

**Exploring the Availability of Remedial Support for Learners Struggling with
Literacy in the Foundation Phase at King Cetshwayo Selected Schools.**

by

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DECLARATION

I, **NTOMBIZONKE LUCIA NXUMALO** (Student number: **201411832**), declare that this mini-dissertation, which is submitted in partial fulfilment of the requirements of the degree of Master of Education to the University of Zululand, is my own work in design and execution, and has not been previously submitted by me for a degree at any university, and that all sources I have used have been indicated and acknowledged by means of a complete reference.



NTOMBIZONKE LUCIA NXUMALO

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DEDICATION

To my future children, Sqalesihle, Owehlukile, Yandisokuhle
and Nqabayethu and my mother.

ABSTRACT

The challenge of learners struggling with literacy in schools has occupied policy debates in South Africa since the advent of democracy. Against this background, the purpose of this study is to explore the availability of remedial support given to literacy struggling learners in selected primary schools at King Cetshwayo District. The sample consists of twelve participants who were teaching literacy in foundation phase at King Cetshwayo District. Methodologically, this study combined the interpretivism design and qualitative research method based on data collected using semi- structured interviews.

The study's findings suggest a lack of parental support and trainings from the Department of Education for the learners struggling with literacy in the Foundation Phase. There may be a need for more interventions such as capacitating teachers with more resources and providing programs suitable for the learners. In addition, it is necessary for teachers to work hand in hand with the Learner Support Assistants as an attempt to particularly assist the most vulnerable learners struggling with literacy be it in main stream or full-service school.

Another noteworthy result revealed by the participants relates to big class sizes in the classrooms that makes it hard for teachers to engage all learners and cater for them as individuals. The time spent in classrooms was said to be short and makes it impossible for teachers to finish all the curriculum planned. In addition, there also appeared to be parents who live in denial that their children need critical intervention in form of special classes, assistance from the district or mental support from professional psychologists. The researcher also noted that most of the teachers are not only unaware of programs available for assisting learners struggling with literacy; they are also unable to successfully implement them.

KEYWORDS: literacy, remedial support, curriculum, teaching methods, teaching challenges, support programs.

ACRONYMS and ABBREVIATIONS

ZPD	– Zone of Proximal Development
APA	– American Psychiatric Association
Wp6	– White paper 6
CAPS	– Curriculum Assessment Policy Statement
NCS	– National Curriculum Statement
DBE	– Department of Basic Education
DOE	– Department of Higher Education
DSM 5	– Diagnostic and Statistical Manual of Mental Health Disorders – 5 th revision
HIV	– Human Immune Virus
AIDS	– Acquired Immune Deficiency Syndrome
SBST	– School Based Support Team
DBST	– District Based Support Teams
IEP	– Individualized Education Plan
ISP	– Individual Support Plan
LEA	– Local Education Agency
IDEA	– Individual with Disabilities Education
ANA	– Annual Assessment examinations
ND	– Neurodevelopmental Disorders
ADHD	– Attention Deficit Hyperactivity Disorder
EFAL	– English First Additional Language
ECD	– Early Childhood Development
OECD	– Economic Co-operation and Development
SIAS	– Screening Identification Assessment and Support Policy
DSM (IV)	– Diagnostic and Statistical Manual of Mental Disorders

CAPS	– Curriculum Assessment Policy Statement
SBST	– School-Based Support Teams
IEP	– Individualized Education Plan
ISP	– Individual Support Plan
IDEA	– Individual with Disabilities Education 49 Act
REALS-SA	– Leadership Strengthening in South African Schools
NECT	– National Education Collaboration Trust
OBE	– Outcomes Based Education
NCSNET	– National Commission on Special Needs in Education and Training
NCSS	– National Commission on Support Services
DBST	– District Based Support Teams
LEA	– Local Education Agency
IEP	– Individual Education Program.
LER	– Learner Educator Ratio
LSA	– Learner Support Agencies
DHET	– The Department of Higher Education and Training

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1. CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1. Introduction

The purpose of this study is to determine the availability of remedial support for learners struggling with literacy in the Foundation Phase at selected King Cetshwayo schools. The problem of children's literacy is a worldwide one (Fraenkel, Wallen & Hyun, 2012; Millin, 2015; Margaret, Sayid & Shannon, 2020). Literacy issues in South Africa are becoming a crisis in the secondary schools' system, with a substantial proportion of pupils dropping out (Millin, 2015). According to the Department of Education, 61 percent of grade 6 and 9 English language pupils earned less than 50 percent on Annual National Assessment (ANA) exams in 2013. It also revealed that around 75 percent of grade 6 and 79 percent of grade 9 English second language students did not get a score of 50 percent or higher (DBE, 2013). South African schools are ranked among the worst in the world in terms of math and literacy (Bloch, 2019).

Literacy challenges typically lead to low achievement (Fraenkel et al, 2012), as reading and writing are the foundations of all learning. Some of the students have Neurodevelopmental Disorders (NDD), such as learning difficulties and attention deficit hyperactivity disorder (ADHD), which make it difficult for them to master literacy skills (Yoro, Foure & De Merwe, 2020). There is evidence that these students with NDD have the capacity to improve their academic performance if they get some type of remedial assistance. In 2018, 11.2 percent of learners in the foundation phase at King Cetshwayo failed English First Additional Language, with a 12.52 percent pass at a 40% pass level (Hartell & Steyn, 2019). The high pass mark was owing to the assistance provided to Early Childhood Development (ECD) teachers by specialists who conducted training workshops for teachers (DBE, 2018, p.206).

Furthermore, there is evidence that when effective literacy teaching practices are adopted, academic attainment improves (Gunn, Simmons & Kameenui, 2015). The capacity to read for comprehension and enjoyment is debatably the most crucial skill that children develop in primary school. ORF (oral reading fluency) is one of the most important aspects of learning to read. It is defined as the capacity to read the material

quickly, properly, and with meaningful expression (Spaull, 2016). Literacy has a significant impact on academic performance. As a result, the purpose of this research was to examine the available remedial support provided to learners for the enhancement of their reading skills, as literacy has a significant impact on academic achievement (Maher, 2011).

Local studies have identified many macro-level (e.g., socioeconomic factors, under-resourced and under-managed schools, under-qualified educators) and micro-level (e.g., print-poor classrooms, insufficient time on task, inadequate lesson planning, and unproductive instructional practices) factors that contribute to a lack of literacy skills (Pretorius, 2016; Spaull, 2016). There is evidence that early reading and writing skills are vital for development and success in school and later in life (Axelsson, Lundquist, & Sandberg, 2017). Learners require more teacher competency, particularly their attitude and teamwork, as well as a social atmosphere in preschool and unstructured play that allows the child to imitate reading and writing; all of these are critical in developing literacy abilities (Axelsson, Lundquist & Sandberg, 2017). Writing is a skill that cannot simply be looked at as unimportant.

For most teachers and students, the capacity to write without assistance is a work in progress. In this regard, the South African Department of Education has devised a policy on progression that allows learners who do not meet the minimum standards for a grade to advance to the following grade (Mawhinney, Irby & Roberts, 2016). Learners who have progressed continue to proceed to the following grade without or with minimal support until they reach grade 12; a point at which they will be unable to go any further (Mawhinney et al., 2016). In their study, Mawhinney et al. (2016) reveal that promoted students continue to struggle with little or no additional aid in or out of the classroom until they reach secondary school (Mawhinney et al., 2016).

On the other hand, the Screening, Identification, Assessment, and Support Policy (SIAS, 2014) was implemented in South African schools in 2015, and the researcher sees it as a critical support policy for at-risk learners. This policy is related to the progress of learners

who are facing learning issues, social obstacles, and are at risk of failing to complete grade 12 and dropping out of school (Organisation for Economic Co-operation and Development: OECD, 2012). The same report, issued by the OECD (2012), included suggestions for education systems aimed at assisting all children to succeed in school with equity and quality. It also gave evidence on how to assist underserved pupils and schools. The goal was to increase the possibilities for underprivileged pupils, which would benefit society as a whole in the long run (OECD, 2012). The best education systems are usually those that combine equity and excellence. The South African Department of Education recognizes that all students should have access to high-quality education in order to attain their full potential (Landsberg, 2016).

The Department of Basic Education (2015) agrees that schools should provide additional support to students with learning disabilities at all levels, including advanced students. However, the Annual National Assessments and Grade 12 results continue to reveal a learning gap in the education system, which is concerning. Coordination of learning support programs for difficult students appears to be a challenge. Mkhuma et al. (2014) discuss the difficulties that teachers have when recognizing learners who have learning hurdles. Learners with hurdles who are admitted to conventional P primary schools, inclusive schools, and so-called "Full-Service schools" on an annual basis are not recognized and assisted in secondary schools (Venketsamy, Sing & Smart, 2020).

As a result, despite the implementation of the Screening Identification Assessment and Support Policy: SIAS, provision of early intervention, prevention of learning issues, and learning support programs appears to be insufficient (2014). In South Africa, advanced learners do not appear to be receiving adequate learning support to increase learner performance across the system. Learners at risk require remedial assistance not only to address specific topic deficiencies and prepare for the demands of the following grade, but also to promote and improve access to quality education for all students (SIAS, 2014). To address their needs, challenged students require remedial support. Remedial support services for struggling readers must be strengthened. Learners must acquire this talent in order to be free of the stigma and power of poverty and illiteracy.

This study acknowledged the government document White Paper 6, which states that all students who struggle in school with academics or emotional concerns should be supported (White Paper 6, 2001). However, when addressing the aforementioned issues, the study would like to investigate whether schools in King Cetshwayo provide remedial support for learners who struggle with literacy. Teachers could provide additional information about such assistance if it exists. Examining existing support will then help to improve the system and provide teachers with skills.

1.2 Theoretical framework

1.2.1. Socio-Cultural theory

Vygotsky's sociocultural theory of human learning, which depicts learning as a social process and the origins of human intelligence in society or culture, was used in this study. The main theme of Vygotsky's theoretical framework is social contact, which is crucial in the development of thought processing. Vygotsky felt that all learning occurs through two mechanisms. The first mechanism is characterized by significant engagement with others, whereas the second is characterized by the individual's psychological construction (McLeod,2020). In that order, the individual mechanism is between people (inter-psychological) and within the child (intra-psychological). In this regard, the relationship between the child and the instructor is critical to the successful learning of literacy as a topic.

With the existing problem of poor reading abilities of pupils in higher grades, the researcher might analyze if there was proper interaction at the foundation period where learning begins using this hypothesis. Remedial support is a sort of intervention that occurs between the student and the educator to help the struggling student. Vygotsky's explanation of interaction includes purposeful attention, logical retention, and concept growth. All higher functions begin with genuine human relationships (McLeod,2020). This type of link was revealed in a study that describes the teaching strategies employed by teachers in the classroom while transmitting curriculum to students (Ngubane, et al.,

2020). According to their findings, educators mainly utilized a question-and-answer technique to teach writing, which entails instructors regulating the relationships in the classrooms via a nomination-response cycle (Ngubane, et al., 2020). In theory, the infant should be assisted while in the Zone of Proximal Development (ZPD) using several appropriate strategies. This ZPD is detailed more below.

1.2.1.1 Zone of Proximal Development (ZPD) and scaffolding

The ZPD is the difference between the tangible development level as determined by solo issue solving and the potential development level as determined by problem-solving under adult supervision or in collaboration with extra skilled peers (Vygotsky, 1978; Rosenthal & Zimmerman, 2014). This is the level of exploration where the student requires support and social connection in order to completely progress (Briner, 1999; Walton, Cohen, Cwir, & Spencer, 2012). This indicates that when a youngster struggles with reading, he or she has reached a zone of proximal development and thus requires scaffolding. Scaffolding is essentially a process in which an instructor or a more proficient peer assists a student in the ZPD and then lets them to accomplish things on their own when they have been trained.

Scaffolding can be provided by an educator or a more knowledgeable peer to assist students in getting an understanding of knowledge domains or developing multiple skills. Cooperative learning, dialogue, modeling, and scaffolding are techniques to increasing students' intellectual knowledge and skills in order to aid desired learning (Su & Zou, 2020). This theory was used in this study since the remedial program that we are looking into is an example of the scaffolding process that will help the child reach the ZPD. Literacy difficulties could be handled effectively with a remedial program.

1.3. Preliminary literature review

1.3.1 Definition of Operational Terms

1.3.1.1 Remedial support program

A remedial support program is given to assist students to achieve expected capabilities in core academic skills such as literacy and numeracy. Remedial support programs are

planned to close the gap between what a student knows and what he or she is predicted to know (Creswell, 2012) Remedial programs address learning gaps by reteaching basic skills. They focus on core areas, like reading and math. Remedial programs are open to all students, including those with disabilities (Rawe,2021).

1.3.1.2 Literacy

Literacy is the ability to realize, comprehend, interpret, create, communicate and compute, using printed and written materials related to changing contexts, (Murray,2021). Literacy is all about reading and writing. It is the ability to purposefully use language in its written form. To be literate, one must be able to read and write (Factors Influencing Language & Literacy Development in Early Childhood, 2018). Alberta Education defines literary as an individual's ability, confidence and willingness to engage with language to acquire, construct and communicate. Language in this definition is typically viewed as a socially and culturally constructed system of communication (Leenen, 2021).

1.3.1.3 Curriculum

A curriculum is a standard-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills (Sleeter & Carmona, 2017). The curriculum is the central guide for all educators which is essential for teaching and learning so that every learner has access to rigorous academic experiences (Sleeter, et al., 2017). The term curriculum refers to the lessons and academic content taught in a school or a specific course or program. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course (Vasileiou, Barnett, Thorpe & Young, 2018).

1.3.2 Literacy globally

According to UNICEF, the children literacy statistics are quite disturbing and call for an urgent action. In spite of all the progress we have witnessed over the years, more than 600 million children remain characterised by low literacy levels. In the 23 countries with available data, there are considerable discrepancies in the percentage of children

equipped with foundational reading and numeracy skills (Leenen, 2021). Children with foundational reading and numeracy skills account for 37 percent and 19 percent of the population, respectively. In the Democratic Republic of the Congo and Chad, however, nearly no pupils aged 7 to 14 show foundational reading and numeracy skills that they should have learned in Grades 2 and 3. In Turkmenistan, on the other hand, nearly 80% of youngsters in the same age range have basic reading skills (Nel,2021).

Aside from overall performance, the size of the gender gap differs by country. The median discrepancy between the proportion of girls and boys with foundational reading skills is 2 percentage points among the 23 countries with UNICEF data for the foundational learning module. While the gender gap in Turkmenistan is essentially non-existent, in Lesotho, a substantially higher number of girls than boys display core reading skills, with a gap of about 20 percentage points (Leenen,2021). When compared to the gender gap, wealth disparities in foundational numeracy skills are more pronounced. In all nations, children from the top wealth quintile have a higher percentage of foundational numeracy skills than children from the bottom wealth quintile, with a median disparity of 19 percentage points (Nel,2021).

1.3.3 Literacy status in South Africa

Reading and writing is a global issue, as low academic achievement is still prevalent across the world. According to statistics, eight out of ten youths in South Africa are unable to read and write well, not just in English but also in their native tongue (McBride, 2019). Poor academic performance and high failure rates in South African higher institutions necessitate assistance. Academic writing skills have a significant impact on academic performance (Maher, 2011). There is evidence that students at all levels of basic education struggle with writing and reading skills (Pretorius & Spaul, 2016). Students need to receive assistance in schools, as indicated in White Paper 6, which argues for intervention for students who face a variety of challenges, including poor academic attainment (White Paper 6, 2001).

The White paper 6 (WP6), along with other department of education recommendations,

requires that all students attend school and that intervention programs be created to help them succeed (DoE, 2011). The Foundation Phase of the GET (General Education and Training band) begins with grade zero and includes grades one through three (Hugo,2016). During the school year, literacy is taught for an hour a day, four or five days a week. Vocabulary, narrative skills, alphabetic knowledge, phonological attentiveness, and reading decodable words and brief connected text are among the learning objectives (DoE, 2011). Despite the fact that literacy receives so much attention, some students still fail to acquire this critical skill, and some have even more difficulty reading in their own language (McBride, 2019).

As stated in the Diagnostic and Statistical Manual of Mental Disorders: DSM 5, severe difficulties could be identified as a distinct learning disability (DSM 5, 2013). The diagnostic guideline goes on to say how difficult it is to treat children with learning disabilities in terms of accommodating them and intervening in their situations. The guideline goes on to stress the significance of remedial support targeted at accommodating these students and helping them find a way to cope (DSM 5, 2013). As a result, remedial support is critical throughout the foundation phase, as it is a critical period in a child's growth (Heugh, 2013). What needs to be looked into is whether or not remedial programs are available in schools, and how well they are implemented by teachers.

1.3.4 Factors Impacting Literacy

The issues of inadequate literacy in schools are caused by a variety of circumstances. Lack of sufficient instructor qualifications and proficiency, as well as a lack of parental commitment to help students develop reading skills, are some of the issues (Naidoo, 2014). In some circumstances, parents are illiterate themselves, making it difficult for them to help their children learn (Arasomwan & Mashiya, 2021). It has been argued that there are few resources available for children to employ in the early stages of their development in order to acquire reading abilities, which has an impact on how they understand content in other areas because literacy is the foundation of everything (Spaull,

2016). It is necessary to investigate the availability of remedial resources, as well as teachers' understanding or awareness of the resources available to them.

There are many factors affecting the literacy of learning including hearing loss that can result from illness, which can make it difficult to perceive spoken language or other auditory clues. Speech development might be hampered by hearing impairments. Furthermore, because the environment is crucial, developing infants should be engaged in a language-rich environment. Children who are spoken to and read to have a greater desire to learn to speak and read (Lombard, 2017).

The importance of cognitive capacity in the learning process is very important so that the literacy skills of learners can be improved. There is a link between IQ and early speaking, according to some theories. Children that learn the language at a young age have a higher level of cognitive development. They have a proclivity for developing good sentence structure and a large vocabulary at a young age. Motivation is also critical. There will be a lack of language development if a youngster has no motivation to communicate or understand the world around her or him. Development may be sluggish until he or she recognizes the importance and necessity of using the language (Mitchell & Sutherland, 2020)

1.3.5 Curriculum Design, Learning Outcomes, and Methods of Teaching and Learning Literacy.

1.3.5.1. What is the curriculum?

The word curriculum essentially defined as the academic content and lessons taught in a school or a specific course or program (Mitchell & Sutherland, 2020). Curriculum refers to the knowledge and skills that students are expected to learn, including the learning standards or learning objectives that they must meet; the units and lessons that teachers teach; the assignments and projects that students are given; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate students' learning (Mitchell & Sutherland, 2020). The

Curriculum Assessment Policy Statement is a clear, systematic, and practical policy that enables instructors to use the National Curriculum Statement to its full potential (NCS), (KZN Foundation Phase Caps, DoE, 2011).

Recently, school-based support for students with learning disabilities centered on helping the student meet the demands of the mainstream curriculum (Department of Education, 2001:5). The curriculum taught to students who have difficulty learning was not differentiated to match the requirements of these students (KZN Department of Education, 2005:6). There were no significant changes to the curriculum, assessment, instruction, or other systemic elements (KZN Department of Education, 2005:6). However, when remedial support is implemented, educators in schools that serve severely challenged students must alter the curriculum to meet the requirements of their students. It's worth noting that, while curriculum can refer to a wide range of educational and instructional methods, educators frequently use the term in a very specific, technical sense (Mitchell & Sutherland, 2020). The primary goal of remedial support is to guarantee that students understand the material delivered to them at a specific level.

1.3.6 LITERACY (READING AND WRITING)

1.3.6.1. What is important for learners to master?

In Grades R and 1 when children are beginning to read and write in their Home Language, there is a considerable focus on developing oral language, according to the National Curriculum Statement (NCS), Curriculum Assessment Policy Statement (CAPS) for the foundation phase (2011). However, in Grades 2 and 3, the development of literacy in the First Additional Language should be prioritized (DBE,2011, pp.12-17). In the Intermediate Phase, students must be able to read and write in their other disciplines as well as use English textbooks. This will necessitate a good degree of reading in English, as well as a large vocabulary.

Reading and writing help learners improve their English language skills (DBE,2011). Reading allows students to have more exposure to their second language. Children's

vocabulary growth is strongly influenced by the amount of reading they undertake, according to study. Writing is beneficial because it pushes students to consider grammar and spelling (DBE,2011, pp.12-17). This motivates learners to process the language, which improves accuracy and speeds up language acquisition. As a result, in the First Additional Language CAPS for Grades 2 and 3, additional time is spent to reading and writing exercises. The following are some reading and writing activities:

1.3.6.2 Environmental print

From birth, children should be exposed to environmental print. Signage (traffic signs, shop signs, etc.) and packaging are two examples of environmental print in English that South African children can be exposed to. Teachers can use this as a jumping off point for children's emergent literacy in their second language by bringing familiar packages or adverts to class and seeing if the students recognize brand names.

1.3.6.3 Shared Reading

In Grade R, students are exposed to shared reading, which continues throughout the Foundation Phase. This is a crucial activity for language and literacy development. The goal of shared reading in Grade 1 is to expose students to their second language in a relevant and supportive environment. It also helps learners improve their emerging literacy in their second language. Reading, writing, and language structure and use are all facilitated in groups (DBE, 2011.pp12-17).

1.3.6.4 Teaching Methods at Foundation Phase

A teacher's job is to make sure that students have meaningful and relevant learning experiences. To make successful decisions, bridge transitions, scaffold, and guide each learner toward success, teachers must grasp the process of learning (Patrick,2013). Teachers should put in a lot of effort to meet their goals as well as the learning outcomes. Learning outcomes are descriptions of specific knowledge, abilities, or expertise that a learner will acquire as a result of a learning activity, such as a training session, seminar, course, or program (Kyndyt, 2016). The learning outcomes aim to ensure that children

have a strong sense of identity, are linked to and contribute to their world, are confident and competent communicators, and have a strong feeling of wellbeing (Spiteri, 2020).

1.3.6.7 The Need for Remedial Support for Learner Struggling with Literacy

Teachers should devote more time to reading and writing, provide a large number of books for children to read, actively teach beneficial skills, allow students to discuss how and what they are learning, and, finally, give them longer assignments rather than short jobs to build stamina (Glavey, 2020). If all of these tactics and ideas fail to help children with issues, remedial support should be provided to help the children who are suffering in school.

