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With the title:

**CHALLENGES TEACHERS ENCOUNTER IN TEACHING ENGLISH READING
AND WRITING TO THE INTERMEDIATE PHASE LEARNERS IN THE
uTHUNGULU DISTRICT SCHOOLS**

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February 2017

ORIGINALITY DECLARATION


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I acknowledge that I have read and understood the University policies and rules applicable to postgraduate research. I certify that I have, to the best of my knowledge and belief, complied with their requirements.

In particular, I confirm that I had obtained an ethical clearance certificate for my research (Certificate Number UZREC 171110-030 PGM 2015/223) and that I have complied with the conditions set out in that certificate.

I further certify that this mini-dissertation is original, and that the material has not been published elsewhere, or submitted, either in whole or in part, for a degree at this or any other university. I declare that this mini-dissertation is, save for the supervisory guidance received, the product of my own work and effort. I have, to the best of my knowledge and belief, complied with the University's Plagiarism Policy and acknowledged all source of information in line with normal academic conventions.

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DEDICATION

This dissertation is dedicated to my beloved husband Bavuyise, my children Lisa, Soso and Viza and their aunt Phelisa for their understanding and unconditional support during my absence. I will forever be indebted to them. May this be a reminder to them that hard work and perseverance is the road to success. I also dedicate this study to my siblings Pusi, Phelokazi and Cebo for their support, encouragement and prayers.

ABSTRACT

This study is a descriptive survey designed to investigate challenges teachers encounter in teaching English reading and writing in the uThungulu District schools. This study comprised 44 teachers who were purposely sampled on grounds of availability. Views were sampled through the use of a self-made questionnaire. This study addressed three research questions, namely: (i) What are the challenges teachers encounter in teaching reading in the Intermediate Phase? (ii) What are challenges teachers encounter in teaching writing in the Intermediate Phase? (iii) What factors contribute to difficulties in teaching English reading and writing in the Intermediate Phase? The study used a qualitative and quantitative questionnaire and the survey design. Data were analysed using Statistical Package for Social Sciences (SPSS) resulting in descriptive data.

The findings of the study revealed that teachers were faced with numerous challenges which included, among others, learners who are unable to read and construct complete sentences, their inability to write as characterised by errors in spelling and poor punctuation. In addition to these challenges, mother tongue interference, teaching methods used by teachers, and overloading of the curriculum were also experiences of the teachers. Another salient finding was the lack of support for teachers from both the department and parents.

Recommendations made from the study were that teachers need to be trained in efficient methods of teaching reading and writing. Teachers also need to be trained in identifying learners with special needs as early as possible and refer them accordingly. Workshops and campaigns designed by the department of education need to be planned and conducted early in the year and need to be implemented in manageable packages. Teachers need to be equipped on how to encourage their learners to read for pleasure and provide reading material that is interesting to their learners.

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CHAPTER ONE

1. INTRODUCTION

South Africa is a multi-lingual country with eleven official languages. The majority of learners are bilingual or multilingual and learn at school in the language that is not their first language (Education, 2000). In South Africa learners use mother tongue from Grade R to Grade 3 (Education, 1996). In contrast to the above assertion, many South African learners attend schools where English is taught from Grade R and they also use it as home language. Many learners use their First Additional Language as a language of learning and teaching in Grade 4 (Ngidi, 2007; Ntshangase, 2011). There is a transition from instruction and learning in mother tongue to the use of English as a medium of instruction. Learners have to learn all learning areas in English in Grade 4. This is a gigantic shift which the researcher, as an educator in the Intermediate Phase, has observed to be posing challenges to both the learners and educators, especially if it is not managed successfully. It has been observed that by the time learners are expected to learn all subjects in English, they have little or no comprehension of the additional language. Whilst the learners are not competent in English speaking, writing and comprehension; they have to learn all subjects in English.

Changes in the South African education system have impacted on the teaching of critical language skills. After 1994, Outcomes Based Education was introduced, followed by National Curriculum Statements and presently Curriculum Assessment Policy Statements. All these changes in education impacted negatively on the teaching of the curriculum as a whole (Nel, & Muller, 2010). Teaching of English was negatively impacted. This is due to the fact that teachers were not adequately trained in the teaching of reading and writing in English.

Reading and writing abilities in English are important as all learning areas in schools depend on them.

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas correctly (Department of Education, 2009a). Teaching of reading and writing skills in English requires an immense amount of training, compassion and patience on the part of teachers. Learners must reach a high level of competence in English by the end of Grade 3 and they need to be able to read and write well in English. For these reasons, their progress in literacy must be accelerated in Grades 2 and 3 (Department of Education, 2009a, 2009b). The researcher is concerned about the learners who pass grade 3 but are still incompetent in reading and writing English and the challenges teachers encounter in teaching such learners in English for all subjects when they do grade 4 and further grades.

Studies suggest that many teachers teaching English received no training in the teaching of reading (Naidoo, Dorasamy, Reddy, 2012; Pillay, 2012). This is exacerbated by teachers not attending workshops and those that attend do not implement the programmes provided by the Department of Education (Govender, 2013; Naidoo, Reddy, & Dorasamy, 2014). It is possible that such teachers encounter problems in one way or another. The focus of the present study will be on the challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners and the factors associated with these challenges.

This chapter outlines how the study will be done. This chapter will consist of: literature review, statement of the problem, aims of the study, method of investigation, operational definition of terms and a plan for the organisation of the whole study. It addresses what the researcher wants to accomplish, why she wants to accomplish this and how this will be done.

2. LITERATURE REVIEW

The problem of reading and writing in primary schools has raised concerns; as a result many learners do not perform well in English and in other learning areas. Consequently, this leads to learners with language problems. Studies conducted

internationally and locally both reveal that teachers encounter several problems in teaching reading and writing in English to learners who are not home language users of English.

Studies indicate various factors associated with the challenges encountered in teaching English reading and writing at primary level (Mwanamukubi (2013), Hugo and Nieman (2010), and Ntombela and Mhlongo (2010). If there is lack of communication between learners and teachers, teaching of English reading and writing skills becomes less effective. Mwanamukubi, (2013) explored factors that contribute to the causes of reading difficulties among Grade 6 learners in Zambia and challenges faced by teachers in teaching English reading. This study revealed that there are communication problems between learners and teachers. These communication problems included teacher-parent communications, inability of teachers to communicate with their learners about academic content as learners were not first language users of English. Gandara, Maxwell-Jolly and Driscoll (2005) conducted a study in California with learners for whom English was not their mother tongue. This study was set up to look at challenges teachers face with regard to teaching English to second language learners. This study revealed that there were communication problems and a lack of understanding between learners, teachers and parents. This created problems for parents in helping their children with homework.

Studies revealed the use of English as the medium of instruction in schools as another problem. In a study conducted by in South Africa, teachers were asked to comment on the use of English as the medium of instruction in classrooms and they reported that their learners did not understand English and lacked vocabulary and confidence in English. Ntombela and Mhlongo (2010) add that the use of English as the Language of Learning and Teaching places many African children at a disadvantage as they are not fluent in English.

There is a need for teachers' continued professional development in teaching reading and writing in the Intermediate Phase (Van Staden and Howie, 2010). Nasvaria, Pascoe, and Kathard (2011) established that there were barriers which hampered the successful teaching of English reading and writing in the school system. Barriers included lack of support for teachers from Heads of Departments in

schools. Studies were reviewed in KwaZulu Natal schools to investigate the causes of poor performance in English and what causes a decline in interest in acquiring English proficiency. (Kanjira, 2008; Motsoeneng, 2003).

Further to this, studies revealed factors related to a lack of support for teachers. Studies by Govender (2013) and Mhlongo (2013) revealed that the majority of educators did not support the reading campaigns organised by the Department of Education to improve learners' competences in reading. According to Naidoo, Dorasamy, and Reddy (2012), many teachers do not attend workshops and some of those who attend do not implement programmes provided by the Department of Education (Govender, 2013). The findings of Kanjira, (2008) and Motsoeneng, (2003) revealed that teachers' inability to implement Communicative Language Teaching led to poor literacy levels in learners.

In contrast to the above assertion, the findings of Makeleni (2013) highlighted that although teachers experienced challenges in curriculum implementation, there were some who showed willingness to implement curriculum changes and who acknowledged the benefits of attending the previous workshops on the National Curriculum Statements (NCS). In line with this study, Nel and Theron (2008) indicated that Story based Language Enrichment Programme (SLEP) was implemented by the Department of Education to suit the needs of educators teaching Grade 4 English Second Language(ESL) and ESL learners with limited English proficiency. The overall conclusion was that SLEP made a useful contribution to ESL practice.

Naidoo et al. (2012), in a study to determine educator perceptions of reading literacy in the Intermediate Phase with the aim of enhancing reading literacy in this phase, conclude that educators did not receive support from support educators and there was a lack of reading specialists in schools. Many challenges experienced by educators hindered the implementation of Foundations for Learning Campaign. This resulted in difficulties in basic reading and numeracy abilities (Govender, 2013). These actions had a negative impact on reading in schools.

The findings of Booth and Land (2007), however, revealed that it was effective to use Cognitive Strategies Approach in teaching reading and writing of English Language

to learners in Californian secondary schools. This can be attributed to the fact that this research took seven consecutive years and the treatment group was monitored. Findings mentioned above impact the teaching of reading and writing negatively because if teachers are not well equipped with appropriate methods, they cannot perform at an expected level.

Parallel to the already cited challenges, a lack of resources hinders proper teaching and usually has a negative impact on learners and teachers. Mubanga (2010); Maswanganye (2010) and Mwanamukubi (2013) explored factors that contribute to the causes of reading difficulties among learners. These studies revealed that teachers faced challenges of inadequate teaching and learning material. Schools did not have libraries and library personnel (Govender, 2013). These studies affirm that lack of resources and opportunities to practise English affected learners negatively (Kanjira, 2008; Motsoeneng, 2003). Consequently, this accounted for the low levels of English proficiency and low literacy levels in schools. In addition to lack of resources, the succeeding discussion will look at the influence of first language.

The influence of first language can cause interference in studying second language. Chan (2010) conducted a study in Hong Kong to explain the lexico-grammatical problems in Cantonese English taught as a second language. Written errors among students in Hong Kong were attributed mainly to mother tongue interference (Chan, 2010). Mubanga (2010) revealed that difficulties that learners in Zambia experienced with reading and writing in English could be attributed to, among other things, the influence of local language and first language interference.

However, the present study has looked at some positive aspects of the curriculum. Lactec, Belisario, Bendanillo, Binas, Bucang, and Camagay, (2014) indicated positive effects of the introduction of mother tongue in the early years of schooling. Teaching, using the mother tongue, in the early grades enhances children's ability to learn better compared to the use of a second or foreign language. Research on Second Language(L2) acquisition shows that when a child masters the first language then learning another language becomes less problematic in the habits of speech, listening, reading, and writing (Lactec et al. 2014). Mkhize (2013) further expanded by stating that the performance assessments revealed that despite

differences in students' performances in both Zulu and English, they all showed positive evidence of transfer of skills across the two languages.

Findings of Maswanganye (2010) revealed that difficulties in reading and writing of English in learners could be attributed to first language interference. Mudzielwana (2011) added multilingualism as one of the factors that impact negatively on reading literacy. First language interference seems to be common both internationally and locally as one of the challenges teachers face and hinders teaching of reading in learners of English.

Teacher factors can also influence the teaching of reading and writing both positively and negatively. Chuunga (2013) affirmed that teachers' backgrounds influenced their practices in teaching reading. Chuunga (2013) further suggested that more experienced teachers seemed to have more effective ways of dealing with learners during reading lessons. The impact of teacher unions was also identified as another challenge faced by teachers in teaching at schools (Govender, 2012).

Several studies conducted around KwaZulu-Natal schools focused mainly on teaching of English (Ngidi, 2007; Ntombela and Mhlongo, 2010; Ntshangase, 2011). These studies examined attitudes of teachers towards the use of English as a learning area and as an additional language and the negative impact of learning in English on the First Additional Language learner. Teachers seemed to be less motivated towards using English as a Language of Learning and Teaching (LoLT) (Ngidi, 2007). These studies further revealed that teachers neglected learners by not providing them with opportunities to read literature and to read for pleasure (Ntshangase, 2011). The above factors can influence the process of learning as teachers are expected to convey information to learners.

Difficulties in the target language can also impact negatively on reading and writing English. Learners need to develop reading ability in the Foundation Phase (Education, 2011). Hugo (2008) investigated South African primary school teachers' opinions about their learners' language abilities in English as First Additional Language and the medium of instruction in schools. The teachers from the above study reported that learners did not develop reading ability. Consequently, learners

lack reading skills. An inference can be drawn that indigenous languages are more phonetic by nature which causes many spelling mistakes in writing.

Chan (2010) revealed that written errors among students in Hong Kong were attributed mainly to inadequate mastery of correct usage of the target language. Mwanamukubi (2013) further revealed that specific reading errors and language were identified as causes of poor literacy levels in English.

Bharuthram (2012) posits a factor that seems relevant to this study, the misconception that low literacy levels are a direct result of poor language proficiency without recognising the importance of reading. Difficulties in the target language can act as a barrier in learning as writing depends on the knowledge of grammatical rules. Kasimonje, (2012) further added that environmental factors and physical factors such as the noise made by aeroplanes are one of the factors that disabled the teaching of reading comprehension.

Nasvaria, Pascoe, and Kathard (2011) state that there were barriers in the school system. Barriers included poor foundation skills in learners and difficulties with language. When teachers were asked to comment on their experiences in using English as the medium of instruction in classrooms, they reported that learners lacked vocabulary and confidence in English (Hugo and Nieman, 2010). Nasvaria et al. (2011) conducted a series of interviews in the Western Cape to investigate the views of Intermediate Phase teachers on why learners experienced difficulties with the written language and ways to overcome these difficulties. This study established that there were barriers in the school system. Barriers included lack of support for teachers at schools.

Teachers need to be equipped with proper teaching methods to implement in their teaching. Difficulties in teaching reading and writing of English in learners could be attributed to poor teaching methods (Mubanga, 2010; Maswanganye, 2010; Nasvaria et al. 2011). Zimmerman (2014) revealed that teaching of reading comprehension and goals for teaching reading literacy were discovered as factors that led to reading difficulties among learners. Not using proper teaching methods affects teaching of language.

Educators need to be specialists in the field of Languages in order to improve teaching and learning (Pillay, 2011). Lack of proper training in teaching English reading and writing has also been noted as the major problem (Pillay, 2011; Bharuthram 2012; & Naidoo et al. 2014). Bharuthram (2012) highlights the literacy situation in South African schools. This study revealed that there was inadequate teacher training and monitoring of teachers. In line with this study, Mudzielwana (2011) added multi-grade teaching methods as a factor which impacts negatively on reading literacy.

