UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

EXPLORING GRADE 10 TEACHERS' EXPERIENCES OF

MOTHER TONGUE READING HABITS

CASE STUDIES OF TWO SELECTED HIGH SCHOOLS

IN KWAZULU-NATAL

BY

STELLA-ROSE BALUNGILE MHLONGO

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR MASTERS DEGREE OFIN
EDUCATIONAL PSYCHOLOGY

IN THE

UNIVERSITY OF KWAZULU-NATAL

DECEMBER 2019

DECLARATION

- I, Stella-Rose Balungile Mhlongo, hereby declare that:
- The research reported in this thesis, except where otherwise indicated, is my original research.
- This thesis has never been presented to any university, college or institution for any award of a diploma or degree.
- This thesis does not contain other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from other persons.
- This thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then
- Their words have been re-written but the general information attributed to them has been referenced.
- Where their exact words have been used, then their writing has been placed inside quotation marks and referenced.
- This thesis does not contain text, graphics or tables copied from the Internet unless specifically acknowledged and the source being detailed in the thesis and the Reference section.

Signature ……………………………..   Date …………………

Stella-Rose Balungile Mhlongo

SUPERVISOR'S STATEMENT

This research has been carried out at the University of KwaZulu-Natal (Edgewood Campus) for the partial fulfilment of the requirements of the award of a Degree of Master of Education in Educational Psychology. It has been carried out under the supervision of Dr Blanche Ndlovu.

Signature:　　　　　　　**Date**: 10 December 2019

DEDICATION

I dedicate this dissertation to my late sister, Salvatoris Nonhlanhla Mhlongo, and my late grandmother, Emeldah Nomakhaya MaNzimande Kheswa, who both instilled the love of education in me through reading and telling stories to me. May the Lord grant them eternal rest, and let perpetual light shine upon them. This dissertation is also dedicated to my family, friends and all those teachers who moulded me, including those that I have worked within various schools.

To the nuns in Port Shepstone, the Daughters of Saint Francis of Assisi (F.S.F) who encourage me to further my education, may you continue to be 'Oasis in the desert'. I am indebted to my supervisor, Dr B. Ndlovu. Her continued support and guidance is the major reason that this project is complete.

I am also grateful to Leverne Gething for doing a marvellous job in editing this work.

LIST OF ABBREVIATIONS AND ACRONYMS

DoE	Department of Education KwaZulu-Natal
LAC	Language across curriculum
MTB-MLE	Mother tongue-based multilingual education
PDKs	Principles of deep knowledge
ROGO	Read On. Get On
WLT	Whole Language Theory

LIST OF TABLES

TABLE OF CONTENTS

ABSTRACT

The study sought to explore Grade 10 teachers' experiences of mother tongue reading habits. The mother tongue that is referred to in this study is IsiZulu, an African language that is predominantly spoken in the KwaZulu-Natal province of South Africa. The main objectives of the study were to understand Grade 10 teachers' experiences of reading habits in rural and urban areas, to understand Grade 10 teachers' experiences of mother tongue reading habits in both rural and urban high schools, and to explore why teachers experience these habits among learners in Grade 10.

The research adopted a qualitative research approach as it was underpinned by the need to explore aspects exploring grade 10 teachers' experiences of mother tongue reading habits in rural area schools. The methodology was therefore designed to generate narratives (i.e., words) rather than numbers as data for analysis. The research followed a case study design in order to explore and depict a specific setting with a view to advancing teachers experiences as the curriculum planners (isiZulu) as a language. The purposive sampling method was employed and the recruitment strategy was convenient sampling. Data were generated by means of semi-structured interviews, document analysis (policies) and classroom observations. The data were analysed according to thematic coding with links to the theoretical framework. Future studies should look into how the teaching of IsiZulu mother tongue reading in high schools is taught to teachers in teacher training institutions, and the in-service training that is provided to IsiZulu Home Language high school teachers in the field. The study reveals that Grade 10 teachers' experiences of mother tongue reading habits are not very positive. Grade 10 learners cannot read fluently in IsiZulu, which is their mother tongue. They mispronounce IsiZulu words and mix IsiZulu with English when they speak. They read well at the sentence level, instead of reading texts with ease. When they read, they use their fingers and other objects to point at words, which lowers their reading pace and detracts from the reading. Learners look down on IsiZulu and do not see it as a problem if they do not know how to read in their mother tongue. At high schools, there is a scarcity of isiZulu reading material that can interest teenagers. The study revealed that teachers do not follow any uniform method in teaching reading; their focus is on finishing the syllabus, while not having implanted the love of reading into the hearts and minds of their learners.

CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Introduction

The study discussed mother tongue reading habits as experienced by Grade 10 language teachers in selected high schools of KwaZulu-Natal (KZN) province in South Africa, and how mother tongue reading could be improved. This chapter covers the rationale for the study, statement of the problem, aims of the study, objectives of the study, research questions, justification and significance of the study, definition of terms, scope of the study and limitations.

1.2 The rationale for the Study

The motivation for embarking on this study is threefold in nature, being influenced by personal and professional experiences, and the views attained through a theoretical perspective. As a trained language teacher, it worries the researcher to see the learners who she teaches struggle with language. Teachers might be teaching language in four key areas – listening and speaking, reading and comprehension, writing, and language structures and conventions – but performance of learners when they reach Grade 12, which is their exit level in basic education, makes the researcher think deeply on what is it that language teachers have not yet mastered. As a passionate language teacher, this has driven the researcher to try to find out more about language learning and teaching. She wants to establish how to come, in this time and age, language is still a barrier to learning.

The researcher is a seasoned marker of Grade 12 IsiZulu Home Language. At the beginning of each year, teachers go through moderators' reports on how learners performed in each given learning area, including IsiZulu Home Language, and subject advisors stress what ought to be done in order to improve results. These measures yield positive results to a certain extent. Learner performance reveals that there are those who still do not perform to their utmost best, and it is for this reason that the researcher decided to study mother tongue reading habits. She wants to explore how mother tongue reading habits influence language learning, and through this study, she believes that her teaching is going to be improved. The researcher wants to reach a point where her subject average would be 80% and above and wants to maintain that quality.

The quality of the results which she will produce will open up more platforms to share her knowledge and skills with her fellow IsiZulu language teachers.

Another rationale for doing this study is that it is going to expose the researcher to language specialists at a higher level, and such exposure will continue to develop the researcher professionally. Through participating in this study, the researcher is acquiring more knowledge in her area of interest, which will have a ripple effect, starting with benefits for the learners at the institution where the researcher is employed as an educator.

1.3 Literature Review

Reading is a practice that helps people to gain creativeness and develops their critical thinking capabilities. In this view, a reading habit is a pivotal tool for personality as well as mental capacity development of individuals. Adding to this is that reading helps individuals to gain access to social, economic and civil life. Pearson and Cervetti (2013) think of reading as a basic thinking process that can be influenced by contextual factors from different levels, especially the education, school and policy development environments. The impact of these three contextual environments becomes evident in the word level and text level processes that are examined within a school setting.

Other scholars, like Chettri and Rout (2013), believe that reading is among the three basic skills to be acquired by a learner who starts his or her education. In fact, they say that the academic success and failure of any given child is predetermined by the extent of their reading ability. That is why Mokhtari and Reichard (2002) once said of skilled readers that they have an ability to comprehend and interpret texts, while their unskilled counterparts depend on metacognitive knowledge on reading. Judging from what the above-cited scholars have said about reading, it would be helpful to visit some language theorists in order to understand language acquisition theories.

Skinner (1957), a behaviourist, believed that children acquire language through imitating adults. This imitation is often incorrect, and children don't change their incorrect language until they are able to correct it themselves. This reminds me of my two nephews, who would ask for a cup of tea from my sister using incorrect language. They would say in IsiZulu '*MakaMpilo, asikwenzele itiye.*' Their words mean 'Mpilo's mom, can we make a cup of tea for you?', and yet they meant to ask 'Mpilo's mom, would you please make a cup of tea for us?' They

mispronounced the two words '*awusenzele*' and '*asikwenzele*'. As their family, we understood their imperfect language and attended to their needs. Behaviourists also believe that if successful attempts are encouraged through praise, children acquire a language much faster. Limitations to this theory are that any language is based on a set of rules, children are not able to repeat what adults say, and they go through the same stages of language acquisition.

Chomsky's (1968) thinking is that children are born with an innate language-learning mechanism. Jean Piaget (1972) believed that language is one aspect of a child's mental development. Statovci (2018) belief is that children learn language through interacting with their caregivers.

Another language-learning theory is known as whole language theory. Ling (2012) mentions that this theory is used to teach both the mother tongue and an additional language. It puts the overall understanding of the whole text rather than focusing on teaching grammatical structures and conventions such as pronunciation, grammar and vocabulary separately. The focus of this theory is on developing language as a whole. What is good about whole language theory is that it is learner-centred. Learners are given a chance to select the learning material of their own choice; this makes it easier for learners to understand the whole text. It also blends the listening, speaking, reading and writing processes. However, I do not think that this theory is appropriate for achieving the standardized assessment, as its focus is on informal assessment. Another disadvantage is that the teaching of grammatical structures and conventions is not systematic.

Judging from the differing views on how individuals learn a language, it can be said that each of these schools of thought carries some truth. In the South African context, there is always a debate between mother tongue education and language policy. Although there are 11 official languages in South Africa, these languages do not enjoy equal status. English dominates other African languages, as it is the language of teaching and learning.

1.4   Theoretical and Conceptual Framework

Wagner (2002) states that reading activity is regarded as a habit if it is carried out repeatedly. In addition, Clark and Rumbold (2006) point out that reading, which is a long-term habit starting at a very early age, is the prominent gateway to the knowledge room. Mishra's (2014) study in one of the secondary schools in India's five regions proved that reading habits for

Grade 10 learners need some improvement. This would be achieved when reading has been made pleasurable and voluntary to learners. When reading periods are incorporated within schools' timetables and there are book clubs within schools, and learners are taught some study skills, this can assist in inculcating the love of reading among the learners. I also think that schools need to improve their libraries to make them appealing to students. They could revamp the libraries and stock books that appeal to more learners of different ages.

Reading habits, whether good or bad, can be instilled in learners with the types of approaches that are used to teach language. Sometimes languages are seen as opposing each other. This happens between mother tongues and other acquired languages. An approach which can be used to help instil the love for languages among learners is mother tongue-based multilingual education (MTB-MLE). This approach holds that young children are able to learn faster and better if they are being taught in their home languages in their first three years of schooling. The United Nations supports mother tongue-based instruction, as it believes that this improves the quality of education (Gacheche, 2010). South Africa is among those countries in which there are local languages and English is the second language and the medium of instruction. A study by Valerio (2015) in the Philippines revealed that negative attitudes of teachers about their indigenous languages are a stumbling block towards effective implementation of MTB-MLE.

Another approach that is used when dealing with language is a language across the curriculum (LAC). The aim of this approach is to promote learners' knowledge of a foreign language in which their curriculum is offered. In South Africa and other Anglophone countries, English is the language that is promoted. LAC integrates the learning of English with that of content subjects. It minimizes learners' challenges to adjust to the medium of instruction.

The phonics approach is based on behaviourist learning. Through it, learners are taught reading starting from less complex to complex skills. This approach regards learning as a one-way process from the text to the reader. A second approach to teach reading is the whole-word approach, which is the opposite of the phonics approach. The whole-word approach is a more holistic and revolutionary method in which words as a whole are introduced to children, without breaking them into sub-word parts.

The third way of teaching reading is the whole language approach. This approach to teaching reading is learner-centred, where reading skills are acquired through moving from the part to

the whole. In the whole language, approach competencies are acquired is a systematic way. Sometimes literature is used to teach reading to learners. Zaheer and Rahman (2016) believe that when fiction and non-fiction literature is utilised in teaching reading, learners are able to select the learning material of their own choice. This means that learners are not passive participants in the teaching and learning relationship, but are active participants who are given a chance to decide on what they want to learn. Such an approach is likely to increase the love of reading among learners.

In the language experience approach, learners' words are used to teach reading, and learners' experiences form the basis of the reading material. There are also cases where reading approaches can be mixed, the interactive approach is a good example of this mix. This is a combination of the phonic and the whole-word approaches.

Gehsmann (2014) says that in order for reading and writing to become effective, students' word knowledge is very important. He thinks that reading and writing skills develop in synchrony, and develop in five stages: emergent, beginning, transitional, intermediate and skilful. When learners who are supposed to be in the skilful stage display competency of earlier stages, it means that they did not master the initial stages.

1.5 Location of the Study

This study is located within three high schools, representing three different demographics: one rural, one township and one urban. To ensure anonymity and for ethical reasons, the schools were given pseudonyms. The schools will be referred to as Sun School, Moon School, and Star School. [Ultimately, owing to the amount of data generated, the study was carried out only in two schools, one rural and one urban. The reason for this is outlined in section 3.4.]

Sun School is situated in a rural area outside Ixopo town, towards the southern Drakensberg Mountains, in the Harry Gwala (formerly known as Sisonke) District. About 90% of the parental population of the school is unemployed. The main source of income is pension funds and child-support grants. Males who happen to be working are employed in the mines in Johannesburg and its surroundings. The presence of the school within the community is made evident through the trickling increase in educated people such as teachers, nurses, police, doctors, and those carrying out skilled labour, who are able to develop their homes. People

living in this area are very committed to their culture, with maidens attending the traditional Reed Dance and males participating in the Festival of the First Fruits.

Moon School is situated in a township on the south coast of KZN, in Umlazi District. People here work in Durban and other towns. Those who are less skilled work on sugar cane plantations, tree plantations and agricultural farms. Sun School and Moon School are no-fee schools, whereas at Star School, which is situated in the urban area of Durban in the Pinetown District, school fees are paid, and its parental component is mixed in terms of economic standing.

The significance in terms of language use is that at Sun School the learners come from communities whose languages are mixed, while Moon School's learners use IsiZulu as their mother tongue, and most of Star School's learners had their primary education in English-speaking schools.

1.6 Objectives of the study
The objectives of this study are:

- To understand Grade 10 teachers' experiences of reading habits in rural and urban areas.
- To understand Grade 10 teachers' experiences of mother tongue reading habits in rural and urban high schools.
- To explore why teachers experience these reading habits among learners in Grade 10.

1.7 Questions to be asked
- What are Grade 10 teachers' experiences of reading habits in rural and urban areas?
- What are Grade 10 teachers' experiences of mother tongue reading habits in rural and urban high schools?
- Why do Grade 10 teachers experience these reading habits in this way?

1.8 Research Methods
In research, once you have a research topic in mind, the next step is to consider how you are going to go about investigating that topic. This is known as the research process. The research process is influenced by the research paradigm. According to Bertram and Christiansen (2014, p. 22): 'A research paradigm represents a particular worldview that defines, for the researchers who hold this view, what is acceptable to research and how this should be done.'

A researcher's approach depends on how they think about the problem, and how it can be studied so that the findings can be deemed credible to researchers and other academics of a particular discipline. Every researcher has their own view of what is the nature of truth and knowledge. Paradigms guide our thought patterns, beliefs, and assumptions about society and ourselves. They are ways of describing our philosophical assumptions about three things: the nature of reality (ontology), ways of knowing (epistemology), and our ethics and value systems (axiology). Creswell (2009) states that paradigms can be viewed as the best or typical solutions to problems and that they may represent shared beliefs of a given research field. A paradigm determines the researcher's choice of questions, what could be observed and investigated, how data can be collected, and how findings are interpreted. There are four key paradigms which are used to guide research, which is described within a framework of their epistemology, ontology, axiology and methodology. These four key paradigms are the positivist and post-positivist, constructivist or interpretative, transformative or emancipatory, and postcolonial indigenous paradigms.

In this study, the researcher decided to use the interpretative paradigm. In this paradigm, the researcher tries to understand the world as others experience it. In the researcher's case, she is trying to understand the world of literacy (mother tongue reading habits) as experienced by Grade 10 teachers. The constructivist/interpretative paradigm is influenced by both phenomenology and hermeneutics. The interpretation of human consciousness and self-awareness is quite important. The ontology of this paradigm holds that reality is dependent upon individuals as well as groups. Creswell (2009) points out that according to the interpretative paradigm, the reality is socially constructed. Since the axiology of this paradigm believes that knowledge is constructed by the mind and is dependent on it – which makes it subjective – no social enquiry can be said to be free of any boundaries and values. This means that the researcher has to be aware of her own values and biases which might interfere with the neutrality of the topic she is researching. As a constructivist researcher, she has to admit the value-laden nature of the study, while not forgetting to disclose and report on her values and biases related to the topic. Anything that might interfere with neutrality must be declared. In this instance, honesty is a necessity. In the following paragraphs, the methodology that the researcher will be used when carrying out this research is discussed.

1.9 Research Methodology

In research two main methods are used by researchers when carrying out studies: quantitative and qualitative research methods. Other researchers opt to combine the two research methods,

and it is through such mixes that we end up with mixed methodology. Mixed methodologies come in three varieties: where the quantitative method is dominant, where qualitative methods dominate the research, and where these methods are given an equal opportunity. Creswell (2015 defines mixed-method research as both a method and a methodology to conduct research which involves collecting, analysing and integrating research in a single study. For the purpose of the study that the researcher intends to do, she believes that a mixed methodology will help in providing a better understanding of the research problem. In her mixed method she will use mostly a qualitative approach, with a bit of quantitative. This research methodology is known as the qualitative-quantitative style. The researcher cannot predict that she will mix these methods concurrently or sequentially; this will be determined by the kind of a relationship which she will forge with participants.