1.4 Problem statement

Learners who do not grasp reading skills in elementary school tend to struggle to traverse the school curriculum in later grades such as senior, high school, and upper levels (Schmidt et al., 2012). The poor passing rate in South Africa is attributable to a lack of literacy skills at the grassroots level (Nurjana, 2018). Literacy is vital for learning, and if learners do not fully grasp this learning tool, their chances of success in the learning setting are hampered (Bohlman & Pretorius, 2012). Given the essential role literacy plays in and out of school, as well as the rising long-term cost of literacy inadequacies, intervention is critical, particularly at the foundation Phase (Hugo, 2016). There is a need to look into whether or not there are any remedial programs in schools to help students who are struggling with literacy.

This inquiry will provide us with a better knowledge of how teachers use remedial programs to assist students who struggle with reading. Statistics show that 8 out of 10 children struggle with literacy (Nurjana, 2018). Even the high incidence of matric dropouts reveals that pupils may be lacking in literacy skills more than topic understanding, leading to demotivation and failure. To address South Africa's literacy crisis, an immediate intervention is required, which may take the shape of extensive scaffolding in the form of remedial programs as early as the foundation period of education.

1.5. Aims, Objectives and research questions

1.5.1 Aim of the study

To investigate the available remedial support given to learners struggling with literacy in Foundation Phase at King Cetshwayo District in selected schools.

1.5.2 Objectives of the study.

- To explore challenges experienced by educators when teaching learners struggling with literacy in Foundation Phase.
- To determine available remedial support for learners struggling within Foundation Phase.
- To propose a remedial support program for learners struggling with reading and writing in Foundation Phase.

1.5.3 Research questions

- What are the challenges experienced by educators in teaching learners struggling with literacy in Foundation Phase?
- What remedial support is available for learners in the foundation phase to improve literacy skills?
- What remedial support can be developed to assist learners struggling with literacy in Foundation Phase?

1.6 Intended contribution to the body of knowledge

The study will provide educators with a better understanding of the problems they face while educating students who are struggling with reading and writing in the Foundation Phase. This will help the community and decrease the likelihood of dropouts. The study also adds to the body of knowledge by offering a support program for learners in the intermediate phase who are struggling with reading and writing. The data will be shared with the Department of Education so that more productive remedial programs can be

considered for implementation to assist learners who are struggling to acquire literacy skills. As a result, this will supplement WP6 adoption.

1.7 Research design and methodology

The qualitative research method will be used in this investigation. The qualitative method will be utilized to collect information from all teachers who will serve as sources of knowledge. The researcher will use interpretivism as a paradigm to explain the social world and recognize many interpretations as equally legitimate. Given the goal of this study, in-depth explorations are favored methodologies in qualitative design (Bertram & Christiansen, 2015).

1.7.1 Validity and Reliability

The ability of an instrument to measure what it is designed to measure is referred to as its validity (Kumar, 2014). Kumar (2014) goes on to offer a method for assuring validity in data collecting; it can be the logic that drives the development of a research instrument, which will imply justifying how each question will answer the research question. This is all about determining the caliber of a research investigation. Bertram and Christiansen (2015)

discuss the validity of the interpretivist paradigm used in this study. The current study used trustworthiness to confirm the validity of the study utilizing Guba and Lincoln's (1994) approach to validity in interpretivism research (Bertram & Christiansen, 2015). The ideas of believability, transferability, dependability, and conformability were proposed by the authors.

Bertram and Christiansen (2015: 188) define credibility as the ability of findings to reflect the reality and lived experiences of participants, transferability as the extent to which the research can be transferred to another context, dependability as the ability to compare the study to previous studies in the field and identify key differences, and conformability as the ability to prove that the research process was transparent by explaining clearly how the research was conducted. This study will examine the quality of data obtained

with the supervisor, as well as the analysis procedure. Readers will be able to confirm the data collection process because it will be detailed in the study.

To ensure the study's authenticity, participants' consent will be obtained to record them during the interview. The degree to which a measure, technique, or instrument produces the same findings when employed again is referred to as its reliability (Bertram & Christiansen, 2015: 207). Kumar (2014) proposes using the Guba and Lincoln ideas of trustworthiness to achieve reliability and validity in qualitative research. The same strategy is used in this investigation.

1.8 Data collection

Semi-structured interviews were used to collect data. For accuracy, this study involves conducting interviews with individuals while using a voice recording equipment. A semi-structured interview is a qualitative method in which the researcher does not rigidly adhere to a predetermined list of questions and instead employs more open-ended inquiries to allow for unlimited perspectives rather than a direct response (Doyle, 2017). The semi-structured interview in the study allowed teachers to voice their opinions on more specific information, and those who responded were studied further.

1.8.1 Targeted Population of the study

A research population is a big group of people or things that are the focus of a scientific inquiry (De Jonckheere & Vaughn, 2019). However, due to the huge size of populations, researchers are frequently unable to examine every individual in the community since it is too costly and time-consuming to do so (Denzin & Lincoln, 2000). This study's intended population was teachers who teach reading in Foundation Phase schools. These schools were staffed by teachers who taught students in grades one through three.

1.8.2 Sample size

A sample is a pre-selected group of people from the general population who take part in the study (Bertram & Iben, 2015). The sample size for this study was 12 literacy teachers from four (4) primary schools in King Cetshwayo District: one (1) full-service school and

three (3) mainstream schools. Since the foundation phase encompasses these three years, each school had three teachers representing classes one through three. According to White Paper 6, a full-service school is one that provides inclusive education and has greater resources than a mainstream school to support students with disabilities. It also accommodates more students with special needs than traditional schools (WP6, 2001).

1.8.4 Sampling

Teachers were purposefully chosen for this study. Purposive sampling occurs when a researcher makes explicit decisions regarding who will be included in the research sample (Bertram & Iben, 2015). The schools will be chosen easily for this research because they will be in wards that are close to and accessible to the researcher. Convenience sampling is a sort of non-probability sampling in which the sample is drawn from a subset of the population that is easily accessible (Bertram & Iben, 2015). Because Esikhaleni has only one full-service school, a full-service school will be chosen on purpose. The full-service school will be featured since WP6 describes it as a school with resources to assist students who are experiencing challenges (WP6, 2001). They are also in charge of instructing neighbouring mainstream schools in how to manage learning difficulties.

1.9 Data analysis

The study seeks to analyze all data gathered from various individuals. Since thematic content analysis is one of the methods of analysis used in qualitative research, it will be used in this study. A thematic analysis is performed by a researcher who meticulously examines data to uncover similar themes (Bertram & Iben, 2015). Themes are defined as themes, thoughts, and meaning designs that emerge from the data collected on a regular basis. Thematic analysis will be carried out in six steps: (a) familiarization, (b) coding, (c) theme generation, (d) theme review, (e) theme definition and nomenclature, and (f) writing up (Caulfield, 2019). It emphasizes recognizing, evaluating, and understanding meaning designs in qualitative data (Bertram & Iben, 2015).

The acquired data will be evaluated and analyzed in this stage of research to achieve the stated purpose of the proposed study. This will be critical in extracting and evaluating data from all sources without bias or prejudice. The open interview will be used in the study since it allows one to explore and respond in a way that is not limited to specific questions.

1.10 Ethical considerations

I read and understood the University's Policy and Procedures on Research Ethics and Policy and Procedures on Managing and Preventing Acts of Plagiarism. The researcher sought for ethical approval from the University of Zululand and also drafted a letter requesting authorization to conduct study at King Cetshwayo schools from the KZN Department of Basic Education. The researcher ensured that all participants signed informed consent forms prior to engaging in the research so that they are aware of what they are expected to do or participate in and, most importantly, are aware of their rights. The researcher assured that all volunteers would be safe and that no toxic or risky substances would be used throughout the investigation. In this study, confidentiality was included for the privacy of the participants. Every participant's details in the study were kept confidential and not revealed to anyone.

Informed consent is when a participant agrees to participate in a study and agrees to be a part of it. Voluntarism was used in this study, and participants were assured that they were participating because they wanted to, that no one was forcing them to, and that they may opt out at any time. As part of the study, the study solicited permission letters and distributed them to participants. As a result, this study preserved its research credibility by closely adhering to the following research ethics:

- Participation in this research was based on voluntary consent.
- The participation of all participants (interviewees) was of voluntary decision under a pressure-free situation.
- There was no harm to participants.

- It maintained its academic profile by being free from unreasonable demands.

It also guaranteed a high level of confidentiality and anonymity of all respondents was respected.

1.11 Intellectual property

The researcher ensured that copyright and publication concerns were handled correctly and in a manner that did not violate intellectual property rights. The University of Zululand owns the research findings as well as the rights to this material.

1.12 Knowledge dissemination

The findings of this study will be presented at a local or international conference, and a paper has been written and submitted to journals for publication. A copy of the dissertation will be supplied to the library so that interested scholars can read it. This study mini-dissertation will be published as papers and read by other researchers and readers who are interested. The researcher will provide workshops for Foundation Phase teachers to present the recommended program for assisting challenging students.

1.13 Chapter division

This research has five chapters as follows;

Chapter one: Orientation of the study

It will provide an orientation of the study that covers the introduction, background, problem statement, aim, and objectives.

Chapter two: Theoretical framework and literature review

It will cover the theoretical framework and literature review about available remedial support and its impact in the schools, the recent findings of the lack of remedial support in schools, and policies and its importance.

Chapter three: Research design and methodology

It will cover the research design and methodology that will be utilized.

Chapter four: Presentation of data and analysis

It will cover the presentation of data and analysis using Thematic Analysis

Chapter five: Synthesis, Summary, and recommendations for future, limitations of the study, and conclusions.

It will present synthesis, findings, and recommendations for the future, limitations of the study, and conclusions.

Summary

This chapter discussed the background and the introduction of the study. It further discussed the theoretical framework that guides the study. The theoretical framework is the Socio-Cultural theory that discuss about the Zone of Proximal Development (ZPD) and scaffolding. Preliminary literature review and definition of Operational Terms were explained. Literature review touched on Remedial support program Literacy, curriculum, and literacy status globally and in South Africa. This chapter elaborate on the rational of the study outlining the problem statement, aim, objectives and research questions. In conclusion the summary of methodology and ethical implications were discussed.

CHAPTER TWO: THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1. Introduction

In the previous chapter, the focus was more on what the current research study is about, the research questions, problem statement, aims, and objectives. The purpose of this chapter is to explain current issues relating to the topic under investigation. This chapter of the study reviews the relevant literature within the study area of remedial support in the foundation phase. This relates to the remedial support for learners struggling with literacy in the foundation phase. The literature on the theoretical framework of the sociocultural theory that is adopted in this study will be discussed. The scaffolding and zone of proximal development are explained. The curriculum and how literacy is taught are both explored in this chapter. The teaching methods and the barriers in the foundation phase are discussed. Lastly, the support for learners and remedial programs offered to assist learners struggling are outlined and discussed clearly in this chapter.

2.2. Theoretical Framework

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study (Francisco, 2013). The theoretical framework introduces and describes the theory that explains why the research problem under study exists. It is a plan for the whole study and it helps to build and support the study, defines the study's philosophy, epistemology, and methodology, and determines the approach to the whole study (Grant & Osanloo, 2014). This study adopted cognitive development theory of Vygotsky. Before the adopted theory is discussed, Piaget cognitive development theory is also outlined.

Piaget was a Swiss psychologist who was a real prodigy. Throughout his career, Piaget published many papers, and devised a model describing how humans go about making sense of their world by gathering and organizing information (Woolfolk, 2014). Piaget theory of cognitive development includes assimilation, accommodation, and the one that

includes the cognitive stages that the child goes through before they mastering everything. These stages help the teachers and parents to understand how the minds of the children operate and it is easier for them to get assistance (Bhargava,2020).

Piaget was concerned in how children arrange material and settled on two basic reaction stimuli, namely assimilation and accommodation of knowledge (Bhargava,2020). When a learner encounters a new notion, they must 'fit' that idea into what they already know, which is referred to as assimilation of information. Consider it as filling existing containers (Heick,2013). Knowledge accommodation is more profound, requiring the learner to modify such containers. Piaget regarded these as processes—assimilating and adapting knowledge as both interactive and overlapping (Bhargava,2020). When a youngster is exposed to stimuli without assimilation or accommodation, he or she will fail to comprehend. Whatever new idea they come across will have to be researched further or abandoned (Heick, 2013).

Piaget developed a theory of cognitive development that involves four stages. The first stage is called sensorimotor and it lasts from birth to 18-24 months. Infants, according to Piaget, are only conscious of what is directly in front of them. They concentrate on what they see, what they do, and their physical interactions with their immediate surroundings. The second stage is known as preoperational toddlerhood, and it lasts throughout early childhood (age 7). At this age, young children can think about things symbolically. Their command of the language matures. They also develop memory and imagination, which helps them to distinguish between the past and the future and to play make-believe. However, their reasoning is still founded on intuition and is not entirely rational. They are unable to comprehend more complicated ideas such as cause and effect, time, and comparison while demonstrating logical and tangible reasoning.

The concrete operational period lasts between 7 and 11 years. At this age, children's thoughts become less self-centered. They are becoming more aware of external occurrences. They begin to recognize that their thoughts and feelings are unique and may not be shared by others, if they exist at all. However, most children cannot think abstractly or hypothetically at this point. The fourth stage, known as the formal operational stage, lasts from adolescence through maturity. Adolescents who attain this fourth stage of

intellectual development (typically between the ages of 11 and maturity) can use abstract concepts such as algebra and science symbols. They can think about things in methodical ways, develop hypotheses, and explore options. They can also think about abstract relationships and notions like justice (Bhargava,2020). Piaget's theory was not used in this study because for a struggling learner, there are delays in cognitive development, and guided learning is the best way to fix that. Thus, this study is informed by Vygotsky's sociocultural theory of human learning, which will be described further below.

2.2.1The sociocultural theory of human learning

Vygotsky's sociocultural theory of human learning, which depicts learning as a social process and the origins of human intelligence in society or culture, was used in this study. Vygotsky's theoretical framework's fundamental theme is social interaction, which plays a significant role in the evolution of thought processing (Vygotsky, 2012). Vygotsky felt that everything may be learned in two ways. First, through engagement with significant others, and then by incorporation into the individual's psychological architecture (Smagorinsky, 2012). Individually, it is initially between people (inter-psychological) and subsequently within the kid (intra-psychological) (Vygotsky, 2012). This could imply that the relationship between the kid and the educator is critical to the success of literacy learning as a topic. With the existing problem of inadequate reading abilities of pupils in higher grades, the researcher could explore whether there is adequate interaction at the foundation phase where learning begins using this hypothesis.

The interaction explained by Vygotsky puts on to intentional attention, rational retention, and the development of concepts. Intentional attention is the concentration of consciousness on some phenomenon to the exclusion of other stimuli. There are times when an individual has difficulty concentrating attentively on a task, a conversation, or a set of events (Smagorinsky, 2012). Intentional attention is an extension of global capture; instead of focusing inward, it involves cultivating a constant readiness to capture external things like images, pieces of information, descriptions, snippets of text, and everything useful to process and make use of them later (Sigelman, & Rider,2021). Being of sound mind and possessing or practicing the ability to reason is referred to as rational retention. In psychology, rationality refers to the use of conscious thought processes to solve

problems, and retention refers to the persistence of learned behavior or experience during a period when it is not being performed or practiced, as evidenced by the ability to recall, realize, reproduce, or relearn it. It is also the storage and upkeep of a memory (Miller,2011).

Development of concepts includes the psychological development, the development of human beings' cognitive, emotional, intellectual, and social capabilities and functioning throughout a normal life span, from infancy through old age (Mercer& Howe,2012). Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society (Miller,2011). This led Vygotsky to his main hypothesis that teaching is only effective when it points to the road for development and teaching allows a series of developmental processes that undergo their development since all higher functions begin as dependable relationships between people (Vygotsky, 2012).

The type of interaction advanced in this study indicated teaching approaches used by teachers in the classroom when transferring material to students in class that are effective and may be adopted because they help students (Ngubane,2020). According to the findings of the study, educators mainly utilized a question-and-answer technique to teach writing, which entails educators regulating the relationships in the classrooms through a nomination-response cycle (Mercer & Howe, 2012). According to theory, the infant should be helped while still in the Zone of Proximal Development. This zone or state is described further down.

2.2.2 Zone of proximal development (ZPD) and scaffolding

The Zone of Proximal Development (ZPD) is the gap between the concrete development level as measured by independent issue solving and the feasible development level as indicated by problem-solving under adult supervision or in collaboration with extra skilled peers (Vygotsky, 1985). This is the phase of discovery where the learner requires guidance and social connection in order to completely progress (Briner, 2019). This also indicates that when a youngster struggles with reading, he or she has reached a zone of

proximal development and thus requires scaffolding. Scaffolding is a procedure in which the educator or a more skilled peer assists the learners in the ZPD and then allows them to do things on their own after they have been supported. Scaffolding can be provided by an educator or a more knowledgeable peer to assist students in getting an understanding of knowledge domains or developing multiple skills. Cooperative learning, dialogue, modeling, and scaffolding are techniques to increasing students' intellectual knowledge and skills in order to aid desired learning (Su & Zou, 2020).

This theoretical argument is used in this study since the remedial program under investigation is part of the scaffolding process that will help the child reach the ZPD (Petersen, 2012). Literacy difficulties could be handled effectively with a remedial program. Based on constructivist practice, the scaffolding concept is a learning process that is adapted to the needs of the learner and can be an effective teaching strategy to accommodate varied learning demands (Briner, 2016). It is similar to a scaffold in the construction process in that it provides support to help a learner along during the learning process and is likewise a multi-level teaching method (Petersen, 2012). The teacher models the expected problem-solving technique presents new approaches to solve the problem and encourages the learner to use personal skills. As the learner assumes more responsibility to solve the task independently, the teacher presents progressively more challenging tasks (Vygotsky, 1978).

Continuously explaining concepts, demonstrating through modeling, and questioning students to determine their knowledge of a topic or concept are all important teaching tasks during scaffolding. Scaffolding can also be used as a component of activities, such as stages in a math problem or visual cues to comprehension questions (Petersen, 2012). Peer support can also be used during scaffolding. As the learner gains a better understanding, peer support is gradually decreased until the learner can take responsibility for his or her own learning (Landsberg, 2011). A benefit of peer support in the technique of scaffolding is that while the instructor focuses on specific learners who are having difficulties, the other learners are also busy studying with the assistance of their peers. Learners may also feel more at ease interacting with a peer (Petersen, 2012). One downside of peer support in scaffolding is that learners who are suffering learning

hurdles may feel inferior to their peer tutors. Feedback on the scaffolding process's progress, particularly in big classrooms, may also be difficult to obtain with peer help (Petersen, 2012).

Educators who make an effort to become acquainted with their students' potential are more equipped to scaffold an individual learner to the next potential level of growth and, as a result, are better able to steer a learner toward a higher level of cognitive thinking (Walton, 2012). According to Vygotsky (1978), children may learn significantly more in collaboration with others than they do on their own. Vygotsky's (1978) observations demonstrated how higher mental processes are created independently through social interactions with important persons in a child's life, notably parents, but also other adults (McGee & Ukrainetz, 2019). According to the professor, a child learns cultural customs, speech patterns, written language, and other symbolic information through social interactions, which affects a child's knowledge building. According to this theory, literacy learners should obtain reading and writing abilities more effectively through social contact with the educator as well as among classmates in the classroom (Schunk 2018).

As a result, learning should not be viewed as a solitary, unaided endeavor on the part of the learner (Turuk, 2018). Furthermore, there are no singular points of progress when learning occurs in the literacy classroom. In other words, development occurs as a result of a variety of activities, and learning in a social setting occurs in zones of proximal development (Goldhaber, 2010). ZPD refers to a variety of tasks that are too tough for the kid to achieve on his or her own, but which might include reading and writing tasks mastered under the supervision and support of more proficient peers or adults. It is the disparity or gap between what a youngster can do on his or her own and what the child can achieve with assistance. According to Vygotsky (1978:86), there are two levels of performance: independent performance and supported performance. The actual level of development is the independent level. At this stage, the youngster is able to work independently and has learned the topic taught.

The level of aided performance is a critical stage of development. Without the support of the educator, the child will not be able to reach this level of growth. Vygotsky (1978) compared children's actual developmental level, or what they are currently capable of

doing, with their mental developmental level, or what the children can do with assistance. Furthermore, according to Vygotskian theory, what children can achieve with assistance is more important in their mental developmental level, and the mental developmental level is an indication of their true potential and what they are capable of doing (Vygotsky, 1978). In class, the ZPD reflects the learners' increasing cognitive skills, which can only be done with the support of a more skilled individual, namely the educator. Learners should be encouraged in the ZPD through discourse and talking, implying that language usage in the classroom is critical for the learning process.

In relation to this study, Vygotsky (1978) states that the development of cognitive processes occurs in social circumstances, such as structured play in the classroom. Structured play can provide the ideal setting for an educator to guide students through various stages of reading and writing skills, such as adding oral tasks such as breaking up words into syllables or identifying words that rhyme the same, to more difficult tasks such as phoneme identification and manipulation, as well as writing short paragraphs until they master writing long ones (Schunk, 2018). Educators must therefore provide opportunities in the classroom for students to become aware of and involved with ideas such as letter sounds and words in order to prepare them for future reading proficiency. ZPD is also closely related to scaffolding. Within scaffolding, the educator interacting with the learner first assumes the majority of the responsibility in the classroom for directing and problem-solving. Eventually, the duty for phonological awareness is given to the child (Schunk, 2018). Scaffolding can thus be defined as varying the level of support provided to the learner (Vygotsky, 1978).

According to Schunk (2018), scaffolding enables learners to gain skills that they would not be able to acquire without support. This means that learners are assisted during the learning process by scaffolds, which are pieces of aid provided and supplied by the educator (McGee & Ukrainetz, 2019, pp.78-122). If an educator asks a learner, "What sound does the word head start with?" the learner will not respond. The educator will need to provide scaffolds, which are comments or instructions that provide further advice to allow the students to correctly answer the question. The educator will say the sound and ask the learners to watch the educator's mouth as she says the sound (Schunk, 2018).

"The first sound in the head is /h/. What is the first sound in the head?" Learners reply "/h/" and repeat the /h/ sound a few times, /h/, /h/, /h/. The educator, therefore, models the correct sound and pronunciation for the learners to follow. Moderate scaffolding is used when learners require less support. Using the same example as before, the educator asks, "What is the first sound in the word head?" but simply stretches the initial sound without changing its sound or pronunciation. Alternatively, the educator may repeat the first sound before finishing the rest of the word, in other words, /h/, /h/ head (McGee & Ukrainetz, 2019, pp78-122).

