

Coping with Learners Experiencing Reading Problems in Tshivenda in Grade Two in the Foundation Phase

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ABSTRACT Reading is a skill which pervades many aspects of modern life and invariably, in our society, it is simply assumed that individuals can read. For children who experience difficulty with reading, the effects can be debilitating in terms of their interaction with their environment. The objective of this study was to investigate how educators cope with learners experiencing reading problems in Grade 2 Tshivenda in the Foundation Phase. The study was quantitative collecting data through a questionnaire. Purposive sampling procedure was used to select only Foundation Phase educators teaching Grade 2. Results show that at some point in their development, children's reading problems are likely to have a negative impact on their academic achievement. The consequences of this negativity affect their schoolwork and their self-esteem. The study concludes that educators teaching at Foundation Phase are faced with numerous problems which may affect children in their adult lives and impact on the types of positions and roles which they are able to take up as adults. The study recommends that Foundation Phase children should be assisted to improve their reading skills. The study also recommends that further studies be conducted in other provinces in South Africa.