There are various styles of carrying out research, which are influenced by issues such as the researcher's paradigm, and the style that the researcher will use to collect his or her data. The research style that the researcher decided to adopt for this study is a case study. According to Creswell (2009), a case study is a form of inquiry which the researcher uses to explore something in depth – whether it be a programme, event, activity, process or individual. For Bertram and Christiansen (2014, p. 42) 'Case studies are a style of research that is often used by researchers in the interpretative paradigm. A case study may use a combination of both quantitative and qualitative data.' A case study blends in well with qualitative methodolog

1.10 Research Sample
The researcher intends to use six participants, three teachers from each of the two schools that remained in the study. These participants are those teachers who teach Zulu Home Language in these two schools. The researcher chose these schools because they are believed to have the ability to provide rich data. Purposive sampling is going to be utilised. Purposive or purposeful sampling implies the selection of information-rich cases for an in-depth study of a phenomenon (Gentles, Charles, Ploeg & McKibbon, 2015).

1.11 Data Gathering Procedure

Data gathering, also known as data collection, is the peak activity of any research. Data can be referred to information which is collected by researchers with the aim of finding answers to the particular questions they are asking. There are different data gathering instruments which are designed for both qualitative and quantitative research. Researchers ought to be very careful when they approach this stage, in order to avoid misunderstandings which might occur between researchers and participants. In his third edition of *Research Design*, Creswell (2009, p.42) states that 'As researchers anticipate data collection, they need to respect the participants and the sites for research.' In the study that the researcher intends to carry out she has decided to use interviews, observations, documents, audio-visual materials and questionnaires as data generating procedures. Interviews will be semi-structured so as to allow participants to write their own opinions. Observations will be recorded in the researcher's field book. Documents that will be used by the researcher include some from the Department of Education (DoE). The audio-visual material comprises transcriptions from a tape recorder which will be used during interviews.

Interviews play an important role in this study, so the researcher needs to ensure that she prepares them thoroughly. Kothari (2004) believes that it is the quality of interview questions that determines a better chance for the researcher to gather the relevant data. He even provides some guidelines for a successful interview. Planning in advance helps the researcher to identify the right time and place to carry out interviews, in order for them to bear more effective results. Interview questions must be well-phrased to avoid confusion and gathering of irrelevant information. Apart from their questioning technique, researchers need to develop a positive rapport with interviewees. Friendliness is important, because if the participants feel used or undermined, they can provide inauthentic information or even withdraw from the study.

The questionnaire will take the semi-structured format. When designing this questionnaire, the researcher will bear in mind that it asks for the information needed to answer the research questions. She will pilot the questionnaire among a few colleagues at the school at which she works and at the university.

In research two types of documents are used: personal and official documents. Examples of personal documents are diaries and letters, while in this study official documents included DoE policy documents. Documents are important because they provide a historical background to the topic being studied. Types of documents that the researcher will analyse in this study

include field record books, observation records and language policy documents. These documents will be analysed continuously until the final stages of data processing.

1.12 Data Gathering Plan

A data generation plan is a personal plan that is designed by the researcher in order to show how they intend generating data. It provides timeframes in which the researcher intends to carry out the study. The text box below indicates how the researcher plans to gather data for this study.

	NUMBER OF ACTIVITY	NAME OF ACTIVITY	TIME FRAME
1.	First visit	School A principal	May 2018
2.	First visit	School B principal	May 2018
3.	First visit	School C principal	May 2018
4.	Second visit	School A principal	June 2018
5.	Second visit	School B principal	June 2018
6.	Second visit	School C principal	June 2018
7.	Classroom observation	School A	July 2018
8.	Classroom observation	School B	July 2018
9.	Classroom observation	School C	July 2018

1.13 Data Analysis

The data processing means editing, coding, classification and tabulation of collected data, in order to summarize the gathered data and to organize them in a way that will answer the research questions (Kothari, 2004). The kinds of data that the researcher will be analysing include minutes of meetings with school managers and participants, field notes recording observations, audio-recorded interviews, workshop material and classroom observation notes. There are different types of data analysis, such as editing, classification and coding. Editing is carried out so that errors and omissions could be detected and corrected. This process involves careful scrutiny of the completed interview schedules and records. There are two types of editing, namely field and central editing. Field editing is done soon after each interview, and central editing is done when schedules have been completed. The researcher intends to carry

out central editing within two weeks after the interviews are finished when the experience is still fresh in the mind. Classification is used for studies which collect a larger volume of raw material, so this method will not be used. Coding means assigning numbers or symbols to answers in order to limit the number of categories into which responses are placed. Coding is appropriate for analysing data collected through questionnaires.

1.14 Validity and Reliability

Validity and reliability are the two most important aspects of all research and are related. Validity is a measure that accurately reflects the concept it is aimed to measure. In research, validity is concerned with the accuracy and truthfulness of research. MacMillan and Schumacher (2010) define the validity of qualitative designs as the degree to which interpretations together with their concepts carry mutual meanings for both the researcher and the participants. There are different types of validity, namely face, internal and external validity, and these are influenced by the type of research, and whether it is qualitative or quantitative. Internal validity refers to the extent in which research findings are a true reflection of or the extent to which they represent reality, whereas external validity refers to the extent to which these research findings can be applicable across groups. Simon (2011) stresses the importance of the role played by the researcher when addressing validity and reliability. Apart from the impact of the role of the researcher, the research participants, social context of the study and data gathering methods play an important role in the extent to which the study is deemed valid and reliable.

As far as this study is concerned, the researcher hopes that the fact that she is doing a study on reading habits and that she is a language teacher who happens to have taught the language in question at both primary and high school levels will be of great value during the whole process. In her data gathering methods she is going to use technology (with the permission of the participants) to record interviews so that she will be able to study emergent patterns when she begins to analyse data. Interview questions will be scrutinized by the researcher's supervisor, and the researcher will test their genuineness and lack of ambiguity among fellow colleagues. During the data analysis stage the researcher will go back to the selected research sites in order to verify data collected with the research participants, and will allow them to make changes where they feel that what was interpreted by the researcher is not what they have said, or if they no longer feel comfortable with information being used by the researcher.

1.15 Ethical Considerations

Research is guided by certain principles which were designed to ensure that participants are not harmed by the process, whether physically, spiritually or psychologically. For the purpose of this study, the following steps will ensure that what the researcher does is guided by ethical principles. The researcher is a student registered for a Master's degree with the University of KZN. Before she can engage with possible participants of her study, she has to apply to the University of KZN's ethical committee and be granted ethical clearance. As part of the application, the researcher will present the questionnaire, interview questions and letters of consent to the principals of the three schools that she plans to use in her study. For any challenges that could arise, schools can contact relevant people such as the supervisor and the ethics office, whose contact details will be made available to participants. The researcher is going to apply for permission to carry out the research from the KZN Department of Basic Education. For every visit to the participating schools, the researcher will announce herself at the schools' administration offices and sign official documents such as the logbook. Participants will be informed about their right to withdraw from the research at any time at which they may feel like doing so. Participants' names and the names of institutions will remain anonymous, and thus pseudonyms will be used.

1.16 Anticipated Limitations to the Study

Eventually, this study was limited to two high schools: one in a rural area and the other in an urban area. As the researcher is resolved to finish this study in 2019, she views limited time as one of the challenges that she needs to overcome. She has to work under a lot of pressure because she is working as a full-time employed teacher. The duty load that she has to carry in terms of teaching at work is another challenge, as she teaches three classes of Grade 12 learners. Her programme for the Grade 12 learners includes extra classes on Saturdays, which she has to juggle with attending lectures. To provide a solution to this challenge, the researcher has designed a study timetable for herself. On normal days she is going to spend three hours on her studies and during holidays four hours per day. Another envisaged limitation to this study is that English is the researcher's second language. She thinks in IsiZulu and she reads and writes in a foreign language. This poses a challenge when the researcher has to choose the right words to use. With academic writing relying on paraphrasing and avoidance of the use of adverbs and adjectives, self-expression is something that she has to do with caution. Another limitation is

that of editing. The completed document will have to be proofread and edited. This activity relies on another individual, and she has heard that the editing process takes time. To resolve this issue, the researcher, with her supervisor's help, is going to look for an editor and have one before the end of December 2018. The researcher also intends asking two colleagues to read her document from time to time, before it is submitted for editing.

1.17 Conclusion
In this first chapter the rationale for the study, literature review, location of the study, aims and objectives, and research questions were outlined. The chapter further highlighted the significance of the study, its scope, and ethical considerations to be followed when the study is conducted. It concluded by noting limitations to the study.

CHAPTER TWO
REVIEW OF THE LITERATURE

2.1 Introduction
The first chapter provided an outline of the study, mapping out how the researcher planned to carry out the study. This second chapter reviews literature related to the study, which was selected for review based on the study objectives, which were to assess Grade 10 teachers' experiences of mother tongue reading challenges in selected high schools in KZN, and how to develop appropriate strategies to improve IsiZulu mother tongue reading habits of Grade 10 high school learners. Primary sources such as research reports, education department policies, and secondary sources like journals, dissertations and the Internet were reviewed. The reviewed literature enabled the researcher to analyse why teachers experience mother tongue reading challenges in their learners, and how mother tongue reading could be improved among high school learners. As a conclusion to this chapter, the research gap has been identified. Creswell (2009, p. 23) states that 'literature review helps to determine whether the topic is worth studying, and it provides insight into ways in which the researcher can limit the scope to a needed area of inquiry'.

2.2 Approaches to Reading
Reading is one of the four linguistic skills by which individuals display their knowledge of any given language, the others were speaking, listening, and writing. There are different ways or approaches through which reading can be taught to learners, including the phonics, whole-word, whole language, literature-based, language experience and interactive approaches.

The phonics approach is based on behaviourist learning. Through it, learners are taught reading starting from less complex to complex skills. This approach regards learning as a one-way process from the text to the reader. A second approach to teach reading is the whole-word approach, which is the opposite of the phonics approach. It is a more holistic and revolutionary approach in which words as a whole are introduced to children, without breaking them into sub-word parts.

The third way of teaching reading is the whole language approach, which is learner-centred. Reading skills are acquired through moving from the part to the whole. In this approach, competencies are acquired is a systematic way. Sometimes literature is used to teach reading to learners. Zaheer and Rahman (2016) believe that when fiction and non-fiction literature is

utilised in teaching reading, learners are able to select the learning material of their own choice. This means that learners are not passive participants in teaching and learning relationship, but are active participants who are given a chance to decide on what they want to learn. Such an approach is likely to increase the love of reading among learners.

In the language experience approach, learners' words are used to teach reading, and their experiences form the basis of reading material. There are cases when reading approaches can be mixed, the interactive approach, a combination of the phonic and the whole-word approaches, is a good example of this, Gehsmann (2014) says that in order for reading and writing to become effective, students' word knowledge is very important. He thinks that reading and writing skills develop in synchrony, in five stages: emergent, beginning, transitional, intermediate and skillful. When learners who are supposed to be in the skillful stage display competency of earlier stages, it means that they have not mastered the initial stages.

2.3 National Perspectives on Reading

In the previous paragraphs, different ways of teaching reading were discussed. These show that teaching reading is a structured process, and not something that is done randomly. In terms of national perspectives on reading, reading experiences from other African countries such as Lesotho, Ghana, Uganda, Kenya, Ethiopia and Nigeria among others will be highlighted. Studies were done in these countries (Babarinde, Babarinde and Orike (2014), Lihanda and Agufana (2017), John, Barasa and Omulando (2017) and Mlay, Sabi, Tsuma and Langmia (2015)) highlight common trends as far as reading of high school learners is concerned. Teachers experience challenges in teaching reading. It is found that the majority of school-going children do not enjoy reading, and they display reading skills that are underdeveloped. Although African cultures that stress oral tradition can be blamed for this underdevelopment of reading among children, children read-only for a certain purpose, such as reading subject-related material for examination purposes. They prefer to read for leisure rather than reading the prescribed material after school hours. Lack of availability of interesting reading material makes learners less interested in reading. Social media has an impact on reading, and the youth prefer to use this modality rather than focusing their attention on hard copies. The content of what learners read on social media will be further discussed elsewhere in this chapter (see 2.6.4). When learners display underdevelopment in reading, teachers become frustrated. About

60% of teachers think that learners understand grammar better when their teachers make use of short stories.

2.4 Different reading theories

There are a number of theories on reading. Studies carried out by various linguistic scholars, such as Chiang, Ling and others, in European countries such as Turkey, Romania, Israel, England, and Portugal; Far East countries such as India, Hong Kong and Malaysia; and in the United States of America (USA) provide highlights on reading perspectives.

Reading skills refer to the ability to understand written texts, as one of the four skills through which individuals display their knowledge of any given language (Hyland, 2019). Other linguistic skills include speaking, listening, and writing. There are different ways or approaches in which reading can be taught to learners, including phonics, whole-word, whole language, literature-based, language experience and interactive approaches (Hyland, 2019).

2.4.1 Deep Knowledge Theory and Reading

Principles for Deep Knowledge (PDKs) are another approach to reading. Chiang (2016) looks into how deep knowledge theory could be used effectively in establishing reading habits. There are nine PDKs, and the first, the Inner Connection Principle, correlates with academic performance. It helps in minimising readers' stress levels, which allows them to absorb more and better ideas, by using readers' emotions as a tool to instill a love for reading (Chiang, 2016). The second principle, the Alternating Principle, stresses the need to set aside prejudice so as to come up with new and inspiring ideas. Novels allow readers to enjoy different ideas. The Contrasting and Complementing Principle challenges readers to evaluate what they read and to look at it from different angles (Chiang, 2016). The fourth, the Revolving and Recycling Principle, believes that books need to have a twist so that they can interest readers. When readers connect with characters that seem to be real, their love of reading increases. The Changing and Transforming Principle states that readers must allow themselves to be transformed by what they read by going with the flow. In the Contradiction Principle, readers apply their criticism to the texts, and this develops their critical and analytical thinking skills, while the Cracking and Ripping Principle challenges readers to try to discover conflicts, ponder possible solutions, and make predictions of plots while interacting with texts (Freund, 2013). The final PDK, the Void Principle, requires readers to empty themselves of the constraints of

existing thoughts. This could be done by sharing our thoughts and learning from those who criticise us (Freund, 2013).

2.4.2 Guided Reading Approach

According to the Learning Media (2002), guided reading is an approach which enables teachers to provide effective support for learners' literacy learning. In guided reading, the teachers' role is to actively enhance learners' understanding. Teachers can enhance learners' understanding of literary texts through scaffolding. This reading approach requires readers to build their own understanding of authors' messages because the meaning they create is central to the reading process (Learning Media, 2002). This aims at developing comprehension. Silent reading is encouraged. Teachers can divide learners into groups, where they can work closely in analysing learners' strengths and needs. Learners' background knowledge and prior experience form the basis of the reading process; learners are able to make meaningful connections with the new information because of this (Pinter, 2017). When teachers plan guided reading, they need to take into consideration the extent to which their learners' knowledge matches the ideas found in the text. It is pivotal for teachers to have awareness of and to cater effectively for diverse understanding that is brought by learners to their readings. For the guided reading approach to be more successful, teachers must encourage learners to interact with others (Pinter, 2017). This approach assists learners to understand various texts through using different reading and thinking strategies (Liu, 2014). Although it is important for teachers to continue monitoring learners' literacy development, they must use an assessment that emerges from the classroom (Liu, 2014).

2.4.3 Whole Language Approach

Another approach which underpins the teaching of language is known as the whole language theory (WLT) emerged in the USA in the mid-1980s (Liu, 2014). It regards language as a whole; when using this approach, teachers have to guide learners to carefully study the passage they are going to learn, and then study every part of it in order to get a clear idea. A study by Ling (2012) carried out in China highlighted several challenges in the teaching of English reading. These included the fact that teachers focus on teaching grammar while forgetting to teach reading, listening, writing and other skills Larsen-Freeman, (2019). They also over-emphasize the importance of vocabulary. He expounded that this resulted in learners' reading pace

becomes very slow, whereas a reader who reads fast is more readily able to grasp the main idea of the passage compared to a slow reader. Another challenge was that learners lacked training in silent reading, which led them to read with pronunciation. Mental translation caused them to forget or ignore the meaning of the whole passage Larsen-Freeman, (2019).

The WLT aims at teaching comprehension of the whole passage. It believes that language skills should not be taught as separate entities, and that pronunciation, grammar and vocabulary should be taught holistically. Learners are at the centre of language teaching, and linguistic knowledge and abilities should be instilled in a natural language setting (Cook, 2016). Teachers are encouraged to have trust in the potential of their learners (Cook, 2016).

When WLT is applied to the teaching of English reading, it requires teachers to start teaching from reading and understanding the whole passage (Colwell, 2018). Grammatical rules can be taught at any point during the lesson. As this approach is learner-centred, learners' needs and interests are taken into consideration. There is also a consideration of culture, which could be the English culture or that of the mother tongue for the learners (Colwell, 2018). In reading, the teacher has to provide more chances for the learners to create and design a situational context which would allow them to do some writing. In the application of the WLT in reading, teachers are bound to use a wide range of literature (Colwell, 2018). Oral expression and communication are stressed, and learners are encouraged to do a lot of writing (Colwell, 2018). South Africa's language across curriculum (LAC) policy seems to be informed by some thoughts of the WLT and is discussed below (McCarty, 2013).

