

**Educators' and Learners' Perceptions of Paper 1 assessments in Grade 10
Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo
Province, South Africa**

By

Ronewa Tracey Nethononda

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SUPERVISOR: DR T.G MAPHAGELA

CO-SUPERVISOR: DR N.C RANANGA

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DECLARATION

I declare that I, Nethononda Ronewa Tracey [REDACTED] on the above dissertation titled "***Educators' and Learners' Perceptions of Paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa***" is my hard work and that all the sources I have used or cited have been indicated and acknowledged using complete references.

I further declare that I submitted the dissertation to originality-checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at the University of Limpopo for another qualification or at any other higher education institution.



SIGNATURE:

DATE 29/10/2024

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ABSTRACT

The purpose of this study was to investigate educators' and learners' perceptions of Grade 10 Tshivenda Home Language Paper 1 assessment tasks at Elim Circuit, Vhembe West District, Limpopo Province, South Africa. The study used a qualitative approach to elicit observations and interviews from a sample of ten learners and two educators. The study is reinforced by the behaviourist learning theory. This study's research methodology was outlined within the framework of a qualitative research approach, guided by the interpretivism paradigm, and employing a case study design. The participants were selected using a simple random sampling. The researcher collected data by using semi-structured interviews, non-participant observation, document review. The data was analysed using the thematic analysis method. The results of this study indicate that both educators and learners perceive Paper 1 assessment tasks, particularly those related to language structure and conventions, as challenging. The research identified several factors that contribute to the subpar performance in these areas, including laziness or ignorance, inadequate professional development for educators (such as workshops), the use of various authors in the textbooks of both learners and educators, a lack of sufficient teaching and learning materials, insufficient time allocation, limited exposure to language structure and conventions, and the attitudes of both educators and learners towards the Home Language. The analysis revealed that these factors hinder the quality of productive teaching and learning environment, and contribute to poor performance, and incorrect use of Tshivenda Home Language. Several recommendations are made to minimise learners' poor performance in paper 1 assessment tasks such as libraries should be fully functional at schools and finally time allocation needs to be revised.

Keywords: Language structure and convention, Assessment, Grammar, Behaviourist learning theory.

ACRONYMS AND ABBREVIATIONS

CAPS- Curriculum and Assessment Policy

DBE- Department of Basic Education

DoE- Department of Education

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CHAPTER 1: INTRODUCTION AND ORIENTATION

1.1. INTRODUCTION

The present study looks at the educators' and learners' perceptions of grade 10 Tshivenda Home Language paper 1 assessment in Elim Circuit, Vhembe District, Limpopo Province, South Africa. The focus of the study is on how do teachers and learners perceive the performance of paper 1 assessments with specific reference to grade 10 only.

1.2. BACKGROUND AND MOTIVATION

Home languages in South Africa play a crucial role in the country's diverse linguistic landscape (Bhatt, 2018). According to the Curriculum Assessment Policy Statement (Department of basic education, 2011), Home Languages Paper 1 serves as an important component of the assessment process in South African schools, contributing to the development of learners' language skills and fostering a deeper understanding and appreciation of their home language. Paper 1 refers to the first written examination paper that learners take in their home language subject. This paper typically assesses learners' language proficiency, comprehension, writing skills, and knowledge of the language's grammar and vocabulary. Learners are expected to demonstrate their understanding of the language's structure, usage, and literary elements through their responses in this paper. This Paper provides educators with valuable insights into learners' language skills and helps identify areas where additional support or instruction may be needed to enhance their language proficiency. Learners in South Africa face various challenges when it comes to Paper 1 (P1) Home Language assessments. According to Naidoo (2016) and the Department of Basic Education (2015), the performance of learners in Home Languages in South Africa can vary widely and is influenced by several factors, making it a complex issue. While some learners perform well in their home languages, others struggle, particularly in paper 1 assessments.

The Tshivenda Home Language Paper 1 covers various elements, including punctuation, spelling, word parts, pronouns, nouns, determiners, adverbs, adjectives,

prepositions, conjunctions, idiophones, interjections, figurative language, and more (CAPS, 2011). These components are essential linguistic elements that form the basis for developing listening, speaking, reading, and writing skills in Tshivenda Home Language. As an educator who is teaching Tshivenda Home Language, the researcher has noted that, grade 10 learners are struggling with certain paper 1 assessments tasks especially regarding questions dealing with grammar which currently CAPS document and educators refer to language structures and conventions. Certain learners' performance regarding paper 1 assessments (language structure and conventions) is very poor and is negatively affecting their performance in Tshivenda as a subject which is deemed unexpected outcome. Their performance on specific assessments is inadequate, as many students struggle to respond to tasks in this domain. In support of the above, Research and reports, such as the National Senior Certificate Diagnostic Report (2022), often indicate that many learners face challenges in mastering their home languages, especially in specific areas like language structure and comprehension. For instance, learners might show good understanding in a conversational context but perform poorly in formal assessments. This discrepancy can stem from various issues, including quality of instruction, curriculum implementation, language attitude and socio-economic factors. According to (Baker, 2016), when learners fail to grasp the linguistic elements assessed in Paper 1, several negative consequences can arise, such as Poor Academic Performance, decreased confidence, and challenges in communication.

Previous studies have been conducted on teachers and Learner's perceptions of Language grammar which teachers refer to as language structures and conventions including works such as Hasbún (2019), "Students' and Teachers' Beliefs and Preferences for Grammar Instruction in Adult ESL Classrooms"; Mikhail, (2020), "Students' Perception of language Grammar; "A study of the relation between students' perception of grammar instruction and their multiple intelligences". The study conducted by Neshakadza AI on "Factors Contributing to Tshivenda Home Language grade 7 learners' poor performance problem at Khavhambe primary school, Vhembe East district, in Limpopo Province, South Africa, 2023; IsiZulu Home Language CAPS curriculum" by Mngomezulu, Frederick, Fairbridge, Muziwakhe (2014). However, there has been no study specifically addressing educators' and learners' perceptions regarding Tshivenda Home Language paper 1 assessments. This study seeks to

investigate the perceptions of grade 10 Tshivenda Home Language learners regarding paper 1 assessments and to explore factors contributing towards poor performance on paper 1 assessments as well as identifying strategies to support learners in overcoming these challenges. By exploring this issue, this study hopes to contribute to the development of effective teaching methods and materials that can enhance learners' understanding and appreciation of paper 1 assessments

1.3. RESEARCH PROBLEM

Leedy and Ormrod (2019) assert that a research problem is the foundation of any research project and serves as a cohesive element throughout the various components of the study. The National Senior Certificate Diagnostic Report (2021, part 2) indicates that there has been an 11% decrease in performance in the language structure and conventions section of Paper 1. The report also highlighted ongoing concerns regarding performance in Question 5, with many candidates struggling to answer fundamental language conventions correctly. The learners at the school examined are Tshivenda Home Language students who lack adequate knowledge and skills in language conventions and structures. The researcher has observed that grade 10 students struggle to master the structure and conventions of the Tshivenda language. Numerous students struggle to respond accurately to questions in this area, adversely impacting their overall performance in Paper 1 of the Tshivenda Home Language. This study aims to explore the underlying causes of this issue and understand the perspectives of students and educators on paper one assessment tasks. Gaining insight into their perceptions of these tasks will help address the problem more effectively.

1.4. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

1.4.1. The Purpose of the Study

The purpose of the study is to investigate educators' and learners' perceptions of Paper 1 assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa, with a focus on its effectiveness, challenges, and impact on teaching and learning outcomes.

1.4.2. Objectives of the study

- To explore and analyse educators' and learners' perceptions of Paper 1 assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa, with a focus on its effectiveness, challenges, and impact on teaching and learning outcomes.
- To identify elements leading to students' underachievement in Tshivenda Home Language Paper 1 assessments.
- To highlight instructional methods teachers could employ to teach Paper 1 Tshivenda Home Language assessments.

1.4.3. Research questions

The subsequent questions are designed to assist the researcher in gathering data pertinent to the study's problem statement.

- What are the perspectives of learners and educators regarding the assessment tasks in Paper 1 that focus on language structures and conventions?
- What elements lead to students' underachievement in Tshivenda Home Language Paper 1 assessment tasks?
- What instructional methods do teachers employ to deliver Paper 1 Tshivenda Home Language assessment tasks?

1.5. ROLE OF THEORY IN THE STUDY

The study utilised the observational or behaviourist learning theory. Duchesne, McMaugh, Bochner, and Krause (2013:160) state that behaviourism is a theory that “views learning as a cause-and-effect mechanism, in which external factors lead to a response, and over time, this response becomes a learnt behaviour”. This theory emphasises observable behaviours while disregarding any independent mental processes. In applying the behaviourist theory, participants were monitored in the classroom to measure their behaviour during a Tshivenda Home Language lesson emphasising language structure and conventions. This observation will occur while the educator delivers the lesson and poses various questions. The theory will facilitate the examination of learners' verbal and non-verbal behaviours about language

structures and conventions in Tshivenda Home Language. It helped the researcher develop a more profound insight into the perspectives of learners and educators regarding the assessment tasks associated with language structure and convention content in Tshivenda Home Language.

1.6. SIGNIFICANCE OF THE STUDY

Learners: When learners see that their feedback is valued and their voices are heard, they are more likely to feel invested in their education. Engaging learning experiences that resonate with their perspectives can enhance intrinsic motivation, leading to increased participation and effort in their academic pursuits.

Educators: Understanding learners' perceptions can help educators build more engaging and relevant learning experiences tailored to students' needs. This can lead to increased motivation and better overall academic performance. By gathering insights on learners' perceptions, educators can adapt their teaching strategies, content, and assessments to better meet student needs. Additionally, it will present strategies for teachers to effectively instruct on language structures and conventions within the Home Language curriculum.

Curriculum advisors: Curriculum advisors can use the findings to develop evidence-based recommendations for teachers, ensuring that instructional strategies are grounded in research and best practices. Advisors can better understand teachers' needs and challenges, leading to training sessions that specifically address those areas where teachers may require additional support.

Department of Education: This research will be significant for the Department of Basic Education as it seeks to identify and address gaps that educators and stakeholders may have overlooked.

Future research: The study provides a foundational understanding of the perceptions related to language assessment in a specific cultural and linguistic context. Future researchers can build upon these findings to explore related topics or conduct comparative studies in different contexts or with different languages.

1.7. DEFINITION OF TERMS

Assessment

Assessment involves collecting and analysing information from multiple sources and activities to gain a comprehensive insight into students' knowledge, understanding, and abilities that stem from their educational experiences (Tontus, 2020:11). Baker (2016) defined assessment as a “process by which information is gathered, formally, about the status of students' learning”.

Language Structure and Conventions

According to the Curriculum and Assessment Policy Statement of Languages, “language structure and convention refer to rules that govern the usage of punctuation marks, capitalisation, letters, sounds, words, sentences and paragraphs in oral and written work”. Further, “the rules include spelling, pronunciation, grammar, critical language awareness, etc.”

Home Language

A home language is the language most often used by family members for daily communication (Nordquist, 2020). According to the Department of Basic Education, (2010), Home language is the language spoken most frequently at home by a learner.

Learners

Learner means any person receiving education or obliged to receive education in terms of South African School Act” South African School Act (1996;5). A learner is someone who goes to school and learn according to their grade.

Educators

Educator “means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school” South African School Act (1996;4). An educator is someone who performs pedagogical practice, educators imparts knowledge to learners so that they can move from one NQF level to another.

Paper 1

Paper 1 focuses on Language in Context: Comprehension, Summary, and Language structures and conventions (Department of Basic Education, 2015).

1.8 CHAPTER OUTLINES

Chapter 1

Chapter 1 introduces the motivation behind the research, outlining the research problem, objectives, and questions. It also discusses the role of theory and the significance of the study and provides definitions of key terms. All these procedures provide a clear view of how the research will unfold up to the last chapter.

Chapter 2

Chapter 2 reviews the relevant literature concerning paper 1 assessment tasks. It consists of subtopics that discuss the Perspectives of educators concerning language structures and conventions by other researchers, the Perspectives of Learners in paper 1 by other researchers, Factors contributing to poor performance in language structures and conventions, and Teaching Strategies and Techniques educators could use in teaching language structure and Conventions. The research questions led to these subtopics.

Chapter 3

Chapter 3 consists of research methodology and methods. It detailed the qualitative approach, including the paradigm, research design, population and sampling methods, data collection process, criteria for ensuring quality, and ethical considerations the researcher must consider. All these methodologies were directives on which approach, paradigm, and design the researcher should use.

Chapter 4

In Chapter 4, the data collected is investigated and analysed. Responses, which originated from the research questions, are packed into themes.

Chapter 5

Chapter 5, the final chapter of this dissertation, focuses on interpreting the findings and recommendations made from the identified themes in Chapter 4. The recommendations were directed to various stakeholders, such as the Department of Basic Education, Educators, and learners. Chapter 5 also stipulates the limits encountered by the researcher and includes suggestions for further research

1.8. CONCLUSION

This chapter marks the starting point of the research journey. It presents the background and motivation for the study, outlining the problem that prompted the researcher to undertake this investigation. The chapter also states the purpose of the research, identifies the key questions it aims to answer, and introduces the theoretical framework that will guide the study. In addition, it defines essential terms used throughout the research and provides an overview of the chapters that follow.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter examines the existing literature related to Paper 1 assessments. It provided a detailed explanation of the components of Paper 1 (such as comprehension, summary, and language structure) and the expected learning outcomes to enhance understanding of the significance of these assessments. The research review is guided by specific questions aimed at exploring the perspectives of both educators and learners regarding Paper 1 assessments. Additionally, it addressed factors contributing to students' underachievement in Home Language Paper 1 assessments as identified by other researchers. Strategies for improving language assessments were discussed, alongside recommendations from previous studies.