The educator may ask pupils to observe her mouth once more, but the right response is not offered with as much scaffolding as before. The instructor only says the first sound of the word when using minimal scaffolding. "What is the first sound that comes to mind?" Learners now use minimum information and support provided to them and reply /h/. When students are successful in isolating and pronouncing the first phoneme with minimal assistance, the educator asks them to complete the task without scaffolding (McGee & Ukrainetz, 2019, pp78-122). Educators say the word regularly and ask, "What is the first sound in your head?" with no emphasis or cues, and the student responds with /h/. As a learner learns to succeed at tasks with one level of scaffolding, educators lessen the amount of support they provide from difficult to reason and too easy scaffolding until each learner can accomplish solitary tasks without scaffolding (McGee & Ukrainetz 2019 pp 78-122).

Listening and speaking, as well as reading and writing, must be practiced in the Foundation Phase, and learners must be exposed to a wide range of oral language and listening and speaking exercises in the literacy topic (DBE,2012). This can be accomplished by narrating stories to the students and delivering classroom instructions, such as "Please come here, Zonke." If the student understands or repeats the lesson, the educator gives positive feedback, emphasizing gestures more forcefully if the learner does not comprehend. Stories, action rhymes, and songs combined with physical activities aid in the learning of oral vocabulary, literacy comprehension, and retention of what is taught (DBE, 2012). Furthermore, the educator can use a sentence from a story and ask the students to count the amount of words in the statement. The quantity of words

heard can then be indicated by learners clapping. Rhyming words in stories, songs, and rhymes can be identified by educators (Schunk,2018). To assist the learner in focusing on the many sounds of the word, the educator can highlight the beginning sound of the word vocally by choosing certain words from the stories or rhymes. For example, the educator says: "Listen to the word big, /b/ ig," and asks the learners "What is the first sound you hear in /b/ ig?" (McGee & Ukrainetz, 2019.pp 78-122).

Furthermore, if a story or rhyme is used, the words are placed in context and meaning is added to the words. Scaffolding can be used to help learners adjust to and gradually enhance their level. According to Schaffler (2015), understanding of sounds leads to understanding of the written word, making phonological awareness the most essential antecedent in establishing reading aptitude, and it is important for the transition from spoken to written language. Literacy remedial support must therefore be used, as it improves literacy abilities such as reading and writing (Spaull,2016). Writing can be included into any and all reading activities. For example, learners can identify initial, medial, and final sounds in selected words from the story, their reading books, or labeled objects used for related reading and start writing what they have read (McGee & Ukrainetz ,2019).

For related reading, educators should bring known advertisements with brand names to class and see whether students can recognize the brands. Educators can identify things in the classroom in both the home language and the first additional language to help students improve their reading and writing skills. These activities' words can be utilized in literacy activities. Once again, educators must employ the appropriate level of scaffolding (Wahl,2015).

2.3 Curriculum

A curriculum is a standardized set of planned experiences in which students practice and master subject and applied learning abilities (Sleeter & Carmona, 2017). The curriculum is the central guide for all educators, and it is vital for teaching and learning in order to provide every learner with rigorous academic experiences (Sleeter, et al., 2017). The term curriculum refers to the academic content and lessons taught in a school, as well as a

specific course or program (Mitchell & Sutherland, 2020). Curriculum refers to the knowledge and skills that students are expected to learn, which includes the learning standards or learning objectives that they are expected to meet; the units and lessons that teachers teach; the assignments and projects that students are given; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate students' learning (Mitchell, et al., 2020).

A curriculum assessment policy statement is a clear, systematic, and practical policy that assists teachers in unlocking the powers of the National Curriculum Statement (NCS) (CAPS for KZN foundation phase, DBE, 2011). In past years, school-based help for students who faced learning challenges centered on preparing the student to fulfill the expectations of the mainstream curriculum (Department of Education, 2011). The material presented to students who face learning challenges was not differentiated particularly to address the requirements of these students (KZN Department of Education, 2015). There were no significant changes made to the curriculum, assessment, teaching, or any other systemic factors (KZN Department of Education, 2015). However, with the addition of remedial help, educators at schools that serve severely challenged students must alter the curriculum to meet the requirements of their students.

It is crucial to highlight that, while curriculum comprises a vast range of potential educational and instructional methods, educators frequently use the phrase with a very specific, technical connotation in mind (Mitchell et al., 2020). Curriculum 2005, based on the Outcomes Based Education (OBE) model, was established in 1998 to promote multilingualism and mother-tongue education (Janks, 2010; Moller, 2013). The National Curriculum Statement (NCS) was created following an evaluation of this curriculum. Curriculum 2005 and the NCS both seek to promote additive multilingualism (Janks, 2010). The goal was for South Africans to be fluent in at least three languages, one of which would be English, but not necessarily English as the Language of Learning and Teaching (Janks, 2010; Moller, 2013). Although the aims of these curricula were well received by the education community, their execution proved more difficult than anticipated. As a result, the NCS was evaluated again in 2009 and revised to the CAPS

(Curriculum and Assessment Policy Statement), which was implemented in phases beginning in 2011.

Notably, beginning in 2012, the Curriculum and Assessment Policy Statement (CAPS) of 2011 stated that literacy is a critical topic for all Grade R-3 students. Literacy is currently allotted two to three (2-3) hours per week in the mandated curriculum for Grades 1 and 2, and three to four (3- 4) hours per week in Grade 3. The implication of this was that the schedule had to be extended. In Grades 1-2, Foundation Phase instructional time had to be increased from 23 to 25 hours per week. Grade 3 will, in turn, increase instructional time from 25 to 28 hours per week (DBE, 2013). According to a DBE assessment published in November 2014, the Incremental Introduction of African Languages Pilot Program in 2014 was a success and is a "gathering point" for African languages (DBE, 2014).

According to the report, time was successfully given on the timetable to accommodate the literacy subject in order for learners to grasp it, and educators complied with the alterations made (DBE, 2014). In May of 2016, Veronica McKay (UNISA); Sarah Murray (Rhodes University); Nic Spaul (Stellenbosch University); Elizabeth Pretorius (UNISA); Mary-Jane Jackson (Fort Hare University); Nic Spaul (Stellenbosch University). A 10-hour module made up of five 2-hour lessons. The Foundation Phase Curriculum and Assessment Policy Statement (CAPS) demands that Reading and Writing Focus Time be made aside each day for focused instruction addressing both reading and following writing exercises.

Although CAPS outlines the reading techniques required in the Foundation and Intermediate Phases, many teachers have not been trained to utilize these approaches and are frequently overwhelmed by the work, as well as lacking the knowledge and skills to teach reading using the CAPS reading strategies. It is not unexpected that teachers struggle with these approaches because, in general, teacher education schools do not incorporate these approaches into their curricula. Furthermore, while teachers previously needed minimum classroom resources, they are now overwhelmed by the DBE's distribution of vast volumes of texts in the form of workbooks, big books, posters, and graded readers. The vast majority of teachers have not been trained to use these texts in

a meaningful way, and as a result, they are unable to use the materials to help students read with meaning or to build a love of reading. The goal of this module is to deepen teachers' understanding of the value of diverse reading strategies by demonstrating how the various strategies enable the learner to move along a continuum of shifting reading assistance - from the teacher to the learner.

The module emphasizes the necessity of the teacher assisting students in becoming independent readers by gradually releasing responsibilities from high to low support towards being an independent reader. There is little control over the gradual transfer of responsibility from the teacher to the youngster. Modelled The teacher offers a lot of help. The child now has more control. Shared Less teacher assistance The child has a great level of control. Support from a Guided Independent Little Teacher (Fellowes & Oakley, 2012).

2.4 Teaching literacy in the Foundation Phase

Learners must be exposed to a variety of stories, poetry, rhymes, dramas, and graphical texts throughout the CAPS reading and writing focus period. A skilled and resourceful teacher is required to ensure that students can read a variety of text genres (Hobbs,2017). Reading aloud to youngsters, modeling reading aloud, expressive involvement, and introducing and modeling reading will all be covered. There is also shared reading, which may raise the question of what it is. Shared reading entails selecting books for shared reading, includes certain aspects of shared reading, and involves stages of shared reading (DoE,2011).For shared reading and shared writing, group guided reading and writing includes how to form groups, selecting books for group guided reading and writing , and preplanning lessons for group guided teaching to master reading and writing (Doe,2012).

If you are wondering what partnered or buddy reading is, the answer is that it is working together to make sense of a text. There are advantages for both tutors and tutees (DoE,2011). There is also independent reading, which is often known as quiet reading. Every day, a student should practice since practice makes perfect. To achieve good

results, parents should help their children with independent reading at home (Erradu,2012).

Print, text features, phonics, language patterns, word recognition strategies, and understanding are all included in CAPS (DBE,2012). The first session focuses on the children's enjoyment of providing a personal response to the material. The same text is used in the second session, but the emphasis shifts to more involvement in the reading with the teacher, with discussions taking place to develop vocabulary, comprehension, decoding skills, and language structures (grammar, punctuation, etc). In the third session, children read the text themselves and engage in oral, practical, and written activities based on the text. Each of the tactics is critical to ensure that children become capable readers. As a result, it is critical that teachers encourage many hours of reading and writing practice in the classroom as well as at home for students. For this to work, children must have access to materials at their proper reading level and on topics of interest to them (DBE,2012).

The Foundation Phase reading and writing tactics entail picking books that are in the learners' Zone of Proximal Development and the teacher providing 'measured' help so that the child can eventually become an independent reader and writer (DBE,2012). Teachers should not lose sight of the numerous comprehension methods that children should exercise in their reading and writing while implementing the various reading and writing strategies into classroom routines as mandated by CAPS. Furthermore, teachers must encourage the use of metacognitive tools that challenge students to reflect on their thinking when reading and writing. As a constant reminder for teachers, these aspects of the reading and writing processes are detailed on the inner covers of the DBE workbooks (DBE,2012).

To ensure the best modeling and to improve learner reading and writing independence, the instructor should apply the CAPS-required reading and writing methods. The relevance of each strategy necessitates the teacher's engagement, with conversations used to develop vocabulary, decoding, word recognition, comprehension, and text structures. The tactics will be beneficial in increasing reading competencies for fluency, comprehension, and reading enjoyment if they are utilized correctly. They can also help

with the writing processes, which are vital for meeting the CAPS reading and writing focus time criteria (Wahl, 2017).

2.4.2 Teaching methods at Foundation phase

Literacy is defined as the ability to recognize, comprehend, interpret, produce, communicate, and compute utilizing printed and written materials in a variety of circumstances (UNESCO, 2004). A teacher should make sure that the learning experiences are meaningful and relevant to the students. To make successful decisions, bridge transitions, scaffold, and guide each learner toward success, teachers must grasp the process of learning (Patrick, 2013). Teachers must work really hard to achieve their goals as well as the learning results. Learning outcomes are descriptions of the specific knowledge, abilities, or expertise that a learner will obtain as a result of a learning activity, such as a training session, seminar, course, or program (Kyndyt, 2016). The learning outcomes are to ensure that children have a strong sense of identity, that they are connected to and contribute to their world, that they have a strong feeling of wellbeing, that they are confident, and that they are good communicators (Spiteri, 2020).

Teachers should devote more time to reading and writing, provide a large number of books for children to read, actively teach valuable skills, allow students to discuss how and what they are learning, and, finally, give kids longer work to build endurance rather than short ones (Glavey, 2020). If all of the approaches and strategies that teachers may try to utilize to assist children with problems fail, remedial support should be provided for the benefit of the children who are failing in school.

To begin, is it necessary to consider what is essential for learners to master? According to the National Curriculum Statement (NCS), Curriculum Assessment Policy Statement (CAPS) for the Foundation Phase (2011), there is a considerable emphasis on developing spoken language in Grades R and 1 when children begin to read and write in their Home Language. In Grades 2 and 3, however, the emphasis should be on establishing literacy in the First Additional Language (DBE, 2011, p12-17). In the Intermediate Phase, learners must be able to read and write in their previous subjects as well as use English textbooks. This will necessitate a good level of reading in English, as well as a broad vocabulary.

Reading and writing also contribute to learners' language development in English (DBE,2011).

Reading exposes students to more of their second language. According to study, children's vocabulary growth is greatly influenced by the amount of reading they do. Writing is crucial because it compels students to consider grammar and spelling (DBE,2011, p12-17). This motivates learners to process the language, which accelerates language acquisition and improves accuracy. As a result, in the First Additional Language CAPS for Grades 2 and 3, additional time is spent to reading and writing exercises. The following are some reading and writing activities:

Environmental print exposure South African children are exposed to a considerable deal of environmental print in English from their earliest years, for example, in signage (traffic signs, shop signs, etc.) and packaging. Teachers can use this as a starting point for children's emergent literacy in their second language by bringing familiar packages or adverts to class and seeing if the students recognize brand names.

2.4.3 Shared reading

The Foundation Phase begins with shared reading in Grade R and continues through the end of the Foundation Phase. This practice is crucial for language and literacy development. The goal of shared reading in Grade 1 is to expose students to their second language in a relevant and supportive environment. It also fosters learners' emergent literacy in their second language (DoE,2011, p12-17).

2.4.4 Group guided reading

During guided reading, learners in a small group read a text at their instructional reading level that you have chosen. You provide instruction throughout the course to assist pupils in developing internal networks of strategic activities for digesting more difficult texts (DBE,2011).

2.4.5 Writing

It is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. In this process, a learner is assisted on the how part and forming words as well because writing is a skill that needs to be groomed each day till the learner master it (DBE,2011).

2.4.6 Language structure and use

Words and sentences have parts that combine in patterns, exhibiting the grammar of the language. The shared aim is a general theory of human grammar, one that allows us to understand speakers' capability to use language and the rapid development of language. Five major components of the structure of language are phonemes, morphemes, lexemes, syntax, and context. These pieces all work together to create meaningful communication among individuals (DBE,2012)

2.5 The barriers

Barriers to learning and development are defined by the Department of Education (2005:5) as obstacles that exist within the education system as a whole, the learning site, and/or within the learner himself/herself that prohibit both the system and the learner's requirements from being addressed. When it is discovered, based on an objective evaluation done by an educational authority, that teaching and learning are disadvantaged where such demands are addressed, educationally sound measures must be implemented. With the release of EWP6, there was a paradigm shift from the medical model's segregated approach to welcoming inclusion (Wp6,2001).

However, the implementation of inclusive education remains hampered by a lack of financing, inadequate physical and human resources, and ongoing political changes affecting education (Wildeman & Nomdo, 2017; Bines & Lei, 2011). Teachers must be taught to be able to conduct multi-level classroom teaching with variations appropriate to the particular requirements of learners, as they are viewed as important to the implementation of inclusive education (Spaull,2016). This endeavor is compounded by a number of hurdles, including learners from low-income families with illiterate parents, health issues caused by the Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome HIV/Aids pandemic, and language barriers (Daniels, 2010).

According to the Department of Education (2008), this notion refers to learners who frequently face problems in the learning process as a consequence of a variety of experiences in the classroom, at school, at home, in the community, and/or as a result of handicap. These challenges are also referred to as "barriers to learning and development" in the report of the joint National Commission on Special Needs in Education and Training (NCSNET) and National Commission on Support Services (NCSS) (1997).

Teachers must also deal with varying learning styles and skill levels of students in a diverse classroom. Classes with a large number of students frequently have disciplinary issues caused by students with disruptive behavior disorders, which frequently results in educators lacking desire to use adaptive tactics that take into account each learner's particular learning needs (Engelbrecht, 2013). Many teachers lack the necessary qualifications to deal with the wide range of learning demands and the learning barriers that arise as a result of these issues. Because of the impact of learners' developmental age in this phase, Foundation Phase teachers must be adequately equipped to deal with a variety of learning challenges (Engelbrecht 2013). This necessitated the use of various and appropriate instructional methodologies by educators (Davis & Florian, 2014). According to Florian and Black-Hawkins (2011), inclusive education necessitates coping with diversity by differentiating the curriculum and teaching techniques, as well as teaching and learning materials and assessment activities.

As a result, lesson plans and teaching methodologies must be developed to combine multi-level learning, teaching, and assessment (Nel, 2013). Years of practice allow many teachers to accumulate a bank of excellent teaching skills. However, good teaching strategies are sometimes restricted to specific schools or contexts and go unreported (McMenamin, 2011). The purpose of this study was to investigate some Foundation Phase instructors' teaching tactics and record and report on them in order to inform inclusive classroom training and practices for a larger audience. Many research (Daniel & Hodkinson, 2010) focused on the difficulties associated in implementing an inclusive education system, such as some instructors' opinion that special needs students hold back the rest of the class and the notion that a lack of resources prevents differentiation.

This suggests that more research is needed to understand which teaching practices effectively establish an inclusive school environment and accommodate all learners.

Furthermore, a study vacuum exists regarding the necessity of early detection of learners with more complex learning demands, as well as the efficacy of timely implemented intervention teaching tactics (Khan, 2011). Based on empirical experience, Foundation Phase teachers in classrooms with a diversity of learning needs must identify effective teaching strategies that can be applied in an inclusive environment in order to provide for all learners in the classroom while ensuring that no learner's progress is disrupted. The purpose of this study was to investigate and identify the most effective inclusive teaching styles and strategies utilized by Foundation Phase teachers in five mainstream schools in the Sedibeng East area. The study's findings should help policymakers and practitioners establish more appropriate and sustainable methods and policies to steer toward an inclusive pedagogy that allows for the engagement, well-being, and growth of all learners.

Aside from difficulties with English language proficiency, there are additional hurdles to learning for learners, which include the following (Wahl,2015): Classes are overcrowded and under-resourced, making it difficult for educators to support ESL learners with limited English proficiency; many educators are English second language speakers who are not proficient in teaching through the medium of English; and most learners from poor and disadvantaged backgrounds have little exposure to English outside of the classroom.

2.5. Other factors

2.5.1 Emotional factors

Learners who experience learning problems seem to be shy when they have to answer questions or communicate in the class situation. They often give the impression that they are unsure of what they want to say. Due to their incapability to compete with other learners-arising from shyness or other problems, some learners develop low self-esteem and become depressed. They tend to distance themselves from the learning situation, the teacher, and their peers, which further reduces their opportunities to communicate with others. Some learners who experience difficulties with literacy tend to become hostile

and aggressive. They tend to distance themselves from the class and other learners, and often associate with criminal delinquents (Mullis, & Martin, 2019).

2.5.2 Physical factors

The most important physical problems causing learning difficulties in literacy are aural and visual ones. The incapability to hear language not only causes problems in all three language aspects: spoken language, reading, and written language but also in all other learning areas (Snowling & Hulme, 2011).

2.5.3 Neurological dysfunction and perceptual problems

The brain must function well for the learner to learn adequately. Neurological dysfunction such as paralysis muscle tension and perceptual problems can cause problems for learners to do well in literacy and other subjects (Plüddemann, 2015).

2.5.4 Intellectual impairment

Intellectual impairment causes problems aspects of learning, and learners affected show low performance in all aspects of language.: spoken language, reading, and written language (Schäffler, 2015).

2.5.5 Gender differences

As boys' physical and cognitive development is often slower than girls', their language development tends to lag when they are in school. They also tend to be less interested in aspects relating to schoolwork when they are young (Nurjanah, 2016).

2.5.6 Other problems

Poor nutrition and health problems may cause learning and language problems as an influence on the learner's capability to give optimal participation. Health problems often cause absence in school and a resultant backlog in schoolwork. According to DSM 5 (2013) Learning Disorder encompasses specific learning disorder 315.00 (f81.0) with impairment in reading which includes possible deficits in word reading accuracy, reading rate or fluency, and reading comprehension.

With impairment in written expression, specific learning disorder with impairment in written expression includes possible deficits in spelling accuracy, grammar and punctuation accuracy, and clarity or organization of written expression. With impairment in mathematics: number sense, memorization of arithmetic facts accurate or fluent calculation and accurate math reasoning

Another critical issue that could benefit literacy learners while also creating barriers to learning is that many educators frequently use code-switching (moving from mother tongue to English between instructions and explanations) to ensure that literacy learners understand instructions and explanations. Some educators even supply comprehensive translations from their mother tongue into English, which takes time. The time spent translating could compromise covering the entire curriculum (Kidd,2011). When a combination of mother tongue and English is utilized in the classroom, learners frequently turn to rote learning because they lack the language proficiency and competency needed to develop a true comprehension of the subject content.

When the assessment must be completed in English although the instructions were given in another language, the task becomes considerably more difficult (Kidd, 2011). This contributes to learners being illiterate when they approach the Intermediate level. All of the foregoing learning challenges that literacy learners may face may have an impact on their teaching in phonological awareness (Schaffler, 2015). Phonemic awareness and phonics are components of phonological awareness. During a Foundation Phase Conference in 2008, South Africa's former Minister of Basic Schooling, Naledi Pandor, emphasized the critical relevance of the early years in education. She stressed the importance of great instruction in the Basis Phase in providing a firm foundation for learning in subsequent grades (Wahl,2015). In 2017, 54 000 Grade 3 students were tested to determine their literacy and numeracy skills. Students in Grade 3 scored an average of 36% for literacy and 35% for numeracy (DoE, 2018).

PIRLS (Progress in International Reading Literacy Study) tested the reading performance of Grade 4 and Grade 5 students globally in 2018. (as cited in Zimmerman, 2014). According to the survey, South Africa performed the worst out of all participating countries (Kidd,2011). Since research has demonstrated that remedial support can improve

learners' reading and writing abilities. It is possible that the students that took part in this study lacked adequate literacy abilities, which would include inadequate word recognition and letter knowledge, among other things (Wessels, 2011). International studies such as Burns, Griffin, and Snow (2010), as well as Snow and Juel (2015) and national documentation such as the teacher's manual for teaching reading and writing in the early grades. The Department of Basic Education (DBE) (2017) emphasizes the importance of teaching reading and writing to beginner readers and writers (DBE, 2008).

These skills are taught by engaging learners in activities involving the printed word as well as listening, speaking, reading, and writing activities. Coyne, Zipoli, and Ruby (2016) repeated that reading problems in the Intermediate Phase can often be prevented if strong reading instruction and reading concepts are provided in the Foundation Phase. Therefore, there must be a development in the quality of education during the foundation years to enable learners to develop abilities for reading to learn in the Intermediate Phase (Howie, 2017). De Witt, Lessing, and Lenayi (2018) agree that it is difficult to identify learners who experience difficulties with literacy skills early in preschool and in the Foundation Phase to prevent further difficulties with reading and writing in the Intermediate Phase.

