio-economic factors affecting the academic performance of pupils. Due to the role of

cultural differences in the learner's performance, it was very important to ensure the relevance of these factors to my study.

Asher and Wainwright, (2019), found that it is the poorer communities that tend to have less parental involvement in education than the more advantaged communities. These communities usually focus more on survival issues, such as money and safety, than the educational concerns for their children. Nikolova and Nikolaev, (2018), also found that the parents from low socio-economic communities usually have poor relationships with the school because they feel they are not being respected.

2.4.3. Learner academic performance in relation to English reading skills

Maganga, (2016), mentions that there are two types of factors that affect the learners' academic performance negatively, and these include internal and external classroom factors. One of the internal classroom factors include learners' reading competence in English and lack of English text books for learners to practice reading. External classroom factors include lack of extracurricular activities, families' low status, financial and social problems.

One of the studies in the area of language in education in Tanzania was conducted by Kipacha, (2019). The study demonstrated the importance of language in the cognitive and emotional development of a child. She pointed out that language should be taken into account as an important factor in the total structure of education because it involves the total mental capacity of the child. The study implies that learners with poor language proficiency may have difficulty in understanding and learning other subjects in the language of teaching and learning. This suggests that learners who are not proficient in English, which is the language of teaching and learning, may not do well in other subject.

In another study Ismail, (2019) showed the relationship between proficiency in the language of instruction, on the one hand, and educational performance on the other. The study was aimed at exploring the effects of repeated reading fluency intervention with performance-based feedback on learners with English reading difficulty. It was

found that learners having reading difficulties did not do well academically and needed intervention, however, there was decrease of the learners reading miscues after various interventions. It can be implied that repeated reading fluency interventions and feedback provided to the learners after every performance related to reading can have a positive impact on the student's reading fluency and cause an overall improved performance in other subjects.

The inability to read English may affect learners' academic performance negatively (Yu, Lumpkin, Praveen Parboteeah & Stambaugh, 2019, Wambua, 2017). Many other factors may have a negative impact on learning in relation to reading abilities; these include whether parents are employed or not, the socio-economic background of the parents, and the behavioural and social skills of the learners. This helps to explain how complex it is to develop reading skills for learners and to improve their subject performance skills. Lack of skills and knowledge for the learners influence the reading fluently in the classroom which have a critical role to play in overall learner performance.

2.5. WHAT STRATEGIES ARE USED TO IMPROVE TEACHING HOW TO READ ENGLISH TO GRADE 3 LEARNERS WHO SPEAK TSHIVENDA IN RURAL AREAS?

Jabri, Elihami, and Ibrahim (2020), define reading strategies as cognitive actions that are taken by learners as they read to help them to understand and comprehend the meaning of the text. Reading strategies are conscious decisions that the learners take before, during and after reading to retain the meaning of the words they read. According to the DoE (2008), using reading strategies in early grades was an intervention strategy that has been defined to be used by teachers to teach the learners how to read. There are several approaches to teach reading, such as shared reading, guided reading and reading aloud. During these sessions, the teacher can teach learners reading strategies and how to apply them on a daily basis. (Taylor, Pressley, Pearson, 2002). A teacher needs to use different strategies to ensure that learners are reading and not just 'barking' at the words (DoE (2008). Reading

strategies promote a healthy reading environment that allows the learners to read in various ways so that they can read independently in the future.

The purpose of shared reading is that the teacher is able to model the reading strategy by using big-worded books that will address specific skills for reading (DBE, 2008). The teacher has to start the discussion from the book cover and the illustrations on it to put the learners in context. Tompkins (2011) believes that there are informal and formal assessments to evaluate the comprehension skills of learners. Informal assessments are done by observing and using instruments such as storyboards, word sorts, and interactive writing. With group-guided reading, the teacher works with a small group of learners who are able to read, think and talk their way through the book. This involves selected instructional books, for which, the learners are grouped according to their reading abilities. This allows the teacher to observe how the learners behave when they read, be able to note down areas that need attention and allow the learners to develop confidence and independence.

Kruizinga and Nethenson (2010) maintain that from an evaluation of guided reading, it is difficult to implement all the steps for guided reading, however, this is an important part in reading comprehension because it allows the learners to apply the strategies for comprehension that they were taught. Independent reading is important in reading comprehension DoE (2008). This activity is planned and is purposeful for the learner. The learners are given the option of being able to choose their books based on what they are interested in and what they like, although, the learners do still need some guidance for them to be able to choose the text that they will be able to read successfully. This will also help because a teacher can also take down notes and information on improving the reading of the learners (DBE, 2011).

Reading aloud is when there needs to be love and admiration of reading among learners and this can be developed in this stage. There are a number of texts that work well for read-aloud purposes. These include stories, poems and some short newspapers stories.

During this stage, the learners should be able to read and understand while learning to correctly pronounce the words. Class discussions assist learners to form their own opinions and question the text, according to Gilakjani and Sabouri, (2016). They add that knowledge stems from asking questions, which are our most significant mental

tool. The questions promote remembering, understanding, creating, evaluating and judging. It is encouraged that learners also read aloud daily, even if it is allocated for a short time. This helps the learners stay interested in reading and motivates them to want to read on their own (Maswanganye, 2010). This means that if learners get into the routine of reading on a daily basis they will develop, orally, quite quickly. This is where they learn sentence construction and new words.

2.6 HOW DO TEACHERS TEACH ENGLISH READING TO GRADE 3 VENDASPEAKING LEARNERS IN RURAL AREAS?

2.6.1. National Reading Strategy (NRS)

In 2001 and 2004 two national systemic evaluations were conducted by the Department of Education to evaluate literacy and numeracy standards in primary schools. The results of the evaluations expressed poor standards of reading competence in the whole country as most learners in South African schools cannot read. Some of the discoveries made about literacy problems in South Africa are that schools are without libraries or have poor libraries and children do not have opportunities for reading at home due to the non-availability of books (DoE, 2008). As a way of establishing the causes and ways of addressing these low levels of reading, the Department of Education came up with the National Reading Strategy.

To address reading problems, the National Reading Strategy requires the involvement and commitment of all role players, namely, learners, teachers and parents (DoE, 2008). Learners take the centre stage in the reading process and are expected to read fluently and with competence. The teachers' role is to teach reading effectively, while they need the support of the SMTs in creating an environment conducive to such teaching. For their part, parents as well as other members of the community need to instil the love for reading books in their children. It is the responsibility of the Department of Basic Education to provide the necessary resources and support to teachers. Many learners are taught and assessed against the English FAL curriculum in the Foundation Phase and are expected to develop English first language proficiency 'overnight' as they move into the Intermediate Phase. Because of the problems identified in the NCS, the DoE introduced different campaigns to improve

literacy and the teaching of reading as part of the governmental responses to the low performance of learners in schools. More emphasis was placed on communicative language and literacy teaching and more teaching time was allocated to languages and mathematics (Manning, 2017).

Teachers are expected to model reading and work on metacognitive skills to teach learners to monitor themselves while reading. This could bring an improvement in the teaching of reading to Grade 3 learners, however, there are no clear explanations of the strategies which teachers can use to develop the metacognitive skills, when to use each strategy (before, during and/or after reading) and the reasons for using it. The question that one will be tempted to ask is: *Will the CAPS provide Grade 3 Venda-speaking learners with guidelines and relevant examples that they can use to improve the teaching of reading comprehension?* Maharajh, Nkosi, and Mkhize, (2016), found that in addition to the challenges facing CAPS, South Africa's education system as a whole is plagued by challenges. The challenges are attributed to a lack of resources and poorly-trained teachers who are unable to teach reading English skills to learners who are not English speakers.

2.6.2. School Language Policy (SLP)

The language policy implementation cannot be understood in isolation from its social context or the history which produced that context. It can be deduced that no fundamental change has taken place in the rural context to embrace the elements of the new language policy (Cele, 2018). Reading, as an important skill for languages, necessitates development in the learners' early years (Singh, 2010). Okoye (2012) supported the argument and asserted that from the policy, is where one acquires conversions and actualities that need to be considered when teaching.

Most of the schools that accommodate learners who speak Venda as their mother tongue use English as the second language. This means that Venda is used as a first language while English is used as a second language in those schools. Teachers are guided by the Curriculum and Assessment Policy Statement (CAPS, 2011) on all the skills to be taught in all subjects. Moreover, reading is regarded as one of the main skills for languages and it is envisioned that a learner will be capable of reading English well by the time he or she is in Grade 3 (DBE, 2011).

2.7. CONCLUSION

The chapter presented literature based on effectively teach learners from rural areas how to read English. It included the various theories that has been used in teaching reading, some of the challenges and how to assess reading in classrooms. It also touched on the various policies that affect teaching reading in the classroom and also the strategies for the teaching of reading. Different challenges that face rural-based schools. Some of the challenges that stood out were the lack of a reading culture, the lack of resources and support from the Department of Education. The issue of the effect of reading skills on learners' academic performance and also strategies that are the best to improve reading were also discussed. This relates to my study by showing that the challenge in teaching reading is not a new issue and that other countries have been struggling with the issue. This is where other strategies that have been developed to curb this challenge come in.

CHAPTER 3.

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter presented the theoretical framework and the literature relevant to the study topic and research objective. This chapter presents the research design and methodology that were used in the study. It includes information on sections in undertaking this study: the population and sample, research methods, data collection procedure, research instrument, data analysis, ethical consideration and summary. The study was guided by the following research questions:

- What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?
- What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners, in rural areas of the Soutpansberg East Circuit?
- How are teachers teaching how to read English to Grade 3 learners who speak Venda in rural areas of the Soutpansberg East Circuit?

The study aimed at investigating the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit. This study was guided by the following research objectives:

- To investigate the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners in rural areas of the Soutpansberg East Circuit;
- To explore the effect of English reading skills affecting English on academic performance of Grade 3 Venda speaking learners in rural areas of the Soutpansberg East Circuit;
- To establish the teaching strategies of reading English to Grade 3 Venda speaking learners in rural areas of the Soutpansberg East Circuit.

3.2. RESEARCH PARADIGM

Wahyuni (2012), defines a research paradigm as a set of beliefs about the world and how it should be understood and studied. Creswell and Plano Clark (2017), emphasized that a research based on a paradigm clarifies the study. The implication here is that researchers should consider interactions among various paradigms before conducting a research. For this study, I have used the interpretive paradigm. According to Wahyuni (2012), this paradigm "is based on the belief that interpretive and subjectivist perspectives are not mutually exclusive".

This study is located within the interpretive paradigm because the researcher will interpret what teachers do and say. It seeks to understand the teaching of reading comprehension in its natural setting, which is in the different schools' settings, hence, the qualitative approach will be followed. The paradigm will allow the viewing of the classroom situation from the perspective of the teacher. The approach will provide a deeper understanding of what the strategies and challenges exist in the teaching of English reading to Grade 3 learners, through scrutinise the experiences of the participants. This enabled the researcher to move in the direction of the questions that were set beforehand to give a deeper meaning to the teaching of English reading to Grade 3 learners from rural areas, who speak Venda.

An interpretive paradigm is used to explore teachers' experiences, their approaches, as well as strategies used in the teaching of English first additional language reading in a Grade 3 class in a rural school. This paradigm was suitable for this study since it allowed the researcher to gain insight and understand of the teachers' experience. The research questions were prepared to probe what the participants consider as their experiences, thereafter, the participants were allowed to communicate their experiences to the researcher while being directed by the prepared questions. The interpretive paradigm assisted in understanding what the teachers experience in their classrooms.

3.3. RESEARCH DESIGN

Abutabenjeh and Jaradat, (2018), define a 'research design' as a set decision that relates to the topic, the methods that are to be used, the aims behind them and what they stand for.

This study followed the qualitative research approach. A qualitative research is a process of understanding, wherein the researcher will develop a complex, holistic picture, analyse words, report a detailed view of the informants and conduct the study in its natural setting (Singh & Walwyn, 2017). This method provides in-depth information and has the ability to offer detailed explanations. According to Singh and Walwyn (2017), a research design includes the selection of the participants, and the procedure and the methods that may be used to conduct the investigation. To Lew, Yang and Harklau (2018), the word 'qualitative' implies "an emphasis on the qualities of entities and processes and on meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency". This study, as indicated earlier, was qualitative in nature collecting data through face-to-face interviews.

The study adopted a qualitative research approach, defined by McMillan and Schumacher (2006:315) as the method in which researchers "collect data in face-to-face situations by interacting with selected persons in their setting". Ilyas (2017), defines qualitative research as a type of educational research in which the researcher relies on the views of the participants, asks broad and general questions, collect data consisting largely of words or text from the participants, then describes analyses, therefore, conducts an inquiry in a subjective, biased manner.

Qualitative research describes and analyses people's individual and collective social actions, beliefs, and the meaning that people assign to them (Booyesen, 2016). According to Zakher (2018), qualitative research generally examines people's words and actions in narrative or descriptive ways, closely representing the situation as experienced by the participants.

The research design used relates to the study in the best way because it allows for in depth analysis of the classroom. This means that the information gathered in this research study is accurate and comes from the source. In this research, the researcher chose educators that teach Grade 3 in selected schools under Soutpansberg East Circuit to participate in the research on challenges in reading performances of Grade 3 Venda-speaking learners in schools in Soutpansberg East Circuit.