Although studies seem to show that teachers are lacking in many respects, there are studies which show that teachers are doing all they can to help students. Teachers use innovative strategies to help the students attain the maximum learning and help build firm foundations, valuing and developing the oral and written skills that young children bring to school without rushing literacy (Lactec et al. 2014).

Naidoo et al. (2014) also conducted a study to determine educators' perceptions of reading literacy in the Intermediate Phase with the aim of enhancing reading literacy in the Intermediate Phase. These studies revealed that many teachers did not receive training in the teaching of reading. The aforementioned findings impact the teaching of reading and writing negatively because if teachers are not well equipped with appropriate methods, they cannot perform at an expected level. Studies conducted nationally and locally show that there is still an overarching crisis of reading and writing in South African schools.

The literature reviewed has revealed findings and viewpoints of many researchers about the challenges in teaching English as a subject and having English as a medium of instruction in schools. Past studies focussed on the failures of the government to pursue and monitor campaigns in enhancing reading in schools and lacked expertise to look at the causes of these failures (Govender, 2012). They further focussed on the problems encountered generally in the teaching of English and not prioritising the importance of teaching English reading and writing which is the basis for learning in other learning areas (Ntombela and Mhlongo, 2010).

In conclusion, the above researchers focused mainly on learners whilst learning does not depend on learners alone but also on teachers. Most learners were from high schools, Foundation Phase and to a lesser extent in the Intermediate Phase. In

studies conducted locally, nationally and internationally, reading and writing difficulties in the teaching of English have been studied very scantily, more especially in the Intermediate Phase. In all studies reviewed, only three studies looked at challenges faced in teaching writing in English (Chan, 2010; Nasvaria et al. 2011; & Pillay, 2011). The present study attempts to fill in this gap by focussing on challenges teachers encounter in teaching reading and writing in English in the Intermediate Phase.

The present study seeks to investigate challenges encountered by Intermediate Phase teachers in teaching reading and writing English First Additional Language in uThungulu District, Kwazulu Natal. These challenges will adversely affect literacy levels and cause high learner dropout rates, poor academic performance and a high failure rate. All these factors can be a barrier to understanding in other learning areas. It has been noted that Intermediate Phase learners in South African rural schools have a problem with reading and writing in English.

3. PROBLEM STATEMENT

A number of empirical studies have investigated challenges in teaching English as a subject, its use as a medium of instruction and the challenges in teaching reading and writing (Maswanganye, 2010; Mhlongo, 2013; Nasvaria et al. 2011; & Naidoo et al. 2012). The studies reviewed have given some insights to the challenges encountered in teaching English reading and writing to Intermediate Phase learners. These challenges usually affect the teaching of reading and writing of English in a negative way. This leads to poor performance of learners with language disorders.

Studies done around KwaZulu Natal mostly dealt with challenges in teaching English both as a subject and as a language of learning and teaching (Ntombela & Mhlongo, 2010; Ntshangase, 2011; Kanjira, 2008; Ngidi, 2007). Researchers did not tap the challenges faced by teachers in the critical element of teaching English reading and writing in the Intermediate Phase. The main problem which has prompted the researcher to undertake this study is the fact that many learners seem to be underperforming in schools due to the fact that they are unable to read and write and the researcher would like to confirm this. Reading and writing skills are the two

language skills that are the most critical and fundamental for the performance in all other learning areas. The present study intends filling this gap by investigating challenges facing teachers in the teaching of reading and writing of English in the Intermediate Phase and factors associated with these difficulties.

3.1 Research Questions

The present study investigates challenges encountered by teachers in teaching reading and writing of English in the Intermediate Phase and factors associated with these challenges in the uThungulu District Schools. The study will answer the following research questions:

3.1.1. What challenges do teachers encounter in teaching reading in English the Intermediate Phase?

3.1.2. What challenges do teachers encounter in teaching writing in English in the Intermediate Phase?

3.1.3. What factors are contributing to difficulties in teaching English reading and writing in the Intermediate Phase?

4. OBJECTIVES THE OF STUDY

The general objective of the study is to investigate challenges teachers encounter teaching English reading and writing in the Intermediate Phase in uThungulu District schools and establish the contributing factors to these difficulties. The specific objectives of the study are to:

4.1 Investigate challenges encountered by teachers in teaching reading in English in the Intermediate Phase.

4.2 Investigate challenges encountered by teachers in teaching writing in English in the Intermediate Phase.

4.3 Establish the factors contributing to the difficulties in teaching English reading and writing in the Intermediate Phase.

5. INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study is likely to make a worthwhile and an innovative contribution in the field of education. The researcher views the study to be of great value to school stakeholders in the Intermediate Phase. This study is conducted in order to improve the level of teaching English language reading and writing in primary schools.

The research findings will reveal the challenges facing teachers in the area of teaching reading and writing. This study will highlight the areas in which teachers need to put more emphasis when teaching English reading and writing. This study will also motivate school stakeholders to decide on a practical support for teachers and guidance and training on how to prepare for effective implementation of campaigns by government.

The findings will also help the Department of Education in finding ways to address the needs of learners and teachers. The study will contribute to the body of knowledge.

6. HARVESTING THE RESEARCH

After the dissertation is approved by the Faculty Research and Higher Degrees Committee it will be published. There will be articles published from this study in accredited journals. Findings will also be disseminated through conference presentations.

7. OPERATIONAL DEFINITION OF TERMS

7.1 First Additional Language in this study shall refer to English.

7.2. Challenges in this study shall refer both to positives and negative aspects of teaching English.

7.3 Teachers' shall refer to English teachers of Grades 4-6.

7.4 English reading and writing shall refer to basic language skills in the learning of English.

7.5 Intermediate Phase shall refer to Grade 4-6 learners and teachers.

8. RESEARCH METHODOLOGY

8.1 Research design

Research design is a plan and means for achieving the goals of the research conducted. Previous studies in this field used surveys, case studies and descriptive designs (Govender, 2012; Mhlongo, 2013). The present study will use a descriptive approach because these schools are in rural area settings. Descriptive designs describe the participants in their natural settings (Kumar, 2011). The study will be conducted in Mthunzini ward in the uThungulu district.

8.2 Sampling Design

Previous studies have mostly used purposive sampling design (Govender, 2013; Mhlongo, 2013; Naidoo et al., 2014). The researcher used purposive judgemental sampling as teachers who teach English in the Intermediate Phase are the only participants who gave full insight on this study (Kumar, 2011). Ten First Additional Language Intermediate Phase teachers targeted from schools in KwaDlangezwa. The participants will be both male and female. The teachers were selected if they teach English. The teacher's experience and qualifications will be noted. The participants are typical of the population selected and not all teachers stand a chance of being selected and, therefore, purposive judgemental sampling was used. Qualitative studies use small samples to investigate the phenomenon in great depth (Kumar, 2011).

8.3 Research instrument

Previous research studies in this field have used questionnaires, interviews, observations and document analysis as forms of collecting data (Govender, 2013, Kasimonje, 2012; Mhlongo, 2013). The present study used a questionnaire. Open ended questions were asked as follow up questions to closed questions. Data were collected through qualitative and quantitative questionnaire and was analysed qualitatively and quantitatively.

8.4 Description of procedures

Permission to visit the schools will be sought from the Head of the Department of Education in Pietermaritzburg. Once permission is granted, the researcher visited the principals of the schools to ask for permission to interview the teachers of the Intermediate Phase who teach FAL. With the permission from the principal, the researcher then asked the teachers concerned for their permission to be participants in the study. This verbal request was succeeded by a written request for permission to interview teachers. The target group was made aware of the aims of the study and how it is intended to benefit them.

The procedure of the research process was explained to the participants and the duration of the participant's participation was explained. Participants were contacted through the schools and appointments were done to conduct the study. Queries and concerns by the participants would be handled in a manner that is accepted and consistent with ethical principles.

Dates and times for the interview were discussed with the participants. On the day of the interview the researcher was contacted the participants to confirm and remind them about the appointment. On arrival the researcher explained procedure of the interview for the day and once the participant agrees the consent form is signed. Interview started.

9. ETHICAL CONSIDERATIONS

Before the study was conducted, the research proposal should be approved by the Institution's Research Boards (IRBs) which are the Faculty and the Higher Degrees Committees. The researcher wrote a letter to the Head of Department of Education in KwaZulu Natal, for permission to conduct the study in uThungulu district.

The researcher planned and conducted research in a manner consistent with the law and observed internationally and nationally accepted standards governing research with human participants. The researcher entered with participants into an agreement that clarifies the nature of the research and the responsibility of each party.

The research included an informed consent process, including the following process: the purpose of the research, expected duration of the participant's participation, procedures used in research, participant's right to decline to participate at any time and the consequences of withdrawal, the benefits of the research, confidentiality rights of participants and whom to contact for questions.

Confidentiality and anonymity was maintained. The researcher assured participants that their names would be kept confidential and would not appear in the research report. Permission to tape record the interview was obtained from participants. The researcher submitted the research proposal to the University Research Committee. No person was inappropriately or unjustly excluded on the basis of age, sex, sexual, disability and pregnancy. Participants' right of both privacy and confidentiality was protected. The researcher ensured that personal information of participants about research was collected, stored and this was done in ways that respect the privacy or confidentiality of the participants.

The researcher went through the debriefing of the study. If it was not possible the researcher gave debriefing immediately. The researcher did not anticipate that any harm would be caused to anyone in this study. The researcher would report data accurately, would not fabricate any data or falsify results and will correct errors if they are discovered. The researcher cited correctly other researchers' work, report research findings and avoided plagiarism in any form. In compliance with ethical codes for data sharing and the duplication of data published, the researcher presented the study to other researchers for verification.

10. PROJECT MANAGEMENT ISSUES

The researcher abode by the work schedule to ensure that the research is completed in the estimated time. The costs would be for transport to the Department of Education and schools, for printing and photocopying of questionnaires and consent forms, for editing the entire dissertation, transcribing interview information and for the purchase of a tape recorder. These costs were borne by the researcher. This research has no special resource implications. Current resources were adequate and no additional institutional allocations are required. Other than the

usual copyright issues, there are no intellectual property rights that could arise from this research. The researcher is interested in this study and had been successfully trained in the research project and has necessary qualifications for the successful completion of the solution of the problem.

11. THE ORGANISATION OR PLAN OF STUDY

This study is divided into five chapters. The discussion that follows explicated further on the chapter divisions.

Chapter one provided an introduction and explanation (background of the study), problem statement (research question, intended contribution to the body of knowledge, knowledge dissemination and operational definition of terms) and the aims of the study.

Chapter two focused on reviewing the literature on challenges encountered by teachers teaching English reading and writing in the Intermediate Phase and factors associated with these challenges and explain more on the research topic and its aims.

Chapter three focused on the research methodology, sampling design, research instruments to be used, scoring, data collection and analysis (specifying the tools to be used, reasons and how data will be statistically evaluated), description of procedures and ethical considerations.

Chapter four presented research data analysis and procedures that will be used.

Chapter five concluded the study with a summary, discussion of findings, recommendations and suggestions for further studies.

CHAPTER TWO

2.1 INTRODUCTION

There is a volume of literature on the teaching of English in the various grades in South African primary schools. An immense amount of work has been done on teachers' challenges on teaching English First Additional Language, and to a lesser extent on the nature of reading and writing difficulties in English (Mubanga, 2010 & le Cordieur, 2010). Among the studies that have been conducted, there are a number of aspects related to the challenges teachers encounter in teaching reading and writing and causes of these challenges (Naidoo, Dorasamy and Reddy, 2012 & Mwanamukubi, 2013).

2.2 CHALLENGES TEACHERS FACE IN TEACHING ENGLISH READING TO THE INTERMEDIATE PHASE LEARNERS.

Some of the issues that will be discussed regarding challenges teachers face in teaching reading are the following: manifestation of reading problems, communication problems, influence of mother tongue, lack of resources and difficulties in communicating in the target language. The aforementioned issues have been extensively studied both locally and internationally (Mkhize 2013, Gandara, Maxwell-Jolly, and Driscool 2005, &Lactec, Belisario, Bendanillo, Binas, Bucang, and Camagay, 2014).

With regard to reading, le Cordieur (2010) notes that poor reading ability is a serious problem in South African schools. Le Cordieur (2010) argues that teachers encounter learners who manifest reading problems in the following areas: skimming, comprehending the content of passages, omission and addition of words, inability to recognise familiar words, problems in highlighting the central theme of a paragraph and reading at a normal speed. It is predicated that learners who display these problems lack essential skills needed for reading comprehension.

In tandem with le Cordieur (2010), Mwanamukubi (2013) also observed that teachers encountered reading difficulties when teaching Grade 6 learners. These include omitting, substituting, mispronouncing words as well as adding words. This is further strengthened by findings of Chuunga (2013) who found that teachers encountered learners who were unable to read. Consequently, learners who cannot read cannot write. Teachers were faced with learners with reading difficulties who have a negative attitude towards learning reading.

Further, to the already cited poor reading ability in English in primary schools, Mule (2009), found that teachers encountered learners who experience difficulties in understanding alphabetic principles and that affected decoding. In addition to that, this study observed that difficulties were decoding and lack of word recognition abilities, reversal of words, substitution, insertion, omission, phonemic awareness and lack of comprehension skills.

Another challenge that teachers encountered, in teaching learners English reading, was the issue of poor foundation skills pertaining to reading in learners (Nasvaria, Pascoe, and Kathard, 2011). Learners lacked reading skills that they needed for the current grade. This could be due to the fact that learners were moved to regular classes immediately when they got basic communication skills of reading (Maswanganye, 2010). If learners are not exposed to reading they will have problems with reading.

If there is lack of communication between learners and teachers, teaching of English reading and writing skills becomes less effective. Gandara, Maxwell-Jolly, and Driscoll (2005) observed in their study that learners who were second language learners in California had communication problems. There was a lack of understanding between learners, teachers and parents. Consequently, teachers were unable to communicate with parents as to how they can help their children at home.

This observation of communication problems by Gandara et.al (2005) suggested to the researchers that mother tongue interferes with teaching of reading in a foreign language. The influence of mother tongue on teachers and parents made parent-teacher communication impossible as teachers were unable to speak the parent's language and parents were also unable to speak English. This resulted in parents

not being able to help their children to read. These parents were also unable to help their children with homework and to expose their children to reading at home. If there is lack of communication between learners and teachers, teaching of English reading and writing skills becomes less effective.

