AN INVESTIGATION OF SOCIAL FACTORS, WHICH INTERFERE WITH THE CHILD'S ABILITY TO READ AND WRITE

by

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DECLARATION

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I, Bernard Levy "Molifi" Ntshudisane, hereby declare that this Dissertation entitled, **"An Investigation of Social Factors that Interfere with the Child's Ability to Read and Write,"** is my own work and it does not contain other people's work without this being stated, and that the bibliography contains all the literature that I have used in writing the dissertation, and that all references refer to this bibliography.

_____   _____

SIGNATURE   **DATE**

(Mr B L Ntshudisane)

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ABSTRACT

The changing of the education system holistically in South Africa as a prerequisite has impacted negatively on the child's ability to read and write, which also degraded the country's standard as compared to other countries in Africa. This is confirmed by the annual national assessment results where South African children's performance is far below the expected level.

This investigation aims to serve as a guideline to all interested stakeholders who are willing to improve and develop our poor performing education system. Firstly, to identify a child's social factors that interfere with their ability to read and write; to find out how reading influences writing in the child and to develop intervention strategies on solving children's problems with reading and writing. The study revealed through the participants that, unavailability of social factors that are a need or prerequisite to the child's excellent academic performance hampered their ability to read and write. Furthermore, educator participants indicated that the child's inability to read influenced their writing ability.

Data collected is based on individual interviews and documents analysis. The researcher chose Kedibone Primary School (pseudonym) as the sample. The participants were ten (10) learners from grade 3 to grade 7 and their five (5) educators, one from each grade, in the above mentioned school. That is each grade provided two participants, one boy and one girl. The main aim of the interviews was to identify how social factors interfere with the child's ability to read and write.

In conclusion, this research had been a success through the participation of the Department of Education and all its related structures and to provide strategies that were stated in the research as solutions that would address and overcome the child's inability to read and write.

KEY TERMS

Social factors, socio-economic factors, interference, child's ability to write, ecological structures, reading influences on writing, basic reading and writing

TABLE OF CONTENTS

CHAPTER 1

AN INVESTIGATION OF SOCIAL FACTORS THAT INTERFERE WITH THE CHILD'S ABILITY TO READ AND WRITE

1.1   INTRODUCTION

The majority of South African children are currently performing below the required standard of reading and writing, particularly with regards to literacy and mathematics. These reading and writing challenges are influenced by social factors. Hence, the Department of Education introduced the Annual National Assessment survey as an attempt to improve and develop children's reading and writing skills.

In the Gauteng Province, the Department of Education has introduced a strategy to improve literacy and mathematics performance of children in the affected primary schools. Gauteng Primary Literacy Strategy (2010-2014) states that teachers need to ensure that all learners have mastery (reading and writing) of at least 4500 words in the First Additional language by the end of Grade 4 and considerably more in the Home Language.

Children need to be supported holistically throughout their learning to uncover their potential for reading and writing at an optimum level. Studer confirms this point by saying, "People in crisis need support from others and in most cases the family is the primary source of support for children" (2005: 241).

The hard reality in the South African context is that there seems to be many broken homes, and this leads to children that are no longer being brought up by both parents resulting in moral and social decay. This problem is also raised in a report by the South African Institute of Race Relations called "First steps of healing the South African family" which found that 98 000 children are in the sad position of having taken responsibility for raising families that are no longer being headed by adults (2011:5).

The school and home are two environments where children can interact with people from different social backgrounds. This interaction could affect the child's social life either positively or negatively. Libby, Cohen, Lorraine & Spenciner (2007:58) support

this view by stating that, the family is the first component of the interaction system which is at the centre of the model and involves the interaction of individual family members on a daily and weekly basis.

However, a family that lacks good social morals and values is likely to experience devastating social ills, such as poverty, unemployment, hunger, lack of shelter, lack of security, lack of health resources, no clothes, lack of learning resources, low self-esteem, family violence, communication disorder, child headed families, and illiteracy. It is in such families that the child's inability to read and writes experienced, therefore becoming emotionally, spiritually and intellectually disturbed.

Studer (2005:243) concurs with the above input that, when children are confronted with difficult situations they would display feelings of confusion, weak memories, and troublesome reactions. These children often feel isolated because the adults in their lives are pre-occupied. Adding further, the White Paper 6 (2005:17) states that, "…different learning needs arise from a range of factors, including physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation".

At school, the child learns to read language for social interaction purposes and learns language structure such as, phonics, morphemes, syntax and semantics. If the child is unable to master these aspects of language due to social factors, it may hamper his/her ability to read and write successfully.

In addition, Makhaga (2006:64) tabulates the following reading and writing difficulties that children display in the classroom:

- Leave out letters or words when reading.
- Skip lines when reading.
- Hold a book close to their face.
- Confuse similar looking letters or words: b/d, g/q and m/w,
- Have difficulty recognising commonly used words/letters such as w, u/v and was/saw.
- Become easily distracted when reading.

- Read from right to left or bottom to top.
- Show an inability to associate sounds with the names of letters.
- Confuse similar sounds in words.
- Have difficulty in breaking words from sounds.
- Show an inability to remember what they've read.
- Show an inability to answer questions about they've read.
- Avoid reading.

Sousa (2007:16) attributes these difficulties in learning to read to social and cultural causes as well as from physical causes. The importance of social factors in reading and writing on children is supported by Blanden in Clark & Akerman (2006:2) in their observation of evidence to suggest that children from more deprived backgrounds are less likely to achieve at school. Neuman & Celano (in Clark & Akerman 2006:2) corroborate this by stating, "There is also some indication that children from deprived backgrounds do not enjoy reading much as children from more privileged groups".

Characteristics of children with reading and writing barriers as a result of social factors may include, notably slower reading and writing skills, may suffer from dyslexia (difficulty reading fluently) and/or dysgraphia (difficulty writing by hand), struggle with correct spelling of words, illegible handwriting, fine motor problems, cannot transcribe from the board to their workbooks, cannot handle pens correctly and there is no visual-motor coordination.

Provision of relevant support services will overcome the impact of social factors that impede children's ability to read and write. The Gauteng Department of Education developed the Gauteng Primary Literacy and Mathematics Strategy (2011:1) which states, "…in order to overcome social factors that impede the child's ability to read and write, educators will be provided with systemic phonic programmes, readers and work books in their home language and English first additional language so that teachers can follow a systemic literacy in this language". Makhaga (2006:49) maintains that, "When a child is experiencing learning barriers, all the factors that contribute to that process have to be investigated if the problem is to be fully understood".

Sousa (2007:121) supports the view of this study on the relationship between social factors and children's failure to read and write. He argues that among other things,

difficulties in writing can emanate from the environment, or they can stem from deficits within one or more of the neural networks needed for legible and clear writing to occur. Like reading, the brain does not perceive writing to be a survival skill, so the brain has no "writing centres" comparable to those for spoken language. Learning to write therefore, requires direct instruction, it is not innate to the brain.

1.2   THE PROBLEM STATEMENT

Children are often disturbed by the situation of unemployed parents who are unable to provide their children with donations towards fund raising for the school. As a result, the unavailability of learning materials and relevant resources affects children's' ability to read and write. Moreover, if the parents are unable to read and write, they will not be in a position to assist their children with homework, which also affects the child's interpretation and understanding of the context in an activity. Self-supporting children suffer greatly regarding their school work, as a result of inadequate provision of learning materials and resources, which also slows down their progress of reading and writing. In South Africa, especially in rural areas children walk long distances to and from school on empty stomachs, and therefore don't look forward to spending their days at school. Furthermore, children whose parents show no interest in their education, often drop out of school before they reach matrices. This affects the attention of our kids on learning as they cannot concentrate in class if they are hungry and exhausted from walking.

According to Makhaga, the developmental age of some children can be younger than their chronological age. They are experiencing developmental delay, short attention span, unable to concentrate, cannot finish an activity, restless, hyperactive, they are careless, have a disorganised approach to activities, they hurt other children, dislike or avoid colouring drawing and writing skills, have a hooked pencil grip struggle and have poor hand-eye coordination (2006:84-86).

Children need to be supported holistically throughout their learning process with adequate learning materials. In addition, Makhaga, (2006:27) asserts that all children have basic needs for love, affection, security, nutrition, healthy environments and shelter. If any of these basic needs are missing, or in short supply, the child's growth and development may be held back.

1.3   THE RESEARCH METHOD AND DESIGN

The research will focus on utilizing a qualitative research design, the phenomenological approach, the population sampling, data collection instrumentation, the time and duration of interviews conducted, duration of questionnaires completed, ethical guidelines, the venue, a reflection of the research findings and possible limitations.

1.4   THE PURPOSE OF THE RESEARCH

The purpose of this study is to identify and address social factors that interfere with the child's ability to read and write. With hopes this would pave an academic pathway towards a brighter future for our youth, curbing crime, illiteracy and fewer drop outs.

Children need the necessary support throughout the learning process. This support includes, sufficient learning materials, help from their parents with their homework, decent living conditions where they do not frequently experience violence, financial assistance to avoid travelling long distances to school on foot, and those who are neglected, be referred to places of safety. As a result, these intervention processes require parental involvement, the class teacher, the school assessment team, the school-based support team, district-support educators for children and the multi-disciplinary service of therapists. Basically the entire community needs to support their youth.

The South African society would benefit from this support, as it would have reduced the high rate of illiteracy by supporting children whose reading ability has been hampered by social factors and to finally unfold the child's potential to the optimum level in education, thus ensuring responsible, rational and accountable citizens in their societies.

1.5   AIMS OF THE STUDY

- To identify and address social factors that interfere with the child's ability to read and write;
- To find out how reading influence writing in the child; and

- To develop intervention strategies on solving the problem of reading and writing by children.

1.6   ETHICAL CONSIDERATIONS

The researcher must ensure that the participants are made aware that their participation in the study is confidential and that the information they shall have provided will not be used elsewhere, but for the study purposes, and that it shall not be divulged to anyone or used against their names, also that they need to fill the consent form as proof that permits the researcher to engage with them.   The researcher must also request permission from the district office of education to conduct the research in school that the researcher shall have indicated as being a suitable site for the study under investigation.

1.7   RESEARCH QUESTION

- How do social factors interfere with the child's ability to read and write?

1.8   SUB-QUESTIONS

- Which social factors prevent the child from reading and writing successfully?
- How does reading influence writing in the child?
- What intervention strategy can be developed to address the reading and writing problem in children?

1.9   DEFINITION OF TERMS OR CONCEPTS

1.9.1   Social factors

The term social factors refer to the facts and experiences that influence or control an individual's personality, attitudes and lifestyle.   These factors help an individual live well in harmony with others in the society (**www.ask.com).**

For purposes of this study social factors will refer to things that are related to the environment of the child, especially the community, society in which s/he lives with a direct influence on the behaviour and learning (reading and writing) of the child.

1.9.2 Poverty as a social factor

Poverty as defined by van der Berg (1999) as a general scarcity or dearth, or the state of one who lacks a certain amount of material possessions or money. Absolute poverty or destitution refers to the deprivation of basic human needs, which commonly includes food, water, health care and education. Relative poverty is defined contextually as economic inequality in the location or society in which people live.

1.9.3 Language

According to Hurley (1996:26), The American-Speech-Language-Hearing Association defines language as, "…a complex and dynamic system of conventional symbols used in various modes for communication and thought. A system that is organized, governed by rules and works towards a purpose." For purposes of this study language will be taken as the spoken and written word through which communication is facilitated at school, and this specifically refers to the English language which is the medium of teaching and learning in South African schools.

1.9.4 Reading

Sousa (2007:16) maintains that reading involves two basic operations, decoding and comprehension. In order to decode a text, the student needs to possess phonetic awareness, understand phonics and have an adequate vocabulary (mental lexicon). The author emphasises further that to comprehend, the student must know what the words in that lexicon mean and be able to decode with reasonable fluency. Also that reading involves cooperation among three neural systems, the visual-processing system, the auditory-processing system and the executive system.

1.9.5   Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols. Sousa indicates (2007:20) that some of the requirements for writing are a properly functioning central nervous system which is intact, receptive and expressive language skills related to cognitive operations. Accurate and clear writing also requires emotional stability, application of the concepts of organisation and flow; an understanding of the rules of pronunciation, spelling, grammar, syntax, visual and spatial organisation and simultaneous processing.

1.9.6   The Phonological system

According to Hurley (1996:27), the phonological system is the sound system of a language. Speech in a form of language is carried to us by wind as sound, which we perceive as phonemes. Phonemes are the smallest distinguishable units of sound that carry meaning for us in our language.

Moreover, Hurley (1996:27) describe the morphological system in that, it is the system of how words are built. Morphemes are meaningful units, which can sometimes stand alone as words, but often appear in combination with other morphemes, for example, the word girl has one morpheme, which carries the meaning of a young female human. The word 'girls' has two morphemes. The second morpheme,-s, indicates the concept of plurality. 'Girls' is a single example, which sidesteps more complicated morphological issues, such as the relationship between man and men.

1.9.7   Syntax

"Syntax refers to the structure or architecture of sentences. It is common but inaccurate to think of syntax as grammar. Syntax, however, is descriptive rather than prescriptive for example, "I don't have a pencil" is recognisable to a native speaker of English as an acceptable sentence. On the other hand, "A pencil doesn't have" sounds awkward. It does not conform to the generally accepted patterns or rules of English" (Judith Lessow Hurley, 1996:28).

1.9.8   Semantics

"Semantics is the study of meaning. Semantics was considered the purview of philosophers until fairly recently. Modern analysis hurled linguists to conclude that while meaning and structure are inextricably connected, syntactical analysis of language is insufficient to explain meaning" (Hayes, Ornstein & Gage in Judith Lessow Hurley, 1996:28).

1.9.9 Chapters Outlined

Chapter1

The chapter includes introduction, problem statement, and the aim of the study. It addresses the general out cry on children whose performance is every poor at school, particularly in reading and writing as a result of different social factors, most of whom do not have access to learning materials and are not taken care of by their families.

Little intervention is provided, since most of the educators who are in the school support teams are not trained as counsellors, social workers, psychologists etc. The other problem is that in many instances these children would progress to the next grade without having acquired the previous grade knowledge. The chapter also discusses the aim of the research which is, to overcome reading and writing barriers to learning for people. To interact and communicate with each other, people use language. People need reading and writing skills for communication either for verbal or nonverbal, both nationally and internationally.

Chapter 2

This chapter is about literature review. It is the theoretical part of the study where other people's views on how social factors interfere with the child's ability to read and write are sought to understand the problem as identified in the study. This is important as it allows for a gaze at how society, the community, the schools and families relate to the problem and how the problem can be resolved.

Chapter 3

This is the empirical part of the study dealing with the research design and methods that will be used in the study. Qualitative research method is discussed as well as data collection procedures namely, the interviews and documents.

Chapter 4

Chapter four deals with the analysis and interpretation of the data collected in Chapter Three.

Chapter 5

This chapter comprises of findings, conclusions and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

The rapid increase of poor academic results that is experienced in South Africa can be attributed to various social factors that inhibit the child's reading and writing ability. This view is supported by the report of Minister of Basic Education, Angie Motshekga, in The Star newspaper of 2011in which she expresses her concern about the fact that most Grade 3 to 6 pupils can neither count nor understand what they are being taught. She also states that literacy and numeracy are critical skills and are fundamental to furthering education and achievement in the world of both education and work.

According to Jennings & Schudt Caldwell (2010: 3-4), "If children in a modern society do not learn to read, they cannot succeed in life. Without the ability to read, opportunities for academic and occupational success are severely limited". Their view is that, society suffers when citizens cannot read adequately. Evidence for this is in people with low reading levels, which comprise many of the unemployed, high school dropouts, and the poor. Poverty and the loss of family values have all been shown to have some association with poor reading. Furthermore, children who cannot read and write mostly do not stand a good chance of getting a decent job to support themselves and provide for the basic needs such as quality education, shelter and food for their own families.

Adding her voice on the dire situation in which our education system finds itself, is long time struggle icon and scholar, Mamphela Ramphele believes, "South Africa's education system is worse now than the 'gutter education' the majority in the country had, under the apartheid government". She questions the relevance and value of Maths Literacy, which is worse than the arithmetic she did under Bantu education. She continues to critique the much-praised 70.2 percent matric pass rate of 2011, saying, "It was deceptive, consigning thousands to a life that promised neither further education nor employment". Ramphele concludes that, "Our education system needs

urgent fixing which demands commitment and hard work from all of us" (Pretoria News, 2012).

Von Tetzchner (2004:90) asserts that a situation such as the one painted above is possible if, the education offered to the children does not take their understanding and ability to learn sufficiently into account. The education is either lacking in meaning for the children, or is carried out in such a way that the children are unable to handle it, and represents a risk rather than a protective factor for the development of challenging behavior. In the context of the study, it is clear that the problem is either, the education offered is not of the learners' standard or it lies with the educators who teach the children.

2.2   SOCIAL FACTORS WHICH IMPEDE THE CHILD'S ABILITY TO READ AND WRITE

2.2.1 The child's poor social background interfering with his or her ability to read and write

The child's socio-economic background determines his/her future. It is an inevitable fact that, children who are from disadvantaged areas are less likely to achieve greater things in life, and are unable to reach the highest level in the hierarchy of education. In support of the above opinion Studer (2005:246) maintains that, the ethnic minorities are disproportionately in the lower income brackets, as well as young female-headed households with children who are especially vulnerable to poverty. But, this in the South African context is true for the Black majority who continue to leave in conditions of squalor in informal settlements and the far flung rural areas. On the other hand, the author continues, socio-economic status, delinquency, ethnicity, neighbourhood, parents' educational levels and income, do have an effect on anti-social behaviours. Here the researcher explains that, the above mentioned socially related aspects indirectly interfere with the child's ability to read and write.

McWhirter, et al (in Studer 2005:246) states their opinion in support of Studer that, the family can either buffer or reinforce aggressive tendencies. Family violence appears to be one of the most underreported crimes, which interferes with the child's ability to

read and write. Boys who witness the violence have a greater tendency for becoming abusers themselves; also violence is associated with low parental investment. Step children are more likely to be abused than if raised in homes with both biological parents. Family violence and child abuse are the most fundamental social factors that interfere with the child's ability to read and write.

