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**BARRIERS IN ACQUIRING BASIC ENGLISH READING AND  
SPELLING SKILLS BY ZULU-SPEAKING FOUNDATION PHASE  
LEARNERS**

by

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submitted in partial fulfilment of the requirements for the degree of

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**SUPERVISOR: PROF AC LESSING**

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DECLARATION

I declare that **BARRIERS IN ACQUIRING BASIC ENGLISH READING AND SPELLING SKILLS BY ZULU-SPEAKING FOUNDATION PHASE LEARNERS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....  
**SANDHYA D MAHABEER**

.....  
**DATE**

DEDICATION

To:

My Mother and Father for their unwavering support, for inspiring me to achieve and providing the opportunities to do so.

All the Zulu-speaking L2 Foundation Phase learners whose struggles in the English classroom were my inspiration to look for answers to lessen or end these struggles for you.

Kavir, Kiran, Nibha and Shreya; the joys of my life. My hope is that you receive better than I have found now.

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Degree :           Master of Education with Specialisation in Guidance and  
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### **SUMMARY**

This study focuses on the barriers that hinder the Zulu-speaking English second language learner in the Foundation Phase in acquiring basic reading and spelling skills. Nine hypotheses were developed from the literature study. Emanating from this, a quantitative empirical investigation, undertaken at various Foundation Phase schools in and around the greater Durban area, examined these barriers. A questionnaire was used as the main instrument in investigating these barriers.

The study highlighted the relationships between the various variables. These relationships were, in the main, found significant. The research has indicated that contextual, language, school and intrinsic factors are significantly correlated to the problems L2 learners experience in acquiring English reading and spelling skills. The limitations of this investigation were discussed and recommendations, based on these results, were forwarded.

## **KEY TERMS**

- Foundation Phase
- Barriers
- Basic reading skills
- Basic spelling skills
- Zulu-speaking learners
- Outcomes Based Education
- Second language learners
- Bilingual teacher training
- Multicultural education
- Low socio-economic background
- Intrinsic factors
- Cognition
- Educational resources
- Mother tongue
- Parental involvement

## **ABBREVIATIONS**

OBE	Outcomes Based Education
L1	English First Language learner
L2	Zulu-speaking English Second Language learner
KZN	KwaZulu Natal
KZNDEC	KwaZulu Natal Department of Education and Culture
NAEYC	National Association Education of Young Children
CALP	Cognitive Academic Language Proficiency
PSALB	Pan South African Language Board
GICD	Gauteng Institute for Curriculum Development
C2005	Curriculum 2005

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