2.4.4 Language across Curriculum

LAC is a learning theory which seeks to contribute to effective teaching and learning through using language inclusively. It was developed in the United Kingdom (UK) in the 1980s School subjects work as separate entities. Language and content teachers do not assist each other in ensuring that their goal of learning is achieved. This lack of collaboration among teachers is even worse when content subjects are taught in a foreign language, and learners struggle to understand concepts. It is this lack of understanding of concepts which hampers learning. The LAC approach focuses on providing hands-on experience to the learners so that they can discover, explore and question their world (Butoliya, 2013). LAC links various forms and aspects of language within the school setting. It acknowledges that language learning does not

necessarily happen within a language lesson, but also takes place in other subjects. This approach requires that teachers work jointly in choosing themes that can be taught in different subjects, thus expanding learners' platforms to understanding. LAC allows content subject teachers to make a contribution and get support on how to deal with language issues Nikula, Dalton-Puffer, Llinares, & Lorenzo, (2016). It is, therefore, the responsibility of teachers to ensure that learners understand language related to their subjects. LAC supports learners' linguistic development. Language teachers can assist their colleagues on how to teach learners the mastery of concepts Nikula, Dalton-Puffer, Llinares, & Lorenzo, (2016).

2.5 Policies on Reading
2.5.1 Mother-Tongue Based Multi-Lingual Education

Mother-tongue based multilingual education (MTB-MLE) is a policy which was first expounded in the UK. It is based on the notion that learners can learn faster and better if they are being taught by teachers who use their mother tongue. Mother tongue instruction is applauded because it assists children in improving both linguistic and social skills. Valerio (2015) thinks that MTB-MLE helps to build the foundation for bilingualism and multilingualism in learners. This policy supports one of the ideas of the UNESCO (2008) conference which advocates for mother tongue-based learning programs. However, in the Philippines teachers think that MTB-MLE policy creates more challenges for them Valerio (2015).

Navarro, Abao, Bacus, Alda and Espera (2016) studied the level of awareness of and the extent to which MTB-MLE policy had been implemented in the Philippines. They further studied challenges in implementing the policy. The findings of their study proved that teachers are aware of the policy. Teachers realised that parents and other stakeholders can play a positive role in supporting the implementation of the MTB-MLE policy (Paz, (2018). Teachers are also aware that the implementation of this policy can assist in improving learners' performance in reading and writing. The level of teachers' personal preparedness to implement the policy was one of the challenges. It required them to shift their mindset and focus on the positive spin-offs of using MTB-MLE. Some teachers lacked training relevant to the implementation of mother tongue-based instruction. It was recommended that dissemination of information on the mother tongue-based instruction should be strengthened (Burton, 2013). Teachers were to be supported with the provision of in-service workshops and innovative instructional materials to enhance

the delivery of mother tongue-based lessons. Parents and other stakeholders would collaborate with teachers in designing innovative and relevant activities.

2.5.2 The South African Language Policy

The South African Language Policy was introduced after 1994 as a measure to redress educational injustices that favoured English and Afrikaans languages at the expense of African languages. This language policy was designed to ensure that linguistic provisions of the country's Constitution, as stipulated in Section 29(2), which says that learners have the right to learn in the language of their own choice, were met. According to the South African Schools' Act (84 of 1996), it is the duty of public schools' governing bodies to choose the language which will be used to teach learners of that school. Provincial education departments had to see to it that school governing bodies do not use this clause as a means to promote prejudice against other language groups. Although section 29(2) of the Constitution of the Republic of South Africa promoted African languages to a certain extent, the language of learning and teaching in many schools is still predominantly English, followed by Afrikaans. A challenge for using African languages as media of instruction is posed by the underdevelopment of these languages when it comes to teaching media such as books.

Another aim of the language policy was to promote full participation in society and in the economy through equitable and meaningful access to education (Katznelson & Bernstein 2017). Another aim was to establish additive multilingualism among South African learners and to develop and promote all South African languages, including indigenous languages. The language policy also needed to bridge the gap caused by the use of a language of learning and teaching which is different from a learner's mother tongue. It had to develop programmes for the redress of previously disadvantaged African languages. The following paragraphs will give a provincial perspective on policies.

2.5.3 Reading Policy Guidelines of the KZN DoE

The Reading Policy Guidelines (2005) is a document that was designed due to the results of the 2003 Systemic Evaluation Report on KwaZulu-Natal. The evaluation report exposed an underdeveloped reading culture among KZN learners. The findings of the survey announced that Grade 6 learners obtained the lowest scores in literacy, both linguistic and mathematical. Although some factors such as familial background could be blamed for this poor performance in literacy, the KZN education department could not shift all the blame. It had not ensured that conditions at school were favourable enough for the learners to access quality education. The Audit of South African schools' libraries (1999) had discovered that there is a minimum number of IsiZulu language books stocked by the libraries, and few schools had teacher-librarians. These are some of the reasons why it was necessary for the KZN education department to take some measures to address the reading culture in schools.

The Reading Policy Guidelines of the KZN DoE were supposed to be implemented within a period of five years. They were aimed at promoting a vibrant reading culture, where reading resources would be made readily available to both teachers and learners. Effective partnership with stakeholders was geared to provide support to schools, and this would have resulted in KZN schools having either functional libraries or resource centres. This policy is based on the view that reading and writing cannot be divorced from each other, and that they are indicators that an individual is learned. Thus, to learn how to read and write competently in one's first language empowers young children to be more capable of learning additional languages.

The guidelines stated that role models are required in the process of developing avid readers, and a wide range of reading material has to be made available to young readers. Such materials need to be interesting so that a love for reading could be planted in young minds and hearts. Teachers have to promote reading by applying structured reading approaches during their lessons in languages and in other subjects at school. Other than that, schools can sustain their reading programmes through appointing 'reading champions' among their staff members. These reading champions would spearhead reading programmes within the school and serve as a link between the schools and organisations outside the school environment that promote reading.

The strategy for ensuring that a reading culture was promoted in KZN was fivefold in nature: 1) the initial key performance area was to develop Reading Committees that would ensure that reading programmes are designed; 2) these reading programmes had to be specific to learning

phases; 3) schools were to be provided with reading material; 4) here would be ongoing professional development as part of the reading culture strategy; and 5) the KZN DoE should network and work in partnership with other stakeholders such as universities, publishers and non-profit organisations.

The strategic plan of the KZN DoE is a sign of hope that it wanted to provide its learners with quality education which would ensure that they are equipped to become lifelong readers.

Next, a synopsis of the language proficiency in South Africa is given.

2.6 Influences on Reading
2.6.1 Language Proficiency in South Africa

The level at which a person functions in a given language is known as language proficiency. Proficiency is measured in terms of speaking, listening, reading and writing the language. Before people can achieve proficiency, they have to acquire languages. A person who has mastered one language is known as monolingual, while bilingualism is the alternative utilisation of two languages equally by the same person. The person acquires a second language without losing the touch of his/her mother tongue. A bilingual individual has the ability to speak, listen, read and write in two languages proficiently. Other people might think that bilingual people possess native-like control of both languages, but this is not always the case. Language skills for the second language of bilingual individuals cannot be at the same level as for their mother-tongue. Also, a person can master one linguistic skill, such as speaking a language and still become bilingual, but such a person might not be able to write in the language in which s/he is fluent (Dewaele, 2015). The purpose that drives a person to become bilingual can influence the language proficiency level. For example, a person can learn a foreign language because they want to do business with people who use that language.

According to Madrifian (2014), first language usage plays a pivotal role in the promotion of second language acquisition. Students are able to transfer concepts from their mother tongue into the new language. When people know more than one language, it is more appropriate to call them multilingual, as calling them monolingual, bilingual, trilingual, quadrilingual, and so on, sounds a bit awkward. Dewaele (2015) thinks that to be bilingual is a benefit to individuals and to their communities since this skill exposes them to different cultures and thinking patterns.

However, Mkhize and Balfour (2017) argue that multilingual education is still an issue of controversy in South Africa. English is given preference to African languages as an important language to be learnt. It is glorified as the language of economic development, and it is used as the medium of instruction, which puts English at the helm of other ten official languages that South Africa has. The language gap becomes more evident when learners reach the tertiary level. Mkhize and Balfour (2017) encourage South African universities to check and ensure that their language policies do not infringe on students' language rights.

2.6.2 Familial Influences on Reading

The school environment is not the only one that is bound to provide fertile ground in order for children to become competent in linguistic skills in general, and in reading in particular (Pinter, 2017). The family environment is equally important. Studies have proven that children who come from disadvantaged backgrounds fall behind the schedule in reading (Pinter, 2017). Disadvantaged backgrounds are caused by the financial instability of parents. Poor families focus on fulfilling basic needs such as food and shelter and deal with many stressful factors such as job security, and health. In such cases, to provide their children with reading material, or to monitor school progress, is seen as a luxury. These parents cannot provide early childhood education for their children, and thus, the critical years of language learning are disturbed. What adds oil to the fire is that such parents have lower levels of literacy themselves (Pinter, 2017).

A study carried out in England in 2014 gave birth to a programme to promote reading in English schools: the Read On. Get On (ROGO) project aimed at supporting children, their schools, parents and communities. The context in England prior to this reading campaign was that studies discovered that one out of five 11-year-old children were unable to read. Primary school children had to be taught to master reading skills so that they could cope with secondary school education. Lawton (2015) elaborates on the objectives of this project as including a focus on developing language skills in poor children. Teachers were supposed to devise new strategies for improving the teaching of reading comprehension. Leaders for Literacy were to be established. Another objective was to hold schools accountable for the literacy skills of children from disadvantaged backgrounds. This example from England shows that reading challenges can be experienced by children from First World countries like the UK, and that reading challenges are of international concern.

Ko and Tse (2010) investigated family reading practices, which are influenced by early home literacy activities, parental evaluation of children's early literacy skills, reading habits of parents, and whether there are books at home, especially children's books. The investigation discovered that Chinese parents have higher estimation of children's reading skills, whereas less reading takes place between parents and children. The Chinese families keep a few books in their homes. Availability of fewer books within family settings did not promote the idea that children have to be exposed to written material long before they enrol in elementary school programmes. Ko and Tse's (2010) investigation confirm the findings of a study by Kennedy and Trong (2006), who explored home factors which have an influence on learners' motivation to read. Kennedy and Trong's (2006) study confirmed that when parents value reading, this love for reading rubs off on their children and prepares them for the school environment, which requires them to be constantly reading. Su, Perye, Song, McBride, Tardif, Li, Zhang, Liang, Zhang, Ramus and Shu (2016) investigated the influence of early family factors on children's mastery of linguistic skills. Their findings suggest that learners who have been exposed to reading within the family context master linguistic skills such as morphology and phonology earlier and become fluent readers before they reach Grade 10.

Subranian and Sawant (2018) did a study in India to determine the influence of the familial environment on the reading habits of Grades 10-12 learners. Their findings were that the influence of parents and the home environment are important in developing learners' reading skills. When the environment had allowed children to immerse themselves in reading, teachers are provided with a resource to ensure children's successful growth in reading. Students' peers play an important role in influencing children to love reading (Shimray, Keerti and Ramaiah's, 2015) investigation of mobile reading habits indicate that online readers spend more time scanning and surfing facts from the internet, but lack the zeal to read intensively for extended periods. Shimray et al.'s (2015) investigation are supported by that of Oluwoye (2017), who investigated the effects of a poor reading culture among secondary school learners. Oluwoye's (2017) findings support the positive influence of parents' level of education: learners from educated households read more fluently than their counterparts from poor households. Learners do not read as much as they are expected to read, because their parents are unable to set high standards for them. If parents do not raise the bar on what reading level they expect their children to achieve, children do not see the need to improve their reading skills, even if this lack affects their academic performance. As reading is an active mental process which

promotes intelligence, the more learners that engage in reading, the more they become capable of mastering their learning Oluwoye's (2017).

Next, we examine whether gender differences have an influence on reading.

2.6.3 Gender Differences in Learning and Reading

A study carried out by the Pan-Canadian Assessment Program (PCAP-13) in 2009 revealed that there is a gap in reading proficiency between Canadian girls and boys. Boys did not perform well in reading assessment, but they performed better than girls in Grades 11-12. The gap between them in reading proved to be higher than that for maths and science. The study cited that test bias is among the reasons for the reading differences since girls are more accustomed to large-scale assessment tests using scanning, re-reading and discussion skills. Attitudes and behaviours are the second reason given for the difference: girls' attitudes towards reading are positive, and they are able to read for enjoyment, whereas boys focus on reading for a purpose. The third reason given is that the reading material stocked in libraries favours girls over boys. Girls prefer to read narrative fiction, romance stories, plays, poetry and song lyrics, while boys' preference is for cartoons, sports news, comics and science fiction. Boys' reading material is not readily available in the libraries, as most teacher-librarians are females, so they are drawn into stocking libraries with reading materials favouring female readers.

Arellano (2013) carried out a study on gender differences in reading comprehension achievement in English First Additional Language, the results of which revealed that female learners achieve better global results than male learners. The results of Arellano's study do not differ very much from those of a study by McQuillan (2013), who looked into the urban middle and high school learners' reading attitudes. Reading attitudes are formed by three criteria, namely feelings about reading, learners' readiness to engage in the act of reading, and their beliefs about reading, and these develop over time (McQuillan, 2013). Findings of this study indicated that girls have a more positive attitude towards reading than boys. Asgarabadi, Rouhi and Jafarigohar's (2015) study was an investigation on whether learners' gender differences impact on reading comprehension in the description and narrative macro-genres and found no difference between male and female learners' reading comprehension in macro-genres. Koc (2016) studied the role of gender in reading comprehension of different genres and found that both girls and boys understand essays better than fantasy and historical fiction. This study recommended that teachers need to use various types of the genre when teaching. Since the

influence of gender differences on reading has been discussed, the following section discusses how technology influences reading patterns for learners.

2.6.4 Influence of Technology on Reading

Technology includes the use of devices such as computers, interactive whiteboards, multimedia and the internet. According to Moran, Ferdig, Pearson, Wardrop and Blomeyer (2008) technology can have a positive effect on reading comprehension. In reading, electronic storybooks facilitate the improvement of comprehension and motivation. In content subjects, learners are encouraged to learn using technology and digital tools. Technology is also used for writing instruction (Moran et al, 2008). Learners can use technology to access images and improve visual literacy skills. A study by Cheung and Slavin (2011) on the effectiveness of educational technology for enhancing reading achievement discovered that such technology produces positive, yet small, effects compared to traditional educational approaches. It impacts differently on learners depending on their grade level and is more useful to learners who experience learning challenges (Cheung & Slavin, 2011).

Higgings, Xiao and Katsipataki (2012) believe that technology is more effective when used in groups than by individuals, and its frequent use can improve learning. Teachers can use technology in remedial lessons for struggling learners, and while it cannot replace traditional teaching, it can supplement it. These researchers posit that the use of technology in learning favours, to a greater extent, mathematics and science learners. They also state that learners ought to be supported in order to develop their use of digital technology, to ensure that it improves learning. Loan (2011) studied the impact of the internet on reading habits, finding that the internet increases access to information sources and contacts with worldwide readers, and also increases the time spent on reading. Shimray et al.'s (2015) study suggest that mobile phones help as a gateway to long texts. While people read more when they read on mobile phones, online readers do not read intensely because they spend more time scanning and surfing facts on the internet. The more computer-literate students prefer to use e-books as these are easily accessible, up to date and cheaper, and allow students to choose the font that they prefer when reading.

The digital age has changed demands for literacy; therefore, technology can be conceptualized as affording tools that teachers can use in their quest to create young readers who have higher levels of literacy skills (Gina & Gina, 2012). These authors state that it is wise that schools and school systems should invest in e-reading technology, and must use technologies that support

the Universal Design for Learning and choose evidence-based tools. Schools and their systems must provide technology users with systemic support while capitalizing on the data capacities and volume of information that is provided by technology. Technology can be used as a tool for acquiring the vocabulary and background knowledge necessary for learners to become skilled readers. E-books with dictionaries and / or activities can improve phonological awareness, word-reading skills and vocabulary in learners (Gina & Gina, 2012).

The increased prevalence of technology in today's world assists in the growth of the influence of technology and digital resources on learners' literacy. There is potential for increased use of digital technologies both within and outside the classroom environment (Wilson, Briere & Nahachewsky, 2015). It is recommended that rural high school learners are supported so that they are able to utilize increasing opportunities to use new technologies in the classroom. Teachers are also advised to use various print and digital texts. Wilson et al. believe that knowledge of trends in technological reading influence on learners is important for three reasons: it assists policymakers and curriculum developers who need to come up with curricula that are inclusive of technology; this knowledge helps in the creation of relevant resources, and to assist schools and systems to create a technology-rich learning environment for learners.

May et al.'s (2015) study of students' reading habits in Uganda revealed that students spend most of their leisure time on the internet, and enjoy reading for leisure more often than reading prescribed texts. They read prescribed texts a means to prepare for examinations. Students prefer to read books on spirituality, motivational books, and documentaries, books on politics, cultural books and novels. They also prefer online reading too hard copies.

The next section further discusses the reading habits of learners

2.6.5 Reading Habits of High School Learners

There are various factors which have an influence on the reading habits of high school learners, including technology, the familial environment, school environment, gender, cultural aspects, and others. Boakye (2015) investigated learners' social literacy in relation to their reading literacy levels and revealed that different communities practice literacy in different ways. African working-class communities are more focused on storytelling than on written texts, whereas European working-class communities focus on written texts. European middle-class families read stories to their children at bedtime; as children are read to, they develop basic pre-reading skills and sentence structure awareness. This pre-reading skill comes in handy

when these children reach secondary school education. Children who have had less literal interaction in their homes, and attend government schools that are dysfunctional, encounter academic challenges when they enter tertiary education level. This is due to the fact that the academic environment favours individualism and independent views, whereas students from an African cultural background bring with them the history of the oral tradition of shared cooperative reading and learning in public spaces. Boakye's (2015) view of how African learners interact with written material is supported by Babarinde, Babarinde and Dike (2018), who investigated reading habits in Nigerian learners, and who view traditional African oral culture as one of the reading challenges among these learners.