2.2.1.1   The home environment

It is worth noting that, when viewing the child from an ecological perspective (home, community, society and school), poverty seems to be the main contributing social factor which impedes the child's ability to read and write, which in turn affects the child's cognitive processes (the visual process, the auditory process, the memory process and all language related processes) and delays the child's intellectual ability.

Montelongo & Herter (2010:25) state that, "The home environment is regarded as the foundation for tremendous cognitive growth and development, which occurs during the critical first 5 to 6 years of the child's life. This has a powerful influence on the child's ability to read and write." Jennings & Schudt Caldwell (2010:25) add their voice on this view by contending that, many children are from increasingly risk–filled home environments, where poverty is the major factor that is related to risk levels in the areas of health, education, emotional welfare and delinquency. Children who are hungry or homeless have little energy to focus in school and run the risk of falling by the way side in the schooling system. Their overburdened and often undereducated parents or guardians may lack the time and skills to nurture literacy by sharing books with them, encouraging them to do their homework, or communicate with their teachers. Clark & Ackerman (2006:7) observe that as a result it is not surprising that children from poorer families enjoy reading less and receive less encouragement to read from their parents. Little interest in reading results in reading for less pleasure and less likelihood to develop literacy skills to be able to access the curriculum.

2.2.2 Social factors interfering with the child's mental ability

Swan (in Meltzer 2007:79) supports the notion that social factors actually interferes with the child's mind and its ability to comprehend and execute reading and writing activities well. Everything starts in the mind and some children are unable to read and write because of their difficulties in assessing, organizing and co-ordinating multiple

mental activities simultaneously in academic areas including, reading comprehension and written expression. These students are viewed as inefficient because they often struggle to use self-regulatory strategies such as checking, monitoring and revising during learning process. Molfese and Molfese (2002:127) express their opinion on this argument that the child's inability to read and write can be addressed by the educational toys and games of an inventory home. Family activities and conversational events, encourages the development of academic skills, parental stimulation, assistance for the child's language, reading behaviours and the characteristics of the physical environment of the home

2.2.2.1   Unemployment and low-income earnings

In general, it should be noted that the majority of South African's households are unemployed and cannot provide adequately, appropriately and timeously for the educational needs of their children. This immensely impedes the child's ability to read and write successfully. In addition to this, the scarcity of work is often a result of parental illiteracy and is likely to lead to permanent unemployment among large numbers of adults. These circumstances ignite the social imbalances in many families, where little provision begets little achievement, particularly in their child's education.

The above discussion is an endeavor to provide answers to the question posed by Gooch & Lambirth (2007:101) namely, "Why should being poor or a member of a particular social group, have anything whatsoever to do with learning to read in school?" It is clear that economic inequality is often mirrored by inequalities in status and consequently differences in class and dissimilarity in cultural practices.

2.2.2.2   Drugs

It is important to know that many children in our townships, who are unable to read and write, are addicted to drugs, which for them serve as an alternative to learning. Furthermore, some houses are turned into drug dens that supply children with drugs. The problem of drug abuse by the youth is well chronicled in an article by the Daily Sun (2012), a Johannesburg based newspaper. In this article concerns worried parents and residents about their children's future as a result of drug addiction are raised. For instance, Patricia Motshegoa (52), mother who lives near a drug den, says

her drug addict grandson dropped out of school. Alina Ross (80), who also lives near the drug den, complains about these children's unruly, noisy and socially unacceptable behaviour. Another resident Noluthando Mahlangabeza (38) says her younger brother is one of those drug addicts who dropped out of school. She further expresses her disappointment that it is of no use reporting the drug issue to the police, who say there is nothing they can do about the problem if there is no case opened and registered in their books.

2.2.2.3 Lack of parental guidance and support

Many children at school are turned into stones that gather no moss by parents who deny their children's inability to read and write, and tend to ignore their responsibility as parents to support and provide for their children's basic needs. Parents neglect their children and expect educators to serve as an emulsion for fixing their children's inability to read and write. They are overprotective and overindulgent regarding the children's mistakes and will aim to blame their children's inability to read and write on someone at school while alleging that their children can read and write well at home.

Lessing & Odendaal (2004:185) confirm that due to numerous reasons, parents do not provide healthy environments for the socio-emotional development of their children. "In the case of learners with reading disabilities, parents may have had very high expectations for their children". When these expectations are not met, the parents are unable to deal with such disabilities".

2.2.2.4 Divorce

Divorce also affects children's concentration. When parents are busy sorting out the divorce process, they do not have sufficient time to support the children as a team. Mostly, divorce involves a lot of fighting and animosity which split families into pieces. As the saying goes "when two elephants are fighting, it is the grass that suffers the most", children become the unfortunate victims of this situation and end up getting punished. Their schooling is likely the very first casualty in their lives. It is very common for such children to end up dropping out from school. Reading and writing are basic in the successful learning of the child. Under such circumstances, these two crucial factors in the schooling life of the child are grossly affected and the whole process of learning becomes a chaos.

Some children and their families lack proper shelters, such as overcrowded living conditions, where there are a lot of disturbances, they are also exposed to continuous domestic violence which impedes the child's ability to read and write.

The ultimate result of the above scenario is a child with low self-esteem who normally undermines and discourages himself/herself when handling or addressing a task. Normally these self-conscious children, convince themselves, they are non-starters, believe they are under achievers, lack adequate support and reinforcement from parents. These are some contributing factors towards the child's inability to read and write.

Werts, Culatta & Tompkins (in Yilpet 2008:31) call such a situation "poor learning environment". This, they explain involves lack of motivation or opportunities which may negatively influence and occur in children with specific learning difficulties. The authors add further that, dysfunctional homes with behaviours such as, physical anger, bullying, lack of concentration, noisy, irritability, withdrawn, shyness, doubt, forgetfulness, and/or drug abuse, may contribute to children with specific learning difficulties and affect their academic progress.

2.2.2.5 Unavailability of reading materials to address the child's inability to read and write

Share, Jorm, Maclean, Matthews & Waterman 1983 (in Molfese & Molfese 2000:128) reported that, "Reading achievement and oral language abilities in kindergarten (preschool) children, are influenced by educational activities in the home environment (such as reading to the child a preference of books, magazines, oversights and television use)." Here, the authors mention an inventory home and educational toys. The child's cognitive development is maintained through child-centred qualitative and quantitative activities, not addressing how peripheral social factors interfere with the child's reading and writing ability. Palmer & Bayley (2005:51) are of the same idea and feel that many activities are designed to build on natural language development to increase children's spoken vocabulary and the ability to express their ideas in words. However, literacy is not natural reading; it involves the patterning of complex intellectual behaviour and employing a range of visual auditory and cognitive skills.

Some lucky children learn to read apparently and effortlessly by sharing plenty of books with adults.

The authors further describe their best possible ways of developing the child's ability to read, but they do not address how social factors interfere with the child's ability to read and write. Many children need a great deal of structured teaching for learning to read and write which is even more complex and requires quite taxing physical coordination. The fact that all children need careful teaching is hardly ever noticed. Although the researchers explain what writing would require, what they do not explain is how social factors interfere with the child's ability to read and write.

2.2.2.6 The school environment

For purposes of this study the school is also regarded as part of the social environment of the child. Children spend a substantial part of their day at school plays a critical role in the socialization of the child and passing on of the social norms and values onto the child. The school experience can dramatically affect the child's relations with peers and staff members (the curriculum staff and the public staff). The school is the most integral part that reveals how various socio-economic and cultural factors impede the child's ability to read and write, hence its inclusion as a social factor affecting the child's ability to read and write.

2.2.2.7 Inadequate learning materials

It is widely noted that education in most South African schools is in a shambles as a result of insufficient and in appropriate provision of learning material relevant to the current curriculum. This contributes significantly towards the child's inability to read and write. Montelongo & Herter (2010:89) affirm that, "Most textbooks used for developing students, provide them with little information or literacy exercises for reading and writing in science. Science teachers can no longer rely solely on their textbooks to provide students with practice in reading and writing but have to include multimedia resources to engage students' curiosity and increase science learning from a variety of expository texts." This problem of inadequate learning material is sometimes compounded by lack of communication between elements of the education system. One example is that of The National Department of Education in Port Elizabeth which is accused of lacking consultation with its districts.

This has resulted in a chaotic situation regarding the delivery of learner numeracy workbooks from grade R to grade7. Similarly, in the Eastern Cape, Xhosa speakers have received Sotho workbooks while Afrikaans and English learners have received Xhosa workbooks, due to administrative bungling."

2.2.2.8   The medium of instruction

The problem of reading and writing in school is an undisputed fact that even community members are aware of.   They would like to help children such as, Simphiwe Dana, the famous singer, whose focus is on literature. Simphiwe expressed her views while visiting a school in Butterworth on a Monday, to inspire children to read books, especially short literature.   She acknowledged in her statement that, "There is a problem of reading and writing among South African children that is caused by social factors such as a lack of reading and writing materials. As you know, our education is in crisis, especially in rural areas, so I want to empower them." Her focus is on African languages, especially township schools because they do not have resources. She wants to fix the problem in the schools, by donating short story books to vulnerable schools to encourage our children who cannot read especially in African language (Daily Sun newspaper, 2011:13).

It is helpful to note that, the poor acquisition of language decreases the child's chances to advance towards differentiating speech sounds, identifying and understanding different sounding letters in their learning process, particularly in their mother tongue. Lessing & Mahabeer (2010:14) highlight that, "There are different barriers which impede the child's language acquisition to be able to read and write effectively." They say that the school itself is a barrier to the acquisition of English as a second language, which influences the child's acquisition of reading and writing skills.

Teachers who are not equipped with English Second language (L2) as a subject, or the principles that underpin bilingual and multilingual education, tend to not have proper knowledge of English as a medium of instruction in large classes.   High learner-teacher ratio results in lack of attention for individual learning needs. Teachers struggle to practice outcomes-based education with lack inadequate resources such as audiovisual aids, well-equipped libraries, electricity, furniture and other resources from the home and surrounding environment.

2.2.2.9 Inappropriate relationships

It has been noted that a strained relationship between the child and educators at school impedes the child's ability to read and write. Jennings, Schudt Caldwell & Lerner (2010:27) confirm that, "Students with reading problems often have unsatisfactory relationships with adults in the school, and teachers often identify poor readers as aggressive, lacking in self-discipline and motivation. Teachers might also give up entirely in trying teach children to read, and simply read everything to them instead."

In supporting the notion above, the Daily Sun (2012:5) reported that The Unisa Youth Research Unit has established that, bullying still prevails in many schools. They visited the grade 8 and 12 pupils in Soweto high schools where there are allegations that children from the nearby squatter camps are perpetrators of bullying in schools. This is due to their worrying and unbearable situations that emanate from their homes and they cannot get help. The Unisa Youth Research Unit highlighted in their investigation, inappropriate relationships of bullying, which prevail in Soweto high schools, by outlining their statistics as follows:

- Almost 3out of 10 pupils (34%) have been victims of bullying.
- 4 out of 10pupils (38.1%) knew of a friend being bullied.
- Nearly ¼ (23.3%) of pupils admitted to bullying other pupils.
- 3371 cases of traditional forms of bullying in Gauteng.
- Signs of a new trend, namely cyber bullying.
- Of pupils surveyed, 55.3% had experienced emotional bullying and almost 1 out of 5 (16.9%) experienced cyber bullying.
- The study found that 67.7% of participants felt bullying had risen over the past two years and 40.3% felt cyber bullying had increased at the same time.
- Of the pupils who had been cyber bullied, 53.6% received upsetting messages, 49% had rumors spread about them and 48% were called names.

2.2.2.10 Poor conditions of school environments

It has been widely reported that conditions in South African schools are not conducive for effective learning to take place. Most school buildings are dilapidated; classrooms are without doors, windows, ceilings, electricity, running water and sanitation. The Minister of Basic Education, Angie Motshekga admits that, "There are tens of thousands of schools countrywide whose conditions are bad, lacking educational facilities and funds to provide adequately for learners' basic needs. Poor conditions and backlog in reparations in many schools are an inheritance from the apartheid government." Daily Sun (2012)

Statistics below show a number of schools in poor conditions, requiring upgrades or renovations:

- 446 schools are constructed out of mud, wood, prefabricated walls and corrugated metal.
- 514 need sanitation.
- 714 need electricity.
- 1069 have no water.
- About 4050 have no sports facilities.
- 13617 don't have computer centres.
- 14989 don't have libraries.
- 15368 need multipurpose rooms.
- 16516 don't have administration blocks.
- 18258 don't have laboratories.

2.2.2.11 Overcrowding in schools

Overcrowding in our township schools is a worrying social factor, which affects everyone involved in education. Khuduwani Secondary School is one of the overcrowded schools amongst thousands in Limpopo where children have to fight for desks every day. The school has 6 permanent and 5 mobile classes to accommodate 663 pupils from grade 8 to 12.

Despite the overcrowded conditions, Madidimalo Makoro, the chairman of the school governing board says he has tried to alleviate the problem of overcrowding in their

school and has written several letters to the Department of Education, but their cries have fallen on deaf ears.

2.2.2.12 Dysfunctional school committees

Dysfunctional school committees are a disturbing factor. Most educators who serve on school committees do not understand their roles or functions regarding matters such as, the School Based Support Team and School Assessment Team. Most educators do not have the necessary requirements and knowledge to serve on these committees. Furthermore, the educator's inability to render services to children with reading and writing barriers is in itself a social factor, which impedes the child's ability to read and write.

2.2.2.13 Mismanagement of educators

Many schools are being mismanaged, and educators are being told to teach school subjects they have not specialized in. For example, a teacher who specialized in two subjects, Geography and Northern Sotho, is being forced to teach English as a subject. Educators who are not knowledgeable in Mathematics, Natural Science and Technology, are expected to teach and produce excellent results regardless. These circumstances present an intentional barrier to learning. Communities are mostly unaware of the mismanagement and blame the educators instead, for their children's poor understanding of certain subjects.

Bernstein mentions an additional factor of blaming teachers for working less; the author produces evidence of a schooling system where many teachers have other jobs outside of teaching. She further expresses her concern that, "Teachers talk on their cell phones during class time and are often absent from school for a number of days (10) within a month, but still get paid." Daily Sun (2011)

2.2.3.1.1 Poor socio-economic status

In South Africa the majority of the Indigenous people occupy the lower ranks of the social strata. They are therefore vulnerable to all social ills that inflict humanity.

The rate of dropping out from school and poor academic performance is high among this category. What Studer (2005:246) says on ethnic minorities being disproportionately in the lower income brackets and young female-headed households with children especially vulnerable to poverty is very true and real to the black population. Although there is not a direct association between socioeconomic status and delinquency, ethnicity, neighbourhood, parents' educational levels and income do have an effect on anti-social behaviours, it is clear when one considers that reading and writing problem is mostly prevalent in the poor black category of our society and specifically in township and rural public schools. The government has come up with Feeding Scheme Programmes for quintile 1 and 2 schools. This is very helpful because there are learners who do not have anything to eat at home and come to school literally without anything in their stomach. This programmed needs to be handled with honesty, care and must be intensified. The No Fee Schools Programme and the National Financial Student Assistance Scheme (NFSAS) also goes a long way in giving children from poor backgrounds the opportunity to get education. South Africa is already en route to providing free education to its children up to first degree certificate.

2.3   HOW READING INFLUENCES WRITING

Westwood (1999:154) maintains that, "Competence in writing relies heavily on competence in listening, speaking and reading as well as on possession of necessary strategies for planning, encoding reviewing and revising written language." The author emphasizes that writing should be approached as a process of development steps leading to a final draft. These include pre-writing, drafting, sharing and responding to writing; and editing and publishing.

The child's inability to read affects writing, since all writing depends on reading, spelling and all phonological processes of words sentences and paragraph formation. Reading comes first and is followed by writing. The inability of the cognitive processes to function properly will affect reading and writing. The hand writes what is read and if wrongly read or spelled, it will affect writing as well. In addition Teele (2004:106) outlines the progression process from reading to writing which shows that students' progress from oral language to the recognition of single words, and then to the ability

to identify chunks of words or morphemes, and finally to the connections between graphemes and phonemes.

Teele (2004:107) tabulates the progression process from reading to writing as follows:

- Logo graphic understanding of words using visual cues.
- Beginning alphabetic principles, oral language.
- Recognition of words, phonemic awareness and mature
- Alphabetic principles, vocabulary development.
- Speech-print connections orthographic spelling.
- Comprehension text-written expression.

In explaining the working of the progression process further, Teele (2004:48) indicates,

> "The reading progression involves the recognition of vowel sounds and consonant sounds from the 26 alphabet letters to construct meaningful and legible language. In order to learn to read and write an alphabetic language, students must become aware of basic sounds in speech and know that letters or words systematically map onto sounds and into words."

Academic achievement and successful schooling depends on the ability to read as it is among the most important skills that students need to learn because reading provides the key to acquiring new information in all areas of the curriculum. It is therefore the main means by which children become independent learners. Even with the advancement of this technological age, reading still represents the main method of obtaining information and is also used for recreation and enjoyment. Reading can stimulate a child's imagination and emotions. In life beyond school with good literacy skills and be more able to take advantage of opportunities that life may offer them and are likely to have higher self-esteem, better jobs and higher wages than those with poor literacy skills (Westwood, 2011:103). The child's ability to read and write emerges from the process of the mind, eye and hand coordination, that enables the child to identify letter sounds, first interpret them and articulate the sound in the correct manner, then blend the letters into syllables, form words with syllables, construct sentences and finally form paragraphs.

Shaywitz (in Teele 2004:36) indicates that students need to use all four regions of the brain: occipital, temporal, parietal, and frontal lobes collaboratively in order to read and write successfully. The physical aspect of reading is accomplished through the occipital and temporal lobes, in which words and sounds come together to enable the reader to be able to read a word automatically. Reading comprehension occurs in the temporal lobe. Analysing and sounding out parts of words occurs in the parietal and temporal lobes. Language expression or spoken language occurs in the Broca's area of the frontal lobe. A large area that surrounds this language core in the left hemisphere contains regions that allow individuals to translate nonverbal concepts, ideas and images into nouns and verbs. All four lobes of the brain must be interconnected for reading to occur.