2.2. Different Perspectives of Scholars Relating to Literature Review

This literature review will begin by discussing the perception of scholars regarding literature review. A brief survey of studies that have looked at teacher and learners' perceptions in various areas of study will then be presented. It is essential to consider the perspectives of different scholars regarding the concept of a literature review. A literature review allows researchers to clarify and narrow the research problem, refine their focus, and develop new, concrete ideas or insights. According to Snyder (2019), a literature review equips researchers with the foundational knowledge necessary to formulate research questions and define the objectives of their study. Ramdhani and Amin (2014) characterise a literature review as an examination of scholarly articles, books, and other relevant sources about a specific issue, research area, or theory, which includes a description, summary, and critical assessment of these works. Similarly, Uma and Roger (2019) describe a literature review as compiling published and unpublished documents related to a topic. This compilation encompasses information, ideas, data, and evidence presented from a particular perspective to achieve specific objectives or convey certain viewpoints regarding the topic's nature

and the methods of investigation, as well as the effectiveness of these evaluations of the proposed research. According to Onwuegbuzie and Frels (2016:8), a literature review is the most effective means of gaining familiarity with prior findings and the research methodologies employed in earlier studies. Hence, a researcher must carry out a literature review that relates to her topic and can aid in achieving the research goal. The researcher will go through all relevant scholars' research findings, sources like the bibliographic search of articles and books, articles, books from online and hard copies in the library which align with the research problem, so that she can acquaint herself with the past scholars' research papers and this will bring a better direction for the researcher and how the research methodology was implemented.

A researcher undertaking research without reviewing other scholars' papers will be on a destination with no direction on where the destination will end, so reviewing what other researchers are doing before starting your research destination is necessary. Rowley and Slack (2019) highlight the importance of a literature review for various reasons: it assists in identifying a research topic, question, or hypothesis; it clarifies the specific literature to which the researcher will contribute; it contextualises the research within the current body of literature; it improves comprehension of theoretical concepts and terminology; it aids in creating a bibliography of sources reviewed; it proposes possible research methods; and it supports the analysis and interpretation of findings. The literature review of this study is presented under the following headings:

2.3. Definitions

Paper 1 assessments consist of three sections: which is section A, B and C. section A cover the comprehension which has 40 marks, it has Question 1 that has text A which is a literary text that learners are required to read and answer the questions asked based on the text given and support their answers from the text. Section B is a non-literary text, in which Smith and Laura (2020), described as texts which are made up of several different types of texts such as: informative texts like newspaper articles, magazines, editorials, speeches, among others. According to the Department of Education diagnostic Report (2023:244), learners managed to find impressive marks in section A and B and others got a total. Section C is Language, and it has 3 questions that have 20 marks in total, which is the analysing of advertisement in question 3 and

has 10 marks. Question 4 under section C is the analysing of a cartoon which consist of text E and has 10 marks. Question 5 is section C and consists of questions which pertains Language structure and Convention that has 20 marks. In this question learners are required to understand grammar such as parts of speech, direct and indirect speech, correct spelling, punctuation, figurative language (Smith, 2025). The focus of this research study is in question 5. According to the DBE diagnostic report (2024:244), learner's ability shows a decrease in question 5 which is about the language use; in this question most of the learners are not performing well, they got between 40 -80%. The learner's performance is not satisfactory in this question. Question 5 is the cornerstone of this study. Learners need to accurately identify and apply range of language structures and grammar conventions of Tshivenda Home Language. The researcher investigated the main challenges of this question from the educators and learners' perspectives. As identified by various authors and educational documents on how low the learners perform in this question. Hence it was paramount for the researcher to investigate it in a critical manner, so some solutions can be brought to light.

Language structure is the organized system of rules governing how we build words, phrases, and sentences (Jassim, 2024). Language structure refers to the arrangement of words, phrases, and sentences to create well-formed syntax, which is essential for effective communication, (Studysmarter, 2023). Studysmarter (2023), also indicated that language structure includes the elements such as morphology, syntax, and phonology. Fumba, Gildenhuys, Gomba, et al (2015), define language structure and convention as a section which tests learners' knowledge of language structures and conventions such as vocabulary and language use, sentence structure; and writing and editing skills. The word convention originated in the Latin verb *convenire*, meaning to come together, a meaning still reflected in usage today. Spyniewska (2016) indicated that language rules are conventions, which means that they come into existence through common practice by users of language rather than through the imposition of authority figures. The researcher sought to understand educators, learners' perspective and experiences regarding this section.

2.5. The most common paper 1 assessments tasks learners find difficult to comprehend by other scholars

According to Diagnostic report (2023), “Identifying and correcting language errors by learners has become a regular part of paper 1, many candidates seem to find it very challenging. This exercise requires reading and language skills, as well as some technical knowledge, but sadly these seem to be lacking in many candidates”. Teachers need to know the specific problems their learners are facing so that they can plan their lessons and courses accordingly. For successful language acquisition to take place, especially at the high school level, it is important for teachers to be fully aware of the errors that their own learners make the most frequently at different stages of development in order to design pedagogic interventions that would “drive forward learning processes and so help to liberate the learner from the shackles of the intermediate plateau” (Cullen, 2008:223). Students struggle in remembering and applying grammar rules and patterns (Sumalinog, (2018). Sumalinog, (2018) in his findings indicated that, some of their mistakes were those that had been repeatedly taught to them in their previous grade levels. However, this could not fully discredit the ability of the students in adhering to the conventions (Sumalinog, (2018). Improving learners’ grammatical errors begins an effective reinforcement strategy from the teachers to address their learning challenges.

Teachers identify articles as being one of the most common categories of errors (Hasbún, 2019). In a study of the written production of 159 students at different levels in the School of Modern Languages at the University of Costa Rica, Hasbún (2019) found that, the three most frequent categories of errors across levels concerned the use of prepositions, articles and verb forms. In support of the above, Chodorow, Tetreault and Han (2007) in their emphasised that, preposition usage and idioms are some of the most difficult aspects of English grammar. It was also found out that, common errors and misconceptions were experienced in identifying synonyms and understanding of different tenses. Many high school learners are eventually going to become Home Language teachers, and their knowledge of subject matter will play an important role in shaping what they do in the classroom (Borg Tiwari, 2023). They must be able to notice the gaps in their knowledge of the target language. Only then shall they make progress. This ability should be an important goal for language programs.

In summary, the findings in the above-mentioned studies suggest that prepositions, articles, verb forms, and idioms are difficult for learners regardless of their mother tongue.

2.6. Educators' Perspectives of Paper 1 assessment by other researchers

Vygotsky in Sodik & Wijaya (2017), perception is a dynamic system of behavior that is always changing. There seems to be a common belief that grammar is nothing but a heavy theory that has very little to do with the real language. This is probably because of the traditional way home language grammar used to be taught in high schools – we associate grammar with cramming of strange rules that do not have much to do with the way the language is spoken, or with theoretical words and concepts that one does not really need to use the language.

Educators are seen as people who play a massive role in the community and hope to impart an education that will benefit the community. Meanwhile, they can bring change to the community because they were trained to improve the community; hence, it is crucial to know how they view what they should teach in the classrooms. The Organisation for Economic Co-operation and Development (OECD), (2019:89) emphasises that teachers' beliefs, practices, and attitudes play a crucial role in comprehending and enhancing educational processes. Without primary information from educators, who are the ones facing the teaching of paper 1 language structure and convention, the implementation of the curriculum will be doomed. It is paramount to know and understand their views and what they think when learning language structure and convention.

Without a strong foundation in the lower grades, while learners are being taught Tshivenda Home Language, it will be a massive job for them to grasp everything in the last phase. Zaal (2017:28) conducted a study whereby educators believe that learners perceive paper 1 more especially grammar currently known as language structure and conventions as tricky and tedious. He added that educators who generally regard grammar as difficult and dull affect learners' attitudes similarly. Educators are the role models and mentors of the learners. Hence, there is a hidden

curriculum that they portray to learners unaware, and the moment learners pick the ignorance of educators, hence they will follow in their footsteps.

Yannuar (2013:32), in his study, indicated that English educators in Asia perceived grammar as the cornerstone of language; secondly, for language lessons to be productive and successful, there should be an emphasis and mastery of grammar. Indeed, to achieve proficiency in a language, it is essential to receive grammar instruction; therefore, grammar education should be integrated from the foundational phase through to Further Education and Training.

According to Saaristo (2015:284), “personal experience is that most language teachers tend to be pragmatic towards the fads and trends in language teaching, successfully using old practices – never mind how old and at the same time showing a willingness to try new methods, often reconstructing these for specific purposes.” In a study conducted by Getie (2020:33), students indicated that some educators are not enthusiastic about accomplishing their calling, they also do not worry about their students' moralities, and they sometimes misuse their time when they teach in passing with no examples to make students clear on the topic. One of the roles of educators is that they need to be subject specialists; if an educator master's their subject, the above statement from learners will be void. Nonetheless, educators who ignore the roles will produce quantity instead of quality.

2.7. Learners' Perspectives of Paper 1 assessment by other researchers

Koutris (2017), suggests that learners often perceive grammar rules as challenging, making them feel that correct speaking is unnecessary. It is posited that every issue has a solution, indicating that grammar itself is not inherently complex; instead, our perspective on grammar rules and our commitment to learning matter. Such views expressed by learners are concerning, as they may contribute to the decline in the value of language rules. Consequently, diagnostic reports on Tshivenda Home Language reveal that learners struggle with language structure and conventions due to their perceptions, which negatively influence their engagement with the subject matter in Tshivenda Home Language. In Rasch (2016) study, the findings show that almost all of them indicated that grammar instructions are not their favourite thing to

do. Students also mentioned that learning grammar is a bit dull. The students also showed that if they had more lessons about grammar, they would get bored and tired immediately. Some students admitted that grammar learning makes them to be quite informative. They also indicated that learning grammar assist them in writing other language papers.

2.8. Factors contributing to insufficient performance in language structures and conventions.

Baartman and Brujin (2011), indicated that performing involves a complex series of actions integrating skills and knowledge to produce a valuable result. Performance can be defined as how good or bad something has been performed after an assessment. Poor performance is the lowest level portrayed after an assessment; various factors can cause high and low performance. This study will focus on the factors that cause poor performance regarding language structure and convention.

Educators and learners' attitude

An attitude can be positive or negative. When learners perceive paper 1 assessments tasks (LSC), they might have a positive or negative perception, which will either cause low performance or good results with quantity. Ahmed (2015:8) reinforces this point by suggesting that if a student's sole motivation for learning a language stems from external pressures, their internal motivation is likely low, and their overall attitude towards learning may be unfavourable. Indeed, motivation determines the perceptions of learners when learning LSC.

Gardner and Lambert (1972), as referenced by Ahmed (2015:8), support the notion that students who connect language learning with its cultural context exhibit greater motivation than those who approach language learning with transactional expectations, such as securing better employment. Koutris (2017) reveals that teachers often deem grammar instruction less critical, emphasising the significance of literature and writing. Educators are suggested to significantly influence students' perceptions of grammar, serving as the final opportunity to teach this aspect of language effectively. This perspective among educators may stem from insufficient content knowledge and inadequate pedagogical strategies in language instruction. For

example, the researcher's observations indicate that some educators' regard grammar as trivial, primarily due to their focus on adhering to teaching schedules, which shifts their goal from imparting knowledge to merely completing the curriculum. Fatemipour and Moharamzadeh (2015) noted that teachers often find grammar instruction as tedious as students do when learning it. Koutris (2017:6) highlighted that while some educators recognise the necessity of teaching grammar in language education, others dismiss it as unnecessary. He further noted that many teachers harbour negative attitudes towards grammar-related tasks, anticipating that such lessons will be unengaging. Fatemipour and Moharamzadeh (2015:328) added that educators not only find grammar instruction dull but also experience boredom like that of their students despite its essential role in language learning. In South African schools, however, some educators' value grammar and dedicate themselves to being lifelong learners, ensuring they teach relevant content, particularly in the primary phase. A lack of engaging teaching methods contributes to the perception of specific language topics as monotonous.

Numerous researchers have indicated that educators often view grammar instruction as one of the most exhausting and time-consuming aspects of teaching (Uysal and Bardakci, 2014). This exhaustion is attributed to a reliance on hard work rather than effective teaching strategies. Al-Mekhlafi and Nagaratnam (2011), as cited by Yusob (2018:149), asserted that to mitigate the aversion to grammar instruction, both educators and learners must strive to transform grammar teaching into a "non-threatening, imaginative, and useful activity within the language curriculum." Yusob (2018) indicates that the deficiency in grammar competence may stem from the attitudes of both students and teachers. Learning changes an individual's behaviour; hence, there are numerous attitudes towards grammar learning.

Magwa (2015) states that the decline in the status of African languages has led individuals to strive to learn the language of their colonisers to access Western goods. He also highlights concerns among scholars regarding the prevailing negative attitudes towards indigenous languages in Malawi. He further indicated that it is undoubtedly that if an individual acquires knowledge in local languages, they will not be able to do anything else. However, they will be doomed and stereotyped, wasting their time. This is why we still find Tshivenda-speaking people opting to enrol for

English as a Home Language because their home language will not be used in their higher education or occupation. At the same time, they forget that they are living in a diverse country that has 11 official languages.

"In Zimbabwe, many learners do not take the learning of Indigenous languages seriously as there is neither a reward nor sanction for obtaining a pass in these languages" (Mawere, 2016). Going back home to South Africa in the Limpopo circuit under Elim Circuit Vhembe west district, the researcher, as an educator, discovered that most Tshivenda Home Language learners view colonisers language as their cornerstone to have a bright and better future. Tshivenda Home Language distinctions are regarded as useless by many Tshivenda Home Language learners. Furthermore, learners often fail to take responsibility for their academic development, relying on the teacher to provide all the necessary instruction. This behaviour stems from a lack of motivation related to the vision and mission of their presence in the classroom and an appreciation for the value of language.