3.3.1. Qualitative approach

Thorne, (2016), states that a qualitative research design is concerned with the subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a result of a researcher's insights and impressions. The data are accounts of instruments like, interviews, including detailed descriptions of context and nearly verbatim records of conversation. McMillan and Schumacher (2010), define the qualitative approach as "primarily an inductive process in organising data into categories and identify patterns (relationships) among categories." This definition implies that data and meaning emerge "organically" from the research context. Thorne, (2016), explains qualitative research as a system of inquiry that seeks to build a holistic, largely narrative description to inform the researcher's understanding of a social or cultural phenomenon. It takes place in a natural setting employing strategies such as interviews. The design allows the researcher to view participants as collaborators from whom to learn rather than as subjects to be studied. According to Lew, Yang and Harklau, (2018), the word 'qualitative' implies "an emphasis on the qualities of entities and processes and on meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency". This study was qualitative, collecting data through face-to-face interviews.

3.4. RESEARCH METHODOLOGY

The word 'methodology' is derived from the word 'methods', which refers to a procedure or way of doing things in an orderly manner (Stake, 2010). Qualitative data are described, decoded, translated and meaning given to them using interpretive techniques (Merriam & Grenier, 2019). The important concern with this approach is to understand the situation from the experiences of the participant. The qualitative research method was used to conducting the study as it is concerned with understanding rather than explaining, and offering natural observation rather than controlled measurement. A qualitative research also views the subject's viewpoint of what happens around, therefore, from the projection of someone on the inside (Leedy & Ormrod, 2010).

3.4.1. Study Population

The population in this study consisted of teachers from ten primary schools who teach Venda in the Soutpansberg East Circuit, Limpopo Province. There is a total of 23 schools in the circuit. Of these schools 6 are Model C schools and the rest are rural. My sample was collected from rural schools only. A population of a study is defined by Ngubane (2011), as the entire group of persons or sets of objects and events that the researcher is interested in gaining information and drawing conclusions about, thus, the study population refers to a group of individuals on which a study focuses; it also includes other entities, like schools. Mogorosi (2009), defines a population as all possible cases, subjects, or objects that a researcher is interested in studying, not necessarily people; it could be records, cases, programmes, or activities.

3.4.2. Sampling Procedures

Maree (2010), defines sampling as a process that focuses on the elements of the population that will be included in a study. Leedy and Ormrod (2010), confirms this by showing that a sampling strategy is a process of selection of people who will participate in a study. This study employed purposive sampling in the collection of the qualitative data.

There are many different ways to select a sample. This study utilised purposeful sampling which can be defined simply, as a way in which certain things are done in order to get the desired outcome (Schultze, 2002). I used purposive sampling procedures to select the participants for this study. This way it was easy to determine the participants who would be most helpful. The advantage is that because of the small number of cases studied, the result would be of a high quality (Schultze, 2002).

In this qualitative study with an interpretive paradigm, the rationale for selecting schools in Soutpansberg East Circuit was that they are typical of many rural schools in Limpopo Province. As such, an in-depth understanding of the circumstances surrounding learners' reading skills in these schools was one of the aspects considered highly relevant during the sampling for this study. Being employed in the Circuit, it gave me good access to local information about the qualities of each of the teacher sampled, however, care was taken to guard against the risk of bias in the selection of sources and interpretation of findings.

3.4.3. Sample

The sample comprised 10 Grade 3 teachers in ten purposively selected schools in order to explore the challenges in the teaching of reading English comprehension in the Soutpansberg East Circuit of Limpopo Province, where there are three language groups - Venda, Tsonga and Sepedi. My study was focused only on Venda-speaking schools in Soutpansberg East Circuit. From the 11 primary schools in the circuit, the study was confined to ten (10) Venda-speaking primary schools and to one teacher per school in Soutpansberg East Circuit, Vhembe District of Limpopo Province.

This study focused on the schools and teachers who have challenges in teaching English reading in that area. From all the ten schools where I conducted my study, I purposefully selected a teacher from each of the ten schools that are situated within a 50km radius from the circuit office. Only teachers who are not English First Language speakers were selected to take part in this study.

3.4.4. Access to the sites

Before conducting the study, it is important to request permission to enter the research sites and to conduct research. This is confirmed by Johnston, (2017), who asserts that before a researcher begins with research, it is important to gain access to the research or archival sites by seeking the approval of gatekeepers. In this study, I first contacted the head office of the Department of Education in Vhembe East District to give them a detailed explanation about the research and to request permission to conduct the study, thereafter, I contacted the selected teachers to explain to them in detail about the purpose of the research and also to request them to participate in the study. Once the permission from the circuit manager was granted, I further requested permission from the principals of the ten primary schools to request the teachers who were the participants of the study so that they could sign the informed consent forms before collecting data. Interview schedules were used to collect data.

3.4.5. Data collection procedure

Data collection instrumentation for this study comprised of a semi-structured interview schedule. The questions were asked during the interview to get in-depth information. The interviewees were asked a series of questions guided by the research questions

on the challenges of teaching reading. With the permission of the interviewees, a tape recorder was used to record all their responses. The recorded data were transcribed immediately after the interviews in order to ensure the aspects of reliability and validity. The data collected were used to acquire opinions, perceptions and assumptions of participants with regard to this research. The participants got an opportunity to verify the contents of the recorded material to fulfil the requirements of member checking to enhance the credibility of the data. Each interview lasted approximately 45 minutes.

I asked the participants questions in order to gather information about the participants' experiences, understandings and feelings, followed by intense probing of the participants for deeper meaning and understanding of the responses. The participants answered the questions and they were allowed to speak freely. I also guided the discussion to ensure that all the questions were covered.

3.5. DATA ANALYSIS PROCEDURE

According to Corbin and Strauss (2014), data analysis refers to a process of examining and interpreting data in order to derive meaning, gain understanding and develop empirical knowledge. In qualitative studies, data are usually, classified into ideas, themes, topics, activities, types of people and categories appropriate to the study. This classification is known as coding. In this study, I used the thematic data analysis. Marishane (2013), says that thematic analysis is a flexible qualitative analytic method that enables the researcher to embark on a step-by-step technique in identifying, analysing and reporting themes emerging from the collected data. Data analysis was carried out simultaneously with the data collection process, and each interview was transcribed and labelled as soon as it was done. Each collected data was compiled, edited, and loaded onto a hard drive. I manually interpreted the results according to themes and sub-themes. I separated and organised the results into different categories as well as sub-categories. This process helped me to understand the teachers' response to the teaching of reading comprehension.

3.6. THE TRUSTWORTHINESS OF THE STUDY

Nowell, Albrecht, (2019), observed that all research must respond to canons that stand as criteria against which trustworthiness of the protest can be evaluated. This canon can be phrased as questions to which all must respond and that trustworthiness of the qualitative research can be based on the following four criteria: credibility, dependability, conformability and transferability.

3.6.1. Credibility

The benefit of credibility of a research, according to Stewart and Cash (2011), is that it enables the researcher to have one-to-one interactions with participants and to construct knowledge and data during the interview. Since the interviews took place at participants' workplaces at the prearranged time, the participants in this study were prepared to give the information needed without divided attention.

The research was conducted using the qualitative research method. Ahmad (2017) states that qualitative research is primarily concerned with understanding human beings' experiences in a humanistic, interpretive approach. A qualitative research focuses on identifying diverse methodologies, analysis of a text, and diverse forms of data collection along with criteria for evaluating the data Ahmad (2017). These were primarily the reason why a qualitative approach was selected for this research study. The data collection techniques used in this study was face-to-face interviews with ten sampled schools and ten teachers in the Soutpansberg East Circuit, in order to establish a relationship of trust with the respondents. This generated a triangulation of the data gathered to enhance validity and strengthen the subsequent analysis.

3.6.2. Dependability

Dependability is the point to which the study can be repeated in the same context using the same methods and respondents and gain similar results (Shenton, 2004). To ensure this, I used the same interview guide, and respondents were given enough time to answer the questions which were based on the research questions. The respondents were given the same set of questions that were not altered. I also used purposive sampling and established the tested methods for data collection.

3.6.3. Conformability

Conformability means achieving the same result even when a different researcher conducts the research (Patnaik & Pandey, 2019). In this study, I avoided being biased by encouraging the participants to be free when providing information and also explaining the purpose of the study. I selected appropriate respondents from the teachers who could provide rich information for the study.

3.6.4. Transferability

According to Shenton (2004), transferability is the point at which the finding of one study can be applied to another situation. In this study, I gave a detailed description of the methodology, including the nature of the schools and their locations. The selection of respondents and the process of data collection were done in such a manner to ensure that the findings may be true when the research is conducted in a similar environment. The way in which the interview schedule was structured was such that it can also be used in other similar areas.

3.7. ETHICAL CONSIDERATION

Bless and Higson-Smith (2006) agree that information that is vital to the study needs to be discussed carefully before the finalisation of the research process. The aim of the study was explained to all participants. They were requested to participate voluntarily and were allowed to withdraw from the study anytime they would feel like not continuing. I told the participant that they should feel free when answering the questions. An explanation of the research purpose was done, participants were also informed that their participation was voluntary and that the collected information was strictly confidential.

3.7.1. No Harm to Subject

In order to prevent any harm to the participants or interviewees, they were not potentially exposed to any adverse conditions; for example, interviewing them under harsh weather which could expose them to illness. I avoided doing anything that would

harm the participants at all costs as indicated by de Vos, (2001). Any form of harm or stress to the participants was avoided.

3.7.2. Anonymity

To achieve anonymity, respondents should be given the option of responding without giving their personal details (Tolich. 2019). I gave participants assurances of anonymity and informed them about the intended use of data. To ensure anonymity, schools were named in alphabetical order and the respondents were given numerical codes.

3.7.3. Voluntary participation

Teachers were requested to participate voluntarily and were allowed to discontinue with the study anytime if they would feel like not continuing as indicated by Sidi, Ackerman and Erez (2018). I told the participants that they should feel free when answering those questions. An explanation of the research purpose was done, and participants were also informed of their voluntary participation and that the collected information was strictly confidential.

3.7.4. Informed Consent

The participants were notified about the goals and methods of the research and then asked for their consent for participation before the fieldwork started; this can be defined as informed consent. Dempsey, Dowling, Larkin and Murphy (2016), recommends that participants be given informed consent forms to sign before they participate. In this study, participants' consent was also sought before they participated, so they were requested to sign a consent form to agree to participate in the interview. Permission to conduct the study was formally requested from the Department of Education via the University Research office and this was granted. The schools' governing body (SGB), school management team and the sampled participant were informed about the nature of interviews in writing. The selected participants were also informed that the data collected would be accessible to other

studies and that it would be used for research purposes only. All the sampled participants signed the informed consent forms in order to take part in the study.

3.8. CONCLUSION

This chapter outlined the research methodology and design that was used in this study. The chapter presented the fieldwork step-by-step, by detailing how the information was gathered. Steps that were followed in the preparation for the field investigation were elucidated. The procedure that was followed when conducting the interview was explained which included reliability of data collected as well as measures to ensure trustworthiness. The next chapter presents an analysis of the results and discussions collected through the interviews.

CHAPTER 4.

PRESENTATION OF THE RESULTS

4.1 INTRODUCTION

Chapter 3 presented the research design and methodology of this study. This chapter focuses on a presentation and discussion of the results. The results are based on the data collected during the study, regarding the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural schools of the Soutpansberg East Circuit. The discussion was guided by the following research questions:

- What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?
- What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in the rural areas of the Soutpansberg East Circuit?
- How are teachers teaching how to read English to Grade 3 learners who speak Venda in the rural areas of the Soutpansberg East Circuit?

The chapter's discussions have been divided into two sections - Section A, which focuses on the demography of the participants and Section B which is a presentation of results concerning the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural schools of Soutpansberg East Circuit.

4.2 SECTION A: DEMOGRAPHIC INFORMATION

In this section, the demographic information received from the participants who were interviewed regarding the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural schools of Soutpansberg East Circuit is presented. The variables discussed include gender, age, and academic level of participants.

4.2.1. Profile of the teacher participants

This section is vital in order to get to know the participants' background in teaching. Their academic qualifications and teaching experience play a vital role in their capabilities as teachers and it is able to paint a picture of their potential understanding and teaching of English to foreign language speakers.

Table 4.1 Teacher participants' profiles

Participant	School	Age	Gender	Qualifications	Experiences in Grade 3
Participant 1	School A	55 and above	Female	B.Ed. (Honours)	More than 20
Participant 2	School B	46-55	Female	B.Ed. (Honours)	16-20
Participant 3	School C	25-45	Female	B.Ed. (Honours)	16-20
Participant 4	School D	46-55	Female	Teaching diploma(JPTD)	16-20
Participant 5	School E	25-45	Female	B.E.D(honours)	11-15
Participant 6	School F	24-45	Female	Teaching diploma(JPTD)	11-15
Participant 7	School G	46-55	Female	Hons+ Teachers qualification	16-20
Participant 8	School H	25-45	Female	Teaching diploma(JPTD)	11-15
Participant 9	School I	55 and above	Male	Master's Degree qualification	More than 20
Participant 10	School J	24-45	Female	Teaching diploma (JPTD)	More than 20

Table 4.1 presents each participant's profile to understand how each was qualified to teach English in Grade 3 to learners who are Venda-speaking in a rural area. All were qualified to teach and some had considerable experience in teaching.