Teele (2004:106) agrees and supports the logical progression from beginning reading skills to comprehension and writing which proceeds from a logographic understanding of words using visual cues to beginning alphabetic principles, which allows students to identify letters and names and understand. In addition he explains that the student's ability to write relates directly to their development of such skills as point awareness, alphabetic knowledge, phonemic awareness, oral language development, and understanding what has been read. These skills are important predictors for children's future reading success.

2.4 INTERVENTION TO ADDRESS THE CHILD'S INABILITY TO READ

2.4.1 Parental involvement in collaboration with teachers

It is important to acknowledge that education remains the key foundation to social, political and economic emancipation for future leaders in the learning nation's progress towards prosperity.

Johnson, Bornman & Alant (2010:42) encourage teachers to guide parents on how to mentor children in relation to learning by taking cognizance of how their children with learning disabilities respond to reading activities. Some may be less interested in printed matter so parents need to be alert in selecting books of high interest and introduce different types of print material to these activities.

Parents may need more support in selecting appropriate materials to encourage participation from their children on different reading levels.

In addition Von Tetzchner (2004:89) maintains that prevention is better than cure. He therefore suggests that children with reading and writing disabilities that threaten to overwhelm their emotions, should be assisted to overcome them by avoiding certain challenging situations, and by adjusting the environment so that children can learn to manage such types of situations and regularly make use of appropriate strategies in situations with moderate levels of stress at an early age. Teachers' role will be to set up daily routine activities as a natural part of every day that will be meaningful to develop the ability of the child to read and write to manage the adverse social factors which impede the child's reading and writing development.

It is worth to note that any intervention strategy that depends on parents for its implementation should be carefully planned. It has been highlighted at the beginning of this study that one of the major downfalls of our education system is the lack of parental support to children on their school work. Most children do not have parents due to death and other social factors. Single parent family is a common phenomenon in our society. This then has the potential to undermine any intervention that uses parents as a point of entrance into resolving the problem at hand. The old traditional African practice of any child is my child can come in handy here. Neighbors can assist children who are affected by the problem of lack of parents. Teachers also need to be aware that in certain circumstances they must go beyond being 'locos parentis' and become real parents.

2.4.2   The writing strategy for children

Chalk, Hagan & Burke (in Westwood 2011:136) maintains, "Writing expression involves much more than adding or combining discrete skills in linear sequence. Competence in expression draws heavily upon an individual's background knowledge, vocabulary, life experience, imagination, sense of audience, as well as effective strategies for planning, encoding, reviewing and revising written language. Students with learning difficulties often lack a basic knowledge of how best to approach the writing process."

They often display the following:

- Limited ability in planning, executing and revising written work.
- Difficulties in formulating goals and generating ideas.
- Inability to organize an appropriate structure for a composition.
- A tendency of spending no time in thinking before writing.
- Slowness and inefficiency in executing the mechanical aspects of writing.
- Limited output of written work in the available time.

Teele (2004:104) mentions that the students' ability to write relates directly to their development of skills such as print awareness, alphabet knowledge, phonemic awareness, oral language development and understanding what has been read. These skills are important predictors of their future reading success. Through writing, students learn that the purpose of reading a text is not only to receive information, but also to interact with the information and make sense out of it.

2.4.3 Reading steps that the educator needs to follow in addressing the child's barriers to learning

At the center of effective intervention in the inability of learners to read and write is the teacher who according to Teele (2004:63) should have a comprehensive understanding of what steps or stages need to be taken for children to learn to read and to comprehend what they are reading, as well as an understanding of when these steps should be integrated. Since students are unique and learn differently, it is incumbent upon teachers to also have a repertoire or different approaches that match the different ways in which students learn. Reading is a process that requires children to learn to read, speak, and listen. It involves decoding, which includes word identification and fluency, and comprehension strategies.

The only way children can acquire language correctly is by reading a lot of words more frequently to accumulate a good, strong vocabulary that will be stored in their long-term memory. This applies more particularly children with reading and writing problems who might need to practice sight words.

Westwood (1993:139) also shares the same view as Steele on the importance of children acquiring language in order to read and write well. He says this could be achieved through exposing young children to activities that raise their awareness of speech sounds, rhymes and alliteration through daily activities in preschool settings. He also adds the following six aspects of phonological awareness:

- *Rhyming*: Listening to and saying nursery rhymes, finding words that rhyme, generating a new word to rhyme with a given word.
- *Alliteration*: 'The greedy green gremlins are grinning.' 'Hannah's house is high on the hill.'
- *Blending*: Combining sounds into syllables and syllables into words
- *Segmentation*: Analyzing sentences into words, words into syllables, syllables into separate sounds.
- *Isolation*: Identifying the initial, final and medial sounds in a target word.
- *Exchanging*: Substituting a new initial sound for another sound to produce a new word 'met' becomes 'pet' or 'lost' becomes 'cost'.

Roberts & Meiring (2006:694) adds his voice on how to assist children to acquire language by suggesting that valuable materials for the rest of literacy development program in the classrooms, which are based heavily on repetition, choral reading of literature, pocket charts, sentence frames, recitations, singing books and writing books for literature, are needed. Response journals and inventive transitional spelling should be encouraged. Extensive use of oral discussions to sustain silent reading text-related art projects and integration of language arts with other curricular areas must also be included in the classroom.

2.4.4   The general principles of reading

Considering that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension) and a means of language acquisition, of communication, and of sharing information and ideas, it should be appreciated that it is a complex interaction between the text and the reader which is shaped by reader's prior knowledge, experiences, attitude, and language community

which is culturally and socially situated. The reading process therefore requires continuous practice, development, and refinement.

2.4.5   Reading methods

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. Moreover, there are several types and methods of reading, with differing rates that can be attained for each, different kind of material and purposes:

- ***Sub vocalised*** reading combines' sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.
- ***Speed reading*** is a collection of methods for increasing reading speed without an unacceptable reduction incomprehension or retention. It is closely connected to speed learning.
- ***Proofreading*** is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proof-readers typically acquire the ability to do so as high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

Westwood (2011:120-121) outlines the general principles for reading strategy that children with reading and writing inabilities are obliged to master, as discussed below:

- Struggling readers need to be identified as early as possible and given additional teaching in small groups. Daily instruction for approximately 30 minutes is recommended because it achieves much more than twice weekly intervention.
- Children experiencing learning difficulties must spend considerably more active learning time in decoding skills, word recognition, comprehension and fluency.

- Frequency practice at a high rate of success is essential to build skills to a high level of automaticity and to strengthen children's confidence to learn.

- Texts used with struggling readers must be carefully selected to ensure a very high success rate. Books with repetitive and predictable vocabulary and sentence patterns can be particularly helpful in the early stages.

- Children must be explicitly taught the knowledge, skills and strategies they seem to lack for identifying words and extracting meaning from text.

- Writing should feature in each session because this helps to strengthen concepts about print and spelling. A great deal of phonic knowledge, as well as word analysis and blending skills, can be developed by helping children work out the sounds they need when spelling the words they want to use.

- Children must receive genuine and realistic reasons for engaging in reading and writing activities. There is a danger that struggling readers may simply receive a remedial programme comprising routine skill-building exercises.

- Early intervention must also focus on the correction of any negative behaviour the children may display that impairs their progress, such as disruptive behaviour, poor attention to tasks, or task avoidance.

- Maximum progress occurs when parents or others provide additional support and practice outside school hours. For this reason, children should also be provided with appropriate books they can read independently at home.

- Withdrawing students for tuition in small groups or individually can achieve a great deal, but it is essential that the regular classroom programme also be adjusted (that is, differentiated in terms of reading materials, skills instruction and assignments) to allow weaker readers a great measure of success in that setting. Failure to adapt the regular class programme frequently results in loss of achievement gains when the students no longer receive extra assistance.

2.4.6 The role of the parents in addressing the child's inability to read and write

It is very important to note that growing up is a process that needs to be monitored, evaluated and assessed carefully by parents and caregivers when providing for the children's basic needs.

When parents raise children, they are obliged to teach values, morals, ethics, and discipline in accordance with our culture and principles of living such as, respect for elderly people within their communities, societies and schools.

Lonigan & Shanahan (in Westwood 2011:102) assert that reading difficulties can affect the progress of up to 30 percent of children in some schools. The problem is not confined to children with disabilities or with other identified special needs. Even some of those students who are regarded as gifted, sometimes exhibit problems with reading. Weakness in reading remains the principal reason for the high number of referrals for psycho-educational assessment and additional support in schools. It is obvious, that schools must adopt the most effective initial teaching methods to prevent this problem and ensure that almost every child gets off to a smooth start in reading."

Lessing & Odendaal (2004:186-187) indicate in their literature study that there are specific aspects of paired reading that could influence parent-child relationship in a positive way. A further question arises, namely whether paired reading will have a positive effect on the parent-child relationship due to the following positive aspects of the programme:

- Parents are compelled to spend more quality time with their children.
- Healthy physical contact between parents and their children is enhanced.
- Parents are encouraged to give positive reinforcement to their children and not to concentrate on their mistakes and inabilities.

Richek, Schudt Caldwell, Jennings & Lerner (2002:24-25) suggest some strategies that can be reinforced for some families to assist children with reading and writing inabilities. They need to:

- Provide a good reading-studying environment.
- Provide a quiet, stable, well-lit place in which their child will study. Supplies (paper and pencils) and reference materials (dictionaries, maps) should be located near this area. Make sure that the television is off during homework or reading time.
- Share literacy with the child. When parents read to young children, they promote an interest in reading, foster language development, and share close

family experiences. If the child is older, parent and child can share reading time as they each read silently. Students of all ages enjoy reading material that they have mastered to a parent who listens enthusiastically.

- Encourage parents to take children to a local library and to look for a helpful children's librarian, who will aid them in locating suitable books.

- Accept the child as he or she is. Admitting that one's own child has a problem is often difficult. Some parents deny that difficulties exist or hold unrealistic expectations for their child. Children are sensitive to their parents' disappointments. To prevent a reading problem from becoming a family problem, children must know that their parents accept and love them as they are.

- Help the child to feel secure and confident. Encourage activities that a child does successfully. Playing baseball or basketball, taking cooking lessons, or just being dad's special helper may acquire a special meaning for a child with reading problems.

Parents whose children experience reading and writing disabilities are at the center of the solution to the problem and have to take a stand and train their children to make good choices rather than poor ones. Though exemplary behavior teach them good morals and values which will guide them to acquiring knowledge and understanding to overcome social factors such as, substance abuse which impedes their reading and writing.

2.5   PROVISION OF ADEQUATE AND RELEVANT LEARNING MATERIALS

It is well documented that the availability of adequate reading material at home creates a positive reading environment for children. Parents who expect their children to read and write well will provide more reading and writing materials towards their children's excellent performance at school.

Bornman & Alant (2010:35) compare the specific strategies used for children with and without learning disabilities. "Parents of fluent and competent readers use creative procedures such as scaffolding to assist children to comprehend stories and to make predictions, read the same book multiple times, talk less and assist the child to

become more active in reading or telling the story. In contrast, parents of struggling readers apply uncreative strategies such as decoding and concealing pictures to keep the child from guessing the words. Since reading is a development task, the more children read the better they become at it. Beginner readers need a great deal of encouragement so that their enjoyment of reading is enhanced when they experience a shared intimacy with their parents during the activity."

In addition Bauer & Shea (1999:42) also examine how the children's out of school environment contributes to their reading skill. "Competent readers read more books and magazines than less competent readers. Children who already know the basics of reading at the beginning of Grade1 begin to increase their reading of comics and magazines, which will in turn strengthen their reading skills."

Moreover, a student with reading difficulties requires:

- An enthusiastic teacher who can model effective reading.
- A teacher who can provide effective guidance and support.
- Abundant opportunity to read for pleasure and information.
- Successful practice alongside the mainstream curriculum.
- For beginners, more time spent on early reading activities (phonemic awareness training, flashcards, and word-to-picture matching, sentence building, copying, and writing.
- A carefully graded programme, with supplementary materials used for additional practice alongside the mainstream curriculum.
- More time spent over learning and reviewing new material at each stage.
- Systematic teaching of phonic knowledge and word-attack skills.
- Daily expressive writing activities with guidance and feedback, handwriting skills taught alongside reading and writing activities to improve self-esteem through counseling, praise and encouragement to increase success and recognition of personal progress.

Bernstein, in her recommendation to overcome the child's inability to read and write proposes that:

- Leadership and professionalism must be emphasized.
- The performance of the school managers should be in terms of improved pupil performance.
- The country's education crisis has to be taken seriously.
- A performance-based reward system has to be introduced.

She further indicates, "…the huge gaps and imbalances in the education system structures which exist countrywide, from the provinces to schools, particularly with the pupil-teacher ratio and overcrowding. More than 12 million pupils are attending 30 000 schools in 70 districts of 9 provinces, guided by over 350 000 teachers." (Daily Sun, 2011)

2.6   SERVICES TO ERADICATE THE CHILD'S INABILITY TO READ AND WRITE

There is a need to utilize multidisciplinary services in schools to overcome the learner's inability to read and write. Educators have to have knowledge about rendering services to children. The government needs to deploy therapists in schools once a month that will work together with the school-based support team during the therapy sessions. Lay educators should be capacitated with knowledge of therapy processes and remedial skills.

Burger & De Lange (2010:9-10) elucidate that, "The remedial teachers can use toys in their classrooms which consist of books with tactile properties, puzzles, musical instruments, and sing-along and interactive games."

They explain further that, "Those tactile toys are referred to as sensory products (SP) which are defined by a combination of different sensory actions include seeing, hearing, smelling, touching and tasting. Qualities that define SP include properties such as illustrations, colour, themes and support factors, which include therapeutic practices and cultural sensitivity.

The effective use of these factors may be beneficial for text enhancement and reading comprehension within books for children with intellectual disabilities."

2.7   ASSESSMENT OF CHILDREN WITH READING AND WRITING DISABILITIES

Lerner & Johns (2009: 271) tabulate the assessment areas for children who cannot read and write as follows:

- **Cognitive development -** This evaluation includes the assessment of the child's abilities in thinking, planning, and concept development. Examples of cognitive tasks are identifying colours, naming parts of the body, rote counting (up to 10 or so), showing an understanding of one-to-one correspondence (show me three blocks), demonstrating place concepts (on, under, corner, between, middle), identifying given concepts (round, bigger) and naming letters or chips by colour, size and shape.

- **Motor development -** The assessment of motor development includes the child's overall physical development, gross and fine motor skills development. Examples of tasks the child is asked to perform include, catching a ball or bean bag, jumping, hopping, skipping, building a four block design, touching fingers (copying the teacher's demonstration by consecutively touching each finger on one hand to the thumb of the same hand and then repeating the task on the other hand), cutting various patterns with scissors, matching and copying shapes and letter formations and writing one's own name. The child's visual and auditory acuity are also often assessed.

- **Communication development -** This evaluation includes speech and language skills, the abilities to understand and use language. Evaluators might assess articulation by having children say certain words. They can be asked to repeat numbers and sentences spoken by the evaluator, describe pictures, answer problem-solving questions, state their first and last names, gender, age, address and phone number. An auditory test (children copy a series of clapping patterns) may also be included.

- **Social and emotional development -** The child's social and affective interactions are recorded through observational notes made by the evaluators.

Typical observations include how well the child relates to adults and to other children.

- ***Adaptive development -*** This category refers to the child's self-help skills. It includes such areas as independent toileting skills, dressing skills, eating skills and the ability to separate from parents.

Lerner & Johns (2009:46) maintain that, "Assessment procedures are used to identify the exceptional students and to plan instruction. To be eligible for special education services, a student must be identified or classified within a special education category within the law. The more important reason for assessment is to obtain information that can be used to plan ways to help the student learn."

The assessment process serves several purposes:

- ***Screening*** - The screening process is a cursory evaluation that is used to detect pupils who may need a more comprehensive examination.
- ***Referral*** - The referral process seeks additional assistance from other personnel. On the basis of observation and classroom performance, the teacher (or others) requests an evaluation of a student.
- ***Classification*** - The classification process is used to determine a student's eligibility for services. Students are assessed to judge the need for service and to classify the category of disability.
- ***Instructional planning*** - The instructional planning process develops an educational programme for an individual student. The assessment information is used to formulate instructional goals and to develop specific plans for teaching.
- ***Monitoring pupil progress*** - It is important to review a student's progress. Several approaches to monitoring are used, including standardized formal tests, informal measures and a continuous process.

Providing infrastructure such as electricity, water, transport, telecommunications, hospitals and housing allows businesses to grow and individuals to enjoy a better quality of life. Our investments aim to eliminate the significant backlog of services that need to be provided, while keeping pace with new demands that are created as the economy grows and living patterns change.

For instance, children need transport that is reliable and comfortable to travel to school (Pravin Gordhan's Budget Speech, 2012).

2.8 EDUCATION IS THE KEY TO ERADICATE POVERTY RELATED SOCIAL FACTORS, WHICH IMPEDES THE CHILD'S ABILITY TO READ AND WRITE

It is worth noting that the 2012 budget's goal, was to improve the quality of education at all levels, reduce the skills shortage in our economy, improve literacy and numeracy and augment by R235 million as an allocation to the national department, to extend assessment to Grade 9 and to strengthen the assessments at Grade 3 and 6.

Learner and teacher workbooks in literacy and numeracy will be provided to all Grades 1 to 9 learners from 2012. While government is playing its role, we need to note that education is the responsibility of us all. Teachers, learners, communities and businesses, all have an important role to play.

2.9 SUMMARY

It should be acknowledged that this study is a preliminary report, which promises to address various poor socio-economic factors, which impede children's ability to read and write. As such children in this instance require ongoing access of intensive intervention by an effective and functional School-Based Support Team in collaboration with parents. The aim is to reach success of overcoming negative influences from various social factors, which impedes the child's ability to read and write.

Success will be possible when the support committees at schools adhere to policies and apply them effectively. The school committees should comprise of people who have the necessary knowledge and skills for rendering services to children who are unable to read and write. It is believed that this will encourage those children affected, to learn willingly and see the purpose of reading.

