CHALLENGES OF TEACHING CHILDREN WITH DYSLEXIA AT INTERMEDIATE PHASE IN MAINSTREAM SCHOOLS IN THE DISTRICT OF VHEMBE, LIMPOPO PROVINCE

by

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DECLARATION

I, **MATAMBA EUNICE TSHILILO**, declare that the dissertation titled:

Challenges of Teaching Learners with Dyslexia at Intermediate Phase in Mainstream Schools in the District of Vhembe, Limpopo Province

... is my own work and that it has not been submitted for any degree or examination purpose at any other institution or university, and that all the sources I have used and quoted have been indicated and acknowledged by complete references.

....

MATAMBA EUNICE TSHILILO   **DATE**

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DEDICATION

I dedicate this work to my mother, Mrs Luambo Tshinakaho Tshililo, and my late father Mr Ṋamadzavho Alpheus Tshililo.

ABSTRACT

Children who cannot read and write are a concern for both parents and teachers. The purpose of the study was to explore the challenges faced by teachers in teaching dyslexic children at intermediate phase in mainstream schools in the District of Vhembe, in Limpopo Province of South Africa. A qualitative research approach was utilised for the study. Semi-structured interviews were used to gather data from the teachers in the mainstream schools. The population of this study comprised of teachers who teach dyslexics and other children at intermediate phase in the mainstream public primary schools in the Dzindi Circuit of Vhembe District in Limpopo Province. Purposive sampling was used to select twenty four teachers who had a minimum of three years teaching experience from the eight schools under study. Data was analysed thematically. Major findings of the study are as follow: challenges faced by dyslexic children on identified competencies such as writing, reading, carrying instructions and confidence; their ability to recall information; parental involvement and overcrowded classrooms. The study recommends the effectiveness of teachers in using the differentiation method to help dyslexic children, availability of physical resources in the form of classrooms and learning materials, community awareness, in-service training for teachers and collaboration among the teachers, learners and parents.

Key words:

Dyslexia; teaching; mainstream schools; and intermediate phase.

LIST OF ACRONYMS

ADA   Australian Dyslexia Association

CAPS   Continuous Assessment Policy Statement

CS1   Curriculum Specialist One

HPTD   Higher Primary Teachers Diploma

IP   Intermediate Phase

NCS   National Curriculum Statement

OBE   Outcome Based Education

RNCS   Revised National Curriculum Statement

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Children who cannot read and write at an intermediate phase are a concern for both parents and teachers. Such children cannot cope or respond to the complex literacy demand of school subjects. It is difficult for them to recognise words in the text and to comprehend them. Several researchers refer to this language difficulty as dyslexia (Brasseur-Hock, Hock, Kieffer, Biancarosa & Deshler, 2011:1; Lemperou, Chostelidou & Griva, 2011:1; Karemaker, Pitchford & O'Malley, 2009:199).

Furthermore, dyslexic children are said to have perceptual problems, memory disorders and oral language deficits and phonological awareness difficulties (Rowcliffe, 2002:93). When learners fail to acquire reading and writing skills, they start to display unacceptable behaviour such as bullying of classmates and teachers. Such behaviour is also manifested at home. Such children are disruptive, susceptible to anger, prone to stress, withdrawn from classroom activities and often refuse to read in front of other children in class (Alexander-Passe, 2007:292).

When children read a text, the mutual interaction can be conveyed by hearing and visualising the written materials. Therefore, to pursue these is a burden as there are challenges of recognising the written symbols which interfere and preclude the reading abilities and writing skills. This is the reason why there is an assumption that children affected by dyslexia have perceptual problems of reading and writing (Regan & Woods, 2000:337).

Identifying dyslexia among children and examining its causes have not yet been thoroughly researched. It is difficult for dyslexic children to visualise, as well as discern

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sound and short vowels. Some of the factors such as biological, behavioural, psychological and cognitive development are said to contribute towards dyslexic development (Regan & Woods, 2000:338).

Another problem area that dyslexic children battle with is that of phonology. Phonological processing refers to the use of information structure in a written input. This implies that, the letter we write is the sound of our daily language (Dockrel & MacShane, 1993:106). Children with dyslexia have phonological deficit. Phonological deficit entails difficulties in making use of phonological information when processing written or oral language (Melton, 2007:1). Phonological processing is closely interlinked with the reading capacity (Dockrell & MacShane, 1993:105). Therefore, deficiency in phonological processing will ultimately affect child's capacity to process written materials.

The reading skill is one of the basic acquisition skills and is needed at the level of individual letter-sound correspondence which is called grapheme-phoneme correspondences. Dyslexic children who have phonological core deficit cannot break words into syllables for example, "baby" into "b-a-b-y" and it is also difficult to differentiate sounds like "cat" and "cage". Because of these difficulties, dyslexic children cannot follow written instruction as a result of difficulties they experience in reading (Dockrell & MacShane, 1993:106). As such, this type of difficulty puts more challenge on teachers as they have to work harder to assist children to master and overcome their disabilities.

Dyslexic children have poor phonemic awareness. Phonemic awareness is the ability to break words into phonemes. The problem also entails the learners' difficulty to rhyme words in sentences. Such children also have problems especially in vowels and consistent letter-sound relationship such as "bread, weak and break" (Landsberg Kruger & Nel, 2010:134). Griffiths (2002:41) further documented that dyslexic children also have alliteration problems as in the example: "busy, bee and buzz". Alliteration is the

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occurrence of the same letter or sound at the beginning of adjacent or closely connected words (Soaness & Stevenson, 2009:35).

Furthermore, it is also assumed that changes in curriculum within schools may influence dyslexic development among children. This contributes to some of the challenges that are faced by teachers when facilitating and conducting tutorial sessions for children. Changes in curriculum exacerbate dyslexia. When children have adapted to some certain teaching and learning methodologies, they often find it challenging and difficult to switch to new ways of teaching and learning (Robinson, 2002:293).

Sudden curriculum changes in the South African education system do not seem to be helpful either. Since the introduction of Outcomes-Based Education (OBE), the system does not seem to have established some generic ways of teaching and learning. First, the curriculum was adjusted to the National Curriculum Statements (NCS), then to the Revised National Curriculum Statements (Robinson, 2002:293) and finally to the Continuous Assessment Policy Statements (CAPS).

While the majority of teachers are still struggling to make sense of what actually is expected of them, the department has introduced new curriculum and a mandate to orientate and equip them with basic pedagogic principles of the new curriculum. Unless teachers are thoroughly trained to interpret the curriculum, children would be subjected to adverse effects of curriculum change. This trend may even be worse to dyslexic children who need some form of special training and attention on the part of teachers. It is against this backdrop that the study investigated the challenges of teaching dyslexic children at an intermediate phase in mainstream schools in the District of Vhembe in Limpopo province, with the hope of improving teaching and learning in mainstream classes where the presence of such children may not be easily recognised.

1.2   STATEMENT OF THE PROBLEM

In South Africa, it has been reported that many children struggle to read and write. As a result of this limitation, the Department of Education established Foundation for Learning Campaign, in order to improve children's performance in reading and writing in all schools (Government Gazette, 2008:2; Department of Education, 2008:1).

Dyslexia is prevalent globally. Approximately three to six percent of young school children are believed to have developmental dyslexia. Dyslexic learners have linguistic problems. They normally construct short sentences such as "I go to school" or "I drink water". They do this in order to avoid writing long structured sentences which needs proficiency in grammatical rules. Furthermore, they write sentences without writing commas, full stops and capital letters at the beginning and the end of sentences and they are also confused as to when and where they should write what (Frost & Emery, 1995:1; Rosenberg, 2003:6).

It has been assumed that dyslexic children have problems in acquiring fluent reading. The growing body of evidence indicates that dyslexic readers have problems in acquiring certain reading skills such as fluent and accurate word recognition. It is further assumed that the main cause of reading difficulties is the weakness in the phonological decoding skill, since acquiring the whole word recognition skills is thought to depend on the alphabetical process (Rosenberg, 2003:6).

This study investigated the challenges encountered by teachers in teaching dyslexic learners at intermediate phase in mainstream schools in Vhembe District.

1.3   AIM AND OBJECTIVES OF THE STUDY

The main aim of the study was to investigate the challenges of teaching children with dyslexia at intermediate phase in identified mainstream schools in the District of Vhembe, Limpopo Province.

To achieve this aim, the following objectives were developed:
- To develop strategies on how dyslexic children can be identified so that they can be assisted to learn at the same pace with non-dyslexic children.
- To explore the intervention strategies that can be used to assist teachers who teach dyslexic children in an intermediate phase in mainstream schools.

1.4   RESEARCH QUESTIONS

The main research question guiding this study was: What are the challenges of teaching dyslexic children at intermediate phase in mainstream schools?

The following subsidiary questions were developed:
- How can dyslexic children be identified at intermediate phase in mainstream schools?
- Which intervention strategies can be developed to assist teachers who teach dyslexic children at an intermediate phase in mainstream schools?

1.5   THEORETICAL FRAMEWORK

Reading depends on cognitive development of children through dual routes models. Children can read familiar words with confidence but it is difficult for them to read unfamiliar words. When reading takes place the grapheme-phoneme rules and letter sound correspondence rules are applied as the children pronounce words. Dual route

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models occur in two routes: that is lexical route and non-lexical route. Lexical and non-lexical routes were originated by Coltheart (Snowling and Hulme, 2005:9).

According to Hulme and Snowling (2002:20) and Rapcsak, Henry, Teague, Carnahan and Beeson (2007:2520), dual routes models provide a powerful theoretical framework for interpreting the written performance for individual children with acquired surface dyslexia, acquired phonological dyslexia and developmental dyslexia. The lexical route processes familiar words without taking into consideration whether the words are regular or irregular. The non-lexical route uses the procedure which is based on spelling correspondence rules and can be used successfully with regular and irregular words, which use English phoneme-grapheme convention rules. The lexical and non-lexical routes are interdependent. They both use phoneme while reading spelling words (Rapcsak et al, 2007:2519).

1.6   DEFINITION OF KEY CONCEPTS

The following concepts have been defined in order to give clarity to the readers:

1.6.1 Dyslexia

Dyslexia is a disorder that manifests itself through the difficulty children experience to learn reading despite the child's intelligence, socio-economic and cultural background (Wajuihian & Naidoo, 2010:58; Scarborough, 1990:1728). The term dyslexia comes from the ancient Greek word, 'dys' which means 'difficulty' and 'lexis' means 'words'. Therefore, dyslexia simply means difficulty with written words (Wajuihian & Naidoo 2010:58; Lemperou, Chostelidou & Griva, 2011:410). Dyslexia is a generic term that describes children with reading and writing difficulties inspite of other intellectual domains in the educational system (Castle, 2012:49). In this study, dyslexia refers to the difficulties that children experience in reading and writing of ordinary words.

Dyslexic children are, however, capable to achieve in other areas such as mathematics and those involving practical skills.

1.6.2 Teaching

Teaching is a way of imparting knowledge to the children. It involves instructing them on how to read and write at school (Soaness & Stevenson, 2009:1477). According to Castle (2012:3), teaching is an activity aimed at the achievement of learning or to assist others to learn.

For the purpose of this study, teaching is defined as the impartation of knowledge to dyslexic children or to instruct them on how to read and write. Teachers teach dyslexic children on how to use language as a way of communicating either in spoken or written language. This communication is composed of words represented in a conventional way. A teacher employs different teaching strategies, in order to help children to understand the content.

1.6.3 Learning

Learning is a way of acquiring knowledge or skills which can either be through a specific study or as a result of focused teaching (Soaness & Stevenson, 2009:811). According to Parsons, Hinson and Brown (2001:206), learning is acquiring knowledge. It is an enduring change in living which is not dictated by genetic predisposition. Learning is also a relative but permanent change in behaviour resulting from practice.

In the context of this study, learning refers to the way in which dyslexic children master how to read and write through the planned and intended actions of teachers in both formal and informal learning situations.

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1.6.4 Intermediate Phase

In this study, the intermediate phase is referred to as classes between the foundation and senior phases. Intermediate classes start from Grade 4 and end at Grade 6. The intermediate phase children are exposed to a wide range of languages which they use during the foundation phase to become confident readers and writers. The intermediate phase learners usually have basic skills and knowledge but not yet advanced compared to senior phase. Intermediate phase teachers do not remain in one class, they move from one class to another throughout the day (Department of Education, 2002:1; Soaness & Stevenson, 2009:742).

1.7   RESEARCH DESIGN AND METHODOLOGY

In this section, the researcher presents the research design and methodology of this study.

1.7.1 Research Design

According to Welma, Kruger and Mitchel (2005:52), research design is defined as a blue print or detailed plan on how the research study is to be conducted from start to completion. Qualitative research design was used in this study. According to Creswell (2003:18), qualitative research design includes the perceptions of participants, observation of how they experience, live and display the phenomenon and look for meaning in the participants experiences. It emphasises the gathering of data in a natural occurring phenomenon. The data gathered is in a form of words and it seeks to understand social phenomenon from the point of view of those being studied. The advantage of using qualitative research design was that the phenomenon could be studied holistically and contextually (MacMillan and Schumacher, 2010:13; Maree, 2007:68). For this study, qualitative research design was used to collect information

about the challenges of teaching children with dyslexia at intermediate phase in mainstream schools.

1.7.2 Methodology

The following methods were used to collect data: individual interviews, observation and document analysis.

1.7.2.1   Individual interviews

Individual interviews are defined as a method of collecting data directly from the participants in a face to face encounter (Esterberg (2007:87). In this study, individual interviews were used to collect data. The interviews were guided by an interview schedule to explore teachers' experiences and the challenges they face when teaching dyslexic children.

1.7.2.2   Observation

Observation is the systematic process of recording the participants' behavioural pattern, objects or occurrences without necessarily questioning (Maree, 2007:83). In this study, children were observed while reading and writing in class. Teachers interacted with children in a class in which reinforced reading and writing skills were also observed.

1.7.2.3   Documents analysis

According to Wharton (2006:1), document analysis is the detailed examination of documents produced across a wide range of social practices, taking a variety of forms from the written word to the visual image. For the purpose of this study, children's written exercise books and reading records were analysed to assess their performance in the reading and writing skills.

1.8   SAMPLING PROCESS

In this section, the following aspects are delineated: population, sampling procedures and the sample.

1.8.1 Population

Springer (2010:100) defines population as the entire group of individuals that the study wants to draw a conclusion from. The population for this study comprised all intermediate phase teachers who teach Grade 4, 5 and Grade 6 in Dzindi Crcuit of Vhembe District in the Limpopo Province.

1.8.2 Sampling Procedures

Purposive sampling was used to select participants. Dzindi Circuit has a total of 24 primary schools. For the purpose of this study, 8 schools were purposefully selected to participate. Purposive sampling allowed the researcher to select the sample with a specific purpose in mind (Neuman, 2003:213). Participants were selected by virtue of teaching at an intermediate phase.

1.8.3 Sample

The sample was comprised of 8 selected primary school teachers in mainstream schools. From each school, 3 selected teachers who were currently teaching in the intermediate phase. From 8 selected primary schools the sample was selected using purposive sampling. This indicated that not all primary school teachers formed part of the study but only the intermediate phase teachers. The total sample that participated was 24 intermediate phase teachers. The participants were purposefully selected from the mainstream schools in Dzindi Circuit. These 8 primary schools were chosen as they were the ones that experienced problems of teaching children with dyslexia.

Intermediate phase teachers offered multiple points of view on the challenges they encounter when teaching dyslexic children.