4.2.2 Gender

Table 4.2 Gender

Gender	Frequency (N)	Percentage
Female	9	90%
Male	1	10%
Total	10	100%

Table 4.2 shows that of the 10 teachers from the primary schools in the Soutpanspurg East Circuit who participated in the study through interviews, 10% were males and 90% females. This indicates that the majority of the foundation phase teachers are females who may have been involved in working with children for a considerable time in their home environment.

4.2.3. Age

The following Table 4.3 presents the age distribution of the participants who were interviewed in this study.

Table 4.3 Age of the participants

Age	Frequency(N)	Percentage
25-45	5	50%
46-55	3	30%
55 and above	2	20%
Total	10	100%

Table 4.3. shows that 50% of the teachers who participated in the study were aged 25-45 years, 40% were between 46-55 years, and 20% were 55 years or older. It shows that the majority of participants are still young, although some were in the middle-age group. This profile may influence learning and teaching of reading comprehension in the foundation phase class.

4.2.4. Teaching experience

Table 4.4 presents results showing the number of years the participants have been teaching English reading to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit.

Table 4.4. Teaching Experience

Teaching Experience	Frequency	Percentage
11-15 years	3	30%
16-20 years	4	40%
More than 20 years	3	30%
Total	10	100%

The results show that more than a quarter (30%) of the participants have 11-15 years of teaching experience, 40% of the participants have 16-20 years of teaching experience and 30% of the participants have more than 20 years of teaching experience. The findings revealed that the least-experienced teachers have 11-12 years' experience, while the most experienced teachers have up to 20 years' teaching experience. This implies that teachers had reasonable experience to teach in Grade 3 in a manner that learners would understand them.

4.2.5. Professional qualifications

This section presents the academic qualifications of the participants. Table 4.4 presents results showing the professional qualifications of the participants in the study which was researching into the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit.

The results in Table 4.4 show that 30% of the participants have a teachers' diploma (JPTD); 50 % of the participants have a B.Ed. (Honours); 10% of the participants have an Hons or a higher qualification; 10% of the participants had a Master's Degree. All teachers in this study were qualified to teach reading in Grade 3. Given such qualifications, teachers are expected to be able to cope with some of the challenges in teaching reading to learners who are foreign-language speakers even in rural areas.

Table 4.5. Professional qualification

Qualification	Frequency	Percentage
Teaching diploma (JPTD)	3	30%
B.Ed. (honours)	5	50%
Hons +Teachers qualification	1	10%
Master's Degree qualification	1	10%
Doctorate +Teachers qualification	0	0%
Total	10	100%

The results also show that there was no participant who had a doctoral degree.

4.2.6. Curriculum Assessment Policy Statement (Training)

This section focuses on the number of teachers trained to implement the Curriculum Assessment Policy Statement. The following Table 4.5 presents the CAPS training that the participants in this study, have attended.

Table 4.6. CAPS training

Caps Training	Frequency (N)	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

The findings of the study reveal that the majority (90%) of the participants had received training to implement the Curriculum Assessment Policy Statement (CAPS).

4.3 CHALLENGES FACED BY THE RURAL-BASED TEACHERS IN THE TEACHING OF ENGLISH READING SKILLS TO GRADE 3 VENDA-SPEAKING LEARNERS

The following sections address the research questions in relation to the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural areas. Several sub-themes have been identified regarding the challenges experienced when teaching reading in the early years, in rural areas. In this study, I wanted to understand

the challenges that are faced by rural-based teachers in teaching reading to Grade 3 Venda-speaking learners.

4.3.1. Teachers in-service training

It is necessary that teachers need to be trained (in-service training), to teach in rural schools. Lack of professional qualifications pertaining to the teaching of a subject needs to be addressed so that the teachers can be capacitated and developed. Sometimes we find that rural school teachers are not well-qualified to teach learners to read as two of the teachers remarked during the interview:

Teacher 1 of school A: The support that I will need as a Grade 3 teacher I think if the government can do more workshops for us, where we would be trained how to teach reading in classroom, I think it will be possible for all teachers to teach reading in classroom because without workshops, I think we are going no were. We need more workshops. And also the parent could support the learners at home it think it will able the learners being able to read.

Teacher 6 of school F: Yes, we have challenges in teaching grade 3 learners. Teacher competence most teachers are under-developed understanding of teaching reading. Many teachers don't know how to teach reading. Parent involvement in rural schools most parent are not doing enough to help their children because they did not achieve education levels higher than primary. Crowd and depleted classrooms make more difficult to deliver quality education. Rural school learners had no asses to libraries. The employment of unqualified teachers in rural schools is a common practice and has contributed to the poor performance of the learners.

Teacher 8 of school H: Teachers should be trained by attending the courses which will enable teachers to acquire more skills for reading. Management for the teaching of learners.

Teacher 10 of school J: Teaching can be improved if the teacher and the department can work together by implementing more workshops to teachers and the teacher comes here in class and speak English in the classroom, when they teach during lesson. The other thing is that of the methods drop all and

read maybe 2 days per week will add something to learners Reading is not in English only, it is in all subject in Grade 3.

These results suggest that some teachers have not been thoroughly trained to teach reading in a foreign language and that the employment of unqualified teachers in rural schools is a common practice and might have contributed to the poor performance of learners. Teachers need to receive adequate training in order to stay in line with the requirements for teaching reading. They need to be taught new methods and strategies for teaching learners who are not English-speakers to read in English, hence, if teachers get practical training, they may be able to teach learners to read in English. In particular, rural teachers are teaching English to learners for whom it is not their home language. Teachers should ensure that they are trained to teach for them to be able to teach the learners. The results are consistent with literature that shows that there are challenges when it comes to teaching reading to Grade 3 learners. Mhlongo (2012) and Maswanganye (2010) found that inadequate training for teachers in the foundation phase contributes to learners' poor reading levels. Results imply that the teachers need training for them to teach reading to learners in Grade 3.

4.3.2. Home environment and parental involvement

Supportive environment is critical for learners in Grade 3. Teachers should be able to create a conducive learning environment and good relationship with the learners. This may result in resolving the challenges in the teaching of English reading to Grade 3 in a rural area; this will result from enhanced teachers' teaching skills. The results show that parent involvement in the learners' education is one of the challenges that teachers were faced with when teaching reading in some schools. The following are some of the remarks from teachers who were interviewed during data collection:

The following statement by one of the teachers interviewed confirmed this:

Teacher 5 of school E: The main challenges is the Multilanguage that is existing within the communities of learners that I teach, you find that the learner is staying on a street and within that street their four different cultures meaning that that child is exposing to four different languages when their at home, it can

be that their neighbour is Pedi the person opposite then is speaking Xhosa and other person next-door is speaking Afrikaans, ok no the other person next-door is speaking Tsonga or Shona , because we do have foreign national that are living with us in the communities this exposure to other language is quite difficult because the learners cannot differentiate as a vacate which language is which and it make difficult to teach them to read in a specific language.

Teacher 5 of school E: The support that I need as a teacher has to firstly come to the department because as a teacher am representatives of the department and they have given me a mandate to able to teach leaners how to read almost other things, if they can give me the support that I need in terms of research, in terms of recourse and term of addressing the challenges that I facing in my classroom that would be best, also support from the parent themselves is also necessary because if a child does not see the importance of everything at home he would never be able to see the important of reading in the classroom.

Teacher 6 of school F: If the Government support us with libraries, their parent with helping learners at home with home- work, the support that needed most is when the parent communities, teachers are working together to support the child at by doing reading as a routine every day after school.

Teacher 9 of school I: My school in rural environment had no libraries while they were also lacking in their communities. It became difficult to learner to develop their reading skills. Another things is a language it was also add as another challenge that was related to rural teaching and also when they speak , because there is a mixing of language at the communities its affect the teaching and learning to read at school. We found that the learner speak Pedi or Venda at home and when it come to school the teacher want to teach English it found difficult to her to learn English.

Teacher 10 of school J: The home environment can support the learners at home by giving the love of reading books and listening stories. It can be better by developing the love of reading and parent should read more story book at home.

Teacher 1 of school A: I think the learner should read at school and at home so that their parent should motivate them. The parent should, supposed to by

books for the learners at home. They should read at school and at home. Parental involvement: if let say the teacher has given a learner a story book to read at home parent should be so that they should also help their children how to read, if the child read at their school only it will be not enough for their child to read to develop a reading skills. Teachers should attend more workshops where there should is acquire more skills of reading, I think that will be the solution.

Teacher 3 of school C: They think one of the solutions will be for these learners to speak English even if there are inside and outside the classroom. If their parent can speak to them in English as well their friend outside of the school and generally in the communities, they can speak this English there are going to solve one of the challenges that we have in getting them to learn how to read in English. Even learners involved learning through relationship with knowledge person around learner try to speak in English.

Teacher 5 of school E: We can motivate the parent to speak in English with their children at home because the more you speak the more you will able to read.

Teacher 6 of school F: Parent involvement in rural schools most parent are not doing enough to help their children because they did not achieve education levels higher than primary. Crowd and depleted classrooms make more difficult to deliver quality education. Rural school learners had no access to libraries. The employment of unqualified teachers in rural schools is a common practice and has contributed to the poor performance of the learners.

Teacher 7 of school G: Another things is that we can have motivate them to speak to English in the classroom , after if in their home they did not speak English because they stay in their grannies because their mother are stay away working for them. Their granny come to school and ask them how can you help them because they're not a good reader, but you can motivate to speak in English all this time, and you can tell them to watch television and their cartoon networks because they enjoy them, but the problem is that most of them they do not have televisions at their homes.

From the above responses, it is clear that parents, together with the teachers and learners, can form a formidable team in promoting reading at school. Learners experience challenges with regard to reading at home. According to Hugo (2010), parents are expected to assist the learners in the difficult process of learning to read. There is a relationship between reading and speaking skills, therefore, people who have large speaking vocabularies tend to develop large reading vocabularies.

The capabilities of reading rely on continuous improvement of the vocabulary that provides communication. Word knowledge, facilitates speaking, and is a resource in the development of reading skills. This shows that improving speaking skills may help foster reading skills (Singh 2010) that may ultimately have a positive impact on learners' academic performance.

The results imply that parents should always support their children in the home environment. This is necessary because if a child does not see the importance of reading at home they would never see the importance of being able to read at school. Parents need to be taught the value of reading as well; they need to learn that the only way to motivate their children to do well academically is to show an interest in the academic activities of their children. If the parents can also take the time to speak English to their children at home it would help with getting the learners to speak and learn the language outside the classroom. This would give the learners a practical space to use what they have learned in the classroom in real life. They would get an opportunity to realise where they are lacking and need to improve on.

Learners who stay in poor communities may experience challenges that may lead to poor reading skills. The socio-economic state of an area has an effect on education quality (Spaull, 2012). Learners struggle to read in the absence of a socio-cultural support for learning. Learners in the rural areas do not grow up in a supportive learning environment because English is rarely used outside of their school gates. These learners only get an opportunity to learn the language in class only.

4.3.3. Reading resources

Most of the schools in the foundation phase are not resourced. Some of the schools have to rely on community libraries which results in a lack of improving reading within the communities. The non-procurement of textbooks by the Department also affects the achievement of learners negatively. If books cannot reach the school on time, it hinders the learning process of learners. Lack of reading resources was a major hindrance in most of the participants' schools. Most of them mentioned that it disrupted the teaching process. This was supported by the teachers who remarked as follows during the interview:

Teacher 2 of school B: *We don't have enough learning and teaching support materials (LTSM) to support the subject.*

Teacher 3 of school C: *There are not enough resources books writing on at all sometimes we find some parent support us to use. The teacher find out to use the old one book for the learners so that teaching can take place. Sometimes they come late to schools and we have the challenge of shortage.*

Teacher 4 of school D: *No, I think that they are not enough resources because we do not have a lot of things in the classroom to teach. Sometimes you find it difficult to teach learners. Our school do not have enough resource that can enhance the quality of teaching of English reading. I think the Department is falling to provide resources in support of the teaching of the subject.*

Teacher of 5 school E: *No the way I see we don't have nearly enough resource to be able to teach reading efficiently because, first of all we have a shortage or reading material how do you tech learners how to read without the equipment that the learners are support to use to learn how to read. Another challenge is the exposure of reading in rural areas we do not institution such as libraries where learners can go after school and read for leisure as well because that is one of the things that we are motivating Them inside the classroom so then they can now see reading as the life-skills and use it outside the classroom as well to teach reading in Grade 3 learners as well.*

Teacher 9 of school I: *I think the Department know about the shortage of resource that are failing to provide it to the schools, but the teachers are facing the challenge when we teach reading. Language proficiency are low in term of reading in the rural schools, because learners are falling to speak English.*

Teacher 10 of school J: *No, I think there are not enough to teach reading, because the only that I have is DBE book from the Department. I the only things that I use to teach learners in class, so we don't have enough.*

The above remarks suggest that there are challenges faced by the teachers regarding teaching learners who are Venda-speaking to read in English. Taylor (2007) confirms that lack of libraries in the schools and communities contributes to lack of teaching skills in a foreign language and poor learning by Grade 3 learners.