According to the study conducted by Getie (2020:33), he showed that based on the data he collected, some educators perceived those learners not to be interested in learning language due to the teaching methods implemented by the educator. He also indicated that the learning environment is not conducive for learners to acquire knowledge with good health, and the need for educators to encourage learners is still lacking. In addition, the subject content affects learners' performance, and the environment is also a case that needs to be addressed. It influences learners' performance, either below average or above average.

Learning Materials

Materials play a vital role in language teaching (Garton & Graves, 2014), as cited by Damayanti, Fauzi and Inyati (2018). Learning needs to happen using various learning materials so each learner can be accommodated; most learning materials found in high schools are textbooks, study guides and dictionaries. Damayanti, Fauzi and Inayati (2018) believe that materials chosen selectively and used effectively will improve the quality of the teaching and learning process. In agreement with the above statement, most rural village schools receive materials for teaching Language Structure and Convention chosen by the School Management Team, and the materials

they receive are learner textbooks and educator guides; this is because they have limits in the budget of learning materials, and this affects the availability of learning materials. Some of the reasons are that educators are too comfortable using the old way of teaching by using only textbooks, and this disadvantages learners who learn through other learning skills besides textbooks.

Another factor that impacts learning materials is that materials can be available in schools for Language Structure and Convention; unfortunately, educators and learners are not workshopped or guided on how to use the materials. Mukherjee agrees with the above statement: "When a teacher uses improper teaching materials in the class, students face lots of difficulties in learning a second language, so the teaching material should raise the learner's interest. Otherwise, the student will gain nothing. Using proper teaching material supports language teaching; it raises the student motivation towards learning."

Teaching Methods

Another factor that leads to poor performance is the educator's choice of teaching methods. Successful learning and teaching will resume when the correct teaching methods are implemented. Mupa and Chinooneka (2015) found that educators are not familiar with various teaching methods and cannot use various learning materials during the teaching and learning process. Research shows that the learners' difficulty was due to the strategy the teacher applied in instructing grammar (Sumalinog, (2018).

UKEssays (2018) indicates that poor teaching methods have a significant impact on the minds and the ability of how educators to think, which makes educators feel like they are not well trained or sound in the subject they teach; this also has an impact on educators' attitude towards the subject they teach. At the same time, they only need to have a vast knowledge of various teaching methods and how they can use them for successful learning. The UKEssay (2018) further indicated that poor teaching methods are affected by numerous factors; the lack of practical classroom management skills, the educator's personality also plays a massive role in the type of teaching methods they chose, the lack of drive for teaching by educators they are demotivated, the inability to bring real-life stories which are from the concrete to abstract, the lack of understanding that each topic requires a different teaching method and aid for learners

understanding, and the skill of how to teach below average learners or those who are left behind.

Psychological and pedagogic

Another underlying factor of poor performance that needs attention is the psychology of educators and learners and the pedagogy, which is the art of teaching. The two can significantly impact how educators and learners perform academically in the Language Structure and Convention. Khan, Khan, Khan, and Nawaz (2014:1) assert that teachers' psychological experiences are essential success factors for any institution, including schools. This means that the psychological health of the educator should not be ignored because it has a massive impact on their performance and the learners' success.

The authors (Khan, Khan, Khan and Nawaz, 2014) further indicated that it is essential for educators to understand their mental health before they get associated with other people. Moreover, educators must have comprehensive knowledge of their learner's mental health. This skill assists the educator in knowing how each learner should be treated and taught. Unfortunately, this is hard to practice in most public schools because they are overcrowded in a classroom. Steiner, a psychiatrist, indicates that being psychologically literate advances one to understand the feelings of oneself and others to promote mutual relationships and understanding.

In their early years of schooling, learners trained well in Tshivenda Home Language are psychologically not intimidated by the content presented to them. In other words, they are willing to acquire and learn more about the information and challenge presented to them, unlike the learner who was not trained sufficiently. Sophia, Sree, and Babu (2020) show that various psychological factors might affect the performance of learners, such as fear of making a mistake, feeling of being isolated, anxiety, lack of confidence, lack of motivation, personal interest, self-concept, attitude, understanding and focus of control. The psychology of a learner causes the factors mentioned above to start from the mind, and they can be displayed in a learner's behaviour while learning.

Pedagogy is how educators present and teach their lessons, which can lead to either a poor or a negative impact on learners. One can ask themselves why some educators

produce 100% in Tshivenda Home Language while others fail to get 50% because of pedagogy. How do they practice it? Yasin (2020:604) says that the pedagogical processes of teachers have been related to the academic performance of pupils. He further cited (Fullan, 2000) that the discipline that deals with teaching theory and practice is pedagogy. In Yasin's study under research results, he indicates that the average performance of learners taught by an educator with a moderate pedagogical process was low, and those students who performed in an average high pedagogical process had taught them. This means that educators' pedagogy process affects pupils' academic performance.

Overcrowding and lack of materials

A study done by Koutris (2017:31), indicates that “South African public schools are faced with the challenge of overcrowded classrooms”. This is mostly evident in South African rural schools (Koutris:31). Nobody is prepared to deal with an overcrowded environment in their workplaces; hence, when educators are presented with an overcrowded class, they become overwhelmed and are no longer productive.

2.9. Teaching Strategies and Techniques educators could use in teaching Paper 1 assessments

It's disappointing that the CAPS documents do not provide any steps, processes, or strategies for teaching language structure and convention. The documents expect educators to integrate the strategy of other skills into paper 1 (language structure and convention skills), which confuses educators and learners. Various factors are identified as learners' reasons for grammar learning challenges, including the teaching strategies and the learning environment.

Determining the right teaching approach will be difficult and will not solve the issue of poor performance regarding language structure and conventions. North and Piccardo (2022:241) state that an approach implies that educators are called on to play multiple roles, such as that of decision-makers, planners, evaluators, and strategic coaches. The most important thing is that schools need to monitor the change within their teaching and learning environment. However, dedication and adequate lesson

preparation should be considered necessary regarding paper 1 assessment tasks (language structure and conventions).

Due to the discovery of various teaching strategies, educators should also know their students' best learning styles to choose the best teaching strategies for those learners and produce quality results. Vaishali, Vaghela, and Dr. Falguni (2024) highlight that teaching methods and approaches have consistently evolved. Nevertheless, it is assumed that schools are not keeping track of these changes in their teaching and learning settings. Sadiku (2015) believed that teachers should set the most suitable teaching strategies and standards in the language subject classroom. Therefore, Tshivenda Home Language educators can use approaches that suit their contexts. Gallow (2012:16) outlined the following teaching techniques educators could use when teaching language structure and convention lessons:

Communicative approach

Grammar teaching does not have to be synonymous with tedious lectures carried out on the blackboard; there are many ways to vary grammar teaching. Unfortunately, most people do not associate grammar instruction with variation and engagement (Hacer, 2014). According to Vygotsky-Vold (2014), a lot of people still associate this part of the education with cramming and recitation of inflectional paradigms or preposition rules, which are presented to them detached from context (Ellis, 2006). Grammar teaching must be connected to the language in use. Richards (2013) asserts that communicative competence enhances the ability to use language for multiple purposes and to comprehend the intent behind various text types. Communicative" way of teaching grammar is advisable rather than using the traditional strategy (Bancole-Minaflinou, 2018). Grammar must be presented contextually. Teaching and learning grammar must be followed through guided practice. This practice enables the students to develop and enhance their language.

The National Senior Certificate (Department of Basic Education, 2011:10-11) suggests that the communicative approach emphasises the importance of extensive exposure to the target language for learners and numerous opportunities to practice and use the language for social or practical reasons. Language structures and forms are taught communicatively and integrated into genuine language use. In this

approach, the instructor provides multiple chances for students to speak the target language while largely overlooking any grammatical mistakes that may arise (Larsen-Freeman, 2000:127; Emvula, 2020: 618).

Classic approach

The classic approach to grammar teaching is usually described in short as PPP, which stands for presenting, practicing, and producing and refers to a method consisting of three parts (Magcamit, 2018). The teacher presents the rule by using grammatical terminology and usually illustrates with the help of standard examples that is typically constructed for this purpose alone (and rarely manage to reflect the real language). The students will then practice the rule, usually based on constructed single phrases or short texts that sometimes look more like compounded sentences than a coherent text.

Inductive method

With an inductive approach, the teacher does not reveal the grammar rule or structure but leaves it to the students to find out on their own. This approach, therefore, stands in a clear contrast to the traditional PPP method. Here, the teacher's job is to provide the students with sufficient and thoroughly selected linguistic input to help them determine the rule. The method can be used on all levels if the choice of structure, amount, and difficulty of the input is adapted to the students' level (Shakhzoda, 2019). The biggest advantage of an inductive approach is that the students usually remember best what they have found out. Grammar lessons become more 'discovering' and are often regarded as less boring when carried out this way.

Text-Based approach

A text-based approach examines the role of texts and how they contribute to grammar instruction by integrating various language skills. A text-based approach focuses on:

1. It explores how the text works,
2. It makes learners competent, confident, and critical readers and writers
3. They listen to, read, view, and analyse text,
4. Evaluating texts,
5. They are producing texts for specific purposes and audiences.

According to Mumba and Mkandawire (2019:123), the text-based approach aims at developing learners who can engage meaningfully with different texts in different contexts. They continued

and indicated that the text-based theory was formed out of Halliday's (1978), as cited by Mumba and Mkandawire (2019:124). The chosen text needs to interest the learners; thus, learners can understand the concept since they can relate to their daily lives. For example, an educator can bring a text about various places when teaching nouns; these places must be familiar to learners. They should be places that they know.

The purpose of a text-based approach is to 'enable learners to become competent, confident, and critical readers, writers, viewers, and designers of texts' (CAPS, 2011:12). However, this belief may be challenged by saying that, due to challenges such as inadequate material resources such as textbooks, desks text based-teaching methods could be effectively ineffective.

Familiarity with these methods requires intentional focus and proper planning from the educator. Failing to do so may lead to the use of methods that are not fully understood, potentially hindering students' grasp of grammar. They must strive harder to produce the most appropriate teaching techniques for their students. In this way, the students may learn efficiently and achieve the course's intended learning outcomes. The students' language capabilities in the four macro skills (listening, speaking, reading, and writing) must be integrated and applied effectively to make the English class successful.

2.10 Common Research Conducted by other Scholars

Students' and Teachers' Beliefs and Preferences for Grammar Instruction in Adult ESL Classrooms"; Mikhail, B.A. 2020 "Students' Perception of language Grammar

Sani (2016), many learners have difficulty in internalizing grammar rules, although these have been taught intensively. Several grammatical difficulties appeared among students when learning English according to the poor knowledge and experience of students with lexis and grammar (Ajaj, 2022). In support of the above researchers Mahdi (2018:178) as cited by Ajaj (2022: 54), study showed results in his study that students make many errors when using verbs, this is due to the weak abilities of the teachers and the use of traditional methods, as these methods do not help students

learn the rules as it is required. Nasser (2018:178) emphasizes that limited time allocated to teaching grammar is a cause for concern.

Needs Analysis, Challenges, and Teaching Strategies in English Grammar Learning

Students ignore the most straightforward and basic grammar rules, including their structural patterns, which they must have learned even before due to the educators teaching without identifying the students' capacity in grammar learning (Apolonio, 2021:30). Hence an educator needs to start by doing a baseline assessment and start with the most basic grammatical components and develop towards its complex structure. Nurhayati (2020:386) indicated that an unsupportive class atmosphere falls under the major perspectives shown by students. These can be the lack of learning media that supports grammar learning, which can accommodate overcrowded classes.

Students' Perception of Grammar Instruction a study of the relation between students' perception of grammar instruction and their multiple intelligences

The intelligence of linguistic is the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, or the pragmatic dimensions or practical usage of language (Rasch, 2016). Students who excel in linguistic intelligence often seem to enjoy reading books, write better than average for age, have a good vocabulary for age, spell words accurately, communicate with others in a highly verbal way, appreciate nonsense rhymes, puns and tongue twisters, spins tall tales or tell jokes or stories, enjoy word games like Scrabble.

Rasch (2016:36) study shows that more than half of all the students in the class, or more specifically all the social science students, seemed to have a negative perception of grammar instruction and the classic approach. Students in Rasch (2020:42) further indicated their perspective which is they prefer if the teacher went through the different parts of speech in advance, because they did not know the meaning of all of them.

The researcher in this study focuses on the educators and learners' perceptions of paper 1 assessments in Tshivenda Home.

2.11. CONCLUSION

This chapter offered a conceptual framework for comprehending the instruction and acquisition of language structures and conventions in Tshivenda Home Language during the intermediate phase. Different views of the teaching and learning strategies were expressed. Chapter 3 discusses the research methodology that is applied to this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter dealt with the literature review of the study. Different perspectives regarding p1 Assessments tasks among the scholars discussed in the previous section were examined. This chapter outlines the data sources and methodology utilised in this research. A qualitative approach was adopted to address the research questions. Additionally, the chapter provides an overview of the research design. It also emphasises critical components, including the research instruments used, sampling methods, quality criteria, data analysis techniques, the rationale for the study, and ethical considerations.

3.2. RESEARCH METHODOLOGY

It is essential to start by defining the research before explaining the methodology. Kabir (2016) defines research as a scientific approach to answering the research questions while solving a problem or generating new knowledge through a systematic and orderly collection, organisation, and analysis of information to do valuable research in decision-making. Based on this understanding of research, the study aims to find solutions to the problems related to the paper 1 assessment tasks (language structures and conventions).