1.9   DATA ANALYSIS

In this study, the collected data was analysed qualitatively. Data was coded and categorised into different patterns using the inductive analysis method. Data decoding was established in order to identify the segments. Furthermore, those segments were analysed using codes which were grouped into themes. The new themes and the common ones were compared with each other to form a pattern and they were also relevant to the topic (MacMillan & Schumacher, 2010:367).

1.10 TRUSTWORTHINESS

Trustworthiness refers to the truthfulness or authenticity of the findings of the study (Anne, 2014:273). It is realized through the strategies outlined below:

1.10.1   Credibility

This is the extent to which the results of the study are considered to be accurate and believable (MacMillan and Schumacher, 2010:102). In this study, credibility was established through triangulation of methods and collection of detailed information through personal visits to schools of research interest for data collection.

1.10.2   Transferability

Transferability is the degree to which the findings of the study can be applied to other similar contexts (Leedy and Omrod, 2014:105). In this study, transferability was assured through rich descriptions of the research processes to reflect the relevance of the phenomena to other schools.

1.10.3   Dependability

Dependability concerns the extent to which the findings are consistent and reflect the views of the participants (Joppe, 2000:1). This was achieved through proper selection of research sites and use of triangulation.

1.10.4   Conformability

Conformability refers to the degree of neutrality and the extent to which the study is free from research bias. Conformability was achieved in the study through member checking and giving detailed description of methods for audit trail (Shenton, 2004:72).

1.11 DELIMITATION

The study was conducted at 8 primary schools offering intermediate phase under the jurisdiction of Dzindi Circuit in Thulamela Municipality, Vhembe District, in the Limpopo Province of South Africa.

1.12 ETHICAL CONSIDERATIONS

To conduct research permission was sought from the Vhembe District Senior Manager. Permission was also secured with the school principals to conduct research in their schools. For ethical reasons, participants were informed about the aim of the study. This served as a basis of assurance that the study was purely for academic reasons.

In this study, participants were fully informed about the aim of the study to enable them to make decisions and to know what is expected of them (McMillan & Schumacher, 2006:334). The participants were assured that the information gathered would be confidential and kept private. Participants were free to participate in this study and if they did not feel comfortable and wanted to opt out, they were allowed to

do so. Henning, Van Rensburg and Smith (2004:73) concur that researchers need to get consent from the participants. Participants have to be fully informed about the study. The participants' names and schools were kept confidential. Their information was kept secret and could not be given to anyone, unless there was an agreement between the researcher and participants (Neuman, 2003:127; Coldwell and Herbest, 2004:19).

1.13 SIGNIFICANCE OF THE STUDY

A number of people or organisations will benefit from this study. Teachers will benefit as they will learn different skills and strategies in order of helping dyslexic children. Children on the other hand will improve their reading and writing abilities. The study may assist the Department of Education to arrange workshops and in-service Training to help teachers cope with children's learning demands in class. The Department of Education, as a policy maker, may also devise ways to include or to cater for those children. The Department of Education could also liaise with other Departments, such as Health and the Department of Social Development, wherein the speech therapists, psychologists and social workers could be engaged to help with the psychological motivation which would finally embrace teachers and children to interact for the educational outcomes achievement.

1.14 THE RESEARCH CHAPTERS

Chapter One: Discusses the background to the study and other related topics.

Chapter Two: Provides a literature review on challenges faced by primary school teachers in teaching dyslexic children.

Chapter Three: Deals with the methodology used to investigate the challenges faced by primary teachers in teaching dyslexic children.

Chapter Four: Presents the findings on the challenges faced by primary teachers in teaching dyslexic children.

Chapter Five: Gives the general summary, conclusion and recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

The literature review provides a general overview of challenges of teaching children with dyslexia at an intermediate phase. Webster and Watson (2002:13) argue that the purpose of reviewing literature is that of laying a firm foundation for the study as well as shaping and giving direction to the study. The literature review was organised in accordance with the research questions. The review of literature also focused on the experiences of international communities. What developed and developing countries are doing with regard to challenges of teaching children with dyslexia; the strategies they use to handle challenges such as curriculum change, inclusive education, assessment, overcrowded classes, lack of resources, parental involvement and multi-grade classrooms.

2.2   THEORETICAL FRAMEWORK

The theoretical framework that forms the basis of this study is the dual-route model of learning to read and write.

2.2.1 Dual-Route Models

Dual-Route Models present approaches to cognitive development in which children learn to read and write. Reading is the processing of written materials to speech. Reading occurs in two ways (Rapcsak, Henry, Teague, Carnahan & Beeson, 2007:2519). The new and unknown words can be read letter by letter but the familiar words can be read by merely looking at them without first sounding up the letters. Therefore, reading occurs through pronunciation by applying grapheme-phoneme rules or letter sound

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correspondence rules. Pronunciation can be done by first searching the long term memory for stored information on how to pronounce familiar letters sequentially. Hence pronunciation is determined by applying grapheme-phoneme rules whereas familiar words are pronounced without first using the letter-sound correspondence rule. However, the goal of learning to read is to learn to construct meaning, to get meaning from the print and to comprehend (Snowling and Hulme, 2005:7; Perfetti and Dunlop, 2008:13).

The Dual-Route Models are scientific hypothesis about the cognitive architecture of the information processing system used for reading and writing. Reading is the way of processing information and transforming written words into meaning, it enables children to acquire mental information (Snowling and Hulme, 2005:7).

In Dual-Route Models, written language process is composed of two distinct interactive procedures namely; the lexical route and the non-lexical route. Reading occurs in two routes: reading through grapheme-phoneme correspondence rules and also via semantics which is the use of familiar words (Snowling and Hulme, 2005:6). According to Snowling and Hulme (2005:9) the use of the terms lexical and non-lexical, was originated by Max Coltheart referring to the two reading routes. Dual-route model provides a powerful theoretical framework for interpreting the written language performance of individuals with acquired surface dyslexia, acquired phonological dyslexia and developmental dyslexia (Rapcsak et al., 2007:2520; Snowling and Hulme, 2005:20).

- **Acquired Surface Dyslexia**

Acquired surface dyslexia arises after brain damage in a previously literate person. It is characterised by difficulty in reading and spelling of irregular words which indicate that there is impairment in the lexical route (Rapcsak et al., 2007:2520; Snowling and Hulme, 2005:19).

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- **Acquired Phonological Dyslexia**

Acquired phonological dyslexia occurs when there is damage in non-lexical route while the lexical route that allows reading familiar words remains intact. It results in an inability to read non-words aloud and also to identify the sounds of a single letter. The non-words and regular words can be read with normal accuracy because the non-lexical route can do the job, but irregular words will suffer as reading them requires lexical route (Rapcsak et al., 2007:2520; Snowling and Hulme, 2005:20).

- **Developmental Dyslexia**

Developmental dyslexia refers to the deficit which is normally diagnosed in children who have difficulty in acquiring a normal reading skill for their appropriate age or have never attained normal level of reading. Some children have difficulties in reading non-words and regular words but normal for their reading age (Lallier, Tainturier, Dering, Donnadieu, Valdois & Thiery, 2011:1).

Therefore, the dual route models are important models that explain the skills of reading aloud. Accordingly, the dual-route model therefore, can be used together to help dyslexic children to read. Even if the non-lexical route is imperfect, if these two routes can be used concurrently, they can assist in minimising the dyslexic problem (Snowling and Hulme, 2005:20).

2.2.1.1　The lexical route

The lexical route of reading and spelling depends on the activation of word specific orthographical memory presentation. All familiar words can be processed by lexical route without taking consideration as to whether the words are regular or irregular. (Snowling and Hulme, 2005:6).

2.2.1.2　The non-lexical route

Non-lexical route utilises a procedure which is based on spelling correspondence rules. Furthermore, non-lexical route can be used successfully with irregular words for

example; "plunt" and regular words which uses English phoneme-grapheme convention rules for example, "must" (Rapcsak et al, 2007:2519). The lexical route and non-lexical route are not completely independent since they all use phonemes while reading and spelling words. The lexical route can respond correctly to unfamiliar words whereas the non-lexical route is very important in accurate reading and spelling of non-words (Rapcsak et al., 2007:2519).

2.3   CONCEPTUALISATION OF DYSLEXIA

Dyslexia refers to a generic term that describes children with reading and writing difficulties inspite of other intellectual domains in an educational system (Castle, 2006:49). Scarborough (1990:178) shares the same sentiments in that dyslexia is more specifically concerned with reading and writing difficulties that cannot be attributed to sensory, emotional, socio-economic handicap or other unknown impediments to learning to read.

Educationally, dyslexic children tend to be viewed as lazy and somewhat slow to grasp the subject content, rude, stubborn and open to ridicule from both teachers and peers. Dyslexic children cannot participate actively in class nor have confidence to read in class (Alexander-Passe, 2007:292). Sometimes teachers may react positively to the condition while some may be negative about it.

Dyslexic children have poor phonemic awareness where they are unable to break words into phonemes and to rhyme words in sentences. Dyslexic learners also have problems in letter sounds relation especially in vowels and consistent-sound relation such as break, seat and weak (Landsberg, Kruger & Nel, 2010:134). According to Griffiths (2002:41), dyslexic children have an alliteration problem. Alliteration is the occurrences of the same letter or sound at the beginning of adjacent or closely connected words (Soaness & Stevenson, 2009:35). These children also have linguistic problems and normally construct short sentences. They do this to avoid writing long sentences

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without punctuation marks because they are confused as to when and where they can write them even though teachers are assisting them. Children with dyslexia also experience handwriting problems. They are unable to show the impression of neatness and at the end it becomes difficult to read what they write (Meehan, 2007:7).

The size of the letters will be too big or too small and it becomes a challenge for teachers because time is needed to help these children to write (Landsberg et al., 2010:138). This means that teachers must be determined to give themselves enough time to assist these children to construct sentences and to explain to them about the size that can be used for easy intelligibility.

Parental support to dyslexic children may also be a challenge. Since the needs of non-dyslexic children are totally different from the needs of dyslexic learners, balancing the needs of two distinct learners is often a challenge. According to Allexander-Passe (2007:293), the presence of dyslexic children in a family affects the social and emotional development of siblings. Some parents view dyslexic children as those who cannot carry out instructions and children who are always confused due to the memory problem.

Dyslexic children are susceptible to stress because they may withdraw from school activities, manifest anxiety and confusion. The children may sweat when instructed to read. The dyslexic children may overreact to stress because they are seen as having a negative attitude, they manifest outrageous behaviour, they may be aggressive at school in order to curb teachers as well as other learners bullying and humiliating them (Rowcliffe, 2002:94). This implies that teachers should always have a positive attitude and be able to inspire them to work hard and at the same time avoid focusing on their weaknesses.

Teaching dyslexic children in a poorly resourced school is a challenge. The problem worsens in school environments that lack resources. Schools that are in rural areas are

the ones usually seriously affected. As such, the issue of poor school conditions and facilities poses a serious challenge in the teaching and learning of dyslexic children (Rowcliffe, 2002:94).

Teaching methodologies and styles of assessment have strong influence while teaching dyslexic children. The level of teaching and the quality of learning activities given to the learners have a negative impact on the performance of dyslexic children. According to Griffiths (2002:3), different methods of assessment should be implemented to accommodate a child's diversity and it should be on a continuous basis. This implies that the potential of dyslexic children should be assessed in order to determine their strength as well as their weaknesses.

2.4   DYSLEXIA IN DIFFERENT COUNTRIES

Dyslexia is viewed as a worldwide problem. No country is immune to dyslexia. In this section, attention is given to how selected countries encounter dyslexia.

2.4.1 Dyslexia in Greece

In Greece, there is a minimal number of people with dyslexia, but recently the problem has been rising at an alarming rate. In Greece, research about this condition is limited. As a result, many countries start and try to develop support services and different teaching methods to accommodate all those children to cater for their educational needs. In Greece, different practices for identifying children with dyslexia and the support that should be offered to them were established (Stampoltzis, Aglaia, Polychronopoulos & Stavroula, 2008:37).

Recently, Greek's educational policy and the regulation in the field on special education were addressed with its main aim of illustrating the limited engagement of the government provision for children with special needs such as dyslexia. As the

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government was not totally involved on its intervention strategies to help those individuals, the nation needed a tentative demand for government to carefully plan intervention strategies concerning dyslexia and to help those who were affected (Paleologou, 2004:2).

The plea for the national demand was accepted by the government, as such, different intervention strategies were used to assist those children who have difficulties in reading and writing. As a result, information and communication technology (ICT) in education was established to help children with special needs (Paleologou, 2004 in Raptis & Raptis, 2000:2). With a belief that if ICT can be used for learners with special needs, it can also help dyslexic children. This ICT special device can be used during the teaching process and may appear to give significant improvement in learning and it can help children to be more sociable and improve their low self-esteem (Paleologou, 2004:2 in Raptis & Raptis, 2000:2).

Like in other countries, Greece diagnoses dyslexia by using different tests. The manifestation of the deficit was examined within the framework of Modern Greece. The experimental material that was implemented is a subset of the Test Battery for assessment of dyslexia in Greek primary schools. To examine the low performance of dyslexic children, the Test Battery reveals the manifestation of phonological deficit in Greek and is compatible with the phonological deficit theory of developmental dyslexia (Zachos & Zachou, 2008:2).

Therefore, there is a developmental process of the Education Software E-Tech which is still in progress in the department of Technology Education and the digital system in the University of Piraeus. In Greece primary schools, the E-Tech is developed for children with dyslexia. However, this programme is used to teach language lessons (Paleologou, 2004:1).

For those children to accept themselves and to minimise their low self-esteem, they need support. The Greek support services of special education to help and support those children emotionally and psychologically has been established. The team is composed of a Multi-Scientific team of special personnel such as Psychologists, Special Needs Teachers, Vocational Counsellors, Social Workers and others (Paleologou, 2004:2 in Raptis & Raptis, 2000:2).

The changes in structure and implementation of special needs are necessary in Greece that is why they have established the centre for diagnosis, assessment and support. The main aim of the centre is to offer help to children who have special needs and recently is operating throughout the country. Experts in this field were involved to help those individuals to surpass their difficulties. To date, parents prefer to visit private institutions where they pay large sums of money due to the government's lack of additional support in schools as well as public provision (Paleologou, 2004:3). Furthermore, the problem in Greek schools is the lack of appropriately trained teachers in this special field such as in visual and kinaesthetic.

Paleologou (2004:4) sums up by saying that implementation of special needs in Greece has a long journey to fulfil its mission and to help the parents of learners with dyslexia with the hope that the centre for diagnosis, assessment and support will help those children to receive services according to their difficulties. The centre works closely with the schools and community in order to help learners with dyslexia.

2.4.2 Dyslexia in Malaysia

Malaysia is a small nation which is composed of different ethnic groups. In government schools, Malay language is taught as a medium of instruction, however, in the area where there is Chinese and Tamil, Bahas Malaysia is a compulsory subject in national schools and English is also regarded as a second official language which is also compulsory. The Ministry of education in Malaysia reported that one in every 20

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children are said to have dyslexia (Subramaniam, Mallan and Mat, 2013:2; Gomez, 2004:159).

In Malaysia, reading is one of the skills required in the study of language that means, it is an important skill in the hierarchy of the Malaysian education syllabus. The Department of Education draws different legislations and policies with the aim of viewing education as an on-going process. The main aim is to develop individual children as a totality in educational sphere, economically, socially, emotionally and otherwise (Bolhasan, 2009:251; Gomez, 2004:159). That means skills for every learner should be developed bearing in mind that children are completely different and should not be compared with any other learners.

All policies in the educational system of Malaysia are included in the national ideology, with different ideology such as to develop a united nation within a diverse society which is democratic with equal opportunities for the whole nation. However, all these ideologies try to solve the inequality problem, especially in the education system. All children have the right to go to school and to get better education in their democratic country and to be taught according to their own pace of learning (Gomez, 2004:159).