4.3.5. The effect of Social-cultural factors on English reading among Grade 3 learners

Results show that socio-culture represents another challenge in the school learners' academic environment. The cultural background of a learner also forms part of social culture as a person's culture is represented by a large group of people with a similar heritage in the community. Culture is able to exert a huge influence on a person's needs and wants because it is through a culture that people learn how to live, what to value, and how to conduct themselves in the society. Learners who come from cultural backgrounds that do not value education are most likely to suffer academically. The following remarks by some of the teachers interviewed confirm this:

Teacher 2 of school B: *Challenges in the teaching English reading for an example, those learners come from school with little knowledge that get from home. They lack of vocabulary it comes in the way that when their home they use mother tough which is Venda. Many rural schools use English as a language to speak in school premises only, and do not use it at home. At home we use mother tough which is Venda in the area of Soutpansberg East Circuit. Challenges of reading have proved to be a thorn among many learners with*

poor reading problem and spelling when we write. They also find difficult to transfer their thoughts to paper when answering comprehension question.

Teacher 3 of school: Yes there are many challenges in the teaching of Grade 3. The teaching of reading of Grade 3 learners some of the challenges include the language barriers between the children this child are living with foreigners in their home and community, this make that there is a mixture of different language as it difficult to communicate with them in English because they use to hearing a lot of different languages even the one from outside.

Teacher 5 of school E: The main challenges that affect me as a teacher is concerning languages we speak. This Multilanguage that is existing in with in the communities of learners are affecting us when they're in classroom they speak language that as a teacher they get confused. You find that the learners is staying on a street and within that street, we found that their four different cultures meaning that that child is exposing to four different languages when their at home ,it can be that their neighbour is Pedi the person opposite then is speaking Xhosa and other person next-door is speaking Afrikaans, ok no the other person next-door is speaking Tsonga or Shona , because we do have foreign national that are living with us in the communities this exposure to other language is quite difficult because the learners cannot differentiate as a vacate which language is which and it make difficult to teach them to read in a specific language.

Teacher 7 of school G: These learners they speak Venda at home, while some are Sotho and Shangaan but is quite in the area, most are Venda there. It take long to understand this language, mostly of the work is done by the teacher, and there is not enough time for those learners. Seven hours that we have in school there is not enough and all subjects are taught in Venda and English is the one that can be teach in English that is very difficult to understand those English. Even their parents, most of them most especially as because are just near "mabulasini" (which means farm) is a rural area. They only hear English in school even when we do English homework is a challenge. They can't write in English, let alone other subjects.

From the above statement it is clear that teachers were facing challenges when teaching learners who speak a different language from theirs. According to Myers, Musyoka, Anderson, Gilbert, Agyen, and Hauser, (2010), experiences from culture also influence a child's reading ability in the home environment, as well as the reading attitude of the parents.

These results suggest that social factors around the learners have an impact on their learning and therefore may create challenges for English teachers. This implies that indeed if a learner grows up in an area where a culture of education is not praised they are more likely to perform poorly because it is not a priority to them. This means that the culture that learners are brought up under has an influence on their academic performance since things may have changed, and they have to learn in English. These results suggest that the lack of English reading skills has an adverse effect on learner academic performance of the Grade 3 Venda-speaking learners in rural areas whose English language skills are poorly developed.

4.4. WHAT IS THE EFFECT OF ENGLISH READING SKILLS ON THE ACADEMIC PERFORMANCE OF GRADE 3 VENDA-SPEAKING LEARNERS IN RURAL AREAs OF THE SOUTPANSBERG EAST CIRCUIT?

4.4.1. Influence of economic factors on English reading skills and academic performance of Grade 3 Venda-speaking learners in rural areas

The economic state of a family or a community where a learner is brought up also plays a role in the learner's exposure to the importance of education, and thus, requiring English reading skills. A learner who grows up in a rural area may not have command of a language that they only speak while at school. The schools are situated in areas where there are no libraries. The economic state of a school also plays a role in the education offered to learners in that area and their inability to read may affect the learning of other subjects done through the medium of English, thus, may also

affect the academic performance of the learners negatively. The following remark by one of the interviewees confirms this:

Teacher 1 of school A: *The learners who are unable to read and recognise sound cannot understand the whole subject at all. The learners cannot enjoy schooling every day, it will cause problem to them. The learners feel ignorance, feel shame for themselves. The learners will become aggressive, hate others when others laughing is a problem to her or she. At the end the learners hate to come to school and they cry at school. They can't read at all and I can see it in their reading. They struggle to read simple stories. They don't understand what they read.*

Learners who do not read at all in the Foundation Phase experience problems when they progress to the other phases; this implies that reading is very critical and determines whether the learner can excel. Learners who do not read well find it difficult to remember what they are reading in class, hence, the educator must help the learners in different ways; give them love, and give them extra work to do. Learners who are able to read English may perform better in other subjects and even possible for them to perform better in very subject in the class.

The results suggest that there are other challenges faced by learners who experience problems in reading English as this has a negative impact on their whole academic performance. Mudzielwana *et al.*, (2012) confirm that being able to read fluently is an important factor for comprehension. Learners' ability to read will have a positive impact on their academic performance as this affects the level of understanding of other subjects. Readers who are not fluent may not find it easy to remember the information they read and link it to what they already know. These results indicate that some learners in the rural areas of Soutpansberg may have to work hard in order to perform well.

4.4.2. Learner environmental factors

The ability to read English may, therefore, affect the learner's academic performance as reading may help learners' other learning activities. When learners do not have a

culture of reading from home, it is difficult to realise the importance of reading when they get to school. It is through reading that learners may be able to learn without difficulties. Learners who see a world of reading around them can understand why reading is important and this affects their understanding of other subjects. Showing the importance of reading at a young age is vital. This was echoed by two of the teachers who remarked as follows:

Teacher 2 school B: A learner who can read or write in English has an advantages in the learning field. The learner will not have problem with understanding the language as a whole they will be able to complete worksheet and question paper with full understanding of the language, they will succeed academically and pass all their subject which are taught in English. These learners will enjoy coming to school and complete academic task with confidence. These learners usually have a high self-esteem because they know that they are completing school work with succession, which at times makes them look down on learners struggling in school. Learner who struggle to read or understand English tend to do terribly in school. They tend to find tasks and test, that are written in English, because they can't group and comprehend the language, they lose confidence and start hating school, because other learners will taut and mock them because of their low to none understand and comprehension of the English language they tend to bunk classes, which does no justice to their academic. They later on start not attending school at all which in then lowers their academic performance drastically.

Teacher 3 school C: The effect of English reading skills on learners' academic performances is that when learner can read, this is to her advantages in learning. This child can read on her own understanding and even matters written in all other learning areas. The learner will not even have problem in answering the question paper and understanding them during writing. Learners that cannot read sometimes fail because they did not know what the question is all about, so if they can read, they will also be able to research other fact concerning that very topic. A child can have more information about the matter

and that makes his or her performance excellent .This learner sometimes don't even wait for the educator to teach ,if she wants to know something or what is all about for example the picture she can read ,the interest in learning and waiting to know a child explore information to an extent of his or her ability, even if in the other learning area like life-skills and mathematics the child can read with their understanding and also help other learners who fail to read in class.

According to Yu, Lumpkin, Praveen Parboteeah, and Stambaugh (2019), the following factors have had some influence on learners' performance in examinations: school administration, quality of the staff, learner's previous academic background, teaching methods, school communities and environment. Wambua, (2017), maintain that learners in school setting may experience the above problems through poor performance, withdrawal, unhappiness, annoyance, anger, inability to meet their need, lack of knowledge, inability to turn aspirations in to fruition, among others. The factors usually lead to a negative self-image and eventually result in low self-esteem which affects learner performance. Those who read well may find it easier to study as they can read more with understanding.

4.4.3. Effect of English reading ability on learner academic performance

English reading has an effect on whether a learner can perform well academically or not. Learners are primarily taught in their home language during the early stages of their education, then they have to shift to learning in English which was previously taught as a subject. It is, therefore, critical for a teacher to ensure that as they teach English, they are paving the way for the academic performance of the learner beyond the current grade. Learners who have not mastered the English language may find it difficult to understand the content of subjects they do at school. This is even more difficult for learners who are in rural areas where they hear only their home language spoken. Learners who do not understand English do not do well in subjects as the language of teaching is English. The following remarks from some of the teachers interviewed confirm this:

Teacher 5 of School E: *Something that I have noted from my learners is that the learners that obtain good marks in English tend to have higher marks in the other subjects when they get to Grade 4. The way that English affects a learner's academic performance is difficult to be seen while the learner learns in their home language and uses English as a subject. If a learner is unable to comprehend basic English, they will fail miserably in other subject due to English being adopted as the LoLT in Grade 4. For as long as other subjects are offered in English in rural schools, the learners need to have a good command of English before they can be expected to excel academically. From the start of school, a learner in my school learns mathematics as 'mbalo', if their level of English is not at a point where they know that 'mbalo' is mathematics, they will not be able to understand the rest of the terminology used in mathematics. This is an indication to me that English does have an effect on academic performance.*

Teacher 2 of school B: *A learner who can read or write in English has an advantage in the learning field. The learner will not have problem with understanding the language as a whole they will be able to complete worksheet and question paper with full understanding of the language. They will succeed academically and pass all their subject which are taught in English. These learners will enjoy coming to school and complete academic task with confidence. These learners usually have a high self-esteem because they know that they are completing school work with succession, which at times makes them look down on learners struggling in school. Learner who struggle to read or understand English tend to do terribly in school. They tend to find tasks and test, that are written in English, because they can't group and comprehend the language, they lose confidence and start hating school, because other learners will taut and mock them because of their low to none understand and comprehension of the English language they tend to bunk classes, which does no justice to their academic. They later on start no attending school at all which in ten lowers their academic performance drastically.*

Teacher 3 of School C: *The effect of English reading skills on learners' academic performance is that when learners can read, this is to their advantage in learning. This child read with their own read understanding matter written in all other learning areas the learner will not even have problem in understanding the question Learner that cannot read sometimes fail because they did not know what the question was al about.so if they can read they will able to research other fact concerning that very topic. A child can have more information about the matter and that makes his or her performance excellent .This child sometimes don't even wait for the teacher to teach, if she want to know something or what is all about for example the picture she can read for their own .this child then develop the interest in learning and waiting to know a child exploring information to an extend of his or her ability .this child can perform better to other learning areas in class.*

According to Mudzielwana *et al.*, (2012), being able to read fluently is a critical factor for comprehension. Readers who are not fluent may not find it easy to remember the information they read and linking it to what they already know. This literature suggests that the ability of learners to read affects comprehension. Comprehension is the basis of learning, otherwise learners may not be able to grasp what they are learning, and thus would not have been able to learn. A study by Pretorius (2002) established that many additional language learners have serious reading comprehension problems, which means that they do not have effective access to declarative knowledge which is provided by materials in the learning context. The ability to read is necessary to be able learn because it affords learners access to information in an increasingly information-driven society, hence, serves as a learning tool.

4.5. WHAT STRATEGIES ARE USED TO IMPROVE TEACHING HOW TO READ ENGLISH TO GRADE 3 VENDA-SPEAKING LEARNERS?

4.5.1. How do teachers teach English reading to Grade 3 Venda-speaking learners in rural areas?

4.5.1.1. National Reading Strategy (NRS)

Some learners in South African schools cannot read. As a way of establishing the causes and ways of addressing low levels of reading, the Department of Education came up with the campaign that helps the teacher with lesson plans and also how to assess in the classroom; this was a four-year National Literacy and Numeracy programme, in 2018. Some of the poor reading discoveries were made in line with literacy problems in the South African 2001 and 2004 national systemic evaluations conducted by the Department of Education; these were to evaluate literacy and numeracy standards in primary schools.

The statement was confirmed by some of the teachers who said:

Teacher 1 of school A: I have got several strategies here for teaching how to read, I have Monitoring learner's performance as a teacher I will monitor the learners' performance to read fluency and with comprehension and understanding of what they are reading, and also I should be monitoring learner's progress, and the strategies that are used are: during, after and before reading strategies.

Teacher 2 of school B: After introducing the Annual National Assessment in (2018) I have to assess learners reading to check if there are improved. I can use assessment during reading. I think you can use level of proficiency in a rubric, which means in the class we asses learners who are different in knowledge Some of the learner are unable to read, some of the learners read perfectly, some of the learner are fair reader, so you should have to draw some levels of proficiency for example should have level1, level 2, level 3 and level 4.

Teacher 3 of school C: *I usually use the methods that are found during the launching of another campaign (Readathon Campaign) and also with the other one (Foundation For Learning). I compare the current class test and the previous class test. If it is an oral lesson I compare the previous oral lesson and the current oral lesson that is the assessment that I used, so that I can able to tell if this learners are currently learning or their just reading because they have been ask to read.*

Teacher 5 of school E: *I use rubric and with this rubric I always try develop beforehand based on the needs of the learners and also based on the national equipment or the school police when you have you four different levels with your levels 1 being achieved and level 4 being extremely achieve and based on that you develop that rubric to be able to assess the learners according to the standard that the Department has sent in their policy.*

Teacher 6 of school F: *We assess the learner by using rubric, then after assessing them we give them the result, so that he or she must see how he got the marks.*

Unable to read fall under level 1.

Fair readers fall under level 2.

Good reader fall under level 3.

Understanding reading fall under level 4.

That's how you assess the learner, we assess the learner under the following criteria, comprehension and tone. Comprehension is reading properly and tone is the pronunciation and loudness.

Teacher 7 of school G: *Okay, I remember during ANA in (2011) the result shows that learner's performance was very low in term of literacy result in South Africa schools. Remember the campaign of Foundation For Learning, this why are used this assessment to measured learners performance in class, During reading After reading and Reading Aloud "dzi khou vhuya musu "which means it is hard .You can assess them using the rubric where we can group them*

according to their levels Those who are level 1 for them to get the high marks. The level 1-4 that is where you use the rubric and levels. To use this method the learners can read independently with confidence.

