

**Teachers' Perception on Foundation Phase Learners Low  
Reading Performance: A Case Study of Four  
Rural Schools in South Africa**

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**ABSTRACT** Discourse in the foundation phase often revolves around that learners cannot read and understand the text. The purpose of this study was to explore teachers' perception and understanding of learners' low reading performance. Teachers often feel they are able to teach and that learners are unable to read with comprehension. The design of this study was qualitative approach. A sample of eight teachers was randomly selected from four schools in Limpopo Province was used in this study. The instrument for data collection was focus group discussion with the teachers. It was affirmed that there is low level of reading amongst learners. The results also indicated that the major factors for low reading level amongst others include factors such as the introduction of new curriculum without proper orientation of those who will implement it on the ground. Various recommendations were made for interventions.