As such, the Department of Education in Malaysia passed the Education Act in 1996 which replaced the old one. The main aim of the Act was to provide equal and high education to the community at large and also to children with special needs such as visual, hearing and physical impairment. However, the government neglects the need for less special needs like dyslexic children (Gomez, 2004:159).

The panel was sent to initiate the national dyslexic programmes in 2001, wherein different stakeholders such as the ministry of education, dyslexic specialists from the University of Putra, special needs teachers, clinical psychologists, and paediatricians as well as the parents were all included. They all seemed to be interested in the idea and as a result dyslexic awareness campaign was launched (Gomez, 2004:159).

To reinforce this, Malaysian Bar Council has drawn the memorandum on legislation for education of individuals with disabilities, wherein it addresses the needs and rights for children with specific disabilities such as dyslexia. The National Department Programme was launched in Kuala Lumpur and for children to qualify for the programme they have to be officially diagnosed as dyslexics (Gomez, 2004:159; Sen, 2007:1).

Pilot school for the dyslexic program was established with the aim of helping dyslexic children. The study was conducted in different primary schools near Kuala Lumpur. However, the findings indicated that seven percent of all standard two children had phonological reading problems. The study gives a true reflection that even in Malaysia there are dyslexic children. This serves as a wake-up call to parents so that they can take it seriously. Their interference led to the establishment of dyslexic programmes at National level (Gomez, 2004:160; Sen, 2007:10).

Like in other countries, Malaysia performs different tests but there are no standardised assessments that have been developed to identify, assess and diagnose dyslexia. The Department of Education initiated "Senarai Semak" - a checklist to screen all children. The challenge that faces the country is that there is no standardised assessment that has been developed to assess dyslexia. There is no proper intervention and resources are also limited. Dyslexic children get support from the rotary clubs, Non-governmental Organisations and the resilient parents. Even in Malaysia, teachers were not fully trained in as far as dyslexia is concerned (Gomez, 2004:161).

2.4.3 Dyslexia in Australia

Australia is the third largest English speaking country behind the United States of America and United Kingdom. However, this country is also behind in the process of identifying dyslexia and its educational treatment compared to those other countries (ADA Proactive News, 2010:1). The situation in Australia is not different from that of

South Africa; this country also experiences problems on mechanism that they can use to overcome dyslexia.

The Australian government does not have adequate knowledge about dyslexia, the Australian Dyslexia Association (ADA) was established in order to inform government about dyslexia and its role on the identification, diagnoses and educational treatment of individuals with dyslexia. The ADA recruited different stakeholders such as the Minister of Education and Minister of Disability in order to address its main aim so that it can work cooperatively with both. Furthermore, ADA helps to update its members about their latest research, news and articles concerning dyslexia both nationally and internationally (ADA Proactive News, 2010:1).

2.4.4 Dyslexia in South Africa

In South Africa (SA) dyslexia also exists, and there is also concern about the problem. Different researches were conducted in SA on the phenomenon. Marshall (2010) compares students who were given instructions using Davis Dyslexia correction method and the non-dyslexic children. His findings were that those who were using the Davis method performed better on tests of word recognition skills and spellings than their classmates (Marshall, 2010:1). That is clear indication that even in SA there are some children who have dyslexic problem.

The report by Marshall (2010:1) furthermore indicates that the pre-test and the post-test which were performed in Afrikaans speaking dyslexic children in intermediate phase, Grade Four (4) to Grade six (6), between the ages of ten (10) and fourteen (14) prove that there is dyslexia also in South Africa. The selected children had undergone this method of an average intellectual ability. The pre-test revealed no significant difference between dyslexic and non-dyslexics. The post-test also showed that the dyslexic group performed better than control group on the test of word recognition and spelling.

Marshall (2010:1) reported that the Davis program incorporates dyslexia orientation and counselling in order to help children to have control of their mental focus and to overcome perceptual confusion. They also use the Davis symbol mastery, to master alphabets and words using clay modelling (Marshall, 2010:1).

2.5   DIFFERENT TYPES OF DYSLEXIA

Dyslexia is categorised into three different types, that is, developmental dyslexia and surface dyslexia and phonological dyslexia.

2.5.1 Developmental Dyslexia

Developmental dyslexia refers to a deficit which is normally diagnosed in children who have difficulties to acquire age appropriate written language or reading skills despite the learner's normal intelligence or in the absence of other cognitive dysfunction nor neurological dysfunction (Lallier et al., 2011:1). Vleira et al., (2009:125) documented that these children also have normal intelligence but they only exhibit delay in reading ability as they have perceptual deficit, motor and sensory perceptions. That means those children who have problems in reading and writing only as their IQ is the same as that of other learners in class.

These children have phonemic and phonological awareness deficit. It is hard for them to manipulate letters and sound out alphabet. The teacher has to help them to read words by first sounding the alphabet of the word. As their problems are not lying in the general language processing when the teacher is teaching reading, the differentiation teaching method can be used to help those children. When teaching reading they can be given the previous grades' work. The teacher should repeat the content several times in order to help children to grab slowly.

For the children to educationally succeed, the first essential thing to acquire when they enter school for the first time is to have background knowledge of literacy skills that can enable them to pursue their studies without any difficulties. Rosenberg (2003:1) also states that learners can have all literacy skills, but there are other skills that are crucial than others.   Such skills are phonemic awareness and alphabetical recognition. However, these serve as a predictor of the child reading success and these are basic skills that are to be developed supplementing the children's oral language.

2.5.2 Surface Dyslexia

Surface dyslexia refers to a general development delay. However, surface dyslexic's phonological and reading skills are the same as their age appropriate readers. They only have difficulties in reading acquisition skills which is below their age appropriate reading level but they read as normal readers and they can read better than the phonological dyslexic. It is difficult to distinguish children with surface dyslexia and other normal readers except to use word specific reading tasks in order to identify them (Castle, 2006:56).

There are also pure surface dyslexic children, those who are not impaired on lexical skill, phonological awareness or vocabulary. These children show delay when exposed to print materials. Surface dyslexics are not well exposed to word recognition skills and usually lack experience of coming into contact with the written materials at home and in the school environment. That means the surface dyslexics show delay in reading which is caused by lack of experience, learning or visual processing (Castle, 2006:56).

Enough training on the interpretation of assessment, differentiation teaching methods and adaptation of learning programmes, work schedules, and lesson delivery should be included in their training.

2.5.3 Phonological Dyslexia

Phonological dyslexia is referred to as the extreme difficulty in reading that is the result of phonological impairment. The children's inability to manipulate the basic sounds of language. This term is used by neuropsychologists to describe reading deficits that affect non-words that are more severe than familiar words. The individual sound cannot be broken apart and manipulated easily. The causes of this difficulty are believed to stem from differences in brain regions which are less efficient at processing phonemes and to recognise words by sight when compared to efficient readers (Bates, 2013:1; Vliet, Miozzo and Stern, 2004:583).

Phonological dyslexia appeared in skilled adult readers following cortical brain damage. The causes are believed to stem from a difference in brain areas associated with processing the sounds of language. Phonologic dyslexics taping brain regions are less efficient at processing phonemes and recognizing words by sight when compared to efficient readers (Vliet et al., 2004:583; Bates, 2013:1).

Acquired phonological dyslexia occurs when there is damage in no-lexical route while the lexical route that allows reading familiar words remains intact. As a result, those children cannot read the irregular words aloud. Non-words and regular words and the child cannot identify sound of an individual letter (Rapsack et al., 2007:2520, Snowling and Hulme, 2005:20).

2.6   CAUSES OF DYSLEXIA

According to Snowling (2000:139) dyslexia is caused by various factors such as biological and neurological factors.

2.6.1 Biological Factors

Dyslexia is considered as highly heritable. Different studies such as family adoption as well as twin studies suggest that it is imperative to consider genetic factors when studying dyslexia (Levy, Clakin, Yeomans, Schott, Wasserman & Kernberg, 2006:5). However, reading difficulties are biologically based. Dyslexia tends to run in families and can also be inherited from one member of the family. For example, if there is a dyslexic child in the family there is a possibility or high chances of dyslexia in another member (Snowling, 2000:138). Those children who have a first degree relative who are dyslexic, are at genetic risk as their parents are dyslexic. That means if one or both parents are dyslexics, there is a high chance of their children being dyslexic as genes play an important role in the inheritance of such a condition. As such, when the teacher notices that the child is dyslexic, it is better to ask about the historical background of that individual child. It will help the teacher to use a variety of teaching techniques knowing the background of the learner.

2.6.2 Neurological Factors

The brain can also be considered as a contributing factor for reading and writing as everything is processed and stored in the brain. The brain is said to be divided into two hemispheres, namely the left and the right hemispheres which are composed of different hemispheres. The left region has four regions that are involved in different areas of language such as language processing, language comprehension and speech production (Snowling, 2000:155).

For a person to read, the text is first processed in visual cortices which are situated at the back of the brain. It is further suggested that the differences in the left hemisphere brain are the ones responsible for speech perception and speech production and have the possibility of being affected. That is a clear indication that it could be the area where phonological representation is confined which is responsible for reading

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development (Snowling, 2000:155). The functioning of the brain and brain structure between dyslexic and non-dyslexic develop early during birth, which is where there are chances of being at risk of being a dyslexic (Snowling, 2000:157). Dyslexia can be diagnosed early when the child is still young. Teachers should always monitor the child's reading and writing in order to help children to acquire appropriate reading skills.

2.7 THE DEFICITS DYSLEXIC CHILDREN HAVE

Dyslexic children have different deficits such as phonological core deficit and memory deficit.

2.7.1 Phonological Core Deficits

Children with dyslexia have phonological deficit. Phonological deficit entails difficulties in making use of phonological information when processing written or oral language (Melton, 2007:1).

Therefore, the phonological processing and reading ability are closely related. Phonological processing refers to the use of information structure of language in a written input. That means the letter we write is the sound of our daily language. As such phonological deficit disturbs the correspondence between spelling and sounds which serves as an important step in reading acquisition (Dockrell & MaShane, 1993:106).

2.7.2 Memory Deficit

Memory plays an important part in reading as it helps children to recall and decode what has been read. In reading there are three memories involved, that is the working memory, long term memory as well as short term memory. In this issue, eyes play a casual role as they receive sent information in a form of pictures and written word,

whereas the ears receive information such as a speech sound. The received information will be sent straight to the working memory where it would be stored temporarily, before the long term memory receives it as the working memory has limited capacity where the verbal information cannot be retained for a long time. The temporary storage of information helps when a child is performing cognitive tasks such as comprehension, reasoning and learning, thereafter the meaning of words will be analysed and transferred to the permanent long term memory (Riding, 2002:16). Dyslexic children store information in the short term memory.

Their short term memory stores recorded information for a short period. This weakness causes forgetfulness and an inability to keep several things in mind. When dyslexic children learn long words from lists of irregular words and syllables or when asked to recall syllables after some few hours or minutes it becomes a burden. It is difficult for them to grab new knowledge as it is associated with the existing one, their short term memories hinder them on these tasks (Aaron & Joshi, 2012:336; Riding, 2002:16).

Teachers have the task to train learners to revive their memories always. Teachers should give learners a chance to repeat the same thing. However, children learn better when they are involved in learning processes through play. Play encourages children to actively participate in the content. Play enables children to remember the relationships, to construct knowledge, to understand concepts and helps them to think critically (Rosenberg, 2003:14).

2.8   DYSLEXIA AND NEUROLOGICAL IMPAIRMENT

Dyslexia may sometimes be caused by visual defects and auditory defects. Joanisse, manis, Keating and Seidenberg (2000:31) also documented that there is a body of evidence linking dyslexia with an impairment in other aspects of language, memory as well as perception.

2.8.1 Visual Defect

The defect in vision might sometimes make learning to read and write difficult. Wajuihan and Naidoo (2010:50) state that the difficulties in the visual system cannot be considered to be the cause of dyslexia. For the process of reading and writing to take place, vision plays an important role as it helps the child to see printed materials. For the learner to read it is important to recognise and process the printed materials accurately.

Eye professionals show that in some cases there is a possible association between eye problems and dyslexia. On the other hand, in some studies, there is no causal relationship between dyslexia and vision. It is further understood that there is an association between dyslexia and certain vision variables. The abnormalities in eye movement or motion and rapid change of stimulus, jerking eye movement, visual motor function or visual perceptual difficulties also cause learning difficulties. For the child to read, the eyes should move normally in order to read between the lines because if the eyes are moving fast the child can skip some of the letters in words or can view words in different ways (Wajuihan & Naidoo, 2010:50; Snowling, 2000:166).

It is hard for children with visual perception difficulties which is the inability to use eyes to discriminate and remember what they have seen such as long and short vowels   to process visual materials. Their memory task can also be affected as they cannot remember and visualise what they have been taught. Usually children with defective eyes can invert and reverse the letters and words, for example "was" as "saw". They also have the tendency to confuse letters with the same orientation like "p" as "b". As such, this difficulty in visual processing can also impede their reading (Dockrell & MacShane, 1993:105).

Vision and dyslexia are not interconnected, but when making an analysis it forms a complex consideration. However, vision abnormalities are said to be the contributing

factor that can hinder a child's ability of learning to read. As such, early intervention strategies to correct the child's vision problem can reduce the chances of reading difficulties (Wajuihian & Naidoo, 2010:66).

The teacher should be aware of the problem by always monitoring and listening while that particular child is reading. The teacher can also give the child a chance to read alone for the teacher but not to read in front of the whole class to avoid embarrassment. A teacher's early intervention can also alert the parent about the problem before it deteriorates further.

2.8.2 Auditory Defect

Hearing problems can occur if a child suffers frequent cold. The constant nose blockage can also affect the ears and this can lead a child to suffer from partial or total hearing loss. However, if these difficulties develop early it might be a problem for a child to link different sounds. Once the problem is ignored the brain which is still developing cannot make a link between different sounds that the child hears (Bradford, 2009:2).

The delay in the acquisition of language due to hearing difficulties can hinder the child's ability to read and the consequent delay in the phonemic awareness of the learner. The ability of the child to hear that word which is made of different syllables can be difficult. Dyslexic children have an auditory difficulty. It is hard for them to discriminate and to remember what they have heard. They struggle to break down the word into syllables and they cannot remember letter-sound relation. They find it difficult to voice out the word even if the learner knows the meaning and they are unable to remember the rhythmic patterns. When a child enters school for the first time, the first thing to do is to take oral instructions that should be remembered long enough to use them to complete their written tasks (Alexander-Passe, 2007:292; Griffiths, 2002:6). Without this, a child will find it hard to read the text and it will impact

negatively on the child's scholastic performance. The early intervention by the teacher can help the child to get professional treatment (Bradford, 2009:2). It is the responsibility of the teacher to monitor the child closely and to inform the parent about the conditions of their child for early intervention.

2.9   THE ESSENTIAL LITERACY SKILLS

There are certain skills that should be acquired by learners when they enter school for the first time, which is the literacy skills that can help learners to be high achiever in their educational career (Rosenberg, 2003:2). The essential skills are alphabetical recognition and phonemic awareness.

2.9.1 Alphabetical Recognition or Alphabetical Knowledge

Alphabetical recognition is the most important skill that the children should possess. This skill enables the child to distinguish the letter sounds. However, to check as to whether the child has managed to acquire the skill can be identified when the child quickly reads and names each letter. Alphabetical recognition helps to understand the alphabetical principles (Rosebank, 2003:1). Rosebank (2003:1) furthermore elaborates that the alphabetical principle is the sequence of symbols which are also alphabets which are used as the sounds of our day to day language in a predictable way.