CHAPTER 3

THE RESEARCH METHOD AND DESIGN

3.1 INTRODUCTION

This chapter includes the discussion on qualitative research design, the phenomenological approach, the population sampling, data collection instrumentation, the time and duration of interviews conducted, duration of questionnaires completed, the venue, a reflection of the research findings and possible limitations. Detailed information about the research design and methodology will clearly describe the society, the population, the procedures and the instrumentation to be utilized. The research aims to answer the main question and sub-questions as mentioned in chapter 1, paragraph 3. The purpose of the research is as stated in paragraph 2.3 in Chapter Two.

Using the suggestion from Ndou (2008:8), it was decided that in order to collect sufficient data to answer the postulated research questions, both a literature study and an empirical investigation based on a qualitative research design are undertaken.

3.2 RESEARCH DESIGN

The researcher chose to utilize the qualitative research design in this study to investigate social factors that interfered with the child's ability to read and write, through the phenomenological approach, which generally, would enable the researcher to gain more insight about the nature and relationships of persons and the phenomena under investigation. Mudau (in Mpya 2007:50) supported the above sentiments because he believes qualitative inquiry gave the researcher an opportunity to enter into the person's experience, and by so doing allowing one to get a different response regarding particular aspects of concern in a study. In this instance the information gathered would be provided by children and educators as participants in the interviews that would guide the researcher about the actual social factors that impeded the child from reading and writing successfully.

3.3   THE PHENOMENOLOGICAL APPROACH

The researcher believed that the employment of phenomenological approach in this study would reveal and evoke social factors which impede the child's ability to read and write, as they recurred in the child's ecological structure.

3.3.1   What is phenomenology?

Phenomenology may be defined initially as the study of structures of experience, or consciousness. From a literal sense it is the study of "phenomena": appearances of things, or things as they appear in our experience, or the ways we experience things, thus the meanings things have in our experience. Phenomenology studies conscious experience as experienced from the subjective or first person point of view. The study wants to establish the social factors that make learners fail to read and write, hence the adoption of phenomenology as a paradigm within which issues can be argued.

The historical movement of phenomenology is the philosophical tradition launched in the first half of the 20th century by Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, Jean-Paul Sartre, et al (Moran, 2000). In that movement, the discipline of phenomenology was prized as the proper foundation of all philosophy — as opposed, say, to ethics or metaphysics or epistemology. The methods and characterization of the discipline were widely debated by Husserl and his successors, and these debates continue to the present day.

In recent philosophy of mind, the term "phenomenology" is often restricted to the characterization of sensory qualities of seeing, hearing, etc.: what it is like to have sensations of various kinds (Sokolowski, 2000). However, our experiences are normally much richer in content than mere sensation. Solowski (ibid) continues his argument by indicating that in the phenomenological tradition, phenomenology is given a much wider range, addressing the meaning things have in our experience, notably, the significance of objects, events, tools, the flow of time, the self, and others, as these things arise and are experienced in our "life-world". This auger well the study because it looks at social factors or experiences that affect learners in their daily lives on reading and writing.

Basically, phenomenology studies the structure of various types of experiences ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, and social activity, including linguistic activity (Heidegger, 1982). The structure of these forms of experience typically involves what Husserl called "intentionality", that is, the directedness of experience toward things in the world, the property of consciousness that it is a consciousness of or about something. According to classical Husserlian phenomenology, our experience is directed toward — represents or "intends" — things only *through* particular concepts, thoughts, ideas, images, etc. These make up the meaning or content of a given experience, and are distinct from the things they present or mean.

Furthermore, in a different dimension, we find various grounds or enabling conditions — conditions of the possibility — of intentionality, including embodiment, bodily skills, cultural context, language and other social practices, social background, and contextual aspects of intentional activities. Thus, phenomenology leads from conscious experience into conditions that help to give experience its intentionality (Husserl, 2001). Traditional phenomenology has focused on subjective, practical, and social conditions of experience. Recent philosophy of mind, however, has focused especially on the neural substrate of experience, on how conscious experience and mental representation or intentionality is grounded in brain activity. Cultural conditions thus seem closer to our experience and to our familiar self-understanding. The cautious thing to say is that phenomenology leads in some ways into at least some background conditions of our experience (Husserl, 1989).

3.3.2 The discipline of phenomenology

The discipline of phenomenology is defined by its domain of study, its methods, and its main results.

Phenomenology studies structures of conscious experience as experienced from the first-person point of view, along with relevant conditions of experience. The central structure of an experience is its intentionality, the way it is directed through its content or meaning toward a certain object in the world.

How shall we study conscious experience?   We reflect on various types of experiences just as we experience them.   That is to say, we proceed from the first-person point of view.   However, we do not normally characterize an experience at the time we are performing it. Classical phenomenologists practiced some three distinguishable methods.

(1)   We describe a type of experience just as we find it in our own (past) experience. Thus, Husserl and Merleau-Ponty spoke of pure description of lived experience.

(2)   We interpret a type of experience by relating it to relevant features of context. In this vein, Heidegger and his followers spoke of hermeneutics, the art of interpretation in context, especially social and linguistic context.

(3)   We analyse the form of a type of experience.   In the end, the entire classical phenomenologist practiced analysis of experience, factoring out notable features for further elaboration.

Conscious experience is the starting point of phenomenology, but experience shades off into less overtly conscious phenomena.   As Husserl and others stressed, we are only vaguely aware of things in the margin or periphery of attention and we are only implicitly aware of the wider horizon of things in the world around us.   Moreover, as Heidegger stressed, in practical activities like walking along, or hammering a nail, or speaking our native tongue, we are not explicitly conscious of our habitual patterns of action.

Furthermore, as psychoanalysts have stressed, much of our intentional mental activity is not conscious at all, but may become conscious in the process of therapy or interrogation, as we come to realize how we feel or think about something. We should allow, then, that the domain of phenomenology — our own experience — spreads out from conscious experience into semi-conscious and even unconscious mental activity, along with relevant background conditions implicitly invoked in our experience. (These issues are subject to debate; the point here is to open the door to the question of where to draw the boundary of the domain of phenomenology.)

Phenomenology as we know it was launched by Edmund Husserl in his *Logical Investigations* (1900-01).

Two importantly different lines of theory came together in that monumental work: psychological theory, on the heels of Franz Brentano (and also William James, whose *Principles of Psychology* appeared in 1891 and greatly impressed Husserl); and logical or semantic theory, on the heels of Bernard Bolzano and Husserl's contemporaries who founded modern logic, including Gottlob Frege. (Interestingly, both lines of research trace back to Aristotle, and both reached importantly new results in Husserl's day.)

Husserl's *Logical Investigations* was inspired by Bolzano's ideal of logic, while taking up Brentano's conception of descriptive psychology. In his *Theory of Science* (1835) Bolzano distinguished between subjective and objective ideas or representations (*Vorstellungen*).   In effect Bolzano criticized Kant and before him the classical empiricists and rationalists for failing to make this sort of distinction, thereby rendering phenomena merely subjective. Logic studies objective ideas, including propositions, which in turn make up objective theories as in the sciences. Psychology would, by contrast, study subjective ideas, the concrete contents (occurrences) of mental activities in particular minds at a given time. Husserl was after both, within a single discipline.

So, phenomena must be reconceived as objective intentional contents (sometimes called intentional objects) of subjective acts of consciousness. Phenomenology would then study this complex of consciousness and correlated phenomena. In *Ideas* I (Book One, 1913) Husserl introduced two Greek words to capture his version of the Bolzanoan distinction: *noesis* and *noema*, from the Greek verb *noéō* (νοέω), meaning to perceive, think, intend, hence the noun *nous* or mind). The intentional process of consciousness is called *noesis*, while its ideal content is called *noema*. The noema of an act of consciousness Husserl characterized both as an ideal meaning and as "the object *as* intended". Thus, the phenomenon, or object-as-it-appears, becomes the noema, or object-as-it-is-intended. The interpretations of Husserl's theory of noema have been several and amount to different developments of Husserl's basic theory of intentionality. (Is the noema an aspect of the object intended, or rather a medium of intention?)

For Husserl, then, phenomenology integrates a kind of psychology with a kind of logic. It develops a descriptive or analytic psychology in that it describes and analyses types of subjective mental activity or experience, in short, acts of consciousness.

Yet it develops a kind of logic — a theory of meaning (today we say logical semantics) — in that it describes and analyses objective contents of consciousness: ideas, concepts, images, propositions, in short, ideal meanings of various types that serve as intentional contents, or noematic meanings, of various types of experience. These contents are shareable by different acts of consciousness, and in that sense they are objective, ideal meanings. Following Bolzano (and to some extent the platonistic logician Hermann Lotze), Husserl opposed any reduction of logic or mathematics or science to mere psychology, to how people happen to think, and in the same spirit he distinguished phenomenology from mere psychology. For Husserl, phenomenology would study consciousness without reducing the objective and shareable meanings that inhabit experience to merely subjective happenstances. Ideal meaning would be the engine of intentionality in acts of consciousness.

A clear conception of phenomenology awaited Husserl's development of a clear model of intentionality. Indeed, phenomenology and the modern concept of intentionality emerged hand-in-hand in Husserl's *Logical Investigations* (1900-01). With theoretical foundations laid in the *Investigations*, Husserl would then promote the radical new science of phenomenology in *Ideas* I (1913). Alternative visions of phenomenology would soon follow.

3.3.3 The rationale for the selection of phenomenological approach for the study

The researcher chose to utilize phenomenological approach in the study to sift the chaff (various negative social factors that impede the child's ability to read and write successfully) from the grain of error (inability to read and write). In other words, to solicit the truth about the actual social factors which impede the child from reading and writing successfully. Phenomenology, as we have seen from its historical origins above, does not allow the researcher to bring his biases into the research project. The researcher must bracket out his/her feelings and beliefs so that such things never have an influence on the results or findings.

This study is about finding out the experiences of learners in reading and writing at school. This is done in relation to their lived social experiences.

Phenomenology fits this study well as it allows for the listening, analysis and interpretation of the subjects' inner feelings or first-hand experiences in relation to their social lives and how that affects their schooling.

3.4   THE RESEARCH SITE

According to McMillan & Schumacher (2001:378) a site selected to locate people involved in a particular event, is preferred when the research focus is on complex microprocessors.

The researcher has chosen, Kedibone Primary School (pseudonym) as the research site. Kedibone Primary School (pseudonym) is located in Saulsville, just outside Atteridgeville in the western direction of Tshwane about 5 kilometres away from Tshwane Central Business District. The school falls under the jurisdiction of Tshwane South District of Education, which is also known as D4.

The researcher selected Kedibone Primary School (pseudonym) where he is employed, at one of the schools in Gauteng, where most of the learners are experiencing learning barriers with reading and writing. At this school, one will be able to gain more information and knowledge from children affected or disturbed by social factors which impede their ability to read and write. Moreover, other than that the school is one of 792 schools declared to be underperforming in Gauteng. In order to "address current weakness, the Gauteng Department of Education has develop the Gauteng Primary Literacy Strategy (2010- 2014:4) aims to improve teaching in these 792 underperforming primary schools in Gauteng province, to ensure that 60% of learners in the province perform up to 50% and above. The vision that underlies the strategy is that by the end of primary school, all Gauteng learners can read and write fluently for purpose and for enjoyment.

The number of learners at Kedibone Primary School (pseudonym) is estimated at 720, and their ages range from 6 to 13 years.

The medium of instruction in the foundation phase (that is grade 1 to grade 3) is Setswana. The medium of instruction in the Intermediate and Senior phase is English.

In the foundation phase, the learners are taught only 3 subjects, which are Setswana, Numeracy and life skills. The Intermediate and Senior phase learners are taught 10 subjects, which are: English, Afrikaans, Setswana, Natural Science, Social Science, Mathematics, Technology, Life Orientation, Economics and management Sciences and Arts and Culture.

There are 63 children in grade 3, 80 in grade 4, 75 in grade 5, 80 in grade 6, 106 in grade 7. There are 40 girls and 23 boys in grade 3, grade 4 there are 41 girls and 39 boys. In grade 5 there are 41 girls and 34 boys, in grade 6 there are 44 girls and 36 boys, and in grade 7 there are 55 girls and 51 boys. The majority of the learners live in the informal settlement, Jeffsville, Saulsville, west of Pretoria.

The school has 24 staff members, 4 are the administrative staff and 20 are the curriculum staff. Two administrative staff members are women; both clerks and the other two are men, responsible for maintaining the buildings and the school grounds. The curriculum staff members comprise of 1 male Principal, 1 female Deputy Principal, 2 men who head the intermediate and the senior phase departments. 1 female Head of Department in the foundation Phase, and 15 Post Level One, educators.

The learning areas that are taught in the Foundation Phase are Setswana Numeracy and Life skills, while subject teaching is practiced in the Intermediate and Senior Phases (grades 4, 5, 6 and 7). The ages of the administrative and curriculum staff members range from 26 to 66 years. The qualifications of the educators varied from Diplomas to Degrees, for example, JPTD SPTD, STD, BA, HED, BED and PGDE

3.5 SAMPLING

Leedy & Ormrod (2005:144) maintain that, "When qualitative researchers do sampling, they draw data from many sources, not only from a variety of people but perhaps also from objects, textual materials, audio-visual and electronic records. The particular entities they select comprise of their sample. Here the researcher chose a sample that comprised of 15 participants only.

All 15 participants came from one school, 10 of them were learners, (five boys and five girls).only 2 learners were selected from Grades 3-7,1 boy and 1 girl, out of 404 learners of the grades indicated, and 5 educators were also selected from 20 educators. The researcher did this for purposes of extracting empirical data for the research.

3.5.1 The sampling method utilized.

The researcher in the study used the purposive sampling method in selecting the participants. He selected learner participants randomly, from the list of learners with barriers to learning, which he accessed through the permission of the School Based Support Team coordinator who also was permitted to release this confidential document to me, to utilize it for the study purpose only. These learners were the relevant sources that could provide the necessary information to the researcher.

3.5.2 Terms and conditions for selected participants

The researcher made it clear that all the participants in the study did so, willingly. The researcher issued the consent forms to the participants or their parents/legal guardians. Once these forms were signed, the researcher could interview the children regarding the social factors, which impede their ability to read and write.

The consent form handed out earlier informs the participant that they had the right to withdraw from the interview at any time if they felt uncomfortable, without any fear of being victimized, or that their confidentiality might be broken.

The researcher also informed the participants prior to their interview that he would need them to be as honest as possible when they describe the barriers that hampering their ability to read and write.

According to McMillan (2004:113), in purposeful sampling (sometimes referred to as judgment or judgmental sampling), the researcher select particular individuals or cases because they would be particularly informative about the topic based on the researcher's knowledge of the population. A judgment is made to include those cases that would be information-rich.

These particular individuals in this investigation, who had relevant information, were children whose reading and writing ability was hampered by social factors.

3.6   DATA COLLECTION STRATEGIES

The data collection strategies in the research were comprised of interviews and documents. The interview process served as the main strategy for the researcher to elicit data from relevant and reliable sources of information. In this instance, the sources of information were the learners who could neither read nor write successfully, and their educators. The focus was based on individual interviews conducted at Kedibone Primary School (pseudonym).

According to Van Zyl (in Mpya, 2007:59-60), "Focus group interviews are utilised to obtain data from a small group of participants and these participants must have common interests that are linked to the subject that is researched." The children's answers may raise concerns giving the investigation another dimension.

3.6.1   The interviews

The researcher chose not to reveal the individuals' identities for the sake of confidentiality, there by gaining their trust and allowing the researcher to elicit the required information regarding social factors, which impede the child's ability to read and write.

Due to the fact that, it was indeed the children's' own experiences, perceptions and memories being affected by various social factors, they were regarded as, first-hand sources of information.

3.6.1.1   The structure of questions

The questions for the interviews were drafted in English and translated to Setswana (their mother tongue), for learners who could not read, write or understand English very well, their responses were later translated back into English.

The educators who participated in the research, where also not restricted to respond in a language other than their mother tongue. Their responses were also translated back into English. The researcher also assisted the participants in clarifying the

questions there was no need for the participants to be highly literate since most were learners with reading and writing disabilities.

3.6.1.1.2 Interview questions

The questions were open ended, which did not restrict or limit the length of the participant's answers. The researcher listened to them, recorded the answers, and jotted down notes from the participants.

The researcher had follow-up questions to the participants' answers, to gain an in-depth understanding of their opinions and experiences about various social factors, which impede their ability to read and write successfully. The researcher also focused on semi-structured interviews, which represented an open, purposive conversation relevant to the phenomena that is under investigation.

Maree (2007:87) added to the above utterances that, "A semi-structured interview is commonly used in projects to corroborate data emerging from other data sources."

3.6.1.2   Venue for the interview

The interviews were conducted at Kedibone Primary School, (pseudonym) in the deputy principal's office. The participants preferred being interviewed in the deputy principal's office, which they found to be more conducive, comfortable and spacious enough for them to divulge the necessary information. To make the participants comfortable, he offered them a variety of snacks, tea or cold drink

3.6.1.3   The time and the duration of the interviews

The interview sessions were scheduled to commence after school, at 3 o'clock in the afternoon, so that it would not interfere with class time. The duration for the interview process was allocated to one hour per learner per day and two hours per educator per day. The participants had ample time to respond regarding various social factors that impede the child's ability to read and write.

It took each learner about 30 minutes to complete their interview, and educators completed their interviews within one hour.

All participants responded within the stipulated time without anyone being hard pressed for time. The entire interview process took the researcher 4 weeks to complete.

Creswell (1998) (in Leedy & Ormrod 2005:139) supported the above sentiments that, phenomenological researchers depend almost exclusively on lengthy interviews (perhaps one to two hours in length) with a carefully selected sample of participants.

3.7   VALIDITY

The researcher indicated that validity is the credible or trustworthy results revealed by the participant about the phenomena under investigation. In this instance, children would reveal various social factors, which impede the child's ability to read and write successfully.

In support of the above statement Mpya (2007:63) says: "The qualitative researcher as the person who collected data is accountable for the results of the research findings." He stressed further that these findings should however, be credible and trustworthy so that they may be applied in the field and be useful to the people who read them.