Teacher 8 of school H: I choose a text and read it with learners and then learners read on their own, after that I allow them to read one by one and giving them their marks and if there is a mistake I correct them, and if another learner is making a lot of mistakes I encourage him to listen to others learners when they reading and at the end he read with them.

Teacher 8 of school H: I used shared and group guided reading as my strategies, then I'm going to elaborate each item. I will start by shared reading, shared reading has, and shared reading has 4 parts. The first one is pre-reading, and the second one is first reading, the third one is second reading and the last one is post-reading.

Teacher 9 of school I: As a teacher in my class I always use rubric to assess the learner when they teach reading, for example the rubric have levels from level 1 to level 4. It is a plan format for evaluation some performance to learners.

Teacher 10 of school J: As a teacher when it comes to assessment I used rubric to assess the learner. Rubric comes to a level from 1 to 4, it is a plan format to evaluate the performance of learners.

According to Meier (2011), one initiative taken by the Department was to launch the Foundations for Learning Campaign, a four-year national literacy and numeracy programme, in 2008.

The issue of modelling a reading strategy by using worded books that addresses specific skills (DBE, 2008) is meant to improve the performance of the learners. This strategy works by setting an example in preparing how to read, reading properly and ensuring that one understands what to read, and how to read it in context. If teachers can be equipped with various methods and strategies to be able to teach learners to read effectively, then it will be at the advantage of the learners. Teachers need to be able to have a variety of strategies to use for different learners, based in their needs.

According to Kruizinga and Nethenson (2010), an evaluation of guided reading showed that it is difficult to implement all these steps for guided reading. Teaching strategies and skills differ, but they cannot be used independently depending on the subject where either more lecturing or explaining is needed.

These results further reiterate the need to have teachers learning various teaching strategies in order to use the best strategy for their learners. Most of the teachers prefer to use group strategies as it has shown them that even the learners who are still struggling get motivated. This shows that a blanket approach may not be appropriate when coming to teaching strategies, as the learners do not receive them in the same way. Teachers should be able to use the strategy that best suits their learners in order to ensure that they read with understanding. These strategies should not only be effective during the reading process as one of the teachers mentioned, but that it should be before, during and after reading strategies have been shown to help in the classroom. If teachers can look at the reading process in this way, it might help improve the standard of reading.

Literature supports the statement above discussion by indicating that teachers must use different strategies of the learners during teaching and also use modelling in the classroom. This was supported by, Maharajh, Nkosi, and Mkhize, (2016), who found that in addition to the challenges facing CAPS, South Africa's education system as a whole is plagued by challenges.

4.5.2. School Language Policy (SLP)

Reading, as an important skill for languages, necessitates development in the learners' early years (Singh, 2010). The language policy implemented in any school in the rural areas needs to be understood apart from its social context or apart from the history which produced that context. Teachers are guided by the curriculum and Assessment Policy (CAPS) of 2011.

Most teachers indicate that the use of teaching strategies and skills in teaching English is a challenge. The results show that using simple language to teach a foreign language may benefit those who are foreign-language speakers. Teachers should not use difficult words in order to teach a foreign language, rather, they should always try to be as simple as possible which may encourage those who are learning. The following remarks by some of the teachers confirm this during the interviews:

Teacher 2 of school B: *The teacher uses simple language when teaching the learners in the classroom so that the learners should understand better and also model the story when we teach.*

Teacher 3 of school C: *By attending the courses which will able me to acquire more skills for reading which is the language policy that can understand that reading is important skills for language and learning in the early years of schooling. So that I can be very helpful to learners, and I should manage the time for teaching reading to the learners, Good management and leadership are essential for successful teaching and learning.*

Teacher 10 of school J: *I use to learner simple language when talk to learners, when maybe they teach, I also use gesture and modelling reading and work on Individual skills to teach learners by monitoring them every day, so that the learner has to see what the teacher has done .I also have a lot of time to demonstrate to learner so that they can see it clearly. We can also teach them to sound the words like ' big' the learner should pronounce the words big and you want to see ' b' and tell them when I add ' l and g' you are going to see ' big'. After that I also use segmentation to expand these words. I write on the chalk board ' b + i +g = 'big' tin teaching that is what am going to use in teaching English reading to Grade 3. I think is then that all will remember.*

These results show that teachers should use simple language to teach the learners who are foreign-language speakers. According to Cele, (2018), no fundamental change has taken place in the rural context to embrace the elements of the new language policy. Okoye (2012) supported the argument and asserted that from the policy, one acquires conversions and actualities that need to be considered when teaching.

The learners should be taught to comprehend what they are reading. This implies that a teacher should use the methods that make it simple for learners to speak the language where learners do not understand; this may yield better results and improve learner academic performance. This shows that sometimes teachers do not use specific strategies if they find them not efficient in their classrooms. This shows that

teaching reading is not using a blanket approach but that each teacher should be able to use his/her own discretion when teaching.

4.6. CONCLUSION

In the above section, the study presented the issue of the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit. This study discusses the challenges faced by rural-based teachers in teaching English reading skills to learners in Grade 3, who speak Venda. The study also presents the effect of English reading skills on the academic performance of Grade 3 learners in rural areas. Lastly, the study presents the strategies that are able to improve teaching in reading in English of Grade 3 learners who speak Venda in rural areas. The final chapter consists of the summary of all chapters, conclusion and recommendations.

CHAPTER 5.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter summarises the findings in relation to the research questions, the conclusion of the study and recommendations to address challenges in the teaching of reading in English to Grade 3 Venda-speaking learners, in rural areas of Soutpansberg East Circuit.

5.2 OVERVIEW OF THE STUDY

Chapter 1 focused on the introduction to the study, the statement of the problem and the aim of the study. The research design and methodology of this study were also presented in this chapter. Chapter 2 presented a critical study of the literature reviewed, and this formed the basis for this empirical study. Chapter 3 presented the research design and methodology of the study. Chapter 4 focused on the presentation of qualitative data followed by an analysis of the data.

This study aimed to investigate the challenges in the teaching of English reading to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit. The basic research question for this study reads as follows: What are the challenges that teachers face in teaching reading in English to Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit?

This study was conducted to answer the following research questions:

- What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?
- What is the effect of English reading skills on academic performance of Grade 3 Venda-speaking learners in rural areas of the Soutpansberg East Circuit?
- How are teachers teaching reading in English, to Grade 3 learners who speak Venda in rural areas of the Soutpansberg East Circuit?

5.3 SUMMARY OF THE RESEARCH FINDINGS

Summary of the research findings is presented in the sections that follow.

5.3.1 Major findings to research question No 1. (What challenges face rural-based teachers in teaching English reading skills to Grade 3 Venda-speaking learners?)

The results show different teacher experiences, including their challenges, in the teaching of English to Grade 3 Venda-speaking rural learners. Resources play a crucial part in the classroom, hence, a lack of sufficient reading resources is one of the major problems that most English teachers experience when teaching learners how to read. Most of the schools in the foundation phase do not have resources. The libraries are far from the schools; this results in lack of improvement in reading in the schools and communities.

Teachers are not able to do their job effectively without the necessary resources. These insufficient resources also include textbooks as some of the teachers are subjected to teaching in overcrowded classrooms where it is difficult to give special attention to those who require it. The lack of textbooks and study materials is also a factor contributing to the lack of effective reading. Resources in the community also affect the academic life of learners. If the rural learners had the opportunity to access a library or learning centre after school hours, it would increase their English proficiency. The infrastructure of the schools needs to be regulated to ensure that the schools are capable of creating a conducive environment. Resources should be provided and in time for the school year for all schools, including the rural areas. The time that has been officially allocated by the Department for the teaching of languages is not sufficient, thus, more time should be spent on the teaching of English to the learners.

The English language is also another challenge in relation to rural teaching. This study revealed various challenges experienced by Grade 3 teachers who are instructing in English reading, in the rural area where the learners are exposed to different languages. Most of the teachers encounter difficulties with getting the learners to swap

languages and communicate in English. This was mostly due to the number of immigrants in these rural areas. Most of the teachers also mentioned that there were multiple cultures in their classrooms so this was also an issue. The lack of resources and infrastructure being a major problem, the teachers who did not have challenges in terms of resources did better than those who had. The other challenge is when the parents or the communities are not involved in supporting the learners to effectively participate at school.

5.3.2. Major findings for research question No 2: (What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit?)

The following are findings that teachers noted on the academic performance of Grade 3 Learners who speak Venda in rural areas. From the qualitative findings, it is clear that all participants believe that learners should be developed academically and reading in English is a requirement for this. This is because there seems to be progress in the academic performance of learners after they can read with understanding in English. This is most probably because these learners study their other subjects in English. If they are not able to read with the understanding they will not be able to study or learn any of the other subjects. Most of the teachers found that there was an improvement in the overall performance of the learners once they were able to read with understanding.

Socio-economic and environmental factors were highlighted in the study to have an influence on the academic performance of learners. These factors include, what the culture of reading is at a learner's home and the possible effect it can have on the performance of the learner. It was also found that learners whose environment did not support or encourage learning, usually suffered in their academic performance. These learners were found not to be motivated to learn because some of them had very serious issues at home, therefore, learners from homes with economic challenges usually suffered academically. This includes the learners from rural schools who do not have financial resources to encourage education among the learners. It was also shown that learners who come from low-income homes usually had to help with

housework after school, while their parents were away at work; this meant that these learners only study while they are at school.

5.3.3. Major findings for research question No 3: (How are teachers teaching reading in English to Grade 3 learners who speak Venda in rural areas of the Soutpansberg East Circuit)?

From the qualitative findings, it is clear that all the participants believe that teachers and learners should be developed. The development of the teachers ultimately leads to the development of the learners, as they get their knowledge from the teachers. The teachers need to be equipped with various strategies that can be used in the classroom. It is not possible to expect a teacher to pass on knowledge to learners on something the teacher is not familiar with. This is why it is very important to ensure that the teachers are furnished with the necessary knowledge and strategies on how to effectively teach Grade 3 rural learners how to read.

Reading is a vital skill that needs to be taught to learners early. All the teachers confirmed this statement saying that if learners are able to read at a young age they improve on that ability as they grow up. Various reading strategies were used in teaching reading that were aimed at an individual or a group. Teachers believe that learners would not struggle as they proceed to other grades if they have reading skills. It was visible in the responses from the participants that teachers go above and beyond expectations to ensure that their learners are proficient readers at a young age. The participants also mentioned that they had not received any training in teaching reading, therefore, the strategies or methods that they use to teach their classes are the same methods that they have been using over the years. All the participants concentrate mostly on what works well for them.

5.4. CONCLUSIONS

5.4.1. What are the challenges facing rural-based teachers in the teaching of English reading skills to Grade 3 Venda-speaking learners?

The majority of the participants did not have access to adequate reading resources as this was a norm in the rural areas where mainly poor families stayed. They also

believed that the Department was not prioritising those schools by ensuring that they have enough resources. This shows that the majority of the rural schools do not have enough resources to teach the learners properly. This was shown to affect the standard of reading for the Grade 3 learners. Grade 3 is a crucial stage; it is where the learners need to be proficient in reading as it is the last grade of the foundation phase. Learners who are not able to read by Grade 3 may have a problem surviving when they pass onto the senior phases.

The issue of parental support was mentioned by all the teachers who participated in the study. Results show that parental support plays a vital role in getting the learners to be proficient readers, however, all the participants say that they are not getting enough support from the parents of their learners. They say that the parents of learners in rural areas are never concerned about their learner's education as others were not living with their children. Some learners live with their grandparents; these learners suffer the most because the grandparents are not literate and thus do not have knowledge of school work. It then becomes difficult for the learners to receive support from home, or even ask for help with homework because there is no one educated in the household. Those relatives who are educated do not have time to spare and listen to the pleas of the children. The illiterate parents who are interested in education do not find it easy to help their children in learning to read, as they cannot read either. The teachers believe that it is also important to rope in the Department in a bid to improve the learners' reading capabilities. Rural schools should engage with teachers regularly and include them in school programs. The schools need to have a working relationship with parents for the benefit of the learners. Parents should be encouraged to attend parent meetings to know the status of their children's performance.

5.4.2. What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in a rural area of the Soutpansberg East Circuit?

Rural school learners grow up speaking English on the school premises only and it is not continued when they are at home. This is because they are exposed to multiple languages at home. Learners learn through being able to see what they are learning

around their environment, however, the learners who grow up in rural areas, live in an environment where buying of books is not a priority.

This is mainly because families do not see the importance of English as they can go through their daily activities without any need to speak the language. The teachers complain that they do not always give learners books to read when they are not at school because the children destroy the books. They believe that this is an indication that the learners are not being monitored by their parents. The learners do not bother to take care of their study materials, which leads to them getting lost and the next learners become disadvantaged. The environment around learners in rural areas needs to be examined and changed. Learners need to be taught that reading is not something that takes place in a classroom only, therefore, the community around them needs to invest in reading to motivate the learners. For the learners to not be able to read or comprehend, their academic activities are suffering as well. Because these learners use English as the LoLT they should be able to read for understanding because otherwise they will not be able to comprehend their other subjects. Most of the teachers seemed to believe that the academic performance of learners who were achieved well in English was higher than those that did not.

5.4.3. How are teachers teaching reading in English to Grade 3 Learners who speak Venda in a rural area of the Soutpansberg East Circuit?