Lack of communication as observed by Hugo and Nieman (2010) in South African schools was caused by the use of English as the medium of instruction in classrooms. Hugo et.al (2010) observed that teachers reported that their learners did not understand English, lacked vocabulary and confidence in English. If this is the case, reading is the basis for all learning, and if learners do not understand English it would be difficult for them to communicate with their teachers. Consequently, this will affect their reading ability.

With regards to the mother tongue interference as one of the challenges, Mubanga (2010) found that mother tongue interference affected the development of English language literacy skills. The influence of mother tongue could give rise to spelling problems as vernacular languages are more phonetically in nature than English. Many learners could misapply the literacy skills that they attained from vernacular languages.

In yet another study of challenges teachers encounter in teaching English reading, Mwanamukubi (2013) cited pronunciation as one challenge related to mother tongue interference. Learners tend to pronounce English words according to the way they pronounce vernacular words. This citation suggests that learners' reading would be affected by this interference and they would end up mispronouncing words.

Although many researchers such as Mubanga (2010), Gandara et.al (2005) and Hugo and Nieman (2010) indicated the interference of mother tongue in the studying of foreign language in a negative way, Lactec, Belisario, Bendanillo, Binas, Bucang, and Camagay, (2014) indicated that there were positive effects with the introduction of mother tongue in the early years of schooling. Teaching, using the mother tongue in the early grades, enhances children's ability to learn better compared to the use of a second or foreign language. Research on Second Language (L2) acquisition shows that when a child masters the first language, then learning another language becomes less problematic in the habits of speech, listening, reading, and writing (Lactec et al. 2014). In line with Lactec et.al (2014), Mkhize (2013) expanded with

this line of thinking by stating that the performance assessments of learners, who used mother tongue in their early years of schooling, revealed that despite the students' differences in their performances in both Zulu and English; they all showed positive evidence of transfer of skills across the two languages.

These revelations suggested to the researcher that mother tongue interferes with the studying of a foreign language. These interferences seem to depend on the manner and methods used in teaching reading in English to learners where it is not their mother tongue. Schools without enough books, computers, photocopiers or learner teacher support material (LTSM) are unable to create conducive environments for effective teaching of reading to learners (O'Connor and Geiger, 2009).

Another challenge that teachers encountered is the lack of resources which include among other things the following: libraries and library personnel, books, an adequate number of teaching personnel, classrooms and support systems. Naidoo, Dorasamy and Reddy, (2012) concluded in their study that teachers did not receive support from support educators and that there was a lack of reading specialists in schools. Teachers who lacked skills also reported that they were not supported by their immediate supervisors who were supposed to have more information in the subject content. This suggested that the Heads of Department also lacked the expertise needed to help their subordinates.

In the same study, Naidoo et.al (2012) also observed that there were large class sizes and few teachers willing to teach English. These large classes were due to a lack of teaching personnel at schools, thus, learners were clumped together in one classroom. Large class sizes led to the neglect of those learners who needed extra attention as teachers rushed to finish syllabus and their attention was focussed on those learners who understood the work easily. This practice has impacted negatively on reading in schools.

In a similar study Mwanamukubi (2013) noted that low staffing levels led to classes being overcrowded. These difficulties made it difficult for teachers to teach effectively, especially the teaching of reading, in such an environment. Even when teachers noticed that a particular learner needed individual attention in reading it was not possible due to poor circumstances.

Mwanamukubi (2013) found in his study that teachers were faced with a lack of learning and teaching material and overcrowded classrooms. The response of the teachers indicated that schools were under resourced. Many schools did not have libraries and library personnel. Some schools did not receive the workbooks given by Department of Education. This meant that learners did not have opportunities to develop their literacy skills. Consequently, this accounted for low levels of English proficiency and low literacy levels in schools. These challenges resulted in difficulties in basic reading and numeracy abilities (Govender, 2013). These actions impaired reading in schools.

Parallel to the already cited challenges is the difficulties learners experience with the target language. Hugo (2008) investigated South African primary school teachers' opinions about their learners' language abilities in English as the First Additional Language and the medium of instruction in schools. A factor that was apparent in this study was that phonological and linguistic demands vary in different languages. Difficulties in the target language can also impact negatively on reading and writing English. Learners need to develop reading ability in the Foundation Phase (Education, 2011). An inference can be drawn that indigenous languages are more phonetic by nature which causes many spelling mistakes in reading and writing.

In yet another study, Nel and Swanepoel, (2010) revealed that learners were displaying phonological errors in their writing which were the result of first language transfer, for example, *sirname* instead of *surname*. In addition to that learners produced syntactical errors. Many of the second language learners had a problem with verb tenses, the arrangement of the items was inappropriate, for example, "like not" instead of "dislike"; and sometimes the arrangements of words was wrong, for example, *Grand mom go boy church*. Another challenge that teachers face was that of spelling, pronunciation and combination of errors (Nel et al. 2010). These difficulties that they experienced with the target language affected teaching of reading in English and these often confused learners.

2.3 TEACHERS' VIEWS ON THE CHALLENGES THEY ENCOUNTER IN TEACHING ENGLISH WRITING TO THE INTERMEDIATE PHASE LEARNERS.

Reading and writing abilities in English are important as they impact on all learning areas at school. Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas correctly (Department of Education, 2009a). Teaching of reading and writing skills in English requires a lot of training, compassion and patience on the part of teachers. Learners must reach a high level of competence in English by the end of Grade 3 and they need to be able to read and write well in English. The discussion under this topic will include challenges that impact the teaching of English reading and writing as these two are intertwined. In order for the learner to be able to write he or she needs to be able to read. In addition to mother tongue interference; the lack of resources, difficulties in the target language, communication problems and lack of essential skills needed for reading comprehension are challenges facing teachers which the researcher will include to the additional challenges that she encountered in teaching of writing to learners. These challenges will include lack of support for teachers, learners' inability to express themselves in writing, the lack of integration in teaching and insufficient books.

In order for teachers to teach effectively, they need support from the school, through workshops, seminars and supervision at school level. Nasvaria, Pascoe, and Kathard (2011) conducted a series of interviews in the Western Cape to investigate the views of Intermediate Phase teachers on why learners experience difficulties with written language and the ways to overcome these difficulties. The above study established that there were barriers in the school system. One of the barriers was a lack of support for teachers at schools. There was a lack of workshops for teachers on how to teach writing to learners. Teachers reported that they did not receive support from Heads of Departments and that there was a lack of reading and writing specialists at schools.

First language interference seems to have an influence in studying a second language. Chan (2010), conducted a study in Hong Kong, to explain the lexico-grammatical problems in Cantonese English taught as a second language and found that grammatical problems were due to different factors. Written errors among students in Hong Kong were attributed mainly to mother tongue interference (Chan, 2010). Learners tend to transfer grammatical rules of their mother tongue to the second language. This aggravates matters because English has regular as well as irregular rules. Another point that is worth noting is the fact that African languages are more phonetic in nature than English. This makes it difficult for learners whose mother tongue is an African language to transfer skills learnt from mother tongue to English. These interferences impacted the teaching of English writing. Transference of language skills from mother tongue usually leads to many grammatical and spelling errors.

Learners' inability to express themselves in writing was one of the challenges teachers encounter in teaching writing. Pillay (2011) revealed that teachers reported that learners could not express themselves in written work and could only complete activities where they were required to copy tasks given. This observation is also reflected in the results of the ANA of the country as reported by the Minister of Education (Curriculum News, 2011). Results of ANA were disappointing and they revealed that literacy levels were not at an acceptable level (Curriculum News, 2011). Learners, as a result, found it difficult to brainstorm, use a mind-map or write creatively or for functional purposes.

Teaching of English writing to learners to whom English is not their mother tongue has proven to cause language interferences. The findings of Mkhize (2013) show that primary school teachers still encounter difficulties teaching learners whose home language is isiZulu or isiXhosa, more especially in a context where the medium of teaching and learning is English. This finding proves that African languages are more phonetic in nature than English. Writing is the ability to compose information in the form of narratives, descriptions or expository and argumentative writing. This finding suggests that writing skills are not obtained through nature but must be taught or gained through culture. Mkhize (2013) attributed writing difficulties to the medium of instruction.

Another challenge that teachers encounter in teaching writing seems to be the lack of integration of the learning outcomes (Pillay, 2011). The English First Additional Language policy document (2002) emphasised that the outcomes of listening, speaking, reading, reasoning and grammar should be integrated when taught or assessed. If learners are being taught story writing, a cycle of lessons should begin with learners listening to a fairy-tale or folktale. Another story should be used for reading and viewing. Language exercises based on these stories should be undertaken. During this cycle learners' attention should be drawn to the structures, style and writing of these stories. Finally, learners can be encouraged to design and create a new text of the same kind. Participants did not mention integration but seem to teach the learning outcome of writing in isolation from the other five learning outcomes.

Teachers viewed themselves as experiencing difficulties in linking what was taught between different outcomes in language, for example, reading, speaking, listening and integration between these in order for learners to be able to communicate their views on writing. A statement on the release of the ANA results by the Minister of Basic Education in South Africa (2011) reported that learners struggled with tasks related to writing and language use. This resonates with the results of ANA 2014 which revealed that many learners in both Home Language and First Additional Language struggled to respond to questions that required the use of their own words. Therefore, summarising a text using own words, became extremely difficult. Learners were unable to interpret a sentence or to give an opinion when required. Learners lacked the required editing skills when writing letters (Report on ANA, 2014). One of the challenges teachers faced in classes were the learners who did not attempt answering questions on letter writing, invitations or paragraph writing (Curriculum News, 2011).

Teachers encountered challenges with learners who enjoy writing if given the opportunity to copy work from a text or what the teacher has written on the chalkboard. According to Pillay (2010), teachers complained that the curriculum is wide and the milestones are too many. The participants felt that the curriculum did not encourage reading widely. The participants felt that if more effort was put into reading in the Foundation Phase, learners would be able to express themselves

more adequately in writing in the Intermediate Phase. The participants that teach grade four and five taught only creative writing. As a result of not being able to read, participants expressed that learners find it difficult to construct sentences.

In the above study participants reflected on their experiences during the teaching and learning of functional and creative writing. They expressed the view that learners in the Intermediate Phase require an immense amount of coaching and guidance and that they are only competent when writing about their own experiences.

Another challenge, as already cited, was the insufficient workbooks available to all learners (Nasvaria et.al 2011). The Department of Education provided ‘Rainbow series workbooks for Language and Mathematics’ in year 2011 as an intervention that would improve the ANA results. The participants and the researcher found these workbooks to be well designed, learner friendly and an appropriate intervention which could improve language and mathematics results. Grades four and six learners received a workbook each for the first term. There was insufficient number of books in the third and fourth term. The workbooks only arrived in the fourth term. Grade five learners did not benefit from these books as an insufficient number of books were sent to the school for this grade. The government often lags behind in programmes that can be useful in learning (Govender 2013).

2.4 TEACHERS’ VIEWS ON THE FACTORS CONTRIBUTING TO DIFFICULTIES IN TEACHING ENGLISH READING AND WRITING TO THE INTERMEDIATE PHASE LEARNERS.

There are many factors which may contribute to difficulties in teaching English reading and writing to Intermediate Phase learners. The lack of resources, influence of local language and difficulties in target language has been identified as challenges teachers encountered in their teaching (source . The researcher, to avoid repetition, has decided not to mention the aforementioned factors under this heading although they are direct causes of reading and writing difficulties. The causes that will be discussed are: multi-lingualism, teacher factors, campaigns by the Department of

Education, socio-economic conditions of learner and psychological factors in learners.

Multi-lingualism is one of the causes that contribute to difficulties in the teaching of English reading and writing. Mudzielwana (2011), in a study, has observed that multilingualism is one of the factors which impacts negatively on reading literacy. Learners tended to use cues that they know from other languages to understand the unknown language. These transferences had a tendency to lead to poor language acquisition which impacted negatively on reading excellence. If learners were taught poor language acquisition skills this would hinder the teaching of other languages. This factor of multilingualism seemed to be common both internationally and locally as one of the challenges teachers face and hinders teaching of reading in learners of English (Chan 2010).

Difficulties in the target language can also hamper teaching and learning in English. Learners need to develop reading ability in the Foundation Phase (Education, 2011). Hugo (2008) investigated South African primary school teachers' opinions about their learners' language abilities in English as First Additional Language and the medium of instruction in schools. The teachers from the above study reported that learners did not develop the ability to read proficiently. Consequently, learners lack adequate reading skills. An inference can be drawn that indigenous languages are more phonetic by nature which causes many spelling mistakes in writing in the second language, for example, English in this case.

The campaigns and education systems introduced by government does not seem be helping in solving the literacy crisis in South African schools. Mudzielwana (2011) studied causes of low reading standards in South Africa which revealed that teachers attributed poor reading habits in South African learners to poorly introduced Outcomes Based Education. Teachers reported that there were no curriculum reading materials when the new curriculum was introduced. Another campaign by the government was the Foundations for Learning Campaign (FFLC) which came as an overload with its loads of paper work and planning. Majority of educators did not support the reading campaigns as expected, and schools did not have libraries and library personnel (Govender, 2013).

Although the government is bringing many strategies to improve literacy in South Africa, it seems they are not favourably received by teachers. This may be due to the manner in which they are introduced.

Teacher factors can also influence the teaching of reading and writing both positively and negatively. Chuunga (2013) affirmed that teachers' backgrounds influenced their practices in teaching reading. According to Mkhize (2013), poor language and poor literacy practices in most black rural and township schools were due to the use of ineffective instructional practices done by Grade 4 teachers. This in turn affected learners negatively as these practices did not help them. Teachers are in some contexts to be blamed for the difficulties experienced by learners in reading and writing.

Studies revealed that poor literacy levels in the Intermediate Phase learners can be attributed to the lack of proper methods used by teachers in teaching. Mudzielwana (2011) observed that teachers used inappropriate methods in teaching reading. Mkhize (2013) and Mule (2013) also stressed the fact that teachers used inappropriate methods to teach reading and writing. These methods disadvantaged learners who depended on their teachers during their basic levels of learning. The use of improper methods was due to a lack of training.

Studies by Naidoo, et.al (2012); Mubanga, (2010); Maswanganye, (2010) and Zimmerman, (2014) also affirmed that teachers lacked training in the field of teaching reading and writing. In line with above studies, Bharuthram (2012) also alluded to the fact that the poor literacy situation in South African schools is due to inadequate teacher training and monitoring.

The findings of Naidoo et al. (2014) also revealed that many teachers did not receive training in the teaching of reading. This study also stated that many South African educators were under qualified or unqualified. This meant that teacher training failed to meet the required standard. The similarities in the findings of these studies demonstrate that the lack of training and improper teaching methods impact negatively on the teaching of reading and writing. If teachers are not well equipped with appropriate methods, they cannot perform at an expected level. Under qualified teaching has been identified as a predictor of poor performance in schools.