Based on the above, it is clear that competency in literacy skills, such as reading, spelling, and writing in the Foundation Phase could have wide effects on learners' academic success in later grades. It is therefore crucial that further research be undertaken to determine the perceptions, knowledge, and literacy skills of Foundation Phase learners for them to get support in improving their literacy skills (Moller, 2013). The report indicated that barriers (such as limited availability of academic learning material) to develop literacy skills still exist (Moller, 2013). The implication of this is that many black Foundation Phase educators are not trained in their mother tongue at the pre-graduate level and are therefore most probably not adequately prepared to teach in the African languages (Alexander & Pluddeman, 2015).

2.6 Support for learners with literacy challenges

Learners who are experiencing barriers in literacy need to be supported to overcome their barriers. Educators in grade three are expected to provide that support to those learners. Educators will be able to support these learners if they are also supported by the School-Based Support Team, (SBST) parents, and District Based Support - Teams (DBST). For the educators to support these learners, there should be cooperation between general educators, special need educators, co-educators, School-Based Support Teams, and parents of those learners. School-Based Teams should make an Individualized Education Plan (IEP) (Erradu,2012).

Henley (2016) describes IEP as a management tool designed to ensure that special education services match the learners' individual needs and that special education services are monitored. Tileston (2014) states that IEP should contain annual goals and short-term instructional objectives, indicate the specific special education and related services to be provided, outline the length of time those services will be provided, and specify the criteria and evaluation procedures that signify the child's educational goals are being met.

The IEP is a national term from which Individual Support Plan (ISP) emanates. The Department of Education (2008:18) states that once the educator identifies a learner as having special educational needs, she\he draws up an individual support plan to keep track of support given and progress made. In some schools, co-educators, or co-teaching are used to help general educators in the classroom. Evers and Spencer (2011) describe co-educators as teams who originally collaborated with general educators and special needs educators to provide direct instruction to learners with Individual Education Plan.

Henley (2016) states that co-teaching means that general educators and special needs educators work together in the regular classroom. According to Conderman and Henley (2016), co-teaching occurs as two professionals share responsibilities for all learners within a common space and has three components: co-planning, constructing, and co-assessing. The School-Based Support Teams form an Individualized Education Plan Team because IEP should be made for every learner who experiences barriers to learning in the school. This plan should be followed by a class educator in the class with the help of co-educators where they are available. The IEP Teams'- responsibility is to monitor the

plan and offer help to the class educator. Browder and Spooner (2011) state that IEP is developed by a multidisciplinary team. This team must include the Local Education Agency (LEA) representative, at least one special education educator, at least one regular education educator- (if the learner is or may be participating in the regular education environment). For someone who can interpret the assessment results related service providers are requested by the parent or agency, for example, occupational therapist, physical therapist, speech-language pathologist.

Tileston (2014) adds that the IEP committee makes decisions regarding the special education needs of the learner. It determines (1) if a learner has a disability, (2) if a special education program is needed and (3) if modifications in regular education are required. The Individualized Education Plan should be developed after the learner has been assessed and the needs of the learner are discovered. According to Browder and Spooner (2011), the IEPs are developed by the IEP team, using information from assessments conducted in all areas of the learners' problem. They also add that (2011) the IEP must include information on how the learner will be educated with other learners with or without disabilities. Parents should be involved when the IEP team plans the IEP for the learner. Browder and Spooner (2011:85) state that the Individual with Disabilities Education 49 Act (IDEA) requires that parents receive regular reports of learners' progress on the annual goals.

Henley (2016) added that one of the remarkable aspects of the IDEA is that parents are required to collaborate with educators to determine the appropriateness of learners' Individual Education Program. Browder and Spooner (2011:59) also added that one way to form a partnership with parents for the IEP process is to involve parents early in the process. The Department of Education (2008:3) came up with a strategy called National Strategy on Screening, Identifying, Assessment and Support (SIAS). This strategy introduced new roles and responsibilities for the education support system in South Africa, including the District Based Support Teams, Special School Resources Centres, full-service schools, and the Institutional-Level Support Teams. Each school is supposed to have a School-Based Support Team which will help educators to give learners the support they need. Educators assess learners when they come to school for the first time

then they will decide which learners need support and where. It is stated in the White Paper 6 (2001) that concerning the school system, early identification of barriers to learning should focus on learners in the Foundation Phase (Grade R-3).

The argument is if the learner is experiencing barriers to learning, the learner and the parent should be called and be interviewed to gain more information about the learner. Department of Education (2008: 27) states that the educator should observe, conduct classroom assessments, read learner's profiles, screen, and conducts learner parent interviews to inform lesson planning. The Support Needs Assessment is completed in consultation with parents and plans the first steps for Individual Support Plan (ISP). Observing learners helped many educators and the School-Based Support Teams to understand the learners' barriers. Furthermore, Drift (2012) stated that observation will identify what the learner can do and what should be done in a diversity of situations, for example, self-chosen activities and structured activities. The teams should help these learners by making the curriculum easier. According to Logan (2016), special needs assistants (SNAs) are usually appointed to support and take care of a specific learner or learners with special educational needs.

2.7 Impact of Covid-19 on learning literacy skills

During the initial phase of the COVID-19 pandemic, schools were closed thereby disrupting the education of 62.3 percent of the world's student population of 1.09 billion. In a research study conducted in England about the impact of Covid-19, nearly all teachers (98 percent) reported that their pupils were behind where they would normally expect them to be in their curriculum learning at the end of the 2019/20 school year (Villares,2021). Teachers estimated that their pupils were three months behind, on average. The majority (78 percent) see no difference between girls and boys in this respect, but 21 percent say that boys have fallen further behind normal expectations than girls. Teachers reported that covered, on average, only 66 percent of the usual curriculum during the 2019/20 school year.

Over half (61 percent) of teachers reported that the learning gap between disadvantaged pupils and their peers has widened since the previous year, with the remainder judging

that the 'disadvantaged learning gap' had remained the same (32 percent) or reduced (seven percent) (Reimers, Schleicher, Saavedra & Tuominen,2020). Based on teacher estimates, on average, the gap between disadvantaged pupils and their peers had increased by 46 percent. There was a wide range of uncertainty around this estimation, and it was likely to be an underestimation as differences between schools may have also contributed to changes in the disadvantaged learning gap. Teachers in the most deprived schools were over three times more likely to report that their pupils were four months or more behind in their curriculum-related learning in July, compared to teachers in the least deprived schools (53 percent compared to 15 percent) (Hoadley, 2020).

In response to this challenging situation, a joint two-year program has been launched that is focusing on enhancing literacy initiatives at schools in KwaZulu-Natal, the Eastern Cape, and Limpopo. Reading and Leadership Strengthening in South African Schools (REALS-SA) for Learning During Covid-19 and Beyond, is a European Union-funded (EU) initiative that is implemented by the United Nations Children's Fund (UNICEF) in partnership with the Department of Basic Education (DBE) and the National Education Collaboration Trust (NECT) (DBE,2021).

For decades, most education authorities made steady progress towards eradicating illiteracy. However, Covid-19 has had a profound effect, and years of having successfully narrowed the literacy gap between pupils from lower and higher-income backgrounds could be reversed if we do not act, explained EU Ambassador to South Africa, Dr. Riina Kionka (Reimers, Schleicher, Saavedra & Tuominen, 2020). This is why I am delighted that the EU Delegation to South Africa is a participant in this important initiative, added Dr. Kionka. The program will be implemented in 650 schools in the three aforementioned provinces and is expected to reach 292 000 learners, 65 000 parents, 4 600 teachers, 975 School Management Team members as well as 104 circuit managers and subject advisors (Reimers, et al.,2020) The DBE is encouraged that the program will support curriculum recovery by addressing the learning losses in reading and literacy caused by the pandemic. "As a collaborative exercise, the REALS SA program has provided us with an ideal opportunity to consolidate available resources in the country and put systems and processes in place to make these accessible to school managers, teachers, and

parents," notes Kulula Manona, Chief Director of Foundations for Learning at the DBE (DBE,2021).

These interventions will include input from tertiary institutions and NGOs to support the DBE's education continuity plans while improving learning and teaching outcomes. There is also a focus on enhancing parental engagement, accountability, and leadership for sustainability through capacity-building for district officials and School Management Teams. Underlying all this is the reality that COVID-19 has affected the reading gains made in the pre-pandemic period. "The loss in learning time has resulted in learning losses," explained UNICEF South Africa Representative, Christine Muhigana. "Hence the need for interventions such as this one, that addresses reading, continues to be critical," she added (Villares, 2021,p78).

The Reading Recovery component of the program includes the provision of 650 primary schools with 50 new reading books for each grade. These books are a mix of storybooks for reading for pleasure and graded readers for learning to read. "I am delighted that these books will be accompanied by guidelines for teachers and managers on their use so that they will have a maximum positive impact and I look forward to seeing these books in action in schools and homes," said Dr. Lorraine Marneweck, Technical Advisor at the NECT,p-69. In light of the focus of this critical educational initiative, International Literacy Day 2021 should explore how literacy can contribute to building a solid foundation for a human-centered recovery. In doing so, we have the opportunity to reimagine future literacy teaching and learning, within and beyond the context of the pandemic added Dr Marneweck.

UNESCO designated September 8th as International Literacy Day to remind the international community of the value of literacy for individuals, communities, and societies, as well as the necessity for further efforts toward more literate society (Villares, 2021). The United Nations' Sustainable Development Agenda, which was adopted by world leaders in September 2015, advocates for universal access to high-quality education and learning opportunities throughout people's lives. One of the aims of Sustainable Development Goal 4 is to ensure that all young people obtain literacy and numeracy, and that adults who lack these abilities are allowed to learn them

(Villares,2021). Many children lack foundational reading and numeracy skills, and drastic disparities are observed both within and between countries. Learning outcomes are critical indicators of quality education. The MICS6 Foundational Learning Skills module measures learning outcomes at Grade 2 and 3 levels in numeracy and reading (SDG4.1.1. a).

2.8 Remedial program

Remedial support programs are planned to close the gap between what a student knows and what he is predicted to know (Creswell, 2012). Remedial support is the type of intervention between the pupil and the educator to support the struggling pupil. A remedial support program is given to assist students to achieve expected capabilities in core academic skills such as literacy and numeracy (Spaull,2016). According to one study, literacy is described as the interpretation, use, and reflection on written texts in order to attain one's goals, develop one's knowledge and potential, and participate in society (Hausheer, Hansen, & Dumas,2018). Phonemic awareness, phonics, vocabulary training, text comprehension strategies, and reading fluency are the five essential skills that must be learned in order to acquire literacy. A survey of the literature revealed that literacy is more than just a basic skill; it is also a goal and a beneficial tool in education and individual development, both in and out of school, today and later in life, in higher education, at employment, and in leisure activities (Hausheer, et al.,2018).

Literacy is not only a basis for fundamental learning, but it is also a must for success in most aspects of youth or adult life (Hausheer, et al,2018). According to research, at least one out of every five students has substantial difficulty learning to read and write (Hausheer, et al,2018). Although reading and writing abilities are vital to develop because they are critical for success in school and later in life, many children do not develop the requisite skills to achieve proficiency. According to a recent research, 40% of fourth-graders lack the requisite abilities and knowledge to complete grade-level work (Hausheer, et al,2018). Similarly, Spaull (2016) discovered on standardized writing and reading tests that 59 percent of fourth-grade pupils perform below a basic literacy level. Furthermore, records reveal that as children grow older, proficiency levels remain a worry.

When given a standardized test, 31 percent of boys and 21 percent of girls in eighth grade did not achieve a basic literacy level (Hausheer, et al.,2018).

Reading difficulties tend to emerge at the start of reading instruction, persist, and worsen over time (Kidd,2011). Furthermore, most schools do not notice fluency or comprehension issues until the second or third grade because the reading abilities concentrated on until the fourth grade are phonemic rather than fluency and comprehension (Jackson,2016). According to study, as pupils reach high school age, their fluency does not improve, but their comprehension increases (Spaull,2016). According to research, there are gender variations in the likelihood of reading and writing challenges, with male pupils having more trouble than female students (Pretorius,2016).

Various tactics, such as aided reading, reading while listening, and paired reading, have been introduced to help pupils with such challenges improve their reading and writing skills. However, research on the effectiveness of these tactics when performed separately yields inconsistent results. Programs that combine the three previously described tactics into one technique, on the other hand, increase reading and writing skills (Hausheer, et al,2018). Other aspects that aid in the improvement of reading skills include suitable grouping practices, instructional method, longer practice chances with feedback, and the ability to break down assignments into smaller ones. Hausheer et al. (2018) According to the findings, all factors are associated with significant improvements in reading and writing.

Aside from the aforementioned, effective instructional strategies help to the enhancement of reading skills. These tactics include the following elements: (1) small interactive group instruction, (2) direct questioning and responses, (3) splitting tasks into smaller portions, (4) assigning extended periods of reading and writing, and (5) obtaining feedback (Hausheer, et al,2018). Each component enables students to receive more tailored and individual attention, resulting in increased productivity (Wahl,2017). Remedial reading is a reading program that consists of rereading unfamiliar literature until a suitable degree of fluency is achieved. Remedial reading is a reading approach that incorporates assisted reading, reading while listening, and paired reading (Hausheer, et al,2018).

The strategy incorporates the aforementioned key criteria and instructional tactics. Several research, according to Schaffler (2015), have shown that supportive reading is an evidence-based method for enhancing reading fluency and English comprehension. Furthermore, it has been suggested that learners read the offered study material at least three times in order to obtain comprehension. However, reading a piece more than three times does not ensure better comprehension (Kidd,2011). Because it incorporates helpful comments from the teacher, the remedial reading method has a better probability of success. As argued by Wahl (2015), oral reading feedback from the teacher improves the learner's word correctness, comprehension, and fluency. Programs that include comprehension building abilities, such as remedial reading, on the other hand, tend to improve the learner's vocabulary (Kidd,2011). This method of exercise improves language skills while also increasing general knowledge, laying the groundwork for essential life skills.

2.9 Summary

This chapter entailed the information that has been studied before by other researchers as well as the literature review of literacy in South Africa as well abroad, internationally. Literacy is very important for everyone to master to understand every other thing in this world as well as being able to function as a whole and adequate normal individual, one needs to have perceptions and perspectives that are relevant to understand the world and interpret everything accordingly. Mastering literacy, which is reading and writing is a need for one's personal growth and cognitive development (Best,2014).

3.CHAPTER THREE : RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter 2, the researcher discussed how relevant literature informed this study and expanded on the information linking with the objectives of the study. This chapter discussed the study's research methodology and how the data was collected and how it was analysed using thematic analysis and the quality of research issues was discussed. This study adopted a qualitative research method. The qualitative method was used to extract the information from all participants as sources of information. And the paradigm that the researcher utilized is interpretivism as its aims theory aims to understand the social world and realize multiple interpretations as equally valid. Results are created and not found and in-depth explorations are favoured methods (Bertram & Christiansen, 2015). This chapter also deals with the ethical issues and, finally, the limitations of the study are further elaborated. The study is exploring the availability of remedial support for learners struggling with literacy in the Foundation Phase at king Cetshwayo selected schools.

3.2 Research design

This study adopted the qualitative research design, qualitative research design is a type of social action that focuses on how people interpret and make sense of their experiences to well understand individuals' social realities (Ormston, Spencer, Barnard & Snape, 2014). It uses interviewees, diaries, journals, classroom observations, engagements, and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history (Zohrabi, 2013). It is investigative and

pursues to explain 'how' and 'why' a particular social phenomenon, or program, functions as it does in a particular context. It tries to support the researcher to understand the social world in which we living in, and why things are the way they are (Hughes,2020).

3.3 Research methodology

The research methodology is a systematic way to solve a problem. It's the science of studying how research should be done (Ryder, Mackean, Coombs, Williams, Hunter, Holland, & Ivers,2020). Essentially, it specifies the steps by which researchers focus on their work in the planning, description, explanation, and final product of the research. The research methodology must be followed to meet the demands of truth, objectivity, and validity (Brynard, 2014). It supplies the researcher with a work plan to carry out the research. The researcher then selects the most suitable research approach and research paradigm to collect and analyze the data, defining the research, tools, and data collection methods that will best be used (Babii, 2020). The researcher intended to get information on the participants about the availability of remedial support they offer to learners struggling with literacy to improve their literacy skills. The participants were engaged and all the necessary data about remedial support offered in Foundation phase was extracted.

3.4 Research paradigm(interpretivism)

This study adopted the interpretivism type of research paradigm. According to Rehman & Alharthi (2016), the research paradigm is knowledge and understanding of "the reality and nature of the world", also known as the "basic belief system and the theoretical framework with assumptions about ontology, epistemology, and methodology" (Rehman & Alharthi,2016, p 51). The social interactions between people create multiple realities for different people. The reality and the truth are created through the interactions that people have and it is not just discovered. Reality is based on the individual's interpretations of the phenomenon of interest that is socially constructed. In other words, it's the way the researcher knows, understands, and studies the reality of the world. The Interpretivism paradigm will be briefly discussed (Rehman & Alharthi,2016).

3.4.1 Interpretivism

Interpretivism believes in multiple socially constructed realities. According to this paradigm, truth and reality have been created not discovered (Alharahsheh & Pius,2020). Reality cannot be known as it is, because it is always mediated by human senses. The nature of knowledge and how knowledge is acquired and validated in interpretivism is based on personal opinion (Flick,2014). The researcher wanted to get a wide range of opinions, ideas, or reflections on the subject under discussion to explore how the people involved made sense of specific experiences. They will allow the researcher to focus on their individual teaching experiences. This study aimed to explore the available remedial support to assist learners struggling with literacy in schools around King Cetshwayo District.

This paradigm has been used by a similar study in education when investigating what the teachers need to know as teaching and learning needs change, so the professional learning principles should guide the way and there was an emphasis that “Professional learning must also support teachers in creating student-centered learning experiences regardless of whether students experience learning in person, digitally, or with pencil and paper. This spring has focused educators on their own biases, differing expectations for students, and the way their actions may create inequitable learning environments” (Rivero,2020, p. 26)

3.5 Research approach

This study used a qualitative approach for the research. This approach focuses on research that produces an interpretation of the meaning and descriptive data from the participant's own words. The beliefs and values that trigger the experiences are therefore noted and recorded. The researcher chose this approach because it holistically understands the detailed human description of the participants' feelings, opinions, and experiences under the chosen research topic.

The nature of qualitative methodologies allows researchers to understand people individually, to see them as they are, and to experience their daily challenges in the face of their real-life situations. This methodology also allows the researcher to interpret and describe the participants' actions (Brynard, 2014).

This study is designed to have a qualitative background. The research design is selected to assist the researcher in exploring the available remedial support to assist learners who are struggling with literacy in schools in the foundation phase. It enabled the researcher to assess the non-verbal communication of the participants via observation, as well as the spoken words in the interviews that was conducted.

The interview schedule was reviewed by the supervisor, to ensure relevance to the research questions. The university research and ethics committee approved the interview schedule. Before each interview session, the participants were reminded that taking part was voluntary and they were free to leave at any time (Bertram & Iben, 2015). During the interview, the researcher used a pen and paper to note important verbal cues and the facial expression of emotions. For accuracy and efficiency, an audio recorder was used. The researcher explained the use of the audio-recorder and obtain consent for this process, and the opportunity was used to clear out misunderstandings in answering the questions. The interviews were audio-recorded for direct verbatim transcriptions for analysis, and the participants will be kept anonymous.

A qualitative study by Johnston (2011) conducted interviews through a semi-structured interview study when investigating individuals' experience of depression and how it affects their daily lives. In a similar study by UNESCO (2020), data collection was done via one-on-one semi-structured interviews, which provided a provisional structure, but allowed an open conversation on the concept of literacy problems since there was a covid-19 pandemic. In this study, it was stipulated that "Countries are offering a range of in-school supports to help remediate learning losses during school closures" (Angel-Urdinola, 2020, p67). This has most frequently taken the form of remedial programs. Examples include computer-assisted remediation interventions in Ecuador and remedial tutoring in Nigeria (3EA, 2018). About one in ten countries are not providing additional support to students beyond school reopening; among high-income countries, this rate is close to one in four" (UNESCO, 2020, p89). The researcher in this study encouraged the participants to participate in the questions and they were comfortable during the discussion.

3.6 Sampling

3.6.1 Population and Sample

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query (Ryen, 2020). However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming to do so (Rehman & Alharthi, 2016). The targeted population of this study will consist of teachers that are teaching literacy in Foundation Phase schools.

A sample is the selected group of individuals from the population who participate in the study (Bertram & Iben, 2015). The sample size of this study comprised of 12 literacy teachers from four (4) primary schools; one (1) was full-service school and three (3) was mainstream schools in King Cetshwayo District. The sample size were 3 teachers in each school representing grade one to grade 3 because the foundation phase includes these three grades. A full-service school is a school in terms of White Paper 6 with inclusive education and more resources than a mainstream school to support learners with barriers. It further accommodates more learners with specific barriers than mainstream schools (WP6, 2001).

3.6.2 Sampling methods

According to Brynard (2014), the sampling method is a method used to select a small group (sample) to represent the characteristics of a large group (the population). If the sample is selected correctly, it will show the same characteristics as the large group.

Teachers were purposively selected in this research. Purposive sampling occurs when a researcher makes specific choices about which people to include in the research sample (Bertram & Iben, 2015). The schools will be selected conveniently in this research because they will be schools in the wards that are near where the researcher can reach and is close by. Convenience sampling is a type of non-probability sampling that includes the sample being taken from that part of the population that is close to hand (Bertram & Iben, 2015). A full-service school will be purposively selected since it is the only full-service school at Esikhaleni. The full-service school will be included because WP6 outlines them as a school with more resources to support learners experiencing barriers

than mainstream school (WP6, 2001). They are responsible also to train neighbouring mainstream schools in managing learning barriers.

3.7 Data collection

3.7.1 Data collection considerations

Data collection is defined in the literature as “the process of gathering and measuring information on variables of interest in an established systematic fashion that allows one to answer stated research questions, test hypotheses and evaluate outcomes of the study” (Kabir, 2016, p168). When selecting a sample from the population, it is important to know what type of sample is required. The researcher needs to know which instrument to use to collect the data from the sample selected (Kent, 2020).

The researcher used different measuring instruments to yield data for the qualitative research. There are different measuring instruments in a qualitative research approach, including different types of interviews providing face-to-face interaction with the participant. These interviews can be open-ended or structured (De Jonckheere & Vaughn, 2019). Content analysis or review of documents, including a literature review, is available in any research based on secondary data (Jamshed, 2014). Interviews were used to collect the data after considering the nature and purpose of this research. The interview in this study was face to face and the responses of the participants were recorded, using a digital voice recorder, to ensure that the data were accurate (De Jonckheere & Vaughn, 2019).