Oribabor's (2014) study of the impact of reading culture on secondary school learners' learning of oral English reveals that learners have poor reading habits. It agrees that there is a relationship between reading culture and learning of oral English. What further weakens the reading culture is that teachers do not pay attention to the teaching of oral English. The learners' reading involves eye-to-eye movement, tracing and moving along the text with the hands while reading. Findings from Oribabor's (2014) study are supported by Haliru, Abdulkarim, Mohammed, and Dangani (2015), who analysed reading habits among secondary school learners of Kaduna Metropolis in Nigeria. Their study revealed that most learners spend about one to two hours reading per day, and prefer to watch television and to chat through social networks to reading.

2.6.6 Teachers' Perspectives on Learning and Reading

This section discusses how teachers view and experience learning in general, and reading of high school learners in particular. Hooijer and Fourie (2009) studied teachers' perspectives of teaching in multilingual classrooms and revealed that the teachers experienced the teaching as difficult and challenging. Lartec, Belisario, Bendanillo, Binas-o, Bucang, and Cammagay's (2014) investigation in the Philippines of how teachers implement mother tongue-based instruction in multilingual classrooms discovered that teachers use several strategies to handle their teaching: they translate a target language into the mother tongue for the learners, use multilingual teaching, improvise teaching material written in the mother tongue, remediate instruction, and utilize literacy pieces written in the mother tongue for motivation. When teachers utilize these strategies, they encounter some challenges such as the unavailability of books written in the mother tongue, lack of vocabulary and lack of teacher training. Behroozi and Amoozegar's (2014) investigation of the challenges faced by English language teachers in

Iran revealed that apart from those influenced by external factors, such as insufficient teaching times and limited teaching and learning material, the more serious challenges are experienced because of challenges within the teacher. As English is a foreign language for Iranian teachers, there is a low proficiency level in English among teachers. If teachers feel that they are not competent enough in the language that they teach, they become less confident, and this affects how learners learn (Behroozi and Amoozegar's, 2014). Also, some teachers experience challenges in using technology to enhance their lessons, which is a negative factor because it affects the quality of education offered to the learners. Inadequate pedagogical knowledge is another challenge. A suggested solution to the above-mentioned challenges is to review educational approaches that are used to teach English (Behroozi and Amoozegar's, 2014). Mumpuniarti (2017) brings in another perspective on the challenges faced by teachers when they teach literacy and numeracy to learners who experience educational challenges: teachers use programmes with designed activities, even if such activities are not fruitful; and there is a need for a revised pedagogical approach for improving literacy and numeracy for learners who experience learning challenges.

Although many factors can be blamed for learners' incompetence in reading, it is necessary to analyse how teachers handle reading education. South African language teachers have lost the plot on how to teach reading (Rule & Land, 2017), which is displayed in the approaches used in assessing reading. Teachers focus on assessing accuracy and pronunciation, and forget that reading is more than oral performance and pronunciation. As a way forward in the remediation of this situation, Rule and Land (2017) is of the opinion that teacher trainers should critically engage with teachers' prior experiences and assumptions about the teaching of reading. The approaches used by basic education teachers when they taught the teachers while they were still learners can influence how these teachers think about reading and how they handle reading lessons. Therefore, it is important that teacher trainees develop an understanding of all of the elements of the reading process. They must be thoroughly trained in effective ways to teach reading. Another approach is that of creating opportunities for teachers to practice teaching reading in a supportive environment.

Rule and Land's (2017) investigation of how teachers have shifted from appropriate approaches to teach reading supports an investigation by Figueiredo, Martins, Silva and Simoes in 2016, who analysed how teachers' perceptions affect the academic and language assessment of immigrant learners. Their findings revealed that teachers compartmentalise language skills.

They focus on grammar while forgetting the role played by sociolinguistics in language learning, while writing is less valued and the focus is on assessing reading and listening skills. The investigation revealed that language acquisition skills become more challenging in high schools because different content subject teachers focus on delivering content for their subjects, and make little or no effort to accommodate learners who are second language speakers (Figueiredo, Martins, Silva and Simoes, 2016).

Hassen (2016) investigated Ethiopian teachers' reading habits, finding that reading habits are poorly developed among high school teachers, who read for lesson preparation. When reading for pleasure, these teachers prefer to read magazines, newspapers and political news. However, Akay's (2017) investigation of Turkish teachers' reading habits found that about 65% of Turkish teachers read books on a regular basis, and often read during reading periods at school. These teachers blame financial instability as making them unable to source reading material, but the fact that teachers themselves have not yet acquired reading habits impacts negatively on the learners. Teachers cannot instil the qualities they do not possess.

2.7 The Research Gap

From the contents of the literature that was reviewed in this chapter, it is seen that many scholars who have researched reading have focused on learners as their research phenomenon. Not much has been written about high school teachers, their perspectives on reading, and their experiences in teaching reading to high school learners. It is for this reason that the researcher became interested in exploring Grade 10 teachers' experiences of mother tongue reading habits. The results of this study will hopefully shed light onto understanding the teaching of IsiZulu mother tongue reading from the teachers' perspective, and the approach which is used in teaching IsiZulu mother tongue reading might change

2.8 Conclusion

In this chapter different topics that are related to reading, such as ways of reading, national perspectives on reading, theories on reading, policies on reading, and influences on reading were discussed. After this extensive literature review, the researcher identified a gap in the research, which it is hoped that this research study will help to address. The following chapter presents the research methodology that was used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology which was used when undertaking the study. The research design, area of study, the population of the study, sampling method employed, research procedures, methods and techniques used in the generation of data, data quality control, analysis as well as presentation techniques that were employed are discussed.

3.2 Research Design and Paradigm

In the research design, the researcher tried to respond to the four questions which are basic to research: when, where, how, and why the study is going to be undertaken and accomplished. A research paradigm involves procedures that are used in the process of implementing the research design or research plan, as well as underlying principles and assumptions to their use. MacMillan and Schumacher (2010) believe that research methodology is systematic and purposeful, as it is planned to yield data on a particular research problem.

Ugwuowo (2016) defines research methodology as the theoretical analysis of the body of methods and principles related to and applicable to a certain field of study. This theoretical analysis is inclusive of the research paradigm and theoretical framework that is utilised in adopting a method that is more suitable or rather practices that are best applied to a specific case to yield acceptable results. The research methodology is not aimed at providing solutions to research problems, but rather at guiding researchers on how to conduct their studies. It does this through shedding light on the pros and cons of the research and helps researchers to develop a critical and scientific attitude towards their areas of interest. The research methodology also helps to inculcate the ability to evaluate and utilise research results with reasonable confidence among researchers.

Two main methods or approaches are used in research, namely qualitative research and quantitative research. Suter (2006) explains qualitative research is aimed at explaining complex phenomena through verbal descriptions rather than testing hypotheses with statistical values.

Qualitative research focuses on people and quantitative research deals with phenomena. Qualitative studies are designed to make discoveries about humans, and their findings are presented in a narrative form. In contrast, quantitative studies focus on traits, and its findings are presented in numerical form. These two basic research engines are sometimes mixed by researchers when they want to achieve quality results. Researchers may use one method predominantly, but then decide to consolidate their studies by applying traits of another method. Creswell (2015, p. 2) defines mixed-method research as 'an approach to research in the social, behavioural and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems'. Mixed-method research is not just a gathering of both qualitative and quantitative data, nor the simple addition of qualitative data to a quantitative design. It is also not the collection of various forms of qualitative data. What is more important is the collection, analysis and integration of both qualitative and quantitative data.

For the purposes of this study, the researcher decided to use a mixed-method approach. The study itself is predominantly qualitative in nature, as it is aimed at exploring Grade 10 teachers' experiences of mother tongue reading habits. The researcher used data generation methods that are utilised in both qualitative and quantitative methods.

The research design is an action plan that is followed by the researcher in their quest to respond to research questions. It is important for researchers to have a user-friendly action plan. Kothari (2004, p. 31) defines research design as 'the conceptual structure within which research is conducted'. It is a blueprint for collecting, measuring and analysing data. Different research operations are interwoven in the research design, thus maximising information gathering through minimum expenditure. According to MacMillan and Schumacher (2001, p. 9), 'a research design shows which individuals will be studied, as well as when and in which context.' The research design may be qualitative or quantitative, or the two main engines can be combined and result in what is known as triangulation.

The research design is influenced by a research paradigm. Bertram and Christiansen (2014, p. 22) state that 'A research paradigm represents a particular worldview that defines, for the researchers who hold this view, what is acceptable to research and how this should be done. The paradigm describes the beliefs the researcher has about what can be known about the world'. Kivunja (2017) defines a research paradigm as the perspective, thinking, school of

thought or shared beliefs that inform how researchers interpret their research data. This is made up of abstract beliefs and principles that shape how researchers see the world, and how they interpret and act within that particular world. Paradigms can be understood as the philosophical understanding shaping researchers' thoughts. Kivunja's definition does not differ from that of Mackenzie and Knipe (2006), who summarises the research paradigm as being the researcher's worldview. It helps researchers to think about how they know the truth or reality (epistemology), and what assumptions they make in order to believe that something makes sense or is real (ontology), as these would be reflected in their research design. This assists researchers to adhere to ethical ways of doing research.

Four research paradigms dominate educational research, namely the positivist, interpretive, critical and pragmatic paradigms. For the purpose of this study, I have chosen the interpretive paradigm, as it aims to develop a great understanding of how people make sense of the context in which they live and work. The interpretive paradigm helps in creating an understanding of the meaning which informs human behaviour and recognizes that there are many faces of reality and that, events and situations can be interpreted differently by different individuals. This characteristic of the interpretive paradigm – of accepting and seeking multiple faces of reality – allows it to be more open to change.

Use of the interpretive paradigm in my study is also based on the belief that research participants become actively involved in all the phases of the research process. This active participation of research participants helps them seek an understanding of the world in which they live. The interpretive paradigm allows me to see the world through the perceptions and reading experiences of Grade 10 IsiZulu mother tongue teachers. In order to explore the experiences of research participants in my study, the interpretive paradigm provides a context which allows me to listen to and analyse what they have to say about their experiences. This is because the interpretive paradigm is more subjective than objective in nature. Interpretive researchers believe that understanding of the context in which any form of study is conducted is critical to the interpretation of the data which are gathered.

3.3 Case Study Approach

Case studies are 'single-site studies where there are a natural socio-cultural boundary and face-to-face interaction encompassing the person or group' (MacMillan & Schumacher, 2001, p.

398). These authors also state that qualitative research uses a case study design, meaning that the data analysis focuses on one phenomenon which the researcher selects to understand in-depth, regardless of the number of sites or participants available for the study. This phenomenon could be an individual, a group of people, one programme, a single policy that is implemented, one process or one concept.

According to Lichtman (2010, p. 81), 'case study as an approach to qualitative research involves the specific and detailed study of a case or cases. A case can be limited to a characteristic, trait, or behaviour'. For Burton and Bartlett (2005, p. 85), 'The case study approach is not a methodology as such, but a research strategy where the researcher aims to study one case in-depth". In education, a case study approach allows teachers to study important aspects in their working environments without forcing them to embark on large-scale studies.

I decided to use the case study approach because it focuses on individuals and aims to describe or explain what it is like to be in a certain situation; a case study is very descriptive in nature, and it tries to capture the reality of the lived experiences of research participants, in my case Grade 10 IsiZulu teachers, and their thoughts about a certain situation (reading experiences) (Bertram & Christiansen, 2014). My research style uses multiple case studies. Gustafsson (2017) supports the idea of using multiple case studies when he says that this enables the researcher to analyse the data within each situation and across different situations. He further states that 'evidence generated from a multiple case study is strong and reliable and the writer can clarify if the findings from the results are valuable or not' (Gustafsson, 2017, p. 35). If multiple case study recommendations are more intensely grounded in various empirical evidence, this could assist researchers in creating a more convincing theory. Gustafsson (2017) strengthens what was said by Eisenhardt and Graebner in 2007 – that is, a multiple case study approach is of great benefit when a researcher aims to create a new theory.

My reason for choosing more than one case study was to allow me to tap into data drawn from different contexts, in order to understand Grade 10 learners' mother tongue reading habits as experienced by IsiZulu teachers and to be able to draw conclusions about the research phenomenon. This understanding is strengthened by Kothari (2004, p. 113), who stresses that 'a case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behaviour-patterns of the given unit as an integrated totality'.

3.4 Area of Study

This study was initially designed to be carried out in three high schools that belong to three education districts of KZN Province in South Africa. It was later streamlined to include two high schools, one in Harry Gwala District (formerly known as Sisonke), which is populated by a high percentage of rural schools, and one in Pinetown District, which is predominantly urban in character. The reason for opting to use two schools was that both schools have more than one teacher who teaches mother tongue in Grade 10. The increased number of research participants (six in total) led the researcher to decide to drop the third high school, in Umlazi District's semi-urban area.

The first high school produced data with a feel of both rural and borderline experiences (two home languages, IsiXhosa and IsiZulu, are used in this area). The second high school brings with it an urban touch. Use of these two high schools in this study does not necessarily mean that the study is comparative in nature, although comparing the two might happen along the way.

3.5 The population of the Study

Before embarking on their studies, it is important for researchers to define their population. MacMillan and Schumacher (2001, p. 169) state that the 'Population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research'. Other terms used to define population are target population or universe. The defining characteristics of a population include age, gender, grade level, location, position, and time of year. To Suter (2006, p. 432), the population is 'a large well-defined group that generates a sample. Data from the sample are used to make inferences about the larger population'. The population for my study is made up of Grade 10 IsiZulu Language teachers.

3.6 Sample Size

The sample size is determined by the purpose of the study, its focus, data collection strategies, availability of information-rich participants, how data will be presented, and the time frame within which the study will be carried out. Suter (2006) believes that the sample size influences the fairness and significance of research findings. This study included six (6) research participants, each school had three teachers who teach IsiZulu at Grade 10 level.

3.7 Sampling Methods

Sampling is the activity whereby researchers select who or what will be studied. There are different kinds of sampling, such as random, incidental, snowball, quota and purposeful sampling. Purposeful or purposive sampling is 'a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest, selection of cases without needing or desiring to generalize to all other cases' (MacMillan & Schumacher, 2001, p. 598). Welman and Kruger (2001, p. 63) indicate that in order for a researcher to choose purposive sampling as their strategy to come up with research participants, they 'rely on their experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population". Types of purposeful sampling are inclusive of site selection, comprehensive sampling, network sampling, maximum variation sampling and sampling by case. A purposeful sampling method was used in the selection of the target population that was used to select participants for this study. The two schools selected were chosen because it was believed that they offered a good chance of providing rich data on the phenomenon being studied.

3.8 Data Gathering Methods and Instruments

Accurate and systematic data gathering is crucial to scientific research. Data gathering allows researchers to amass information about their research objects. Data gathering methods include, among others, interviews, document analysis, observation, measurement and questionnaires. Researchers can use more than one instrument in their studies.

3.8.1 The Interview Method

An interview can be defined as a conversation between the interviewer and the interviewee. An interviewer is a person who asks some questions, and the interviewee is the one who responds to those questions. Interviews are the most common method of data gathering used in qualitative research. Interviews consist of gathering data through asking questions and aim at exploring the experiences, views and beliefs of research participants. Interviews allow researchers to gather complete information with deeper understanding. It is advisable for researchers to ask questions that are likely to harvest as much information about the phenomenon under study as possible. Interviews are more personal, in comparison with questionnaires.

There are four basic types of research interviews, namely the structured, semi-structured, unstructured and focus group interview. Semi-structured interviews were used in this study. Gill, Stewart, Treasure and Chadwick (2008) state that semi-structured interviews are made up of several key questions that assist in defining important areas of exploration while allowing both interviewer and interviewee to diverge so as to pursue a thought or response. This characteristic of allowing interviewers some flexibility is what drew the researcher to choose semi-structured interviews as one of the data gathering strategies. The researcher decided to use the interview method to obtain detailed information on reading habits from teachers who are currently teaching mother-tongue reading at the Grade 10 level of schooling in South African high schools. Through the interview method, researchers are able to probe and gather more information from research participants. As interviews are interactive in nature, researchers can gather both verbal and non-verbal information from participants. In order to gather more information from their research participants, researchers need to develop attentiveness skills. Grobler, Schenck and du Toit (2003, p. 127) describe attentiveness as 'the way in which facilitators orientate themselves physically and psychologically towards clients so that the clients will feel at ease to share their experiences, ideas, and emotions'. The relationship between the researcher and the research participant may be different from that of counsellor and client, but the researcher also stands to benefit from honest responses.

3.8.2 Document Analysis

Bowen (2009) describes document analysis as a form of qualitative research in which documents are interpreted by the researcher in order to give voice and meaning around a given topic. To Ihlebak (2015), document analysis is 'a systematic procedure for reviewing or evaluating documents- both printed and electronic (computer-based and internet transmitted) material". Items which are analysed include documents of public interest such as policy manuals, personal documents such as journals, and physical evidence such as handbooks and workshop materials. Document analysis is used in mixed-method studies as a strategy to complement other data gathering strategies and provide a means of tracking change and development. They can be used in the verification of findings from other sources, which in mixed-method studies is known as triangulation.

Document analysis involves skimming, reading and interpretation of documents. Researchers are advised to have an analysis plan before attempting to engage in document analysis. This involves coding content into the themes which have been derived from analysis of the focus group or interview transcripts. Analysis of content is as important as creating themes based on the documents' data. The three stages of document analysis are preparation, document review and wrap-up. During the preparation stage, the researcher decides whether the document is relevant to the study or not. The second stage is when the researcher studies the document in detail, and the last stage is reviewing and confirming the selected details with specialists in the particular field of research.