It is essential to examine the viewpoints of various scholars and authors regarding the concept of research methodology. Neuman (2014) describes methodology as the overarching framework encompassing various methods. He elaborates that methodology serves to comprehend the complete research process, including its social and organisational context, philosophical foundations, ethical considerations, and the political implications of the new knowledge generated by research activities. A research methodology is used to conduct a study; it guides the researcher in finding the required information for the study. Remenyi, Swartz, Money, and Williams (2014) describe research methodology as a logical framework that outlines the process for developing a theory within a structured procedural context. In any scientific investigation, two primary research methodologies guide researchers in their

approach: quantitative and qualitative methods. In this study, the researcher will employ a qualitative approach to gather pertinent information that addresses the research questions. The research methodology of this study is examined through the lens of qualitative research, interpretivism, and research design.

3.2.1. Qualitative approach

The qualitative approach uses a phenomenon which involves quality. Moser and Korstjens (2017), contend that qualitative research is a type of research that explores and provides deeper insights into real-world problems without having to quantify data. The qualitative approach enables the researcher to investigate observation techniques, collect, refine, analyse data, and present findings (Neuman, 2014). Qualitative research focuses on comprehending human experiences through a humanistic and interpretive lens (Ronald, Jackson, Drummond, and Camara, 2007, as cited by Mafuya, 2022). Ugwu and Eze (2023) describe qualitative research as exploring phenomena' characteristics, their qualities, diverse expressions, the contexts in which they occur, and the perspectives from which they can be understood. This approach intentionally excludes considerations of their range, frequency, and position within a quantitatively defined cause-and-effect framework. Qualitative research plays a crucial role in the research process. It allowed the researcher to listen to and understand educators' and learners' perspectives, perceptions, and experiences concerning the paper 1 assessments tasks. As stated by Du Plooy, Davis and Bezuidenhout (2021:134), qualitative research enables researchers to gain insights into interviewees' experiences by facilitating a dialogue of ideas and opinions between the researcher and the target group. Qualitative research primarily gathers data through field observations, documenting and recording ongoing events. The researcher gathered data through non-participant observation, reviewing learners' written work, and conducting semi-structured interviews. This study employed a qualitative research approach to gain insights into the experiences and perceptions of educators and learners concerning p1 assessment tasks. The researcher engaged effectively with educators and learners to deepen their understanding of the circumstances at the research site while also observing the behaviours of educators and learners during lessons focused on language structure and conventions.

3.2.2. Research Paradigms

This study employed an interpretivism paradigm. Interpretivists assert that multiple realities are socially constructed (Rehman & Alharthi, 2016). They view reality as complex and layered, akin to an onion, where a single phenomenon can be interpreted in various ways (INTgrty, 2016). This paradigm emphasises the importance of understanding what individuals say, do, and feel and how they derive meaning from the phenomena under investigation. The researcher aimed to gain insights into the challenges of p1 assessment tasks from the perspectives of both educators and learners, who possess valuable first-hand knowledge. The interpretive paradigm was chosen to explore this study participants experiences, understandings, and perceptions regarding paper 1 assessments tasks, focusing on qualitative insights rather than quantitative data.

3.2.3. Research design

Research design encompasses all study elements, including its objectives, sampling methods, data size, sampling environment, data collection techniques, and data analysis processes. As Asenahabi (2019:76) notes, research design is a strategy that a researcher implements before data collection to ensure that the research objectives are met effectively and accurately. The design of this study is a case study. Case study is a research approach that enables an in-depth, context-specific exploration of a particular phenomenon within its real-life setting (Dangal, 2021). A case study is a methodological research approach used to generate an in-depth understanding of a contemporary issue or phenomenon in a bounded system (Coombs 2022). Coombs (2022) further described a case study as research which requires in-depth investigation conducted into an individual, group, or event to gain an understanding of a real-life phenomenon. The researcher employed a case study research design to explore educators' and learners' insights concerning P1 assessment tasks, explicitly focusing on language structures and conventions. A qualitative case study design was deemed the most suitable approach for the research, as the researcher sought to comprehensively understand the views of educators and learners concerning Tshivenda Home Language p1 assessment tasks while also investigating the underlying causes of the research problem. This design effectively facilitated the researcher in identifying the stages of development, allowing for the formulation of

problems and the discovery of solutions throughout the study. In this study, thorough preparations were conducted prior to data collection. The research design components utilised to explore the phenomenon included the population, sampling methods, research location, data size, data collection techniques, ethical considerations, and quality standards.

3.3. POPULATION AND SAMPLING

3.3. 1. Population

Population is a complete set of elements, which can be humans or objects with similar characteristics, and they have the same vision and mission; these characteristics are defined by the sampling criteria established by the researcher (Shukla, 2020). Cooper and Schindler, (2014) define a population as the total number of units (individuals, organisations, events, objects, or items) from which samples are selected for measurement. As indicated above, this study population is grade 10 students and their educators.

3.3.2. Sampling

Sampling the population is essential for this study. Once the population has been identified, the sampling process will commence. Bhardwaj (2019:159) emphasises that sampling is a critical factor influencing the accuracy of a study. Kothari (2020) describes sampling as a specific plan established before data collection to obtain a sample from a defined population. The researcher has the option to select from two types of sampling techniques: non-probability and probability sampling. This study employed simple random sampling of probability sampling. Simple random sampling is described by Lad (2014) as a method used for each element of the population and is given the same chance of getting selected in the sample. Simple random sampling is a completely random method of selecting a sample in which each element and each combination of element in the population has an equal probability of being selected as a part of the sample (Showkat, 2017). Showkat further expressed that simple random sampling such as it is one of the simplest forms of random sampling and it is also a fair way of selecting a sample. The simple random sampling can be done using techniques such as tossing a coin, throwing a dice, the lottery method, and the

blindfolded method. The researcher used simple random sampling because the study does not have a specific group of learners to focus on; all learners stand an equal chance to participate.

3.3.2.1 Sampling size

Sungh and Masuku (2014) indicated that sample size is a technique for electing the number of participants to be included in a sample. Welman, Kruger, and Mitchel (2022:52) state that sampling should yield a manageable data size. In this study, two educators who teach Tshivenda Home Language were selected, along with ten Grade 10 learners deemed appropriate for the research.

3.3.2.2 Sampling settings

A sampling setting is where the samples have been picked up and where the study will collect information, (Makwana, Engineer, Dabhi, & Chudasam, 2023). This study's research site was Makwana the selected school under Elim Circuit, Vhembe East District, Limpopo Province, South Africa. The setting took place in the standard respective classes used for learning and teaching for observation and interviews of learners. Interviews with educators were conducted in environments where they felt at ease within the school premises.

3.4. DATA COLLECTION METHODS

Data collection consists of various methods and techniques used by the researchers to find the data that is needed in the study, and it can be the use of the following techniques: interviews, field observation, case study, oral history, document analysis and many others that researchers can use. According to Kabir (2018), data collection is the process of gathering and measuring information on variables by looking at the interest of the study in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The established systematic fashion is one that the researcher will choose to meet the study research questions. The data for this study was collected using techniques or methods such as semi-structured interviews, non-participant observation, and document reviews. This

section outlines the qualitative data collection methods employed, with a detailed examination of each method provided in the following section.

3.4.1. Semi-structured interviews

The interview is a paramount data-gathering technique that involves verbal communication between the researcher and the subject (Monday, 2020). There are various forms of interviews, such as semi-structured, structured, and unstructured. The study opted to use semi-structured interviews. A semi-structured interview is a qualitative research method that combines elements of both structured and unstructured interviews (Monday, 2020). He further stated that, in this format, the interviewer prepares a set of open-ended questions or topics to guide the conversation but also allows for flexibility in the discussion. The study employed semi-structured interviews because the interviewer can probe further into interesting or unexpected areas that arise during the conversation, leading to potentially valuable insights. The researcher conducted semi-structured interviews with 12 participants.

3.4.2. Non-Participant observations

Observation is one of the data collections instruments in qualitative research. The researcher also used this technique to collect data by observing the participants. In doing so, the researcher evaluated how learners and educators engage during teaching and learning. Observation occurred within the classrooms, where the researcher was a non-participant observer (Kumar, 2013). According to Saphthami (2020), this technique requires the researcher to observe the phenomenon of interest personally. The study opted for non-participating observation so that participants may not realise they are being observed, and their behavior may not change in the researcher's presence. The researcher observed the educator and learners' behaviors and activities in class during lesson presentations. The researcher observed two distinct lessons conducted by two different educators on the same topic, assigning them codes A and B.

3.4.3 Document reviews

As stated by the Evaluation Research Team (2018), document review is a data collection method that involves examining existing documents. This study analysed secondary sources, including formal and informal learners' and educators' portfolios. Learners' assessment tasks, such as classwork books, class tests, and mark sheets, and educators' teaching strategies were thoroughly examined.

3.5. QUALITY CRITERIA

Quality criteria mean the steps taken to ensure the trustworthiness of the research process and the resulting findings (Nieuwenhuis, 2016:113). Good research is characterised by trustworthy and applicable evidence in various settings; it also needs to be neutral. Four criteria for establishing trustworthiness in qualitative research include transferability, dependability, credibility, and confirmability (Ahmed, 2024). They are elaborated upon below to strengthen the trustworthiness of this study.

3.5.1 Credibility

The credibility of the study, or the confidence in the truth of the study and, therefore, the findings, is the most crucial criterion (Polit & Beck, 2014). Korstjens and Moser (2018) state that credibility determines whether the research findings accurately reflect the perspectives of the learners and educators, ensuring that the information presented is believable and interpreted correctly. This study's credibility was established using triangulation, which uses multiple qualitative instruments such as unstructured interviews, observation, and document reviews. Peer debriefing was also used to enhance the credibility of this study. The researcher asked a qualified, impartial colleague to review and assess transcripts, methodology, and research findings of the study to enhance the credibility and validity of the study's research findings.

3.5.2. Transferability

Transferability pertains to the relevance of research findings to the specific context and phenomenon being examined (Kitto, 2008:243). Cheng and Gao, (2019), define transferability as the potential for results applicable in different contexts with varied participants. This study transferability was delivered by means of the strategy used to

sample participants which is a simple random sampling strategy and detailed descriptions. The researcher provided a comprehensive overview of each step in the data analysis process, and the methods employed for data collection were thoroughly examined to ensure that the research findings are free from both conscious and unconscious bias, accurately reflecting the participants' responses

3.5.3. Confirmability

Conformability of findings indicates that the data genuinely reflect the information shared by participants. The interpretations of this data are not fabricated by the researcher (Polit & Beck, 2012), as referenced by (Kyngäs, Kääriäinen, & Elo, 2020:5). The researcher ensured that the research outcomes were grounded in the participants' responses rather than the researcher's creativity. This study's confirmability was achieved by means of audit trail and note-taking. Notes taken during observation and recordings were stored in a locked safe.

3.5.4 Dependability

Dependability is utilised to assess or illustrate the consistency and reliability of the study's findings. This is supported by Korstjens and Moser (2018), dependability means how stable the findings are over time. Dependability could be achieved by means of inquiry audit, peer debriefing Sirwan (2024). This study research findings were established using inquiry audit (in this study was external examiner) who reviewed / scrutinised and examined the research process and data analysis to ensure that the study could be repeated and that findings are consistent.

3.6. ETHICAL CONSIDERATIONS

3.6.1. Permission to conduct the study.

Any research involving human subjects must obtain ethical approval from the university's research ethics committee (Saunders, Lewis, & Thornhill, 2019). The researcher sought Ethical Clearance from the Research Ethics Committee (TREC) at the University of Limpopo, as well as from the Department of Basic Education, the district office, the circuit manager, the principal of the chosen school, and the parents of students under 18 years old to allow their participation in the study.

3.6.2. Informed consent and Voluntary participation

The researcher made sure that potential participants were provided with clear information about the study's purpose, objectives, research process, methods, data collection procedures, and any potential risks or benefits (Polit & Beck, 2014). After detailing the study's nature, the researcher obtained informed consent from the prospective participants, which typically involved written permission to take part in the project (Arellano, Alcubilla, & Leguizamo, 2023). Participants were informed that their involvement was voluntary and that choosing not to participate or withdrawing from the study at any point would not affect their learning experience (Sim and Waterfield, 2019).

3.6.3. Privacy, Anonymity and Confidentiality

The researcher ensured that all collected information was free of personal identifiers, including names, email addresses, and any other critical details that could reveal the identities of the interviewees (Sim & Waterfield, 2019). Pseudonyms were employed, and the names of both learners and educators were not mentioned or disclosed. The gathered data was securely stored in a location that is accessible solely to the researcher and was protected by password security measures. All data, including interview recordings and observation notes, is securely stored in password-protected digital files accessible only to the researcher. Hard copies were kept in a locked cabinet and destroyed after the completion of the study in line with ethical research guidelines.

3.6.4. Benefits and harm / risks

The researcher ensured that participants were safeguarded against any potential physical or psychological harm that could arise from the study. Participants were kept in a stress-free environment and were not made to feel uncomfortable or anxious during their involvement; when experienced any distress. The researcher ensured that participation in the research presents minimal risk to participants, conducting a thorough assessment of potential risks and providing participants with complete information regarding risks, as well as the benefits of their involvement (Arellano, Alcubilla, & Leguizamo, 2023). The participants were not exposed to any substantial

risk, and they were informed that they should not expect any benefit by participating in the study.

3.7 CONCLUSION

This chapter presented the research methodology and various methods, including qualitative research design and its elements, such as population, sampling techniques, data size, research location, and data collection methods. In this study, the researcher focused on a single primary research method, specifically qualitative research. In conclusion, this chapter outlines the depth and detailed information of the study's research methodology and the why, how, and what aspects such as qualitative approach, research design, data collection, and quality criteria. This chapter's information will assist in the next chapter, Chapter 4, with data analysis.