There seems to be a lack of knowledge of the various reading strategies and when to use them as the teachers indicated that they do not use them. Most of the teachers were able to show that they did not have much knowledge of the various reading strategies, hence, most of them just go with 'the flow' and try to figure out what works for them in the classroom. They do not have enough knowledge of other reading strategies, besides shared reading, group reading and independent reading. The teachers showed that reading was a once-off process and that some of them are still using the skills that they had acquired some time long ago. Effort needs to be put in to ensuring that teachers get the necessary knowledge about the different reading strategies and how to use them in teaching reading. They also seemed to believe this had to do with the lack of in-service training by the department. Most of the educators believed that if there was training offered once they had been employed they would be familiar with the various reading strategies.

5.5. RECOMMENDATIONS

This section presents some recommendations based on the challenges in teaching Grade 3 learners in rural areas. The study aimed to investigate the challenges in the teaching of English to Grade3 Venda-speaking learners in rural areas of Soutpansberg East Circuit.

5.5.1. Recommendation for research question no 1: (What challenges face rural-based teachers in teaching English reading skills to Grade 3 Venda-speaking learners?)

Budget allocations for infrastructure and resources should be increased and prioritised for rural schools as a way to increase education's accessibility. This may lead to a learning environment that has the interest of the learner first. The schools need to have proper resources in time for the start of the academic year so that the learning process is not disrupted.

There needs to be initiatives for learning concepts aimed at making the learning process easier. This includes training teachers and educating them on the various strategies on how to teach learners to read. Teachers need to be taught that multiple strategies can be used to get the learners to read, based on the current reading levels of the learners. All schools must receive resources on time to ensure that the academic year goes off without a glitch. Rural schools should be getting priority over Model C schools as they have the most infrastructure backlogs. Not only do the schools have a lack of resources, but they do not also have the proper infrastructure for a conducive learning environment.

There needs to be an establishment of a set guideline for class activities aimed at giving learners practical experience. The current assessment standards do not guarantee that learners read for understanding or efficiency. It is just a measurement tool that does not help the learner by providing a base for improvement. Assessment measures need to be detailed and developed to help the learner. Class activities need to serve the purpose of ensuring that the learners are also ready for examinations. This cannot be done if the assessment procedure for class activities is not efficient. A stricter model needs to be developed. Rural parents need to be taught the value of reading, therefore, teachers need to hold meetings regularly with the parents to keep

them up-to-date on what happens in the classroom. If a culture of reading can be raised in communities', learners would have acquired it by the time they get to school.

Parents must be involved in their children's work and they should have a significant role to play in ensuring that learners stay involved in their education. Parents' involvement can make a positive difference at all age levels. Parents need to play a constant role in the education of their children and show learners the importance of education. Learners whose parents are involved are generally more excited about school achievements than those parents are not. Parents can motivate their learners' academic performance by showing an interest and checking up on their children's academic performance regularly and ensuring that the child understands the work and is working up to standard. The parents must invest time in the education of their children. Good communication between teachers and parents should be encouraged to ensure a conducive environment for the learners to learn how to read. It is the responsibility of the parents to ensure that they stay updated with the affairs of their learners. Parents need to support their learners and the teachers to ensure that the learners get the best education possible. A child that comes from a family that reads is motivated to read and can understand that reading is not reserved for school activities only. Good communication also enables the teacher to understand the learners' home background and give the learner special academic attention if needs be.

A huge contributing factor that was identified, is the lack of books to read in rural schools, and in the communities the learners stay in. Resources should be dispatched not only to the schools but to communities as well. Many rural schools have no libraries and also there were no libraries in their communities. The teachers seem to believe that if their communities receive libraries, it will help in solving some of the reading challenges.

5.5.2 Recommendations to question no2. (What is the effect of English reading skills on the academic performance of Grade 3 Venda-speaking learners in rural areas of Soutpansberg East Circuit?)

There needs to be an incorporation of culture, family and environment into the classroom. Learners need to be motivated at school to look beyond their situations at

home. Many of the learners may be able to improve their performance, if they are helped to see that they can overcome the situation they are currently living in. This can be achieved by ensuring that the teachers engage with the learners on a personal level and get to know and understand what the situation is at home. Once the teachers understand, it will be easier for them to encourage learning. The environment around the learner needs to be incorporated into the teaching of the learners. The schools in rural areas need to invest more time in engaging the parents of the learners to find a method on how to eliminate the socio-economic and environmental factors that are negatively affecting the learners. A good relationship between the school and the parents, therefore, is advised to increase the involvement of the parents which will in turn motivate the learners to do better in their studies.

5.5.3. Recommendations to question no3. (How are teachers teaching English reading skills to Grade 3 learners who speak Venda in rural areas of Soutpansberg East Circuit?)

Most teachers replied that it is not possible to pinpoint one strategy that works for all the learners when it comes to teaching strategies as learners are not able to read or learn how to read at the same pace. It would be best if the teachers are equipped with all the various strategies to ensure that they can meet the needs of every individual.

It is recommended that there be a regular class assessment to ensure that the teacher knows where each learner stands, academically. Support from the Department is also necessary for the development of strategies that may work. The study recommends that the Department of Education releases subject advisors to the rural schools to see the challenges that the teachers are forced to teach with on a daily basis. This way they may also be able to assess if there is any progress in teaching reading in this context. The teachers are advised to participate as clusters wherein they meet regularly and speak on the issues or methods that can be adopted which would lead to the improvement of the learner's ability to read.

5.6. RECOMMENDATION FOR FURTHER STUDIES

Recommendations for further studies are as follows.

- Comparison of challenges facing rural-based teacher versus model C teachers who teach reading to Grade 3 learners.
- An analysis of the impact of gender roles on challenges faced by teachers teaching English to Grade 3 learners.
- The impact of English reading comprehension on the academic performance of Grade 3 learners.

5.7. CONCLUSION

The study proved that there are challenges that need to be addressed in teaching reading in English. Without the necessary knowledge and skills of teaching reading in English, there will be challenges that may be faced by the country in the future, with communication. Without this necessary knowledge and skills in English, there may be a challenge in the country in keeping up with the rest of the world. English is a universal language that is used as a base for various activities; this indicates how necessary it is for one to equip himself/herself with knowledge of the language. Many challenges are negatively affecting education development in rural schools, as teachers try to teach English reading to learners who speak Venda. The teachers have gotten to a point where they have to teach with no reading resources and no libraries; this contributes to a lack of reading.

It has also been highlighted that there is no essential training that is given to teachers who teach reading and also the culture of reading is a challenge to them. Assistance and support from the parents were also shown to be lacking. There is, however, some hope, as this study's recommendations may curb some of the challenges in teaching reading. These recommendations include - interactions among the parents, community, schools and the national education departments in a bid to address these issues in a manner that will be beneficial to the learners.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE TEACHERS

Challenges in the teaching of English reading to Venda speaking learners in the rural area of Soutpansberg East Circuit.

I am investigating challenges in the teaching of English reading to Venda speaking learners in rural area of Soutpansberg East Circuit as part of my Master degree at the University of Zululand. Your anonymity's absolutely guaranteed. You are required to state your name in the questionnaire. The integrated result will, however, be made available to teach school involved in this study.

YOUR ASSISTANCE WILL BE VERY MUCH APPRICIATED

Researcher signature

SECTION A GENERAL INFORMATION

1. This questionnaire is on Grade 3 educators' challenges in implementing on effective reading practices in primary schools in the Soutpansberg East Circuit of the Vhembe West District.

2. You are kindly requested to respond to all the items in the questionnaire.

3. Information obtained will be treated as confidential.

SECTION A: GENERAL INFORMATION

Select an appropriate answer by indicating with x what applies to you in the appropriate space or box provided.

1. Gender (indicate with x)

Male	
Female	

2. Age in years (indicate with x)

1	2	3	4	5
25 and below	26-35	36-45	46-55	55 and above

3. Teaching experience (indicate with x)

1	2	3	4	5
0-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	More than 20yrs

4. Highest professional qualifications (indicate with x). Choose the highest qualification that applies to you.

Teaching Diploma	
B.ED(honours)	
Hons+ Teachers qualification	
Master's Degree qualification	
Doctorate+ teachers qualification	
Others pacify	

5. Training (indicate with x)

NCS	Yes	no
CAPS	Yes	No

APPENDIX B: INTERVIEW SCHEDULE

The interview schedule seeks to find out whether the teachers encounter challenges in the teaching of English reading to Grade and how can the teaching of reading English to Grade 3 Venda speaking learners be improved and what strategies can be implemented when teaching reading.

- Are you teaching English reading to grade 3 Venda speaking learners?
- Which strategies do you use in teaching English reading to Grade 3 Venda speaking learners in rural area?
- Are there enough recourses (materials) in teaching English reading to Grade 3 Venda speaking learner's in rural areas?

- Do you have any challenges in the teaching of English reading to Grade 3 learners?
- What can be the solution in the challenges facing the teaching of English reading to Grade 3 Venda speaking learners?
- What are the factors affecting the teaching of reading English to Grade 3 learner's academic performance?
- How can the teaching of reading English to Grade 3 influence in the environment of the learners?
- What strategies are used to improve teaching how to read how to read English to Grade 3 learners who speaks Venda in rural areas?

- During reading process among learners, which assessment do you use as a teacher?

- What support would you need as a Grade 3 teachers in order to improve the teaching of reading English to learners?

Thank you

APPENDIX C: VERBATIM INFORMATION ON INTERVIEWS WITH TEACHERS



QUESTION 1

RESEACHER	INTERVIEW QUESTION	
RESEACHER	<i>Main Question: What challenges faced rural based teachers in teaching English reading skills to Grade 3 Venda speaking learners?</i>	1
RESEACHER	<u>Sub Question: Are there enough recourses in teaching English reading to Grade 3 Venda speaking learner's in rural areas?</u>	2
TEACHER 1	No the way I see we don't have nearly enough resource to be able to teach reading efficiently because, first of all we have a shortage or reading material how do you tech learners how to read without the equipment that the learners are support to use to learn how to read	3
TEACHER 2	We don't have enough learning and teaching support materials (LTSM) to support the subject	4
TEACHER 3	There are not enough resources books writing on at all sometimes we find some parent support us to use. The teacher find out to use the old one book for the learners so that teaching can take place throually .sometimes they come late to schools and we have the challenge of shortage..	5

TEACHER 4	No, I think that they are not enough resources because we do not have a lot of things in your classroom to teach, sometimes you have find it difficult to teach learners. Our school do not have enough resource that can enhance the quality of teaching of English reading. I think the department is failing to provide resources in support of the teaching of the subject	6
TEACHER 5	No the way I see we don't have nearly enough resource to be able to teach reading efficiently because, first of all we have a shortage or reading material how do you tech learners how to read without the equipment that the learners are support to use to learn how to read . Another challenge is the exposure of reading in rural areas we do not institution such as libraries where learners can go after school and read for leisure as well because that is one of the things that we are motivating them inside the classroom so then they can now see reading as the life-skills and use it outside the classroom as well to teach reading in grade 3 learners as well.	7
TEACHER 6	No, there is not text –rich environment in rural schools that Encourages children to perform better. Material like reading books and magazines. We find out difficult to teach them. Resources are very much important when we teach learners, as a teacher I supposed to use the material like magazines to get learners to read. No reading library corner because there are no exciting story books. Library are far away from rural the schools. Lack of dictionaries to support learning, that's all.	8
TEACHER 7	It depends to their school, some school have enough resources that I have from the company during reading time. But now if they are no longer during read and if the Government who lost or told up they cannot replace it. The government usually just give us this workbook that is what	9

	their enough. It will need much so that everyone must get one. Another thing is that there is no library, the resources are not that enough.	
TEACHER 8	Yes, we have some resources to teach.	10
TEACHER 9	I think the department know about the shortage of resource that are failing to provide it to the schools, but the teacher are facing the challenge when we teach reading. Language proficiency are low in term of reading in the rural schools, because learners are falling to speak English.	11
TEACHER 10	No, I think there are not enough to teach reading, because the only that I have is DBE book from the Department. I the only things that I use to teach learners in class, so we don't have enough.	12
TEACHER 10		13
RESEACHER	Sub Question: Do you have any challenges in the teaching of English reading to Grade 3 learners?	14
TEACHER 1	I do have a challenge because sometimes we find that we rural school teachers are underdeveloped and do not actually understand the strategies of reading very well understanding of teaching reading. Many teachers don't know how to teach reading, only one methods of teaching reading is known which may not suit the learning style of all learners. Minced countries e.g. we have got multilingual in our schools. Zimbabwe, Shangaan and all that. It will be difficult for me in class to teach that English mean while the child when the get back home the parent are speaking their own language with him or her, so the f following the way the child came back to school she could not read or write that well because at home their not speaking the language that are teaching at school.	15
TEACHER 2	Challenges in the teaching English reading for an example, those learners come from school with little	16