The researcher decided to use document analysis as one of data gathering methods because reading forms part of language acquisition skills. Therefore, the South African Department of Basic Education has some policies on reading, and the contents of such policies can support and strengthen the findings of the study.

3.8.3 The Observation Method

The observation method is used in behavioural sciences such as health sciences and education. Kothari (2004, p. 96) states that 'observation becomes a scientific tool and the method of data collection for the researcher when it serves a formulated research purpose, is systematically planned and recorded and it is subjected to checks and controls on validity and reliability'. Bertram and Christiansen (2014, p. 84) deliberate that 'observation means that the researcher goes to the site of the study, which may be a school, a classroom, a staffroom, and or a community meeting space, and observes what is actually taking place there'. In this way, the researcher sees for himself the context and site of the research (Bertram & Christiansen, 2014). That is why Lichtman (2010, p. 164) explains that 'observations usually occur in settings that already exist'. During observation, the researcher does not interact with research participants but gathers information through observing them. Creswell (2007) advises researchers to ensure that the observation method is in line with the research aims, research questions and methodology; researchers must ask themselves whether this data gathering method will add value to their studies or not.

The researcher utilised an observation schedule as one of data gathering instruments in conjunction with the observation method of data gathering. A maximum of two reading lessons per teacher was observed in an attempt to gather first-hand information from respondents in their environments. Reading materials which were used during those lessons were also scrutinised by the researcher. The availability or non-availability of libraries and/or reading rooms or reading corners in the classrooms, and the volume of mother tongue reading materials in the libraries were other criteria which were observed. In those schools where there are libraries, the researcher observed how books are organized, whether the reading material is interesting to teenage learners, whether teacher-librarians are available or not, and whether other reading materials (like newspapers and magazines) are stocked by the libraries. The researcher had to guard against interacting with learners and obtaining any information from them because permission to do so was not applied for.

3.8.4 Questionnaire Method

Bertram and Christiansen (2014, p. 73) describes a questionnaire as 'a list of questions which the respondents answer.' There are three types of questionnaires, namely unstructured, structured or closed-ended, and semi-structured or open-ended ones. Bertram and Christiansen (2014, p. 74) state that 'A highly structured questionnaire with closed-ended questions, makes it possible to count how many answers are given in each category', while semi-structured questionnaires ask more open-ended questions. When open-ended questions are asked, respondents are given freedom to respond to a question in their own words, in a way which suits them. Research participants are allowed to write down their opinions without feeling constrained. Semi-structured questionnaires allow researchers to standardise the questions asked.

Burton and Bartlett (2005, p. 100) state that 'a well-designed questionnaire can provide useful information on respondents' attitudes, values, and habits.' Skills that go into creating well-designed questionnaires include the choice of words used clarity of the questions. Each question must have one purpose. Questionnaires ensure the anonymity of research participants, and this allows them the freedom to express their views and thoughts on the given subject. When using a questionnaire as one method of data gathering, researchers are advised to distribute more than the required number, because some respondents may not answer the questionnaire in full and such questionnaires become spoiled and no longer serve the purpose. Questionnaires may be aligned with quantitative studies, but the researcher decided to add this method to the list of data generation instruments because a questionnaire can be used to strengthen the findings of qualitative studies.

A questionnaire was prepared for IsiZulu Home Language Grade 10 level teachers. It focused on what teachers do or do not do during their reading lessons. Questions covered teachers' experiences of their learners' reading habits, and their experiences of and attitudes towards teaching reading. Before completing the questionnaire, teachers were informed that the study was not aimed at intimidating any person and that they would not be required to disclose their identity.

As the data generation methods have been discussed, the next section will discuss how data quality will be controlled.

3.9 Data Quality Control

Data quality control stage is a crucial stage of any study. Without proper handling of data, research results cannot be seen as authentic or of any use. This process involves researchers completing checks and balances on their studies.

3.9.1 Methodological and Instrumental Triangulation

It was indicated earlier in this chapter that this study is predominantly qualitative in nature, and that it became a mixed-method study because of a mix in data gathering methods. Triangulation is the cross-validation which is done between sources of data, data gathering strategies, time periods and theoretical frameworks. According to Burton and Bartlett (2005, p. 118), 'a mixture of methods is normally used in order to develop a greater understanding of practice'. The researcher used a questionnaire, which is a key data generation tool used in studies of a quantitative nature, in order to strengthen the findings of this study. Methods and instruments were triangulated to allow them to complement and corroborate the findings of each. Triangulation increases the yielding of the best possible results from the data that are gathered for a study.

3.9.2 Validity and Reliability

Validity and reliability are two research terms that are used side by side, although they do not mean the same thing. The former refers to 'the degree to which scientific explanations of phenomena match the realities of the world' (MacMillan & Schumacher 2001, p. 603), while the latter refers to 'the extent to which a test or technique functions consistently and accurately by yielding the same results at different times or when used by different researchers' (Wellington, 2000, p. 200). Validity is divided into internal validity and external validity. Internal validity is the degree to which extraneous variables are controlled, whereas external validity means the generalizability of the research results.

Foxcroft and Roodt (2013, p. 48) indicate that reliability is 'linked to the consistency of measurement'. In their words, they say that 'the reliability of a measure refers to the consistency with which it measures whatever it measures'. In order to increase the validity and reliability of the study, the researcher piloted a questionnaire with a group of IsiZulu teachers and among university master's students who teach languages in their schools. Interview questions were tested for ambiguity and understandability among colleagues at an institution

where the researcher works as an educator. Results from data generation instruments in both groups were analysed, and the researcher was able to measure the instrument's validity. Pilot studies thus ensured the reliability of the instrument in order to control the quality of the data.

3.9.3 Objectivity and Rigorousness

Burton and Bartlett (2005) state that the notion of objectivity is applicable to studies in the natural sciences which are able to produce findings that are not influenced by the hopes and opinions of researchers. Objectivity means 'data collection and analysis procedures from which only one meaning or interpretation can be made' (MacMillan & Schumacher, 2001, p. 596). To increase objectivity, the researcher gathered data at different intervals (during two visits to the identified sites), using various data-gathering instruments. This ensured that the data gathered were objective and of a high standard.

As a means of ensuring the rigour of the study, rigorous methods and techniques, as well as intellectual rigorousness, were applied. Research participants were briefed on how the instruments function before they took part. The researcher also had to be alert and observe mental rigour during the four stages of the research cycle, namely during data gathering, data analysis, data interpretation, and presentation of the findings.

3.9.4 Credibility and Transferability

Credibility and transferability are two terms that are used when researchers aim at proving that their studies are valuable and that they can be trusted. According to Rule and John (2011), transferability is the provision of enough detail and descriptions in the study so as to allow readers to make their own determinations regarding the study's conclusions and findings. Credibility also indicates the scope and extent to which a case study documents the completeness and the substance of the reality of a particular case. Qualitative researchers can increase the transferability of their studies through supplying a detailed description of their population and sites. In order to increase the transferability of this study, the researcher described the sites in detail. After gathering data and starting to analyse it, the researcher went back to the research participants to double-check with them that the transcribed versions of the interviews correctly reflected what was said during the interviews. Participants were given the freedom to make changes if they felt that what was written by the researcher was not what they said or meant. The study itself, which aimed at exploring challenges faced by teachers when

they teach reading to their Grade 10 level learners, can be transferred to examine the experiences of other language teachers from other parts of the world.

Credibility is the process whereby research findings in one situation are deemed similar to those in other situations. It is relevant to qualitative studies, such as ethnographies and case studies. In their guidelines to improve qualitative social science publishing, Moon, Brewer, Januchowski-Harley, Adams and Blackman (2016) describe credibility as the way in which researchers try to establish confidence in the 'truth' of their research. Research credibility is determined by factors such as the research purpose, data, and triangulation of data generation methods. This process requires researchers to supply a highly detailed description of their research situation and the methods that they applied during the research process.

3.9.5 Generalizability

Generalizability happens when predictions are made based on a recurring experience. Researchers utilize the same type of thinking when they generalize the findings of their studies. Generalizability rests upon transferability of research findings, and it is a characteristic which is necessary for forming interpretations that are coherent even in different situations. Colorado State University (2016) teaches that there are three different types of generalizability. The first occurs when researchers try to determine whether a specific treatment will yield the same results in different circumstances. It aims at checking whether results were influenced by the environment. The second one focuses on measurements rather than treatments; for research results to be considered generalizable, research must produce the same results with different forms of measurement. The third type of generalizability is that of subjects: results cannot be generalized beyond the group which participated in a study. This is, even more, the case in qualitative studies because they have a unique nature.

Generalizability allows individuals to form coherent interpretations in any situation. Leung (2015) identified some criteria that can help to improve the generalizability of a study, which includes: assessment of clarity of research questions, detailed description of sampling, coherence of data gathering and analysis, level of support when it comes to claims, and the contribution which the study is likely to make. Another criterion which increases the generalizability of the study is the transparency of the research process.

3.10 Ethical Considerations

Ethical considerations in research are concerned with the moral behaviour of researchers. Lyons and Coyle (2016, p. 45) define ethical considerations as 'deciding how to behave from a moral or ethical perspective". Every research study that is carried out must not pose a threat to research participants or put them at a disadvantage. According to Lyons and Coyle, qualitative research is intrinsically ethical, because during such research the researchers interact with people. Therefore, researchers need to be more attentive to ethical issues, because there are hidden forms of power exertion at play. Creswell (2009) sheds more light on this issue of ethics in research. For him, research projects ought to protect the research participants. Researchers are required to promote the integrity of their studies, and they can do this by guarding against misconduct that might reflect negatively on their institutions. Researchers have to be mindful of the fact that ethical issues in research are not a once-off factor – they can arise at any stage of the research process. Therefore, researchers ought to constantly check whether they are still on the right track as far as ethics are concerned.

All ethical requirements for a study of this nature were rigorously adhered to. First, a letter of approval was sought and received from the University of KwaZulu-Natal Research Ethics Committee, secondly, an approval letter was received from the KwaZulu-Natal Department of Basic Education. Also a letter approving the study in each of the three schools was received from the principals and informed consent letters were completed and handed in by the participants. The participants were assured of the voluntary nature of their participation and their confidentiality under all circumstances. I also considered the issue of autonomy and granted the participants the right to remain anonymous and to withdraw from the research study if they wished. I took every measure to ensure that no harm would come to the participants or the schools comprising the study sites.

Before this study was undertaken, ethical measures were addressed. The researcher was a registered university student, so the university's ethics committee was approached for the granting of permission to carry it out. Before the university could grant ethical clearance, one of the requirements was that the researcher had to submit a research proposal, which is a plan for the study, outlining the research topic, problem statement, research questions and participants, location and context of the study, and research methodology. Once all of the

necessary documents were submitted, the university's ethics committee issued a clearance certificate. The next step was to apply for research permission from the KZN Department of Basic Education, which has its own set of questions to be answered by the researcher, and documents that have to be submitted. After scrutinizing the application, the department granted its permission to conduct the study. Once those two permits were obtained, the researcher approached school managers with written application letters. After consultation with their governing bodies and school management teams, the school managers responded positively to the applications.

After permissions were granted by the relevant gatekeepers, it was time to approach research participants, who in this case are teachers. Cohen, Manion and Morrison (2007) advise researchers that research participants must be competent, have free will to participate and be informed enough about the study before they can give their informed consent to take part. Research participants must have a full understanding of the nature of the research project. The researcher, therefore, gave a detailed explanation of the research purpose, any risks or discomforts that might result from the interview, and the fact that there were no benefits attached to participation. The participants were also assured that their identities would remain anonymous in the study and that they were free to discontinue their participation at any period that they might feel uncomfortable with the research process. As a gesture that they participated without any pressure to do so, the research participants were asked to sign written informed consent, which confirmed that they partook on the study voluntarily.

It was brought to participants' attention that there was no monetary compensation attached to participating in the study. The anonymity of the research participants was ensured by allocating pseudonyms to them. During the data-gathering stage, the researcher kept being mindful of the need to respect the participants and the research sites, as mentioned by Creswell (2009). The data gathered for the study were kept on the researcher's laptop, protected by a secret code.

3.11 Conclusion

In this chapter, the philosophical underpinnings driving the current study within a constructivist paradigm were discussed. The area of study, population, sampling method employed, research procedures, data gathering techniques, data quality control, data presentation techniques, and ethical considerations employed in this study were discussed.

In the next chapter, a narrative account of the qualitative data which were gathered shall be presented. These are the results derived from the qualitative data that were gathered from Grade 10 level IsiZulu language teachers through semi-structured interviews, questionnaires and classroom observation.

CHAPTER FOUR

PRESENTATION OF DATA OF FINDINGS

4.1 Introduction

In this chapter, important findings that emanated from the study are presented in relation to the study objectives laid out in the first chapter. However, before the findings of this study are presented and discussed, the researcher wants to highlight two issues concerning the study: the relationship of the study with educational psychology, and data gathering methods that were intended to be used in the study.

The inclusive education dispensation is in place but linguistic challenges, which are barriers to learning, remain. The language is a necessary tool for intellectual development; if the language is not developed, or is underdeveloped, children's right to quality education is blocked in one way or another. This is in line with Piaget's theory of cognitive development and Vygotsky's sociocultural perspective (Tudge & Winterhoff, 1993). Language deficiency is grouped as one of the socio-economic barriers to learning. Landsberg, Kruger and Nel (2005, p. 37) state that 'whatever the official language policy of the government is, it is unavoidable that there will be certain learners who will not receive mother-tongue instruction throughout their school careers'. This study looked into experiences of Grade 10 teachers who encounter challenges when they teach mother tongue reading to learners whose mother tongue acquisition might not be up to standard.

It was mentioned in Chapters One and Two that classroom observation was one of data generation methods to be used in this study. However, in the course of gathering the data, it became clear to the researcher that there was a great deal of data, way above the size of the study. Hence the researcher decided to focus on analysing the semi-structured interviews and the questionnaire.

Semi-structured interviews, a questionnaire and observation were used as data gathering methods. The research participants were six Grade 10 IsiZulu Home Language teachers from two high schools in the Harry Gwala and Pinetown Districts of KZN province in South Africa. Participants are referred to as TA, TB, TC, TD, TE and TF, a simplified version of Teacher A, Teacher B, Teacher C, Teacher D, Teacher E and Teacher F. I think you need to say which came from rural and which from urban – nowhere do you say which teachers were rural and which urban in any of the tables or results.

As this study is predominantly qualitative in nature, a qualitative data analysis approach will be followed. Qualitative data analysis includes various processes and procedures whereby researchers move the qualitative data that were gathered into some form of explanation or interpretation of the situations and people they were investigating. According to Flick (2013, p. 23), qualitative data analysis is 'the classification and interpretation of linguistic or visual material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it'.

The data gathered for the purpose of this study are analysed the method by method, starting with the data gathered during interviews, followed by data from the questionnaires. Data will be presented in both tabular and in narrative form.

4.2 Demographic Characteristics of the Participants

When planning to do this study, the researcher had aimed to interact with a maximum of six participants. Of the six participants initially targeted, all six agreed to participate in the study, a response rate of 100%. The respondents were Grade 10 IsiZulu Home Language teachers from two schools, one from the Harry Gwala District (rural) (TA, TB and TC) and the second one from the Pinetown District (urban) (TD, TE and TF).

4.2.1 Gender and Age

The gender and age of participants are two important factors that can have an impact on how teachers experience the teaching of reading of a home language. Although this was not planned by the researcher, it just happened to be the case that three participants in the study are males and three are females, which means that gender participation is 50/50. The age group of participants ranges from 23 to 64 years.

4.2.2 Qualifications and Experience

All six participants possess an education qualification because they were trained to be high school teachers. Two teachers have initial training in education and hold a Bachelor of Education degree. Three of the teachers possess Honours in Education degree, and the last has a Master of Education degree. When tracking teaching experience, I discovered that one teacher is fresh from the university and has one year of teaching experience. The other teachers' experience was four, seven, twelve, fourteen and thirty-eight years in duration. Teachers'

experience of teaching IsiZulu was one year for two teachers, the others have two, three, six, and ten years' teaching experience in teaching IsiZulu Home Language. IsiZulu is the first language for all of the participants.

4.3 Responses to the Interview Questions

4.3.1 What are your experiences of isiZulu mother tongue reading habits as a Grade 10 teacher?

In response to the above question, TA said that learners enjoy reading poems in class, especially during the last period. Some learners want to act out characters from plays and books. They love reading prescribed novels and other novels which they get from the school library.

TB said that some learners cannot read words correctly. There are some learners who do not know the meaning of some Zulu words; as a result, they cannot pronounce them correctly. Learners do not know some words with double meaning, so they pronounce a word using a meaning which does not suit the context.

TC cited that her experiences have been a good learning curve for her. She has experienced teaching learners who do not have a background in the Zulu language at all, and it is difficult to teach them pronunciation. Teaching isiZulu has enlightened her knowledge. When she teaches reading, she encourages learner participation during lessons and learns a lot from her learners, which is a good experience.

TD had noticed and learnt that isiZulu mother tongue is a very enjoyable language to learn, especially when following all the rules of reading. She said that as you read more and more, you become more fluent in reading in IsiZulu and also when you speak it. Every time this teacher reads, he learns something new and new terms, which enables him to grow as a teacher.

TE & TF repeated the sentiments stated above.

4.3.2 Why do you, as an isiZulu Language teacher, experience these reading habits in Grade 10? Give three possible reasons.

Teacher-TA said that the reading habits of Grade 10 learners that she has observed when teaching isiZulu language is that learners take the subject for granted and pretend to know how to pronounce words well, yet most of them have a challenge in pronunciation. When learners read, they use their fingers or sometimes rulers and pointers, which disturb the flow of their reading, especially when they read novels and recite poems. TE was of the same opinion as TA.