2.9.2 Phonemic Awareness

Phonemic awareness is an understanding that words are made up of different sounds and the ability of the learner to recognise, identify and manipulate different sounds in a spoken language (Rosenberg, 2003:2; Joubert, 2008:227; Landsberg, Kruger & Nel, 2010:124). Therefore, children should be taught that phonemes represent letters of reading as it determines the child's success at an early stage. Rosenberg (2003:6)

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states that the child's level of phonemic awareness when entering school may be a powerful determinant of success that the learner will experience in learning to read.

According to Rosenberg (2003:6), people confuse phonological awareness and phonemic awareness. Rosenberg (2003:6) and Joubert (2008:227) assert that phonological awareness refers to a general appreciation of the speech sound as different from its meaning. The language that we use on a daily basis is composed of individual words and children should be able to break those words into syllables and to have cognisance that syllables contain individual letters. It also encompasses the awareness of the most basic speech unit such as rhymes and syllables which need a child's ability to mentally delete and blend such sound in a spoken word (Castle, 2006:54; Joubert, 2008:227).

For children to read fluently, they have to know the structure of words. They have to understand that words are made up of discrete sounds, which have to be segmented into phonemes and blended into words. As such, they can be able to use that knowledge of sound-letter relation to read and write (Rosenberg, 2003:6; Landsberg et al., 2010:134).

Dyslexic children have poor phonemic awareness which is the inability to break words into phonemes and also find it difficult to rhyme words in sentences. They also have problems in letter-sounds relation especially in vowels and consistent letter-sound relation such as bread, weak, seat and break (Landsberg et al., 2010:134). Griffiths (2002:41) also documented that dyslexic children also have alliteration problems, for example, "busy, bee, buzz".

However, the size of the letters will be too big or too small which can be a challenge to the teachers in order to help dyslexic children there is a need for more time to be given for practice (Landsberg et al., 2010:138). If the learners do not have reading and writing skills, it would not be possible to know and understand alphabetical principle.

As a result, this can impede their ability to use letter-sound correspondence as well as the decoding of words. Children should be able to know the relationship between the sound of words and alphabet (Rosenberg, 2003:1).

However, phonological awareness and word recognition can be taught simultaneously through the combination of systematic instruction and games. However, it should be borne in mind that for children to understand the content better they have to participate actively in different learning activities. These activities should evoke their curiosity allowing them to be eager to make new discoveries with ease (Rosebank, 2003:4).

Teachers have to help dyslexic children on how to construct sentences and explain to them that if the constructed sentences are small they lose meaning or cannot give the sense of clarity to other readers. To exercise their hand writing they have to be given tasks to copy notes on the board, to paste an extract and to copy it in their books (Rose, 2009:13).

2.10   UNDERSTANDING DYSLEXIA

Different people view dyslexic children in different ways depending on the context or the way they understand this term.

2.10.1   Social Context

Very few studies have been done on the relationship between dyslexic children and their siblings. Alexander-Passe (2007:293) suggests that the presence of dyslexic children in the family affects the social and emotional development of the siblings as they are part of the family. As such, the whole family can give a child a special loving relationship. But in some families it will be different, they will view that child as someone who cannot think or who cannot carry out instructions as they seem to be

always confused due to their memory problem as they always forget what they have been instructed to do.

As a result, parents start to exclude that individual in the family decisions such as buying things in the family and sometimes they are not given household chores. As the decisions vary from family to family, some may pile them with work because they do not think that a particular child also has feelings like other children in the family. Even the conversations are discriminative as they sometimes bring diminution. The negative reaction can embarrass or demoralise the affected individual.

2.10.2   Educational Context

In educational settings, teachers view dyslexic children as learners who are lazy and slow to catch up the subject content, rude, stubborn and this opens them to ridicule from both teachers and peers because they cannot participate or sometimes refuse to read in front of the class (Alexander-Passe, 2007:292; Glazzard, 2012:164). As such, even when the learner is playing with peers they treat the dyslexics differently. The dyslexic child may be despised by those he/she socialises with.

2.11 REACTION OF THE DYSLEXIC CHILDREN

According to Alexander-Passe (2007:292), dyslexic children react to stress at school in two different ways. Firstly, the learner may under-react from the stress, for example, the children can withdraw from any school activities, manifest anxiety and confusion, and can either tremble or sweat when asked to read. Dyslexic have low self-esteem and regarded themselves as failures. Secondly, they may over react to stress and turn to be class clowners. Furthermore, they will develop an "I don't care" attitude and manifest their outrageous behaviour like being aggressive at school in order to curb teachers and other children's bullying and humiliating them (Alexander-Passe, 2007:292).

Therefore, teachers must always have a positive attitude with those children and be able to inspire them to work hard in their learning and help them to be successful and try to promote their strength at the same time helping them overcome their weaknesses. When teaching dyslexic children, teachers should be patient as such children progress slowly than their classmates. Teachers should encourage and praise them so that they can feel appreciated. They should be given homework focusing more on their reading and writing problems and assist them when necessary. They should be asked to divide the long words into syllables while working with them on the board. For them to copy the correct spelling they should be given enough time to copy things on the board (Rowcliffe, 2002:94). Rowcliffe (2002:95) furthermore cites that multisensory teaching is the best way of teaching dyslexic children as it involves visual, auditory and kinesthesis simultaneously.

2.12 CHALLENGES FACED BY TEACHERS

Teachers with dyslexic children experience challenges in mainstream classrooms. Such challenges are not limited to curriculum changes, inclusive education, assessment, planning, overcrowded classes, lack of resources and multi-grade classrooms. A brief outline on how each of these challenges exacerbate the problem is briefly discussed below:

2.12.1   Curriculum Changes

Curriculum is a set of principles or guidelines written with the intention to be used by teachers to develop teaching and learning activities at all levels. Curriculum basically includes all aspects of teaching and learning such as the intended outcomes of learning, learning programmes and methodologies (Pottas, 2005:13).

Before 1994, education in South Africa was based on the apartheid regime. The main aim was to segregate all racial groups. In 1994 the new government came into power

and it was faced with the task of changing the educational system and to redress the past education inequality. South Africa education is highly influenced by political power. In any county, political regime and administration can either empower teachers as professionals or hinder them from being effective and efficient in the educational sphere (Thakrar, Zinn & Wolfenden, 2009:7).

Curriculum is not a static set of documents that teachers follow. Teachers have to make choices on the effective use of it so that it meets the needs of the learners. Transition is challenging and fraught with uncertainty. Dyslexic children or teachers move from one setting to another it also has a negative impact in teaching and learning (New Zealand Government, 2008:37). This poses a challenge to the teachers even if they are professionals as they can also be affected by educational challenges in their workplace.

In South Africa, education policies were drastically changed. Those changes brought the implementation of the new curriculum Outcomes Based Education (OBE) in South Africa which needed to transform the whole education system. When the Outcomes Based Education came into existence, teachers were not trained to use the OBE approach in their classes. There was need to retrain and upgrade teachers. Children were not given full support at home and teachers were not given enough training on how to implement OBE (Thakrar, Zinn & Wolfenden, 2009:8).

Within some few years, Curriculum 2005 (C2005) was replaced by National Curriculum Statements (NCS) which later on was replaced by Revised National Curriculum Statement (RNCS). And now teachers are faced with yet another curriculum change called Continuous Assessment Policy Statement (CAPS).

Mpaya (2007:40) documents that teachers are the ones involved in the process of teaching and learning, consequently they are the ones directly facing challenges brought by curriculum changes. Nonetheless, Pugach (2003:8) also argues that

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curriculum change is always problematic; it creates problems on the teacher's side, and as such it stimulates anger, confusion and resistance. However, those changes have a negative impact to teaching and learning as both teachers and children are affected (Mpaya, 2007:40).

Curriculum changes are problematic to the teachers once they have mastered the old curriculum. Teachers have to be the masters of the changing curriculum. In this study, the constant change in curriculum also has serious impact on both teachers as well as the children since all have to conform and adapt themselves with those educational changes, especially dyslexic learners.

Farrell (2002:23) states that the first priority when teaching children with dyslexia is to plan a programme which is balanced, relevant and with its aim to meet their long term goals and to prepare the children to be an independent part of the community. As a result, teachers often feel challenged as dyslexic children are sometimes unable to cope with curriculum transformations. Therefore, when the government draws curriculum, teachers have to be consulted input on the syllabus and teaching methods to be used. Above all teachers should also have a complete say on the selection of text books.

2.12.2   Inclusive Education

Education is a global human right. Education for all should be ideal in accommodating diverse children. In brief, all children have the right to education regardless of their language, religion, culture and religious needs and ability (Olivier & Williams, 2008:1; Tyobeka, 2006:2). Therefore, there are some challenges that the teachers encounter when teaching dyslexic and non-dyslexic children in the same class. Inclusive education also has a serious impact on teachers as the children from different backgrounds or with different paces of learning have to be taught in one class.

When the democratic government came into power in 1994, its strong emphasis was to demand educational reforms in South African schools or in the whole educational system. The main aim was to rectify the imbalances of the past brought by the Bantu Education systems. The formation of the new education system with its new policies that introduce the framework of inclusive education as documented on White Paper 6. Wherein all children where included to participate in class without being discriminated from other children, to be fully supported and integrated in all spheres of learning regardless of their learning style or pace of learning (Tyobeka, 2006:2; Olivier & William, 2008:1).

When teachers are engaged in the learning and teaching in the class all children are given chances to participate in all learning activities and to receive the relevant subject matter which will respond to their educational needs. However, it becomes a burden on dyslexic children as they cannot respond positively to those educational needs because it is difficult for them to read and write. Teachers may be particularly confused by children who are constantly under-achieving and seem to be careless or lack of efforts thereof. It is for this reason that classroom teachers be regarded as a primary source of information and should be able to minimise the barriers by devising mechanisms for curriculum to meet the diversity needs of children so that they can actively participate in learning (Byers & Richard, 2004:8; Olivier & William, 2008:1; Tyobeka, 2006:2).

In this study, the most critical challenge faced by teachers is to teach all diverse children in the same class. Teaching and learning have to take place at the same time characterised by syllabus which needs to be accomplished at the end of each term or quarter. When inclusive education was implemented, time was not set aside for children who have learning difficulties such as dyslexic children. Those children have to rely on the patience of the teacher to help them to catch up while others are moving fast. Therefore, to teach reading to dyslexic children, serious preparation and planning are essential. That means planning is very crucial, the Revised National Curriculum

Statement indicates that learning programmes, work schedules and lesson plans should be organised or planned and adapted (Department of Education, 2003:2).

For dyslexic children to be accommodated in teaching and learning situation the teacher has to be flexible and should skilfully adapt learning programmes, work schedules and lesson plans in order to fit them into the programme of the day (Tomlinson et al., 2003:121). As such when the teacher teaches in class, he or she must have to focus on all aspects of the whole child's learning experience which require detailed adapted lesson plans and lesson delivery.

It also needs a differentiated lesson plan and differentiated teaching methods in class. For example, when teaching dyslexic children, the teaching of phonemes should be more concrete with little abstract technique and should also focus more on phonemic awareness and teaching them how to segment words and to sound words (Tomlinson et al., 2003:121).

2.12.3   Assessment

Assessment forms are an integral part of teaching and learning. It mainly focuses on the different aspects of learners such as to address children's needs, progress and to assess their learning outcomes. Nevertheless, the Department of Education (2012:60) defines assessment as a process of collecting, analysing and interpreting information to assess teachers, parents and other stakeholders in making decisions concerning the progress of the children. However, the duty of the teacher is to record the children's performance. Assessment should be an on-going process which addresses, gathers and interprets the information about the children's performance by using different assessment strategies (Department of Education, 2012:60).

The assessment can be either formal or informal and has to be integrated as part of the National Education System so that it can raise the standard of effective learning for all

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learners including dyslexic learners. When the teachers teach they have to assess the potential and skills of the learners. Furthermore, the standardized tests should be administered to check whether learners need special provisions (Griffiths, 2002:3).

In this study, assessment is presented as a challenge to the teachers as dyslexic children have to be assessed in such a way that they have to meet their grade level. As such, different assessment methods should be implemented in order to accommodate children's diversity and it should be on a continuous basis. That means the potential and skills of dyslexic children should be assessed in order to check the children's strengths as well as their weaknesses (Griffiths, 2002:3).

The different assessment techniques should be employed. It becomes a challenge to the teachers as holistic approach should be used to assess both the strengths and weaknesses in order to minimise dyslexia. Griffith (2002:3) suggests that for teachers to help dyslexic children, they should use standardised tests to inquire if learners require special provision that can raise learners' individual strength and limitations.

For teachers to pursue assessment techniques, they need time to train the children's spelling and vocabulary. Teachers have challenges on working together to help children to read as they are teaching the subjects content not necessarily literacy. However, teachers are not given formal training on how to assess dyslexic and non-dyslexic in the same classroom at the same time.

2.12.4   Planning

Planning is very important for teachers. When a teacher goes to class the following tools should be in place:

- **Learning Programme**

A learning programme is a phase long plan that provides a framework for planning, organising and managing classroom practices for each phase. It is also regarded as a tool that ensures learning outcomes for learning activities and is effectively and comprehensively attended to sequentially and in a balanced way (Department of Education, 2003:2).

When planning, the teacher with dyslexic learners should set time. Their pace of learning was not even considered. Therefore, all learners have to achieve the specific outcomes at the end of each quarter. That means everything that is done or said is theoretical, because to achieve all the Learning Outcomes (LO), it is not an easy task for some of the children as others have difficulties.

- **Work Schedule**

A work schedule is a yearlong programme that elaborates how teaching, learning and assessment can be done in that particular grade. It is again the delivery tool to achieve the LOs that are specified in learning programmes and assessments that need to be covered. A work schedule indicates the resources that will be used by teachers in different children's needs. Therefore, the resources that need to be used must be designed focusing on non-dyslexic children. The Department of Education in South Africa does not say anything related to dyslexic children; the only emphasis made is to adapt the work schedules that can suite dyslexic children (Department of Education 2003:2).

- **Lesson Plan**

A lesson plan is drawn from the work schedule. It describes how teaching, learning and assessments that can be implemented simultaneously and in the correct manner (Department of Education, 2003:2). Teachers have to adapt a lesson plan, assessment as well as teaching, to cater for the dyslexic needs.

Differentiated teaching strategies need to be used. Time constraints can hinder the implementation of all these activities. Differentiation teaching provides children with different alternatives to acquire the skills to process information and to demonstrate what they have learnt. Therefore, teachers should also create a safe and nurturing learning environment so that children can feel accepted and safe. Teachers have to motivate dyslexic children to explore, to take personal and academic risk. Children should feel free to try something new and risky (Lazarus, 2011:42).

2.12.5 Overcrowded Class

Dyslexic children can be taught well if their classrooms are not overcrowded. For the process of teaching and learning to take place effectively, normal-sized classrooms are imperative. In public primary schools, teaching and learning are not effectively implemented due to overflowing classrooms. In principle, the teacher-learner ratio in primary schools is supposed to be 1:35. However, in the Vhembe District there are schools with more than 60 to 80 children in one class (Landbrook, 2001:54). This poses challenges to both teachers as well as the children.

The overcrowded classrooms are also problematic to the teachers as they hinder effective classroom delivery. The overcrowded classes make it impossible for the teachers to identify children who cannot read and write. Learners can sometimes hide themselves in class. Therefore, classrooms that are overcrowded become a challenge to the teachers as it is hard for them to individually assist children with learning difficulties and to help the particular child who struggles to perform reading and writing tasks.

