

Coping with learners experiencing reading problems in Tshivenda in Grade Two in the Foundation Phase.

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ABSTRACT

Reading is a skill which pervades many aspects of modern life and invariably, in our society, it is simply assumed that individuals can read. For children who experience difficulty with reading, the effects can be debilitating in terms of their interaction with their environment. Learners with reading problems seem to fall behind in nearly all school subjects, and are likely to develop negative concepts and lose any motivation to succeed academically. There are generally many learners in classes who experience varied reading problems. Such reading problems can hinder learners' cognitive development and prevent them from reaching their full potential while expecting educators to enable them to cope in their learning.

The aim of this study was to investigate how educators cope with learners experiencing reading problems in Grade 2 Tshivenda in the Foundation Phase. The study was quantitative in nature. Foundation Phase educators teaching Grade 2 were selected using purposive sampling procedure. A structured questionnaire was used to collect data. Results show that at some point in their development, children's reading problems are likely to have a negative impact on their academic achievement. The consequences of this negatively affect their schoolwork and their self-esteem. If not addressed, these difficulties go with the children into their adult lives and impact on the types of positions and roles which they are able to take up as adults. The results suggest that these children not only need, but also deserve, every bit of help possible to improve their reading skills.