3.7.2 Interviews

According to Bertram and Christiansen (2014), the interview is about the interaction between the researcher and the participant. However, it is different from everyday interactions in that the researcher is the one who is responsible for setting up the schedule and asking questions (Summerfeldt, Ovanessian & Antony, 2020).

This study used structured interviews, where the researcher uses an interview schedule, which is a set of questions in a scheduled order. In the structured interview, the questions may require closed responses (often yes/no answers, one-word answers) or open-ended

responses, often where the participant expresses opinions or impressions or is asked to give in-depth responses (Ryen, 2020). In this study, both English and isiZulu were used and many participants preferred using isiZulu.

3.8 Validity and reliability

Validity and reliability are known as the key aspects of all research. In particular, attention to these two aspects can make good research or poor research and can help ensure that other scientists accept the findings as “credible and trustworthy” (Ryder, Mackean, Coombs, Williams, Hunter, Holland, & Ivers, 2020, p56). This is particularly crucial in qualitative work, where the researcher's perspective can easily cloud the interpretation of the meaning of the data, and where research findings are often viewed with doubt by the research community.

Kumar (2014) stressed that, in an interpretive paradigm, the validity and reliability of the term can be verified through credibility: which refers to the extent to which a research interpretation is trustworthy and credible, with particular reference to the level of agreement between participants and the researcher (Vasileiou, Barnett, Thorpe & Young, 2018). The research must be reliable that is; it must repeat the participant's reality, therefore gaining a personal and close understanding of the participants and how they see the world (Bertram & Christiansen, 2014). The research study used an audio-recording device to record interviews verbatim, which means that the transcripts were more accurate, to achieve reliability.

Bertram & Christiansen (2014) further claimed that some qualitative researchers questioned the relevance of the term validity in qualitative research. Some researchers suggest that "terminology such as credibility, dependability, confirmability, trustworthiness, verification, and transferability be used instead of validity because this is qualitative research" (Vasileiou, et al., 2018, p109).

Credibility, dependability, authenticity, and confirmation in this research phase were used to guarantee trustworthiness. The qualitative research description is a process of adhering to the identified criteria for ensuring the authenticity and trustworthiness of the research phase (Ryen, 2020).

Credibility: In confirming that how data was generated data was credible, the initial step was to select a manageable sample of participants, which consisted of nine participants (Adu,2019). The interview sessions were recorded to keep an accurate record of what transpired during such conversations. Additionally, the participants were encouraged to participate freely in the interview sessions as they had been assured that the content of our discussions would be kept confidential and their identity would be kept anonymous.

Confirmability is the degree of objectivity in the findings of the research study. This means that the findings are not based on any potential bias or personal motivation of the researcher, but are based on the reactions of the participants (Solutions, 2017). To ensure confirmability, the researcher provided a comprehensive research data methodology, which highlighted the steps of data analysis that were followed to provide validation for the decisions made. An accurate representation of the participant's response was therefore established.

Dependability: This chapter ensured dependability by providing a detailed explanation about how the data was generated, analyzed, and interpreted; this increased the dependability of the study (Guest, MacQueen& Namey,2012). To ensure that the findings were consistent and could be replicated, the supervisor reviewed and examined the research process and the data analysis. All interview sessions were recorded through a voice recorder to enhance the dependability of this study. Lodico et al. (2010) argued that recording devices such as voice recorders must be used extensively to support dependability in all types of qualitative research.

Transferability: This is referred to as how the researcher shows that the research study's findings can apply to other contexts. Among the scientific community, there seems to be broad agreement among the research community about the whole concept of transferability (Vasileiou, Barnett, Thorpe, & Young, 2018). In short, this perception is the extent to which the research results can be useful in similar contexts by other researchers. The researcher provided a detailed description of all the research processes that were followed to ensure that the transferability of the findings was achieved. Interviews were coded and transcribed.

3.9 Data analysis

Data analysis is defined as the method used to systematically "organize and condense" raw data to find meaning. The knowledge can be transformed to make informed decisions and transform meaningful knowledge into results. In qualitative research, "data analysis is the relatively methodical process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest" (Robertson, 2007, p 68). TA approach was employed for the data analysis. The thematic analysis seems to be one of the most commonly used forms of analysis in qualitative research. It is the minimum way of organizing and describing a set of data that is widely used in qualitative data analysis for detection, analysis, and reporting the themes in data. "Thematic analysis is an approach for extraction of meanings and concepts from data and includes pinpointing, examining, and recording patterns or themes" (Javadi & Zarea, 2016, p 33). Thematic analysis is suitable for qualitative, interpretative studies as it focuses on an individual, and is sometimes even expressive as people express their personal experiences and perceptions on a phenomenon (Braun & Clarke, 2016).

The researcher will analyze the transcripts in verbatim, translating from IsiZulu to English as most of the participants preferred their first language as a medium of instruction (an IsiZulu interview schedule was available). A second party proofread the transcripts for accuracy, trustworthiness, reliability, and validity purposes.

The initial step was reading through the researcher's transcripts to familiarize herself with the data and identify codes. The codes were collected into main themes as explained through a series of repeated steps of reading by the researcher to reach harmony on the themes, and the codes were coded on the transcripts.

The following six phases, as recommended by Braun and Clarke (2016, p.213-227), were followed in detail in the study to allow the generalization of findings from the research sample to the general population under discussion:

- **Phase 1–Familiarizing oneself with the data** (from text/ transcriptions) and identifying potential items of interest: This phase is noted by Braun and Clarke (2016) as one of the most important phases in qualitative, interpretative studies.

First, the content of the interviews was transcribed word for word with correct spelling. This step allowed the researcher to understand the topic under discussion according to the participant's personal view.

- **Phase 2–Generating initial codes:** A pilot list of ideas related to the data was created by the researcher. The data were organized into particular groups and given initial codes (Braun and Clarke (2016)). With this in mind, coding was done on a desktop and the researcher made notes along the margins of the highlighted text.
- **Phase 3–Searching for themes:** Collected data and explored the codes to identify the meaning of broader patterns (Braun and Clarke (2016)). The researcher had different codes; whenever the initial codes were formed, the codes were searched for themes. The themes developed from the codes were assigned code names and were collected into concepts, patterns, and categories of related topics from the participant's perspectives.
- **Phase 4–Reviewing themes:** Braun and Clarke (2016) further pointed out two basic principles regarding the characteristics of themes in phase 4: “internal homogeneity and external heterogeneity”. This means that the data within the themes were closely related to each other, and the themes were able to be meaningfully differentiated. Themes were refined, split, combined, and discarded. Potential themes applied to the dataset determined if they told a conclusive story that answers the research question(s).
- **Phase 5–Defining and naming themes;** Developing a detailed analysis of each theme: The themes were defined by the researcher, at the end of each phase providing a summary of what the themes were and what they were not (Braun and Clarke (2016)). The naming of themes was done after defining; names were clear, accurate, and marked and transferred to the readership what the theme was about. Themes were also linked to the literature review of the study.
- **Phase 6–Producing a report:** The final phase was writing and reporting on the set of categorical themes the researcher had read. Braun and Clarke (2016) stated

that accuracy, logic, and consistency without repeating themes are crucial to note when expressing themes. The researcher thoroughly read through the data from the semi-structured interviews and the visual material to create units of meaning to ensure this. The themes were then categorized into a narrative that best answered the research questions

3.10 Ethical considerations

Ethics is defined as a "philosophical term derived from the Greek word *ethos*, meaning character or custom and connotes a social code that conveys moral integrity and consistent values" (Partington, 2003, p 22). This is stated to be the most important concern in qualitative research. Further, considering the ethics of science, Mouton (2001, p. 238) believes that the ethics of science demand that researchers maintain moral standards and discipline when conducting research.

There are three ethical principles suggested by Terre Blanch and Durrheim (2002) that the researcher took cognizance of. *Autonomy* is referred to as the first principle that requires respect of independence by the researcher from the participant, and also obtaining informed consent before the research from the participant. The second principle is *non-maleficence* which implies that no harm will be done to the participant(s). The last principle is *beneficence*, which is referred to as a benefit to the participant and society as a whole. The researcher achieved all three principles' requirements in the current study. During the research preparation, the following ethical considerations were conducted:

- The researcher submitted a detailed application to the Research Ethics Committee of the Research Committee of the Department of Educational Psychology & Special Needs at the University of Zululand for approval to conduct the research.
- Approval was granted by the Research Committee of the Department of Educational Psychology & Special Needs at the University of Zululand to conduct the research. (Annexure attached).
- All information on the purpose of the research, the possible risks, and benefits will be communicated to participants.

- Voluntary consent in this study gave participants the right to exercise free power of choice in all aspects of participation without the intervention of force, deceit, or coercion. This right to exercise choice, including the right to withdraw from the study at any stage without penalty, was communicated to participants throughout the entire study.
- A written cover letter with information on the participant's right to privacy and confidentiality was obtained to make the participants available. The researcher also ensured that no participant was exposed to any emotional stress and their identity will be kept anonymous

3.12 Summary of the chapter

This chapter has focused on the research design and methodology that underpin this study. It explains the research design that was used, the methods, and the instrument used for the collection of data; the steps followed to ensure credibility and validity of data, as well as the phases which were used for analysis. Ethical considerations were explored and discussed, as well as the limitation of the study. The next chapter will provide a foundation for the analysis and interpretation of raw data, which leads to the findings of the study.

This study has different limitations that need to be investigated or addressed in the future, under the title exploring the availability of remedial support for learners struggling with literacy in Foundation Phase at King Cetshwayo selected schools. The research needs to be extended to the primary schools of the King Cetshwayo district as these four schools are in different locations with different challenges. One mainstream school is situated at PortdunFord. The next one is situated at Esikhawini, the other mainstream is situated at Dlangezwa and the last one is situated in Ngwelezane. These are four different areas with peculiar advantages and disadvantages as there is pandemic the participation from these different schools might not be good as teachers also are afraid of their lives because there are precautions that many are strictly observing such as ,not hand shaking or physical meetings, others are working from home because they are not well or in quarantine.

4.CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

The previous chapter discussed the study's research methodology and how the collected data was analysed using thematic analysis. This chapter is the presentation of the data. It is the actual analysis and interpretation of the data obtained from the sample. It aims to analyse and interpret the responses of the participants to make the data meaningful, thus obtaining the whole research project's findings. The presented data were collected from twelve (12) participants who were interviewed for the current study. The researcher used semi-structured interviews using tape recordings. These recordings were also used by the researcher in order to be able to accurately translate the responses into English as most of the participants preferred to use IsiZulu. The thematic analysis was used to analyse data and the themes that emerged are discussed at the end of the chapter. The discussion of themes combined the theoretical framework and literature review into the findings.

This study collected data to explore whether the learners in the foundation phase do get remedial support when facing challenges in literacy, thus exploring the availability of remedial support for learners struggling with literacy in the foundation phase.

4.2 Characteristics of the research participants

The study consisted of twelve research participants and they were all females. They were currently teaching literacy in their respective schools in King Cetshwayo District during

the year 2021. The names and identities of the research participants are anonymous hence numbers and alphabetical characters were used instead of the real names of the participants and the names of the school. The profiles of the respondents are presented in the following table:

Table.1 The characteristics of research participants

Participant no.	Gender	Grade	TYPE OF SCHOOL
1	Female	One	Mainstream
2	Female	Two	Mainstream
3	Female	Three	Mainstream
4	Female	One	Mainstream
5	Female	Two	Mainstream
6	Female	Three	Mainstream
7	Female	One	Full service
8	Female	Two	Full service
9	Female	Three	Full service
10	Female	One	Full service
11	Female	Two	Full service
12	Female	Three	Full service

4.2 The themes of the study

The developed themes were organised according to the study objectives and the associated sub-themes. The themes and sub-themes are shown in Table 2.

Table 2 Objectives of the study, main themes, and sub-themes that emerged from data collection

Objectives of the study	Themes	Sub-themes
<ul style="list-style-type: none"> To explore challenges experienced by educators when teaching learners struggling with literacy in the Foundation Phase. 	Environmental and academic challenges	<ul style="list-style-type: none"> - Lack of parental support - Limited classrooms - Shortage of resources or teaching aids - Limited foundation phase hours - Lack of skills - Phonetic, behavioural, and written expression challenges
<ul style="list-style-type: none"> To determine available remedial support for learners struggling within Foundation Phase. 	Practical methods	<ul style="list-style-type: none"> - Visual objects - Extended or extra time and work - Repetition of work - Peer collaboration - Learn with fun
<ul style="list-style-type: none"> To propose a remedial support programme for learners struggling with reading and writing in the Foundation Phase for improvement. 	Proposed intervention	<ul style="list-style-type: none"> - Correct implementation of concessions - Higher Institutions strategies for remedial teachers

		<ul style="list-style-type: none"> - Training of teachers in implementing white paper 6 - Re-emphasis of teaching strategies through repetition. - Consistency
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4.3 Environmental and academic challenges

According to this study, the data provided by participants on challenges indicated that teachers experience several challenges which seem to be environmental and academic when dealing with learners. Environmental and academic problems are commonly involving all the participants. Learners should be able to get an environment that will allow them to be free, learn and grow healthily from home to school. A good learning environment is not only identified as important for learner success but is equally valuable for the teachers' morale, functionality, and effectiveness. An environmentally conducive place comprises the respect for people and their differences, the trust expressed through cooperation and a sense of community and optimism about the untapped potential contained within each learner, and intentionality. This means that taking steps needed to create each learning invitation and addressing it to each learner is important (Nel,2021).

In this study, the academic problem is referred to as the process involving the educator, child, and parent in bettering the educational life of a learner. For a child to master writing and reading, the child must be motivated to learn, and a parent must be ready to assist their children, and the educator be well trained to teach the child with love, dedication, and passion. Each role is very important in the academic life of a child. Failing to function well will not provide improvement in the academic life of a learner and educational development which will cause an academic problem (Booyesen,2021). The academic problem may be caused by the lack of parental support, phonetic, behavioral and written express challenges that include children unable to read and write. Limited classrooms for

interaction between the teachers and learners may be affected and restrained since learners are squashed and there is no space, and this is part of the environmental challenge. The sub-themes are discussed below:

4.3.1 Lack of parental support

Parents' involvement in the lives of their children is very important. The extent, nature and quality of parents' involvement in their children's lives plays an important role in the children's academic progress. Parents need to be involved in the learning process of their children. This theme was common to all of the participants and there is a great need for a parent to step into their children's education as per their responses. Teachers do need parents to be active as well as cooperative when it comes to the schoolwork of the learners.

At the preschool level, some studies found a positive correlation between parents' involvement and the possibility that their children have to repeat a grade, as well as the children's reading abilities. Other studies, predominantly in urban schools, have shown that the children of parents who are uninvolved could achieve lower reading achievement (Huang & Mason 2018). There could be reasons why parents are involved or not involved in their children's development and progress at school. Participant E shared one of the reasons that show the lack of parental support, such as social media as most of the parents use it.

In a research conducted in rural Mpumalanga, teachers raised their concerns about the parents' lack of involvement in their children's schoolwork. They mentioned that lack of parental involvement contributed to parents not understanding what to do or how to help their children (Aguta, 2019).

In a research study in which 408 parents of children from various schools took part, it was reported that the higher the education level of the parents, the more they generally support, encourage and supervise their children's education at school. These parents tend to have high expectations of their children and the progress that they make at school (Venketsamy, Sing & Smart, 2020). According to the report, it was also found that relatively speaking, parents with a low educational level tend to think that learning is not

valuable. The children of these parents, therefore, do not get the necessary praise and help that they need (Venketsamy, 2020). This is confirmed by one of the participants when she said:

“We try to collect work and photocopy it and give it to learners to take it home but the parents do not bother even if you write a letter for them to come to school because at the beginning of the year, you identify learners with problems but when you call parents they do not come to school, they say: " oh! I know teacher that you're calling me on behalf of my child, I know she's got a problem like that” parents always find reasons and excuses of why they neglect their children and not assist them in their academic work” (Participant H).

When considering the rural areas of South Africa, less-educated people often have unmanaged stress in their daily situations, which can restrict their opportunities to interrelate with their children. In contrast, parents educated beyond the high-school level are often more engaged with their toddlers and children (Hartell & Steyn, 2019) Hartell & Steyn (2019) reflect on the influence of the education level of parents and the income of the family on children's development. The presence of literate siblings and grandparents could also contribute 'to creating a rich home learning environment that is capable of enhancing cognitive stimulation and the child's contribution to his or her education' (Hartell & Steyn,2019).

“As I have said that I drag them from behind work, giving them remedial work, I also contact parents to assist to come closer to the child because some parents do not even know that their kids have problems, they know that their kids can count from 1 to 100 and not see or notice the problem that the child has literacy difficulties” (Participant I).

Cognitive stimulation that could enhance the development of the literacy skills of young children could be achieved through storybooks and listening to stories which are read, by paging through magazines and language and sound games but it is usually not found in households where poverty prevails or where the parents and caregivers have a low educational level.

This is confirmed by participant F, she said:

“What I can say is that you need to involve the parent because you have to know the background of the child, how was the birth of the child , and what problem does he or she has, in that way it becomes easy to help the child if you co-operate with the parent” (Participant F).

Parents also play the first major role in developing their children’s acquisition and command of the home language. Participant D said:

"communicating with a parent helps by asking a parent to come and see how his or her child performs at school so that the teacher and a parent can co-operate and assist each other in helping the child, so that when a teacher gives a child the homework the parent can help the child at home as we know that learning should be a triangular process that involves a parent, a child and a teacher so that these three roles can come together and help each other" (Participant D).

Learning to read and write are long and sometimes difficult processes and should begin before a child enters the formal school situation (Arasomwan & Mashiya, 2021). There are certain language skills, which are important for the development of reading skills they require rich communication between adults and children and are necessary for brain development. The quality and quantity of language used when talking to children could predict the development of children’s language and literacy skills. A higher number of words spoken to young children can help to expand their vocabulary and language development, which will lead to improved literacy outcomes (Hartell, 2019). This is confirmed by Participant G in her response, she said:

“Parents must help learners, they must have time with their children, as we’ve known that during this Covid-19 pandemic learners alternate, they come to school two days a week so we do not have enough time to teach them but parents must co-operate with educators” (Participant G).

This sub-theme was common among all the participants; learners need parental support for them to grasp well literacy as well as understanding better what they are told in classrooms. Schools must form a partnership with parents and develop shared responsibility for their students' achievement in the educational system in order to comply

with the system of integrated support for their pupils (Wilmot,2020). Parents play a significant role in schools because they work with school officials to make schools suitable to teaching and learning. They are also accountable for achieving the learning outcomes through active engagement in school activities, initiatives, and projects (Suryanti, 2020).

We try to collect work, photocopy it, and give it to students to take home, but parents do not bother, even if you write a letter asking them to come to school because, at the beginning of the year, you identify students who have problems, but when you call their parents, they say, "Oh! "I know you're phoning me on behalf of my child, and I know she's having a problem like that," parents always find reasons and excuses for neglecting their children and failing to aid them in their academic work." (Participant H).

This increases parental involvement, encourages parents' efforts to assist schools, and has a direct positive impact on a successful educational system. Educators and parents play critical roles in children' educational progress (urii & Bunijevac, 2017). Participant H said:

"Parents must help learners, they must have time with their children, as we've known that during this covid -19 pandemic learners alternate they come to school two days a week so we do not have enough time to teach them but parents must co-operate with educators" (Participant G).

To succeed in school, students require a pleasant learning environment that includes support, motivation, and quality instruction. With increasing pressures on the family, parental involvement in students' education extends outside the school building (Suryanti, 2020). Parental participation in students' education starts at home, with parents providing a safe and healthy environment, suitable learning opportunities, support, and a positive attitude toward school. Several studies have found that students who have involved their parents do better academically (urii & Bunijevac, 2017). Participant F said:

“What I can say is that you need to involve the parent because you have to know the background of the child, how the child was born, what problem does he or she has, in that way it becomes easy to help the child if you co-operate with the parent, even if you give them homework the parent can help the child at home. The parent can help the child at home to do school work and then the child can come back to school and join other normal learners and the learner can be covered up because it should not be obvious that the learner is struggling than others they all have to be on the same level” (Participant F).

This sub-theme emerged almost on every participant’s response in this study, without support from home and family it is very hard to assist the learners struggling with literacy, not those only struggling but all learners need a backbone of which is the family for them to cope in school and excel in their academic performance.

4.3. 2 Phonetic, behavioural, and written expression challenges

This is the sub-theme that was raised by the participants in this study that learners have a phonetic challenge whereby they do not understand the words, how they are formed, the sounds, and how to use words. The participants also responded about the behaviours of these learners with difficulties in classrooms that most of the time the learners who are having academic problems used to also have behavioural problems. The moment they see that they have writing and reading problems, they cause havoc in class so that they can disturb other learners and get the teacher’s attention because they perceive that teachers attend those who are smart in classrooms.

According to the Department of Education (DoE, 2017), phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Learners instinctively 'know' about phonemes, otherwise, they would not be able to speak or understand speech. As school learners become aware that each sound can be written as a letter or group of letters. Teachers can teach their learners to manipulate phonemic awareness using poems, songs, and rhymes. To teach phonemic awareness in Grade One, teachers should engage learners in singing and recitation.

Participant H said:

“Oh, ya The challenge is that they can’t read instructions, and they also know the answer but do not know how to write, construct sentences, or create a word, therefore if you are teaching them, you must begin with grade one's work and progress to grade two's work till grade three's work.” (Participant H).

And participant L said:

“They cannot write, they cannot read, sometimes when you give them work, they twist 9 the number to be an alphabet, and they also write words in reverse (participant L).

Learners must be familiar with and understand a wide range of words because words are used to transmit concepts. Engaging students in a variety of reading sources expands their vocabulary. Similarly, the Department of Education (DoE, 2017) states that teachers can teach vocabulary by allowing their students to read or listen to books that interest them on a frequent basis. Home background also plays a major role in the learners' acquisition of new words. A learner who comes from a home where reading happens often will know many more words than the learner who does not hear reading at home. New words must be explained during the reading lesson.

Common oral reading challenges, according to Salvia and Ysseldyke (2018, p 234-237), include the following: Omissions occur when a pupil skips individual or groups of words. Insertion is when a learner inserts one or more words into a sentence that is being read aloud. Substitution occurs when a learner substitutes one or more words in a chapter with one or more significant words. Gross mispronunciation of a word, in which the student's pronunciation bears little relation to the true pronunciation; Hesitation occurs when a learner pauses for two or more seconds before saying a word. Inversion, in which the student reverses the sequence of words in a sentence; and When a pupil fails to observe punctuation, this is referred to as disregarding punctuation. For example, may not pause for a comma, period, or express a vocal intonation, question mark, or exclamation point (Nel, 2021).