TB pointed out that most of the learners went to former Model C schools for their primary education, where they either did IsiZulu as a first additional language, second additional language, or they never did IsiZulu at all. Those who did IsiZulu as home language are good at reading and therefore laugh at those who make mistakes when they read. Some learners read IsiZulu material only in class, whereas if they were keen readers they would perform better in reading.

TC and TF reiterated what was said by TB, by saying that learners did not do IsiZulu as their first language in the lower grades. She added that learners are more exposed to western language because parents are trying to help their children to understand and know English since it is not their mother tongue and they were attending schools where English is the first language and IsiZulu is the second language. Also, learners are not encouraged to debate or to do some oral presentations in IsiZulu at an early stage.

TD gave lack of interest in reading as the first reason for his experiencing reading habits in Grade 10. She says that since learners are not exposed to the language in the early years of their development, their attitude towards IsiZulu is negative.

4.3.3 How do mother tongue reading habits affect IsiZulu language learning at Grade 10?

TA said that mother-tongue reading habits affect IsiZulu language learning because it takes time for learners to understand when you are teaching them.

TB said that learners fail to understand the language. They form sentences which do not make any sense. Even when they write, their spelling is wrong. Learners mix IsiZulu with words which are taken from other languages because they do not know the proper IsiZulu words to use.

TC stated that mother-tongue reading habits make IsiZulu language learning very difficult. Teachers have a great challenge in instilling the love of the language into learners. Learners pay very little or no attention to the teacher.

TD and TE agreed that mother-tongue reading habits affect IsiZulu Language learning because reading as a skill is not encouraged in the lower grades. TF indicated that language educators in general, and IsiZulu Language educators in particular, need to utilise technology to enhance their lessons as the fourth industrial revolution has dawned in South Africa.

4.3.4 What strategies are there in place to assist learners?

TA responded to this question by saying that learners are assisted through extra classes being offered to learners who are doing IsiZulu. Moreover, the subject teacher helps learners during study periods.

TB stated that learners are allowed to recite poems during assembly. They are given more assessment activities that encourage creative writing and reflect as well as receiving feedback. Team teaching and interclass competitions are held at the school level.

Encouragement strategies mentioned by TC were that learners are encouraged to read newspapers and novels which are written in IsiZulu, even if not for marks. Spelling tests are given to learners, and they are encouraged to speak isiZulu during the isiZulu periods.

TD strategy is the same as TC3's: that of bringing additional IsiZulu books, newspapers and magazines to class so as to develop learners' interest in reading IsiZulu. He said that his strategies include learners bringing their textbooks into class, and each being given an equal chance to read. They are motivated to look for isiZulu articles and bring them to class and share them with the class. Learners are provided with books that suit them in terms of topics and language. Books should be those with topics the learners will like to read, but with lessons at the end.

TE indicated that he encourages learners to read more Zulu material, such as books, magazines, newspapers, and journals. He varies teaching methods, making lessons exciting and interesting. He gives the learners more opportunities for reading and lets them read aloud.

TF said that the reason for learners liking to read poems is that they want to recite them. Poems encourage them to analyse life, and the language and word structure of poems excite and grab learners' attention. Novels encourage creative writing in learners.

4.3.5 How do you motivate your learners to love reading mother tongue material?

TA motivates learners by playing reading language games with them. She takes them to seminars that are mainly about IsiZulu, and the beauty and meaning hidden within the IsiZulu language.

TB brings a collection of cartoons done in IsiZulu to class. She gives practical examples of how Western cultures appreciate their language and culture. She encourages learners to listen to Zulu comedians' shows.

TC commented that portable radio is a solution. He takes it to class during some lessons and allows learners to listen to drama, which they show interest as it brings a relaxed mood in the classroom.

TD mentioned that his school's library has a lot of newspapers. This encourages learners to read newspapers and write their summaries, which are shown in class. He encourages learners to read poems and asks them to recite these poems in class.

TE said that he encourages his learners through words and gives them equal chances when reading novels or dramas.

TF said that he encourages learners to love reading mother tongue material by allowing them to read and make mistakes. He then corrects their mistakes nicely and makes reading in IsiZulu mother tongue fun.

Although participants in this study were interviewed, the researcher also handed them a questionnaire as another data gathering method to further probe into the issue of reading at the high school level. The data from the questionnaires are presented next.

4.4 Responses from the Questionnaire

Information gathered from the questionnaire is presented in the tables that follow, according to the questions which were asked. Before each table, there is a short summation of the teachers' related responses.

Table 1 shows that 50% of the educators divide their reading lessons in IsiZulu Home Language into pre-reading, while reading and post-reading activities very often, while 33% of educators always divide their lessons into these activities, and about 17% sometimes do so.

Table 1: Do you divide reading lessons into pre-reading, while reading and post-reading activities?

	Never	Rarely	Sometimes	Very Often	Always
TA					✓
TB				✓	
TC			✓		
TD				✓	
TE				✓	
TF					✓

Table 2 shows that 50% of the educators indicated that they always explain the background of a text before they begin their reading lessons, whereas 33% stated that do this very often, and 17% that they sometimes do this.

Table 2: Do you explain the background of the text before you start a reading lesson?

	Never	Rarely	Sometimes	Very Often	Always
TA					✓
TB				✓	
TC				✓	
TD					✓
TE			✓		
TF					✓

Table 3 indicates that about 67% of educators are able to guide their students very often when they read texts in class, whereas 33% stated that they always guide their students when reading in class.

Table 3: Do you co-operate/guide the learners when they read texts in the class?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB				✓	
TC				✓	
TD				✓	
TE				✓	
TF					✓

When answering whether they are active partners to learners during reading lessons, 50% of educators stated that very often they are active partners, 33% that they are sometimes active partners, and 17% that they are always active partners to learners during reading lessons (Table 4).

Table 4: Are you an active partner of the learners to read texts in the class?

	Never	Rarely	Sometimes	Very often	Always
TA				✓	
TB			✓		
TC				✓	
TD					✓
TE				✓	
TF			✓		

When educators were asked whether they explain and interpret text to their learners, 50% responded that they sometimes do, while 16.6% stated that they have never done that, another 16.6% responded that they rarely read, explain and interpret the text to their learners, and another 16.6% always read the text themselves, and then explain and interpret it to their learners (Table 5).

Table 5: Do you read the text yourself, and then explain and interpret it to your learners?

	Never	Rarely	Sometimes	Very often	Always
TA	✓				
TB			✓		
TC		✓			
TD					✓
TE			✓		
TF			✓		

When educators were asked if they read out the text first and then allow their students to read and explain it, 67% agreed to do this very often, while 17% said they have never done this and another 17% that they sometimes do this (Table 6).

Table 6: Do you read out the text first and allow your students to read and explain it?

	Never	Rarely	Sometimes	Very often	Always
TA	✓				
TB				✓	
TC			✓		
TD				✓	
TE				✓	
TF				✓	

In response to the question about asking learners comprehension check questions after each reading, 67% of the educators stated that they do this very often, and 33% that they always do this (Table 7). Judging from the frequency of positive responses to this question, a large number of educators engage in questioning learners after each reading lesson.

Table 7: Do you ask the learners' comprehension check questions after each reading?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB				✓	
TC				✓	
TD				✓	
TE				✓	
TF					✓

As to whether educators emphasise language learning during their reading lessons, 50% responded that they did this very often, and another 50% said that they always do this (Table 8).

Table 8: Do you put an emphasis on language learning such as grammar, vocabulary, style, and sentence construction in a reading lesson in class?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB					✓
TC				✓	
TD				✓	
TE				✓	
TF					✓

On the issue of teaching learners reading skills such as skimming, scanning, predicting and inference, 67% of the educators stated that they were doing this very often, and 33% that they always did this during their reading lessons (Table 9).

Table 9: Do you teach learners how to use various reading skills and strategies, such as skimming and scanning, to predict and to infer meaning?

	Never	Rarely	Sometimes	Very often	Always
TA				✓	
TB				✓	
TC				✓	
TD					✓
TE				✓	
TF					✓

On the use of the phonic method when teaching reading in their classes, 50% of educators said that they use it very often, 33% said that they sometimes use it, and 17% said that they always use the phonic method when they teach reading in their classes (Table 10).

Table 10: How often do you use the phonics method of teaching reading in your class?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB				✓	
TC			✓		
TD				✓	
TE				✓	
TF			✓		

Responses on the use of the alphabetic method when teaching reading was the same as those for the phonic method: 50% of educators agreed that they were using the alphabetic method very often, 33% sometimes use it, and 17% always use it (Table 11).

Table 11: How often do you use the alphabetic method when teaching reading in your class?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB			✓		
TC			✓		
TD				✓	
TE				✓	
TF				✓	

Regarding the whole-word approach, 67% of the educators use it very often, 17% sometimes use it, and 17% always use it (Table 12).

Table 12: How often do you use the whole-word approach when teaching reading in your class?

	Never	Rarely	Sometimes	Very often	Always
TA					✓
TB				✓	
TC				✓	
TD				✓	
TE				✓	
TF			✓		

The following tables present out information concerning the frequency of reading difficulties among the learners.

When educators were asked whether they point out learners' problems regarding reading, 17% stated that they sometimes do so, 33% educators that they do so very often, and 50% that they always do so (Table 13).

Table 13: Do you point out learners' problems regarding reading?

	Never	Rarely	Sometimes	Very Often	Always
TA					✓
TB				✓	
TC				✓	
TD					✓
TE					✓
TF			✓		

Regarding the question of whether learners in these educators' classes do face difficulty in reading at class level, 50% educators agreed that their learners very often experience this, while 33% of educators stated that their learners sometimes difficulty in reading at class level, and 17% indicated that their learners always face difficulty in reading at class level (Table 14).

Table 14: Do the learners in your class face difficulty in reading at the class level?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB			✓		
TC			✓		
TD				✓	
TE					✓
TF				✓	

When asked whether their learners read comfortably in class, 50% of educators responded that their learners very often read comfortably at word level, 33% pointed out that learners sometimes read comfortably at word level, and only 17% of the educators stated that their learners always read comfortably at word level (Table 15). In a normal situation, high school learners are not supposed to still encounter reading challenges or be at the word-level stage of reading. This is an indication of a challenge in mother-tongue reading.

Table 15: Do learners in your class read comfortably at word level?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB				✓	
TC					✓
TD				✓	
TE			✓		
TF			✓		

The ability to read well at the sentence level is a skill that ought to be acquired during the primary school level in language learning. It was rather comforting to discover that 83% of the educators indicated that their learners are very often able to read comfortably at the sentence level, whereas only 17% of learners were said to sometimes be able to read comfortably at the sentence level (Table 16).

Table 16: Do learners in your class read comfortably at sentence level?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB				✓	
TC				✓	
TD				✓	
TE			✓		
TF				✓	

The question that followed tried to discover whether learners are skilled enough to read well at the paragraph level. Of the educators 33% said that their learners sometimes read comfortably at the paragraph level, another 50% said that they do this very often, and 17% said that their learners always read comfortably at the paragraph level (Table 17).

Table 17: Do learners in your class read comfortably at paragraph level?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB				✓	
TC			✓		
TD				✓	
TE					✓
TF			✓		

Question 18 checked the frequency of omission in Grade 10 learners who are unable to read, and 50% of educators responded that their learners sometimes omit words when they read in class, 33% that their learners very often omit words during reading lessons, and 17% that their learners always omit words when they read in class (Table 18).

Table 18: According to you, what is the frequency of omission in Grade 10 learners who are unable to read?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB			✓		
TC			✓		
TD					✓
TE				✓	
TF				✓	

In response to a question which required educators to indicate the frequency of word substitution which happens in those Grade 10 learners who struggle with reading, 83% indicated that sometimes their learners substitute certain words for others, and 17% indicated that this learning difficulty is very often experienced by their Grade 10 learners (Table 19).

Table 19: According to you, what is the frequency of this learning difficulty (substitution of a word/letter for another) noticed in grade 10 learners who are unable to read?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB			✓		
TC			✓		
TD				✓	
TE			✓		
TF			✓		

Mispronunciation is another challenge which is displayed by the learners who struggle in any given language. Grade 10 IsiZulu educators stated that 83% of their learners sometimes mispronounce words when they read, and 17% that they very often do so (Table 20).

Table 20: According to you, what is the frequency of mispronunciation?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB			✓		
TC			✓		
TD				✓	
TE			✓		
TF			✓		

When teachers were asked about how frequently reading challenges affect the secondary school learners, 33% said that reading difficulties do not affect the secondary school learners, while 33% think that it sometimes does affect learners, 17% think that challenges rarely affect learners, and another 17% indicated that this affects secondary school learners very often (Table 21).

Table 21: According to you, how often do the causes of reading difficulty (e.g. learners who cannot communicate in IsiZulu) affect the secondary school learners?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB			✓		
TC		✓			
TD	✓				
TE	✓				
TF				✓	

Educators were then asked about the frequency of the English language – which is the learners' first additional language – interfered in learning how to read in IsiZulu. About 67% of educators indicated that this sometimes happens, whereas according to 33% of educators the English language rarely interferes with reading in IsiZulu (Table 22).

Table 22: According to you, how is the frequency of English language interference?

	Never	Rarely	Sometimes	Very Often	Always
TA		✓			
TB			✓		
TC		✓			
TD			✓		
TE			✓		
TF			✓		

Table 23: According to you, how often do lack of motivation and laziness affect the secondary school learners?

	Never	Rarely	Sometimes	Very often	Always
TA		✓			
TB			✓		
TC			✓		
TD			✓		
TE			✓		
TF			✓		

The following tables show the frequency of reading challenges faced by educators.

When commenting on problems created by lack of teaching materials during reading lessons, 17% of educators indicated that this rarely worries them, whereas 83% stated that it sometimes is an issue (Table 24).

Table 24: How often do you face the challenge of a lack of effective teaching material while teaching reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB			✓		
TC		✓			
TD			✓		
TE			✓		
TF			✓		

Overcrowding of classes during IsiZulu reading lessons was viewed by 67% of the educators as something that happens very often, although 17% thought that it rarely happens, and another 17% were of the view that it sometimes happens (Table 25).

Table 25: How often do you face the challenge of a large number of learners while teaching reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB				✓	
TC		✓			
TD			✓		
TE			✓		
TF			✓		

The study discovered that 50% of teachers believe that teaching reading in IsiZulu is very often affected by learners' poor background knowledge. For another 33% of teachers, it sometimes does affect the teaching of reading, but for 17% this was rarely an issue (Table 26).

Table 26: How often does learners' poor background knowledge affect your reading lessons in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA			✓		
TB				✓	
TC		✓			
TD				✓	
TE				✓	
TF			✓		

Table 27: How often do you face the challenge of teaching pronunciation while teaching reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB				✓	
TC			✓		
TD				✓	
TE				✓	
TF				✓	

Regarding whether educators experience any challenges while teaching grammatical skills during reading lessons, 50% felt that they very often experience this, and 33% that they sometimes experience it, while 17% of the educators felt that it is something that always happens during their lessons (Table 28).

Table 28: How often do you face challenges while teaching grammatical skills in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA				✓	
TB			✓		
TC			✓		
TD					✓
TE				✓	
TF				✓	

In response to a question on how many of their learners refuse to read during the reading lessons in their classes, 33% said that this sometimes happen, and 57% that it rarely does so (Table 29).

Table 29: How often do learners refuse to read while you teach reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA					
TB					
TC					
TD					
TE					
TF					

In trying to establish whether educators experience learners who laugh at those who cannot read properly while they teach IsiZulu reading lessons, 33% of educators stated that this rarely happens. Another 33% of educators said that it sometimes takes place, and 17% experience this challenge very often. A further 17% of educators said that they always experience this challenge (Table 30).

Table 30: How often do you encounter learners who laugh at those who cannot read properly while you teach reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA					
TB					
TC					
TD					
TE					
TF					

Responses on the display of poor self-esteem by learners during reading lessons were equally spread between rarely (33%), sometimes (33%) and very often (33%). (Table 31).

Table 31: How often do learners display poor self-esteem while you teach reading in your class?

	Never	Rarely	Sometimes	Very Often	Always
TA					
TB					
TC					
TD					
TE					
TF					

4.3 Conclusion

In this fourth chapter, data gathered through semi-structured interviews and questionnaires were presented in both narrative and graphic form. From the interviews and questionnaire, it became clear that Grade 10 teachers' experiences of teaching reading in IsiZulu Language are more negative than positive, irrespective of whether they teach in an urban or a rural high school.

The chapter shows that the majority of Grade 10 learners are below average when it comes to reading in IsiZulu mother tongue. Subtractive bilingualism can be blamed for this shortfall, as a language such as English enjoys the benefit of being glorified as the language of the economy, and African languages, including IsiZulu, are despised by African learners (Lapayese, 2019).

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter will establish whether the whole project yielded the results it sought to yield. It reminds the reader why the study was initially undertaken, what its major findings are and what the conclusions drawn from the findings are. It ends by providing recommendations on how IsiZulu mother tongue reading can be improved among educators in the Harry Gwala and Pinetown Districts of KZN.

5.2 General Summary

The study involved six respondents who were high school teachers from two high schools in the Harry Gwala and Pinetown Districts of the KZN Education Department. The study sought 'To explore Grade 10 teachers' experiences of mother tongue reading habits'. The objectives of the study were, firstly, to understand Grade 10 teachers' experiences of reading habits in rural and urban areas; secondly, to understand teachers' experiences of mother tongue reading habits in rural and urban high schools; and thirdly, to explore why teachers experience these reading habits in learners in Grade 10.