Tlustosova (2006:5) argues that the approach for teaching dyslexic learners should be an individualization process and teachers should focus specifically on that self-need by using differentiation methods to help those individuals. It is also impossible to do group teaching as it is difficult for the teachers to move around in an overcrowded classroom.

2.12.6   Lack of Resources

Dyslexic children depend on the availability of resources such as physical resources, technical teaching materials, financial as well as educational media at school in order to understand the content (Gyorfi, 2010:10). The children are expected to learn in conducive learning environment where they would be able to participate in the instructional programme and achieve high academic performance.

For teachers to work effectively and efficiently they need to receive a fair distribution of resources. It is the responsibility of the government to see to it that schools foster learning in a safe environment for both children and teachers. Dyslexic children cannot be well taught if there are no physical resources such as classrooms (US Department of Education, 2012:1).

If the classrooms are not conducive to teaching and learning it will be difficult for teachers to perform their teaching activities and to assist the children. Drifte (2002:25) states that the resources of dyslexic children should be evaluated to ensure that they are accessible to the children. The teacher should select appropriate books and the physical layout of the classroom; adaptation is necessary to enable the children to access all the resources and equipment.

Another challenge is the lack of physical resources. Classrooms and children support materials such as reading books and teaching resources are often inadequate. Most of the children in rural areas are facing challenges of being taught under the tree and in old buildings while others sit on the floor (Sizani, 2012:7). It is difficult for both teachers and children to teach and learn under those conditions. Sizani (2012:7) asserts that poor teaching resources, such as small classrooms, inadequate facilities and poor educational management can disempower the process of teaching and learning.

Improper teacher training and inadequate in-service training affect quality provision of education to dyslexic children. They also lack skills and knowledge on the usage of those resources and strategies that should be used to teach those children to read and write

2.12.7   Parental Involvement

The manner in which parents involve themselves in the education of their children can have a negative impact or can be a challenge to teachers teaching dyslexic children. They need to know how their children are performing in the classroom. For teaching and learning to occur, it needs collaboration between child's parents and teachers. Parental involvement provides children with a number of benefits. Children with parents who are concerned about their children's performance in school are more likely to succeed in tests and examinations. Such children can also score high marks on tests and they can also read accurately (Smith, 2004:53).

The school should involve parents in the education of their children in order to update them on their children's performance in class and also to discuss the techniques on how parents can help their children to read at home. The teacher can also come up with strategies to help children in class. It is hard for the teacher to teach dyslexic children without involving their parents.

Nonetheless, the challenge lies when the parent does not come to school after they have been called. Arias and Campbell (2008:10) point out that parents who are reluctant to take on responsibilities, view teachers as experts in teaching. Teachers are believed to be able to handle children's learning impairment.

The learners' problems need both teachers and parents to discuss the performance of the child and agree on the form of help that they can offer so that the child can progress (Landbrook, 2001:28). The challenge is that the teacher can end up helping a

child alone in class without the intervention of the parents. The parents who respond accordingly, support their children in achieving better academic results than being shocked at the end of the year when the child fails to progress to the next grade.

Dyslexic children need both teachers and parents to work together in order to help the learner to progress. Martin (2003:1) says that a child's performance can be heavily influenced by parental involvement and that it appears that children do better when their parents are involved in their learning.

2.12.8   Multi-grade Classrooms

Multi-grade classrooms exacerbate the challenge to teachers as more than one grade is integrated into one class. Joubert (2009:3) refers to the multi-grade teaching as a situation where teachers teach different grades simultaneously. However, this problem arises when there is low enrolment of children (Little, 2004:5). Schools are forced to combine grades and the teacher will end up teaching many grades in one classroom. If teaching and learning occur in higher grades, the lower grades will be colouring or can be practising handwriting while higher classes are doing mathematics, reading and writing (Joubert, 2009:1). Multi-grade teaching poses challenges to the teachers. Teachers were only trained to teach mono-grade classrooms (Little, 2004:5). Titus (2004:19) concurs that multi-grade classrooms present challenges in teaching than the conventional mono-grade classroom.

On the other hand, multi-grade classes can cause redeployment which again serve as a challenge because teachers will be expected to move from one school to another (Little, 2004:5). Teachers feel uncomfortable with redeployment since they will need time to acclimatise in the new school.

Even the current curriculum does not cater for multi-grade classrooms, therefore teachers use their own knowledge and skills to impart the same education as in mono-

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grade classrooms.   Multi-grade classrooms need more planning, preparation, organisational support and work that caters for the different abilities and maturity of learners (Joubert, 2009:6).

The Department of Education officials lack knowledge on how to teach multi-grade classrooms.   Lack of training on multi-grade pedagogies have an effect on daily teaching.   Teachers need to be provided with the pedagogical support that can help multi-grade teachers to do what they were expected to do (Joubert, 2009:6).

There is a lack of human and material resources to help children in multi-grade classes. Sometimes teachers are forced to use one text book for all grades, in the classes that are generally in poor condition.   Classrooms were meant for single classes and learners end up being congested in one classroom (Titus, 2004:19; Joubert, 2009:7).

2.12.9   Professional Development

Training and development of teachers is imperative for empowerment.   For the teachers to work effectively with children in class, they need to have knowledge and skills, on how to teach dyslexic children.   To instil knowledge and skills teachers need on-going professional development to enable them to build and promote their own self-esteem (Ministry of Education, 2008:34).   Moats, Carreker, Davis, Meisel, Spear-Swerling & Wilson (2010:2) maintain that professional development practices that are currently endorsed by many countries are insufficient especially for preparation and support for teachers.

Joubert (2009:2), concurs with Moats et al., (2010:2) on the fact that teachers are not sufficiently trained to prevent reading problems as well as to recognise or to diagnose early signs of dyslexia.   Curriculum advisors are not well informed, receive improper training and are not passionate about dyslexia.   Dyslexia embarrasses and confuses Departmental officials. As such, it causes confusion to the Departmental officials as they

were not provided with pedagogic administrative support that can help teachers to do what they were expected to do (Joubert, 2009:6).

2.13 INTERVETION STRATEGIES TO HELP TEACHERS WITH DYSLEXIC CHILDREN

The responsibility of teachers is to teach, motivate as well as build and maintain children's self-esteem (Ministry of Education, 2008:34). Pugach (2006:95) added that while the curriculum is designed, teachers are accountable for preparing all children to meet the curriculum standard. Therefore, the skills to do all of the above need teachers to be given support and to be motivated in the work place.

Teachers' support can be through continuing professional development in order to overcome the challenges. Teachers have to be given on-going professional development and training to overcome the stress and challenges that they encounter in educating dyslexic learners.

Professional development in the form of workshops and in-service training should be given to them in order to enhance the knowledge and skill that they have in as far as teaching is concerned. Professional development relates to whole school development and staff development improve teaching practices which is also conducted at school settings and help to address every day concerns of the teachers (Moats et al., 2010:2; Landberg et al., 2010:20).

Professional development programmes that are endorsed in many countries are not sufficient to support or prepare teachers to be competent when imparting knowledge to the children with dyslexic. Moats et al., (2010:2) and Joubert (2009:2) postulate that teachers are not sufficiently trained to prevent, diagnose or to help children who have dyslexia or individuals who are at risk of being dyslexic.

As such, teachers have to identify those children and help them to overcome their problem by simply giving them more reading tasks. For example, the teacher can bring along magazines and distribute them to the children or a teacher can ask them to bring their own reading materials. If there is a library at school, children can also be encouraged to visit the school library to read during their spare time or to borrow books to read at home where they will be assisted by members of the family. They can also be given extracts to copy from the board, and to help them to read unfamiliar words. Copying from the board can also help them to be totally exposed to print.

2.14 CONCLUSION

Major findings from literature review indicate that the main challenges those teachers who teach dyslexic children face at an intermediate phase include curriculum change and the introduction of inclusive education in South Africa. Assessment is also a challenge for teachers who teach dyslexic children as they are unable to identify the methods of assessment that they can use with dyslexic children. A number of challenges such as overcrowded classes, curriculum changes, inclusive education, lack of resources as well as multi-grade teaching affecting teaching dyslexic children are exposed. Teachers have a challenge of lack of resources in the schools especially those situated in rural areas. Multi-grade classrooms are also a challenge because many grades are integrated into one class.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter focuses mainly on the research design and methodology of this study. The researcher used the qualitative strategies to explore the challenges of teaching children with dyslexia at intermediate phase in mainstream schools in the District of Vhembe, Limpopo Province.   The chapter discusses the research design, methodology, instrumentation, population, sampling procedure, sample, data collection procedures, data analysis and ethical considerations.

3.2   RESEARCH DESIGN

According to Welma, Kruger and Mitchel (2005:52), research design is a plan in which a researcher obtains information from research participants. Qualitative research design was used in this study.   MacMillan and Schumacher (2006:317) define qualitative research design as an in-depth investigation of distinctive groups such as all faculties in an innovative school.   It emphasises the gathering of data in a natural occurring phenomenon. The data gathered is in the form of words and it seeks to understand social phenomenon from the view point of those being studied. The advantage of using qualitative research design is that the phenomenon could be studied holistically and contextually (MacMillan and Schumacher, 2010:13; Maree, 2007:68).

3.3   RESEARCH METHODOLOGY

The methods of data collection in this study were individual interviews, observation and document analysis.   Individual interviews and observation allowed the researcher to have an authentic encounter with participants.   Furthermore, document analysis was

equally an essential tool allowing the researcher to make inferences and deductions on the findings. Each method is briefly discussed below.

3.3.1 Individual Interviews

Esterberg (2007:87) defines individual interviews as the exchange of information between the interviewer and the interviewee. In this study, individual interviews were used to collect data. The interviews were guided by an interview schedule to explore teachers' experiences and the challenges they face when teaching dyslexic children.

3.3.2 Observation

Observation is the systematic process of recording the participants' behavioural patterns, objects or occurrences without necessarily using questions (Maree, 2007:83). The researcher observed children and teachers' interactions in reading and writing in the classrooms. Notes were taken on how teachers reinforced reading and writing skills and how children adapted to teachers' reinforcement.

3.3.3 Documents Analysis

According to Wharton (2006:1), document analysis is the detailed examination of documents produced across a wide range of social practices, taking a variety of forms from the written word to the visual image. The researcher examined children's exercise books to assess their performance and teachers' records of learners reading and writing.

3.4   SAMPLING PROCESS

In this section, the following aspects are delineated: population, sampling procedures and the sample.

3.4.1 Population

Springer (2010:100) defines population as the entire group of individuals that the study wants to draw a conclusion from. The population for this study comprised all intermediate phase teachers in the Dzindi Circuit of Vhembe District in Limpopo Province, South Africa.

3.4.2 Sampling Procedures

Purposive sampling was used to select participants. Dzindi circuit was suitable, accessible and had richness of data related to the study, because there are teachers who teach dyslexic children. Dzindi circuit had a total of 24 primary schools. For the purpose of this study, 8 schools were purposefully selected to participate. Purposive sampling allowed the researcher to select the sample with a specific purpose in mind (Neuman, 2003:213). Participants were selected by virtue of teaching at the intermediate phase.

3.4.3 Sample

The sample was comprised of 8 selected primary school teachers in mainstream schools. From each school, 3 teachers who were selected were teaching in the intermediate phase. The researcher selected 3 language teachers on the basis that they would provide adequate information about the topic. They were the ones who were teaching dyslexic children at intermediate phase. These teachers were the best subjects as they could provide answers to the research questions. From 8 selected primary schools the sample was selected using purposive sampling. The researcher decided to sample 8 schools in order to get adequate information about the research topic. Therefore, not all primary school teachers formed part of the study but only the intermediate phase teachers. The total sample that participated was 24 intermediate phase teachers. They were purposefully selected from the mainstream schools in the

Dzindi Circuit. As the plan was to get 3 teachers per school, the researcher decided to divide 24 schools by 3 and ended up with 8 schools. Intermediate phase teachers offered multiple view points on the challenges they encounter when teaching dyslexic children.

3.5   DATA ANALYSIS

In this study, the collected data was analysed thematically. Data was coded and categorised into different patterns using the inductive analysis method. Data decoding was established in order to identify the segments. Furthermore, those segments were analysed using codes which were grouped into themes. The new themes and the common ones were compared with each other to form a pattern and they had to be relevant to the topic (MacMillan & Schumacher, 2010:367).

3.6   TRUSTWORTHINESS

Trustworthiness refers to the truthfulness or believability of the findings of the study (Anne, 214:273). It is realized through the strategies outlined below.

3.6.1 Credibility

This is the extent to which the results of the study are considered to be accurate and believable (MacMillan and Schumacher, 2010:102). In this study, credibility was established through triangulation of methods and collection of detailed information through personal visits to schools of research interest for data collection.

3.6.2 Transferability

Transferability is the degree to which the findings of the study can be applied to other similar contexts (Leedy and Omrod, 2014:105). In this study' transferability was

assured through rich descriptions of the research processes to reflect the relevance of the phenomena to other schools.

3.6.3 Dependability

Dependability concerns the extent to which the findings are consistent and reflect the views of the participants (Joppe, 2000:1). This was achieved through proper selection of research sites and use of triangulation.

3.6.4 Conformability

Conformability refers to the degree of neutrality and the extent to which the study is free from research bias. Conformability was achieved through member checking and giving detailed description of methods for audit trail (Shenton, 2004:72).

3.7   ETHICAL CONSIDERATIONS

Permission for data collection was sought from the Vhembe District Manager and the Dzindi Circuit Manager. Permission was secured from the school principals to conduct research in their schools. For ethical reasons, participants were informed about the aim of the study. This served as a basis of assurance that the study was purely for academic reasons. The following ethical considerations were observed:

3.7.1 Informed Consent

In this study, the participants were fully informed about the aim of the study to enable them to make decisions and to know what was expected of them (McMillan & Schumacher, 2006:334). The participants were assured that the information gathered would be confidential and kept private. The participants were free to participate in this study and if they felt uncomfortable and wanted to opt out, they were allowed to do so.

Henning, Van Rensburg and Smith (2004:73) concur that researchers need to get consent from the participants. Participants have to be fully informed about the study.

3.7.2 Confidentiality

The participants' names and schools were kept confidential. Their information was kept secret and would not be given to anyone, unless there was an agreement between the researcher and participants (Neuman, 2003:127; Coldwell and Herbest, 2004:19).

3.9 CONCLUSION

In this chapter, the research design, methodology and ethical consideration of the study were discussed. Qualitative research was used in this study. Data was collected using individual interviews, observation and documents analysis. In the next chapter, gathered data was presented and analysed.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1   INTRODUCTION

This chapter presents an analysis and interpretation of data collected through the interviews, observations and document analysis.

4.2   BIOGRAPHICAL INFORMATION

Table 4.1: Participants' Biographical Data

Gender	Males	3
	Female	5
Average age	39.25	
Range current position at schools	CS1 Educators to Head of Departments (HODs).	
Average teaching experience (in years)	14.25	
Range of qualifications	Diplomas to Honours degrees	
Average experience of working with dyslexic learners (in years)	8	

Table 4.1 above presents biographical information of participants for the study. This investigation was conducted through face to face interviews with 8 selected participants in the Dzindi Circuit. There were 3 males aged between 44 and 46 and 5 females aged between 44 and 50 who participated in the interviews. Their average teaching experience was 14.25 years. The participants' qualifications ranged from higher

primary teacher's diploma (HPTD) to honours degrees. The average experience of working with dyslexic learners was 8 years.