Participant K said:

“Some of them fail even to understand what you're talking about if you teach them in English you need to explain in both language in Isizulu and English” (Participant K).

Teachers need to explain or demonstrate the meaning of the words using charts. They ought to display new words and give them to learners to take home to review as homework. Learners also collect words as their teachers read aloud and draw pictures or write short sentences. Teachers play a major role in teaching their learners to build up a wide vocabulary from the written tasks.

Phonemic and sight words are the two main elements involved in word recognition. Phonic means decoding a word by breaking it down into units (DoE, 2017).

Participant C said:

“When you ask questions, they easily answer you but when it comes to writing it is where they come with difficulties because they've just lost interest to understand phonetic sound and consonance “(Participant C).

And Participant H said:

“Learners who have literacy difficulties find it very hard to learn so you need to have more time with them, assisting them, explaining in detail, and breaking down the instruction because they cannot read for themselves. I need to teach something more than once and I need to teach instructions more than once even in those learners with difficulties they are not the same, there are those that you explain to twice and they understand, and then there are those that you need to repeat to many times before they understand what is required from them” (participant H).

Children with learning difficulties are a diverse population. These children are a broad collection of kids who may face difficulty in a variety of areas. For example, one child with a learning disability may have major reading issues, but another may have no reading difficulty at all but has significant challenges with written communication (Kohli, Sharma, & Padhy, 2018).

Participant said:

“We have children with problems in reading especially in Isizulu, they cannot write it properly and read words properly” (Participant F).

Participant B said:

“They do have problems especially in Isizulu, in English sometimes they do well, in Isizulu some of them they are unable to write, they cannot even copy the word in Isizulu, they use their way to copy” (Participant B)

And Participant H said:

"In writing they need to fill in the gaps, I have to give them a clue because when they are instructed to write about their holidays they cannot be creative, create or write a sentence in a correct sequence, they write something you cannot even read, so they just need to be supported and I just create a story for them then they fill in the gaps. I just put the words aside then they have to fill in the words among the story but it is not 100percent guaranteed that they will get all answers correct but they may get 1 or 2 correct out of five" (Participant H).

One may think that you cannot have a problem in writing your mother tongue language if you know the First Additional Language. Learning difficulties do not choose linguistically; it depends whether you understand what is taught or not and can be able to grasp accordingly. Learners do portray some element of misconduct in classrooms especially in the foundation phase and that is a behavioural challenge to the teachers. Teachers have to stop whatever they were trying to explain and teach to the class and correct the learner who is misbehaving in class and end up causing the whole class to be chaotic and uncontrollable. Participant A said:

“Some of these learners are already belonging to remedial schools, they are not children who are supposed to study here but because of their parents, we accommodate them. We find that children cannot concentrate, they play under the desks and do not listen to teachers but we accommodate them and tolerate them, even to write; worse copying; they fail. Some do not have eyesight problems but they cannot do expected activities because they belong to remedial schools” (Participant A).

This sub-theme emerged in some of the participants as a factor that may contribute to environmental and academic problems. Teachers need to remediate these learners as well as accommodate them in their literacy classrooms if they need some external intervention teachers can refer them to relevant people.

4.3.3 Limited classrooms

The South African education system is characterized by a teacher shortage and poor school facilities, both of which contribute to the overcrowding of South African classrooms (Meier & West, 2020). The current national learner-educator ratio (LER) is 33:1, with some classes reporting LER values as high as 50:1. The South African LER is more than double the international average of 16:1 set by the Organization for Economic Cooperation and Development (Meier& West, 2020).

This was confirmed by some of the participants, Participant I said:

“I wish the department to give us more resources and build more classrooms because our school does not have enough space, whereby taking, for instance, we have twelve learners in grade 3, grade 2 they are thirteen so that they can have their classrooms because they mixed together and that causes struggling learners to feel bad because they are comparing themselves and end up being buried by others and become more underachieving and not participating or become active in class” (Participant I).

The more learners are overcrowded it is the more the passing percentage will decrease because the teacher does not have individual interaction with every learner in class because of space. Participant D alluded and said:

“If we can have limited or small group of learners it would be better. Currently, we are too overcrowded in classrooms. Grade 1 needs more attention because it needs a lot of time, it needs your patience, your love as you should be attentively listening to them and not shout at them e.g. a child that comes from a home that is selling booze will sleep in class, but you won’t be able to help them as individuals if they are too many so the number of learners in classrooms should decrease. We see that this strategy works even in multi-racial schools, they have good academic records because of the small number of learners per class” (Participant D).

The 'in-school' factors include teachers' attitudes, the availability of trained teachers, and school resources as well as adequate infrastructures, such as the availability of schools and classrooms. Examples of inadequate 'in-school' factors, such as a lack of resources and inadequate infrastructure, include 41.8 percent of schools without electricity, 70 percent of schools without access to computers, 79 percent of schools without libraries, and overcrowded classrooms with an average learner–educator ratio (LER3) of 33:1, that is, one teacher for every 33 learners (DBE 2018: p.85). Participant E said:

“We also have limited space in classrooms so it is hard to help learners separately, and identifying problems as individuals. Sometimes you discover late that a certain child has a problem” (Participant E).

If we can have a limited or small group of learners, teachers can teach effectively (Joyce West, Corinne Meier, 2020). Various factors are contributing to the overcrowding of classrooms in South African schools. Some of those factors include the lack of teachers -as well as inadequate infrastructures, such as insufficient schools and classrooms. When considering only public schools having government-employed teachers (excluding governing body appointed teachers), the average national LER stands at 33:1 (DBE 2018: p.14). However, there are provinces such as KwaZulu-Natal with a concerning average of 39:1. The LER of Gauteng province (province of this case study) was slightly lower than the national average.

According to Western countries, classes exceeding 30 learners are considered in need of a reduction in their number of students because of the negative influence this feature can have on academic performance (Benbow, 2017).

Participant D emphasised that:

“if they are many you cannot help them as individuals, the number should decrease, we see this even in multi-racial schools, they even pass academically. It is the first time that these learners are seeing a teacher, so you need to teach them how to write even their names, we give them name tags to copy their names till they master them, they need assistance as individuals but that does not happen because they are too many, it is a very difficult to teach them but we love them” (Participant D).

This sub-theme enlightened the need for enough space needed for any assistance received for it to be effective and boost the achievements of learners in schools, and many participants touch on it as one of the biggest hindrances for the support they give to the learners to be effective.

4.3.4 Shortage of resource or teaching aids

The other sub-theme that has been mentioned by the educators is the shortage of resources or teaching aids which is hindering them to assist the learners very well when struggling in the classrooms. Participant J said:

“The problem I had the most, is the teaching aids, they are sometimes scarce because they have different problems that need to be attended in different times and different ways” (Participant J).

A lack of basic resources such as stationery, work cards, and games posed a further challenge to the teachers at both schools and impacted negatively on the learners. In a study conducted by Woolfolk in 2018, it is confirmed that there were no games available in Teacher A's classroom, which meant that the learners were denied the valuable learning opportunity of playing educational games. In another example, during the interview, Teacher A expressed the desire to have someone demonstrate to her how to make work cards, but at the same time complained about the lack of time to make such resources (Woolfolk, 2018). And participant K gave a suggestion saying:

“I think that we need relevant resources like T.V, videos, computers whereby you would just press buttons and then they say: “a, k, d” (Participant K).

This sub-theme proves that there should be more resources to accommodate every learner with all kinds of difficulties in all schools.

4.3.5 Limited foundation phase hours

Foundation Phase teachers from grades 1 to 3 do not have enough time for teachers to teach all the contents needed to be taught as hours are limited. Teachers end up teaching what they think is teachable to the learners and not what is expected of them to teach

because of the limited hours they have with their learners as a result they have to limit information and knowledge. Many participants confirmed this sub-theme with their responses. Participant A said:

“I recommend that children have extra classes, we once discussed this in another meeting, parents hire staff cars for their children, and at 13h00pm the car will be waiting for a child from a foundation phase, and that makes it difficult for children to spend 30 more minutes and do their school work” (Participant A).

And participant B confirmed by saying:

“If we can have more extra time to work with learners because those 15 minutes are not enough they are limited” (Participant B).

Participant G said:

“Okay, after school I take one hour with them and try to give them more work to do, so that they will achieve, some of them achieve and some do not but I keep on trying for them to do more work even at home” (Participant G).

Teachers end up sacrificing the afternoon time for learners to grasp and understand many other things they did not grasp in the class. Some learners do stay behind and some do not because of different reasons. Participant E said:

“In a foundation phase it is really a foundation because you are always starting afresh from scratch to someone who does not know anything so it is not easy even if you are teaching them in grade 3; it is like you are starting afresh. Out of 100percent, maybe we can say 30percent whom you see have grasped literacy, and the rest are illiterate, they are blank” (Participant E).

Some learners are promoted to the next grade with the hope that they will become better in the following grade, only to find that if they were not taught well or thoroughly in the previous grade it becomes strenuous for the next teacher to teach those learners.

There is wasted learning time; Several South African studies (Van der Berg, Spaull, Will, Gustafsson & Kotzé, 2016; Hoadley, 2020; Bold, Filmer, Martin, Molina, Stacy, Rockmore & Wane, 2017; Parker, Morris, & Hofmeyr, 2020) have aimed to measure the opportunity

to learn and have frequently found that less than half of the official curriculum is being covered in the year and fewer than half of the officially scheduled lessons are actually taught.

In one study in the North West, Steyn found that grade 6 teachers only taught 40percent of scheduled lessons for the year (compared to 60percent among schools across the border in Botswana). It is not clear what was happening in the days when there was evidence of teaching or learning (Steyn, 2019).

Participant L said:

“I think the problem of these learners is Covid-19, they studied a few things just for three months, January to march and came back in august 2020, so they needed more time to grasp and learn” (Participant L).

And Participant G suggested:

“My recommendation is that parents must help learners, they must have time with their children, as we have known that during this pandemic, learners come to school two days a week, three days a week, so we do not have enough time to teach them but parents must co-operate” (Participant G).

Participant E said:

“In fact, at foundation phase, we have extra 30 minutes to see those who are left behind then after the break at 11h00 to 11h30 there is a period to assist learners to read, that is where we help them to improve” (Participant E).

Most of the participants confirmed that there is not enough time but even if they can try to make time for learners, learners will not attend properly and the attendance will be poor in classes that are accommodating learners struggling with literacy. Therefore, many teachers do have time to assist learner but learners do not co-operate as well and their parents are the major cause because at some point they fetch their children early before the teacher do any extra work with learners.

This sub-theme confirmed that teachers do need more time for them to assist these learners at their disposal, they might have all the necessary information and knowledge to help them but time is always against them.

4.3.6 Lack of skills

Teachers need more skills for them to be able to work very well with learners that need to be remediated in schools. Remedial support is needed for learners for them to understand the content. Many of the participants in this study showed that they know nothing about the skills needed for one to be able to give proper assistance to learners struggling with literacy, many of the responses were not practical it was the theory and plans as well wishes that teachers have when they think about learners struggling with literacy in the foundation phase. And Participant D when confirming said:

"I have never been trained but through experience, as we have arrived in teaching there are remedial but we try to give learners extra time and assist the learner if that also fails there is nothing you can do as a teacher, you do not have to give more work to a struggling learner" (Participant D).

This shows very well that teachers do not have enough skills to deal with learners struggling with literacy.

Participant H said:

"If the department, and the LSA officials can do their work and come to full-service schools and train educators because educators are not trained, they do not know what to do, it is not everybody who have learner Support Certificate, they need to come and train us, give more workshops about what is required from us to do and give us the support materials" (Participant H).

Skilled teachers consistently and plainly illustrate how proficient readers and writers interpret and produce texts. They demonstrate skills and methods in a variety of ways in order to accommodate various learning styles (Meyiwa, 2019). Teachers who can incorporate subject-area literacy into their day-to-day teaching help students become

independent and successful learners, as well as boost student knowledge and learning outcomes across disciplines (Plaut, 2019).

Literacy abilities enable students to seek information, investigate topics in depth, and get a better grasp of the world around them. This is why it is critical to consider your tactics for teaching reading skills in the classroom (Mashiya,2021). The three 21st Century literacy abilities are: information literacy (knowing facts, numbers, statistics, and data); media literacy (understanding how and where information is published); and technological literacy (understanding the devices that enable the Information Age) (Arasomwan, 2021).

In America, Beattie (2018) addresses the critical abilities that assist teachers foster inclusion in their classrooms. These include organizing classrooms and physical space to support diverse learning styles; planning, organizing, and presenting lessons that encourage diverse learning styles; managing behavior and motivation to keep learners actively engaged; relentlessly teaching reading to support learning in other content areas; teaching cognitive strategies to support diverse learning styles and typical learning problems; and providing accommodations and modifications to students with disabilities. Lack of skills can lead teachers to produce learners that are stagnant intellectually so it is very important for teachers to have skills for them to be able to assist learners struggling with literacy in the foundation phase.

4.4 PRACTICAL METHODS

This theme sums up how learners struggling with literacy could be assisted and how the teachers are utilizing it to assist all kinds of learners with different challenges, especially in the foundation phase. Practical methods are very essential for teachers to use as well as for learners to be able to grasp the content and get the remedial support they need.

Reading and writing are essential components of early childhood development. The ability to read and write is a foundation that paves the way for further learning. The environment within which initial reading is taught is crucial for the future development of young children. Therefore, classrooms in the Foundation Phase (grades R to 3) need to be geared towards promoting reading and writing (Meier& West,2020). The practical ideas that

Foundation Phase teachers can use in their classrooms to promote reading and in children are shared in the following sub-themes:

4.4.1. Visual objects

The practical ideas based on extensive professional experience are aimed at the interest level of Foundation Phase learners and many participants stressed the need to use the visual object in making things simple for their learners to grasp and understand. Participant D said:

“What can help learners is to learn through pictures, the use of pictures helps and many real objects. If we can teach with or about an apple it will be much preferable to carry the real one to show learners because it becomes very easy for them to catch up because written things come after practicality. They have to visualise everything and you will have to explain everything clearly. Sometimes use them as real objects and allow them to point out the parts of their bodies” (Participant D).

Some of the ways of making things clear for the learner are word recognition; storytelling and news; creating an interest in newspapers; journals kept by teachers and learners; breakthrough words; handwriting; chalkboard writing and writing on charts; use of readers; use of charts; and reading table (mini-library) (Meier & West,2020). Participant D said:

“It is to use charts, use more pictures because as they learn through pictures they become used and familiar to some of the things and invisible things, they easily catch up and each day they get better, even in calculations you can start by writing a number in the air so that they will write it in their exercise books, you can also allow them to use their fingers to write on top of their desks, you can also use flashcards for them to pick the number we are learning about and they will then get it to their heads” (Participant D).

And participant J further said:

“Reader’s book with big words, each story with big words to read, so that kids will be able to read easily knowing that they can read beside the big book, big books with big letters are recommended. Those books can easily help children to read, and reading helps so that they are able to write” (Participant J).

Practice and teaching of reading and writing; phonetic development; remediation; word or picture matching; making own resources; visual stimuli in class; competitions; special days; use of song and dance; games; reading of instructions; using the telephone; reading road signs; themes to teach reading and writing; reading checklist for teachers; and encouraging parents to teach reading and writing to their children are practical ways to assist learners in literacy classrooms (Singh, 2019).

Visible things and objects are much easier for children to not forget, using visual objects helps a lot in assisting learners struggling with literacy and most of the participants kept on touching the use of visual objects in their responses as one of the methods that they utilize when teaching literacy in the foundation phase.

4.4.2 Extended or extra time and work

For every teacher these days more time is needed to cover all the content expected to be finished by the end of the year. Learners do alternate in terms of attending classes due to covid. For teachers, they rely much on giving learners extra work and strive to give those attending more or extended time to do the school work and this works, for many participants agreed about it.

Participant F said:

“You need more time with a struggling learner so that he or she can catch up and be like other kids” (Participant F).

According to government regulations, learners in primary education are not allowed to take more than two extra classes, equivalent to 4 hours, per week. When the factors mentioned above are kept constant, having extra classes does not significantly increase eight-year-old children’s writing and multiplying ability. However, children taking extra classes after school are more than twice as likely to be able to read correctly than children who do not have any extra classes (Arasomwan, 2021). Participant C said:

“Having 5 minutes of a child during break time helps them, having extra time with the learner helps a lot” (Participant C).

Majority of the teachers advanced the notion of limited time for implementing interventions that attempt to assist disadvantaged and vulnerable readers. Notwithstanding this observation, knowledge regarding general forms of reading challenges can still be useful to general educators in distinguishing classroom instruction (Daelmans,2017). A primary grade instructor could distinguish instruction through small and flexible groups. This arrangement would be accompanied by selecting one group that the teacher would frequently meet among third graders with challenges. This group would encompass learners in need of additional and explicit phonics instruction that is primarily focused on syllabication and the decoding of two syllable and multisyllabic words. The other group may contain learners who need additional help on vocabulary and background understanding (Lombard, 2017). Participant G said:

“The method that is successful in these learners as I am teaching grade 2 it is to stay with them and try to do work with them, whereas learners maybe at 13h30 they feel tired but I would have tried to give them extra time. The issue is they do not know the importance of learning because they are young but I try to stay with them and do remedial work after school, and this has helped me a lot” (participant G).

The CAPS says you should spend half an hour doing group guided reading every day, working with one group for 15 minutes and another group for another 15 minutes. You should make sure that you give all the groups in your class about two group guided reading and writing sessions each week (Doe, 2020: p69).

Covid-19 has created unprecedented disruption to education systems across the world. One of the consequences thereof was the reduced time in teaching and learning resulting in substantial learning losses across subjects and grades. To mitigate the impact of Covid-19 on learning and teaching, the Department of Basic Education adopted a multi-year curriculum recovery approach (Wilmot, 2020). Participant J said:

The recovery curriculum is designed to accommodate the negative impact of Covid-19 and is, therefore, an interim deviation from the original curriculum and a transitional arrangement until the policy amendment processes are completed.

The first few weeks of the next grade are dedicated to the phonics that should have been taught in the previous year/grade. The teacher of 2021 must liaise with the previous grade's teacher to determine what was taught and what wasn't in 2020 as this will differ from school to school. The 2020 ATPs will serve as a guiding principle in this regard (Doe,2021).

4.4.3 Repetition of work

Most of the participants believe that every learner needs to listen many times to the content they deliver every day. They alluded that they repeat their lessons in different activities for every learner to be able to grasp well and understand what is taught. For learners who are struggling with literacy, repetition is one of the practical methods to scaffold them. One of the participants said:

“Breaking the words and repeating them is helpful. In the morning you have to start where you ended the previous day and repeat” (Participant C).

Repetition is of vital importance in the learning process. Repetition is an especially useful tool in the area of music education. The success of repetition can be enhanced by accurate and timely feedback. From “simple repetition” to “repetition with the addition or subtraction of degrees of freedom,” and there are many forms of repetition that can be successfully adapted to music education (Arifani, 2020).

Repetition is a key learning aid because it helps transition a skill from the conscious to the subconscious. Through repetition, a skill is practiced and rehearsed over time and gradually becomes easier (Suryanti,2020). Some students will have forgotten the new learning by the following week, even after following the above steps, and even when they seem to have grasped it at the time. This is because new learning has to be repeated and reinforced for it to be truly remembered and understood. Memories form as links between nerve cells in the brain, which form when the pathway is used several times (Daelmans,2017). Participant H said:

“You need to go back to grade one’s work and repeat it, and also go up to grade two until you get to grade three” (Participant H)

There are lots of ways to do repetition. These include spaced practice, Quizzes, questioning, plenary, Homework, social media, and guided practice. Repetition is essential to secure the new learning as long-term memories. The repetitions are tasks that use the new learning, rather than repetitions of the teaching (Kohli, 2018). The idea is that effective repetitions secure the learning so that no repetition of the teaching is needed. It's worth investing the time into this process, rather than having to teach the content again when the students revise the topic (Daelmans,2017).

Repetition is essential for all learners, regardless of their ability or age. It can sometimes seem like some students have a better memory than others, but this is most likely because some students naturally do their own reflection process, maybe on the bus home or when they chat with their friends. Other students do not do this automatically and so they need more prompting and support to do the repetitions (Kohli, 2018). Participant A stressed that:

“Most of the time in the language I normally repeat the sounds because you introduce the sound and find out that it is difficult for the child to grasp, so you can teach that sound every morning the whole week, even on Fridays, we do spelling; you continue to teach the same thing till they master it” (Participant A).

Repetition is good because it provides the practice that children need to master new skills. Repetition helps to improve speed, increases confidence, and strengthens the connections in the brain that help children to learn.

4.4.4 Peer collaboration

Peer collaboration is very important in learners because they learn the best way from their peers, they get a chance to open up about their problems and gain the courage that if someone is understanding something better in their class they will then know that it will be possible for them to grasp that content as well. Participant H said:

“Uhhh, you know it is amazing in literacy, okay I group them together because sometimes it is difficult to individualise them so it is better to work with them in groups. I group them and allow the more knowledgeable peer to assist in each group” (Participant H).

Grouping the learners into reading groups by putting the faster readers who are learning to read quickly together, and the slower ones together. It is better not to make the learners always sit in these groups in class. If you give each group a name like “Fish group”, “Bird group”, “Flower group”, and call them from their usual places in the class to sit together and do reading and writing groups, choose texts to suit each group that works the best (Boo,2017). Participant H said:

"The method that I have seen being successful it is to group them and choose the peer learners, you know sometimes they cannot hear me so if I use the peer learner to assist, they can participate" (Participant H)

If you have grouped learners correctly, all the learners in the group can master reading and writing skills from peer collaboration.

4.4.5 Learn with fun

Learning with fun is the sub-theme that is very important and was recommended by many participants in this study. Teachers need to help children love reading and writing by making it fun. As teachers, the ultimate goal is to foster lifelong reading and writing skills in learners and create children who love to read and write. Memorizing words is only a starting point. Every child learns to read and write differently, but ultimately, keeping them engaged in learning is the best strategy. Getting children excited about learning to read through games and interaction is something that every primary school teacher can incorporate into the classroom. Participant A affirmed and said:

"They like to do practical exercises e.g singing "mancwa ncwa ncwa" like a song especially for those with problems; sometimes it helps them" (Participant A).

Literacy in a child's early years can always be fun. Excursions and playtime are great activities in which to engage and talk with your child. Fun activities are also the best opportunities to teach your child new vocabulary and new ways of saying things (Heymann, 2017). Other fun activities can include:

Share rhymes, poems, and songs. Parents should encourage their children to join other children learning with fun. Share and talk about family histories and family photos. Look

at picture books or art books. Ask your child to describe what is happening in the pictures and make up stories together. Collect cardboard and other household items for your child to build with. Ask your child to describe what they are building. Look at 'junk mail' and talk about the things for sale. Listen to simple radio programs or podcasts together and discuss the content (Moorman,2018).