CHAPTER 4: DATA ANALYSIS

4.1. INTRODUCTION

In the previous chapter, the research methodology was discussed and applied, which assisted in reaching the goals for data analysis. This chapter examines the methods used to explore the perceptions of educators and learners regarding the Paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa. It involves disseminating and analyzing interview responses to produce the research findings. Data was collected from educators and learners. The researcher examined the personal characteristics of participants, including their emotions and behaviours. Data analysis served as a method for re-evaluating the information gathered from participants. The data was examined by comparing similarities. Information regarding educators' and learners' perceptions was recorded, typed, written down and examined to develop insights and comprehension of the research issue concerning the perceptions of educators and learners regarding P1 assessments. Collected data from participants was classified into themes, which were generated from interviews, observations and document analysis. To accurately analyse the data, the researcher reviewed the collected information from participants to become familiar with it.

4.2. TRANSCRIPTION

Transcription is considered the first step in data analysis. Heather (2016) describes transcription as a way that not only involves typing or using voice recognition software to transfer data; it is essential to transmit the way people speak. Heather (2016) further indicated that it is a process that needs to focus on the accuracy of the data content. This shows that no addition or subtraction is needed, only the information found from the data collected. Saunders, Lewis, and Thornhill (2019) explain transcription analysis as a wider perspective in which the written records of what a participant have given in their responses. Creswell and Poth (2017) stated that the main role of transcription should be accurate, exact, and truthful to the origin. This happens after it has been transformed into a typed format. This process helped the researcher to familiarize herself with collected data and enabled the crucial role of notation in conveying meaning during analysis; this provided a clear depth, which led to the understanding of the data. This process also improves the acquaintance with an

involvement in the data. This study collected data using interviews, observation, and data analysis. During interviews, data was recorded and transformed into written form because spoken words could not be used as they were; they had to be transcribed into a usable format, which Seabi (2012) called transcription.

4. 3. DATA ANALYSIS PROCESS AND PRESENTATION

Data analysis involves systematically organising information collected from participants using recording, note-taking, observation, and interviews. According to Baxter, L., Hughes, C. & Tight, M. 2010, data analysis is the breaking up of the data into manageable themes, patterns, trends, and relationships. In this chapter, the data was analysed after it was rewritten. The researcher utilised qualitative research methods to establish the meaning of the raw data.

The data was examined by identifying key themes and offering explanations. Themes are directions on how the data should be categorised, so it does not cluster. A theme is a Greek word that means. The above is substantiated by Jack (2023), who states that a researcher needs to meticulously examine the data to identify common themes, topics, ideas, and patterns of repeated information. Hence, we make themes that have the same information in one place. Braun and Clarke (2006) (cited by Shikalepo 2021) describe a theme as presenting a pattern response or meaning within the collected data. Shikalepo (2021) further affirmed that making themes involves various steps to set a logical sequence for qualitative data analysis. These themes also embody the holistic perspectives of participants about a particular question or phenomenon being investigated.

The researcher re-read the collected data to be familiar with it, coded it, generated themes, reviewed the generated themes, and started writing. The themes that have been identified were helpful in terms of comparing similarities and differences of views of participants regarding perceptions of educators and learners of P1 assessments. The researcher discovered significant themes that relate to the educators' and learners' perceptions of p1 assessments. The following research questions were employed to gather data regarding the perceptions of educators and learners regarding P1 assessments:

- How do learners perceive Tshivenda Home Language p1 assessment tasks?
- What factors contribute to learners' performance in Tshivenda paper one assessment tasks?
- What strategies educators use to teach Tshivenda Home Language paper one assessment tasks?

The above-mentioned questions were used to generate themes based on the responses of participants whose names were withheld; instead, code labels were used to identify them. Addressing the above research questions accomplished the themes outlined below.

4.3.1. Question 1. How do learners and educators perceive Tshivenda Home Language p1 assessment tasks: The following key theme has been identified as follows:

- Paper 1 assessments tasks are not difficult but section on Language structure and conventions skills are difficult.

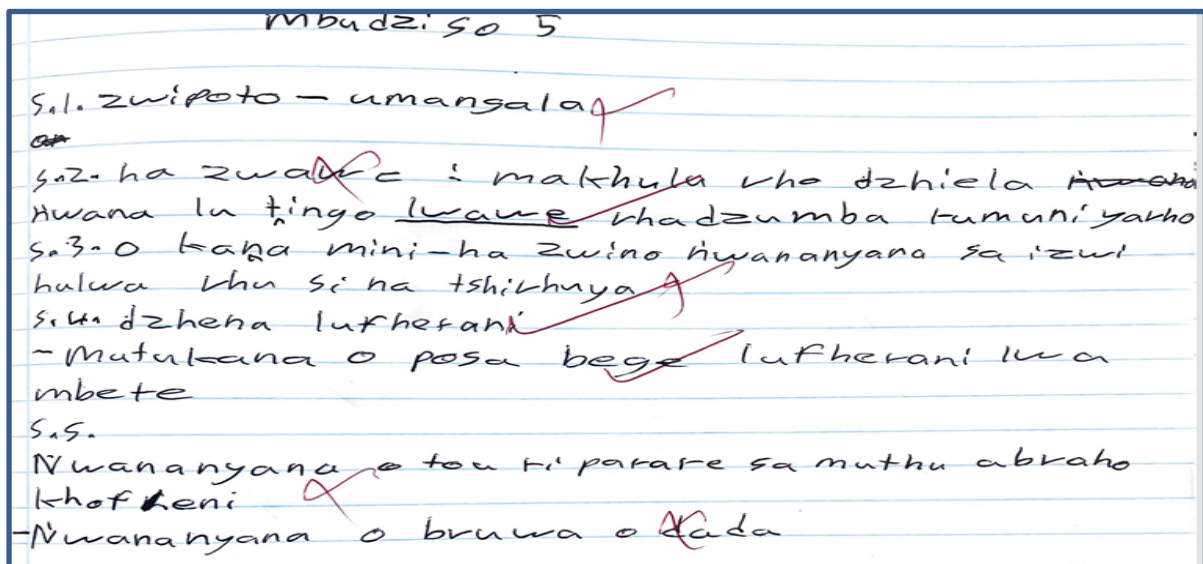
4.3.1.1 Language structure and conventions are difficult

There was a consensus that the tasks in Paper 1 are not particularly difficult. However, many learners and educators expressed concern specifically about the section on language structures and conventions. Many learners expressed that they find the language structure and conventions section of Paper 1 challenging to comprehend, particularly regarding sentence moods, ambiguity, proverbs, and idioms.

In support of the above, Educator A indicated that, *“vhagudi vha gireidi ya 10 zwi tshi da kha bambiri la u thoma, a vha na thaidzo, fhedzi vha khou balelwa tshothe zwihulwane nga tshikili tsha zwivhumbeo na milayo ya luambo tshine tsha vha girama, mashumele avho ha takadzi, vha khou feila, u a kona u wana mugudi o tou kona u kuvhanganya maraga mbili kana pumo kha maraga dza 20. Ndi tshone tshipida, tshine tsha vha balela vhukuma kha bambiri la u thoma. Vhanwe vhavho na u tou thoma u tshi fhindula a vha thomi, vha a pfuka. Hone zwi tshi da kha mamudi na izwo zwo no pfi thima-thimo, ndi muraga u sa takuwiho”* (Grade 10 Tshivenda Home Language learners do not have problems with various sections of Paper 1; however, they are experiencing the most significant challenges in Section C, which focuses on language structures and conventions—commonly referred to as grammar. Their performance in

this section is poor, with some students scoring as low as two marks or even zero out of a possible 20 marks; their performance in this section is unsatisfactory. Some individuals do not even attempt to answer the questions and choose to skip them. This is particularly evident in mood sentences and ambiguity, which present significant challenges for completion. She went further to indicate that, “Ee, bambiri la u thoma a li kondi hu to vha na khethekanyo C I tou vha kakarakakara. Ngoho girama I khou vha kondela vhangudi vha balelwa na u topola madzina, kana mataluli, zwi a vha kondela” (Yes, while P1 is not particularly challenging, Section C of P1 poses difficulties for learners. Many are struggling, especially with grammar, and some find it challenging even to identify nouns or even adjectives).

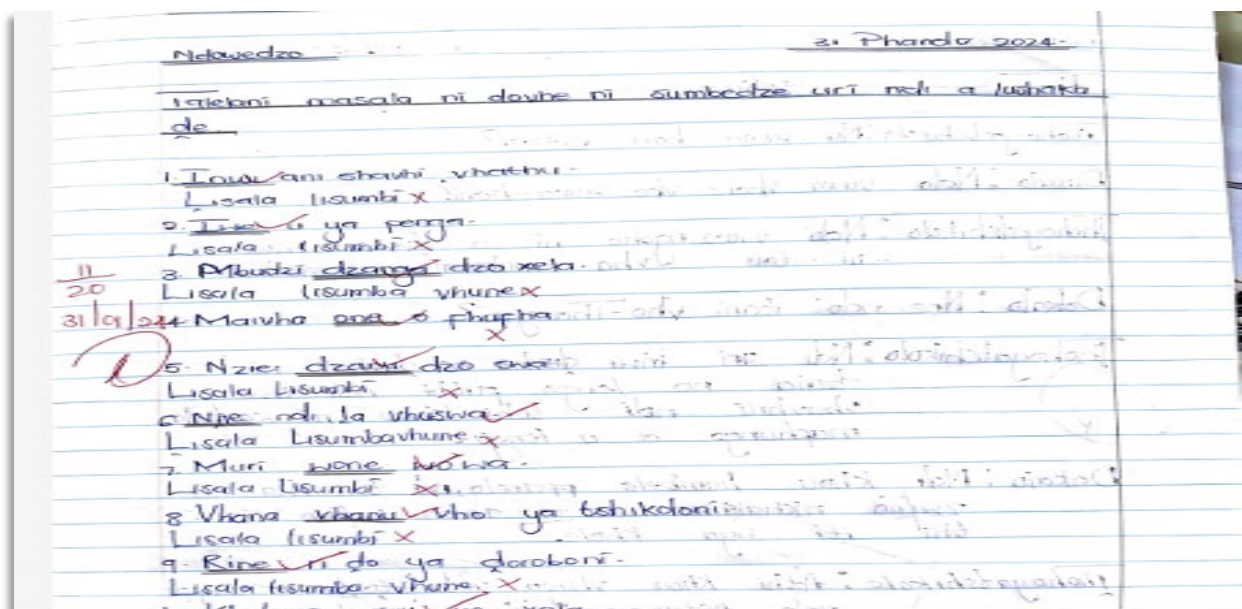
Evidence showing difficulties in paper 1 section C question 5.



This is reinforced by Educator B, who stated that, “bambiri la u thoma lone a li kondi, fhedzi vhangudi vhashu vha khou kondelwa nga khethekanyo C ine ya vha girama, ano maduvha i vho vhidzwa u pfi zwivhumbeo na milayo ya luambo, e! vhone, kha musivha do ri thusa vhone vhane vha khou todulusa nga hei thaidzo, rine a ri tsha divhantsu na tshena, mirero a vha vhuvi vha thoma, mamudi one ndi muila” (Paper 1 is not particularly challenging; however, Section C, which focuses on grammar, is presenting difficulties for the students. This section is now referred to as language structure and conventions. We would appreciate your assistance, as you are the researcher. As educators, we are finding it increasingly difficult to navigate the nuances of this subject. Additionally, students are not even attempting to engage with proverbs). Learner B revealed that, “nne a thi na thaidzo na bambiri la u thoma, mara kha khethekanyo C

ndi vhenga mirero, na thimathimo, hune fhungo la vha na thalutshedzo dzo no fhira mbili, a thi zwi koni, zwi a nkondela” (“In section C, I hate proverbs and ambiguity questions whereby a sentence has more than one meaning, I don’t know them, they are difficult for me”). Learner F attested that, “Ee! A I kondi, fhedzi vhanwe a vha pfesesi vha balela nga khethekanyo ya C, I dzulela u balela” (yes, it is not difficult, but others find section C which is gramma challenging). Learners D, G, and I emphasized that Section C is the most challenging part, which we find particularly difficult. It is the section that hinders us from achieving a perfect score of 100%. Learner D attested that “a thi divhi tshithu zwi tshi kwama kushumisele kwa luambo na milayo” (“I don’t know anything regarding language structurer and conventions). Learner H “hai, nne thi koni u khakhulula mutaladzi wo khakheaho kha girama” (No! With grammar, I cannot edit a sentence incorrectly). A document review reveals that learners find Section C challenging. Upon reviewing classwork and formal test scripts, it was noted that while most learners could select the correct pronoun, they struggled to identify the specific type of pronoun required. In a classroom observation, Learner C was asked to identify a pronoun and explain its type, but the learner was unable to do so. To add on that, learners were instructed to identify a proverb from the text “wa sa lipfa u vhudzwani u do li pfela vhulaloni” (if you don’t listen when being reprimanded, you will understand when you are facing the consequences) and to give it its literary meaning, the majority of learners could not explain or even attempt to try. This suggests that learners struggle to understand language structure and conventions because they have not been adequately exposed to grammatical elements. For example:

Figurer 2: Learners response to pronouns



4.3.2. Question 2: What are the factors contributing to learners' poor performance in Tshivenda paper 1 assessment tasks?