	<p>knowledge that get from home. They lack of vocabulary it comes in the way that when their home they use mother tough which is Venda. Many rural schools use English as a language to speak in school premises only, and do not use it at home. At home we use mother tough which is Venda in the area of Soutpansberg East Circuit. Challenges of reading have proved to be a thorn among many learners with poor reading problem and spelling when we write. They also find difficult to transfer their thoughts to paper when answering comprehension question.</p>	
TEACHER 3	<p>Yes there are many challenges in the teaching of Grade 3. The teaching of reading of Grade 3 learners some of the challenges include the language barriers between the children this children are living with foreigners in their home and community, this make that there is a mixture of different language as it difficult to communicate with them in English because they use to hearing a lot of different languages even the one from outside.</p>	17
TEACHER 4	<p>Jaah, we do have a lot of challenges of teaching this English reading especially in grade 3., as you find here I don't know whether it is in South Africa or everywhere there is this even changes methods of reading that appear so it makes it difficult for teachers to follow the real methods that they were used for and why teacher they fail to train thou rally, some teacher they never understand this new methods as they are very used to the old methods of teaching reading.</p> <p>There other problem that we do phase, in rural school we don't have access to libraries. Our children have never in a library, so it difficult for learners to just be able to take any book they want and being interested this reading the library. The other thing that can also, is parental</p>	18

	<p>involvement, add they place we are staying the parent are ignorant to the learning of their children they don't even mind we see this one will gave children their homework, Sometimes no one has ever help them and that makes teaching reading very difficult because it must be a continues process and must do it even at home, and the other thing that we can say is the barrier of learning. Learners who has barrier of teaching learning, we find it difficult for them to help them to can able to read fluently. As we don't are not supported in how to help this teacher.</p>	
TEACHER 5	<p>The main challenges that affect me as a teacher is concerning the language we speak. This Multilanguage that is existing in with in the communities of learners are affecting us when they're in classroom they speak language that as a teacher they get confused. You find that the learners is staying on a street and within that street, we found that their four different cultures meaning that that child is exposing to four different languages when their at home ,it can be that their neighbour is Pedi the person opposite then is speaking Xhosa and other person next-door is speaking Afrikaans ,ok no the other person next-door is speaking Tsonga or Shona , because we do have foreign national that are living with us in the communities this exposure to other language is quite difficult because the learners cannot differentiate as a vacate which language is which and it make difficult to teach them to read in a specific language .</p>	19
TEACHER 6	<p>Yes, we have challenges in teaching grade 3 learners. Teacher competence most teachers are under-developed understanding of teaching reading. Many teachers don't know how to teach reading. Parent involvement in rural schools most parents are not doing enough to help their children because they did not achieve education levels</p>	20

	<p>higher than primary. Crowd and depleted classrooms make more difficult to deliver quality education. Rural school learners had no access to libraries. The employment of unqualified teachers in rural schools is a common practice and has contributed to the poor performance of the learners.</p> <p>Barrier in learning, learners who had barriers to learning do not receive more support to become fluent readers.</p>	
TEACHER 7	<p>Yes, we have a lot of challenges. These learners they speak Venda at home some are Sotho and Shangaan but in this area, mostly use Venda there. It takes long to understand this language, mostly of the work is done by the teacher, and there is not enough time for those learners. Seven hours that we have in school there is not enough and all subjects are taught in Venda and English is the one that can be taught in English, that is very difficult to understand those English. Even their parents, mostly of them most especially as because they are just near "mabulasini" (which means farm) is a rural area. They only hear English in school even when we do English homework is a challenge.</p>	21
TEACHER 8	<p>Teachers should be trained by attending the courses which will enable teachers to acquire more skills for reading. Management for the teaching of learners</p>	22
TEACHER 9	<p>My school in rural environment had no libraries while they were also lacking in their communities. It became difficult for learners to develop their reading skills. Another thing is a language it was also added as another challenge that was related to rural teaching and also when they speak, because there is a mixing of language at the communities it affects the teaching and learning to read at school. We found that the learners speak Pedi or Venda at home and</p>	23

	when it come to school the teacher want to teach English it found difficult to her to learn English	
TEACHER 10	Another thing is that when the department changes the curriculum of teaching, it is very problematic in South African schools this may be able to poor reading and writing to learners in the foundation phase especially Grade 3. The department introduce the Readathon campaign during 2008 as a thing to try to improve reading ,in the mean time they change to Foundation for Learning, the teacher get confusion to affect the education , teachers believe that they do not have to teach reading, but to facilitate for leaners to teach. This challenge have to be thorn among teachers, if maybe every term there will be a training section or workshops for reading it will be better, although there is a foundation for learning camping they would not work because it comes ones in a year.	24
REASEACHER	<u>Sub Question: What can be the solution in the challenges facing the teaching of English reading to Grade 3 Venda speaking leaners?</u>	25
TEACHER 1	Teacher 1 of school A: ‘I think the learner should read at school and at home so that their parent should motivate them. The parent should, supposed to by books for the learners at home. They should read at school and at home. Parental involvement: if let say the teacher has given a learner a story book to read at home parent should be so that they should also help their children how to read, if the child read at their school only it will be not enough for their child to read to develop a reading skills. Teachers should attend more workshops where there should is acquire more skills of reading, I think that will be the solution.	26

TEACHER 2	<p>If you have more story book suitable for grade 3 learners will help a lot some of the learners will be knowing how to read but you don't have that book.</p> <p>Another thing that can be the solution, if you use audio visual resources like TV, and overhead projector, I see this one people enjoy them worse. This can motivate to be interested because they will be learning see something their enjoying let's say, even if you have got using posters. Posters also motivate a learner to participate in a classroom.</p> <p>Words games learners enjoy play a lot, if you have words game in a class a learner will enjoy not knowing that they are learning.</p>	27
TEACHER 3	<p>I think the solution could if the government could implement or erect challenges more library's so that most learners should go and practice reading there. Learner should practice reading there erected, learners should have more time practice reading. They should read at school and at home. Parental involvement: if let say the teacher has given a learner a story book to read at home parent should be so that they should also help their children how to read, if the child read at their school only it will be not enough for their child to read to develop a reading skills. Teachers should attend more workshops where there should is acquire more skills of reading, I think that will be the solution.</p>	28
TEACHER 4	<p>The solution that we have is that we still need to have more library. I think this will be helped to eradicate the challenges that we are facing. Learners, if they have more reading lesson during the school ours ,it can also help for them to improve their reading ,not only leaving maybe two reading period per week , the other thing I think if you can</p>	29

	help motivated influence this parent to be involved in learning of their children. I think that all I can say?	
TEACHER 5	We can motivate parent to speak English with their children at home because the more you speak the more you will able to read. If you get enough resource the from department it would actually help because it is difficult to have to teach five children with one text book and if you do get those recourse would be solving most of the challenges as well in terms of teaching reading	30
TEACHER 6	More library should be erected, learners should have more time practice reading. They should read at school and at home. Parent involvement: teachers should attend more workshops.	31
TEACHER 7	We can motivate them to speak to English in the classroom and in all the time, and you can tell them to watch television and their cartoon networks because they enjoy them , but the problem is that most of them they do not have televisions at their homes.	32
TEACHER 8	The solution is to encourage learners to listen to radio that speaks in English, TV, TV news, soups and dramas and encourage them to speak. When they make mistakes, I correct them and I encourage them to demonstrate stories they see on TV.	33
TEACHER 9	Reading lesson should become more often during the day. Learner should read at school and at home. If parent can involve write the study of learner, they can do better Teachers should attend more workshop.	34
TEACHER 10	The solution in the challengers facing teaching of reading English maybe if the school in rural area will resource with the libraries, so that the learner will read more story books.	35

RESEACHER	<u>Main Question: What is the effect of English reading skills on learner's academic performance of Grade 3 Venda speaking learners in rural areas?</u>	36
RESEACHER	<u>Sub Question: How can the teaching of reading English to Grade 3 influence in the environment of the learners be improved?</u>	37
TEACHER 1	I think they could be improved because once the child has been told to read and to find a love for reading books he or she should be able to have knowledge and experience for his own	38
TEACHER 2	No the way I see we don't have nearly enough resource to be able to teach reading efficiently because, first of all we have a shortage or reading material how do you tech learners how to read without the equipment that the learners are support to use to learn how to read.	39
TEACHER 3	I think individual learning, one on one learning will be the best because that your able to see the progress if there is any the learner, because if you look at the class as a group it is not easy to see how and individual learner is doing and you must able to overlook to progress or lack thereof that learners, so if you teach all learners in the classroom individual you will better their progress.	40
TEACHER 4	It can be improved. If the Department supply the rural schools with libraries. And also the parent support by attending meeting to school so that we as a teacher can tell that they must be support learners with school work at home.	41
TEACHER 5	It can be improve first of all by abiding to the solution that I have mention, developing the love of reading through their learners help them realise that reading is not a choux ,reading is not work ,reading is enriching yourself and empowering yourself if they can have culture bestowed in	42

	them of reading then the level that their reading will definitely being improved	
TEACHER 6	using other picture and you write the words in English and, you can mostly use this English in the morning because they are still fresh. We start by teaching how to read it to improve their vocabulary.	43
TEACHER 7	Yaaah, you can improve them by motivate by reading English book by using other picture and you write the words in English and Venda or you can mostly use this English in the morning because they are still fresh We start by teaching how to read it to improve their vocabulary, even the small books and picture because the books are not enough we can use magazines and piece of magazines they can improve the English reading.	44
TEACHER 8	It can only be improved if learners at school communicate in English throughout from morning out afternoon all the classes, all the Grades maybe can improve.	45
TEACHER 9	The home environment can support the learners at home by giving the love of reading books and listening stories. It can be better by developing the love of reading and parent should read more story book at home.	46
TEACHER 10	The home environment can support the learners at home by giving the love of reading books and listening stories. It can be better by developing the love of reading and parent should read more story book at home.	47
REASEACHER	Sub Question: During reading process among learners, which assessment do you use as a teacher?	48
TEACHER 1	During reading in the classroom I as a teacher I shall read a story to learner on the way I should ask some question to learners, you be able the learners by following or not , asking a question I will be assessing the understanding of learners to the story that I reading as a learners	49

TEACHER 2	After introducing the Annual National Assessment in (2018) I have to assess learners reading to check if there are improved. I can use assessment during reading .I think you can use level of proficiency in a rubric, which means in the class we asses learners who are different in knowledge Some of the learner are unable to read, some of the learners read perfectly, some of the learner are fair reader, so you should have to draw some levels of proficiency for example should have level1, level 2, level 3 and level 4.	50
TEACHER 3	I usually use the methods that are found during the launching of other campaign (Readathon Campaign) and also with the other one (Foundation For Learning). I compare the current class test and the previous class test. If it is an oral lesson. I compare the previous oral lesson and the current oral lesson that is the assessment that I used, so that I can able to tell if this learners are currently learning or their just reading because they have been ask to read.	51
TEACHER 4	We normally use rubric in assessing reading, were place kids according to their level of ability and we asses by following the rubric that you have made.	52
TEACHER 5	I use rubric and with this rubric I always try develop beforehand based on the needs of the learners and also based on the national equipment or the school police when you have you four different levels with your levels 1 being achieved and level 4 being extremely achieve and based on that you develop that rubric to be able to assess the learners according to the standard that the department has sent in their policy.	53
TEACHER 6	We assess the learner by using rubric, then after assessing them we give them the result, so that he or she must see how he got the marks.	54

	<p>Unable to read fall under level 1.</p> <p>Fair readers fall under level 2.</p> <p>Good reader fall under level 3.</p> <p>Understanding reading fall under level 4.</p> <p>That's how you assess the learner, we assess the learner under the following criteria. Waiting and toes, waiting is reading fluently toe words, pronunciation and loudness.</p>	
TEACHER 7	<p>Okay, I remember during ANA in (2011) the result shows that learner's performance was very low in term of literacy result in South Africa schools. Remember the campaign of Foundation For Learning, this why are used this assessment to measured learners performance in class, During reading After reading and Reading Aloud "dzi khou vhuya musi "which means it is hard .You can assess them using the rubric where we can group them according to their levels Those who are level 1 for them to get the high marks. The level 1-4 that is where you use the rubric and levels. To use this method the learners can read independently with confidence.</p>	55
TEACHER 8	<p>I choose a text and read it with learners and then learners read on their own, after that I allow them to read one by one and giving them their marks and if there is a mistake I correct them, and if another learner is making a lot of mistakes I encourage him to listen to others learners when they reading and at the end he read with them.</p>	56
TEACHER 9	<p>As a teacher in my class I always use rubric to assess the learner when they teach reading, for example the rubric have levels from level 1to level 4. It is a plan format for evaluation some preformat to learners.</p>	57
TEACHER 10	<p>: As a teacher when it comes to assessment, I used rubric to assess the learner. Rubric comes to a levels, from 1 to</p>	58