This is exacerbated by teachers not attending workshops and those that attend do not implement the programmes provided by the Department of Education (Govender, 2013; Naidoo et. al 2014).

Environmental factors can also cause difficulties in the teaching of English reading and writing. Le Cordieur (2010) claims that reading problems could be linked to diverse backgrounds of learners and socio- economic status of families from which they come. He suggested that some learners come from backgrounds not consistent with school culture. That meant that such learners might not get help and support from their homes.

This is in line with the study by Nasvaria et al. (2011) which also found the evidence of unsafe home environments, lack of parental support, as well as socio- economic level of learners as causes for difficulties in reading and writing. They concluded from their study that a lack of parental support led to poor foundation skills in writing. Students who were not supported at home could lag behind in tasks given at school. Many learners came from poverty stricken homes where they struggled to eat so it might be difficult to be motivated at school, leading to problems in understanding reading and writing.

Parents' or guardians' literacy levels, poor learning environment and poor teaching seem to be adding if not making things worse in reading difficulties (Mwanamukubi 2013). Children from parents who are illiterate themselves may be disadvantaged as they may not be exposed to rich literature at home and parents are unable to assist them with their reading and writing tasks. Consequently, this affects their literacy levels at school.

Mwanamukubi (2013) observed that psychological factors were also linked to reading difficulties. These factors include lack of motivation, laziness to read, lack of support from parents, as well as past failure at school (Mwanamukubi 2013). Learners who fail at school may feel less motivated to read and some are lazy to read. Le Cordieur (2010) also found that learners lacked motivation to read. This resulted in learners who were disengaged from learning and they avoided reading. This can be attributed to the fact that unmotivated learners do not spend time reading and their progress becomes slower than those learners who do read.

2.5. ASSOCIATION BETWEEN TEACHERS' BIOGRAPHICAL DATA AND THE DIFFICULTIES IN TEACHING ENGLISH READING AND WRITING TO THE INTERMEDIATE PHASE LEARNERS.

There is an association between teaching at school and various aspects of a teacher's data. The present study will look at the association between gender, age, qualifications and experience and teaching of reading and writing.

There seems to be an association between a language teacher's biographical data and gender. In a study conducted by Van Staden (2011) the majority of teachers who taught English in the Intermediate Phase were females who comprised 84.19% with the remaining 15.81% of the sample made up of male teachers. Although there was no influence between the gender of the teacher and teaching of English to the Intermediate Phase learners, there appeared to be preference from the management of schools to allocate female teachers in these subjects to these grades. Van Staden (2011) concluded that learners in these grades are still young and they need continuity as they were taught by females in the previous grades.

A teacher's age seems to influence the teaching of English reading and writing in the Intermediate Phase. In a study by Van Staden (2011) the average achievements for Grade Four learners taught by teachers under the age of twenty-five years and teachers over the age of sixty years were higher than the achievement obtained for any other groups of learners based on their teachers' ages (Howie *et al.*, 2007). The two groups of youngest and oldest teachers, whose Grade Four learners achieved the highest average scores, represent the smallest percentage of Grade Four teachers for this sample and this can be seen as a matter of concern. Larger percentage of teachers in the remaining age groups did not perform well in their classes. It can be assumed that younger teachers work hard in teaching as they are still energetic and those that are old give out all the skills and experience they accumulated over the years.

Teacher's qualifications and the biographical data play an important role in teaching. The study by Van Staden (2011) found that the highest percentage of South African learners (41%, 3.7) was taught by teachers with a three-year college diploma. Of

these learners, 60% (3.2) were taught by teachers with a teaching certification from the former teacher training colleges or were in possession of a post-matric certificate (Howie *et al.*, 2007). A little over 14% of learners had language teachers who have postgraduate degrees – these learners achieved a higher average compared to those learners whose teachers had no postgraduate qualifications. This finding implies that teachers with high qualifications tend to produce better results than those with low qualifications.

Years of teaching experience and the degree to which teachers collaborate with other professionals have been found to affect teacher's perception of their competence (O' Connor *et.al* 2009). In a study by Chuunga (2013), he suggested that more experienced teachers seemed to have more effective ways of dealing with learners during reading lessons. For instance, more experienced teachers seemed to have fewer difficulties in classroom management compared to the less experienced ones. This meant that not much time is spent in trying to control the class but most of the time is spent in proper teaching and learning. According to these studies, experience seems to play a positive role in the teaching of English reading and writing.

This chapter presented findings of different researchers on the challenges encountered in teaching English as a subject and as a medium of instruction. It has also unearthed challenges encountered in teaching reading and writing in learners. The next chapter will discuss research methodology to be employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is based on some underlying philosophical assumptions about what constitutes valid research and which research method is appropriate for the development of knowledge in a study (Mertens, 2014). In addition, Myers (2009) states that research methodology is a strategy of enquiry, which moves from underlying assumptions to research design and then to data collection. This chapter provides a detailed discussion of the research design and specific methodology which was used to investigate the challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in the uThungulu district schools.

The purpose of this chapter is to provide the methodology that was employed and also to detail its application. This chapter presents the research design selected by the researcher which is best suited to enable her to address the research problem in a distinct manner.

In providing the methodology that was employed, the researcher will provide a full description of the case that is under investigation. This is followed by detailed explanation of the research method and sampling procedures and the data collection process. The research instruments are explained and reasons given as to why these instruments were seen as appropriate for this particular study. Finally, a detailed description is given on the validity and reliability of the scale that was used, data analysis and the ethical issues.

3.2 RESEARCH APPROACH

3.2.1 Mixed method

The researcher wanted to explain a phenomenon in this study. The phenomena are the challenges teachers encounter in teaching reading and writing in English in the Intermediate Phase. The study used mixed research method which combines qualitative and quantitative approaches in order to generate new information (Creswell, 2014). Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007). The researcher chose this method because it allows a variety of data to be collected which can improve validity. This approach allows the researcher to investigate the phenomena in different ways while also allowing the respondents to answer questions in various ways and from different perspectives.

The closed ended questions were used and quantitative paradigm was used to answer the research questions. Quantitative research is empirical research where the data are in the form of numbers (Punch, 2005).

This study seeks to produce a descriptive analysis that emphasises deep understanding of social phenomenon (Cresswell et al. 2007). Qualitative research is empirical research where the data are not in the form of numbers (Punch, 2005). In addition Henning (2004) explains that in qualitative research we want to find out not only *what* happens but also *how* it happens and, importantly, *why* it happens the way it does. The qualitative research method was used to describe individual experiences of teachers as they teach in schools. The researcher wanted to find more information about the challenges that teachers encounter in their teaching of reading and writing in English.

3.3. RESEARCH DESIGN

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.(Creswell, 2009).It is a layout or a plan of how one intends conducting research in order to obtain answers to research problems and questions. The researcher chose a survey design.

3.3.1 Survey design

A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Cresswell, 2014). A survey is a general methodology for gathering, describing and explaining information from samples to construct a quantitative description of a population (Thornhill, 2011). This information can be gathered using questionnaires about a well-defined population. Questionnaires refer to a specific tool, also known as an instrument, for gathering information directly by asking people questions and using the responses as data for analysis (Thornhill, 2011).The researcher used survey design where questionnaires with both closed and open ended questions were used to investigate challenges teachers encounter in teaching reading and writing in English in the Intermediate Phase. In this study the questionnaires were self-administered. The respondents (teachers) had to interpret the questions, recall relevant information and answer the question by choosing the correct option from the possibilities provided or by writing their own answers.

3.3.2 Sampling design

Cohen and Morrison (2011) maintain that the quality of any research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. In addition De Vos, Strydom, Fousche, and Delport, (2011), define a sample as comprising elements or subsets of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which the researcher is interested. Purposive sampling strategy allows the researcher to choose participants which he or she considers to have relevant information to

achieve the necessary objectives of the study (Welman, Kruger, and Mitchell, 2005). As this study focussed on teachers who teach English in the Intermediate Phase, not all teachers were likely to be selected, and therefore a purposive sampling design was used. According to Kumar (2011), purposive sampling is extremely useful when the researcher wants to construct a historical reality, describe a phenomenon or develop something about which only little information is known.

In the introduction to this chapter it has been noted that the researcher is interested in investigating challenges that teachers encounter in teaching reading and writing in English in the Intermediate Phase. This study will be conducted in the uThungulu District, one of the eleven district municipalities within KwaZulu-Natal which is one of the nine provinces in South Africa. The uThungulu District has four circuits; this study will be carried out within the Mthunzini Circuit. The researcher confined the study to this circuit in KwaDlangezwa due to financial constraints. This area consists of more than ten schools. The researcher visited the schools and teachers were given the questionnaires to fill. Sixty teachers were given the questionnaires. A total of 44 teachers from KwaDlangezwa schools completed and returned the questionnaires. These teachers were selected on the basis of teaching English First Additional Language in the Intermediate Phase. The teachers' experience and qualifications were considered. Gender was not a consideration when selecting participants. This sample was used to elicit information to answer the three research questions of this study through the use of the questionnaire.

3.4 RESEARCH INSTRUMENT

The research instruments are tools to collect data. Data collection instruments refer to devices used to collect data such as questionnaires, tests, interviews and checklists (Seaman, 1992). The present study used the questionnaire to accommodate both open ended and closed questions. Data was collected through qualitative and quantitative questions and analysed accordingly. According to De Leeuw (2005), surveys with closed-ended questions may have a lower validity rate than other question types. The researcher was of the opinion that the information will

not be adequate if only closed-ended questions were used to collect data and therefore open ended questions were also included in the instrument.

3.4.1 DESCRIPTION OF TOOL

The researcher designed a questionnaire under the advice and supervision of a specialist in the field. As stated by Van den Aarweg and Van den Aarweg, (1998), the researcher should consult and seek advice from the specialists and colleagues at all times during construction of the questionnaire. The researcher followed the aforementioned requirements during the designing of this questionnaire.

This instrument has Sections A and B; Section A is the biographical data of participants and Section B are the actual questions. This instrument consisted of 12 closed questions and 10 open ended questions. Open ended questions were asked to clarify the issues in order to answer the research questions. The answering of the questionnaire took approximately one hour. This questionnaire assesses material used in teaching reading and writing, any resource to help teachers when encountering difficulties, challenges encountered, common causes of these challenges and effective ways to assist poor readers and learners who cannot write creatively and functionally. The questionnaire was administered in groups of between 2 to 4 teachers depending on the number of teachers who teach English in that phase in each school. The participants were encouraged to interpret as precisely as possible their challenges in teaching reading and writing in English in the Intermediate Phase. The researcher did not offer opinions on the topic but encouraged participants to provide detailed information.

Validity and reliability are the two concepts of critical importance in understanding issues of measurement in scientific research (Ngidi, 2007). According to Cooper (1989), many questionnaires lack validity and reliability. Questionnaires have a very limited purpose. The validity of a measuring instrument's scores refers to the extent to which the instrument measures what it is intended to measure (Gable and Volf, 2012). This questionnaire is intended to measure the challenges that teachers encounter in teaching English reading and writing to the Intermediate Phase

learners. The researcher in the present study argues that the items and domains of this instrument seem to be appropriate and comprehensive, relative to the concepts of teaching reading and writing and tap exactly the aims of the study. Sibaya (1993) suggests that content validity must be a matter of judgment, not empirical correlation. What this really means is a systematic examination or scrutiny of the content, to find out if it covers all the information on which the tester means to test subjects. In addition, Slattery, Voelker, Nussenbaum, Rich, Paniello, and Neely (2011) state that the pilot testing of a new instrument has two main functions, namely: discovering flaws within the instrument and also examining the reliability and validity of the questionnaire. The researcher conducted a pilot study at a school not in the circuit where the study would be conducted. Czaja and Blair (1996) are of the opinion that the piloting process will increase the value of the survey. To establish content validity, the researcher analysed the content of the area that the questionnaire is to appraise and structure a representative instrument to measure the various aspects of the content. For the purposes of assessing whether the instrument was valid or not in this study expertise was sought and used to assess whether the items in the questionnaires measure what they are supposed to measure.

Cohen et al. (2011) define reliability as a measure of consistency over time and over similar samples; it yields similar data from similar respondents over time. The reliability of the questionnaire was obtained through using the following techniques: (1) the questionnaire was used in a pilot study to determine if the participants understand the questions and find them useful. (2) The researcher was trained in questionnaire techniques. (3) Two evaluators were asked to check the reliability of the codes allocated to the responses to the questions. The data collected showed reliability by being consistent in using the same instrument in all target population.

3.5 COLLECTION OF DATA

A questionnaire was chosen as the data collection instrument. This was the main instrument through which data in this study was collected. A questionnaire is a prepared question form submitted to certain persons (respondents) with the view to obtaining information through the written responses of the participants (Balan, 2012).

Leedy and Ormrod (2001) state that people are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous. The researcher used this approach because large quantities of information can be collected from a large number of people in a short period of time. Questionnaires can be carried out by the researcher or by any number of people with limited effect to its validity and reliability. For this purpose the following steps were taken:

Distribution of questionnaires to the selected sample:

- (i) The researcher introduced herself and explained the aim of the research.
- (ii) All participants signed their informed consent forms.
- (iii) The instrument was administered at schools in groups.
- (iv) Questionnaires were distributed to the selected sample.
- (v) Teachers received some introductory comments, description and instructions from the researcher.

In each school the researcher distributed questionnaires equal to the number of teachers involved. Ultimately 44 questionnaires were returned. Some questionnaires were fully completed except for a few which were incomplete. Sixty questionnaires were distributed and forty-four were returned. Out of the forty-four questionnaires returned, twenty-four were fully completed and twenty were incomplete.

3.6 VALIDITY

Validity refers to the ability of the study in analysing the appropriateness, meaningfulness and usefulness of a research study to measure what it is supposed to measure. Validity is described as the degree to which a research study measures what it intends to measure. Validity can be either internal or external. According to Pedhazur and Schmelkin (2013), external validity refers to the ability to generalise the findings to the target population and internal validity refers to the validity of the measurement and test itself.

The researcher wanted to investigate challenges teachers encounter in teaching reading and writing in English in the Intermediate Phase. In order to make sure that the results were valid, the researcher used valid and reliable instruments in collecting

data. The researcher made sure that all respondents understood the questions before they attempted every question in order to prevent inappropriate responses. The researcher considered face validity of the questionnaires; the questionnaires measure what the researcher intended. The questionnaires were phrased appropriately and the options for responding were appropriate.