The following themes answered the above question:

- Laziness
- Inadequate development of educators (workshops)
- The use of different authors in learners' and educators' textbooks
- Insufficient teaching and learning materials
- Lack of exposure to Language structure and conventions
- Insufficient time allocation
- Educators' and Learners' attitude towards Home Language

4.3.2.1. Laziness

Generally, participants complained about laziness. This is supported by Educator A who stated that, “*maḍuvhano vhagudi vha khou bvafhesa, u vhala khavho ndi muḥwe mushumo une wa vhaḥfa mutsiko, a vha , a vha ṭoḍi u vhala girama, izwi zwi ita uri vha songovha na nḍivho kha tshikili tsha zwivhumbeo na milayo ya luambo*” (these days learners are lazy, they don't want to study grammar and this results in not being knowledgeable about Language structure and convention skill)” Educator B “*vhagudi ndo vha funzaho murahu vho vha vho ḍi vhudza u guda na u vhala nga vhone vhane, fhedziha zwino vhagudi vho no shanduka a vha tsha swela u guda na u ḍivha. Vhone khavho ḷi touvha la maladza, a vha kwamei fhethu*” (Learners whom I taught 5 years back were determined and willing to study on their own, I don't know what has changed on nowadays learners are demotivated they don't care about their studies, they don't even have a passion and show enjoyment in learning their home Language). During document reviews the researcher has noted that, learners are not writing their classwork and homework, some of them did not even start to write their tasks.

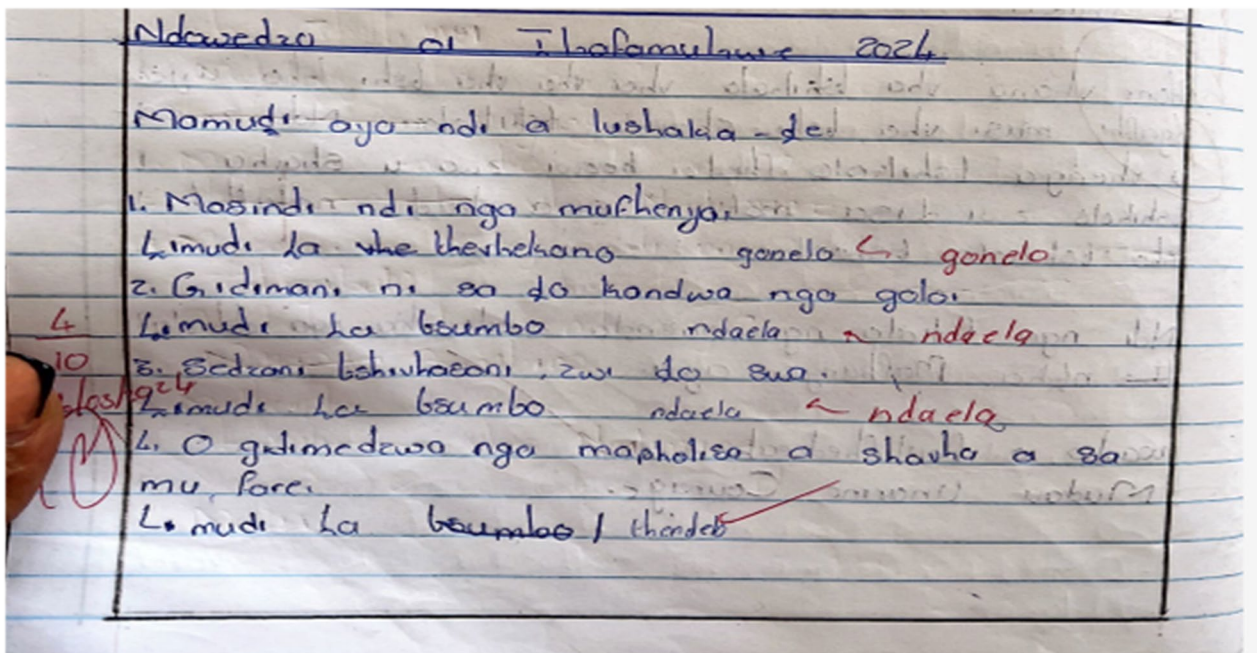
4.3.2.2. Inadequate development of educators.

There is a growing concern by participants that, educators are not attending workshops.

Educator A, indicated that, “*tshinwe tshine tsha khou shelamulenzhe kha uri vhagudi vha sa kone tshikili tsha zwivhumbeo na milayo ya kushumisele kwa Luambo ndi uri*

vhadededzi a vha khou wokishophiwa zwi tshi kwama kufunzele kwa hetshi tshikili, zwi hulwane vhadededzi vhaswa, ngauri vhadededzi vha kale vhe vha na ndivho yo pfumaho luambo vha khou ya phenishenini nga vhudalo” (another thing that is playing a part in making learners perform poorly in language it is because educators are not getting sufficient workshops regarding LS&C especially newly qualified educators. Unfortunately, those who were specialists in languages are retiring. Educator B indicated that, “vhagudisi vhane vha khou tou thoma vha tea u isiwa dziwekishopho, u thusedza ndivho ine vha nayo, wino zwi a konda uri hu vhe na dzi wekeshopho dzo raloho, dzi vha hone nga murahu ha tshifhinga (Newly qualified teachers are not receiving adequate workshops on the topic of Language Structures and Conventions (LS&C) from experts. Even when such workshops are available, they are limited and infrequent. In support of the above, the researcher also noticed that during class observation of the Tshivenda Home Language lesson, an educator was struggling to teach proverbs. During document review, the researcher has noted that, in some learners' formal test scripts, incorrect explanations were given marks, which is an indication that workshops are of great importance.

Figurer 5: Learners response to types of Moods.



4.3.2.3. The use of different authors in learners' and educators' textbooks

Educator A indicated that, “*zwi khou naniswa nga uri vhanwali vho no vha vhanzhi, munwe na munwe a tshi nwala mafhungo a girama, vha shumisa maipfi a sa fani, ngeno vha tshi khou amba zwino fana, zwenezwo zwi kanganyisa vhagudi, na vhagudisi musi vha tshi tea u funza kana u guda nga ha tshikili itshi sa : maambaitwa munwe ari maambiwa*” (The use of different authors in educators and learners’ books makes us to have a broad knowledge and to know various naming category, even though it can bring a challenge because one author will use a particular word and the other will use another word while they are telling the same thing. So, this causes confusion to educators while planning and when learners are learning about aspects of grammar”. Educator B said, *vhanwali vha bugu dza ano maduvha vha disa ndado kha vhagudi na vhagusi ngauri u wana munwe munwali o nwala zwinwe munwe a zwi nwala nga inwe ndila, vha tshi khou liana*” (Each author uses their own way of writing there are no strict laws and agreement from authors on the use of correct wordings or of specifying a certain category, thus confuses learners when they read a different book from a different author). In support of the above, during the class visit, the researcher noted that an educator and learner were having a misunderstanding about (to be stereotype) “*luvhengela mbiluni*”. The question from the educator was *ndi lufhio luvhengela mbiluni lwe munwali a lushumisa kha phara ya u thoma lune lwa vha “madukana o siwaho nga vhabebi vhunzhi haho ha divhalei”*, which means boys who leave alone without parents are mischievous, learners could not be able to explain why the statement was biased. They thought it was the same as being biased, due to authors using different words. While the correct word is stereotype not bias.

4.3.2.4. Insufficient teaching and learning resources

Resources of teaching and learning are the aids that assist in the productivity of teaching and learning. It has been shown that the lack of resources is a huge factor in the teaching and learning of Tshivenda Home language.

Educator A indicated that, “*Luambo lu khou ngalangala nga mulandu wa u savha hone ha bugu dza luambo dzo pfumaho girama*” (language is on the process of being fading and decaying due to insufficient grammar content in Tshivenda Home Language books). Educator B reinforced the above by saying that “*bugu dza luambo dzi khou tahela, dzi re hone a dzi na mafhungo a fushaho, vhanwali vha dzibugu vho rangisa masheleni ngeno lushaka lu tshi khou lovha, na zwine zwa khou nwala zwi sa dadzi*

mudzio” (most of our Tshivenda textbooks are lacking grama aspects, authors are after money”. Learner A, said, “*a ri na bugu dza u vhala ngadzo luambo, dzi re hone dzinwe dzo kherulwa mababmbiri*” (we don’t have books that we can use to study grammar in home language, some of them have torn pages). Learner B indicated that, “*hai, fhedzi ngauri bugu dza u guda a ri nadzo, zwi a konda uri ri vhe na ndivho ya thinwaipfi dza muambo yothe*” (no, we don’t have textbooks, it makes it difficult for us to have knowledge on LS&C). Learner C, D, E and F attested that; they lack learning materials.

During class observation, the researcher observed that an educator was using previous question papers with memorandum as her teaching resource. The above exploration links with what the researcher found while conducting a study. Learner B indicated that “*nne ndi shumisa mabambiri a milingo ya fhiraho, u ligisela mulingo*” (I use previous question papers to prepare). This makes the learners be stereotypical, they focus on how the questions have been asked, which is the method for cramming and not for learning, for them to be able to answer any question that comes regardless of how it has been asked.

4.3.2.5. Lack of exposure to Language structure and Convention

Document reviews (learners written works) indicated that learners are not provided with enough writing activities related to language structures and conventions (grammar). They are also not adequately exposed to grammar instruction, including topics such as parts of speech, sentence moods, proverbs, adjectives, punctuation marks, prefixes, and sentence editing etc. The researcher observed that between January and April 2024, learners were given only four classwork exercises, each containing just one or two grammar-related questions. This limited exposure contributes to learners’ difficulties in acquiring grammatical knowledge. Furthermore, classroom observations revealed that during lesson delivery, the educator primarily focused on literature, often neglecting the teaching of language structures and conventions. This contrasts with the CAPS guidelines, which emphasize the integration of all language skills in teaching. Supporting the above findings, Learners C and D agreed that grammar is rarely taught in their lessons.

4.3.2.6. Insufficient time allocation

According to the participants, a lack of sufficient time allocated for teaching Tshivenda Home Language grammar is considered a contributing factor to poor performance on Section C, which focuses on language structures and conventions.

Educator A is of the view that, “*zwitenwa zwa girama zwo dalesa, zwinwe ri fhira ri songo zwi funza, zwa ita uri vhagudi vha sale vha sa zwi divhi ngauri zwi do vha zwi songo funzwa*”. (The limited time available for teaching grammar has led us to overlook certain aspects, resulting in a significant impact. Consequently, the time dedicated to grammar instruction is minimal). In support of the above, Educator B, also indicated that “*ri shuma nga tshifhinga zwino tshifhinga tsha u funza zwikili zwivhili u tshi zwi tanganyisa ndi mushumo*” (We operate within a specified timeframe, making the integration of all skills time-consuming and challenging). She further indicated that, “*Tshifhinga ndi tshone tshiitisi tshihulu tsha u sa fhedza syllabus, ngoho ndi u tou lwa nazwo u itela uri vhagudi vha kone u guda zwothe zwine zwa khou tea u funzwa u ya nga Department, wa sa ita ngauralo, vhagudi vha a salela murahu kha dzi thesithe mugudisi a sengiswa*” (The limited time available is the primary reason for not completing the syllabus. It presents a significant challenge as we strive to fulfil all the tasks mandated by the Department. If we are unable to meet these requirements, both learners and educators may face scrutiny).

This view was also supported by learner C, “*ri funzwa luthihi kha vhege girama, ngeno zwithu zwo funzwaho zwi zwinzhi, tshinwe tshifhinga a ri funzwi ngauri vhadededzi vha vho ya mitanganoni. Rine girama a ri l koni ngauri a l funzwi tshifhinga tshothe, ri tou fhiwa dzi tshunwahaya ha pfi ri gude nga rine vhane, a vha ri talutshedzi, vha sokou ri a zwi kondi. Ri funzwa zwithu zwinzhi nga duvha lithihi, ha pfi ri gude mahayani*”. (We are taught various aspects of grammar only once a week, which causes us to forget the material covered previously. Most of the time, educators are in meetings, so they just assign grammar homework and tell us to practice on our own. They do not provide us with necessary explanations).

Learner E, “*tshifhinga tsha u funzwa girama ndi tshituku kha vhege ri nga funziwa luthihi, nne ndi pfa u nga tshifhinga ndi tshituku nga uri vhagudisi vha khou gidimela u fhedza syllabus. Ndi amba hezwi nga uri ndi pfa musi mugudi a tshi ita tsumbo nthihi a pfuka, nga uri tshifhinga a tshi vha tendele*” (The time allocated for teaching grammar

each week is insufficient; ideally, we should have two sessions. This limitation forces educators to rush to complete the syllabus. Often, an educator will provide just one example before shifting focus to another topic, leaving little opportunity for us to ask questions for clarification). In support of the above, a review of learners' classwork and homework books revealed that, from January to May, only three assessment tasks focused on language structures and conventions were found. This indicates that learners are not being provided with sufficient activities related to grammar, which falls under language structures and conventions.

4.3.2.7. Educators and learners' attitude towards Tshivenda Home Language

The attitudes of educators, learners were seen as the determination of their performance in the paper 1 assessment task. This view is supported by Educator A, who said that *"u funza Tshivenda zwo leluwa a zwi fani namusi u tshi funza thero ya mbalo, kha Tshivenda ndi nga sokou uri vhagudi vha thome u vhalala, vha kone u fhindula mbudziso, a thi ri ndi luambo lwa hayani"* (to teach Tshivenda is simple, unlike teaching mathematics, in Tshivenda I tell learners to read a text and answer questions given below. It is a native language). The educator further indicated that, *"vhagudi a vha funi u vhalala na u nwala, zwi ita uri vha si vhe na ndivho ya hetshi tshikili"* (learners don't like reading and writing which makes them have a challenge in LS&C skill).