In Chapter One, the rationale for the study, problem statement, aims and objectives of the study, the research questions, justification of the study, the scope of the study and its limitations were outlined.

In Chapter Two, literature related to reading problems in general, and mother tongue reading habits in particular, was reviewed. The reviewed literature shed light on why teachers are still faced with the challenge of mother tongue reading problems in learners at the Grade 10 level of schooling.

Chapter Three presented the engine which was to be used in helping the researcher arrive at the desired destination of the study. In this study, a mixed-method of research was used; the qualitative-quantitative methodology was used at the data-gathering stage and also in data presentation.

In Chapter Four, the important findings of the study were presented.

Chapter Five presents a summary of the research findings that emanated from the study, which led the researcher to make some conclusions based on these findings, and then to make some recommendations.

5.3 Summary of Research Findings
Research findings for this study are presented in three sections, which are in line with the objectives of the study.

5.3.1 Teacher experiences of reading habits in rural and urban high schools
The study discovered that Grade 10 teachers' experiences of reading habits in both rural and urban high schools are not influenced by the schools' demographic dispensation. Rural high schools lack facilities such as libraries or media centres, which are facilities that enhance reading skills. Municipal centres which provide such services are not within the reach of the rural learners, as they are found in towns that are miles away from the rural high schools. However, teachers' experiences of reading habits in urban high schools do not display any difference from those in the rural high schools, although urban high school learners have access to media centres in their schools, and those without such media centres are not far from towns where they access library services.

In terms of the general pattern of reading among learners, it is felt that there is a lesser interaction between learners and their books, and this is evident in the literature, which indicates that learners struggle to finish their set works. The negative influence of technology among learners cannot be ruled out. Learners copy grammatical errors from social media platforms and use these informal writing, and language teachers suffer the consequences.

5.3.2 Grade 10 teachers' experiences of mother tongue reading habits
Concerning Grade 10 teachers' experiences of mother tongue reading habits in rural and urban high schools, the study found that learners at the Grade 10 level of schooling display reading challenges such as omissions, additions, substitution and mispronunciation. Grade 10 learners who are not good at reading in IsiZulu use their fingers or objects such as pens and rulers to point at words while they read. The majority of the teachers who participated in the study think that there is a relationship between learners' reading proficiency and classwork scores, with poor readers scoring lower marks than able readers.

The inability to read fluently impacts on the learners' overall performance in IsiZulu Home Language. Learners who struggle with reading in IsiZulu face challenges in responding to

comprehension texts, writing creative texts, analysing and interpreting poems, and identifying the key points in novels. The study also discovered that negative reading habits are driven by factors within the child and that these reading habits are social in nature. Grade 10 learners who know that they are not good at reading in IsiZulu, end up not being keen to actively participate during IsiZulu lessons. When learners who have a good command of IsiZulu laugh at those who cannot read properly, this affects the struggling learners' self-esteem and promotes learners' withdrawal during reading lessons.

5.3.3 Why IsiZulu First Language Teachers Experience Mother Tongue Reading Habits at Grade 10 in the Ways That They Do?

The following were findings on why IsiZulu teachers experience reading challenges in the way that they do when they teach Grade 10 learners:

- Learners mispronounce isiZulu words when they engage in reading.
- Some learners lack a background in the IsiZulu language because they did their elementary education in English mother tongue schools.
- Learners mix isiZulu words with English words when they read or speak.
- Learners do not take the isiZulu Language seriously.
- School libraries and media centres lack interesting isiZulu literature to assist in instilling a love for reading in isiZulu.
- Reading skills have not been encouraged in the lower grades.
- IsiZulu reading lesson preparations are not thorough enough.

5.4 Recommendations
Through the knowledge gained from engaging in this study, the researcher would like to make a few recommendations, which could assist in improving reading in IsiZulu for Grade 10 learners who are isiZulu mother-tongue speakers:

- A catch-up programme for those learners who come across learning in isiZulu at Grade 8 to 10 ought to be designed by IsiZulu teachers and academics.
- IsiZulu language specialists need to design programmes to offer in-service training on how to teach reading to isiZulu teachers.

- IsiZulu Home Language teachers need to ensure that they source interesting reading material to instil a love of reading in their Grade 10 learners.
- Readers of high calibre, such as Dr Gcina Mhlophe, must be sourced to workshop IsiZulu Language teachers to become good readers themselves.
- Organizations (such as USIBA, an isiZulu writers' non-profit organization) need to play a more active role in interacting with isiZulu educators, other than providing workshops to Grade 12 on set works.

5.5 Conclusion

This chapter absorbed on giving and debating the data. Firstly, the data were obtainable under three themes and eight subthemes. A summary of the debate followed each theme with orientations to applicable literature and also this chapter presented the findings from the interviews, observations and document analysis. Firstly, the interviews were debated rendered that appeared from the findings which provided an in-depth understanding exploring grade 10 teachers' experiences of mother tongue reading habits of the learners. The classroom observations were then presented and all the participants' responses were then debated. The findings were then connected to the theoretical implications that framed this study. Lastly, the semi-structured interviews and observations were discussed and proved that when learners decide on a particular habit sometimes it has nothing to do with what teachers or what the policy state. The last chapter will present the research conclusion and recommendations.

REFERENCES

Akay, A. (2017). Research on book reading habits of Turkish teachers. *Journal of Education and Training Studies, 5*(10), 43-53.

Arellano, M. D. C. (2013). Gender differences in reading comprehension achievement in English as a foreign language in Compulsory Secondary Education. *Tejuelo: Didáctica de la Lengua y la Literatura. Educación*, (17), 67-84.

Babarinde, E.T., Babarinde, O., & Dike, V. (2018). Reading habits and use of electronic media by junior secondary school students in Nsukka Local Government of Nigeria. *Journal of Children and Media, 12*(1),16-32.

Biancarosa, G., & Griffiths, G. G. (2012). Technology tools to support reading in the digital age. *The Future of Children*, 139-160.

Behroozi, M., & Amoozegar, A. (2014). Challenges to English language teachers of secondary schools in Iran. *Procedia-Social and Behavioral Sciences*, *136*(0), 203-207.

Beiden, S. V., Wagner, R. F., Doi, K., Nishikawa, R. M., Freedman, M., Lo, S. C. B., & Xu, X. W. (2002). Independent versus sequential reading in ROC studies of computer-assist modalities: analysis of components of variance. *Academic radiology*, *9*(9), 1036-1043.

Bertram, C., & Christiansen, I. (2014). *Understanding Research: An introduction to reading research*. Pretoria: Van Schaik Publishers.

Boakye, N. (2015). The social dimension of reading literacy in South Africa: Bridging inequalities among the various language groups. *International Journal of the Sociology of Language, 234*, 133-156.

Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27- 40. Retrieved from http//doi.org10.3316/QRJ0902027

Butoliya, N. (2013). When a teacher facilitates. *Learning curve*, (19), 84-86.

Burton, L. A. (2013). Mother tongue-based multilingual education in the Philippines: studying a top-down policy from the bottom up

Burton, D., & Bartlett, S. (2005). *Practitioner Research for Teachers*. London: Paul Chapman Publishing.

Celik, O., & Kocaman, O. (2016). Barriers experienced by middle school students in the process of learning English. *International Journal of Psychology and Educational Studies, 3*(1):31-46.

Cerban, M. (2012). Rehabilitation of the mother tongue in teaching EFL to adult learners. *Procedia-Social and Behavioural Sciences, 70,* 1696-1702.

Cervetti, G. N., Pearson, P. D., Greenleaf, C., & Moje, E. (2013). Science? Literacy? Synergy. *Science for the next generation: Preparing for the new standards*, 99-124.

Chettri, K., & Rout, S. K. (2013). Reading habits-An overview. *Journal of Humanities and Social Science*, *14*(6), 13-17.

Cheng, H. T., Koc, L., Harmsen, J., Shaked, T., Chandra, T., Aradhye, H., ... & Anil, R. (2016, September). Wide & deep learning for recommender systems. In *Proceedings of the 1st workshop on deep learning for recommender systems* (pp. 7-10).

Chiang, I. N. (2016). Reading habits, language learning achievements and principles for deep knowledge. *Linguistic and Literature Studies, 4*(3), 203-212.

Chomsky, N. (1968). *Language and Mind*. New York: Harcourt, Brace & World. Clark, C., & Rumbold, K. (2006). Reading for Pleasure: A Research Overview. *National Literacy Trust*.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London: Routledge.

Colwell, R. (2018). Teaching Writing From the Inside Out: Teachers Share Their Own Children's Books as Models in Elementary School Classrooms. *Reading Horizons*, *57*(2), 3.

Cook, V. (2016). *Second language learning and language teaching*. Routledge.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2009). Mapping the field of mixed methods research.

Creswell, J. W. (2015). *A Concise Introduction to Mixed Method Research*. Thousand Oaks, CA: Sage Publications

Dewaele, J. M. (2015). Bilingualism and multilingualism. *The international encyclopedia of language and social interaction*, 1-11.

Liu, P. L. (2014). Using eye-tracking to understand learners' reading process through the concept-mapping learning strategy. *Computers & Education*, *78*, 237-249.

Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *Academy of Management Journal, 50*(1), 25-32.

Figueiredo, S., Martins, M. A., Silva, C. F. da S., & Simoes, C. (2016). How teachers' perceptions affect the academic and language assessment of immigrant children. In *Proceedings of the ICCSBS 2016 - The Annual International Conference on Cognitive - Social, and Behavioural Sciences* (pp. 90-108). Nicosia: Future Academy. DOI:10.15405/epsbs.2016.05.10

Flick, U. (2013). *The SAGE Handbook of Qualitative Data Analysis*. Los Angeles, CA: Sage.

Foxcroft, C., & Roodt, G. (2013). *Introduction to Psychological Assessment in the South African Context* (4th ed.). Cape Town: Oxford University Press.

McCarty, T. L. (2013). *Language planning and policy in Native America: History, theory, praxis* (Vol. 90). Multilingual Matters.

Freund, E. (2013). *Return of Reader*. Routledge.

Gacheche, K. (2010). Challenges in implementing a mother tongue-based language-in-education policy: Policy and practice in Kenya. *POLIS Journal*, *4* (Winter), 1-45.

Garcia, A. (2016). Making the case for youth and practitioner reading, producing, and teaching fanfiction. *Journal of Adolescent & Adult Literacy*, *60*(3), 353-357.

Gehsmann, K. M., & Bear, D. R. (2014). Words Their Way™ classroom observation tool.

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report, 20*(11), 1772-1789. Retrieved from http://nsuworks.nova.edu/trq/vol20/iss11/5

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal, 204*(6), 291-295.

Grobler, H., Schenck, R., & du Toit, D. (2003). *Person-centered Communication: Theory and Practice* (2nd ed.). Cape Town: Oxford University Press.

Gustafsson, J. (2017). *Single Case Studies versus Multiple Case Studies: A Comparative Study.* Halmstad, Sweden: Academy of Business, Engineering and Science, Halmstad University.

Haliru, R. A., Abdulkarim, M., Mohammed, A. D., & Dangani, B. U. (2015). An assessment of reading habit among secondary school students in Kaduna Metropolis. *IOSR Journal of Humanities and Social Science, 20*(10), 12-17.

Hassen, R. (2016). Reading habits of secondary school teachers: A study of selected secondary schools in Addis Ababa and Dessie. *Journal of Education and Practice, 7*(22), 59-76

Heidar, D. M. (2012). First language acquisition: Psychological considerations and epistemology. *Theory and Practice in Language Studies, 2*(2), 411.

Hooijer, E., & Fourie, J. (2009). Teacher's perspective of multilingual classrooms in a South African school. *Education as Change*, *13*(1), 135-151.

Hoyos, M. & Barnes, S. (2012). *Analysing Interview Data*. Coventry: Warwick Institute for Employment Research.

Hyland, K. (2019). *Second language writing*. Cambridge university press. *International Journal of Education and Research, 5*(3), 131-144.

Ihlebæk, K. A., & Krumsvik, A. H. (2015). Editorial power and public participation in online newspapers. *Journalism*, *16*(4), 470-487.

John, A. N., Barasa, P. L., & Omulando, C. (2017). The use of textbook illustrations in the teaching of reading comprehension: A study of secondary schools in Kathiani District-Kenya. *International Journal of Research in Social Sciences*, *7*(8), 101-121.

Katznelson, N., & Bernstein, K. A. (2017). Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election. *Linguistics and Education*, *40*, 11-26.

Kennedy, A. M., Mullis, I. V., Martin, M. O., & Trong, K. L. (2007). *PIRLS 2006 Encyclopedia: A Guide to Reading Education in the Forty PIRLS 2006 Countries*. TIMSS & PIRLS International Study Center. Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

Kivunja, C. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, *6*(5), 26-41.

Ko, H.-W., & Tse, S. K. (2010). *At Home with Literacy: A Study of Family Literacy Practices*. Dublin, Ireland: National Reading Agency.

Kothari, C. P. (2004). Research Methodology: Methods and Techniques (2nd rev. ed.). New Delhi: New Age (P) Ltd Publishers.

Lapayese, Y. V. (2019). *A Humanizing Dual Language Immersion Education*. BRILL.

Landsberg, E., Krüger, D., & Nel, N. (Eds.). (2005). *Addressing barriers to learning: A South African perspective*. Van Schaik Publishers.

Larsen–Freeman, D. I. A. N. E. (2019). On language learner agency: A complex dynamic systems theory perspective. *The Modern Language Journal*, *103*, 61-79.

Lawton, K. (2015). *The Power of Reading: How the next government can unlock every child's potential through reading*. London: Save the Children Fund.

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*(3), 324-327. DOI: 10.4103/2249-4863.161306

Lichtman, M. (2010). *Qualitative Research in Education: A User's Guide* (2nd ed.). Thousand Oaks, CA: Sage.

Lihanda, M. K., & Agufana, P. B. (2017). Attitude factors affecting teachers' use of short stories in the teaching Kiswahili Grammar in secondary schools in Nandi North Sub-County, Kenya. *European Scientific Journal, 13*(29), 172-183.

Ling, P. (2012). The "Whole Language" Theory and Its Application to the Teaching of English reading. *English Language Teaching, 5*(3), 147-152.

Loan, F. A. (2011). Impact of the Internet on reading habits of the Net generation college students. *International Journal of Digital Libraries Services, 1*(2), 43-48.

Lyons, E., & Coyle, A. (Eds). (2016). *Analysing qualitative data in psychology* (2nd ed.). London: Sage.

Mackenzie, N., & Knipe, S. (2006). Research dilemmas: paradigms, methods and methodology. *Issues in Educational Research, 16*(2), 193-205.

MacMillan, J. H., & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction* (5th.)ed. Boston: Pearson Education

MacMillan, J. H., & Schumacher, S. (2010) *Research in Education* (7th ed.). Boston: Pearson Education.

McQuillan, J. (2013). Urban middle and high school students' reading attitudes and beliefs: A large-sample survey. *Global Journal of Human Social Science Linguistics and Education, 13*(7), 30-49.

Makiwane-Mazinyo, N., & Pillay, P. (2017). Challenges teachers encounter in teaching English reading to the intermediate phase learners in the uThungulu district schools in KwaZulu Natal. *Gender and Behaviour*, *15*(4), 10453-10475.

Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of educational psychology*, *94*(2), 249.

Piaget, J. (1972). Development and learning. *Readings on the development of children*, 25-33.

Paz, R. M. O. (2018). Elementary Education Programs Teachers and Implementation, In the Philippines. *People: International Journal of Social Sciences*, *4*(2).

Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.

Mishra, S. (2014). Reading Habits of Senior Secondary Students at Ujjain City, M.P. (India). *IOSR Journal of Research and Method in Education, 4*(3), 29-33.

Mkhize, D., & Balfour, R. (2017). Language rights in education in South Africa. *South African Journal of Higher Education, 31*(6), 133-150.

Mlay, S. V., Sabi, H. M., Tsuma, C. K., & Langmia, K. (2015). Uncovering reading habits of university students in Uganda: Does ICT matter? *International Journal of Education and Development using Information Technology, 11*(2), 38-50.

Moon, K., Brewer, T.D., Januchowski-Harley, S.R., Adams, V.M., & Blackman, D.A. (2016). A Guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society, 21*(3), 17. http://dx.doi.org/10.5751/

Navarro, T. M., Abao, E. L., Bacus, R. C., Alda, R. C., & Espera, C. C. (2016). Mother tongue-based instruction: Policy to practice. *Journal of Education and Research, 4*(3), 157-172.

Oluwoye, O. (2017). Impact of reading culture among selected secondary school students in Owo Local Government Area of Ondo State, Nigeria. *Developing Countries Studies*, 7(10), 120-168.

Oribabor, O. A. (2014). A Critical Appraisal of the Impact of Reading Culture on Secondary School Students' Learning of Oral English in Ilesa West Local Government Area of Osun State. *Journal of Educational and Social Research*, *4*(6), 397.

Pan, J., Song, S., Su, M., McBride, C., Liu, H., Zhang, Y., ... & Shu, H. (2016). On the relationship between phonological awareness, morphological awareness and Chinese literacy skills: Evidence from an 8-year longitudinal study. *Developmental Science*, *19*(6), 982-991.

Reeves, T. D., & Chiang, J. L. (2017). Building pre-service teacher capacity to use external assessment data: An intervention study. *The Teacher Educator*, *52*(2), 155-172.

Rule, P., & John, V. (2015). *Your Guide to Case Study Research*. Pretoria: Van Schaik.

Rudiyati, S., Pujaningsih, P., & Mumpuniarti, M. (2017, May). Teacher knowledge and experience dealing with students with learning disabilities in inclusive elementary school and implications to learning accommodation and modification. In *1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017)*. Atlantis Press.