3.7 SCORING OF QUALITATIVE DATA

Kumar (2011:35) asserts that “for analysing qualitative data, a researcher needs to go through a process called content analysis”. Furthermore, he explains that content analysis entails analysing the contents of data in order to identify the main themes that emerge from the responses given by the respondents. This study adopted the paradigm described by Kumar to analyse data collected by means of in-depth interviews. The following steps were followed in the process of analysis of the current study:

- Step one: the researcher will classify responses under different themes and categories.
- Step two: findings will be communicated under issues emerged during the classification of themes.

3.8 CODING OF QUALITATIVE DATA

Coding is the process of organising and sorting data and this serves as a way to compile and organise the researchers' data. They summarise and synthesise what is happening in the researchers' data. When linking data collection and interpreting, coding becomes the basis for developing the analysis.

After the data was generated from the structured open ended questions, the researcher coded the information that was generated. The data were grouped into themes which enabled the researcher to describe the relationships among the variables.

3.9 DATA ANALYSIS

3.9.1 Quantitative data

Characteristics of the biographical variables were described and these served as the independent variables in this research. These variables were described with the use of frequency tables. It was important to examine the nature of the relations that exist between independent and dependent variables. Here the influences of the biographical variables that were recorded in the first section of the questionnaire were examined. Data was analysed by using descriptive statistics. The questionnaires had closed ended and open ended questions and a computer programme called Statistical Package for Social Sciences (SPSS) was used. Tables were drawn and from these the data was presented in tabular forms diagrams.

3.9.2 Qualitative data analysis

After the researcher had collected the qualitative data, the answers from the respondents were thoroughly read for the researcher to identify emergent themes. The researcher examined written answers from respondents and this was done through classifying and categorical coding. The responses were analysed according to the emergent themes.

3.10 ETHICAL CONSIDERATIONS

The crucial issues of ethics in research focus on establishing safeguards that protect the rights of participants. These rights include obtaining their informed consent, protecting them from harm and ensuring confidentiality. This was achieved by reading the consent forms with the respondents, asking them to sign the consent forms if they were in agreement with the conditions stipulated. The researcher personally informed respondents of the aims and purpose of the research project. The respondents were given an opportunity to obtain greater clarity from the researcher in these respects. Thereafter, respondents were given the option of either participating in the study or opting out. Confidentiality implies that the dignity of respondents should be respected. Respondents were informed that their confidential

information would only be accessed by the researcher and the supervisor. It was important that respondents did not doubt that any identifying information provided would be treated as confidential.

In order to prove to the respondents that official sanction had been obtained from the university and Department of Education to proceed with the study in schools in the KwaDlangezwa areas, a copy of an ethical clearance certificate issued by the university and a copy of the research instruments which the researcher intended to use in research were made available to the school principals. Furthermore, the confirmation letter from the Department of Education was also presented. The purpose behind this exercise was to emphasise to the participants that their participation in the research project would not disadvantage them. The researcher guaranteed anonymity and confidentiality to the respondents. In addition, the researcher gave the respondents the undertaking that a copy of the entire dissertation will be made available to them upon completion of the project.

3.11 SUMMARY

The researcher used mixed method design and survey design. Questionnaires were administered by the researcher herself to collect the data from a convenient sample of 44 participants. The questionnaires had closed and open ended questions. The sample included teachers who teach English from Grades 4 to 6 in the schools around KwaDlangezwa. Permission was obtained from the University of Zululand as well as Department of Education. Consent was obtained from the respondents themselves. Anonymity, self-determination and confidentiality were ensured during administration of the questionnaires and report writing. Requirements to ensure reliability and validity of a self-designed questionnaire were done.

This chapter has discussed more about the research methodology in the form of a research design, population, sample, data collection methods, measuring instruments, as well as strategies used to ensure the ethical standards, reliability and validity of the study. The next chapter will discuss the analysis of the results.

CHAPTER 4

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the interpretation and analysis of the data collected. Here the data was collected using a questionnaire instrument which comprised both closed and open ended questions. The analysis is in table form. The tables are tabulated in frequencies and percentages for ease of interpretation. The percentages are in response to the values under every question in the questionnaire. The package used for the analysis is Statistical Packet for Service Solutions (SPSS) version 24. The following are different interpretations arranged according to the order in which they appear in the questionnaire.

4.2 BIOGRAPHICAL DATA

Statement 1: Respondent's age group in years

Table 1: Respondent's age in group in years

21-35	26-30	31-35	36 or above	No response	Total
2(4.8%)	4(9.5%)	7(16.7%)	29(69.0%)	2(4.8%)	44

The analysis of the data on statement 1 shows that the majority of the respondents were teachers aged 36 years or above. This response percentage was followed by 16.7% who were aged between 31 and 35 years. The least among the response percentages was 4.8% which was allocated to the 21-25 age groups.

The justification of the age distribution is a result of school deployment of young educators in higher classes such as grades seven, eight, 12, etcetera. It is common practice for the school management to allocate higher classes to young educators whereas the older educators are assigned to lower classes. This research was

conducted with the prior arrangement of including only educators who teach lower grades.

Statement 2: Respondent's gender

Table 2: Respondent's gender

Male	Female	No response	Total
8(18.6%)	35(81.6%)	1(2.3%)	44(100%)

The analysis of the data on statement 2 shows that the majority of the respondents were female teachers. In fact, 81.4% of teachers who taught English in these grades were females and only 18.6% were males.

The distribution of many female teachers in the lower grades is due to the fact that many schools deploy females to the lower grades and males to the senior grades.

Statement 3: Respondent's qualifications

Table 3: Respondent's qualifications

Matric- culation	M+1	M+2	M+3	M+4	M+5	Total	Missing
2(4.8%)	3(7.1%)	1(2.4%)	1(2.4%)	25(59.5%)	10(23.8%)	100%	2

The analysis of the data in statement 3 indicates that the highest percentage of teachers teaching English in these grades have matric and a four year qualification. This percentage is followed by those teachers who have matric and five year qualifications. The lowest number teaching English are those with matric and two and three year qualifications.

Statement 4: Teaching experience in years

Table 4: Teaching experience in years

0-3	4-10	11-15	16 and	Total
12(27.3%)	11(25.0%)	8(18.2%)	13(29.5%)	44(100%)

The analysis of data on statement 4 shows that the highest percentage 13(29.5%) of teachers teaching English in the Intermediate Phase fall in the category of 16 years or more followed by those teachers with 0-3 years in experience. The least number of teachers is found in the 11-15 years' experience category.

The justification for these results is in the deployment of teachers with experience to these grades.

4.3 SECTION B: DATA ANALYSIS ACCORDING TO AIMS

AIM 1: What are challenges teachers encounter in teaching reading in English in the Intermediate Phase?

Statement 5: Description of respondent's level of confidence in teaching reading in English.

Table 5: Respondent's confidence in teaching reading in English

Very confident	Confident	Less confident	Not sure	Total
14(31.8%)	26(59.1%)	3(6.8%)	1(2.3%)	44(100%)

The analysis of data on statement 5 indicates that the majority of teachers are confident in teaching reading in English in the Intermediate Phase. This finding is in contrast to what Chuunga (2013) found. Because of these problems, some teachers have lost hope and do not feel qualified enough to teach reading. This lack of

confidence in them may be contributing to further falling standards in teaching reading and supporting learners with reading difficulties (Chuunga, 2013). This percentage is followed by those teachers who appeared to be very confident. The least number of teachers was found in the category of those teachers who are not sure of their confidence. The justification of this might be in the fact that many teachers indicated that they received training from their universities or colleges.

Statement 6: Respondents were specifically trained for teaching "reading"

Table 6: Were respondents specifically trained in teaching reading?

Yes	No	Do not remember	Total	Missing
29(70.7%)	8(19.5%)	4((9.8%)	41(100%)	3(6.8%)

The data analysed on statement 6 indicates that many teachers were specifically trained for the teaching of reading (70.7%) and about 19.5% of teachers indicated that they were not trained and the least number comprising 9.8% indicated that they did not remember whether they were trained or not. The finding above is in contrast to what Mhlongo (2013) found from teachers in Mthunzini Circuit in the uThungulu District schools around KwaZulu Natal. Her findings revealed that educators were not trained on how to teach reading using different approaches.

Statement 7: Level of contribution of training to teaching "reading"

Table 7: Level of contribution of training to teaching reading

Very Much	Not Much	Average help	Does not help	Total	Missing
16 (37.2%)	10 (23.3%)	13 (30.2%)	4 (9.3%)	43 (100%)	1 (2.3%)

The analysis of data on statement 7 showed that 16(37.2%) of the teachers confirmed that their training assists them very much in teaching reading. 13(30.2%) indicated that their training gave them adequate help whilst the least number 4(9.3%) indicated that training did not help them in teaching reading in English.

Statement 8: Material used for teaching "reading"

Table 8: Material used for teaching reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Text Books	3	6.8	7.3	7.3
	Handouts and Magazines	3	6.8	7.3	14.6
	News Paper articles	8	18.2	19.5	34.1
	Other	2	4.5	4.9	39.0
	Readers	25	56.8	61.0	100.0
	Total	41	93.2	100.0	
Missing		3	6.8		

The data analysis on statement 8 indicated that the highest number 25 (61.0%) of teachers used Readers followed by those teachers 8 (19.5%) who used newspaper articles. The finding by Berardo (2006) supported this finding by stating that the sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, television programmes, movies, songs and literature. The least number of teachers used other material in teaching reading to their learners. This concurs with Davis, Flamion and Fine (2012) who assert that teachers are using a variety of materials to provide reading instruction to their

students, with a large amount of material coming from supplements that teachers have bought or created themselves.

Statement 9: Challenges/difficulties encountered while teaching reading in class

The data analysis on statement 9 indicated that the highest percentage (59.5%) of teachers indicated that they are faced with learners who cannot read at all. Le Cordeur (2010) and Chuunga (2013) supported the teachers' explanation that learners had reading problems in the following areas: problems with skimming, problems with reading comprehension, omission and addition of words, inability to recognise words, and problems in highlighting the central theme of the paragraph. Consequently, learners who cannot read cannot write. This group is followed by learners who are unable to attend and concentrate during reading lessons (19.0 %); and this makes it impossible for them to read at an expected level for their grade and age. The lowest percentage of teachers 7(7.2%) encountered learners who lacked good phonic and spelling skills and confidence. Nel and Swanepoel, (2010) supported this by revealing that learners made phonological errors which were the result of first language transfer e.g. "*sirname*" instead of *surname*. In addition to that learners made syntactical errors.

Table 9: Challenges/difficulties teachers encounter while teaching reading

		Frequency	percent	Valid Percent	Cumulative Percent
Valid	Some learners have attention and concentration problems	8	18.2	19.0	19.0
	Some learners fail to read	25	56.8	59.5	78.6
	Some learners lack good phonic and spelling skills	2	4.5	4.8	83.3
	Some learners lacked confidence and love and interest to read	1	2.3	2.4	85.7
	Some learners cannot pronounce words	6	13.6	14.3	100.0
	Total	42	95.5	100.0	
Missing	System	2	4.5		
	Total	44	100.0		

Statement 10: Is there a resource person to consult when encountering teaching problems in reading?

The data analysis on statement 10 indicated that 21(53.8%) teachers had a resource person that they consulted when they encountered problems in teaching reading;

whilst 18(46.2%) of the participants showed that they do not consult anyone. Nasvaria et al (2011) and Naidoo et al (2012) supported this by stating that teachers lacked support from their Head of Department and support educators from the district offices.

Table 10: Is there a resource person to consult when encountering problems in teaching reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	47.7	53.8	53.8
	No	18	40.9	46.2	100.0
	Total	39	88.6	100.0	
Missing	System	5	11.4		
Total		44	100.0		

Statement 11: Who is the resource person to consult when encountering teaching problems in reading?

Data analysis on statement 11 showed that a large number 19 (95.5%) of participants consulted subject advisors whilst 1 (5.0%) consulted a person from the nearest university.

Table 11: Who is the resource person teachers consult when encountering problems in teaching reading

		Freq uen cy	Percen t	Valid Percent	Cumulati ve Percent
Valid	Subject advisor	19	43.2	95.0	95.0
	Someone from a near-by university	1	2.3	5.0	100.0
	Total	20	45.5	100.0	
Missin g	System	24	54.5		
Total		44	100.0		

Statement 12: Rating of help received from the resource person(s) for teaching reading

The data analysis on statement 12 shows that the highest percentage (51.4%) of participants received an average amount of help from the resource person. This percentage is followed by 18.9% of those participants who did not receive any help at all. The least number, 5(13.5%) indicated that they received adequate help.

Table 12: Rating of help received from the resource person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate help	5	11.4	13.5	13.5
	Average Help	19	43.2	51.4	64.9
	Little Help	6	13.6	16.2	81.1
	Not Help at all	7	15.9	18.9	100.0
	Total	37	84.1	100.0	
Missing	System	7	15.9		
Total		44	100.0		

Statement 13: Rating of the necessity of teaching reading to Intermediate Phase learners

The data analysis on statement 13 shows that 33(75.0%) indicated that it was very important to teach reading in the Intermediate Phase; followed by those participants 10(22.7%) who indicated that the necessity of teaching reading was average. The least number 1(2.3%) indicated that teaching of reading to the Intermediate Phase learners was less important. Reading helps overall understanding of language. The findings of McNamara (2009) supported this by saying while the ability to read is to understand what is written, it is critical to success in our educational system.

Table 13: Necessity of teaching reading to the Intermediate Phase learners

Valid	Very important	Frequency	Percent	Valid Percent	Cumulative Percent
	Average	33	75.0	75.0	75.0
	Less important	10	22.7	22.7	97.7
Missing	System	1	2.3	2.3	100.0
Total		44	100.0	100.0	

Statement 14: How the reading campaigns/programmes/workshops offered by government assist teaching of reading in class

The data analysis on statement 14 indicated that the highest number of participants 20(45.5%) were helped by reading campaigns/workshops on an average level followed by those participants 16(36.4%) who reported that they were helped very much. The least number 1(2.3%) was not even aware of such programmes. These results are not supported by Thornhill (2014), who found that the vastmajority of the participants confirmed that they have not had any, or very little, training and input

from the Western Cape Education Department(WCED) with regard to the curriculum content or implementation for teaching of First Additional Language reading.