Learner A, *"zwone zwi a funziwa fhedzi a zwi tou bviselwa khagala, zwi funziwa nga u tou fhira. Ndi ngazwo na rine ri si na ndavha na u shall girama ngauri ri vhone maitela a vhagudisi uri a vhana ndavha na girama"* (educators do teach us but they don't make everything clear about LS&C. This is the reason why we also don't care about studying grammar because our educators don't show passion to grammar). The above views were put into perspective by Educator B, *"Hei, Vhone vha ngai fhedza syllabus ya Thero ya Tshivenda, hone arali ri tshi amba nga paper 1, ri tou diya nga nthu ngauri a ri tou vha na vhuṭanzi uri hu nga vhudziswa mini, zwithu zwa hone zwo dalesa, fhedzi kha haya manwe mabambiri ri a lingedza u funza zwi sa fani na zwa bambiri la u thoma. Vhunga vhagudi na vhone vha si na ndavha"* (am unable to complete the Tshivenda Home Language subject, particularly regarding Paper 1, Section C, we cover this section only briefly because there is so much content to address, making it unfeasible to cover it all thoroughly. Even the students seem indifferent). During the class observation, the researcher noted that the educator lacked enthusiasm for

teaching Tshivenda Home Language, as she frequently switched to English in the classroom. In support of this, the researcher also noted that some learners were not participating, and many displayed a lack of interest in answering questions when the educator posed them. Instead, they were seen sleeping, playing, making noise, and working on tasks from other subjects during the lesson presentation. Learner A during interview indicated that, “*ndi guda Tshivenda uri ndi phase*” (I learn Tshivenda so that I can pass only). Learner H said, “*Tshivenda a tshi kondi, a thi vhal*” (Tshivenda is not difficult, so I don’t even bother myself to study). Educator B said that “*Vhagudi vha ano maduvha a vha diimiseli, a vha na ndavha na u vhal, tshone tshivenda a ri tsha amba*” (learners are not determined they don’t even study, especially Tshivenda).

The analysis of students' written assignments revealed that many learners are not writing their homework. Some have submitted only one task since the school reopened, which may significantly contribute to their poor performance in Paper 1, section C.

4.3.3 Question 3: What are the teaching strategies educators use to teach Tshivenda Home Language paper 1 assessment tasks?

4.3.3.1. Teacher-centred teaching method

Educator A, “*kufunzele ndi kuthihi, rine ri a vhuya ra divha uri hu na tshaka dza kufunzele lini. Nne ndi tshi funza vhagudi kushumisele kwa luambo na milayo ndi vha ndo fara mafhungo na mbudziso dza hone. Musi ndi tshi swika vhagudi vha vhal mafhungo ra vha ri tshi khou ambedzana ngaha dzi mphindulo dzine vha nea*” (We teach in the same manner that we are accustomed to, but you imply that there are other methods to teach Paper 1. Educator B, “*Ndi tshi funza ndi swika nda nwala dzi notsi thamusi dza mařanganyi, masala, mařadzisi, maambaita na maambaitwa, maite, madzina na mabulafethu kha bodo, vhagudi vha do vha khou nwala, arali tshifhinga tshi kha di tendela ndi a řalutshedza idzo notsi dze nda nwala. Ndi tshi ita ndi tshi vhudzisa vhagudi uri vha ite dzi tsumbo vho sedza dzi notsi*” (when I teach, I write notes on the board such as nouns, verbs and prepositions, learners will be writing, if time allows that is when I explain, while learners are giving examples). During the class visit, it was observed that the learner's interaction was moderate, while participation was minimal. The utilization of prior examination papers was also observed.

Vhagudisi vha tou ñwala notsi kana ra ita mabambiri a murahu o no ñwaliwaho” (Educators either take notes or we review previous exam papers). Learner F, “Ri funziwa nga mabambiri a kale, mugudisi u a ri fha ra ñwala sa tshuñwahaya kana kha dzi ngdowedzo, ri tshi fhedza ra ñwala ndulamiso ra ñi korekela” (we are being taught by previous question papers, to write homework or classwork, when we are done, we mark and write corrections).

4.4 CONCLUSION

This chapter presented and interpreted the data collected for the study. It analysed the data which was collected from the participants, which are the educators and learners in which the researcher used classroom observation, interviewed the educators and learners, and analysed the documents of learners. The data was analysed by looking at the questions below: Question 1. How do learners and educators perceive Tshivenda Home Language Paper 1 assessment tasks? The theme of Language structure and conventions skill is difficult was identified.

The second question was: what are the factors contributing to learners' poor performance in Tshivenda paper 1 assessment tasks? The above question was achieved by the following themes: Laziness /ignorance, Inadequate development of educators (workshops), The use of different authors in learners and educators' textbooks, Lack of teaching and learning resources, Insufficient time allocation, overcrowding, Learner's attitude towards Home Language, Educators attitude towards, lastly is the Method of teaching. The final chapter, Chapter 5, will summarize the conclusions drawn from this study's findings and provide recommendations for enhancing the performance of Tshivenda Home Language Paper 1 assessment tasks, particularly regarding language structure and conventions.

CHAPTER 5: DATA ANALYSIS

(OVERVIEW OF THE STUDY, INTERPRETATION OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION)

5.1. INTRODUCTION

In the previous chapter, the researcher presented, discussed, and interpreted the data collected from the study participants. This chapter offers a comprehensive overview of the conclusions derived from the study's findings, along with proposed recommendations. Language structures and conventions seem to significantly impact learners' poor performance in Tshivenda Home Language. Conclusions are derived from the findings, and recommendations are provided in relation to the research questions. It is anticipated that the successful implementation of these recommendations will lead to improvements in P1 assessment tasks.

5.2. OVERVIEW OF THE STUDY

This study aimed to investigate Educators' and Learners' Perceptions of the Paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa'. The research report is presented in five chapters as follows: The research report is organized into five chapters, detailed as follows:

Chapter 1

Chapter 1 commenced the study by offering background information and delineating the research problem. It emphasized that Grade 10 learners of Tshivenda Home Language consistently struggle to understand the language structure and conventions in Section C of Paper 1, particularly in areas such as sentence moods, figurative language, ambiguity, language editing, proverbs, and idioms. The chapter further articulated the study's objectives and research focus, which aimed to explore the perceptions of Grade 10 educators and learners regarding the assessment tasks in Tshivenda Home Language Paper 1. Additionally, it introduced behaviourism as the theoretical framework for the study, highlighting its emphasis on the examination of observable behaviours rather than internal mental processes. The chapter also outlined the methodological approach, indicating that qualitative methods were

employed. Qualitative methods were selected for data collection and interpretation because of their inductive approach, which seeks to portray various realities, foster a comprehensive understanding, document everyday experiences, and emphasize the human perspective. The chapter concluded with a definition of the key terms utilized in the study.

Chapter 2 presented a comprehensive literature review that encompassed a broad spectrum of relevant literature pertaining to the study. The objective of this review was to expand the existing knowledge base, identify gaps in research, and assess the potential contributions of the current study to the field. The sources examined included both published and unpublished materials, aimed at enriching the researcher's understanding of the underlying philosophies of the research. The literature review was categorized into three main areas: educators' and learners' perceptions of Tshivenda Home Language Paper 1 assessment tasks, factors leading to learners' poor performance in Tshivenda Home Language Paper 1, and the teaching strategies employed by educators for these assessment tasks. The researcher analysed the works of various scholars. The researcher reviewed the works of scholars such as Zuhriyan (2017), Koutris (2017), Babalola (2019), Mngomezulu (2014), Getie (2020), Yusob (2018), Mawere (2016), Scholar (2020), Babu (2020), Yasin (2020), Zaal (2017). Many of them noted that participants expressed negative perceptions regarding Tshivenda Paper 1, particularly about grammar—now referred to as language structures and conventions—highlighting that grammar is perceived as the most challenging aspect of their responsibilities, especially concerning moods, proverbs, and idioms. These insights were instrumental for the study, as the analysis of Paper 1 assessment tasks was linked to real-world contexts. The scholars identified several factors contributing to poor performance in Paper 1 assessment tasks, including inexperienced teachers, attitudes towards the native language, a lack of teaching and learning support materials, insufficient workshops, and student apathy.

Chapter 3 outlined the research methods and data collection techniques employed in the study. It provided a comprehensive overview of the research approach, paradigm, design, target population, sampling methods, data collection techniques, quality criteria, ethical considerations, and the data analysis process. The study employed qualitative research methods, as they allow for an in-depth examination of a phenomenon in its natural setting and help to describe, explain, and interpret

information. The qualitative approach allows the researcher to explore observation techniques, gather, refine, and analyse data, and report results (Neuman, 2014).

The study adopted an interpretive paradigm to explore spelling difficulties learners face in essay writing from the perspectives of both learners and educators. The interpretive paradigm considers reality to be more like onion layers and complex, and it is a sole phenomenon that can have multiple interpretations (INtegrity, 2016). The researcher used the case study type of research design to find the underlying information on the perspectives of educators and learners regarding P1 assessment tasks (language structures and conventions). According to Dangal (2021), the case study attempts to shed light on a phenomenon by studying a single case example of the phenomena for a given period in depth. This design was extensively utilised to investigate factors contributing to poor performance by Grade 10 learners in Tshivenda Home p1 assessment tasks.

Educators and learners were selected as the study population, and simple random sampling was used, to disclose the sampling technique of the study so that readers can determine to what extent the findings might apply to other contexts.

Data collection instruments included semi-structured interviews, document reviews, and non-participant observation. The chapter also addressed ethical considerations, noting that the researcher applied for ethical clearance from the university before beginning data collection.

Chapter 4 detailed the presentation and analysis of data obtained from chosen Tshivenda Home Language educators and learners. The analysis aimed to investigate the perceptions of grade 10 educators and learners regarding p1 assessment tasks. An inductive thematic analysis was employed to uncover commonalities in perceptions, contributing factors, and the strategies educators utilize to teach language structure and conventions. This methodology facilitated the identification of themes derived from interviews, documents, and observations. Participants exhibited recurring themes, leading to some redundancy in the analysis. The chapter addressed the research questions and provided answers to the research questions outlined in the following appendices F and G. The data were organized into themes identified through the analysis, which included:

Perceptions of educators and learners:

Paper 1 is not difficult but section C dealing with language structure and conventions skills is difficult.

Factors contributing to poor performance on p1 assessment tasks: Insufficient teaching and learning support materials, laziness, incompetent educators, lack of exposure to language structure and conventions skills, insufficient time allocation, Inadequate development of educators (workshops), The use of different authors in learners' and educator's textbooks.

Strategies educators use to teach language structures and conventions:

Teacher-centred teaching method.

Chapter 5 summarised the study, its findings, recommendations, and conclusions. It suggested that increasing awareness could help address and mitigate educators' and learners' negative perceptions of p1 assessment tasks.

5.3. DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

After the presentation and analysis of data, findings emerged through major themes and provided answers to the research questions below:

5.3.1. Paper 1 is not difficult but, section C which deals with Language structure and conventions is difficult

The perceptions of both teachers and learners significantly influence the Tshivenda Home Language, presenting considerable challenges. It was observed that participants held negative views regarding Tshivenda P1, particularly concerning grammar—now referred to as language structures and conventions—indicating that they find grammar to be the most difficult aspect of their role. Participants indicated that p1 assessment tasks are not difficult; the only difficult part is p1 section C (language structures and convections), such as mood sentences, identification of pronouns or verbs, and ambiguity. It was indicated that learners may score less than a quarter of a mark in Section C of Paper 1. Educators expressed their relief upon learning that this difficult section has been the subject of research, which has instilled hope that the issues encountered in Paper 1 are also being investigated.

Educators indicated that learners often do not find enjoyment in grammar instruction. This view is also supported by Wong and Barrea-Marlys (2022) who highlighted that negative perceptions of language teaching can lead to demotivation among both native teachers and students, who ultimately bear the consequences of the teachers' attitudes. If students do not find grammar lessons enjoyable, it may result in a lack of engagement, which can subsequently decrease their motivation to learn. This decline in motivation may lead to lower academic performance in language-related subjects. Many learners expressed that they find the language structure and conventions section C of Paper 1 challenging to comprehend, particularly regarding sentence moods, figurative language, ambiguity, language editing, proverbs, and idioms.

During the observation, the researcher noted that learners take a significant amount of time to express the meanings of proverbs and idioms. Others do not even attempt to comment on proverbs. This view is supported by Nengovhela (2017:148), who indicated that the ambiguity of idioms is a major problem encountered by learners. Phokwane and Malatji (2023:626) asserted that proverbs within the text are difficult to identify and interpret, which leads to learners struggling to identify them in a sentence." They further indicated that many learners often find it challenging to understand proverbs. This difficulty can stem from various factors, including a lack of familiarity with cultural references, figurative language, or the underlying meanings of the proverbs. For instance: The document analysis revealed that learners found it difficult to express the meaning of the proverb "*wa sa li pfa u vhudzwani u do li pfela vhulaloni*," which suggests that neglecting to listen can result in future difficulties. According to Asri and Rochmawati (2017), understanding idiomatic expressions is problematic for language learners. This view is reinforced by Belousova (2015), who indicated that learning idiomatic expressions is not easy and needs special attention. In support of the above Mantyla (2014) stated that even native speakers face difficulties in using and understanding idioms. The difficulties learners face when learning idioms and proverbs are related to less exposure to Home Language idioms and proverbs (Alhaysony, 2017). This suggests that the learners require additional support, as they may have relied on memorization of previous materials. Creating an enjoyable learning environment is essential for improving students' appreciation and mastery of grammar.

The documentary again noted that there are learners who are still struggling with prefixes and suffixes, whereas others find it difficult to identify concepts in a sentence such as pronouns or verbs. For instance, learners were presented with the word '*Zwipoto*' and instructed to identify the prefix, which in this case is "Zwi-." Only one out of the eight learners successfully identified it. In support of the above, the National Senior Certificate diagnostic report (2018:20) stated that identifying and correcting errors has become a regular part of paper 1, but many learners seem to find it very challenging. If grammar is taught in isolation, without contextual practice in speaking or writing, learners may find it difficult to comprehend. To ensure that lessons on Language Structure and Convention (LS&C) are effective and fruitful, there should be a focus on mastering grammar.