Participant C said:

"When you talk about remedial intervention it is where you get new things or other methods of helping those learners with difficulties, it can be simple or include games or involve the parents or have something like an outing with them for educational trip purposes, they can remember and share what they have learned outside" (Participant C).

The CAPS tells teachers to give a lot of time to reading, especially in the Foundation Phase. Teachers should use reading time in ways that help the children enjoy reading and look forward to it (Heymann, 2017). Here are some things that will help children to enjoy reading: Do your best to make reading a happy time for your learners. Children who have fun when they learn to read will want to read more (Heymann, 2017). Show the children that you enjoy reading, and enjoy listening to them read. They will want to be like you. Laugh with the children if the story is funny, or if there is a funny picture. Try to praise each child for something. You can praise them for getting something right, trying hard, using their imagination, helping others, listening to instructions carefully (Lancet, 2017).

If children are happy and relaxed, they will learn better. If they are tense and feel stupid, they will find it very difficult to learn with enjoyment.

4.5 PROPOSED INTERVENTION

The researcher briefly discussed the themes that were developed from the transcription of the responses. The researcher synthesized the themes developed with help from the literature reviewed for the study and other topical scientific reviews. There are so many interventions proposed to assist the teachers to be able to assist the learners struggling with literacy in the foundation phase. There is evidence that teachers even today do not understand the implementation of inclusive education, implementation of white papers as well as the implementation of concessions because they lack training (Naz, Nasreen, Hussain&

Imam, 2021). Teachers need to be equipped others from the institutions of higher education even during their teaching years for them to be always relevant and professional all the time and be able to portray skills they need to portray in assisting learners struggling with literacy in schools (McCallen & Johnson, 2020).

4.5.1 Correct implementation of concessions

Teachers have shown that they do not understand concessions, how they are going to apply for them so that their learners can be accommodated as well as how to use them to accommodate the learners instead they are blaming the department for the materials they have given them to use in their full-service schools that is the same as the teaching and learning material used in mainstream schools. The other participant said:

"Starting from the department, especially us as a full-service school, the department does not consider us as a full-service school when it comes to assessments they give us same assessments, as of those teaching on the mainstream school, they do not give us different assessments that will accommodate us as we are having struggling children. They do not give us books where we will have children who are in grade 3 but manage to do grade 2 work or grade 1 work who do not understand how to master 4 letters, they give us workbooks for grade 3s that are the same as those issued in mainstream schools" (Participant I).

And Participant F said:

"I wish the publishers and authors should write the work that will accommodate those struggling children especially in reading, they should write essays that are light and that can be suitable for them, please, please!" (Participant F).

These learners need to be identified and given concessions because all these learners need to be accommodated in schools. One of the participants said that:

"I wish that the department can help us in considering us as the full-service school and give us more resources" (Participant G).

Teachers lack the understanding of concessions and how to use them to assist their learners. Concessions, also known as accommodations, are a brilliant resource for

learners with barriers, to help level the playing fields at school. A concession is a support tool that allows a student to perform closer to their potential in tests and examinations (Arifani, 2020). Examples of concessions include a reader, for instance, where the examination is read to them or played to them digitally via a headset. Other examples of concessions include a scribe, the use of a computer, spelling, and additional time. There are many different types of concessions, aimed at the various barriers (Arifani, 2020).

To apply for concession, a full educational assessment has to be done. For students in government schools, this includes a full educational assessment with an educational psychologist, who then recommends the necessary accommodations. A thorough assessment is required for both private school students and those in government high schools. Once the report is received, it is then included in an extensive application. In 2014, the Department of Basic Education issued a policy document – The Screening, Identification, Assessment and Support Policy (SIAS) – to provide a framework with which to standardize the procedures to identify, assess, and provide programs for all learners who require additional support to enhance their participation and inclusion in school.

The SIAS policy is aimed at improving access to quality education for: Vulnerable learners who experience barriers to learning, including learners in ordinary and special schools. Barriers may include family disruption, language, the impact of poverty, learning difficulties, disability, large classes, and an inflexible curriculum. Children who are of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability or other barriers to access. The policy includes a protocol as well as a set of official forms to be used by teachers, School Based Support Teams (SBST), and District Based Support Teams (DBST)

(Hess,2020). Participant J said:

"My recommendation is that all learners from grade R should have a referral file to describe every knowledge the learners has and the challenges he/she has that would assist much and we can see that, that the former stopped were so that I can continue and I can help this learner so that I won't have to start afresh with assessment If one gets a report and a file from the former teacher it will be the best way to intervene and the next

teacher will then know whether the learner has a reading problem, writing problem or twisting sounds or slow to grasp" (Participant J).

A teacher will most likely identify the need for a concession/s, based on his/her exam results and classroom performance. Teachers usually identify students who would benefit from concessions and then approach parents to consider applying for accommodations. Learners with learning barriers (e.g. ADHD), physical barriers (e.g. visual impairment) or medical conditions are well suited to apply for concessions. Concessions are not aimed to push students ahead of others, but rather to make the playing fields level (Cekiso & Meyiwa, 2019).

Concessions can also be given to learners who experience barriers to learning, such as not being penalized for handwriting and spelling mistakes. Modifications can be made to the conceptual difficulty of a task or scaffolding can be introduced to support the individual needs of the learner. Other modifications would also include the use of assistive devices such as computers, Dictaphones, video recordings, and Braille. Assessment accommodations and modifications would also need to be considered when including learners experiencing barriers to learning (Mashiya, 2021).

This sub-theme was discussed by many participants which shows that the department should make some changes to accommodate all learners as a form of inclusive education.

4.5.2 Institutional programs for remedial teachers

It is very important to have at least a postgraduate certificate that allows you to work with children with problems because that makes you understand them very well and know what to do when they portray different challenges in one class. One of the participants with confidence said:

"I have honours in inclusive education" (Participant E).

And participant F said:

"Okay, I can add that if the university can have remedial courses for teachers to assist learners or become part of the degree it can assist a lot in schools for teachers to be able to remediate learners struggling in schools"(Participant F).

Remedial education, also known as basic skills development, is instruction provided to learners who need more support in core areas such as reading and math. These learners qualify for remediation because of their poor performance in those areas. The Importance of Quality Grade R to 3 Teachers is very necessary. The quality of the teacher has a significant impact on learners' learning. There is certainly evidence of this that learner who receive quality teachers for three years in a row significantly outperform their peers (Podolsky, Kini & Darling-Hammond,2019). Even one year with an outstanding teacher means that learners will be ahead for the next few years. The best teachers produce learners results that are the best (Christiansen,2018).

Another study centred on Grade 1's in literacy found that as important as qualifications are, teachers' attitudes were even more so. South Africa faces a teaching crisis. Over 5000 teachers are un- or under-qualified. Literacy skills are lacking in particular. With the shocking shortage of teachers, the government cannot remove these untrained teachers. Pupils have also complained about the disinterest seen in many teachers. Participant L said:

"As I have said that the government should provide us with a person, who is trained to assist us because that person can have a way to assist us because that person can have a way to assist these learners because as teachers we are trained for normal learners" (Participant L).

One of the most prominent obstacles to inclusive education and learners with barriers to learning was the lack of knowledge, education, understanding, or effort on the part of the educational system or staff (Bertram,2018).

Remedial training is used to correct trainee performance deficiencies. When a deficiency is identified during training, the trainer will provide remedial training as soon as possible. Participant L said:

"We were never trained and I use my experience to assist learners who are struggling" (Participant L)

All the responses from participants show that teachers need to be trained at least they should take 6 months courses that will enable them to assist learners with literacy

problems in schools. If they are not trained professional teachers will not be even able to identify those learners who need special accommodations in their classrooms.

4.5.3 Training of teachers in implementing white paper 6

All the teachers in schools need to be trained regularly for them to be able to implement white paper 6, being able to accommodate all the learners present in their classrooms no matter what the problems they might portray or present (WP6,2001). Participant J said:

"I recommend that all learners from grade R should have a referral file to describe every knowledge the learner has and the challenges he/she has that would assist much and we can see that, that where did the former teacher end so that I can continue and I can help this learner so that I will not start afresh with assessment if one gets a report and file from the former teacher it will be the best way to intervene" (Participant J).

The following are the key strategies required for implementing white paper 6 policy: Developing an integrated system of Education, Promoting the rights and responsibilities Providing effective development strategies for educators, support personnel, and other relevant human resources. Infusing 'special needs and support services throughout the system. Fostering holistic and integrated support provision through intersectoral collaboration (Aguta & Gichohi, 2019)

It is also necessary to transform all aspects of the education system. That entails pursuing the holistic development of centers of learning to ensure a barriers free physical environment and a supportive and inclusive psychosocial learning environment, developing a flexible curriculum to ensure access to all learners of parents, educators, and learners. Developing funding strategies that ensure redress for historically disadvantaged communities and institutions, sustainability, and ultimately access to education for all learners, and developing a community-based support system that includes a preventative and developmental approach to support (Aguta & Gichohi, 2019). Participant J said:

" We did not have a training that enabled us to be able to fill the forms to refer learners to the district level to get the help they need" (Participant J).

All the teachers should be able to fill the form for the learners needing special help for the district to intervene and the learner get the help he or she needs. At some point, the learner should be transferred and referred to the special school according to the condition that he or she is presenting and that would need a lot of paperwork.

Participant H said:

"Yes, I have attended some workshops about remedial intervention and maybe three years ago we were trained as the whole school as a full-service school but then we need regular training because we lack training and learners become worse every year, learners I have taught in 2016 are no longer the same as learners I have taught in 2021, we need regular training" (Participant H)

Teachers need to be given regular training opportunities to be professional and equipped all the time, even the best teachers will begin to lag if they do not continue to strive for excellence (Hall, Connolly, Grádaigh, Burden, Kearney, Schuck & Kosmas, 2020). Teachers should know the proper methods to teach and guide students in the right direction, as well as understanding the theoretical and conceptual knowledge of the subject they teach (Mirbabayeva,2020) Teachers should attend regular training programs to develop them into capable teachers of the future.

The early identification and intervention of learners experiencing barriers to learning help ensure that interventions for the learners start as early as possible to attempt to prevent the development of more extensive problems in these learners (Landsberg, 2020). An Individual Education Programme (IEP) can be formulated for the learners in which interventions can be planned and implemented that enable individual learners to succeed.

Department of Basic Education issued a policy document The Screening, Identification, Assessment, and Support Policy (SIAS) to provide a framework with which to standardize the procedures to identify, assess and provide programs for all learners who require additional support to enhance their participation and inclusion in school. The SIAS policy is aimed at improving access to quality education for Vulnerable learners who experience barriers to learning, including learners in ordinary and special schools. Barriers may

include family disruption, language, the impact of poverty, learning difficulties, disability, large classes, and an inflexible curriculum (Steyn, 2019).

Children who are of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability or other barriers to access. The policy includes a protocol as well as a set of official forms to be used by teachers, School-Based Support Teams (SBST), and District Based Support Teams (DBST) (DoE,2018, p 47).

Participant J said:

"But I would say to have different learners every year gives us more challenges and we find solutions and that is the only way that assists us gaining experience of helping learner" (Participant J).

Many participants said that they have worked with many learners with problems for so many years so in the second term of every year they can identify learners with problems but due to covid it is very hard for them to identify these learners early but early identification is the best. Early Intervention is indeed the best for learners in need of special education. Research has shown that the earlier a child with special learning challenges gets remedial help, the better for that child. The more that a child falls behind, the more difficult and less likely they are to catch up. It is worth repeating that 9 out of 10 learners who struggle to read and write in Grade 1 will be struggling to read in Grade 4 (Booyesen,2021). And Grade 3 is a critical milestone in a learner's schooling. Children who fall behind at the Foundation level are in danger of never gaining the skills they need for a meaningful education. This will affect their future options after leaving school (Wamalwa, 2019).

This is a situation even more difficult to address for children with specific special learning needs. The schools should help these learners, laying a solid foundation in Grade R – 3 learners. They will have the skills needed to thrive at school and in life and for the teachers to be able to help the learners the Department of education needs to train all the teachers because they are interacting with all these learners in different subjects.

4.5.4 Re-emphasis of teaching strategies through repetition.

Repetition is a key learning aid because it helps transition a skill from the conscious to the subconscious. Through repetition, a skill is practiced and rehearsed over time and gradually becomes easier for learners to grasp content. Another important factor in learning is the ability to make connections to previously learned knowledge (Brown, 2014). Therefore, it is very important for teachers need to keep on using this teaching strategy when teaching in their classrooms.

Through repetition, writing and reading skills can be practiced and rehearsed over time and gradually becomes easier for learners and they can improve in their literacy skills (Lambert, Aubrey & Leeming,2021). Repetition is of vital importance in the learning process and it is a useful tool in education. The success of repetition can be enhanced by accurate and timely feedback (Cunskas, 2020). From simple repetition to "repetition with the addition or subtraction of degrees of freedom there are many forms of repetition that can be successfully adapted in education. Some learners will have forgotten the new learning by the following week, even after following the above steps, and even when they seem to have grasped it at the time but when repetition is used they will be able to remember the contents easily (Saville, 2011).

The cause learners easily forget it is because the new learning has to be repeated and reinforced for it to be truly remembered and understood. Memories form as links between nerve cells in the brain, which form when the pathway is used several times (Josselyn & Tonegawa, 2020). Repetition is essential for all learners, regardless of their ability or age. It can seem like some learners have a better memory than others, but this is most likely because some learners do their reflection process, maybe on the bus to home or when they converse with their friends. Other learners do not do this automatically and so they need more prompting and support to do the repetitions (Hanson & Brown, 2020). The re-emphasis of repetition as a teaching strategy is of great importance because all these things suggested a need to be repeated more consecutive times for learners to improve their literacy skills.

4.5.5 Consistency

Consistency is a consistent behavior or treatment, it is carrying out something the same way, or something staying the same as it is achieved in a particular way (Walton, 2020).

Helping children understand the content using consistency can be a great way for them to grasp the content achieve better results and improve their literacy skills. Teachers need to be consistent in applying the available interventions for learners to grasp more in literacy (Francis,2020).

For creating an effective learning environment teachers need to be consistent with putting into practice more strategies and interventions suggested and available in assisting learners struggling with literacy and never stop because once they stop it will cause the next teacher to find a lot of problems in the learners. Learners will begin to establish a clear understanding of literacy skills and make it to the next grade without literacy problems. (Venketsamy, Sing & Smart, 2020).

Discussion of findings

The Department of Basic Education (DBE) presented a report on the programs for improving the foundational skills of literacy and numeracy. However, based on remedial programs are difficult to implement.

The DBE reported that the teacher to learner ratio in the public sector was unreasonably distributed, compared to the private sector. When dealing with reading, literacy, and numeracy outcomes, the DBE aimed to improve performance in international assessments. The Department indicated it was making a huge investment in interventions in the curriculum at the foundation and intermediate phases, and described the challenges it was dealing with (DBE, 2020). Learners who develop strong reading and writing skills in their HL from an early age usually find it much easier to learn to read and write in an additional language. (Maboya,2020). The DBE needs to go back and ensure that all the programs and policies are implemented well in schools for the learners and teachers to benefit from all those interventions.

4.5.5 SUMMARY

In this chapter, data generated from the three themes were analysed. It became clear that all the participants regarded reading and writing as important tools that could increase learners' vocabulary. It also became clear that some challenges were faced in the

teaching of reading in real classroom situations. Findings and recommendations for this research study will be dealt with in the next chapter.

This chapter aimed to answer the research questions about the remedial support given to learners struggling with literacy in the foundation phase, how remedial support is understood, the challenges that teachers face when trying to assist these learners, and how to help these learners receive the remedial support they need. In conclusion, remedial support is needed in the foundation phase and it needs to be effective because it is the crucial and critical educational stage of every learner.

Environmental and academic challenges, practical methods, and proposed interventions were common risk factors associated with literacy struggling learners and these themes were consistently present in most participants. Drawing on the above findings, most of the teachers interviewed revealed that literacy struggling learners' challenges included lack of parental involvement, phonetic challenge, limited classrooms, shortage of resources, limited hours, and curriculum that is not accommodating all learners. Programs for improving foundational skills of literacy and numeracy are there in schools (Gigaba, 2020).

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The previous chapter discussed data analysis, presentation, and interpretation. The data collected was analyzed utilizing thematic analysis. The findings presented were consistent with the three objectives of the study. This chapter aimed to provide a summary, conclusions, and recommendations of the study. It further provided an overview of the project-based objective of the study, the theoretical framework, the literature review, and the methodology. A summary of findings and recommendations was also discussed for future research.

5.2 Aim of the study

This study aimed to investigate the available remedial support given to learners struggling with literacy in Foundation Phase at King Cetshwayo District in selected schools.

The study was guided by the following three objectives:

- To explore challenges experienced by educators when teaching learners struggling with literacy in Foundation Phase.
- To determine available remedial support for learners struggling within Foundation Phase.
- To propose a remedial support program for learners struggling with reading and writing in Foundation Phase for improvement.

5.3 SUMMARY OF THE STUDY

The study was based on Vygotsky's sociocultural theory of learning. This theory gave life and meaning to the study by helping the researcher unpack the concept of remedial support, how it helps the learners, the recommendations, and the interventions. The second chapter discussed the theoretical framework, and the literature relevant to the study was analyzed and reviewed. The literature review used in this study provided a framework to reach this study's research objective by exploring literature on various relevant aspects of remedial support, but most importantly, it focused on relevant research on literacy learners in the foundation phase. In addition, the definition of operational concepts was elaborated on for the reader to understand the concepts of the

study Button, Seifert, Chow, Davids & Araujo, 2020. The history and effects of remedial support in literacy were expanded on using a variety of scientific documents classified in an international and African context (Grigorenko, Compton, Fuchs, Wagner, Willcutt & Fletcher, 2020)

The methodology used in this study included the design of qualitative research and the paradigm of interpretation. Convenience sampling was used to select teachers from the three grades of four schools, specifically the active literacy teachers in the foundation phase. The data collection tools used in this study were semi-structured interviews and open-ended interview schedules. Thematic data analysis was used to examine the information collected.

5.4 SUMMARY OF THE FINDINGS

The information in this section summarises the findings and responds to the three objectives of this study.

5.41. Findings on Objective 1: To explore challenges experienced by educators when teaching learners struggling with literacy in Foundation Phase.

Participants indicated that in the process of teaching they lack parental support. The results indicated a need for more involvement of the parent in their children's academic life. Parents are essential to encourage and make their children's educational life fascinating and ease of which it will be very helpful to the teachers to assist the learners provided the parents are present and available) In the findings, the participants complained about the short and small amount of time they get to finish the curriculum as well as assisting those learners struggling with literacy, and this has been confirmed by different authors (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020; Connell, Ashenden, Kessler & Dowsett,2020). The hours' teachers get when teaching in the foundation phase should be prolonged so that they will be able to cover all the information and knowledge needed to be covered for learners to grasp and master literacy (Nutta, Mokhtari & Strebel,2020; Han & Xu, 2020). The findings further revealed that learners need to know the phonetics and be helped from home as well from the schools they are attending these are confirmed by Haryadi & Aprianoto (2020). The study finding

also showed that there are limited classrooms that need to be extended for teachers to reach every learner because the number of learners per class is too much and they need to be reduced for teachers to support efficiently all the learners in the schools this is affirmed by Lightbown & Spada (2020). The study found that the resources and teaching aids are not enough for teachers to give the learners the relevant help they need this is confirmed by (Murray & Christison,2020; Itmeizeh, & Hassan ,2020).

5.4.2 Findings for Objective 2: To determine available remedial support for learners struggling within Foundation Phase.

The study found that learners who are having barriers do not get the support they need from home, school and they have special needs that the parents are in denial of as well as the school cannot be able to assist the learners adequately and this is confirmed by (Raftery, Grolnick, & Flamm,2012; Kisanga, 2020). The study found that there is limited remedial support available for learners with literacy problems in the foundation phase and this is confirmed by (Ngoma,2020). The participants shared different experiences that they apply when supporting learners with behavioral problems in the inclusive foundation phase classes.

The participants said that the DBE has not fulfilled so many changes it introduced since many schools still do not have libraries, qualified remedial teachers, there is little support from home and from the schools and teachers need support from the department to implement inclusive education because most of the learners seems not to be accommodated confirmed by (Mason-Williams, Bettini, Peyton, Harvey, Rosenberg & Sindelar (2020). The findings revealed that the teachers have misunderstanding when it comes to apply the accommodations for learners in different levels and ended up suggesting that the DBE amend the curriculum to meet the needs of every learner in their schools (main stream schools and full-service school), as confirmed by (Makoelle, & Burmistrova (2020). The study found that teachers are clueless about what is expected from them to do since they also lack training from the department to assist them to help learners with literacy problems, this is affirmed and confirmed by (Bunch, Schlaman, Lang, & Kenner (2020).

5.4.3 Findings for Objective 3: To propose a remedial support program for learners struggling with reading and writing in Foundation Phase for improvement.

The study emphasized that the continuous expansion of remedial support programs and intervention from parents and the schools are important to assist the learners struggling with literacy as confirmed by Lim & Oei (2015). The findings revealed that the teaching strategies that include studying using fun and making literacy an enjoyable subject can be a very good way of improving the educational standard of the literacy learners. Participants suggested that teachers need to use gadgets, laptops, and computers to access programs that will assist the learners in the schools as confirmed by (Roe, Smith, & Kolodziej,2018).

The participants further suggested that the Learner Support Agencies need to be available for each teacher every day to assist learners with problems in schools as confirmed by authors (Bark & Brooks,2016; Brown, Crombie & Lodge,2020). The study found that such interventions will not only ensure that all learners struggling with literacy are getting help or will get assistance but they will assist in identifying learners who need to attend special schools, remedial schools, and other full-service schools in connection with the agreement from the parents and teachers willing and qualified to assist learners with literacy problems as confirmed by (Whitten, Esteves & Woodrow (2020). As confirmed by many authors (Reno, Friend, Caruthers & Smith, 2017; Mirbabayeva, 2020) these programs can be made available to all schools for literacy learners in the Foundation Phase. It is found that these programs can alleviate academic performance for learners and make all learners struggling with literacy to understand and enjoy literacy lessons in their classrooms.

