

**THE IMPACT OF PHONEMIC AWARENESS DIFFICULTIES ON GRADE THREE
LEARNERS' PERFORMANCE IN ENGLISH IN MUSINA MUNICIPALITY AREA**

By

Maemu Mulea

Student No: 11554568

Submitted in fulfilment for the requirements of the degree

Master of Education

in the

Department of Early Childhood Education

School of Education

University of Venda

Supervisor: **Dr N.F. Litshani**

Co-Supervisor: **Prof N.P. Mudzielwana**

November 2014

UNIVEN LIBRARY

Library Item : 20152475



UNIVERSITY OF VENDA
LIBRARY

ABSTRACT

This research was undertaken to investigate the impact of phonemic awareness difficulties on grade three learners' performance in English in the Musina Municipality Area. This study identifies Phonemic Awareness Disability, the importance of phonemic awareness, phonemic awareness training, the benefits of phonemic awareness instruction, tools and techniques for teaching phonemic awareness skills, and proposes activities to develop learners' phonemic awareness ability. The study adopted both qualitative and the quantitative approaches. Purposeful sampling procedures were employed to select the respondents. Data were collected through a questionnaire which was distributed to English (First Additional Language) language educators. Open-ended interviews for the principals were used to collect data. The statistical Microsoft Excel 2007 version was used to analyse data gathered through the questionnaire given to teachers. Data from interviews were analysed through identifying themes which were compared with responses and the literature study.

Findings of the study show that there is not enough formal instruction and effective teaching in reading that focuses on the development of letter sounding skills, word recognition and comprehension skills. It is recommended that relevant instructions and effective training of learners on reading methods should be taken into account by educators when teaching reading.

Key Words

Phonemic awareness, learning problems, reading behaviour/attitude and reading difficulties.