According to Leedy & Ormrod (2005:28) validity of a measurement, is the extent to which the measurement measures what it is supposed to measure. These authors explained that the person's responses on the test are presumed to be relatively stable personality traits, and the answer depends whether the person is, or can be, truthful in responding. The test results may not reveal the person's actual personality, but rather an idealized portrait of how he/she would like to be seen by others.

The researcher in the study ensured that the results that emanated from the data gathered, were valid in the sense that the perceptions, experiences and memories which were seen as feasible, exciting practically in relation to the real world activities. And any stakeholders in the education system who had shown interest in overcoming barriers that interfered with the child's ability to read and write, should first consider, identifying negative social factors outlined in the study by participants, as they would be real and valid.

3.8   RELIABILITY

Leedy & Ormrod (2005:29) define reliability as the consistency with which a measuring instrument yields certain result when the entity being measured hasn't changed. In this instance, the children and educators were asked the same questions pertaining to social factors that impede the child's ability to read and write successfully and to ensure consistency so that data collected from the interviews was reliable.

The researcher here ensured reliability of the results in the study, in the sense that the format of the questions posed in the research were the same and that all participants were asked the same questions and their follow up questions so as to achieve the same results or the results which are a proximity to reality. This would confirm that the outcome of the results about social factors that impeded the child's ability to read and write in the study were real and valid.

The researcher assured that uniformity prevailed in the question structure, which confirmed reliability of the results of the research, social factors, which impede the child from reading and writing successfully.

Leedy & Ormrod (2005:29) add further that both validity and reliability, then, reflect the degree to which we may have error in our measurements, especially when we are measuring insubstantial phenomena. It is important to note that, validity and reliability take different forms, depending on the nature of the research problem, the general methodology the researcher uses to address the problem and the nature of the data that are collected.

3.9   DOCUMENTATION

Documents for data collection in the study includes government gazettes, newspapers, circulars, journals, books and documents from the Department of Education. Most of these resources have already been acknowledged in the Literature Review chapter 2.

Maree (2007:82) indicated that the researcher may use documents as a data gathering technique that would focus on all aspects of the investigation.

There are many resources that fall under documentation like written data sources which may include; published and unpublished documents, company reports, memoranda's, agendas administrative documents, letters, reports, email messages, faxes, newspaper articles in this study, documents collected during fieldwork included curriculum policy documents on inclusion, books, departmental circulars and foundation phase documents.

Other documents used in this research included:

- Education White Paper 6 Special Needs Education: 2001.
- Gauteng Primary Literacy and Mathematics Strategy.
- Newspaper articles.
- Government documents.

3.10   ETHICAL CONSIDERATIONS

The researcher opened up and was honest with participants by making a full disclosure of the purpose of the study, which would also be voluntary. They had the right to withdraw if they felt uncomfortable at any time without suffering any consequences. The researcher also reassured the participants that their identities would remain confidential, and data collected would not be used against them in the transcriptions.

An approval for conducting the research in the schools was sort from the institution before collecting any data. The department of education, the principal and the school governing body were contacted by the researcher to request permission to conduct the research at the school, which falls under their jurisdiction.

3.11   THE CHALLENGES ENCOUNTERED BY THE RESEARCHER

- **Lack of transport to ferry participants**

    Transport was the problem for participants in the study, especially those who walk to and from school. As each child participant spent at least 30 minutes in the interview, they did not have any company on their way back home.

Then the researcher resolved the situation by accompanying every child participant home, thereby ensuring they arrived home safely, waited for them to enter their house and thanked the parents if they were available.

- **Withdrawal of participants from the interviews**

Some participants, who withdrew from their interviews, did so without any prior notification, regardless of the numerous reminders sent and therefore time wasted. Other participants requested to be withdrawn from the list of interviewees. At least three participants withdrew from the interviews, one educator and two learners.

The situation was resolved quickly, since both the researcher and the participants are based at the same school. The participants who withdrew from the interviews where immediately replaced by the other participants, who were also orientated regarding what the research entailed, the questions they would be asked and the consent forms allowing children to participate in the interviews. Fortunately, the educators found 2 other learners and 1 educator.

- **Postponement of interview dates by participants**

Some participants frequently postponed their interviews stating that there are urgent matters that needed attending to. The researcher needed to be patient and had to respect their reasons for not participating until they were ready.

- **Participants who are shy to talk and speak aloud**

The researcher encountered problems with children who would not talk aloud, displayed shyness, or at times sat in silence, as if they did not understand the questions.

The researcher had to be conscious of his behavior and attitude, when addressing participants, such as smiling, being humble and meek. When addressing the learners, the researcher can attempt to lighten the mood with a joke to make them more comfortable, or ask them about their friends, what are

their favorite sports, toys and films. Lastly, giving them the necessary respect that they deserved by, paying attention to their remarks.

3.12   SUMMARY

In this chapter, the researcher outlined the use of a qualitative research method, research design, phenomenological approach, research site, research sample, ethical consideration, interviews and document analysis, validity and reliability. The aim was to reveal and address the negative social factors, which impede the child's ability to read and write successfully.

Hopefully, the answers gained through qualitative interviews can help towards eradicating the high rate of illiteracy, school dropouts, and crime and to produce skilled and knowledgeable academics into our society, who could potentially improve the country's socio-economic structure in the future.

Chapter 4 will present data analysis, based on data collected in the previous chapter by utilizing different methods, such as interviews and document analysis.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF DATA

4.1   INTRODUCTION

The various opinions in this chapter, derived from the interviews of the 10 learners and 5 educators. The researcher conducted the individual interviews at Kedibone primary school (pseudonym), through the permission granted by the Gauteng Department of Education's head office, the district office under which the school's jurisdiction fell, the principal of the school and the school governing body chairperson. This was done in letters from the University as Appendix A, and from the students as Appendix B.

The researcher focused on individual interviews of 10 learners and 5 educators. The learners received 2 main questions and three follow-up questions to answer, while the educators received 3 main questions. The interview questions and transcripts of the interview were attached. Appendix I as Interview questions and Appendix J. as transcript of the interviews.

Data gathered from the interviews, were prepared for analysis as explained in chapter 3.

4.2   ANALYSIS AND INTERPRETATION OF DATA

In order to understand data analysis, it is important to note what McMillan &

In order to understand data analysis, it is important to note what McMillan & Schumacher (2001) say in Mpya (2007:68). They talk about an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories. In this investigation, the analysis of data was done on the interviews of each participant. The interviews were recorded by means of an audio-visual, which enabled the researcher to capture each and every response.

The researcher grouped the segments into categories, as follows:

1.   Identify statements that relate to the topic. Separate relevant and irrelevant information.
2.   Group statements into 'meaning units'. The researcher groups the segments into categories that reflect the various aspects (meaning) of the phenomenon as it is experienced.
3.   Seek divergent perspectives. The researcher looks and considers the various ways in which different people experience the same phenomenon.
4.   Construct a composite. The researcher uses the various meanings identified, to develop an overall description of the phenomenon as people typically experience it.

The results were, a general description of the phenomenon as seen through the eyes of the people experiencing it.   The focus was based on common themes in the experience, despite diversity in the individuals and settings studied. All learners and educators who participated in the study are allocated the letter 'L' and 'E' in order to ensure anonymity to keep their identity confidential. For the ease of differentiating among the participants, the L and E comes with a number, e.g. L1, L2, L3 and E1,E2,E3,etc., representing the specific learner and educator who uttered the statement or words.

Learners grouped data.

4.2.1   What disturbs you from performing to the best of your ability with reading and writing?

4.2.1.1   Lack of parental involvement in the child's education

L 1:   "My parents do not assist me with my school activities. They would refer me to my sister who is also a learner to assist me; sometimes my sister would not understand some of the activities."

L 4:   "My mother disrupts me every day. She would send me from pillar to post, running errands, instead of helping me with my schoolwork. I am afraid of her;

she is impatient and always shouts at me. Luckily when my aunt is there, she helps me. I become frustrated when my aunt is not around for help, because I neither complete nor write down my homework. Sometimes my neighbors will help me."

L 5:   "The situation is not good at home. My parents are not home most of the time. They work very far away from home. They come home once a month. My elder sister takes care of us; she attends parents' meetings on their behalf. She also assists us with homework and other home responsibilities. We live in a very small house, in an informal settlement. Our houses are closely attached to each other so there is no privacy; and I can hear everything that our neighbours do, even when they reprimand their children."

L 9:   "My mother worries me very much, she does not care about me and does not assist me with my school work. We are a family of 10 and we live in a small two-bed roomed shack in an informal settlement."

L 10:   "One of the things which affect my reading and writing is that, my parents do not stay with us most of the time. My mother works very far from home and comes on weekends or once a month. My father, left a long time ago, he is not with us. Most of the time we seek assistance from our helpful neighbours with our school activities. At the end of every term, there is no one to collect our school performance reports during parents' evening."

In response to what disturbed the participants from performing to the best of their abilities with reading and writing, they reported various circumstances hampering their ability to read and write successfully, such as, reluctant parents, who do not bother to assisting them with their school activities.

They also indicated that, their parents have no confidence or knowledge about the curriculum; they defer the responsibility onto siblings or other family members, who also at times, do not understand some of the school activities. Some of their parents worked far came home once in a month.

4.2.1.2   Unemployment of parents

L 1:   "My parents are not working but they earn social grants money. They always quarrel and fight over it, they accuse each other of wasting the money."

L 3: "The unemployment of my parents worries me a lot, whenever there is something needed at school that concerns money, such as, school fund-raises. I feel like running away and not coming back to school. I know it is difficult for my parents to provide for us with most of the school requirements, such as reading and writing materials and the transport money. We also walk to and from school on daily basis.

L 4, L 6, L 7, and L 8: "My mother is not working, but she earns social grants."

The participants in this study shared the same opinion that unemployment of their parents impeded their reading and writing ability. Unemployment crippled their parents' financial muscle, and this situation begets non-provision for children with the proper basic needs, such as, reading, writing materials and transport that had to ferry them to and from school.

4.2.1.3   Poor social environment

L 5: "The situation is not good at home. My parents are not home for most of the time. They work very far away from home and come home only once a month. My elder sister takes care of us. She attends parents' meetings on behalf of my parents, assists us with homework and other home responsibilities. We live in a very small house in an informal settlement. Our houses are so closely attached to each other there is no privacy. I can hear everything that our neighbors do, even when they reprimand their children."

L 6: "I get frustrated when darkness catches up with me while I am still busy with my school work. Where I stay, there is no electricity and it is really difficult for my unemployed parents, who struggle to provide us with an alternative to light such as, candles and paraffin. In this situation I am forced to sleep early so that I can wake up early and wait for darkness to clear and finish my incomplete school work."

L 8: "Our area is very noisy, I cannot concentrate. The loud noises emanate from our neighbor's radios until late at night. This disruption is an everyday occurrence."

A consensus was reached by many participants in this study, wherein they pointed out various living conditions of their poor environments that impeded their reading and writing ability. They said that there, was a lot of noise, which emanated from the nearby taverns; the participants indicated further that they lived in an informal settlement, with very small two-roomed shacks, which were overcrowded and shared by about 10 family members. Most shacks were closely attached to each other and most people do not have electricity. Another participant indicated there was no privacy. Everything their neighbors did could be heard, even when they reprimanded their children.

Lessing & Mahabeer (2007:148) support the above opinion that, "The socio-economic background of the learners is a barrier to reading and writing. These might be overcome by empowering the parents". They observe that impeding the child's ability to read and write is exposure to poor social backgrounds and that parents do not provide healthy environments for the socio-emotional development of their children.

4.2.1.4 Child home sickness

L 2: "The problem is that, my mother brought me here to stay with my grandparents, I am not happy about this."

Homesickness was regarded as a social factor that impeded the participant's ability to read and write successfully. She stated that living with her grandparents made her sad. The researcher here used the various meanings identified to develop an overall description of the phenomenon as people typically experience it.

4.2.1.5 Children walking long distances to school

L 1, L 6, and L 8: "I walk to school. It is a long distance from my home and I sometimes miss the first and second periods, another thing, my parents are unemployed and find it difficult to support me with learning materials.

L 4: "I walk to school and I arrive late every day."

The majority of participants echoed lack of school transport that it hampered their ability to read and write successfully. They stated various reasons, such as walking long distances to and from school, they would arrive very late at school, being very tired and always missed the first two periods of the school day.

4.2.1.6 Illiteracy of parents

L 2:   "The problem is that, my mother brought me here to live with my grandfather and grandmother and I am not happy. They are unable to assist me with my school activities. They say they do not understand English well."

L 7:   "My parents worry me because they are unable to help me with my school work. They cannot read and write. The other thing is that, we are 10 people living in a two-bed roomed house in an informal settlement. We are overcrowded; there is also lot of noise, which emanates from the neighboring taverns. The area is very scary especially when my parents are not home."

The participants here shared the same opinion that, parental illiteracy impeded the child's ability to read and write successfully. Although it may be an unintentional acts that their parents are incapable of assisting them with their school activities. Some parents cannot comprehend the meaning words or sentences in their context, particularly in English.

4.2.1.7 Child-headed families

L 5:   "The situation is not good at home. My parents are not home for most of the time. They work very far away from home. They come home once a month. My elder sister takes care of us, she attends parents' meetings on behalf of my parents, and she also assists us with homework and other home responsibilities. The other thing is that we live in a very small house in an informal settlement. Our houses are closely attached to each other, there is no privacy and I can hear everything that our neighbors do even when they reprimand their children."

L 10:   "One of the things which disturb me in reading and writing is that my mother does not stay with us for most of the time. My mother works very far from home, she comes on weekends or once a month. My father left a long time ago, he is not with us. For most of the time we seek assistance from our helpful neighbors with our school activities. At the end of every term, there is no one to fetch our school performance reports."

Participants indicated that, child-headed families also seem to be a social factor that impedes them from reading and writing successfully. They expressed their views that, their parents were not available at home for most of the time, they were left under the care of the eldest sister who was also a learner, she acted on behalf of their parents, as well as attending their school meetings.

4.2.1.8 Family violence

L 1:   "My parents are not working but they earn social grants money. They always quarrel and fight over it, they accuse each other of wasting the money."

L 3:   "Yes, my parents earn social grants. Since the money is too little, my parents would at times fight over it. My father will demand money to buy beers or cigarettes."

L 9:   "The other thing is that, my brother would always fight or quarrel with my grandmother. These are some of the things that disturb me from performing to the best of my ability."

Participants in the study reached an agreement that; family violence impeded their reading and writing ability. They recalled various incidences of fights they had experienced, such as the fights between their parents and some family members fighting amongst themselves. Their parents would always fight over the social grants money and accused one another of wasting it; another participant indicated that his father would demand the social grants money to buy cigarettes and beer. One participant in the study mentioned that his disrespectful brother would always engage in fights with his grandmother on a daily basis.

Harne & Radford (2008:3) supported the above opinion with their explanation that, "Domestic violence is a real and serious violence that can result in permanent injuries and sometimes death." The authors further indicate that, the association of chief police officers defined domestic violence as, "…any incident of threatening behaviour, violence or abuse between adults who are or have been intimate partners regardless of gender. It will also include family members who are defined as mother, father, son, daughter, brother, sister, grandparents, in–laws and stepfamily."

The researcher here grouped statements and categorized them into segments that reflected the various aspects of the phenomenon as it is experienced.

4.3   THE LEARNERS'S SUGGESTED STRATEGIES GROUPED BY THE RESEARCHER

Uwatt & Egbe (2011:142) maintained that, "The aim of intervention, was to close the gap and to ensure that each learner had an equal learning opportunity. Intervention ensured that no child was left to struggle helplessly alone in the company of qualified teachers and professionals."

On the other hand Brozo (2009/2010) (in Uwatt & Egbe 2011:142) argued that, "If content teachers failed to offer responsive literacy instruction that would benefit every student and differentiate heard assistance for those in need of extra help, then the preventive potential of RTI (Response to Intervention) is lost.

4.3.1   Parental involvement in their children's education

L 1:   "I wish that one of the teachers can tell my parents to start assisting me with my school activities, instead of my sister helping me. I also wish that they would find a job instead of fighting over social grants, so they can provide for or pay school transport money, which will prevent us from walking long distances to and from school, especially during rainy and cold conditions.

L 4:   "I wish that my mother finds a job, maybe she can change her attitude and have enough time to assist me with my school work. I must always relay on my aunt or neighbors for help."

L 5:   "I would be happy if we can relocate from an informal settlement to find a bigger house. I hope my parents find jobs closer to home and sleep at home, which enables them to monitor our everyday activities, and to attend to other urgent matters that require them especially with school related matters."

L 9:   "I wish that my mother can find a job, have enough time to assist me with my school work, and finds a bigger and better house that will accommodate us all that we won't disturb each other while learning. I hope someone would intervene the everyday fighting between my brother and my grandmother."

L 10: "I would like to see my parents live with us, and my mother gets a job which is closer to home so that she can sleep home every day and be able to guide us with our school activities. My brother should be encouraged to go back to school."

The majority of participants in the study echoed the same sentiments; that they wished their parents could secure stable and descend jobs, closer to home so that they could commute home every day. They believed this would overcome all the frustrations. They also wished that their parents would participate in their education, change their negative attitude towards their children, and provide them with the basic needs for education and a conducive learning environment.

4.3.2 Communication between the school and parents

L 1: "I wish one of the teachers can tell my parents to start assisting me with my school activities instead of my sister helping me. I also wish that my parents would pay for the transport to get us to school. This would save us time of walking long distances to and from school, especially during cold and rainy conditions."

The participants stated in the study, indicated that in order to address their inability to read and write successfully, there had to be open communication between the school and parents. They must develop a good parent-teacher relationship and encourage them to help their children access the necessary resources of reading and writing. Teachers can also organize workshops for parents, on how to best assist their children at home.

4.3.3 Availability of jobs

L 3: "My wish is to see my parents working, so they are able to provide us with the basic needs such as food for lunch and not always depend on the school's feeding programme. It would be nice if they can pay for the transport that will take us to school."

L 4: "I wish that my mother finds a job to pay for school transport, maybe she can change her attitude towards me and have enough time to assist me with my school work, so that I do not always have to rely on my aunt or neighbors."