4.3   RESPONSES OF PARTICIPANTS ON INTERVIEW QUESTIONS

In this section, the researcher asked the participants the following nine interview questions which are analysed below:

4.3.1 What are your Experiences on the Progress of Children who Struggle to Read and Write?

Participants expressed similar experiences regarding the progress of dyslexic children in reading and writing. It was reported that these children experience challenges in carrying out verbal or written instructions. Dyslexic children need more explanation on given tasks compared to their non-dyslexic counterparts because they are unable to read, cannot answer questions adequately and hide themselves to avoid participation during reading lessons. Two participants said:

> **P1:** *Up to so far I cannot say there is a slight progress. These children are still struggling to read and write. They do not carry instructions as they fail to read the questions with understanding.*
>
> **P2***: This problem affects their progress negatively in all subjects. I am saying that because even the content subject teachers are also raising the same concern.*

The reviewed literature reflected similar experiences on progress of dyslexic children. The intervention strategies should be employed in order to meet the specific learning needs of children so that they can be able to progress in reading and writing proficiencies.   The above statements indicate that reading and writing problems generally emanate from failure to carry out instructions, poor word identification and that dyslexic children do not want to participate actively in reading exercises (Sub-section 2.9.2).

4.3.2 How do you Identify such Children in your Classroom?

The majority of participants indicated that it is a challenge for teachers to identify dyslexic children in the classroom. Various strategies were reflected as being used to identify dyslexic children, including giving them materials to read as individuals. Individual teaching methods were used to pick up dyslexic children who could not read fluently. Dyslexic children were also said to be identified by their use of untidy handwriting which is usually characterised by spelling problems. When given work to write, these children also produce sentences that are grammatically incorrect. Two participants stated:

> **P2:** *To identify those children in the classroom is a bit hard, it is too much work (shaking head) they hardly write one correct sentence. When they read sometimes their reading doesn't make any sense as they spell some words incorrectly.*

Other participants, however, showed that it is easy to identify dyslexic children during the learning process as they are usually unable to read and write. This usually demands a teacher to be vigilant in identifying features that distinguish them.

Dyslexic children in class were noted for developing typical behaviours such as leaving the classroom without permission, withdrawal from participation and bullying other children and teachers. Lack of confidence is seen as one of the common features of dyslexic children. They avoid working in groups as they suffer from stage fright and cry to show frustration and confusion during reading sessions (Section 2.11).

> **P7:** *Yah, to identify these children is very simple. You can give them a simple reading activity to do individually. When they read they will be stammering and pronouncing some words incorrectly. To read a sentence is also a challenge because they can skip some of the words. They do not have confidence when doing activities in the class. Some can also hide themselves to avoid being asked to read by the teacher. They look a bit frustrated.*

Studies also show that dyslexic children often display anxiety, poor self-esteem and lack of confidence. The dyslexic children may display withdrawal signs in fear of persecution by teachers and pupils (Sub-section 2.10.2).

4.3.3 What are the Common Challenges that these Children Experience in the Reading Exercises?

Participants shared the sentiment that dyslexic children lack reading confidence. They are unable to read the whole sentence without making a mistake. When they read they reverse words and pronounce them differently. Participants highlighted that dyslexic children move their heads while they read and point letter by letter or word by word using their fingers. One participant stated:

> **P4:** *During reading exercises they are bored. They can even try to hide themselves in the class. When they read they point word by word most of the time, they even pronounce words incorrectly; when you ask them to sound up the alphabets it is difficult. They cannot read the whole sentence without skipping some of the words".*

The above statement shows that there are typical challenges that dyslexic children face in reading such as reading words wrongly, negative attitude towards reading, failure to observe punctuations and skipping of some words while reading. Dyslexic children have poor phonemic awareness which is the inability to break words into phonemes and also find it difficult to rhyme words in sentences. They also have problems in letter-sound relation (subsection 2.9.2).

4.3.4 These Children are Referred to as Dyslexics. How do you as a Teacher Provide Assistance on their Reading Challenges?

Participants indicated different views on the approach they use in helping dyslexic children to improve their reading competency. They stated that it is difficult to teach dyslexic children to read or devise alternatives to help them. Children need to practice

handwriting so that they continue to improve in expressing their ideas on paper. Teachers should read for the children and allow them to read after them. Dyslexic children should be placed in front seats for closer observation by the teacher. They also need to be given extracts for practice at home. Dyslexic children should be exposed to print. Participants further indicated that dyslexic children should further be taught incidental reading, sounding of letters, sounding of words and to read the whole sentences. Two participants said:

> **P1:** *The best way to assist them is to always expose them to print. Yes, and to always ask them to read anything written on the board. As a teacher you must always try to read for them and allow them to repeat what you have read several times. They should be allowed to sit in front seats so that they would be next to the teacher in order for them not to hide.*

> **P4:** *To provide them assistance to their reading challenges it is not easy. But as a teacher I have to come up with different strategies to help them to read. I will paste extracts in their scrap books and ask them to read at home or during their spare time.*

4.3.5 What are the Common Challenges that Dyslexic Children Experience in their Writing Exercises?

The most notable concerns shared by teachers were reading difficulty and children's tendency to copy information incorrectly. Participants commented that inability for dyslexic children to read affects their writing skills. As such, they cannot complete whole sentences without making spelling errors, such as copying sentences incorrectly and writing wrong spellings. Some participants indicated that it is difficult for dyslexic children to break words into syllables. The dyslexic children have difficulties with spelling, grammar and it may also be difficult for them to copy texts accurately (Section 2.3). Below is what two participants said:

> **P2:** *It is also difficult when it comes to writing exercises. Dyslexic children cannot even copy sentences correctly. They write wrong spellings because they do not know or understand what they are writing about. Their hand writing is so bad. You cannot read what they are writing about.*

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P4: *They write what they think or anything that comes to their mind. It is hard for them to copy the sentence on the board. They copy sentences incorrectly and they skip some of the words.*

4.3.6 What Writing Competencies do Non-dyslexic Children Display that Dyslexic Children Fail to Display?

In this question participants were requested to highlight competencies that only non-dyslexic children display. They indicated that non-dyslexic children are generally able to read and write. Non-dyslexic children display ability to connect sounds to words, ability to decode text and to recognise sight words. By reading fluently, it helps them to master the subject matter well and quickly. The inability of dyslexic children to read and write leads them to fail to understand or master the subject matter well (Section 2.3). Two participants stated:

P8: *The non-dyslexic children are so intelligent. They write logically and legibly. They know what they are writing about, they answer all questions and they also write neatly. They write quickly and with confidence as they read questions with understanding.*

P2: *Non-dyslexic children respond to the questions quickly and they have all writing and reading skills. When they read they follow all the grammatical rules. Their hand writing is neat and they write between the lines.*

4.3.7 To what Extent are Dyslexic Children able to Recall Information Given in the Text?

In this section, participants echoed that dyslexic children are able to store information or what they would have read in their short term memory. This hinders them from recalling what they would have learnt. This makes it hard for dyslexic children to perform well in reading and writing activities. Participants indicated that dyslexic children cannot remember what they would have been taught and they normally forget everything. Due to short term memory, dyslexic children may experience difficulties in

remembering facts, and to carry out verbal instructions (Sub-section 2.7.2).   One participant responded:

> **P7:** *These children forget everything that you teach. That means information that you teach them is stored in short term memory. I think their short term memory is the one that hinders their ability to recall what they have been taught.*

4.3.8 Which Intervention Strategies do you Think should be Encouraged to Assist Dyslexic Children's Reading and Writing Abilities?

The most common methods suggested by participants were the use of remedial teaching and repetition. If observed, this strategy will further improve children's confidence and self-esteem, which are significant in teaching and learning. Participants indicated that more reading and written work should be given to children. This can help them to develop their interest in reading and writing skills. Participants indicated that these children can be assisted by implementing reading every day and write regular exercises in their scrap books. One participant pointed out:

> **P7:** *These children need serious attention. We have to help them to achieve their goals also. When you teach them you have to use different reading and writing methods that can suit their conditions. When you teach them you have to repeat your content several times so that they can understand. You can give them reading books so that they can like reading. You can give them texts to copy on their creative writing book that is designed specifically for writing.*

4.3.9 If you were to Advise Parents of Dyslexic Children, what Assistance or Support would you Recommend?

Participants suggested that parents should not compare dyslexic children with their siblings who are not dyslexic in the family.   They indicated that parents should understand that children are different even if they are from the same parents. Participants also emphasized that parents should understand that dyslexic children are individuals who are different from their non-dyslexic colleagues and should support them as they learn at their own pace.   Literature indicates that parents of dyslexic

children should seek therapeutic advice that would help them understand their children better and provide them with the necessary support (Sub-section 2.12.7). Participants also stated that they would advise parents to motivate such children to read and write without intimidating them. They further indicated that parental involvement is very important; parents should involve themselves in the education of their children, help their children at home and not hurry them when they learn. Two participants said:

> **P2:** *To solve the problem of dyslexic children need parental involvement. I think if they are involved in the education of their children, it can also help to reduce the problem. Like if a parent can read and write they should help their children to read and write every day at home. Parents should also be advised to buy suitable reading materials that are designed for the learning of spellings.*

> **P5:** *And also not to compare that child with anyone in the family and motivate them to accept them and their condition, they have to show them love. They must always help them to practice hand writing.*

Participants also provided advices to parents. These included rewarding dyslexic children for good reading and writing performance, encouraging them to use external motivation and that they should work in close partnership with teachers to understand the problems of their children and their possible interventions.

4.4   LESSON OBSERVATIONS

The teachers interacted with the children positively. Teachers wrote extracts on the board for children to read. Some children read fluently and others did not. Participants tried to engage all children in the reading activities. Non-dyslexic children read fluently and with confidence whereas dyslexics struggled. Dyslexics struggled to pronounce some letters and some stammered while attempting to read like their non-dyslexic counterparts. Teachers would give them simple sentences to read, they would then read the sentences word by word without observing punctuation marks.   The researcher noticed that non-dyslexic children with better reading abilities tended to assist those who had problems in reading. To test children's comprehension, teachers

gave them writing exercises which were based on the extracts. As a participant observer in the process, there was evidence of teachers giving extended explanations and instructions on work to be done and concepts to be learnt. Teachers would first give children questions to discuss and answer as a class and then further help them to find the correct responses. There after children would be given tasks to write in their exercise books.

4.5   DOCUMENTS ANALYSIS

The researcher asked for documents such as class exercise books, record sheets for test marks and the reading and writing checklists. In the analysis of the class exercise books, there was evidence of dyslexic children making use of illegible and untidy hand writing. In some instances there was no spacing between words, with words joined together in ways that made reading difficult or very impossible. The spelling errors were the norm while punctuation marks were generally not observed. The general presentation of their work was unimpressive with a lot of rubbing and cancellation. The non-dyslexic children, however, exhibited a better presentation of their work in terms of neatness, arrangement as well as proper punctuation.

In the schools that were sampled, only two had the checklists for reading and writing progress records. This indicated children's progress in spelling of words, pronunciation and reading with comprehension. The document showed that children with dyslexia were not doing well compared to their learning mates. Evaluation on these learning skills was judged through the use of words like "adequate" or "inadequate" or simple "yes" or "no". The dyslexics tended to be assessed as inadequate readers or not able to demonstrate the desired reading skills. The progress record sheets were also analysed and this showed that dyslexic children were under-performing in the tested areas as subdued marks were noted.

4.6   CONCLUSION

In this chapter, challenges that dyslexic children face were explored. Such challenges include dyslexic children's inability to read and write, failure to carry out instructions, remedial teaching, different teaching methods, competency of non-dyslexic children, recall information and parental involvement.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1   INTRODUCTION

Interviews with teachers provided information regarding the challenges that they encounter when teaching dyslexic children as presented in chapter four.   The researcher conducted interviews with individual teachers.   This chapter focuses on the summary and conclusion of the study. Recommendations and suggestion for further studies are also presented.

5.2   SUMMARY OF THE STUDY

The summary of the study encapsulates research questions, literature review and empirical findings.

5.2.1 How the Study Responded to the Research Questions

Research Question 1: What are the challenges of teaching dyslexic children at intermediate phase in mainstream schools?

Participants indicated that they encountered challenges that resulted from the inability of dyslexic children to read, write and failure to carry out instructions. Dyslexic children were also reported to exhibit behavioural problems such as bullying others and teachers (Sub-section 4.3.2).

Research Question 2: How can dyslexic children be identified at intermediate phase?

They are unable to read the whole sentence without making a mistake. When they read they reverse words and pronounce them differently. Participants mentioned that dyslexic children move their heads while they read and point letter by letter or word by word using their fingers (Sub-section 4.3.3).

The literature review also confirms that dyslexic children's handwriting is problematic and difficult to read (Sub-section 2.7.2).

Research Question 3: Which intervention strategies can be developed to assist teachers who teach dyslexic children?

From the literature review, it is suggested that the knowledge and skills that teachers will use should be enhanced through an on-going professional development (Sub-section 2.10.7).

5.2.2 Summary of the Review of Literature

Summary from the literature review is discussed in this section.

Literature review shows that dyslexic children do not progress as rapidly as their non-dyslexic learners (Sub-section 2.7.2). These children should be identified earlier so that necessary support can be sought to improve their achievement potential.

The characteristics that are evident in the written work of dyslexic children might equally be found in the work of non-dyslexic children as well. However, the problem in dyslexic learners is generally found to be severe; those with short term memory may have difficulty in transcribing a mentally composed sentence, disrupting the flow of thoughts (Subsection 2.7.2).

Dyslexic children find reading a complex, difficult and a frustrating exercise. In view of the complexities dyslexic children have in reading, a study was piloted focusing on intervention strategies that included the principles of automaticity, repetition, functional vocabulary and a positive teacher student relationship for struggling readers (Subsection 2.12.4).

The training of teachers to best assist dyslexic children is necessary. The knowledge and skills that they will use should be enhanced through an on-going professional development programme (Subsection 2.10.7). Teachers need to be trained to know how to interact with dyslexic children so that they understand their specific problems in order to implement effective strategies for improvement (Sub-section 2.10.7).

It is imperative for both teachers and parents of dyslexic children to collaborate. Literature indicates that parents should accept their dyslexic children and not compare them with other children in the family and they have to accept the fact that children are different even if they are from the same family (Sub-section 2.3). Overcrowded classrooms tend to hinder teachers from identifying dyslexic children as individual attention is mostly required when dealing with them (Sub-section 2.10.4).

5.2.3 Summary of Empirical Findings

Discussion in this context focuses on key questions summed up by the following phrases: teachers' experience on the progress of dyslexic children, challenges faced by dyslexic children on identified competencies such as writing, reading, carrying out instructions, confidence and their abilities to recall information. Finally, this chapter delineates teachers' level of skill and abilities in providing intervention strategies and the teachers' prowess in offering assistance to parents with dyslexic children.

5.2.3.1   Teachers' experience on the progress of learners

The qualitative findings revealed that dyslexic children suffer from an inability to carry out instructions as expected. If learners fail to carry out certain instructions, it may pose further challenges to teachers who have to find ways of interacting with such children so that they could achieve the desired learning goals. The learning progress of these children is usually affected by their inability to participate in class and possession of a poor concentration span (Sub-section 4.6).

5.2.3.2   Challenges faced by dyslexic children on identified competencies

Participants revealed that dyslexic children experience inability to write, read, and to carry out instructions.   There is a striking difference on identified competencies between dyslexic and non-dyslexic children. In this study, non-dyslexic children were observed to display the following attributes: brilliance, confidence, promptness, precision and coherence. Conversely, attributes used to identify dyslexic children were: lack of confidence, slow to react on given instruction and generally being unable to carry out given instructions in class (Sub-section 4.3).