5.5 Theoretical framework and the findings

Vygotsky touches on the Individual's interaction with society, the impact of social interaction, the language, and the learning of culture. He aimed to explain the role of dialogue in structuring recognition and viewed the origin of cognitive functions as a product of social interaction (Levinson & Enfield (2020). "Human learning means a specific social nature and a process through which children enter gradually in the intellectual life of people surrounding them. the sociocultural environment confronts

children with a diverse set of tasks and questions (Sigelman, & Rider, (2021, p.55). In the early stages, the child is completely dependent on other people, especially on parents, who initiate his decisions while instructing him what to do, how to do it, and what not to do. Initially, these are realized through language, which plays a big role in the way the child adapts to the social inheritance (Stevens, 2020). This study found that most of the participants emphasized the importance of the availability of the parent their children's academic life which is supported by this theory Vygotsky. Parents role in children's language development, by giving them support in their cognitive development through interacting with them (Van Dijk,2020).

Vygotsky (1978) admitted that this is what happens in schools Children do not only copy what has been offered by the teachers but also transform them during the learning process. According to this theory, the interaction between teachers and children has a dynamic nature, and learning happens as a result of this interaction (García-Carrión & Díez-Palomar, 2015). In the findings, the participants revealed that teachers have a great potential to assist the learners because the more they spent enough hours supporting the children, the more children learn and grasp more the content. Participants suggested strategies which could make learning and remedial support efficient which is similar to what this theory advocates as ZPD, scaffolding and social tools.

5.5.1 Zone of Proximal Development (ZPD)

Vygotsky (1978) introduced the ZPD concept because he did not approve of the way the children's intellectual abilities were being evaluated. According to him, the techniques developed for testing the children define only the current level of development, but do not measure their potential capabilities (Snowling & Hulme ,2011). He introduced the concept of ZPD, which he defines as the distance between a child's actual developmental level as determined by independent problem-solving, and the higher level of potential development as determined through problem-solving under adult guidance or in cooperation with more capable peer (Lansdown,2020). This development is reached through the adults' interference and exactly at this moment appears what Vygotsky calls the learning process.

ZPD helps determine the mental functions of the child which have not yet matured, but are in the process of maturing, functions that are in the embryonic phase but will mature tomorrow. The study revealed that teachers can assist children into quickly learn many literacy skills through this theory and teachers should not be limited to what the learners can do today but to what they would be able to do if help was offered (Aprile, 2010, p.339). Through the help of an adult or the more capable peers, in the ZPD appear a series of inner development processes, which later become part of the independent achievement. Instruction and development are two different processes that are joined together through a mutual complex relationship (Van Dijk,2020).

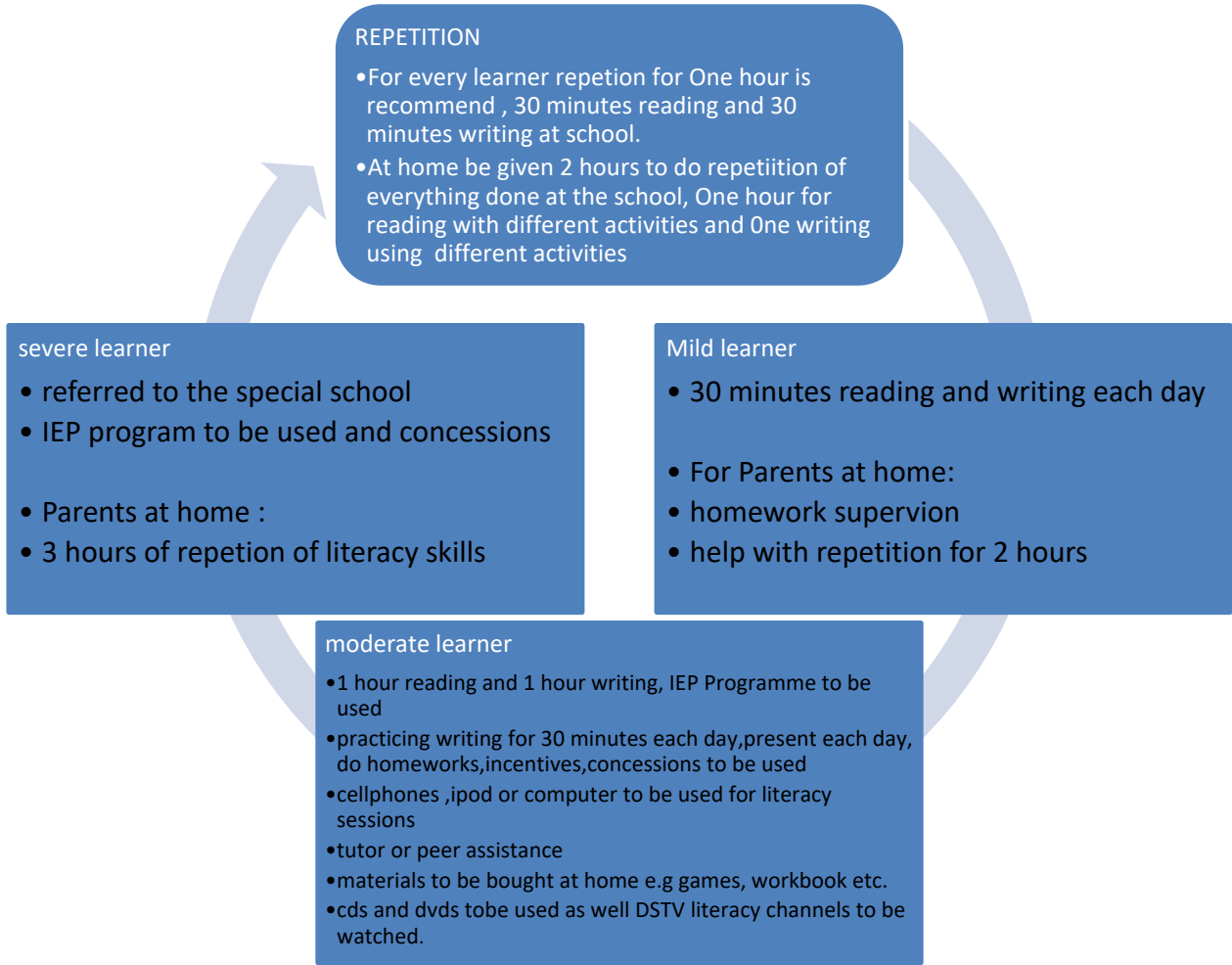
5.5.2 Scaffolding

The term scaffolding refers to the provision of external support in the form of something that aids in the construction of a building. However, this is a metaphor that helps adults comprehend the modalities they employ to plan their activities with children (Xi & Lantolf, 2021). The scaffolding process describes the progression from instructor help to independence. With the aid of a significant other, a youngster can function at a high level (Bowles, Radford & Bakopoulou ,2018). This study discovered that during social interaction, a more capable individual, who in this case may be a teacher or a parent, may help the child or learner go to a higher level with the knowledge and abilities by using language and other supportive settings. According to the findings of the study, through Scaffolding, the teacher demonstrates the technique or task of learning and then transfers responsibility to the learners, as confirmed by (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher ,2020).

5.7 Proposed Programme

Previous studies done internationally also recommend that the department of education offers more literacy remedial programs to support learners in the foundation phase to improve the phonetic awareness of learners as well their academic performance even in their next grades (Aguta, Gichohi, & Wamalwa,2019).

Table 3: Proposed Program



5.8 SUGGESTIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

It is appropriate to mention that this study has limitations. Therefore, it is suggested that other scholars could include all the phases starting from foundation, Intermediate, and Senior phases of schools in the district of King Cetshwayo as well as KwaZulu Natal as a province. Remedial support is needed for all subjects, every teacher standing in front of the learners needs to qualify and have the passion to continually equip themselves to

teach relevant and helpful content to the learners. Teachers should get training so that they will teach learners in a manner that is educable and professional. There is little local literature on remedial support for literacy struggling learners around King Cetshwayo District. Future research can also look into raising the standards for remedial support programs in local primary schools; this will be an intervention for the upcoming literacy learners.

5.9 SUGGESTIONS AND RECOMMENDATIONS FOR STAKEHOLDERS

The study has suggestions for the various stakeholders (parents, teachers, primary schools, and the Department of education) and they are as follows:

Firstly, closer collaboration between the parents, teachers, primary schools, and the Department of education is very important. The Department of Higher Education could also help increase the number of qualified remedial teachers available in schools for learners needing assistance to get it on time so that they will make it to the next grades with enlightenment and excel academically especially in literacy. Programs like online remedial literacy application should be introduced for better implementation of remedial support and intervention, Visible remedial classes with resources around the schools should be made available. Foundation phase literacy teacher's training and capacity team-building meetings for competence and proficiency should be constant and consistent to maintain the high standard of support is given to literacy struggling learners.

5.10 SUMMARY OF THE STUDY

This study fills the gap in knowledge and understanding of remedial support given particularly in literacy subjects for learners in the foundation phase. The researcher collected data in schools around King Cetshwayo District and explored the availability of remedial support and programs available for learners in the foundation phase. Literacy programs need to be implemented well so that they will be effective. Support for literacy struggling learners should be taken as a very important thing because this is a very fundamental stage of an educational phase of foundation phase learners. Lastly, future researchers need to carry out further studies on exploring the availability of remedial support is given to literacy struggling learners. This study can be replicated in a different social and cultural context than Kwa-Zulu Natal.

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7.APPENDICES

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

Project Title: Exploring the availability of remedial support for learners struggling with literacy in Foundation Phase at king Cetshwayo selected schools.

Ms Ntombizonke Lucia Nxumalo from the Department of Educational Psychology, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. That they are free to refuse consent without giving reasons and still take part in the main trial.
2. An explanation of the genetic research study in simple layman's terms, including the justification for the study, must be given.
3. Arrangements to protect their privacy and confidentiality and whether or not specimens will be identifiable, coded but linked to identifiers or completely anonymous. The advantages and disadvantages of the chosen option should also be spelt out.
4. That they are free to withdraw consent for the research without explanation or prejudice and if their specimen has remained linked and is identifiable, it will be destroyed

5. Be told whether or not feedback or results will be available and if not, an explanation must be given.
6. Be asked whether or not they wish to be told of research results that could be of relevance to them as individuals?
7. Give details about the involvement of other family members, if applicable and must give consent for researchers to approach other family members.
8. Be assured that material and information will not be released for other uses without their consent.
9. Consent for storage should be requested. Information as to where and for how long should be provided.
10. When researchers propose to collect genetic material and information from individuals chosen by their membership of a particular collectively, consent should be sought from appropriate collective representatives as well as from the individuals concerned.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

INGXENYE YAKA A: OZODLALA INDIMA UWENZA ISIVUMELWANO LAPHA

IMVUME KOZOBEBUZWA
(kozobebuzwa)

Isihloko salolucwanongo: Ukubhekwa kokuba khona kwezindlela zokulekelela abafundi emabangeni aphansi abanezingqinamba ekubhaleni nasekufundeni esifundwazweni sase King Cetshwayo kwezinye zezikole zakhona.

Unkosazane Ntombizonke Lucia Nxumalo osuka enyuvesi yasongoye enza izifundo zezemfundo ethinta ingqondo, ungicelile ukuthola imvume ukuba ngibe yinxenye yalolucwaningo.

Indlela nenhloso yalolucwaningo olucwaningwayo, lesi sivumelwano sichaziwe kimi ngolwimi engiliqondayo.

Ngiyazi ngalokhu:

1. Ukuthi ngikhululekile ukunqaba ngaphandle kwesizathu futhi ngingaphinde ngiqhubeke uma ngithanda.
2. Incazelo yengqikithi nokujula kwalolucwaningo ngichazeliwe ngakho ngendlela ecacile nezwakalayo nokuthi senziwe lani ngazisiwe.
 3. Amalungiselelo okuvikela engizokusho nesithunzi sami noma yini enginganikela ngayo ukuba isebenziswe uzokwazeka, isebenziswe kodwa angeke ngidalulwe kubantu nakunoma ubani . Ubuhle nobubi bezinqumo zishiwo kimi.
 4. Ngazisiwe ukuthi nginganqamula ukuhlanganyela kulolucwaningo Ngaphandle kokucindazeleka and uma kukhona okuthathwe kimi emzimbeni kuzobhubhiswa imva kocwaningo.
 5. Ngazisiwe ukuthi ingabe imiphumela izoba khona noma cha yalolucwaningo kumele ngithole incazelo.
 6. Ngibuziwe ukuthi ngiyafisa noma cha ukuthi ngaziswe ngemiphumela yalolucwaningo okungaqondana hleze nami uqobo.
 7. ngizonikezela ngolwazi ngamanye amalunga omndeni angaba kulolucwaningo uma kungenzeka noma kudingeka futhi ngingavuma ukuba umcwaningi ecwaninge nakumalunga omndeni wami noma afune ulwazi kubo.
 8. Nginesiqiniseko sokuthi konke okusebenzisiwe nolwazi ngeke kusabalaliswe isinomikanjani ngaphandle kwemvume yami.
 9. Imvume yokugcinwa kwezinto kumele itholakale noma icelwe kimi. Ulwazi ukuthi luzogcinwa futhi iskhathi esingakanani kumele ngaziswe.
 10. Uma abacwaningi becela ukuthatha izicubu ezithile emzimbeni wami uma sibaningi ngikhethoke, bazofuna imvume kimina nakulabo engizobe ngikhethwe nabo ngamunye ngamunye.

Mina.....ngifundile lokhu okubhalwe ngaphezulu ngavumelana nakho ngoba kuchaziwe kimi ngolwimi engiluqondayo futhi ngiyazi ngalento noma ngalengxenyane yomningwane yesivumelwano. Ngiyibuzile yonke imibuzo engifisile ukuyibuza ngaphenduleka kahle kakhulu. Ngiyaqonda ngokuphelele ukuthi yini elindeleke kimi kulolucwaningo.

Mina angicindezelwanga nanoma ngabe iyiphi indlela, ngiyazithandela ukuba yingxenyane yalolucwaningo okukhulunywa ngalo ngaphezulu

.....
Ukusayina kozibandakanyayo

.....
usuku

ANNEXURE B: RESEARCHER'S DECLARATION

RESEARCHER'S DECLARATION

I, Ntombizonke Lucia Nxumalo declare that:

- I explained the information in this document to

.....

- Requested him/her to ask questions if anything was unclear and I have answered them as best I can
- I am satisfied that s/he sufficiently understands all aspects of the research to make an informed decision on whether or not to participate.
- The conversation took place in isiZulu / English
- I used/did not use an interpreter



Researcher's signature

Date

ANNEXURE C: INTERPRETER'S DECLARATION

INTERPRETER'S DECLARATION

I,declare that:

- I assisted (**name of the researcher**) to explain the information in this document to
.....(**name of participant, parent or guardian**)
- The languages I used were English / isiZulu
- I conveyed an accurate version of what was related to me
- I am satisfied that s/he sufficiently understands all aspects of the research and the content of this document to make an informed decision on whether or not to participate.

.....
Interpreter's signature

.....
Date

ANNEXURE D: RESEARCH INSTRUMENT: INTERVIEW SCHEDULE

This study is about exploring the availability of remedial support for learners struggling with literacy in the Foundation Phase at King Cetshwayo selected schools. The aim of this study: The learners will benefit; the teachers will also benefit more as well as the district level as a whole.

The researcher will ask the following questions:

1. Describe the experience of teaching literacy in your class.
2. Describe the experience of teaching learners who experience difficulties with literacy in your class.
3. Explain in details, how you help learners who experience literacy difficulties.
4. Does the school have a structure that assists learners who are struggling with literacy? Explain.
5. What is your understanding of remedial intervention? Have you been trained in any remedial intervention? Explain.
6. What are your recommendations for helping learners who struggle with literacy?
7. Practically detail the method you have used in assisting learners, especially the

method that you have seen success.

Is there any other contribution you would like to add in connection with helping learners who experience literacy difficulties?

Dear.....thank you very much for participating in this exercise, your contribution will benefit learners and the country at large.

ANNEXURE F: SAMPLE ACCESS LETTER TO RESEARCH PARTICIPANTS

PO Box 37586
ESIKHAWINI
3887
_____ 2021

The District Director
Empangeni
Private Bag X10
3887

Date: _____ 2021

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational Psychology and Special Education at the University of Zululand. My supervisor is Dr L.O. Makhonza.

The proposed topic of my research is exploring the availability of remedial support for learners struggling with literacy in the Foundation Phase at King Cetshwayo selected schools.

The objectives of the study are:

- (a). To explore challenges experienced by educators when teaching learners struggling with literacy in the foundation phase.
- (b). To investigate available remedial support for learners struggling with literacy in the foundation phase.
- (c). To propose a remedial support programme for learners struggling with literacy in the foundation phase for improvement.

I am hereby seeking your consent to conduct research. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy of the research instruments which I intend to use in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Contact number: 0646483184

Email address: Lucianxumalo043@gmail.com

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation/thesis.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Ms N.L Nxumalo
Name



Signature

ANNEXURE E: SAMPLE INTERVIEW SHEET/SCHEDULE

SAMPLE INTERVIEW INFORMATION SHEET

Purpose of the research: To Explore the availability of remedial support for learners struggling with literacy in the Foundation Phase at king Cetshwayo selected schools. The research will further attempt to develop a remedial programme that could be implemented in schools.

What you will do in this research: If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be

able to know about remedial support offered in schools for learners in the foundation phase. Others will be about English proficiency in primary schools. With your permission, I will tape-record the interviews so I don't have to make so many notes. You will not be asked to state your name on the recording.

Time required: The interview will take approximately 40 minutes.

Risks: No risks are anticipated.

Benefits: This is a chance for you to tell your story about your experiences concerning the available remedial support for learners struggling with literacy in the foundation phase at King Cetshwayo selected schools

Confidentiality: Your responses to interview questions will be kept confidential. At no cost will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be destroyed when my dissertation has been accepted. The transcript, without your name, will be kept until the research is complete.

The key code linking your name with your number will be kept in a locked file cabinet in a locked office, and no one else will have access to it. It will be destroyed after the submission of the research study. The data you give me will be used for the research study being conducted, and also for an article, I am currently writing and may be used as the basis for articles or presentations in the future. I won't use your name or information that would identify you in any publications or presentations.

Participation and withdrawal: Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the study without penalty or loss of benefits to which you may otherwise be entitled. You will receive payment based on the proportion of the study you completed. You may withdraw by informing the experimenter that you no longer wish to participate (no questions will be asked). You may skip any question during the interview, but continue to participate in the rest of the study.

To Contact the Researcher: If you have questions or concerns about this research, please contact Ntombizonke Lucia Nxumalo, Port Dunford Reserve next to Mhlanga Primary School Esikhawini 3887,0646483184 and lucianxumalo043@gmail.com. You may also contact the faculty member supervising this work: [L.O Makhonza, Dr, address, 035 902 6236, MakhonzaL@unizulu.ac.za].

**ANNEXURE F:
A LETTER TO DEPARTMENT OF BASIC EDUCATION :**

University of Zululand

PO Box X 1001

KwaDlangezwa

3886

Email: lucianxumalo043@gmail.com

20 April 2020

The Director: Research Strategy Development and ECMIS

KZN-Department of Education

Private Bag X 9137

Pietermaritzburg

3200

Dear Sir/Madam

**A REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH TEACHERS AS
SUBJECTS**

I am researching Masters in the faculty of Education, Department of Educational Psychology and Special Needs at the University of Zululand. I am writing this letter to request permission to research with teachers in KwaZulu Natal at King Cetshwayo Districts. The selected schools from the mentioned District are Mvuzemvuze Primary School and Thembelihle Primary School.

My research interest is on exploring the availability of remedial support for learners struggling with literacy in the Foundation Phase at king Cetshwayo selected schools.

The aims of the study are:

1. To explore challenges experienced by educators when teaching learners struggling with literacy in Foundation Phase.
2. To determine available remedial support for learners struggling within Foundation Phase.
3. To propose a remedial support programme for learners struggling with reading and writing in Foundation Phase for improvement.

I hereby seek your consent to a research project.

To assist you in reaching a decision I have attached the following documents:

- a) A copy of an ethical clearance certificate issued by the university
- b) A copy of research instruments that I intend to use in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Ms N.L. Nxumalo lucianxumalo043@gmail.com cell: 0646483184

Dr L.O. Makhonza MakhonzaL@unizulu.ac.za cell: 0792913843


Upon completion of this study, I undertake to provide you with a bound copy of this thesis.

Your permission to conduct this study will be greatly appreciated

Yours sincerely

Ms N.L Nxumalo

Name



Signature

ANNEXURE G:

INTERVIEW SCHEDULE

Topic of this study :

Exploring the availability of remedial support for learners struggling with literacy in Foundation Phase at King Cetshwayo selected schools.

1. Explain your experience in teaching literacy in the foundation phase.
2. What difficulties you have experienced when teaching learners struggling with literacy?
3. Explain how do you identify learners with literacy challenges in the foundation phase?
4. What do you normally do when supporting children struggling with literacy at the foundation phase?
5. Describe the remedial support given to literacy struggling learners in your school.
6. What are the positive experiences you have while teaching learners struggling with literacy in the foundation phase?
7. What can you recommend based on your experience in helping learners struggling with literacy in the foundation phase?

Thank you for your participation in this study. Your contribution is much appreciated.

UHLA LWEMIBUZO ENGALINDELEKA

Isihloko salolucwaningo:

Ukucwaningwa kokulekeleleka kwabantwana abanezingqinamba ekubhaleni nasekufundeni emabangeni aphansi eKing Cetshwayo kwizikole ezimbalwa zakhona.

1. Ngicela uchaze ngokomlando wakho ngokusebenza ngezingane ezinenkinga yokubhala nokufunda emabangeni aphansi.
2. Iziphi izingqinamba osuke wahlabezana nazo ekufundiseni izingane ezinenkinga yokubhala nokufunda?
3. Ngicela uchaze ukuthi ukwazi kanjani ukubona izingane ezinenkinga yokubhala nokufunda emabangeni aphansi.
4. Yini ovamise ukuyenza uma uzama ukulekelela abantwana abanenkinga yokubhala nokufunda emabangeni aphansi?
5. Hlaziya uhlobo lokulekelela isikole sakho esisinikeza izingane ezinenkinga

ngokubhala nokufunda

6. Iziphi izinto ezikahle ezinomvuzo omuhle nenqubekela phambili ekufundiseni izingani ezinenkinga yokubhala nokufunda?
7. Ikuphi ongakusho noma uveze umbono wakho ngezinto ezingenziwa ngokolwazi lwakho onalo ngokusebenza nabantwana abanenkinga nokubhala nokufunda?

Ngiyabonga ngokuba yingxenye kulolucwaningo. Uvo lwakho lubaluleke kakhulu futhi