	4, it is a plan format to evaluate the performance of a learners.	
RESEACHER	What support would need as a Grade 3 teachers in order to improve the teaching of reading English to learners?	59
TEACHER 1	the support that I will need as a Grade 3 teacher I think if the government can do more workshops for us, where we would be trained how to teach reading in classroom, I think it will be possible for all teachers to teach reading in classroom because without workshops, I think we are going no were. We need more workshops. And also the parent could support the learners at home it think it will able the learners being able to read.	60
TEACHER 2	Parent should support their learners in everything for example helping us, looking the learners work at home. I will also need Government support and also supply us with the different resources such as just like puzzle, posters, and some overhead projectors that you can use. I think this can help us a lot and everything that can help the learner to read. think parent and government even all the resources that can use that learners to read parent can supply us.	61
TEACHER 3	The support that I need is from the parent and from the Department. From the parent they need to be able to motivate their children by also reading at home. Children should not only learn to read when they're in class. The parent at home they also teach the culture of reading, and with the Department if they can help by giving us resources to help the learners to read such as only textbook but also books to teach those learners to teach pleasure.	62
TEACHER 4	- The support that will need, I think if the department can help us with creation libraries near our schools it will help	63

	and then if parent should be motivated to be involved in the learning the children, this will also help a lot, and then even if English teacher, educator are encourage to use this language in the class, especially to speak with the kids in English and also allow the kids to learn and not to make fun for themselves, I think this can help.	
TEACHER 5	The support that I need as a teacher has to firstly come to the department because as a teacher am representatives of the department and they have given me a mandate to able to teach learners how to read almost other things ,if they can give me the support that I need in terms of research ,in terms of recourse and term of addressing the challenges that I facing in my classroom that would be best ,also support from the parent them self is also necessary because if a child does not see the important of everything at home he would never be able to see the important of reading in the classroom.	64
TEACHER 6	If the Government support us with libraries, their parent with helping learners at home with homework, the support that needed most is when the parent, communities and teachers are working together to support the child at by doing reading as a routine every day after school	65
TEACHER 7	The government would support us with the reading material that is what we can do.	66
TEACHER 8	I encourage him to listen to others learners when they reading and at the end, he read with them.	67
TEACHER 9	Government support us by giving library to schools especially in rural school, think will be better. Another think is 'musi vhabebi vha vhana vha tshi ri thusa sa vhadededzi nga u thusa vhana nga u nwala dzi homework mahayani na u vha vhalisa dzi bugu '	68
TEACHER 10	The support that I need as a teacher it can be the government support, the schools in rural area need many	69

	books to start a library so that the learner and teacher can read. The other things is if the parent can help with the learners with homework at home and try to buy his or her books to read.	
REASECHER 3	<u>Main question: How do teacher teach English reading to Grade 3 Venda speaking learners in rural areas?</u>	70
TEACHER 1	I use simple language when am talk to the learners. When taking to the learners I use the language that is simple and understandable by the learners that why I say I use simple language so that the learner can understand and always apply gesture when teaching the learners	71
TEACHER 2	As a teacher my role is to teach reading effectively with patience. When need a support I can go to the HOD of the Foundation phase to get help so that I have the love when am talk to the learners. Even the in the community must have the love of helping learners to read at home even if the library are not there.	72
TEACHER 3	By attending the courses which will able me to acquire more skills for reading which is the language policy that can understand that reading is important skills for language and learning in the early years of schooling. So that I can be very helpful to learners, and I should manage the time for teaching reading to the of learners, Good management and leadership are essential for successful teaching and learning.	73
TEACHER 4	Other strategies that we find helping maybe is that of helping this drop all and read, and we have it many twice in a week where learner know that this time 30-40 minutes will only being read, I think this can help to improve the reading in our children.	74
TEACHER 5	Planning to read in time is very important as a teacher, some teacher don't prioritise reading they think	75

mathematic and life-skills are more important than reading for getting the fact that to be able to understand the life-skills questions you must be able to read it. If they would be proper planning, if they can be proper planning in time and prioritization of reading it can help.

After teaching all strategies including shared reading group reading ,independence reading and reading aloud strategies that can be implemented is drop everything and read if a school can let's say prioritize reading As a school and have a certain time let's say between 8 o'clock and 9 o'clock every morning everybody in the school drops everything and read from the Grade R learners and Grade 7 learners including the Grade 3 if that can be a priority to drop everything and read it would be a strategies that would improve the strategies of reading ,and also having picture on the wall in your classroom with the different vowels and the different consonant because remember those are the thing that are basis for reading , you won't be able to read a word if you cannot identified which one is vowel , which one is a consonant , if those things can be printed out and paste along the walls so whatever a child forget they can just look up and be able to see those things and remember how to read , also dividing words in different syllable make is easier to read the words for example if am reading the words Venda if I divide Venda into the three syllables 'Tshi—ve—nda' it would motivate the learners and have them understanding reading that way they don't read because is in front of them, but read because is in context also teaching the important of punctuation to the learner then when they read they should not just read everything but read taking in regard exclamation marks and what to do when there is exclamation mark ,what to do when there is a coma ,what

	to do when there is a double colon and the inverted comma mean , including all those things in the reading lesson would definitely be a strategies to improving the teaching of reading .After all the learners will enjoy reading independently with understanding ,some are enjoy to read newspaper.	
TEACHER 6	Implemented drop all and read, planning of reading before, reading should be taught to all subject. Paste picture and write words and sentences, Drill Constance and vowels are mean like phonic .Introduce one phonic per week ,stress phonic every day, know all vowels, divide the words in syllabus and single sounds. Learners should follow the punctuation in reading, let learners build words from babe, bi, Bo, bu.	76
TEACHER 7	Most learners in rural areas primary schools cannot read fluency, so that as a teacher I used the other strategies that can help like when I group the learners according to the abilities or individual I can do pair reading by helping those who are found difficult to read, after grouping them is where I will do before reading, pair reading is, I group those who can group to someone who do not read this cannot read at all. I will motivate to read because if my friends are reading it is there I will read fast. This will motivate to read fast.	77
TEACHER 8	I used shared and group guided reading as my strategies, then I'm going to elaborate each item. I will start by shared reading, shared reading has, and shared reading has 4 parts. The first one is pre- reading, and the second one is first reading, the third one is second reading and the last one is post reading."	78
TEACHER 9	Am planning to teach reading before they go to class to teach them. Reading can be taught to all subject, not in English only. Drop all and read, in the school can have	79

	<p>maybe 30 minutes on Wednesday to do reading from Grade R to Grade 7 in the whole school including Grade 3 it can work. Drill consonant, introduce one phonic per week, stress phonic every day, and know all vowels. Divide the words in to syllables, for example when they teach them the words 'population' you may divide like this po-pu-la-tion and stress those syllables every day.</p>	
TEACHER 10	<p>I use to learner is simple language when talk to learners, when maybe they teach, I also use gesture and modelling reading and work on Individual skills to teach learners by monitoring them every day, so that the learner has to see what the teacher has done .I also have a lot of time to demonstrate to learner so that they can see it clearly. We can also teach them to sound the words like' big'. The learner should pronounce the words big and you want to see' b' and tell them when I add 'l g' you are going to see' big'. After that I also use segmentation to expand these words</p> <p>I write on the chalk board 'b + l +g =big 'in teaching that is what am going to use in teaching English reading to Grade 3. I think is that all that I will be remember?</p>	80
RESEACHER	<p>Sub Question: What <i>strategies are used to improve teaching how to read English to Grade 3 Venda speaking learners in rural areas?</i></p>	81
TEACHER 1	<p>I have got several strategies here for teaching how to read, I have to monitor learner's performance as a teacher I will monitor the learners performance to read fluency and with comprehension and understanding of what they are reading, and also I should monitoring learner's progress, and the strategies that are used are: during ,after and before reading strategies.</p>	82
TEACHER 2	<p>The teacher uses simple language when teaching the learners in the classroom so that the learners should</p>	83

	understand better and also model the story when we teach.	
TEACHER 3	By attending the courses which will able me to acquire more skills for reading. So that I can be very helpful to learners, and I should manage the time for reading of learners, Good management and leadership are essential for successful teaching and learning	84
TEACHER 4	In a lower grade like grade 3 teaching preferred taking reading to a real word. Reading still need guidance when there is in their classroom, Learner need attention when they come with choosing the text to read. Teaching words must go with picture, learner must learn to associate with the words. We talk about the main picture and the story beforehand, then after we start to read learners follow after me.	85
TEACHER 5	basically were I deal with each child individual and I make sure that the manner in which I use to tech the reading is cross ponding with their need, and another thing that also do is group learning because they are learning in the same environment it is very easy to motivate them and show them that even if you are not able to do it now you will get you point that you will going to do it.	86
TEACHER 6	Monitoring learner's performance, to enable learners to read fluently and with comprehension. Monitoring learner's progress <i>and</i> Teaching practice and methodology.	87
TEACHER 7	Group reading is where I group the learner according to their learner's ability. I will group the learner from there I will help those who do not read and those who can read better will help the other. Before individual I can do pair reading by helping those who are found difficult to read, after grouping them is where I will do before reading, Pair reading is , I group those who can group to someone who	88

	do not read this cannot read at all. I will motivate to read because if my friends are reading it is there I will read fast. This will motivate to read fast.	
TEACHER 8	By conducting this kind of reading strategies thy influence learners to read with love for example, shared reading, guided reading and also reading aloud. Shared reading has 4 parts .The first one is pre- reading, and the second one is first reading, the third one is second reading and the last one is post reading when we used this kind of strategies they will create the love of reading to the learners and also promote healthy environment to the learners ,even the learners who are lazy to read they will read too.	89
TEACHER 9	I use is shared reading, group reading and independent reading. I will start by shared reading is where learners focus enjoyment of reading. During this reading is where the teacher teaches learners reading strategies and how to apply them in daily basis when we teach. This is especially important when working with children. Group reading, I work with small group of learners, group reading is regarded as the component of balanced language programmes. I group the learner according to their levels of reading, and also identifying learner's areas of needs help and allow a learner to develop independence reading. The other thing is reading aloud or independent reading, her learner aims to develop the love of reading enjoyment when reading. It should happen daily and implemented in the following way for example before reading, during reading and also after reading.	90

TEACHER 10	that I use to learner is simple language when talk to learners, when maybe they teach, I also use gesture and modelling so that the learner has to see what the teacher has done .I also have a lot of time to demonstrate to learner so that they can see it clearly. We can also teach them to sound the words like' big'. the learner should pronounce the words big and you want to see' b' and tell them.	91
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APPENDIX D REQUEST PERMISSION TO CONDUCT RESEACH FROM DISTRICT

ENQ: Manenzhe .LR

CELL: (0829509430)

P.O BOX 352

Louis Trichardt

0920

12 August 2019

The District Director
Vhembe West District
P/BAG X 2250
0970

Dear Sir/Madam

Application for conduction a research in a Vhembe West District.

I, Manenzhe Livhuwani Reineth, ID No 7306030790087, attached to Masedi primary school, Soutpansberg East Circuit, hereby make an application to conduct a research at schools under Vhembe West District.

I have registered Master's Degree with the University of Zululand, student number 20186091 .I have also attached proof of my registration .I would be very grateful if you will allow me to use your schools as my research site for the research report which I am required to write.

The topic of my research study is "Challenges in the teaching of English reading to grade 3 Venda speaking learners in rural area of Soutpansberg east Circuit. 'They will be made available for both the Circuit and the Department of Education.

Hoping that my application will receive your kind consideration

Yours truly:

LR Manenzhe

APPENDIX E: LETTER OF AUTHORISATION FROM THE DEPARTMENT OF BASIC EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

REF : 12/1/10/18

ENQ : MATIBE M.S

CELL : 082 3004 4774

MANENZHE LIVHUWANI REINETH

P.O.BOX 352

LOUIS TRICHARDT

0920



REQUEST FOR PERMISSION TO CONDUCT EDUCATIUNAL RESEARCH

1. This serves to inform you that your request for permission to conduct an educational research entitled "*Challenges in the teaching of English reading to Grade 3 Venda speaking learners in rural areas of Soutspansberg East Circuit*" has been approved.
2. You are expected to ensure that your interactions with Grade 3 educators will not disrupt teaching and learning activities.
3. Kindly inform the circuit manager and principals of the 10 selected primary schools prior to commencing with your interviews.
4. Wishing you the best in your studies.

DISTRICT DIRECTOR

DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The heartland of southern Africa, development is about people

APPENDIX F: ETHICAL CLEARANCE CERTIFICATE FROM THE RESEARCH ETHICS COMMITTEE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION
Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2018/611				
Project Title	CHALLENGES IN THE TEACHING OF ENGLISH READING TO GRADE 3 VENDA SPEAKING LEARNERS IN RURAL AREAS OF SOUTHPANSBERG EAST CIRCUIT				
Principal Researcher/ Investigator	Livhuwani R. Manenzhe				
Supervisor and Co-supervisor	Prof A.P Kutame		Prof T.S Mashau		
Department	Education				
Faculty	Education				
Type of Risk	Med Risk – Data collection from people				
Nature of Project	Honours/4 th Year	Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-18 July 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gidson De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
19 July 2019

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

19-07-2019

RESEARCH & INNOVATION OFFICE

APPENDIX G: PARTICIPANTS CONSENT FORMS

CONSENT FORM

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give permission to be taped.
- I also give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature of the teacher: W. de la...

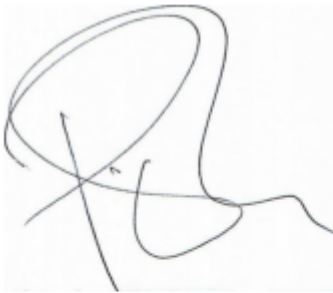
Signature of the researcher: M. Renzhe

Date: 29 August 2019

APPENDIX H: LANGUAGE CLEARANCE CERTIFICATE

9 July, 2020

This is to certify that I, **Dr P Kaburise**, of the English Department, University of Venda, have proofread the research report titled - **CHALLENGES IN THE TEACHING OF READING IN ENGLISH, TO GRADE 3 VENDA-SPEAKING LEARNERS IN RURAL AREAS OF SOUTPANSBERG EAST CIRCUIT** - by Livhuwani Reineth Manenzhe. I have indicated some amendments which the student has undertaken to effect, before the final research report is submitted.

A handwritten signature in black ink, appearing to be 'P. Kaburise', with a large, stylized initial 'P'.

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