5.2.3.3   Writing

The demand on writing competencies poses challenges to both dyslexic and non-dyslexic children.   The findings with regard to writing abilities as detailed in the preceding chapter are in line with available or current research on writing abilities of dyslexic children, that it is laborious, problematic and difficult (Sub-section 4.3.2).

5.2.3.4   Reading

Similarly, reading to dyslexic children poses challenges the same way as writing does. It is noted that the majority of participants as indicated in the research findings agreed that support is required to help dyslexic children to be readers against all odds.

5.2.3.5   Teachers' level of skill and ability in providing intervention strategies

Findings of the study show that teachers struggle to deal with dyslexic children. Strategies mentioned to improve their reading and writing skills include the use of remedial support and repetition. However, some were quite unclear on the best approach or strategy to use to assist dyslexic children. The acute need for support and training of teachers was reiterated by most participants. Teachers of dyslexic children need to be trained, supported and equipped. Findings also revealed that it is difficult to teach dyslexic children without being fully trained or having received any professional development in as far as dyslexia is concerned.

5.2.3.6   Parental involvement

The findings revealed that some parents of dyslexic children are not actively involved in the education of their children. This was a burning issue to all participants as they indicated that it is not simple to help children alone at school without the active participation of parents as school and home constitute the learning environment of children.

5.3   LIMITATION OF THE STUDY

The study adopted qualitative research design only. If both quantitative and qualitative research designs were employed the findings would have been generalizable to a different or wider context.

The research was conducted only in the Dzindi Circuit, Thulamela Municipality of Vhembe District in Limpopo Province. Only eight primary schools were selected for this study and not all teachers teaching intermediate phase managed to participate. This may not suffice to reveal all the challenges that other intermediate phase teachers encounter in Vhembe District. The researcher did not get enough time to observe all

children in class. This means that only a few children were observed during the research process posing a threat to the transferability of the findings.

5.4   CONCLUSION

The study investigated the challenges of teaching children with dyslexia in intermediate phase in mainstream schools within the District of Vhembe in the Limpopo Province. The review of literature and empirical findings suggest that for effective learning of dyslexic children there should be close cooperation and partnership among children, teachers and parents.

5.5   RECOMMENDATIONS

The study recommends that:

- Effective teachers should accept dyslexic children as they are and be willing and dedicated to help them.
- Effective teachers use different methods such as repetition of lessons and remediation to help dyslexic children.
- Schools should be well-resourced in terms of classrooms and learning resources.
- Schools should conduct community awareness about dyslexia, its causes and intervention strategies to reduce dyslexia and its consequences.
- For effective teaching and learning teachers should receive proper work shopping or in-service training on how to teach dyslexic children.
- For effective teaching and learning to occur, there should be collaboration between children, teachers and parents.

5.6   SUGGESTIONS FOR FURTHER STUDIES

It is necessary to avail more information on dyslexia and intervention strategies that can be used to help individuals who are affected. This information can then be assessed and made available in the community to ensure all members are knowledgeable about dyslexia.

The researcher recommends that further studies on the topic under investigation should be conducted in order to minimise dyslexic problem. Such studies can utilise a different design such as the mixed method design which can provide new insights not reflected in this present study. The government should put aside enough funds to attract and assist new researchers to conduct research which is related to the topic.

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE

Part A: Biographical Information

Gender	:	---------------------------
Age (in years)	:	---------------------------
Current position at school	:	---------------------------
Teaching experience (in years)	:	---------------------------
Experience of working with dyslexic learners (in years):		---------------------------

Part B: Topic Questions

The questions below investigate the challenges of teaching children with dyslexia at the intermediate phase in mainstream schools within the District of Vhembe.

1. What is your experience on the progress of children who struggle to read and write?
2. How do you identify such children in your classroom?
3. What are the common challenges that these children experience in the reading exercises?
4. These children are referred to as dyslexic? How do you as a teacher provide assistance to their reading challenges?
5. What are the common challenges that dyslexic children experience in their writing exercises?
6. What writing competencies do non-dyslexic children display that dyslexic learners fail to display?
7. To what extent are dyslexic children able to recall information given in the text?

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8. Which intervention strategies do you think should be encouraged to assist dyslexic children's reading and writing abilities?

9. If you were to advice parents of a dyslexic child, what assistance or support would you recommend?

CONSENT FORM

<div align="right">

School of Education

University of Venda

P/Bag X5050

Thohoyandou

0950

14 October 2015
</div>

Dear Sir/Madam

I am currently conducting research on challenges of teaching children with dyslexia at intermediate phase in mainstream schools within the District of Vhembe for the years 2012-2016. I have been granted permission by the Vhembe District Education Department to conduct research in a school under your jurisdiction, as it has been selected to take part in this research. Kindly grant me permission to conduct the study.

1. An interview will be conducted and it will take approximately 30 minutes.
2. There is no known risk involved in the research
3. There are no costs involved.

You are assured that your identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.

....

Tshililo M.E

083 495 2560

CONSENT

In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

I ……………………………………………………………………………, have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times, I hereby (Mark the appropriate section).

☐　　Give consent

☐　　Do NOT give consent that the results may be used for research purposes.

Signature: ………………………………………….　**Date:** …………………………

APPENDIX B

INTERVIEW RESPONSES

PARTICIPANTS' BIOGRAPHICAL INFORMATION AND THEIR RESPONSES

PARTICIPANT NO.1

Part A: Biographic Information

Gender	:	Female
Age (in years)	:	44
Current position at school	:	CS1 Educator
Teaching experience (in years)	:	15 years
Experience of working with dyslexic children (in years)	:	06

Part 2: Participant Responses

Q1: Hey (shaking head), up to so far I cannot say there is a slight progress. These learners are still struggling to read and write. They do not carry instructions as they fail to read the questions with understanding (shaking head). These learners repeat grade time and again since they fail to read and write.

Q2: To identify these learners is simple very simple (nodding head). You can simply give them printed materials to read. Those children can be identified because of their behaviour in class as well as their written work. I mean some of them are always rude in class or just keep quiet; their handwriting or school work is just poor.

Q3: These children experience serious challenges when it comes to reading (mm, shaking head). You know what; you can even feel pity for them. They hide themselves when it is a reading lesson time. They don't what to be pointed to stand up and read. These learners are unable to read clearly sometimes they fail to complete the whole sentences. They see words in different ways or write in a different way. For example, instead of reading bad he or she can reverse and read it as dad. It can also be difficult for her to pronounce it correctly (Shaking head).

Q4: Mm (nodding head) the best way to assist them is to always expose them to print. Yes, and to always ask them to read anything written on the board. As a teacher you must always try to read for them and allow them to repeat what you have read several times. They should be allowed to sit in the front row seat so that they would be next to the teacher in order for them not to hide.

Q5: It is very serious especially in this matter (nodding head) sometimes you can think that they are just writing for the sake of writing or in order to get rid of you (shaking head). (Shaking head) their written work is poor, since these learners have reading problems. Their inability to read also affects their writing skills. Because, it is difficult for them to complete the whole sentence without any spelling error (zwi a penga shaking head).

Q6: When it comes to non-dyslexic learners, these learners are brilliant (show little smile on her face and raising her eye-brow) they know how to read and write. By reading fluently it helps them to master the subject matter very well and quickly. Whereas on the other hand the dyslexic learners fail to read and write and all these lead them to fail to understand or to master the subject matter well.

Q7: (Ja, dzi a vhuya, shaking head.) The issue of memory plays an important role in the education of the learner. It becomes a serious problem when the dyslexic

learners store everything that they have read in a short term memory. This means that they cannot remember what they have read for a long period, whereas learners who are non-dyslexic store their information in the long term memory.

Q8: MM (showing a tired facial expression) the strategies that can be employed, I think the government should employ educators who have been trained to work with dyslexic learners. The dyslexic learners can also be given interesting work to read and write in order to stimulate their reading and writing skills and these should be done time and again. (Ja, noddind head continuously) the remedial work is important and individual attention is needed in order to equip those learners.

Q9: This is a serious problem you know (shaking head continuously), because sometimes parents run away from their responsibilities. I mean they do not want to involve themselves in the education of their children (zwi a penga) because it is not a simple task. I can advise parents by all means to encourage their children to read and write. They should train them at home since these will enable them to arouse their reading interest. Even if you can advise them, it is not simple to convince them as they do not want to accept the fact that their children are dyslexic (shaking head). I will advise them to give the children rewards for every effort they make, and I think the best reward is to praise the little effort they make.

PARTICIPANT NO. 2

Part A: Biographical Information

Gender   :   Male

Age (in years)   :   46

Current Position at school   :   CS1 educator

Teaching experience (in years)   :   15

Experience of working with dyslexic children (in years)   :   15

Part B: Participants' Response

Q1:   MM, it's hard (shaking head continuously) this problem affects their progress negatively in all subjects. I am saying that because even the content subjects' teachers are also raising the same concern. (Ha, dzi a vhuya) you know what those children cannot understand anything or to carry out instructions. As they do not carry out any instruction, they need extra explanations even though the instruction is clear.

Q2:   To identify those children in the classroom is a bit hard; it is too much work (shaking head) because they hardly write one correct sentence. (Mm, Ja). When they read sometimes their reading doesn't make any sense as they spell some words in correctly.

Q3:   The challenges of reading (Jaa, nodding head continuously) you know those children they read words wrongly during reading lessons and as a result they read with no understanding. (Ngoho, is really difficult and complicated, shaking head) once you ask them what they would have read they will just stare at you. Like this, you can also be afraid. When they read they point word by word with their fingers. (Ngohodzi a vhuya) some of the words are read incorrectly. Ok,

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when they read they find it difficult to sound up the alphabets, sometimes you can also feel pity for them. Shaking head and laugh, I normally avoid them to read in front of their class mates as they usually laugh at them. (I yaa laughing) sometimes they refuse to read if you ask them. Hey, he or she will just look down quietly or just stare at you. Another day I asked one of the learners to read, I still remember when she said I don't want to read. And I asked why? She was angry and said "I don't want to read" Then I just continued asking others to read and avoided her. No I didn't ignore her because after the lesson I called her and asked what her problem was. She said I don't want because others laugh at me. You know what these children are rude sometimes.

Q4:   (Hey, Milingo) to assist these children is a big job (shaking head) it needs extra time and a serious dedication. Sometimes you can lose temper. I give them extra reading lessons especially to those learners that are dyslexic. Jaa, zwi a konḓa, sometimes I also give them a paragraph to read at home iya, they will bring back a clean paper which indicates that he or she didn't even open it. Shaking head, when I asked they will say no one helped them at home. When I say did you show the paper to your mother, he will say she told me that I am tired and I am from work. Tell the teacher that I am not a teacher; the teacher is the one who is paid for the job. These days I have brought another strategy, I use to group them with their classmates. And it really works, because they try to help them if the teacher is not around.

Q5:   It is also difficult when it comes to writing exercises. Iyo, dyslexic children cannot even copy sentences correctly. They write wrong spellings because they do not know or understand what they are writing about. You know why (shaking head), if they cannot understand what they are writing about, they cannot even give the correct answer. I mean their hand writing, it is so bad. You cannot read what they are writing about. Even copying notes on the board. They write some of the words incorrectly and even to underline for them is hard.

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Q6: Laughing (nodding head continuously. Non-dyslexic children enjoy writing because they understand instructions and you know what, those children are creative and they think quickly (laughing) I am not saying that dyslexic children cannot think. I mean when you ask them questions they just keep quiet and they will respond later. Non-dyslexic learners respond to the questions quickly. They even know what to do and what steps to be followed in an exercise like creative write. Ja (nodding), they have all writing and reading skills. When they read they follow all the punctuation marks. Their hand writing is neat and they write between the lines. I mean when they write words, they write in a straight line not slighting up and down.

Q7: Hafha ḽi tou tsha ḽi tshi kovhela (shaking head), these children cannot recall anything if they read on their own because they read without understanding. I also assist them to read but they do not recall what they have read. Their memories are too short. When you ask a question and you need an answer he will say I am still thinking and when you wait after wards he will say I forgot the question. When you repeat the question he will say I was thinking of the answer but now I have forgotten. But ja (nodding head), things that they recall mostly are oral activities. But usually they have good listening skill.

Q8: To solve this problem really there should be the strategies that I as a teacher, should employ. These children should be assisted to read every day. They should also write spelling exercises every day in their scrap books. I think to instil vocabulary in them, I have to paste common words in the class, pasted on the wall so that they can see them every day.

Q9: To solve the problem of dyslexic learners also need parental involvement. I think if they are involved in the education of their children it can also help to reduce the problem. For example, if a parent can read and write they should help their children to read and write every day at home. Parents should also be advised to

buy suitable reading materials that are designed for the learning of spellings and help those children at home.

PARTICIPANT NO. 3

Part A: Biographical Information

Gender	:	Female
Age (in years)	:	47
Current position at school	:	CS1 educator
Teaching experience (in year)	:	15
Experience of working with dyslexic learners (in years)	:	06

Part B: Participants Response

Q1: Heyi jaa (shaking head), to work with these learners is tiresome really. As you know that for any child to achieve his or her own educational career he or she has to read and write. Dyslexic leaners do not answer what is asked since they cannot read and understand the questions. They are poor readers and struggle a lot during languages when expected to read.

Q2: I cannot say to identify these children is simple (shaking head). You have to be smart enough to know all your children in the class. You have to know their strengths and weaknesses. Those children lack self-confidence and suffer from stage fright. They usually cry a lot when asked to read (shaking head). They even show frustration and confusion hence they stammer to the extent that you will feel sorry for them (shaking head).

Q3: There are so many challenges that these children encounter (shaking head) mm, as you know it is hard for everyone who cannot read and write to survive in this world. If you cannot read you are not up to date with anything (nodding). Dyslexic learners resemble poor reading skills. As they cannot read and they look frustrated and devastated. They are unable to utter and read some words.

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Q5: They usually perform badly in their exercises because of the inability to read some of the words. They fail to understand the question and they answer what is never asked. They will respond negatively.

Q6: (Face was wide, laughing) these children have a lot of potential that they express through writing (nodding head continuously). They know how to express themselves through writing composition and summarizing extracts. When they write they complete their task quickly as they read and understand the text. They provide relevant answers because they are able to read a question with understanding. They show self-confidence and the ability to complete their tasks (nodding head).

Q7: Dyslexic learners are really experiencing a serious problem in the recalling of information given in the text; they normally store what they have read in a short term memory. Their short term memories hinder them to recall meaningful information from the text (Shaking head continuously). They poorly recall information from the text. They usually recopy the whole text instead of giving the correct answer. They show signs of not understanding what they will be writing by just coping what is in the text not related to the question.

Q8: Really these children need serious attention (shaking head). Some teachers tend to ignore them or to them it seems as if they are hopeless cases that cannot cope even if one assists them (shaking head). I suggest that they should consult with the linguist to assist. Ask the language educator to give repeated work both in writing and reading. Get support from a speech therapist and take the child for extra reading classes.

Q9: It is important for parents to work with the teachers in order to help learners. MM, you know what, the moment that you tell the parents that their children are

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not performing well then they must intervene and help. They get angry but it is important to help them to cope with their children. I encourage them not to hurry the children; they can repeat the same grade to avoid overloading the curriculum in the next grade. They can take the child to special schools if there is no improvement or they can encourage the child through the use of external motivation like awarding certificates, trophies and money (nodding head).

PARTICIPANT NO. 4

Part A: Biographical Information

Gender   :   Male

Age   :   40

Current position at school   :   Cs1 Educator

Teaching experience (in years)   :   17 years

Experience of working with dyslexic learners (in years)   :   15 years

Part B: Participant Responses

Q1:   Heyi ja, my experience on the progress of children who struggle to read and write, is only that they progress slowly due to their reading and writing difficulties (nodding head). When they read they point word by word. When they work in a group they hide themselves so that the teacher cannot concentrate on them. They can pretend as if they are part of the group while they are not participating actively.