L 6:   "I wish my parents could find descent jobs and relocate to a better area with electricity, and be able to pay for the school transport."

L 7:   "I wish that there would be someone to assist me with my school work. I want to move to a bigger and better place, with enough space to accommodate all of us, in a new cool area conducive for learning and are less noisy. I also wish that my parents find jobs and take me to a nearby school."

L 8:   "I wish the community members would involve the police and move the noise makers far away from us so that we can study and write school work in a quite area. I would also be very happy if my parents found jobs to provide us with more stationary such as reading books, magazines, newspapers, pens, pencils, scissors, glues, pencil sharpeners, coloured pencils, erasers and rulers. My second wish is for them to pay for my transport to school."

L 9:   "I wish that my mother finds a job, has enough time to assist me with my school work, finds a bigger and better house that will accommodate us all and not disturb each other, and that someone would stop the everyday fighting between my brother and my grandmother."

L 10:   "I would like to see my parents stay at home with us and my mother gets a job which is closer to home so she can sleep at home every night. With her at home she will be able to guide us with our school activities, to it that my brother goes back to school."

The participants in the study echoed the same opinion that the availability of jobs for their parents will affect their basic needs such as taking lunch to school, have enough stationary such as reading books, magazines, newspapers, pens, pencils, scissors, glues, pencil sharpeners, colored pencils, erasers and rulers. Parents should be able to pay for the school transport to relocate to new cooler and better areas with enough space to accommodate them, and area which is conducive for learning and being closer to school.

4.3.4   Conducive learning environment for children

L 5:   "I would be happy if we can relocate from an informal settlement and find a bigger house that my parents find jobs closer to home so they can sleep at

home every night, to enable them monitor our everyday activities and to attend to other urgent matters that require their presence, especially with school related matters."

L 6: "I wish my parents could find descent jobs, relocate us to a better are with electricity, and be able to pay for school transport."

L 8: "I wish the community members would involve the police and move the noise makers far away from us so that we can study in a quite area. I would also be very happy if my parents found jobs to provide us with school transport money, stationary such as reading books, magazines, newspapers, pens, pencils, scissors, glues, pencil sharpeners, colored pencils, erasers and rulers."

The participants in the interviews shared the similar opinions that, in order to address poor social environment, parents and the community should work in collaboration with the police to eradicate perpetual troublemakers around their areas.

4.3.5 Parental care of own children

L 2: "I wish I can go back home and stay with my mother. She will be able to assist me with my school activities because she can read and write well."

The participant in the study needs to stay with her parents so that she can be able to read and write successfully.

4.3.6 Need of external help

L 7: "I wish there was someone to assist me with my school work and that my parents would move to a new cool area which is conducive for learning, there is less noise, and enough space to accommodate us. I also wish my parents found jobs and send me to a nearby school."

The participant in the research stated that their inability to read and write could be addressed by providing outside assistance from other relevant stakeholders like NGSs, retired teachers and the universities interested in improving the child's poor reading and writing.

4.3.7 Overcoming overcrowded families

L 5:   "I would be happy if we can relocate from an informal settlement to a bigger house. I hope my parents find jobs closer to home, sleep at home to enable them monitor our everyday activities and to attend to other urgent matters that require their presence, especially with school related matters."

L 7:   "I wish someone would assist me with my school work. I also wish that my parents found jobs and sent me to a nearby school after moving to a new cool area which is conducive for learning, has less noise, with enough space to accommodate us."

L 9:   "I wish that my mother can find a job, have enough time to assist me with my school work, finds a bigger and better house that will accommodate us all where we will not disturb each other while learning. I wish someone would stop the fighting everyday between my brother and my grandmother."

Most participants shared the same opinion that overcrowding was a social factor that impeded their reading and writing abilities. They mentioned that, in order to address overcrowding of their families, it was vital their parents secure descent jobs to purchase affordable bigger houses to accommodate their families where there was less noise, in cooler areas that were conducive for learning.

Lucas (2006:54) supports the above point and suggests that parents need to be advised about the importance of every room which has the potential for good educational activities. Parents are their children's first and foremost influential teachers. In the kitchen, cooking can involve mathematics and the use of instructions, eating together is a good time for family members to talk together and plan ahead. You can make it fun by playing word games. Even the bathroom provides for an opportunity for basic science!

4.3.8 Addressing family violence

L 1:   "I wish that one of my teachers could tell my parents to start assisting me with my school activities instead of my sister helping me. I also wish that they could find jobs to provide or pay school transport money, which save us time

of walking long distances to and from school, especially during cold and rainy conditions. I wish someone would stop the fighting between my parents over the social grants money."

L 3:   "I would like to see parents working, providing us with the basic needs such as, a descent lunch and to not always depend on the school's feeding programme. It would be nice of them to pay for school transport to take us to school every day. My father should stop wasting money on beers and cigarettes."

L 9:   "I wish that my mother can find a job, have enough time to assist me with my school work, and find a bigger and better house that will accommodate us all so we will not be disturb each other while learning. Someone should stop the everyday fighting between my brother and my grandmother."

Most participants shared the same opinion that, in order to address family violence their parents have to find descent jobs that would cater for their entire family's basic needs such as, a conducive learning environment, an end to their parents fighting over social grants money. One of the participants wished that an outside source could intervene and permanently stop his disrespectful brother from fighting and quarrelling with his grandmother.

4.4   THE RESEARCHER GROUPED DATA GATHERED FROM EDUCATORS

4.4.1 Which social factors impede the child from reading and writing successfully?

4.4.1.1   Child abuse by parents

E 1:   "There are many social factors that impede a child from reading and writing successfully. Firstly, divorce or they may have been abused emotionally, physically and socially. When this child comes to school he or she displays withdrawal behaviors such as, shyness, lack of concentration because of what happens at home."

The participant stated her point of view that, there are many social factors that interfere with a child's ability to read and write successfully. She mentioned various situations such as, parents' divorce, emotionally, physically and social abuse. She further indicated that these children typically display withdrawal behaviours such as, shyness and lack of concentration in class because of what happened at their homes.

4.4.1.2 Lack of parental involvement

E 2: "Social factors which interfere with the child's ability to read and write successfully are due to, lack of parental involvement in the child's education and poor nutrition also affects the child. The child's lack of phonics or sounds is also due to social factors, which impede the child from reading and writing as well as insufficient stationary. The environment also affects the child when it is not conducive for learning such as homes that are overcrowded and share one bedroom."

E4: "I think one of the social factors that impede the learner's ability to read and write is lack of active parental involvement in the education of their children. In other words, parents do not support or assist their children with their school activities."

The participants (the educators) in the study shared the same opinions that, the child's inability to read and write is impeded by lack of parental involvement in their child's education and lack of learning materials. The educators further emphasized that parents do not support or assist their children with anything relating to their education.

4.4.1.3 Poor nutrition

E 2: "Some of the social factors interfering with the child's ability to read and write successfully are lack of parental involvement in the child's education, poor nutrition and lack phonics or sounds. Lack of stationary is another contributing factor. The overcrowded home environment can also affect the child's ability to read and write successfully."

The participant indicated that poor nutrition in children impeded their reading and writing abilities, meaning that, children who are not well fed could not concentrate at school, he or she would always be wondering or falling asleep.

4.4.1.4 Poor family background

E 3: "In my opinion, a social factor that impedes the child's ability to read and write successfully is the child's parents who cannot read or write. These are the very same unsupportive parents who do not encourage their children to do their school activities. They are also unable to lay a good foundation of education in grade R, which contributes towards their child's entire school career."

E 5: "A poor socio-economic background, together with disruptive home environment, impedes reading and writing. Children who reside in homes where the parents are not conversant in English, is a sad reality, which impedes the development of the child. Poor finances are a contributing factor, which deprives the child from having simple reading material such as the newspaper. A poor community environment also contributes as a social factor as well as a poor transport system."

The participants share similar opinions that, poor family backgrounds were an impediment to the child's ability to read and write. There are also various reasons for why illiterate parents are not supportive with school activities such as not being conversant in English. Some children did not receive a good foundation for education from as early as grade R, some children are from poor homes which deprives them from simple reading material such as newspapers, and lastly poor transportation is a big social factor, which needs addressing.

4.4.2 How Reading Influences Writing?

4.4.2.1 Lack of phonemic awareness

E 1: "The child's inability to know and understand the sounds of letters first, influences his writing ability, without the knowledge and understanding of

phonics or sounds, the child will not be able to read. The inability to read would create an inability to writing too."

The participant supported his perception that lack of phonemic awareness contributed much towards the child's inability to read and write successfully. They could not identify the sounds and letters of the words, which automatically hampered their reading thus influencing their writing ability

4.4.2.2 Lack of the basic sounds

E 2:   "If the child does not have the basic sounds, I mean phonics, that child will not be able to write. The child needs to understand reading first and writing will follow after."

The participant pointed out in her perception, how reading influences writing in that children who cannot recognize sounds, would not write effectively."

4.4.2.3 The inability to master words

E 3:   "Hmmm… I think before the learner can write, he/she should first master the words, in other words the learner should internalize the word, have the word in mind, be able to spell it and say the word out loud and understand the meaning of the word when reading it from the mind before writing it down. Writing would be difficult without understanding how the word is formed or if the learner is unable to read or spell the word first."

The participant affirmed that the child must be able to master the word first, internalize the word, have it in their mind, be able to spell and say the word out loud, and finally, try to understand the meaning of the word. If the child is unable to do so, this impedes their ability to write.

The participant stressed further that the child would not transcribe the word from the mind to the book if the above-mentioned aspect of learning to read and spell were not completed.

4.4.2.4   Understanding reading first

E 4:   "The child needs to understand reading first before anything else the child cannot write if he cannot read."

The participant's perception was confirmed when she pointed out that the child needs to understand reading first before anything else. The child could not write without understanding reading firstly.

4.4.2.5   The inability to memories words

E 5:   "I think that reading is extremely important to the child. Seeing the actual word in its context in the book helps with imprinting that word from the context into the memory. Continuous reading will most certainly assist in writing, as it will help in thought and sequencing of ideas. It will also help with an increased vocabulary of words. This would mean that poor reading produces poor writing."

The participant in the study alluded that the child would not be able to write if he or she could not see the actual word in its context in the book, which would help him/her to imprint the word from the context into their memory.

4.4.3 Intervention Strategies Gathered from Educators

What intervention strategies can be developed to address the reading and writing problems in children?

4.4.3.1   Recognition of sounds and letters of the alphabet

E 1:   "The intervention strategy that I can use as a teacher is to make sure that children are able to recognize sounds and letters of the alphabets to be able to read and formulate new words. Before the child writes at the book, he or she should be able to write the letters of the words in the air while at the same time sound or say the letters of the words, especially in the foundation phases. Teachers in the foundation phase can use pictures to illustrate the words for the child to recognize. The teacher can also use the 'fill –in- the- letters' activity. I think this can address the child's inability to read and write, be able to build sentences by joining words, which are also built from syllables, and by

mastering spelling of the words. The teachers themselves can assist the learner by referring the child to relevant structures at school such as the school- based support team."

The participant pointed out that, "in order to address the child's reading and writing inabilities the teacher has to ensure that the child can recognize sounds and letters of the alphabet. The child must be able to read, formulate new words by blending different phonemes to form syllables, words with syllables and construct sentences with words."

He expressed his opinion further that before the child writes in the book, he or she should be able to write the letters of the in context, especially in the foundation phases, where teachers have to employ the use of pictures-to- the word so that the child could recognize the word with ease. The teacher could also use the fill-in-letter to the word activity.

4.4.3.2 The use of flash cards will address reading and writing problems

E 2: "I think the intervention strategy that can be developed to address reading and writing problems in children is that, teachers need to make use of words flash cards; by merely flashing of words with pictures, this would develop the child's recognition skills which address the reading and writing problems."

Here the participant in her perception that, " in order for the child to overcome reading and writing inabilities, the teacher needed to display the flash card words with pictures that would enable the child to remember the words very easily and develop the child's recognition skills."

Uwatt & Egbe (2011:144) added to the above sentiment that. "During the intervention, teachers must expose pupils to rich intervention communication situations where they would hear, see and use sounds of words in different combinations and positions of sentence structures."

The author emphasized further that, "This approach is a gradual movement from vowel sounds to consonants and the simple blends that the pupils need at this point. A sound chart box is produced, wherein the learners would

select mostly content words (nouns and verbs) and highlight the intended individual sounds or in blends/ combinations"

4.4.3.3 Educators need to assist the child to read and write successfully

E 3   "I think it is every educator's responsibility to assist learners with reading and writing problems, even if it will be time consuming for the educator who will be doing the remedial work."

The participant in the study stated that it is every educator's responsibility to address the child's inability to read and write.   Contrary to that, she emphasized that it would be time consuming.

4.4.3.4 The school working in collaboration with parents to address the child's reading and writing problems

E 4:   "The intervention strategy to assist children, who cannot read and write, I think will be better if the school invites the parents to be involved and participate fully in their children's educational activities."

The participant in the study stated that there is a need for parents to work in collaboration with the school concerning their child's development in order to overcome reading and writing inabilities.   The school must encourage reluctant parents to assist children with reading and writing activities.

4.4.3.5 Community involvement and reading activities addressing children's reading and writing problems

E 5:   "Paired reading can be introduced, and also request help from the community members to establish the community library and getting sponsors to donate or purchase books for the school library which will make a massive improvement. Dramatizing the story being read makes reading exciting.   Learners can be motivated to choose their own reading material; they should not be forced to read certain type of text only."

The participant continues, "Readathons must be encouraged and writing must be made fun and exciting.   The use of picture technique method will help learners with writing problems.

Teaching these children how to construct proper sentences and showing them how to expand sentences by using adjectives and adverbs, will teach the learners different types of writing skills."

The participants in the study mentioned that, "The community should become involved in overcoming children's inability to read and write through the establishment of the library. Secure sponsors would donate or purchase library books that would benefit the learners and motivate them to utilize reading material of their own choice. The teachers who dramatize the stories being read, would encourage learners to participate in the school's readathons along with their peers."

Therefore, learners' improvements in reading would be through the help of their educator who would utilizes the picture technique method and different types of writing skills to motivate the learners to compose good essays, poetry, advertising and letter writing, making writing attractive .

Von Tetzchner (2004:95) supported the above input that, "The communication interventions available to children with learning disabilities often did not promote an optimal development of communication and language. In order to develop language and communication intervention it was necessary to gain more knowledge about the communicative and linguistic development in children who developed challenging behaviour and their language environment, including any training of speech and alternative means of communication."

The findings of the research

The participants in study revealed to the researcher social factors that interfered with the child's ability to read and write, as follows: Lack of parental involvement in the child's education, Unemployment, Lack of school transport, Poor social environment, Illiteracy of parents, Overcrowded families, Child headed families, Family violence. Child abuse by parent, Illiteracy of parents. Family violence, Poor nutrition, Poor family background, Overcrowded families, Child headed families.

The participants further revealed that insufficiency unavailability of above identified social factors, that is how they interfere with the child's ability to read and write, hence they also provided the preferred strategies to address the child's inability to read and write.

The educators who participated in the study further revealed and believed that the child's inability to read would influences automatically cripple the child's writing ability, since they believe that writing depends on reading. They stated the following perceptions of how reading would influence writing that: Lack of phonemic awareness, Lack of basic sounds ,The inability to master words, The inability to memories words that without which, writing would be impossible, they emphasizes that children need to understand reading first before they learn to write meaningful and constructive language.

4.4.4   Summary

In this chapter, the researcher discussed the results of the qualitative research investigation. He focused on individual interviews of the learners and individual interviews of their educators, which revealed that there was a dire need for parents to support their children holistically with their basic needs during their developmental process of learning, to eradicate all negative social factors that interfere with the child's ability to read and write.

CHAPTER 5

DATA ABOUT SOCIAL FACTORS THAT INTERFERED WITH THE CHILD'S ABILITY TO READ AND WRITE

5.1   INTRODUCTION

The data about social factors that interfered with the child's ability to read and write in this chapter were uncovered through qualitative research, its synthesis and combination had to relate with prior research and the theory in chapters one, two and three.

Conducting this investigation of social factors that interfered with the child's ability to read and write was a worthwhile experience, even though it had been a huge mountain for the researcher to climb. The experience broadened the researcher's horizon, especially when considering the identification of various social factors that specifically interfered with the child's ability to read and write, how reading influences writing and the provision of relevant strategies that would prevent and overcome the child's inability to read and write successfully.

The children's poor academic performance at school prompted the researcher to investigate barriers that interfered with the child's ability to read and write successfully. The researcher took a different dimension contrary to the majority's perception, who blamed teachers for non-deliverance of good academic results, who say that our schools have unskilled and incompetent teachers who are frequently absent from academic proceedings, and our education system that is inappropriate to be offered to our children as it is far beyond their level of comprehension.

The researcher here focused on the child's social background as a point of departure to overcome the child's inability to read and write. The child's social background comprised of various social factors that had a negative impact on the child's academic performance.

The researcher has identified some strategies that would address social factors that interfered with the child's ability to read and write these are:

5.1.1 What prevents you from performing to the best of your ability with reading and writing?

Lack of parental involvement in the child's education

The findings of the study revealed that parents' lack of parental involvement in their child's education interfered with the child's ability to read and write.

RECOMMENDATION

5.1.1.1 Parental involvement in the child's education

It is recommended that parents should devote much of their time, guiding, giving good advices, and teaching good morals and values to their children. It is also vital that both parents and teachers establish a harmonious working relationship. It is further recommended that working together will defeat the scourges (negative social factors) that destroy (interfere) the future (the child's ability to read and write) of this country.

Unemployment and low-income earning parents impede the child's ability to read and write

It is revealed in this study that the parents' unemployment and low- income earnings is a very serious disadvantage that impedes the child's to ability to read and write by not providing relevant basic learning needs, some parents' and salaries are too little, to cater for their families

5.1.1.2 Availability of jobs.

RECOMMENDATION

It is recommended that it is high time for us, the unemployed South African community to be innovative, self-reliant and create our own jobs, use our skills to manufacture and sell our own products, like ,small benches, houses, post boxes, wire cars and flower pots, made from thrash such as, card boxes, planks, wires, and clay, open hair salons, clothing shops and other business, to better our lives through our own effort ,engage the government for assistance where there is a need.