Rule, P., & Land, S. (2017). Finding the plot in South African reading education. *Reading & Writing*, *8*(1), 1-8.

Sharples, M., Arnedillo-Sánchez, I., Milrad, M., & Vavoula, G. (2009). Mobile learning. In *Technology-enhanced learning* (pp. 233-249). Springer, Dordrecht

Shimray, S. R., Keerti, C., & Ramaiah, C. K. (2015). An overview of mobile reading habits. *DESIDOC Journal of Library & Information Technology*, *35*(5), 343-354

Shimray, S. R., Keerti, C., & Ramaiah, C. K. (2015). An overview of mobile reading habits. *Journal of Library and Information Technology 35*(5): 343-354.

Simon, M. K. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle WA, Dissertation Success, LLC.

Skinner, B. F. (1957). *Verbal Behavior* (6th ed.). New York: Appleton-Century-Crofts.Statovci,B. (2018). Caregiver language: a study of caregiver interaction and their impact on children's fluency.

Subranian, V., & Sawant, S. (2018). Influence of familial environment on reading in adolescent women studies. *Knowledge Librarians, 7*, 98-105.

Suter, W. N. (2006). *Introduction to Educational Research: A Critical Thinking Approach.* London: SAGE.

Thang, S. M., Lin, L. K., Mahmud, N., Ismail, K., & Zabidi, N. A. (2014). Technology integration in the form of digital storytelling: mapping the concerns of four Malaysian ESL instructors. *Computer Assisted Language Learning*, *27*(4), 311-329.

Tudge, J. R., & Winterhoff, P. A. (1993). Vygotsky, Piaget, and Bandura: Perspectives on the relations between the social world and cognitive development. *Human development*, *36*(2), 61-81.

Nikula, T., Dalton-Puffer, C., Llinares, A., & Lorenzo, F. (2016). More than content and language: The complexity of integration in CLIL and bilingual education. *Conceptualising integration in CLIL and multilingual education*, *101*(1).

Ugwuowo, F. I. (2016). Fundamentals of Research Methodology and Data Collection. Routledge: Prentice Hall.

UNESCO, I. (2008, November). Inclusive education: The way of the future. In *Conclusions and recommendations of the 48th session of the International Conference on Education (ICE),(págs. 25-28). Geneva*.

Valerio, M. T. B. (2015). Current perspectives of mother-tongue based instruction in the newly implemented K to12 Curriculum of the Philippines. *British Journal of Education, 3*(9), 51-66.

Wellington, J. (2000). *Educational Research: Contemporary Issues and Practical Approaches.* London: Continuum.

Welman, J. C. & Kruger, S. J. (2001). *Research Methodology for the Business and Administrative Sciences* (2nd ed.). Cape Town: Oxford University Press.

Zaheer, S., & Rahman, M. (2016). Reading difficulties of post-primary learners and challenges faced by teachers in teaching reading: A study of Dhanbad District. English for Specific Purposes World, *50*(17), 2016.

APPENDICES A

Information Sheet and Consent to Participate in Research

Date: 07 April 2018

Dear Sir/ Madam

My name is Stella-Rose Balungile Mhlongo, from the University of KwaZulu-Natal (Edgewood Campus) in Durban, South Africa. I am a coursework Master's degree candidate. My e-mail address is 201507296@ stu.ukzn.ac.za. My contact number is 072 345 9344, and I reside at Umbumbulu, near Amanzimtoti, south of Durban.

You are being invited to consider participating in a study that involves research on Exploring Grade 10 Teachers' Experiences of Mother Tongue Reading Habits in Rural, Township and Urban High Schools. The aim and purpose of this research is to gain an in-depth understanding of the explored phenomenon of teachers' experiences of mother tongue reading habit of grade 10 learners. The study is expected to enrol 6 participants who are grade 10 language teachers of three schools. It will involve the following procedures: interviewing these participants as a method to acquire data. The duration of your participation (if you choose to enrol and remain in the study) is expected to be two months. The study is funded by me, as a masters' student, due to lack of sponsorship.

The study may involve the following discomforts, an interview which is designed to take 30 minutes, and if it is prolonged it may not take more than an hour. As you help me learn, I hope that the study will become beneficial to both me and you, as valued participants.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number--------).

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

APPENDIX B

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

05 May 2018

The Superintendent-General

Department of Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN PINETOWN, UMLAZI AND HARRY GWALA DISTRICTS

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview language teachers on **Exploring Grade 10 Teachers' Experiences of mother tongue reading habits.** This is a multi-case study involving one school in each of the above-mentioned districts. I humbly request permission to conduct research at Sun School, Moon School and Constellation High School in KwaZulu-Natal.

The study aims to feed into the restricted research on teachers' experiences of mother tongue reading habits of high school learners. It is hoped that the insight gained will contribute to our understanding of teachers' experiences of teaching reading in the mother tongue, thus contribute positively to language teaching in high schools. The planned study will focus on grade 10 language teachers. The study will use semi-structured interviews and classroom observations with language teachers. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will last for at least 45 minutes in June 2018. Each semi-structured interview will be voice-recorded. Certainly, the semi-structured interview process will not disrupt teaching and learning. It will be conducted when the participants are free or during after school hours.

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

APPENDIX C

SEMI-STRUCTURED INTERVIEW QUESTIONS TO BE ANSWERED BY THE TEACHER PARTICIPANT

Introduction

My name is Stella-Rose Balungile Mhlongo and I am conducting a research study in Exploring Grade 10 Teachers' Experiences of Mother Tongue Reading Habits. Your participation in this study is completely voluntary and you are free to withdraw at any time you wish to do so. Note that your anonymity is guaranteed as you will not supply your name and address.

Please ensure your honesty in answering the questions.

The first part of this interview (i.e. Questions 1-6) is for your biographical information. Kindly fill in the necessary information on the spaces provided.

1. Gender	2. Age	3. Home Language	4. Highest Qualification	5. Number of Years in Teaching	6. Number of years teaching isiZulu in Grade 10

7. The second part of this interview comprises of in-depth questions.
8. What are Grade 10 teachers' experiences of mother tongue reading habits?
9. Why do teachers experience these reading habits in Grade 10? Give possible reasons.
10. How do mother tongue reading habits affect learning?
11. What strategies are in place to assist learners?
12. How do you motivate your learners to love reading mother tongue material?

APPENDIX D

LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT A RESEARCH

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

05 May 2018

The Principal

St Dodo's School (Pseudo-name)

St Dodo (Pseudo-name) Secondary Independent School

P O Box 11003

MARIANNHILL

3624

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Stella-Rose Balungile Mhlongo, a Masters student at the University of KwaZulu-Natal (Edgewood Campus) and the teacher at St Francis' College in Marianhill. As part of my degree fulfilment, I am required to conduct research. I, therefore, kindly seek permission to conduct this research at your school. The title of my study is: **Exploring Grade 10 teachers' experiences of mother tongue reading habits in high schools.**

This study aims to feed into the restricted research on mother tongue reading habits in high schools. It is hoped that the insight gained will contribute to our understanding of mother tongue reading habits in a South African context and add South Africa perspective to the global language learning discussion. The planned study will focus on grade 10 language teachers. The study will use semi-structured interviews with Grade 10s. Participants will be interviewed for approximately 25-30 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that the participants may accrue as a result of their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.
- All the responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent the school and the names of the participants.
- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.
- Participants purposefully selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisor, the Research Office or me, should you have any queries or questions:

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

DECLARATION

I ……………………………………………………………………………… (Full names of the principal) of

…………………………………………………………………………………………………

… (School name) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **Exploring Grade 10 teachers' experiences of mother tongue reading habits in high schools.** I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the school to be part of the study. I understand that the school is at liberty to withdraw from the research at any time should the school so desire.

I **agree/do not agree** with the use of an audio recording device.

……………………………………   Date

Signature of Principal   …………………………………………………..

School stamp

Thanking you in advance

Stella-Rose Balungile Mhlongo (Ms)

TEACHER'S PERMISSION TO PARTICIPATE IN THE INTERVIEWS

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

05 May 2018

The Teacher

………………………………………………………..

………………………………………………………..

………………………………………………………..

………………………………………………………..

………….

Dear Teacher

RE: REQUEST TO THE TEACHER TO PARTICIPATE IN MY STUDY

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus in the Faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview language teachers on **Exploring Grade 10 teachers' experiences of mother tongue reading habits of high school learners.** I humbly request permission to interview you as a language teacher with regards to the above-mentioned title.

This study aims to feed into the restricted research on teachers' experiences of grade 10 learners' mother tongue reading habits. It is hoped that the insight gained will contribute to our

understanding of teaching reading to learners in a South African context. The planned study will focus on grade 10 language teachers. The study will use semi-structured interviews with language teachers for approximately 30-45 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will be voice-recorded. Certainly, the interview process will not disrupt teaching and learning. It will be conducted when participants are free or during after school hours.

You may contact my supervisor, the Research Office or me, should you have any queries or questions:

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

APPENDIX F
PARTICIPANT'S CONSENT FORM

Date:………………………………………………………………………………………….

School:…………………………………………………………………………………………

District:………………………………………………………………………………………

I.……………………………………………………………………………………………
……. (Full names), hereby agree to participate in the research project: **Exploring Grade 10 teachers' experiences of mother tongue reading habits of high school learners.**

I understand that the information is for research purpose only and that I will respond to the interviews and that I am fully aware that the interview will be taped recorded. I consent to the tape recording of the interview and to the use of my responses in the research project. I understand that my responses will be treated confidentially and that the information will be treated respecting anonymity upon transcription of the interviews or any of the published results of the study. I am aware that I may withdraw from the project at any time by just notifying the researcher.

 I understand that my participation is voluntary and that there is no penalty whatsoever for participating, and that I have not been coerced or pressurized into signing this consent form.

Signature   : …………………………………………

Date   : …………………………………………

Researcher   : …………………………………………

Date   : …………………………………………

APPENDIX G

DEPARTMENT OF BASIC EDUCATION APPLICATION LETTER TO CONDUCT THE RESEARCH

University of KwaZulu-Natal
 Edgewood Campus
Private Bag X03
ASHWOOD
3605
29 April 2018

The Superintendent-General
Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN PINETOWN, UMLAZI AND HARRY GWALA DISTRICTS

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview language teachers on **Exploring Grade 10 Teachers' Experiences of mother tongue reading habits.** This is a multi-case study involving one school in each of the above-mentioned districts. I humbly request permission to conduct research at Sun School, Moon School and Constellation High School.

The study aims to feed into the restricted research on teachers' experiences of mother tongue reading habits of high school learners. It is hoped that the insight gained will contribute to our understanding of teachers' experiences of teaching reading in the mother tongue, thus contribute positively to language teaching in high schools. The planned study will focus on grade 10 language teachers. The study will use semi-structured interviews with language teachers and lesson observations. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will last for at least 45 minutes in June 2018. Each interview will be voice-recorded. Certainly, the interview process will not disrupt teaching and learning. It will be conducted when the participants are free or during after school hours.

You may contact my supervisor, the Research Office or me, should you have any queries or questions:

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

APPENDIX H

LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT A RESEARCH

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

30 April 2018

The Principal

St Dodo College

St Dodo (Pseudo-name) Secondary Independent School

P O Box 11003

MARIANNHILL

3624

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Stella-Rose Balungile Mhlongo, a Masters student at the University of KwaZulu-Natal (Edgewood Campus) and a teacher at St Francis' College in Mariannhill. As part of my degree fulfilment, I am required to conduct research. I, therefore, kindly seek permission to conduct this research at your school. The title of my study is: **Exploring Grade 10 teachers' experiences of mother tongue reading habits in high schools.**

This study aims to feed into the restricted research on mother tongue reading habits in high schools. It is hoped that the insight gained will contribute to our understanding of mother tongue reading habits in a South African context and add South Africa perspective to the global language learning discussion. The planned study will focus on grade 10 language teachers. The study will use semi-structured interviews with grade 10 teachers. Participants will be interviewed for approximately 25-30 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that the participants may accrue as a result of their participation in this research project.

- Your identity will not be divulged under any circumstance/s, during and after the reporting process.

- All the responses will be treated with strict confidentiality.

- Pseudonyms will be used to represent the school and the names of the participants.

- Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.

- Participants purposefully selected to participate in this study and they will be contacted well in advance for interviews.

- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisor, the Research Office or me, should you have any queries or questions:

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu	Mariette Snyman	Tel: 031 700 2824 (work)
Tel: 031 260 3670 (office)	HSSREC-Ethics	Cell: 072 345 9344
E-mail:	Tel: 031 260 8350	E-mail: 201507296@stu.ukzn.ac.za
ndlovubl@ukzn.ac.za		

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours faithfully

S. B. Mhlongo (Ms)

APPENDIX I

QUESTIONNAIRE TO BE ANSWERED BY THE TEACHER PARTICIPANT

Introduction

My name is Stella-Rose Balungile Mhlongo and I am conducting a research study in Exploring Grade 10 Teachers' Experiences of Mother Tongue Reading Habits. Your participation in this study is completely voluntary and you are free to withdraw at any time you wish to do so. Note that your anonymity is guaranteed as you will not supply your name and address.

Please ensure your honesty in answering the questions.

The first part of this interview (i.e. Questions 1-6) is for your biographical information. Kindly fill in the necessary information on the spaces provided.

1.Gender	2.Age	3.Home Language	4.Highest Qualification	5. Number of Years in Teaching	6.Number of years teaching isiZulu in Grade 10

7. **The second part of this interview comprises of in-depth questions.**

8. What are Grade 10 teachers' experiences of mother tongue reading habits?
9. Why do teachers experience these reading habits in Grade 10? Give possible reasons.
10. How do mother tongue reading habits affect learning?
11. What strategies are in place to assist learners?
12. How do you motivate your learners to love reading mother tongue material?

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

11 March 2019

Dear Grade 10 Learner

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview grade 10 physical science teachers on **Exploring Grade 10 teachers' experiences of mother tongue reading habits in high schools.** I humbly request you to participate in this research because your physical science teacher will be one of the teachers I will be observing.

The study aims to explore Grade 10 teachers' understanding of multiple intelligences in teaching Physical Science. It is hoped that the insight gained *will assist teachers in trying new ways of teaching which will be beneficial to you. It will also help teachers in planning according to their classrooms' abilities.*

If you agree to participate in this study, you will be in the classroom when I observe the teacher while teaching you as usual. Nothing more will be expected of you.

Please note that you are free to withdraw your consent and discontinue participation at any time without penalty.

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

As an indication of your positive response to my request, please fill in assent form attached to this letter.

 I will greatly appreciate your help.

Yours Sincerely
Stella-Rose Mhlongo

……………………………………………………………………………………………………

ASSENT DECLARATION

Do you understand this research study and are you willing to take part in it?

YES	NO

Has the researcher/teacher answered all your questions?

YES	NO

Do you understand that you can STOP being in the study at any time?

YES	NO

_____   _____

        Signature of Learner   Date

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

07 May 2018

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview grade 10 isiZulu Home Language teachers on **Exploring Grade 10 teachers' experiences of mother tongue reading habits in high schools.** I humbly request you to participate in this research.

The study aims to explore grade 10 teachers' experiences of mother tongue reading habits at Grade 10. It is hoped that the insight gained *will assist teachers in trying new ways of teaching. It will also help teachers in planning their reading lessons according to their learners' linguistic needs.*

If you agree to participate in this study, I will come to your school at a time convenient to you. I will visit you two times in April and May in, 2019. Two of the visits will be informal interview sessions, of about forty-five minutes to an hour each. Each interview will be voice-recorded and will be conducted when you are free or after school. *The third visit will be classroom observation.*

Please note that you are free to withdraw your consent and discontinue participation at any time without penalty.

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	Tel: 031 700 2824 (work) Cell: 072 345 9344 E-mail: 201507296@stu.ukzn.ac.za

As an indication of your positive response to my request, please fill in the informed consent declaration attached to this letter.

I will greatly appreciate your help and I am looking forward to meeting you.

Yours Sincerely
Stella-Rose Mhlongo

INFORMED CONSENT DECLARATION

I, ……………………………………………………, a Grade 10 teacher, fully understand this letter and the nature of the project '*Exploring Grade 10 teachers' experiences of mother tongue reading habits in urban and high schools'*. I fully give consent to my participation in this research study. I give consent to that the interview may be audio recorded and that I may be observed in class. I also understand that I am at liberty to withdraw my participation at any point without penalty.

Preferred method of contact (please circle):

home / cell / office phone / e-mail

Contact info:

_____

(number)

_____

(e-mail)

………………………………… ………………………………

Signature Date

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

6July 2018

Ms Stella Rose Balunglle Mhlongo (201507296)

School of Education

Edgewood Campus

Protocol reference number: HSS/0638/0lBM

Dear Ms Mhlongo,

Protocol reference number: HSS/0638/0lBM
Project Title: Exploring Grade 10 teachers' experiences of Mother Tongue Reading Habits in high schools: A case study of three schools in rural areas

Approval Notification - Expedited Application In response to your application received on 08 June 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment modification prior to its implementation. In **case you have further queries,**

please quote the above reference number. PLEASE NOTE: Research data

should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Cc Supervisor: Dr Blanche Ndlovu
Cc Academic Leader
Research: Dr SB
Khoza Cc School
Administrator: Ms
yzer Khumalo

Humanities & Social Sciences Research Ethics Committee Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** imbap@ukzn.ac.za / snymanm@ukzn.ac.za / [Tl0hunp/ Cllukzn.ac . z a

Website: www.ukzn.ac.za

1910.2010
100 YEAR$ OF **ACADEMIC** EllCELLENCE

Founding Campuses· • Edgewood   Howaro College   Medical School
• Pietermarilzburg • Westville