Q2:   Mm, I think it is not possible to identify them in class as the class is always overcrowded. But, when you assess their written work and their performance in class then that is when you can identify them. That is why I am saying it is not simple to identify them. Ok, if you can do follow up, and start to give them reading exercises individually in class, then you can identify them. Those learners cannot point where they are reading. Jaa, nodding head. They are so smart they can excuse themselves from reading or they can ask for permission to leave the classroom.

Q3:   Heyi Jaa, dyslexic learners experience a serious problem in reading. While a teacher is giving them reading exercises to them it would appear like the teacher

is trying to embarrass them (shaking head). During reading exercises they are bored. They can even try to hide themselves in the class. When they read they point word by word most of the time, they even pronounce words incorrectly (shaking head continuously) when you ask them to sound up the alphabets it is difficult for them. They cannot read the whole sentence without skipping some of the words. They even develop the negative attitude towards reading. They can excuse themselves from the class as they do not want to read.

Q4: Shaking head, to provide them assistance in reading is not easy. But as a teacher I have to come up with different strategies to help them to read. I will paste extracts in their scrap books and ask them to read at home or during their spare time. I think to do that is to try and motivate them to read always (nodding head). I also give them magazines and newspapers articles to read. After school I conduct remedial classes to help them to read.

Q5: It is hard here, (shaking head) these children cannot differentiate their right hand from their left hand really; it is like they do not use their common senses when they write (shaking head). Let me say that they just write for the sake of writing. They write what they think or anything that comes to their mind (shaking head smiling). They do not carry out any instruction. It is hard for them to copy sentences on the board. They copy sentences incorrectly and they skip some of the words.

Q6: These learners are bright and more intelligent (nodding head smiling). You cannot force them to read and write, they read voluntarily. What I like from them is that they carry out any instruction. They also understand the questions, obviously as they can read fluently. Those children do not just write given exercises they first think before they write. They are always active and they participate in all writing and reading activities.

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Q7: When it comes to recalling of information it is tough (shaking head) I mean these children's memories are short. They store what they read in a short term memory hence they can also perform some activities, I mean extra mural activities.

Q8: If you want to make mistakes, teach them without using pictures. For every teaching you have to supplement it by using pictures (shaking head). It is then that they will understand the content and they can try to read better. You cannot help them a lot as they can guess some words. They also have to be remediated after school. I always give them magazines to read and paste some small text so that they can summarise and to write about.

Q9: This one is a serious problem as you can hardly try to find the parents and try to invite them to come so that they can come and discuss the performance of their learners. The parents do not want to involve themselves (shaking head). I think I can advise them to set aside time to assist their children because many of them complain about the time. I will also ask them to help their children to read but not necessarily school books but also leisure books so that they can be used to reading. They can also help children to improve their handwriting by giving them a small extract to copy.

PARTICIPANT NO. 5

Part A: Biographical Information

Gender	:	Female
Age (in years)	:	44 years
Current position at school	:	CS1 Educator
Teaching experience (in years)	:	12 years
Experience of working with dyslexic children (in years)	:	9 years

Part B: Participant Responses

Q1: Their progress in learning is very slow (shaking head) as they struggle to read and write. Sometimes they lose focus, I mean concentration when learning. When you ask them questions they give you an irrelevant answer (shaking head). Their concentration span is very low. Even their pace of learning is low.

Q2: To identify the dyslexic learners is difficult as sometimes they hide in the class. But what I know is that they do not carry instruction as they cannot read and write. They seem as if they are isolated, I mean they don't want to work in groups. And if you ask them questions they just keep quiet. They basically daydream. They are bored in class; they sometimes just leave the room without permission.

Q3: Yo! Reading is a serious challenge. When you ask these children to read they just look at you. Some try to read, but they fail to pronounce some of the words. When they read they first spell or sound the letter without any confidence. That only makes them to be totally confused. If they make mistakes they get totally loss. When they read they move the head and also point letter by letter.

Q4: It is a difficult task to assist them sometimes, as you can see the class is overcrowded how I can help them. It is hard to help them individually because you have to give others tasks while you are helping. I give them the previous grade books to read at home. I also help them to pronounce the letters. I also give them an opportunity to write a story so that they can read for me during break.

Q5: Writing is a serious problem if you can compare their books to that of the rest of the class. You will discover that the dyslexics' books are so dirty. The books' covers are torn apart. When you open the book it is even dirtier inside. Their handwriting is not clear and they rub each and every word. When you ask them a question, instead of giving you an answer they will just copy everything on the board (shaking head). It is difficult for them to complete the written work.

Q6: Non dyslexic learners are bright. When you ask them questions they give you the correct answer. They even finish the work quickly as they read and write. It is much easy to construct sentences, when constructing sentences they follow the Grammatik rules and they punctuate their written work. They are logical when they write compositions.

Q7: Most of the dyslexic learners experience difficulties in recalling given information (shaking my head). You can teach them a topic and they will pretend to be listening attentively. When you ask them a question after teaching, they will act as if they were not in class while you were teaching. They store what they have been taught in a short term memory.

Q8: I think while you teach dyslexic learners you have to repeat the lesson several times (Shaking head). This can help them to at least try to remember the content subjects. For them to improve their reading skills I will use different

reading method to assist them e.g. shared group reading and individual reading. In writing I will help them to practice creative writing.

Q9: I will advise them not to shout to the child when they try to assist them in reading. And also not to compare that child with anyone in the family and motivate them to accept them and their condition, they have to show them love. They must always help them to practice hand writing.

PARTICIPANT NO. 6

Part A: Biographical Information

Gender	:	Female
Age (in years)	:	44
Current position	:	Educator
Teaching experience (in years)	:	12 years
Experience of working with dyslexic learners (in years)	:	9 years

Part B: Participants Responses

Q1: It has been a long time since I started working with these learners. They progress very slowly as they are always confused. It is also hard for them to arrange letters as they cannot write or read a word. Those learners are quite in class, some are always angry especially when you ask them to read. They do not want to associate themselves with others as they fear to be ridiculed by them.

Q2: I think you can identify them while they read individually. They do not have any self-confidence and they do not want to stand in front of the class and read. They look frustrated and confused as they do not understand why they are failing to achieve other learner's standard of reading. Their books are always dirty because as they write they erase their work continuously.

Q3: In reading they experience a serious challenge (nodding). They lack proper reading skills, and when you give them a text to read they get frustrated sometimes they even refuse to read. When they read they point letter by letter and also move their head. They also stammer, and it is hard for them to complete the whole sentence. The read without following punctuations, they just flow like a river. They also skip some words.

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Q4: It is not simple to help those children but as a teacher you have to employ different strategies to help them (nodding head). When I give them reading exercise I prefer giving them exercises that have pictures. This is so that when they stuck they can refer back to the picture and guess what will happen. I can also teach them sound and also tell them that sounds make words when you combine them. After that I will also do incidental reading, I will pick any letter and asked them to read.

Q5: Here in writing they also experience problems. The problem lies first on the holding of a pen (shaking head). They hold their pens even tightly next to the sharp grip point which hinders them to write properly. The challenge here is that they start to write slowly as they cannot move their hands faster. Some carry it on the upper side. All these make them impossible to write and to complete their exercise quickly. If you give them words and ask them to break into syllables it is hard for them. They cannot copy notes without skipping or write other words incorrectly.

Q6: Non dyslexics are always confident and they are interested in reading and writing. In fact, they know what they are doing. When you give them work to do they complete it quickly because they have good reading and writing skills. They read the text with confidence and understand what it is all about. They know how to break words into syllables.

Q7: For them to recall what has been taught is difficult. They store what they have been taught is a short term memory. Even if you repeat the lesson for some time and ask the question later, they cannot give you an answer.

Q8: When teaching these children, you have to employ different teaching methods. When reading you have to pronounce letters with them before you teach them

words and sentence construction. When you teach you have to repeat the lesson several times. Remedial teaching should also be conducted after school.

Q9: Parents should always be motivated to participate in their children's education as the teachers are chasing the curriculum. Parents must be advised to help their children at home. They have to advise them to practice reading with children and not to compare them with their brothers and sisters.

PARTICIPANTS NO. 7

Part A: Biographical Information

Gender	:	Male
Age in years	:	43
Current position at school	:	CSI educator
Teaching experience (in years)	:	15 Years
Experience of working with dyslexic learners (in years)	:	06 Years

Part B: Participant Responses

Q1: Mm (nodding head) this is difficult; It affects their progress in a negative way in all learning areas. As they progress slowly. These children cannot answer questions correctly due to their condition (shaking head). They do not understand the question as they cannot read and write. It is difficult for them to carry out written instructions since it does not have meaning because they cannot read.

Q2: Ja, to identify these children is very simple. You can give them a simple reading activity to do individually. When they read they will be stammering and pronouncing some words incorrectly. To read a sentence is also a challenge because they skip some words. They do not have confidence when doing activities in class. Some can also hide themselves to avoid being asked to read by the teacher. They look a bit frustrated.

Q3: Hey, (shaking head) these learners have poor reading skill. It is hard for them to manipulate words in a sentence. They read words wrongly while they point word by word and they also move their heads. They cannot read the whole sentence without skipping some of the words. They read with no understanding as

sometimes they skip words and the sentence loses meaning when they read, they place the reading materials next to their faces as if they are short sighted.

Q4: To provide them assistance in reading and writing is not an easy task (shaking head). You have to provide reading lessons strictly for them. I do remedial education after school. I teach them how to sound letters, read words and to read the whole sentences.

Q5: When you give these learners writing exercises it is a challenge (Shaking head). It is difficult for them to copy notes on the board. When they copy they write wrong spellings and skip some of the words in the sentence. They do not follow all the grammatical rules because they just copy without putting any punctuation mark even if it is there. They cannot break words syllables. .

Q6: These learners are so intelligent (nodding head) no I am not saying that the dyslexic learners are stupid or what (shaking head). I am trying to indicate to you that the non-dyslexic learners are better than dyslexics. When you give them instruction to write an exercise they write it quick as they carry instructions. They have self-confidence even when they answer questions. They have positive self-esteem when it comes to education.

Q7: These children forget everything that you teach (shaking head). . When they come back from a school lesson break you can ask them the questions based on that content they would have done before taking a break. They can respond that they have forgotten everything taught to them. That means every piece of information that you teach them is stored in the short memory. I think their short term memory is the one that hinders their ability to recall what they have been taught.

Q8: I think it is very important to take their condition into consideration. These children need serious attention (nodding head). We have to help them to achieve their goals also. When you teach them you have to use different reading and writing methods that can suit their conditions. When you teach them you have to repeat your content several times so that they can understand. You can give them reading books so that they develop a passion for books. You can give them a text to copy in their creative books that is designed specifically for writing.

Q9: Sometimes parents fail to accept these children. They compare them with their brothers and sisters at home. I think the best way to advise their parents is to tell them to accept their children and their conditions. They have to let their children develop according to their pace while assisting them. They have to read always even if they are going to a shopping complex they should ask them what is written on the booklets or even to give them scrap book to let them copy things in the book in order to help them with their hand writing.

PARTICIPANT NO. 8

Part A: Biographical Information

Gender	:	Female
Age (in years)	:	43
Current position at school	:	Educator
Teaching experience (in years)	:	12
Experience or working with dyslexic learners (in years)	:	12

Part B: Participants Responses

Q1: It is really hard to teach dyslexic children (shaking head). In as far as reading is concerned, dyslexic children progress slowly. They do not carry written and verbal instructions. They also have a low self-esteem.

Q2: It is not difficult to identify dyslexic children. It is very simple; you can identify them by giving them written exercise to copy on the board. It will be hard for them to copy written exercise correctly. Those children are always frustrated as they do not know what is expected of them. They do not have confidence.

Q3: It is a serious challenge. Those children do not have confidence. They read word by word pointing by finger. It is difficult for them to read the whole sentence without making mistakes while they read they first pronounce audibly the words before they spell them correctly.

Q4: Hey, it is really difficult. To help them to read and write you have to come up with different strategies. You have to do remedial teaching after school.

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Q5: To teach these learners is also challenging. If you give them a writing exercise like copying notes on the board they copy incorrectly. When they write they do not write punctuation marks. They do not write between the lines, when they write some of the words can go in another line or on top of the line.

Q6: The non-dyslexic children are so intelligent (smiling and nodding head). They write logically and legibly. They know what they are writing about, they answer all questions and they also write neatly. They write quickly and with confidence as they read questions with understanding.

Q7: (Shaking head) when it comes to the recalling of information dyslexic children experience a serious challenge. They normally store what they have read in the short term memory. They always forget what they have been taught.

Q8: Teachers should be trained in order to assist the children. Different types of workshops and in-service training should be given to teachers. All children should have study material.

Q9: Parents should be motivated to accept those children as they are. They have to be advised not to compare dyslexic children with their siblings. They have to accept that dyslexic children learn according to their own pace. They have to be motivated to help their children to read and to improve their hand writing by copying text from magazines.

APPENDIX C

LETTER OF REQUEST TO CONDUCT RESEARCH IN VHEMBE DEPARTMENT OF EDUCATION

Eng: Tshililo M.E

Cell: 083 495 2560

P.O Box 1133

Thohoyandou

0950

10 February 2015

The District Senior Manager

Vhembe Department of Education

Private Bag X 1406

Thohoyandou

0985

Dear Sir / Madam

REQUEST FOR PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSES

I, Tshililo Matamba Eunice, student number 11604073 here affirm that I am a registered student of the University of Venda under the school of Education. I have registered for a Master's Degree in Education within the Early Childhood Development Section. I am currently doing my research as a prerequisite in partial fulfilment of a Master's degree programme.

My research topic is:

THE CHALLENGES OF TEACHING CHILDREN WITH DYSLEXIA AT INTRMEDIATE PHASE IN MAINSTREAM SCHOOLS IN THE DISTRICT OF VHEMBE, LIMPOPO PROVINCE.

I am kindly requesting your prompt response regarding this matter.

Kind regards

Tshililo Matamba Eunice

APPENDIX D

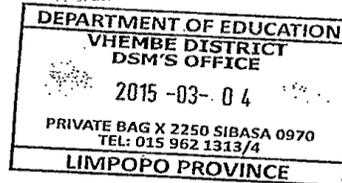## PERMISSION TO CONDUCT DATA FOR RESEARCH PURPOSES IN YOUR SCHOOLS

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
DEPARTMENT OF

EDUCATION
VHEMBE DISTRICT

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
DSM'S OFFICE

2015 -03- 0 4

PRIVATE BAG X 2250 SIBASA 0970
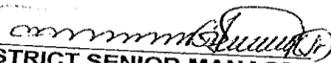TEL: 015 962 1313/4

LIMPOPO PROVINCE

REF: 14/7/R
ENQ: RAVELE N.P
TEL: 015 962 1029

TSHILILO M.E
P.O BOX 1133
THOHOYANDOU
0950

REQUEST TO COLLECT DATA FOR RESEARCH PURPOSES IN YOUR SCHOOLS.

1. The above matter refers.

2. We acknowledge receipt of your letter dated 10 February 2015 on the above stated subjects.

3. Permission is hereby granted for you to persue your research on the topic "challenges of teaching learners with dyslexia at intermediate phase in mainstream schools within the District of Vhembe.

4. We are grateful that you are committed that your research activities will not disrupt normal teaching and learning and that you will not engage in unauthorised disclosure.

5. Hoping that your research will add quality in education in the district

DISTRICT SENIOR MANAGER

2015-03-04
DATE

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

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