It is further recommended that we us use our natural resources, environmental resources and other aspects that can be used strategically to benefit us, by providing goods and services needed. It is further recommended that people should get jobs only on merit.

Drug abuse, a social factor that interfere with the child's ability to read and write.

It has been revealed in the study, that the child's inability to read and write is due to drug abuse as stated in chapter 2, paragraph 2.2.2.2 that many children in our townships who are unable to read and write is a result of being addicted to drugs.

RECOMMENDATION

5.1.1.3   Parents shield children from drug abusers

It is recommended that parents take care of their own children, as they are a gift from God, which brings happiness to our homes. Parents are encouraged to shield their children from drug abusers. Children can often strengthen marriages. Some childless families fight a lot. Children are the hope of the nation and therefore need extra attention and unconditional love for them to grow well. Loving children means teaching them what is expected of them socially, to become responsible citizens.

It is the responsibility of both parents to raise a child. Responsible parents would not hurt or abuse their child in any way, and do not look the other way when they see abuse. We must put an end to child abuse. Let us protect the children because the world depends on them to prosper and move forward

RECOMMENDATIONS

It is further recommended that we should not allow the socio-economic challenges that we face push us into getting wasted by abusing alcohol and taking drugs. It is further recommended that we need to sit down and devise a strategy on how best can we defeat these challenges, let us not give up on ourselves, for we owe it to ourselves to improve our standard of living by bring forth solutions that will steer us to reach our destinations.

Failure to address our challenge we run the risk of become nothing, let us confront our challenges with a positive attitude of winning, for there is no one else who will do it for us.

Children seek outside assistance

The study revealed that some children, who struggled with their school activities, always went out and sought assistance from other relevant stakeholders willing to offer help to improve their reading and writing skills.

5.1.1.4 Recommendation

It is recommended that only through the hard work, self–reliance, obedience and dedication to their school activities must children be rewarded for their success. In other words, as a result of their hard work, those children who make use of the opportunity offered to them, it will pay off for them. They would need to stay focused, be of sober mind in order to be good leaders of tomorrow.

Children need to stay off the streets, stay clear of alcohol, gambling, drugs, and all illegal, unnecessary and time-consuming activities. Moreover, let us press on towards a better future. This can only be done if we are determined to succeed. We need to focus on education and business and be determined to achieve our goals. Nothing is ever served on a silver platter for these children. They have to work hard to overcome their inability to read and write successfully.

Children must learn from other people's mistakes to motivate themselves. Where there is ambition there is a way forward to succeed. If they work hard and aim for the sky, they are sure to live their dreams.

RECOMMENDATION

It is recommended that our children need other strong supportive systems not only from their families but from everyone who is able to provide it. It is further recommended that people must not study to hang their certificates on their walls; they must go to school to help the nation prosper and make South Africa a better place.

RECOMMENDATIONS

It is recommended that children need to work hard and follow guidelines and should believe in their dreams and work tirelessly.

Family violence

The study revealed that family violence equals destruction and sorrow and the evidence of it reveals itself in the child's inability to read and write successfully. Violence occurs as a result of uncertainty and assumption. People turn to violence because they believe that someone is responsible for their suffering and misfortune.

Some children who are victims of domestic violence decide to keep quiet because they are worried about what other people will say about them. Pride becomes their main priority as they suffer in silence. Once domestic violence starts, it will not stop unless drastic steps are taken. Domestic abuse does not just go away and its consequences are always horrible.

Some conflicts amongst family members are caused by parents who are ignorant about how their children's futures could turn out. Unfortunately, some parents become instruments of division and conflict in their own families.

The participants in the study indicated various disturbing incidences of family violence that they have experienced, such as fights between their parents and other family members. Their parents would always fight over their social grant money; accuse one another of wasting the money

RECOMMENDATION

5.1.1.5   Report abusive partners and abusive community members

The researcher recommends we need to name and shame abusive partners and abusive community members. It is very important for victims to speak out, as it is helpful to those who think it is a normal occurrence. Victims should name and shame these abusive monsters. Share your bad experiences that come from this social illness.

Our society is facing many problems. Opportunities come in cups but problems come in buckets. Thanks to the perseverance, persistence and will power of many community members, we are able to defy the odds and survive to live another day. Let us put a stop to abuse. Do not fold your arms and give up everything that you have worked so hard for. Conflicts in families will always be there, but wise parents will remain uniting figures and not perpetrators of conflict.

Child headed families

The study revealed that child-headed families interfered with the child's ability to read and write successfully, as they spend most of their time without their parents to provide guidance and to reprimand them if they go astray. Adding further, a family without rules will lead to a neighbourhood without rules, a community without rules, an uncontrollable country and finally an anarchic world.

RECOMMENDATION

5.1.1.6 Parent's holistic child support

Parents should support their children, emotionally, socially psychologically and economically. It is further recommended that parents must always make themselves available for their children, guide and monitor their children's daily activities and be responsible and accountable where necessary.

Only emotionally and mentally mature children will use their unpleasant backgrounds as motivation to attain a brighter future even if their parents did not have the opportunity that they have today.

RECOMMENDATION

It is recommended that the rich adopt poor children and orphans and nurture their talent

5. 2   HOW READING INFLUENCES WRITING?

The inability to memorize and master basic sounds and words

The findings revealed that the child's inability memorize to master the word, affected the child's ability to write. Moreover, the child would not transcribe the word from the mind to the book if the above-mentioned aspect of learning to read and spell, were not completed.

RECOMMENDATION

5.2.1   Addressing the child's inability to read and write through the recognition, memorizing and mastering of the alphabet

It is recommended that before the child learns to write in the book he or she should acquire basic sounds and to master the reading process first, that is, to identify letter alphabets, be able to sound them, blend them into syllables, formulate words, and finally construct simple meaningful sentences. It is further recommended that teachers must pay more attention to drilling methods of teaching children reading and writing. Moreover, without the acquisition of phonics or sounds, the child will not read. It is clear that the child's inability to read begets the child's inability to write.

RECOMMENDATION

Reading is the way to go

It is further recommended that reading is the way to go. Parents should encourage their children to start reading children's books every day for enjoyment, also to encourage to reading newspapers and magazines that will help them enhance their English vocabulary.

Parents' children neglect

It has been revealed that parents did not collaborate with the school concerning their child's development in order to overcome reading and writing inabilities. Parents were reluctant and did not bother collecting their children's school quarterly academic reports.

RECOMMENDATION

5.2.2   Parents to bridge the gap

It is recommended that parents bridge the gap between them and their children as they often seem to be worlds apart. Parents should know how to address their teenage children's challenges and for them to know why parents are being protective.

Community involvement and more reading activities can address the child's reading and writing problems

The findings revealed that the community should be involved in overcoming the child's inability to read and write through the establishment of a library. Securing sponsors that could donate or purchase library books is important.

RECOMMENDATION

5.2.3   Reading gives children wings

It is suggested that reading gives children wings, reading and storytelling unlocks their imaginations and helps him or her to soar to greater heights. It is further recommended as a calling to all South African parents, to help their children stay keen to read and write at home and during the school holidays. Also those parents should read with their children, in this way they will be supporting their child's emotional and educational success.

Poor conditions of the school environment impede the child's ability to read and write

It has been widely reported that the conditions in South African schools are shocking, embarrassing and not conducive for effective learning to take place. Most school buildings are dilapidated classrooms are without doors, windows, ceilings, electricity, running water and sanitation.

RECOMMENDATION

5.2.4   Teaching in an organized environment

It is recommended that children should be taught in a clean organized environment that would be fruitful to their thoughts and promote good health.

It is recommended that children be taught to love themselves and their environment by keeping it neat and making it a healthy place for learning.

Dysfunctional school committees

The study revealed as stated in chapter 2, paragraph 2.2.2.12 that the disturbing factor at school is dysfunctional committees. Most educators in schools, who serve on committees, do not understand their role and function regarding such matters as the School-Based Support Team and School Assessment Team. Most educators do not have the necessary skills and knowledge for serving in such committees.

RECOMMENDATION

5.2.5   Employment of therapists in every school

It is recommended that the department of education should implement the use of multi-disciplinary services in school to address the child's inability to read and write. This will be possible if every school in South Africa employs a therapist, such as a psychologist, psychiatrist, social worker, doctor, nurse, occupational therapist, physiotherapist and optometrist.

They are qualified professionals who would be able to diagnose and render services to children with reading and writing inabilities, either on a permanent or temporary basis.

Assessment sessions to be conducted by relevant qualified therapists to children with reading and writing problems

It is further recommended that assessment therapy sessions at schools be conducted twice a month or once every two weeks by professional therapists such as those mentioned above.

All children should be assessed by multi–disciplinary therapists employed by the school, to compile a report assessing each child's problem, albeit social, psychological, sight, hearing, or any another factor related to their inability to read and write. Schools need relevant professionals to identify and render services needed, because unless a teacher is qualified as a counselor, they cannot diagnose children.

Unless a qualified therapist can identify and resolve factors affecting children's ability to read and write, the standard of learning will not improve. The study revealed that the child's inability to read and write lies within various social factors, which are not being addressed.

5.3   CONCLUSION

Finally, it should be acknowledged that this study report promises to address various poor socio-economic factors, which impede the child's ability to read and write. As such, children in this instance require ongoing access to intensive intervention by an effective and functional School-Based Support Team to work in collaboration with parents and professional therapists. The aim is to reach success and overcome negative influences from various social factors, which hinder the child's ability to read and write.

Success will be possible when the support committees at school adhere to policies and apply them effectively.

The composition of school committees should be comprised of knowledgeable people with the necessary skills to render services to children who are unable to read and write. It is worth noting that the employment of multi-disciplinary services in all South African schools is amongst the issues that deserve attention for further studies to be conducted by qualified professional therapists regarding the assessment of children with reading and writing problems.

It is to be hoped that this will encourage children with learning difficulties to learn willingly and see the purpose of reading and writing so that they can learn through all their senses and with understanding.

RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher suggests the following recommendations for further research:

- The influence of School Based Support Team in resolving the inability of learners to read and write.
- Adapting the school curriculum to fulfil the needs of learner and society.
- The role of in service training in the professional development of teachers to teach in underdeveloped backgrounds.

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LIST OF APPENDICES

Appendix. A   Letter from the university.

Appendix B   Letter from the student

Appendix C   GDE research request form

Appendix D   Additional information for group research

Appendix E   Permission letter to conduct research

Appendix F   Letter to the school principal and the School Governing Body.

Appendix G   Letter of consent for children.

Appendix H   Letter of consent for educators

Appendix I   The transcripts of interviews

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Interview Questions.

The following are the two main questions I asked learners and three sub-questions

1. What disturbs you from performing to the best of your ability with reading and writing?
2. What do you wish can be done to change the situation/s that hampers you to read and write successfully?

Three follow-up questions I asked learners.

1. What do you use to go to school?
2. Are your parents working or earn social grants?
3. Do your parents earn social grants?

Three main questions that were asked to educators.

1. Which social factors impede the child from reading and writing successfully?
2. How does reading influence writing in the child?
3. What intervention strategy can be developed to address the reading and writing problems in children?

APPENDIX A

UNISA | university of south africa

TO WHOM IT MAY CONCERN

This letter serves to certify that Bernard Levy Ntshudisane (student number 5586747) is registered for a Masters degree in Education [MEd] specializing in Inclusive Education with the University of South Africa (UNISA). Levy is doing research on: **An investigation of social factors which interfere with the child's ability to read and write.** This study is critically important and urgent in view of our struggling public system on the quality of its education.

After successfully completing his Proposal and the Literature Review chapters, he should embark on the very sensitive and key stage of his study: collection of data.

You are kindly requested to assist him in this important and delicate process as the success of his research project depends on the information to be collected from respondents/participants.

Your co-operation in this matter is hereby acknowledged and highly appreciated.

My profound regards

Dr VA Nkonyane (Supervisor)

12 Feb. 2013

en Rubric

APPENDIX B

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

Ntshudisane B.L
31 Heddon Street
Wespark,
Pretoria West
01836
Tel: 012 375 5512;   Mobile : 072 176 2125;   Fax: 012 378 0325;
e-mail: thabithantshudisane@gmail.com

Cc: The Principal and SGB

Dear Sir

PERMISSION TO CONDUCT RESEARCH: NTSHUDISANE B.L

Your research application has been approved by Head Office. The full title of your Research: **"An investigation of social factors that interfere with the child's ability to read and write". You are expected to adhere strictly to the conditions given by Head Office.** You are also advised to communicate with the school principal/s and/or SGB/s of the targeted schools regarding your research and time schedule.

Our commitment of support may be rescinded if any form of irregularity/ no compliance to the terms in this letter or any other departmental directive/ if any risk to any person/s or property or our reputation is realised, observed or reported.

Terms and conditions

1. The safety of all the learners and staff at the school must be ensured at all times.
2. All safety precautions must be taken by the researcher and the school. The Department of Education may not be held accountable for any injury or damage to property or any person/s resulting from this process. The school/s must ensure that sound measures are put in place to protect the wellness of the researcher and his/ her property.

NB   Kindly submit your report including findings and recommendations to the District at least two weeks after conclusion of the research. You may be requested to participate in the Department of Education's mini-research conference to discuss your findings and recommendations with departmental officials and other researchers.

The District wishes you well.

Yours sincerely

Mrs. H.E Kekana
Director: Tshwane South District
Date : 25 / 03 / 2013

Making education a societal priority

Office of the District Director: Tshwane South District
(Mamelodi/Eersterust/Pretoria/Pretoria East/Pretoria South/Atteridgeville/Laudium)
265 Pretorius Street, Pretoria 0001
Private Bag X 198, Pretoria, 0132 Tel: (012) 4016300 Fax: (012) 4016318
Website: www.education.gpg.gov.za

APPENDIX C

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
Surname and Initials:		
First Name/s:		
Title (Prof / Dr / Mr / Mrs / Ms):		
Student Number (if relevant):		
ID Number:		

1.2	Private Contact Details	
Home Address	Postal Address (if different)	
Postal Code:	Postal Code:	
Tel:		
Cell:		
Fax:		
E-mail:		

1

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)	
Undergraduate Study - Self		
Postgraduate Study - Self		
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		
National Department of Education		
Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions		

2.2	Full title of Thesis / Dissertation / Research Project

2.3	Value of the Research to Education (Attach Research Proposal)

2.4	Proposed date of completion of study / project and submission of research findings to GDE
Completion date:	
Submission date:	

2.5	Student and Postgraduate Enrolment Particulars (if applicable)
Name of institution where enrolled:	
Degree / Qualification:	
Faculty and Discipline / Area of Study:	
Name of Supervisor / Promoter:	

2

2.6	Employer (where applicable)	
Name of Organisation:		
Position in Organisation:		
Head of Organisation:		
Street Address:		
Postal Code:		
Telephone Number (Code + Ext):		
Fax Number:		
E-mail:		

2.7	PERSAL Number (where applicable)

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 *Questionnaire/s (If Yes, supply copies of each to be used)*

YES		NO	

3.2 *Interview/s (If Yes, provide copies of each schedule)*

YES		NO	

3.3 *Use of official documents*

YES		NO	
If Yes, please specify the document/s:			

3.4 *Workshop/s / Group Discussions (If Yes, Supply details)*

3

YES		NO	

3.5 Standardised Tests (e.g. Psychometric Tests)

YES		NO	
If Yes, please specify the test/s to be used and provide a copy/ies			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)

INSTITUTIONS	Mark with X here
Primary Schools	
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Other	

4

4.2   Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)

Type of Institution	Total
Primary Schools	
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Other	
GRAND TOTAL	

4.3   Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)

Name/s of Institution/s

5

4.4 District/s where the study is to be conducted. *(Please indicate by placing a cross alongside the relevant district/s)*

District	
Ekhuruleni North	
Ekhuruleni South	
Gauteng East	
Gauteng North	
Gauteng West	
Johannesburg Central	
Johannesburg East	
Johannesburg North	
Johannesburg South	
Johannesburg West	
Sedibeng East	
Sedibeng West	
Tshwane North	
Tshwane South	
Tshwane West	

If Head Office/s (Please indicate Directorate/s)

6

4.5 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

4.6 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number						

4.7 Are the participants to be involved in groups or individually?

Participation	
Groups	
Individually	

4.8 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time

7

4.9   Time of day that you propose to conduct your research.

Before school hours	During Break	After School Hours

4.10   School term/s during which the research would be undertaken

First Term	Second Term	Third Term

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*

8

9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

DECLARATION BY THE RESEARCHER	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
Signature:	
Date:	

Nb. If a group of Students / Researchers will be conducting the same research in the same /different GDE Institutions, Annexure A (attached) must be completed and signed by each researcher.

9

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER

I declare that: (Name of Researcher)...

1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.
2. The questionnaires / structured interviews / tests meet the criteria of:
   - *Educational Accountability*
   - *Proper Research Design*
   - *Sensitivity towards Participants*
   - *Correct Content and Terminology*
   - *Acceptable Grammar*
   - *Absence of Non-essential / Superfluous items*

Surname:	
First Name/s:	
Institution / Organisation:	
Faculty / Department (where relevant):	
Telephone:	
Fax:	
E-mail:	
Signature:	
Date:	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Diane.Buntting@gauteng.gov.za The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. (For Group Research Annexure A, must also have original signatures.) These pages may be faxed to (086 594 1781) or hand delivered (in a sealed envelope) to Diane Buntting, Room 509, 111 Commissioner Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Diane Buntting on tel. no. 011 843 6503.

APPENDIX D

ADDITIONAL INFORMATION FOR GROUP RESEARCH

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accepts the conditions associated with the granting of approval to conduct research and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name……………………………

DECLARATION BY RESEARCHER / STUDENT:

Surname & Initials	Name	Tel	Cell	Email address	Signature

APPENDIX E

Dear educator

I Ntshudisane Bernard Levy humbly request your assistance to participate voluntarily in the interview , the information gather will not be used against any participants name and that the participants name will not be revealed in this study. I _____

_____ declare that I will participate in interview .

Signature_____ date_____

at_____

APPENDIX F

Dear parent. /guardian

I Ntshudisane Bernard Levy an educator at Motsweding Primary School humbly request that you grant me permission for your child to participate voluntarily in an interview that will be held at Motsweding Primary School. The information gathered will only be used for the study purpose only, and your child's name will not be revealed in this study.