Table 14: Rating of how reading campaigns /workshops offered by government assist teaching of reading in learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	16	36.4	36.4	36.4
	Average	20	45.5	45.5	81.8
	Not much	7	15.9	15.9	97.7
	I am not aware of such programs/campaigns	1	2.3	2.3	100.0
Total		44	100.0	100.0	

Statement 15: Reasons for failure to use reading campaigns/programme/works

The data analysis on statement 15 indicated that the highest percentage 3(60.0%) of those participants who did not use the reading campaigns/programmes/workshops provided by the department indicated that this was due to insufficient information delivered within a short period of time. This finding was supported by what Makeleni (2013) found, that all the participants expressed the view that the training they received was inadequate for them to implement the curriculum effectively. In their responses, they indicated that the training they received was just providing a basic knowledge and understanding of the amendment to the curriculum. This question was a follow up question from the previous question and it was not answered by many participants.

Table 15: Reasons for failure to use reading campaigns/workshops/programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Insufficient information delivered within a very short time	5	11.4	83.3	83.3
	Not applicable	1	2.3	16.7	100.0
	Total	6	13.6	100.0	
Missing	System	38	86.4		
Total	44	100.0			

Aim 2: What are challenges teachers encounter in teaching writing in English in the Intermediate Phase?

Statement 16: Description of respondent's level of confidence in teaching writing in English.

The data analysis on statement 16 showed that the highest percentage of participants 24(55.8%) indicated that they are confident in teaching writing to learners in the Intermediate phase. This group is followed by those participants 13(30.2 %) who demonstrated that they feel very confident in teaching writing. The smallest percentage 2(4.6%) of participants stated that they are not confident and some were not sure. Dwiwedi and Chakravarthy (2015) did not support this finding, stating that teachers lacked motivation to teach writing since their skill in writing English is equally not impressive and they are not motivated to teach writing.

Table 16: Respondents level of confidence in teaching writing in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	13	29.5	30.2	30.2
	Confident	24	54.5	55.8	86.0
	Less confident	4	9.1	9.3	95.3
	Not confident	1	2.3	2.3	97.7
	Not sure	1	2.3	2.3	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

Statement 17: Were you specifically trained at your college to teach writing?

The data analysis on statement 17 revealed that the highest percentage 23(57.5%) of participants were specifically trained in the teaching of writing whilst 12(30.5%) were not trained. The first finding is not in line with the studies by Naidoo, Dorasamy, Reddy (2012); Mubanga, (2010); and Zimmerman, 2014). These studies affirmed that teachers lacked training in the field of teaching reading and writing. The smallest percentage of participants mentioned that they were not sure whether they were trained or not.

Table 17: Were respondent's specifically trained for teaching writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	52.3	57.5	57.5
	No	12	27.3	30.0	87.5
	Do not know	5	11.4	12.5	100.0
	Total	40	90.9	100.0	
Missing	System	4	9.1		
Total		44	100.0		

Statement 18: Level of contribution of training to teaching "writing"

The data analysis on statement 18 noted that the highest percentage 20(47.6%) of participants indicated that the training they received assisted them very much. This percentage is followed by those participants 10(23.8%) who indicated that the training they received assisted them but not to a large extent. The smallest number of participants 4(9.5%) specified that it did not help them at all. In relation to the above finding, (Mubanga (2010) and (Zimmerman (2014), stated that although teachers were trained in their places of study, their training did not fully equip them to teach reading and writing.

Table 18: Level of contribution of training to teaching writing

		Frequency	Percent	Valid Percent	Cumulative
Valid	Very Much	20	45.5	47.6	47.6
	Not Much	8	18.2	19.0	66.7
	Average Help	10	22.7	23.8	90.5
	Does not help	4	9.1	9.5	100.0
	Total	42	95.5	100	
Missing	System	2	4.5		
Total		44	100.0		

Statement 19: Material used for teaching "writing"

The data analysis on statement 19 showed that the highest percentage 22(57.8%) of participants used books and handouts to teach writing to their learners; followed by 6(15.8%) who pointed to the use of rubric to teach writing to learners. The smallest percentage of participants 2(5.3%) used newspapers and magazines to teach writing. Mkhize (2013) and Mule (2013) also stressed the fact that teachers used inappropriate methods to teach writing and used material that did not help to fully maximise their objectives.

Table 19: Material used for teaching writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Books & handouts	22	50.0	57.8	57.9
	Rubric	6	13.6	15.8	73.7
	Dictionary & textbooks	4	9.1	10.5	84.2
	Posters	4	9.1	10.5	94.7
	magazines & newspapers	2	4.5	5.3	100.0
	Total	38	86.4	100.0	
Missing	System	6	13.6		
Total		44	100.0		

Statement 20: Challenges/difficulties encountered while teaching writing in class

The data analysis on statement 20 indicated that the highest percentage of participants 25(71.4%) showed that teachers encountered learners who could not construct a complete and correct sentence. This percentage is followed by participants 6(17.1%) who mentioned that their learners were not interested in learning. The smallest percentage 2(9%) of participants suggested that they encountered learners who had problems with spelling and punctuation. These results

which show a negative impact on learners are supported by Pillay (2011) where she mentions that teachers were faced with a challenge of learners who cannot express themselves in writing. This finding is further supported by Nasvaria, Pascoe and Kathard (2011) who state that there are multiple barriers which impede written language development; and these range from poor foundation skills in reading and writing and limited reading and writing outside of school.

Table 20: Challenges/ difficulties encountered while teaching writing

		Frequency	Percent	Percent	Percent
Valid	Learners fail spelling	2	4.5	5.7	22.9
	Learners fail punctuation marks	2	4.5	5.7	28.6
	Learners not interested in learning	6	13.6	17.1	45.7
	Most Learners cannot construct a complete and correct sentence	25	43.2	71.4	100.0
	Total	35	79.5	100.0	
Missing	System	9	20.5		
Total		44	100.0		

Statement 21: Is there a resource person to consult when encountering teaching problems in writing?

The data analysis on statement 21 suggested that 60.5% of participants did not have a resource person with whom to consult when encountering difficulties in teaching writing whilst 39.5% of participants indicated that they have someone with whom they consult when they experience difficulties in teaching writing. Pillay (2011) did not support this idea of teachers having a resource person with whom to consult but she states that they need to be specialists themselves in their area of specialisation.

Table 21: Is there a resource person to consult when encountering problems in teaching writing

		Frequency	Percent	Valid Percent
Valid	Yes	15	34.1	39.5
	No	23	52.3	60.5
	Total	38	86.4	100
Missing	System	6	13.6	
Total		44	100	

Statement 22: A resource person to consult when encountering teaching problems in writing

This item was a follow up question to those participants who indicated that they had a resource person to consult when experiencing difficulties in teaching writing. The data analysis for statement 22 indicated that 87.5% received help from subject advisors whilst 4.6% of participants indicated that they received help from heads of departments and colleagues from neighbouring schools. This is in contrast to the

findings by Nasvaria et al (2011) and Naidoo, Dorasamy and Reddy (2012). They concluded that teachers did not receive support from support educators and there was a lack of reading specialists in schools.

Table 22: Resource person teachers consult when they encounter problems in teaching writing

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Subject adviser	14	31.8	87.5	87.5
	The head of department	1	2.3	6.3	93.8
	Colleagues from neighbouring schools	1	2.3	6.3	100.0
	Total	16	36.	100	
Missing	System	28	63.6		
Total		44	100		

Statement 23: The rating of help received from the resource person(s) for writing

This item was a follow up question to those participants who indicated that they had a resource person with whom to consult when experiencing difficulties in teaching writing. The data analysis for statement 23 indicated that 45.7% of participants

received an average amount of help from the resource persons. This percentage is followed by 25.7% who reported that the help they received was adequate. The smallest percentage (11.5%) of participants reported that they received little help from the resource people for teaching writing. This finding is in contrast to the findings of Nasvaria et al (2011) who indicated that teachers faced the challenge of a lack of support from their supervisors and district officials.

Table 23: Rating of help received from the resource person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate help	9	20.5	25.7	25.7
	Average help	16	36.4	45.7	71.4
	Little help	4	9.1	11.4	82.9
	No help at all	6	13.6	17.1	100.0
	Total	35	79.5	100.0	
Missing	System	9	20.5		
Total		44	100.0		

Statement 24: Rating of the necessity of teaching writing to intermediate phase learners

The data analysis on statement 24 suggested that the highest percentage 31(77.5%) rated the necessity of teaching reading to the Intermediate Phase learners as very

important. This percentage is followed by 8(20.0%) who regarded the teaching of writing as important. The smallest percentage 1(2.5%) reported that they regard teaching of writing as being of less importance. Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas correctly (Department of Education, 2009a).

Table 24: Necessity of teaching writing to the Intermediate phase learners

		Freq uenc y	Percent	Valid Percent	Cumulat ive Percent
Valid	Very important	31	70.5	77.5	77.5
	Important	8	18.2	20.0	97.5
	Less important	1	2.3	2.5	100.0
	Total	40	90.9	100.0	
Missing	System	4	9.1		
Total		44	100.0		

Statement 25: How campaigns/programmes/workshops offered by government assist teaching of writing in class

The data analysis for statement 25 indicated that the highest percentage 31(73.8%) of participants reported that they used campaigns/programmes/workshops offered by the government to assist in the teaching of writing. This percentage is followed by those participants 8(19.0%) who reported that those campaigns did not assist them much. The smallest percentage of 3(6.8%) indicated that they have not used the campaigns and some are not even aware of such programmes. Mhlongo (2013) supported this finding by stating that majority of educators were not aware of the

reading campaign and as a result some of them did not take reading seriously; they even decide to teach other subjects during the reading time slots on the timetable.

Table 25: How campaigns/programmes offered by government assist teaching of writing in learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	15	34.1	35.7	35.7
	Average	16	36.4	38.1	73.8
	Not much	8	18.2	19.0	92.9
	I have not used the campaigns/programs	1	2.3	2.4	95.2
	I am not aware of such programs/campaigns	2	4.5	4.8	100.0
	Total	42	95.5	100.0	
Missing	System	2	4.5		
Total		44	100.0		

Statement 26: Reason for the failure to use writing campaigns/programmes/workshops

This item is a follow up on participants who have not used campaigns offered by government; therefore, it was not answered by many participants. The data analysis for statement 26 indicated that 5(83.3%) of the participants reported that they did not use the campaigns offered by government because they (workshops) come up with insufficient information which is delivered in a short period of time. The finding above was supported by Mhlongo (2013) and Naidoo, Dorasamy and Reddy (2014), who stated that many teachers were not fully aware of the campaigns and the workshops, provided by the department and had never supported them.

Table 26: Reasons for failure to use campaigns/workshops offered by government to teach writing

		Freque ncy	Perce nt	Valid Percent	Cumulati ve Percent
Valid	Insufficient information delivered within a very short time	5	11.4	83.3	83.3
	Not applicable	1	2.3	16.7	100.0
	Total	6	13.6	100.0	
Missing	System	38	86.4		
Total		44	100.0		

Aim 3: What are the factors responsible for challenges in teaching English reading and writing in the intermediate phase?

Statement 27: Common causes of reading difficulties in your class

The analysis on data of statement 27 indicates that the highest percentage of respondents (94.1%) attribute causes of reading and writing difficulties to the lack of support from parents. Maswanganye (2010) supported this finding by saying that parents appeared not to be assisting their children with school work, for example, homework and checking learners' school books. This is followed by interference of mother tongue (91.4%) in the learning of a foreign language. The influence of mother tongue interference was inevitably an important source of the reading and writing problems (Chan, 2015). The smallest number (50.0%) of respondents attributed the causes of reading and writing challenges to poor teaching. Mudzielwana (2011) supported this by stating that inappropriate use of methodology contributed to low levels of reading standards among learners.

Table 27: Common causes Reading difficulties in class

Criteria	Frequency	Percentage
Child cannot communicate in English	33	89.2
Mother tongue interference	32	91.4
Lack of motivation	23	85.2
Laziness	22	78.6
Chronic sickness	9	55.9
Lack of textbooks and reading materials	12	63.2
Past continuous failure in schoolwork	15	65.2
Lack of support by parents	32	94.1
Effects of poverty	22	78.6
Genetic (inherited problem)	12	66.7
Parents' illiteracy level	23	85.2
Overloading of the curriculum	16	79.6

Poor teaching	8	50
Poor learning environment	19	76.0
Poor reading in mother tongue	17	89.5

Statement 28: Other causes/reasons for reading difficulties

The data analysis on statement 28 indicated that the highest percentage 6(30.0%) of respondents showed that poor support from Foundation Phase is another cause of reading difficulties in classes. This is in line with Feister’s (2013) findings that failure to read proficiently by the end of Grade 3 is linked to ongoing difficulties in school and the failure to graduate. Following this number is the overloading of the curriculum 5(25.0%). Pillay (2010) supported this finding by stating that teachers complained that the curriculum was wide and the milestones were too many. The participants felt that the curriculum did not encourage writing widely. The least number (12.3%) of respondents reported that lack of parental support and environmental factors also contributed to the causes of reading and writing difficulties.

Table 28: Other causes for reading difficulties

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Failure by teachers to know how to teach writing	2	4.5	10.0	10.0
	Poor support at the foundation phase	6	13.6	30.0	40.0
	Lack of parental support	1	2.3	5.0	45.0
	Laziness by learners	4	9.1	20.0	65.0
	Overloading of the curriculum	5	11.4	25.0	90.0
	Not applicable	1	2.3	5.0	95.0
	Environmental influence	1	2.3	5.0	100.0
	Total	20	45.5	100.0	
Missing	System	24	54.5		
Total		44	100.0		

Statement 29: Factors that contribute to writing challenges for learners in the Intermediate Phase

The data analysis on statement 29 indicates that the highest percentage 10(26.3%) of respondents indicated that lack of understanding and communication problems were the most common factors which led to writing challenges in learners. Ntombela and Mhlongo (2010) highlighted that code switching was limited to class discussions but did not improve learner performance in academic tasks. This meant that there was a lack of understanding and communication. This percentage is followed by those respondents who pointed out that poor support from Foundation Phase was another factor which impacted on writing challenges of learners 8(21.0%). Nasvaria et al. (2011) supported this finding by stating that learners had poor foundation skills. The lowest percentage 4(10.5%) of respondents showed that failure by teachers to know how to teach writing and overloading of curriculum contributed to writing challenges.

Table 29: Factors that contribute to writing challenges in Intermediate Phase learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Failure by teachers to know how to teach writing	4	9.1	10.5	14.3
	Poor support at the foundation phase	8	18.2	21.0	42.9
	Lack of parental support	6	13.6	15.7	64.3
	Laziness by learners	6	13.6	15.7	85.7
	Overloading of the curriculum	4	9.1	10.5	
	Lack of understanding and communication problems	10	22.7	26.3	
	Total	38	72.7	100.0	
Missing	System	6	27.3		
Total		44	100.0		

Statement 30: The most effective ways used to assist poor readers

The data analysis on statement 30 suggests that the highest percentage 12(37.5%) of participants indicated that continuous exposure of learners to available reading materials is the most effective way they have used to help poor readers. This percentage is followed by those participants 9(28.1%) who reported that they have supplied their learners with books to read at home. The lowest percentage of participants 1(2.3%) indicated that they have referred their learners to the learner-support team and would do extra classes for learners.

Table 30: Effective ways teachers used to assist poor readers

		Freq uenc y	Percent	Valid Percent	Cumulati ve Percent
Valid	Give learners reading books to take home	9	20.5	28.1	28.1
	Continuous exposure of learners to available reading materials	12	27.3	37.5	65.6
	Help by improving their reading skills and development of vocabulary	7	15.9	21.9	87.5
	Refer learners to the learner-support team	1	2.3	3.1	90.6
	Do extra class for learners	1	2.3	3.1	93.8
	Provide news papers and previous reading books	2	4.5	6.3	100.0
	Total	32	72.7	100.0	
Missi ng	System	12	27.3		
Total		44	100.0		

Statement 31: The most effective ways used to assist learners who experience difficulties writing creatively and functionally

The data analysis on statement 31 suggests that the highest percentage 15(62.5%) of participants indicated that continuous practice of writing, including creative writing is the most effective way they have used to help learners who experienced difficulties in writing creatively and functionally. This percentage is followed by those participants 6(25.0%) who reported that they have supplied their learners with books to read. The lowest percentage 1(4.2%) of participants indicated that they have referred their learners for remedial services in their schools.

Table 31: Effective ways used to assist learners who experience difficulties writing creatively and functionally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching learners vocabulary	2	4.5	8.3	8.3
	Remedial work	1	2.3	4.2	12.5
	Continuous practice of writing including creative writing	15	34.1	62.5	75.0
	Supply them with books to read	6	13.6	25.0	100.0
	Total	24	54.5	100.0	
Missing	System	20	45.5		
Total		44	100.0		

Statement 32: Recommendations made for improvement of reading by learners in class

The data analysis on statement 32 suggests that the highest percentage 9(32.1%) of participants indicated that they recommend that learners need to be exposed to reading material. This percentage is followed by those participants 7(25.0%) who recommended that textbooks needed to be provided to learners so that they could

read at home. The lowest percentage 3(10.7%) of participants indicated that learners needed to be taught spelling using pictures and words and be exposed to spelling of words by breaking them down into syllables.

Table 32: Recommendations made for improvement of reading by learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Taught spelling using pictures and words	3	6.8	10.7	10.7
	Expose learners to reading materials	9	20.5	32.1	42.9
	Give opportunities for reading articles, reading in class and practise pronunciation	6	13.6	21.4	64.3
	expose them to spelling of words by braking them down to syllables	3	6.8	10.7	75.0
	Provide textbooks to learners for home reading	7	15.9	25.0	100.0
	Total	28	63.6	100.0	
Missing	System	16	36.4		
Total		44	100.0		

Statement 33: Recommendations made for improvement of writing by learners in class

The data analysis on statement 33 suggests that the highest percentage 12(50.0%) of participants indicated that they recommend that learners needed to be encouraged in creative writing for spelling on a frequent basis. This number is followed by those participants 9(37.5%) who suggested that learners must be given practical exercises which could be evaluated and returned with comments. The lowest percentage 3(12.5%) of participants indicated that parents needed to be involved in the education of their children.

Table 33: Recommendations made for the improvement of writing by learners

		Freque ncy	Perce nt	Valid Percen t	Cumul ative Perce nt
Valid	Give learners practical exercises which are evaluated and returned with comments	9	20.5	37.5	37.5
	Encouraged to get parental help with frequent exercises	3	6.8	12.5	50.0
	Encourage creative writing for spelling on a frequent basis	12	27.3	50.0	100.0
	Total	24	54.5	100.0	
Missing	System	20	45.5		
Total		44	100.0		

4.4 SUMMARY

This chapter has presented and interpreted the findings of the data that were collected. The challenges that teachers encounter in teaching reading and writing in the Intermediate Phase were presented. The next chapter will present summary, conclusion and recommendations.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND AVENUES FOR RESEARCH

5.1 INTRODUCTION

The chapter summarises the research findings and proposes the recommendations that could be of benefit for further research in promoting reading and writing in the Intermediate Phase in schools.

5.1.1 The problem

The study was delineated to investigate the challenges teachers encounter in teaching reading and writing in English to the Intermediate Phase learners in the uThungulu district schools.

5.1.2 Aims of the study

The findings in this section are summarised under each of the study's objectives. The objectives of the study were:

1. What are challenges teachers encounter in teaching reading in English in the Intermediate Phase?
2. What are challenges teachers encounter in teaching writing in English in the Intermediate Phase?
3. What are the factors contributing to difficulties in teaching English reading and writing in the Intermediate Phase?

5.1.3 Methodology of the study

Chapter one comprised the motivation for the study in this field. Chapter two encompassed a review of previous work done in this field. Chapter three detailed the methodology used in this study. The measuring instrument was a questionnaire constructed and validated by the researcher. Chapter four contained the analysis of data and chapter five comprises a summary and discussion of findings.

5.2 FINDINGS OF THE PRESENT STUDY

5.2.1 Investigate challenges teachers encounter in teaching reading in English to the Intermediate Phase learners

This objective sought to investigate challenges teachers encounter in teaching English reading to the Intermediate Phase learners. The major finding was that teachers were faced with learners who could not read at all. According to Draper and Spaul (2015), teachers lack the skill to teach reading in African languages and English as this is evidenced by the crippling low reading ability in their learners. The National Reading Strategy reiterated the above finding by stating that “many teachers in South Africa have an under-developed understanding of teaching literacy, reading and writing” (National Reading Strategy-Department of Basic Education, 2008). This was evident in their inability to recognise words and their inability to pronounce words which was characterised by omissions and additions. Some findings revealed that teachers faced problems of inattention in learners which adversely affects their ability to read at school. This is in line with the findings from Cain and Bignel (2015) who revealed that reading comprehension problems of children with attention difficulties are related to poor reading. The findings also revealed that most of the teachers used Readers to teach reading which did not help learners to maximise their potential. The findings of Berardo (2006) opposed the use of one type of material in teaching reading. He stated that authentic reading material is to be used in the classroom as it is outside the “safe” controlled language environment and textbooks tend not to include incidental or improper English and become outdated very quickly. (Berardo, 2006).

5.2.2 Investigate challenges teachers encounter in teaching writing in English in the Intermediate Phase

The findings revealed that teachers were faced with learners who could not construct a complete correct sentence which led to many errors in spelling and punctuation. The findings of Younes and Albalawi (2015) argued that most language problems which manifested in the students' writing were grammatical, punctuation and spelling problems. Findings also revealed that learners seemed to lack motivation and are not interested in activities that require them to write creatively and functionally.

Pande (2013) supported this finding by concluding that motivation is crucial in learning a second language as it determines whether the learner embarks on a task at all, how much energy he devotes to it and how he perseveres. Majority of teachers indicated that they did not have a resource person to consult when they experienced difficulties in teaching writing. Al-Faki and Khamis (2014) supported this finding when they argued that majority of teachers emphasised that technicians were not available when problems occurred. Another finding revealed that campaigns, workshops and programmes designed by government came up with a lot of information delivered over a short period of time. Al-Faki and Khams (2014) further argued that schools provided insufficient professional training which was usually once a year. This made it difficult to cascade this information to their learners.

5.2.3 Investigate factors contributing to difficulties in teaching English reading and writing in the Intermediate Phase

With regard to factors that contribute to difficulties in teaching reading, this study found that majority of teachers pointed to the lack of support from parents as the major cause of reading difficulties in learners. Blease and Condy (2015) supported this finding by stating that parents were incapable of assisting their children in reading and writing tasks because of their low literacy levels. The interference of the mother tongue also played a major role in causing reading problems. The mother tongue has an influence on every aspect of the decoding process of the second language (Dasaradhi, Ramakrishna, & Kumar, 2016). Another finding was the failure of teachers to know how to teach reading, which was a matter of concern. Although teachers mentioned that they were trained in teaching reading and writing results revealed that they lacked appropriate skills to help their learners to acquire these basic skills. This is in line with what Pretorius, Jackson, McKay, Murray and Spaul (2016) claim in their study that teachers do not know how to teach reading and are currently teaching in an ad-hoc unsystematic way.

Hamston and Resnick (2009) stress the reciprocal relation between reading and writing, highlighting that the challenges in teaching them overlapped. In addition to the aforementioned challenges mentioned above concerning factors contributing to difficulties in teaching English writing, the study revealed that teachers encountered

learners who showed lack of understanding and communication problems of the target language. Learners were unable to communicate ideas in writing which indicated a poor understanding of the target language. Another finding indicated overloading of curriculum and teachers' failure to teach learners writing. This finding is supported by Bell-Nolan (2015), stating that teachers have limited skills in teaching writing and this leads to various challenges that prevent effective writing instruction in the classroom. Poor support from Foundation Phase curriculum did not help them much in teaching English as all learning areas are learnt in the mother tongue.

5.3 SUMMARY OF THE STUDY

The present study was taken to investigate challenges encountered by Intermediate Phase teachers in teaching reading and writing English First Additional Language in uThungulu District, Kwazulu Natal. The statement of the problem discussed in chapter one was based on the concerns highlighted in previous literature in challenges experienced by teachers in teaching English as a subject and also as a medium of instruction. The integration of the selected literature in chapter two provided a framework for the data collection for the study in chapter three.

Chapter three marks and presents the discussion on the planning and organisation of the study which involved research design, selection of population, sampling procedures and methods of data collection. The data analysis and interpretations presented in chapter four gave answers to the research questions which form a pivotal aspect of the study. The summary of findings presented in this chapter had provided a firm ground for drawing the following conclusions on "What are the challenges encountered by teachers in teaching reading and writing English in the Intermediate Phase and factors associated with these challenges in the uThungulu District schools?"

- 1) Many learners cannot read and are unable to construct and complete a correct sentence.

- 2) Learners have problems with paying attention and this hinders their ability to learn as expected.
- 3) Lack of resources such as support educators and a lack of resources were seen as hindering effective teaching of reading and writing to learners.
- 4) Campaigns and workshops provided by government, to aid in teaching reading and writing, usually came up with its own set of baggage with little time to implement concerns raised in the findings.
- 5) External factors such as a lack of parental support and illiteracy of parents were identified as major causes of reading and writing difficulties in learners.
- 6) Mother tongue interference and communication problems raised a concern in the area of reading and writing difficulties in learners.
- 7) The use of mother tongue in teaching in the Foundation Phase, overloading of the curriculum and poor teaching methods were other causes of reading and writing difficulties in the Intermediate Phase learners.

5.4 IMPLICATIONS OF FINDINGS

The research findings revealed that most educators encountered learners who are unable to read and write English in the Intermediate Phase. It is believed that continuous workshops should be planned on time to motivate teachers to be more positive about learners' performance in reading and writing (An, Hannum & Sargent, 2008). Teachers require continuous workshops to cope with diverse needs of the learners. Another finding of this study was that of a shortage of variety of resources in teaching in schools as evidenced by the sole use of textbooks as the teaching material for reading. The above finding is supported by Blease and Condy (2014) who revealed that a lack of resources is impacting negatively on reading and writing. The Department of Basic Education needs to monitor closely the teaching of languages through providing various teaching and learning resources so that educators will teach effectively and improve learners' performance in reading and writing in English. It is necessary for the Department of Education officials to supervise school visits programmes so that educators will be assisted on a regular basis. Policy makers need to monitor implementation of the First Additional Language policy and to oversee the development of English literacy programmes

that could provide teachers with necessary skills and appropriate approaches to the teaching of English (Lenyai, 2011). External factors such as the lack of parental involvement and illiteracy of parents influenced performance of learners in reading and writing. Blease and Condy (2014) stressed the issue of parents who were unable to help their children to develop their literacy skills to a higher competency level with reading tasks due to their low literacy levels.

5.5 LIMITATIONS OF THE STUDY

Notwithstanding the fact that the study has achieved its objectives, several limitations exist with regard to sampling, instrument used, and the administration of the research instrument and the wide scope of study in terms of field work.

- (a) The sampling method that was used in the study is purposive sampling and this sampling method limited the study only to few people.
- (b) The sample size was not very large and comprised of 44 educators, if the sample was larger than this it could have made it easier to generalise over a bigger population.
- (c) Due to financial and time constraints the researcher could not assure a larger population sample. This limited the study as it was difficult to have many participants.
- (d) Other educators did not provide enough information.
- (e) Schools are very far from one another.

5.6 RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- i) This study revealed that teachers encounter learners who are unable to read and write as expected for their level and grades. Reading and writing are part of the curriculum; teachers need to be trained in teaching these two fundamental aspects of learning using different methods and approaches.

- ii) In connection to learners who exhibit attention problems, teachers need to be trained to identify these learners and refer them to Educational psychologists working with schools.
- iii) The campaigns and workshops provided by the department to help teachers need to be planned early in the year and implemented in manageable packages.
- iv) Parents need to be encouraged to monitor their children's progress in reading and writing.
- v) Results revealed that mother tongue interfered with the teaching of reading in English. Although code switching is allowed by both learners and educators, it needs to be done strategically such as learners seeking clarity in certain areas of learning.
- vi) English spelling dictation should form part of the learner's syllabus and it needs to be done on a continuous basis.
- vii) Learners need to be encouraged to engage in creative writing which will develop their reading and writing skills.
- viii) Learners need to be exposed to reading material which is interesting. A variety of reading material needs to be available in schools in order to expose learners to reading for pleasure and academic purposes.

5.7 AVENUES FOR FUTURE RESEARCH

The following reflect the scope for future research:

- (a) The sample of this study consisted of forty-four (44) primary school educators. Another research, with a bigger sample, would be ideal so that findings can be generalised nationally and internationally with greater confidence.
- (b) Only primary school educators were targets of the population of study. More research focusing on educators in other phases and in secondary schools is necessary.
- (c) A comparative study using other circuits is necessary so as to determine which circuit needs more attention.
- (d) It is also necessary to study challenges of teachers in teaching English reading and writing in the Intermediate Phase learners in KwaZulu Natal as a whole.

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ANNEXURES

ANNEXURE A INFORMED CONSENT IN ISIZULU

IFOMU LOKUZIBOPHEZELA

(obambe iqhaza)

Isihloko socwaningo: **Izinkinga ezihlangabezana nothisha ekufundiseni ukufunda nokubhala isiNgesi ezinganeni zebanga eliphakathi kwelesine nelesithupha ezikoleni zasoThungulu**

UMrs Nokwindla. Makiwane-Mazinyo ovela ku Mnyango **wezemfundo eziphathelene nomqondo wengane**, University of Zululand ube nesicelo semvume yokuzibandakanya kulolucwaningo olulotshwe ngenhla.