I the parent / guardian_____of
_____in grade_____ agree /disagree .

Signature_____ date_____at_____

APPENDIX G

31 Heddon

West Park

Pretoria

14 February 2013

The Principal and SGB

Motsweding Primary School

P.O.Box 17

0008

I Ntsudisane Bernard Levy a student at the University of South Africa furthering my studies in inclusive education (Med) The topic of my dissertation is **An investigation of social factors that interfere with the child's ability to read and write .**

I humbly request that you grant me permission to conduct an empirical research at Motsweding Primary School which falls under your governance, where I am also a worker.

As the researcher in charge I would and must consider applying ethical guidelines in the interview process, and must inform the participants' (children) parents through the consent form, which they would sign to grant me permission to interview their children. the interview would be voluntary to the participants who also have the right to withdraw from the interview process at anytime if they feel uncomfortable, without any fear of being intimidated or victimized.

Thanking you in advance for helping me to achieve my goal. it means a lot to me as an educator who investigates social factors that interfere with the child's ability to read and write.

Yours Sincerely

_____

Ntshudisane B.L

APPENDIX H

31 Heddon Street
West Park
Pretoria West
14 February 2013

The District Director
Department of education
Tshwane South District / D4

Sir/Madam

I Ntshudisane Bernard Levy (5586747) a student at the University of South Africa furthering my studies in inclusive education (Med). I humbly requested that I be granted permission by the district office to conduct an empirical research at Motsweding Primary School in Sausville where I am working. The topic of my dissertation is **An investigation of social factors that interfere with the child's ability to read and write.**

I am ethically bound by Unisa's guidelines to abide by the strict rules in that interview process and reassure participants that the information gathered would be used for the study purpose only and they have the right to withdraw from the interview at any time if they are uncomfortable without fear of being victimized. All participants (Learners and educators) would be informed through the consent form, which they will sign to permit me to interview them.

The interview questions would be asked in mother tongue (Setswana) and the responses translated into English using the tape recorder.

Thanking you in advance for helping me to achieve my goal and it means a lot to me.

Yours Sincerely

_____

Ntshudisane B.L

APPENDIX I

TRANSCRIPTION OF INDIVIDUAL INTERVIEW WITH LEARNERS NUMBER 1 TO 10 AND EDUCATORS NUMBER 1 TO 5.

INTRODUCTION

Leedy and Ormrod (2005:25) indicate that data needs to be analyzed qualitatively and compared across data sources, across methods, and across time. In this instance the data collected from the five (5) educators would be compared across to the data collected from ten (10) learners whose reading and writing ability is hampered by social factors.

DEFINITION OF SYMBOLS USED

R: The Researcher

L 1 to L 10: Learner 1 to 10

E 1 to E 5: Educator 1 to5

QUESTIONS

1.   R O.k. Learner number one. Can you please tell me, what disturbs you from performing to the best of your ability with reading and writing?

L.1   Mm! my parents sir.

        What did they do?

L.1   my parents do not assist me with my school activities. They would refer me to my sister who is also a learner to assist me; sometimes my sister would not understand some of the activities

R.   What do you use to go to school?

L.1   we walk long distance to school which is tiring.

R.   Are your parents working or earn social grants?

L.1   my parents are not working but they earn social grants money, they always quarrel and fight over it, they accuse each other of wasting the money.

R.   Is that all that you want to tell me?

L.1   Eeh! I think so.

R.   Thank you very much.

2.R	The next question. Learner number one, what do you wish can be done to change the situation/s that hampers you to read and write successfully?
L.1	I wish that one of my teachers could tell my parents to start assisting me with my school activities instead of my sister. I also wish that they find a job to can provide or pay school transport money, which well relief us from walking long distances to and from school more especially during rainy and cold conditions. And also that they should stop fighting between my parents over the social grants money.
1.R	Learner number two can you please tell me, what disturbs you from performing to the best of your ability with reading and writing?
L.2	The problem is that my mother brought me here to come and stay with my grandfather and grandmother and I am not happy, they are unable to assist me with my school activities. They say they do not understand English well.
R.	What do you use to go to school?
L.2	I use nothing, I just go on foot, our home is not far from school, we live in the next street and I arrive early at school.
R.	Are your parents working or earning grants?
L.2	only my mother works and nobody earns social grants in my family.
R.	Is that all?
L. 2	Yes, sir.
R.	Thank you very much.
2. R.	Right there we go, learner number two, please tell me what do you wish can be done to change the situation/s that hampers you to read and write successfully?
L. 2	I wish that I go back home to stay with my mother, she will be able to assist me with my school activities because she can read and write well. And I will be very happy.
R.	Thank you very much.
1.R.	learner number three, what disturbs you from performing to the best of your ability with reading and writing?
L.3	The unemployment of my parents worries me a lot, whenever the is something needed at school that has to deal with money, like when the school fund raises money, I feel like running away and not come to school. I know it is difficult for my parents to provide us with most of the school requirements, like

reading and writing materials and the transport money. We also walk to and from school on daily basis.

R.   What do you use to go to school?

L 3   I go on foot, my school is not far from home.

R.   Do your parents earn social grants?

L.3   Yes my parents earn social grants. Since the money is too little my parents would at times fight over it when my father will demand money to buy beers or cigarettes.

2.R.   Learner number three, what do you wish can be done to change the situation/s that hampers you to read and write successfully?

L.3   I would like to see parents working, providing us with the basic needs like being able to carry a descend lunch boxes and not always depend on the school's feeding scheme food. And also to can pay money for the transport that will take us to school every day, and that my father should stop fights and demand to waste money with beers and cigarettes.

R.   Is that all that you wish?

L.3   yes sir.

Thank you very much.

1 R   Learner number four, what disturbs you from performing to the best of your ability with reading and writing?

L.4   My mother is the problem that worries me every day she would send me from pillar to post instead of helping me with my school work I am afraid of her she is impatient and always shouts at me. Luckily when my aunt is there help me. I become frustrated when my aunt is not around for help, because I neither complete nor write my home works. I am sometimes assisted by my neighbours.

R.   What do you use to go to school?

L.4   I walk to school and I arrive late at every day.

R.   Is your mother working or earns or social grants?

L.4   my mother is not working but she earns social grants.

2. R   Learner number four, what do you wish can be done to change the situation/s that hampers you to read and write successfully?

L.4   I wish that my mother finds a decent job maybe she can change her attitude towards me, and be able to provide me with learning material, good food also

pay the school transport and have enough time to assist me with my school work. This will bring me joy.

R.   Is that all?

L.4   yes sir.

       Thank you very much.

1.R   Learner number five, can you please tell me what disturbs you from performing to the best of your ability with reading and writing?

L.5   The situation is not good at home. My parents are not home for most of the time. They work very far away from home. They come home once a month. My elder sister takes care of us, she attends parents meetings on behalf of my parents, and she also assists us with home works and other home responsibilities. The other thing is that we live in a very small house in an informal settlement. Our houses are closely attached to each other there is no privacy and I can hear everything that our neighbours do even when they reprimand their children.

R.   What do you use to go to school?

L 5   I just walk, our school is very near.

2.R   Learner number five, what do you wish can be done to change the situation/s that hampers you to read and write successfully?

L.5   I would be happy if we can relocate from an informal settlement and find a bigger house. And that my parents find a job which is nearer home so that they can sleep home every day be able to monitor us very closely with every day activities and to attend to other urgent matters that requires them especially with school related matters.

R.   Is that all?

L.5   yes sir.

       Thank you very

R.1   learner number six, please tell me. What disturbs you from performing to the best of your ability with reading and writing?

L.6   I get frustrated when darkness catches up with me while I am still busy with my school work because where I stay the is no electricity and it is really difficult for my unemployed parents who struggles to provide us with an alternatives to light such as candles and paraffin. In this situation I am forced

to sleep early so that I can wake up early and wait for darkness to clear and finish my incomplete school work.

R.   What do you use to go to school?

L. 6   I just walk to school which is a bit far from my home and tiring.

R.   Are your parents working or earn social grants?

L.6   My parents are not working but they earn social grants.

2.R   Learner numbers six, what do you wish can be done to change the situation/s that hampers you to read and write successfully?

L.6   I wish that my parents can find a descend job and able can by a better house better where electricity is not a problem, and be able to pay the school transport.

1. R   Learner number seven, what disturbs you from performing to the best of your ability with reading and writing?

L.7   My parents worry me because they are unable to help me with my school work. They cannot read and write. The other thing is that, we are eight and live in a two roomed house in an informal settlement. We are overcrowded; there is also lot of noise which emanates from the neighbouring taverns. The area is a very scary especially when my parents are not home.

R.   What do you use to take you to school?

L.7   I walk to school which quite far from my home and tiring.

R.   Are your parents working or earn social grants?

L.7   my parents are not working, they earn social grants?
        Thank you very much.

2.R   Learner number seven, what do you wish can be done to change the situation/s that hampers you to read and write successfully?

L.7   I wish that there would be someone to assist me with my school work and that my parents find job to be able to provide with the school necessities also move to a better and bigger place a with bigger space that is enough to can accommodate eight of us, in a new cool area which is conducive for learning, where the is less noise.

R.   Is that all?

L.7   yes.
        Thank you very much.

1.R	Learner number eight, what disturbs you from performing to the best of your ability with reading and writing?
L.8	Our area is very noisy, I cannot concentrate. The loud noise emanates from our neighbours' radios up until late at night. This noise is an everyday activity.
R	What do you use to take you to school?
L.8	I walk to school, it is a long distance from my home and I sometimes miss the first and second periods, other thing is that my parents are unemployed and finds it difficult to support me with learning materials.
R	Are your parents working or earn social grants?
L. 8	My parents are not working and they do earn social grants.
R.	Thank you.
2.R	learner number eight can you please tell me what do you wish can be done to change the situation/s that hampers you to read and write successfully?
L.8	I wish that the community members would involve the police to move the noise makers far away from us, so that we can study and write our school work in a quite area. I would also be very happy if my parents find can a nice job to be able to provide us with more reading and writing materials, such as reading books, magazines, newspapers, pens, pencils, scissors, glues, pencil sharpeners, coloured pencils, rubbers and rulers. And also to pay for the transport that will take me to school.
R.	Is that all?
L.8	Yes sir.
	Thank you.
1. R	Learner number nine, what disturbs you from performing to the best of your ability with reading and writing?
L. 9	My mother worries me very much, she does not care, she would not assist me with my school work. Another thing is that we are a family of ten (10) members, and we live in a small two roomed shack in an informal settlement.
R.	go on...
L. 9	The other thing is that my brother would always fight or quarrel with my grandmother. These are some of the things that disturb me from performing to the best of my ability.
R.	Is that all?
L.9	Yes, sir.

R.R.	Thank you.
R.	What do you use to take you to school?
L.9	My school is not far I just walk from my home.
R.	Is your mother working or earns social grants?
L.9	my mother is working and do not earn any social grants money?
2.R	Learner nine my next question is. What do you wish can be done to change the situation/s that hampers you to read and write successfully?
L.9	I wish that my mother can find a job to can and find a bigger and better house that will accommodate the ten of us all, with conducive learning space . And that someone would intervene to stop the everyday fighting between my brother and my grandmother permanently.
1. R	Learner number ten. What disturbs you from performing to the best of your ability with reading and writing?
1	L.10 one of the things which disturbs me in reading and writing is that my parents are not staying with us for most of the time, my mother works very far from home she comes on weekends or once a month. And my father left a long time ago, he is not with us, this also worries me. For most of the time we seek assistance from our merciful neighbours with our school activities. Very term there is no one to fetch our school performance reports
R.	What do you use to go to school?
L.10	I walk to school, our house is just across the street.
R.10	Do you have anything to tell?
L. 10	Eel Nothing, sir.
R.	Thank you very much.
2.R	Right! Tell me learner number ten. What do you wish can be done to change the situation/s that hampers you to read and write successfully?
L. 10	I wish that my parents could stay with us; my mother gets a job which is nearer home so that she can sleep home every day and be able to guide us with our school activities. And that they receive our performance report every term and know and understand our teachers.
R.	thank you very much.

TRANSCRIPTION OF DATA COLLECTED FROM EDUCATORS.

1.R   Educator number one. Which social factors impede the child from reading and writing successfully?

E.1   There is lots of social factors that impede the child from reading and writing successfully. First it can be divorce of their parents or they may have been abused emotionally, physically and socially. And when this child comes to school him or she would display the withdrawal behaviour, shyness, lack of concentration in class, their concentration span is too short because of what happens at home.

R.   Can you elaborate further on what happens at home?

E.1   Yes, if children are neglected, not being well fed and strong verbal abuse of language and a lot of unnecessary shouting, these affects them emotionally. They can also be abused physically by being beaten heavily by parents and socially abused when they are refused permission to interact with other children and other member related to their family. Other thing children can be affected by parents' divorce in their reading and writing inability.

2.R   Educator number one. How does reading influence writing in the child?

E.1   Child needs to know and understand the sounds and letters first so that he can be able to write what he or she understands most. Without knowing and understanding the sounds the child will not be able to read, which will also affect the child's reading.

3.R   Educator number one. What intervention strategy can be developed to address the reading and writing problems in children?

E 1   "I think that parents need to show love to their children support them with the basic needs, and guide them properly, show and teach how respect other people, young and old particularly at school this will also bring them happiness, a happy child is able to concentrate in class and feels free to participate in school activities in and out of the class".

1R.   Educator number two. Which social factors impede the child from reading and writing successfully?

E.2   Right social factors which interfere with the child from reading and writing successfully   is lack of parental involvement in the child's education. Poor nutrition also affects the child from reading and writing successfully. Also the

child's lack phonics or sounds is social factors which impede the child from reading and writing. Lack of reading and writing material from parents. The environment also affects the child from reading and writing successfully when it is not conducive for learning, like at home where they are overcrowded and share one bedroom.

2.R   Educator number two. How does reading influence writing in the child?

E. 2   if the children don't have basic sounds I mean phonics, that child will not be able to write. The child needs to understand reading first and writing will follow after.

3.R   Educator number three. What intervention strategy can be developed to address the reading and writing problems in children?

E.2:   "I think the best strategy to assist learners with reading and writing problems that can be developed to address reading and writing problems in children, teachers need to refer children is to refer them to the relevant school committee such as the School Based Support which will together with the affected child's parents address the problem"

1.R   Educator number three. Which social factors impede the child from reading and writing successfully?

E. 3   In my view the social factors which impede the child from reading and writing successfully are the child's poor family background of learning from an early stage where parents cannot read or write. These are the parents who are not supportive to their children with school activities. Also the inability to lay the good foundation of education in grade R also impede the child from reading and writing successfully and affects the child's life long career.

2.R   Educator number three. How does reading influence writing in the child?

E. 3   Mmh … I think before the learner can write the learner should first master the word, in other words the learner should internalize the word, have the word in mind be able to spell it and say the word and understand the meaning of the word when read it from the mind before writing it down, otherwise writing would be difficult without understanding how the word is formed. If the learner is unable to read or spell the word first then there would be no writing.

3.R   Educator number three. What intervention strategy can be developed to address the reading and writing problems in children?

E. 3   I think the first thing is that the educator must be responsible in assisting the learners with reading and writing problems , and remedial work has to be done for these learners, even if it will be time consuming for the educator who will be doing the remedial work.

1. R   Educator four. Which social actors impede the child from reading and writing successfully?

E.4   I think one of the social factors is that impede the learner's ability to read and write is the lack of active parental involvement in the education of their learners. In other words parents who do not support or assist their children with their school activities.

2.   Educator four. How does reading influence writing?

E.4   Eeeh! The child needs to understand reading first before any other thing, the child cannot write if he cannot read. Reading influences the vocabulary of the child which makes writing to be richer when writing assays speeches. If the child's reading is very poor the writing also will be very poor. Again if children read less it will write less or nothing at all.

3.R   Educator four. What intervention strategy can be developed to address the reading and writing problems in children?

E. 4   the intervention strategy that can be developed to assist children who cannot read and write is that, the schools must invite the child's parents to gather historical background that will guide the educators to address the child's reading and writing problems.

R.   Historical background like?

E.4   Mmh… I mean how the child is taken care of at home. The school based support team must be made aware about the child's environmental and home conditions, particularly those who receive poor support both educationally and economically. The school needs to act in collaboration with the parents to address social factor which impede the child from reading and writing successfully. Children need to be supported with more reading and writing materials introduce them to libraries, computer lessons and to be able to find information on their own in internet café.

1.R   Educator number five. Which social factors impede the child from reading and writing successfully?

E. 5	the poor socio-economic background contributes to the child's reading and writing inability. And illiteracy of parent, this is a really which impedes the development of the child from reading and writing successfully. Poor finances are another social factor which deprives the child of having simple reading material which could also include the newspaper. Poor community environment is also a contributing social factor together with a poor transport system.
2.R	Educator number five. How does reading influence writing in the child?
E. 5	I think that reading is extremely important to the child. Seeing the actual word in its context in the book helps with imprinting that word from the context in the memory. Continuous reading will most certainly assist in writing as it will help in thought processes and sequencing of ideas. It will also help with an increased vocabulary of words. This would mean that poor reading produces poor writing.
3. R	Educator number five. What intervention strategy can be developed to address the reading and writing problems in children?
E. 5	Paired reading can be introduced, and also request help from the community members to establish the community library and getting sponsors to donate or purchase read by allowing them to read weekly in the assembly, in class and to their friends. Learners must be given the opportunity books for the library which will make a huge improvement. Dramatizing the story being read makes reading exciting. Learners can be motivated to choose their own reading material; they should not be forced to read certain type of text only. Readathons must be encouraged. Writing must be made fun and exciting. The use of picture technique method will help learners with writing problems. Teaching these children how to construct proper sentences and showing them how to expand sentences by doing adjectives and adverbs will teach the learners different types of writing skills. This would motivate them to compose good essays, poetry, advertising and letter writing to make writing attractive.