Imvelaphi kanye nenhloso yalolucwaningo, nalolu lwazi nophawu lokwamukela ukuzibophezela ngichazeliwe ngalo ngolimi engilwaziyo.

Ngiyakuqonda ukuthi:

1. Inhloso yalolucwaningo uku
2. Inyuvesi yakwaZulu inikezele ngemvume kubenzi balolu cwaningo ukuba benze loluhlelo futhi ngiyibonile leyomvume/ngingacela ukubona isitifiketi semvume.
3. Ngokubamba iqhaza kulolucwaningo ngizonikezela iqhaza ngoku **(chaza ubungako obulindelekile noma inzuzo emphakathini noma abantu abangaphumelela ngalolucwaningo)**
4. Ngizobamba iqhaza kulolucwaningo ngoku **(chaza iminingwane ephelele yokuthi ozimbandakanyile uzobe enzani)**

5. Ekuzibandakanyeni kwami angizukubheka nzuzo futhi akukho lapho engizotholakala ngihoxa ocwaningweni,umakwenzeka ngeke kube nemiphumela emibi ocwaningeni.
6. Mina angizukunxephezela ngokuzibandakanya kwami kulolucwaningo, kodwa izindleko ephume kwelami iphakethe zizokhokhelwa. **(Uma kukhona isinxephezelo nikeza imininingwane).**
7. Kuzoba nezimo ezibucayi ekuzibandakanyeni kwami kulolucwaningo , ngiyakuqonda ukuthi:
 - a. Lobu bungozi obulandelayo kuxhumene nokuzimbadakanya kwami **(chaza imininingwane yonke ngobungozi okungaba khona kumuntu ozimbandakanye nalolucwaningo)**
 - b. Lezi zitebhu ezilandelayo zithathiwe ukuvikela ubungozi:
 - c. Angu % amathuba okuvela kobungozi.
8. Umphequluli uzoshicilela imiphumela yalolucwaningo ngohlelo loku.....Nokho, ubhalomfihlo, nofihlo-gama lwemininingwane izobe igciniwe nokuthi igama lami nobutho kwami angeke kubonakaliswe kumona yimuphi umuntu obengayona inhlango yocwaningo.
9. Angeke ngiyamukele imiphumela/ngizoyamukela imiphumela engaluluhlelo..... emayelana nemiphumela etholakale ngesikhathi sesifundo.
10. Eminye imibuzo ephathelene nalolucwaningo noma mayelana nokuzibandakanya kwami ingaphendulwa ngu **Nksz Nokwindla Makiwane-Mazinyo (0733911342)**
11. Ngokusayina lamafomu angiqubuli ubuthi noma amalungelo kwezomthetho
12. Ikhophi enolwazi oluphelele nophawu lokwamukela ukuzibophezela kwami ngizonikezwa, bese okungungqo kuyagcinwa.

Minangilufundile loku okubhalwe ngenhla/ ngiyavuma ukuthilolulwazi olungenhla ngichazelwe ngolimi lwami engiluqondayo

futhingiyakuqonda okuqukethwe nokubhaliwe. Ngiyibuze yonke imibuzo engifunayo ukuyibuza, futhiyaphendulwa ngendlela engenelisayo. Ngiyayiqonda kahle ukuba kulindelekile ini kimi kulolucwaningo.

Angiphqwanga nakancane ukubamba iqhaza kulokhu kulolucwaningo

-

isishicilelo kobambe iqhaza

usuku

UKUZIBOPHEZELA KOMCWANINGI

Mina.....ngiyavuma ukuthi

- Ngichazile ulwazi olukuleli bhuku ku.....
- Ngicelile ukuthi kubuzwe imibuzo uma kukhona la kungaqonakali khona ngizoyiphendula ngobuqotho
- Nginelisekile ukuthi-----uzwile indlela lolucwaningo oluzosebenza ngayo, lokhu okumenze wathatha isinqumo sokuthi alibambe yini iqhaza noma cha
- Ingxoxo yenziwa ngesiZulu
- Ngimsebenzisile noma/ angimsebenzisanga utolika

Isishicilelo-somcwaningi

usuku

ANNEXURE B: PARTICIPANT INFORMED CONSENT IN ENGLISH

INFORMED CONSENT DECLARATION

(Participant)

Project Title: **Challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in uThungulu district schools**

Mrs Nokwindla Makiwane-Mazinyo from the Department of **Department of Educational Psychology and Special Education**, 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 of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards (***state expected value or benefits to society or individuals that will arise from the research***)
4. I will participate in the project by (***state full details of what the participant will be doing***)
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed. (***Should there be compensation, provide details***)

7. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: (***state full details of risks associated with the participation***)
 - b. The following steps have been taken to prevent the risks:
 - c. There is a% chance of the risk materializing.

8. The researcher intends publishing the research results in the form of However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will not receive feedback/will receive feedback in the form of regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by **Nokwindla Makiwane-Mazinyo (07339113421)**

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

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

ANNEXURE C LETTER TO REQUEST PERMISSION FROM PRINCIPAL

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

8 Yongwana Street

Ikhwezi Extension

Umthatha

5099

18 July 2016

The Principal

.....

.....

.....

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I request to conduct research on teachers who teach English in the Intermediate Phase in one of your district schools. I am a registered Master's student in the **Department of Educational Psychology** at the University of Zululand. My supervisor is Prof P. T. Sibaya. The proposed topic of my research is: **Challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in uThungulu district schools**

The objectives of the study are:

- (a) To investigate challenges encountered by teachers in teaching reading in English in the Intermediate Phase.

- (b) To investigate challenges encountered by teachers in teaching writing in English in the Intermediate Phase.
- (c) To establish the factors contributing to the difficulties in teaching English reading and writing in the Intermediate Phase.

I hereby seek your consent to use your schools as data collection sites. To assist you in reaching a decision, I have attached the following documents:

- (a) A copy of ethical clearance issued by the university.
- (b) A copy the research instruments which I intend using 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:

NokwindlaMakiwane-Mazinyo Prof P. T. Sibaya Dr P. Pillay

Nokwi2010@yahoo.com sibayapt.@unizulu.ac.za PillayP@unizulu.ac.za

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

Your permission to conduct this study will be greatly appreciated.

Yours faithfully

Signature :

Name : N. Makiwane-Mazinyo

**ANNEXURE D LETTER TO REQUEST PERMISSION FROM DISTRICT
MANAGER**

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

8 Yongwana Street

Ikhwezi Extension

Umthatha

5099

The District Manager

uThungulu District Office of Education

.....

.....

.....

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I request to conduct a research on teachers who teach English in the Intermediate Phase in one of your district schools. I am a registered Master's student in the **Department of Educational Psychology** at the University of Zululand. My supervisor is Prof P. T. Sibaya. The proposed topic of my research is: **Challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in uThungulu district schools.**

The objectives of the study are:

To investigate challenges encountered by teachers in teaching reading in English in the Intermediate Phase.

- (d) To investigate challenges encountered by teachers in teaching writing in English in the Intermediate Phase.
- (e) To establish the factors contributing to the difficulties in teaching English reading and writing in the Intermediate Phase.

I hereby seek your consent to use your schools as data collection sites. To assist you in reaching a decision, I have attached the following documents:

- (c) A copy of ethical clearance issued by the university.
- (d) A copy the research instruments which I intend using 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:

NokwindlaMakiwane-Mazinyo Prof P. T. SibayaDr P. Pillay

Nokwi2010@yahoo.comsibayapt.@unizulu.ac.zaPillayP@unizulu.ac.za

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

Your permission to conduct this study will be greatly appreciated.

Yours faithfully

Signature :

Name : N. Makiwane-Mazinyo

**ANNEXURE E LETTER TO REQUEST PERMISSION FROM KZN PROINCIAL
HOD OF BASIC EDUCATION**

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

8 Yongwana Street

Ikhwezi Extension

Umthatha

5099

The KZN Provincial HOD of Basic Education

P/Bag X 9137

PIETERMARITZBURG

3200

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I request to conduct a research on teachers who teach English in the Intermediate Phase in one of your district schools. I am a registered Master's student in the **Department of Educational Psychology** at the University of Zululand. My supervisor is Prof P. T. Sibaya. The proposed topic of my research is: **Challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in uThungulu district schools.**

The objectives of the study are:

- To investigate challenges encountered by teachers in teaching reading in English in the Intermediate Phase.
- (f) To investigate challenges encountered by teachers in teaching writing in English in the Intermediate Phase.

- (g) To establish the factors contributing to the difficulties in teaching English reading and writing in the Intermediate Phase.

I hereby seek your consent to use your schools as data collection sites. To assist you in reaching a decision, I have attached the following documents:

- (e) A copy of ethical clearance issued by the university.
- (f) A copy the research instruments which I intend using 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:

NokwindlaMakiwane-Mazinyo Prof P. T. Sibaya Dr P. Pillay

Nokwi2010@yahoo.comsibayapt.@unizulu.ac.zaPillayP@unizulu.ac.za

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

Your permission to conduct this study will be greatly appreciated.

Yours faithfully

Signature :

Name : N. Makiwane-Mazinyo

ANNEXURE F QUESTIONNAIRE

QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

Make a cross [x] next to the appropriate item

1. Age in years

21-25	
26-30	
31-35	
36 and above	

2. Gender

Male	
Female	

3. Qualifications

M = Matric	
M+1	
M+2	
M+3	
M+4	
M+5	

4. Grade taught

4	
5	
6	

5. Subjects taught

4	
5	
6	

6. Number of years teaching English in each grade

4	
5	
6	

7. Teaching experience

0-3 years	
4-10	
11-15	
16 and above	

SECTION B:

1. Indicate by ticking the description that best describes your level of confidence in teaching reading in English.

Very confident	Confident	Lesser confidence	Not confident	Not sure

2. Were you specifically trained at your college or university to teach reading?

[Yes] [No] Do not remember]

3. How much does your college/university training assist you in teaching reading?

Very much	Not much	Average help	Does not help

4. Which material/tools/program do you use in teaching reading?

5. List the challenges/difficulties that you encounter in teaching reading in your class.

 6. Do you have a resource person/s you can consult to help you address the problems you encounter in teaching poor readers? [Yes / No]

If yes who are they?

7. How would you rate the help you get from the resource person/s you have mentioned above in teaching reading:

Adequate help	Average help	Little help	No help at all

8. How would you rate the necessity of teaching reading to the Intermediate Phase learners?

Very important	Average	Less important	Not important

9. How do the reading campaigns/programs /workshops offered by the government assist you in improving teaching of reading in your class?

Very much	Average	Not much	I have not used the campaigns/	I am not aware of such programs/

			programs	campaigns

If you have not used the campaigns/programs/workshops, state your reasons.

10. Indicate by ticking the description that best describes your level of confidence in teaching writing in English.

Very confident	Confident	Lesser confidence	Not confident	Not sure

11. Were you specifically trained at your college or university to teach writing?

[Yes] [No] [Do not remember]

12. How much does your college/university training assist you in teaching writing?

Very much	Not much	Average help	Does not help

13. Which material/tools/programs do you use in teaching writing?

14. List the challenges/difficulties that you encounter in teaching writing in your class.

15. Do you have a resource person/s you can consult to help you address the problems you encounter in teaching writing to learners who experience difficulties in writing?

Yes / No If yes who are they?

16. How would you rate the help you get from the resource person/s you have mentioned above in teaching writing?

Adequate help	Average help	Little help	No help at all

17. How would you rate the necessity of teaching writing to Intermediate Phase learners?

Very important	Important	Less important	Not important

18. How do the campaigns/programs/workshops offered by the Department of Education assist you in improving teaching of writing in your class?

Very much	Average	Not much	I have not used the campaigns/programs	I am not aware of such programs/campaigns/Workshops

If you have not used the campaigns/programs/workshops, state your reasons.

19. What do you think are the most common causes of reading difficulties in your class? (Tick one or more causes applicable in your class).

Child cannot communicate in English	
Mother tongue interference	
Poor reading in mother tongue	
Lack of motivation	
Laziness	
Chronic sickness	
Lack of textbooks and reading materials	
Past continuous failure in schoolwork	
Lack of support by parents	
Effects of poverty	
Genetic (inherited problem)	

Parents' illiteracy level	
Overloading of the curriculum	
Poor teaching	
Poor learning environment	

Other causes or reasons for reading difficulties, specify

20. What do you think are the factors that contribute to writing challenges in learners in the intermediate phase?

21. What are the most effective ways that you have used to help poor readers?

22. What are the most effective ways that you have used to help learners who experience difficulties in writing creatively and functionally?

23. What are the recommendations you have to improve reading among learners in your grade?

24. What are the recommendations you have to improve writing among learners in your grade?

ANNEXURE G ETHICAL CLEARANCE

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



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3686
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqelaS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/223				
Project Title	Challenges teachers encounter in teaching English reading and writing to the Intermediate Phase learners in uThungulu district schools				
Principal Researcher/ Investigator	N Makiwane-Mazinyo				
Supervisor and Co- supervisor	Prof. PT Sibaya	Dr. P Pillay			
Department	Educational Psychology and Special Education				
Nature of Project	Honours/4 th Year	Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

N Makiwane-Mazinyo - PGM 2015/223

Page 1 of 2

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

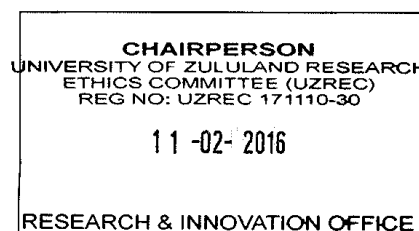
The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research



Professor Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 11 February 2016



ANNEXURE H PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

KWAZULU-NATAL DEPARTMENT OF EDUCATION POSTAL: Private Bag X 9137,
Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa PHYSICAL: 247 Burger
Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 EMAIL
ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za CALL
CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

Enquiries: Phindile Duma Tel: 033 392 1004 Ref.:2/4/8/830

Mrs N Makiwane-Mazinyo
8 Yongwana Street
Ikhwezi Extension
Mthatha
5099

Dear Mrs Makiwane-Mazinyo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: “**CHALLENGES TEACHERS ENCOUNTER IN THE TEACHING OF ENGLISH READING AND WRITING TO THE INTERMEDIATE PHASE LEARNERS IN THE UTHUNGULU DISTRICT SCHOOLS**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the
Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 21 June 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu- Natal Department of Education.

uThungulu District

Adv. MB Masuku

Acting Head of Department: Education

Date: 01 July 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
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