5.3.2. Laziness/ ignorance

The review of documents and interviews revealed that learners' struggles with language structure and conventions are largely due to laziness or procrastination in their studies. The results indicate that, overall, students who perform poorly in section C (language structure and conventions) are more prone to laziness and procrastination. It has been found that, in most of the classwork activities, learners were not writing their classwork and homework, some left blank spaces, and others did not even try to write. In many instances, this laziness leads to a consistent decline in academic achievement (Steel & Klingsieck, 2016). This view is reinforced by Duru & Bakis (2014) in their research which has revealed that passive attitudes such as laziness or procrastination affect self-regulation concerning academic performance. Neglecting to complete schoolwork can result in various adverse effects, such as diminished academic performance, heightened stress levels, and lowered self-esteem. It is important to develop a proactive approach to schoolwork to mitigate these potential consequences.

The researcher realized that if learners are too lazy to answer yes or no during interviews, even on their scripts and exercise books, and give a reason afterwards, how can they be able to answer cognitive questions or higher-order questions when they cannot answer lower-order questions?

5.3.3. Inadequate development of educators (workshops)

Participants have expressed concern about the lack of teacher development (TD), which they consider the most significant challenge facing educators. Educators have pointed out that the Department of Basic Education (DBE) is not providing enough workshops to help them develop their skills in teaching language structures and conventions. Not conducting workshops for educators can lead to several negative outcomes: Limited Skill Development and Outdated Knowledge. According to Reitzug (2020), in-service teacher development should be primarily motivated by the department's emphasis on addressing teachers' deficiencies in pedagogical knowledge and competencies. If educators do not receive workshops, several potential issues may occur, including decreased student engagement and diminished student achievement, among others.

International research highlights the importance of school-based teacher development, where senior coaches and mentors demonstrate effective practices to their peers (McLaughlin & Talbert, 2016). Biajana and Danijela (2018) supported the above statement that workshops are necessary in today's system of education as a supportive system of changing and enriching the learner's awareness of a whole range of teaching and learning strategies.

5.3.4. The use of different authors in learners' and educators' textbooks

The findings indicate that the use of different terms in different books to describe the same concept affects the learning of the paper 1 assessment, particularly in Section C, which focuses on language structures and conventions. Participants noted that inconsistencies in writing terminologies and content presentation confuse both students and educators, making it more difficult for them to grasp the material effectively. This inconsistency results in learners struggling to comprehend grammar. The researcher has noted that the authors who develop the Annual Teaching Plan and those who write textbooks are different, leading to variations in vocabulary usage. One author may simply translate terms from English to Tshivenda or borrow words directly.

Using different textbooks to teach a single concept can lead to several disadvantages, including confusion for both teachers and learners, a lack of coherence, difficulties

with assessments, and inconsistent terminology (McLaughlin & Talbert, 2016). Compulsory textbooks can, therefore, play a vital role in teaching language structures and conventions (Dekker & Gravemeijer, 2015). The use of different authors in learners' and educators' textbooks addressing a single aspect can have both advantages and disadvantages. On the one hand, it can provide diverse perspectives and a richer understanding of the topic. On the other hand, it may lead to confusion if the authors present conflicting information or varying interpretations.

5.3.5. Insufficient teaching and learning materials

Adequate facilities are essential for enhancing the effectiveness of grammar lessons. Educators widely agree that their schools do not offer sufficient resources, noting a significant shortage of Tshivenda grammar books that contain comprehensive information '*a hu na bugu dza tshivenda dzi re na mafhungo a girama oa fushaho*' (there is a lack of Tshivenda girama books with sufficient information). The findings revealed significant concerns among participants about the shortage of teaching and learning resources to help them learn and prepare for language structures and conventions (LS&C) tasks. The lack of resources is a significant challenge, impacting the teaching and learning of language structures and conventions. It has been shown that the lack of resources is a huge factor in the teaching and learning of Tshivenda Home language. This indicates that learners are unlikely to perform well without the necessary resources to prepare for formal assessments. One learner mentioned using the "*Ngoma ya vhatei*" book, while others relied on previous exam papers. Observations have shown that educators are utilizing past question papers along with their memoranda as a teaching resource. The lack of learning and teaching resources can significantly hinder the educational process, affecting both students and educators. Lack of adequate material resources impedes effective teaching and learning, giving rise to most underprivileged schools failing to produce competent students and good results (Kapur, 2022). He further emphasized that both learners and teachers will miss opportunities to empower themselves and apply practical skills in teaching and learning contexts, which in turn hinders their critical and creative thinking due to insufficient resources.

5.3.6. Lack of exposure to Language Structure and Conventions skill

There was a general complaint by educators that a lack of grammatical knowledge resulted in poorly structured sentences, incorrect punctuation, and confusing passages, making written communication difficult to read and comprehend. Document analysis revealed that learners struggle to identify adverbs and explain their function within a sentence. As a result, they are scoring zero on questions of this nature. Out of the eight sampled learners, only two were able to answer correctly. Document analysis again has revealed that learners struggle to identify moods and classify their types. For example, the phrase "*Ndi nga da matshelo*," which represents the indicative mood and indicates the possibility of an action occurring, posed challenges for them. Additionally, sentence editing emerged as another difficulty. Learners were tasked with correcting errors in provided sentences, but only a few succeeded. For instance, the word "*uluwela*" (grow) was misspelled; the correct form is "*alutshela*" (grown), and many found it challenging to make this correction. Mailula (2021) indicates that learners often make grammatical errors involving the incorrect use of nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, sentence moods, and idioms.

5.3.7. Insufficient time allocation

The results indicate that insufficient time allocation for teaching subjects significantly impacts the teaching and learning of P1 Tshivenda Home Language. It is believed that limited time restricts practice opportunities and reduces engagement. This can lead to gaps in understanding and less effective communication skills among learners. It was noted that educators focus more on a single skill instead of integrating it with listening, speaking, and communication skills, primarily due to time constraints. Numerous concepts need to be taught within a limited timeframe, which results in some content being overlooked. Consequently, learners are expected to know these items even though they were not covered. Teachers focus on the most important concepts, and maybe advocate scheduling as student support. According to the NEEDU (2018), "Most teachers would argue that they never have enough time to reach every learner, particularly the ones that are below grade level".

5.3.8. Educators' and learners' attitude towards Tshivenda Home Language

Current practices treat grammar as less important. However, it is essential to recognize that a solid understanding of grammar is crucial for the development of learners' language skills. Grammar instruction is often perceived as the most tedious skill to acquire across various educational institutions (Al-Mekhlafi & Nagaratnam, 2011). The mention of grammar in the classroom can trigger feelings of anxiety among students. To tackle this issue, language educators ought to aim to frame grammar instruction as a "non-threatening, creative, and beneficial component of the language curriculum" (Al-Mekhlafi & Nagaratnam, 2011).

Interviews, observations, and document analysis revealed that learners' attitudes are a contributing factor to learners' understanding of language structures and conventions. This study also revealed that educators' attitude is another contributing factor to the poor performance of learners towards language structure and conventions for instance' *ndi luambo lwa hayani*' (it is a native language). Koutris (2017) maintained that educators consider grammar learning to be unimportant. This view is supported by Getie (2020:33) who said that some language educators don't have enthusiasm in accomplishing their calling, they also misuse their time when teaching in passing with no relevant examples to make learners understand the topic.

Educators expressed concerns about students' attitudes toward their poor performance in language structures and conventions, noting a lack of interest in learning grammar for instance' *ndi vhalela u phasa*' (I read only to pass). Interviews revealed that learners pursue grammar primarily to achieve passing grades. Many learners are often disengaged, sleeping or making noise, and some work on assignments for other subjects during Tshivenda lessons. Learners mentioned that, despite being Venda speakers, they do not read Tshivenda and typically approach tests without any revision. A positive attitude can lead to greater engagement, motivation, and effort, while a negative attitude may result in disinterest and disengagement. This observation is supported by Ahmed (2015), who argues that if a learner's sole motivation stems from external pressure, their internal motivation will be limited, leading to poor performance. Learner A expressed the need to master the use of language and the rules of Tshivenda Home Language. When learners devalue a

subject, they're more likely to participate actively, seek help, and invest time in studying, all of which can enhance their understanding and performance.

5.3.9. Teacher-centred teaching method

The findings show that educators are not familiar with various teaching methods they can use to teach paper 1. They indicate that they use text and read, then interact with learners about the question asked. The results from interviews show that educators will write notes and only explain if time is still on their side if not, they leave the content unexplained. This is supported by Mupa and Chinooneka (2015), educators are not familiar with a variety of teaching methods, and they are unable to use various learning materials during the teaching and learning process.

The teaching strategies and methods applied by the educators are the question-and-answer methods, simplification of texts, and interaction. Other teaching methods were not applied; this shows that educators are stereotyped in using only one method, forgetting that learners learn in various ways. Yasin (2020:604) emphasizes that the pedagogical processes of educators have been related to the academic performance of learners. By integrating multiple teaching methods, educators can enhance engagement, improve retention of information, and foster a more inclusive learning environment. Additionally, a varied instructional approach can help to maintain student interest and motivation, ultimately leading to better educational outcomes. This strategy also allows for the reinforcement of concepts through different perspectives, facilitating deeper understanding and critical thinking skills.

5.4. RECOMMENDATIONS

The main purpose of the recommendation structured in this study is to have a clear overview of what causes the challenges faced by learners in LS&C skills. The study data analysis and findings designate the underlying problems and pushes the study to find solutions due to the identified problems. These recommendations dwell in a broad way which includes the Department of Education, educators, learners, and school management, which they should tackle in respect of the study findings given below.

- As it was proven that language structure and convention are difficult, educators need to ensure full learner participation for greater learner fulfilment. By implementing these measures—collaboration, support resources, assessment,

and feedback, and differentiated instruction—educators and departments can foster a supportive learning environment that effectively addresses the challenges students encounter with language structures and conventions.

- Learners' ignorance and laziness can be due to various factors such as lack of motivation and some other factors. Teachers can adopt various strategies to tackle learners' laziness and incomplete homework, such as establishing clear expectations and employing positive reinforcement.
- The DBE needs to convene a subject workshop that mainly focuses on LS&C. Because the DBE is aware of the poor performance in LS&C and has on-site support visits. These workshops need to include the strategies and method of teaching LS&C which will motivate educators to teach and learners to enjoy the lessons.
- Regarding the use of different authors, the DBE needs to have meetings with authors and have an agreement and stick to the use of a particular terminology instead of using various terms that confuse educators and learners. To avoid inconsistencies in terminology and content presentation, the following steps can be taken: collaboration among authors, regular reviews and updates, standardised guidelines, and feedback mechanisms.
- DBE needs to provide libraries that are fully operational and accessible for educators and learners and these libraries at school need to be maintained because the library at the selected school is not being used due to the outdated teaching and learning materials. This will assist in having decent results. The DBE should have officials who monitor the coverage of content to ensure that all the content is covered, according to the annual teaching plan. This will assist learners in being better prepared for the exam. The researcher recommends that learners need to be independent in their studies, they need to avoid procrastination and expose themselves to various Tshivenda grammar books.
- The DBE needs to work on time allocation to teach LS&C, since it is a challenge for learners.
- Educators need to familiarize themselves with various teaching methods and strategies to deliver a productive lesson.

- Past question papers should be used as revision tools, nevertheless, they should not become a limit or a prescribed source of teaching and learning. Learners need to interact with various sources from a broad range.

5.5. LIMITATION OF THE STUDY

Limitations are the factors that cause an inconvenience to the study or any incident that can limit the researcher's plans to go accordingly as planned (Sirisilla, 2023). There is no way a researcher cannot have limitations during the process of studying; hence every study has a limitation. According to Hassan (2024), limitation in research means any factor that affects the results, conclusions, and generalization of a study. He further indicated that these factors arise from different sources, for instance, the design of the study, the sampling methods used, the type of data collection, and the limitation of data analysis techniques. Zaidi (2019) supports Hassan as he describes limitations as an essential detail that can have a negative effect on the interpretation of your research results. The limitations of the study were as follows:

Participants' availability

The educators made the researcher select only the learners in grade 10 A because those in other grades were writing. This limited the number of participants found in one class and not all grade 10 classes, which obviously means that the data was limited.

Communication

The lack of communication between the selected Tshivenda educator and the principal caused some tension for the researcher. The principal did not communicate on time that there would be a visitor who would collect data on their subjects, which led to the educator feeling uncomfortable as if the researcher was there to judge or monitor her teachings.

Time limitations

The researcher was told to fasten the observation and interviews because learners needed to be taught since they would be writing the next day, so this did not do any justice for the researcher because she was limited to finding accurate and satisfied with the data she needed or collected.

Lack of literature review on paper 1 of Tshivenda Home Language in paper 1 LS&C

The lack of literature review in paper 1 LS&C made the literature review a long trip for the researcher to find the required literature review. This was the first study in Tshivenda grade 10 which dwelled on the perception of learners and educators on paper 1 LS&C. The researcher used other language literature reviews so that she could relate to her study.

In conclusion, the procedure of the application and approval of the TREC certificate had a negative impact on the progress of the study. The process to be done before the step to collect data was delaying the progress of finishing the research on time. The shortage of supervisors in 2022 also played a huge role in delaying the progress of the study. All these limitations mentioned caused trial and tribulation in finishing this research. Even if these procedures are necessary, a better way to work on them without delaying the progress of the researcher will be appreciation.

5.6. IMPLICATIONS FOR FUTURE RESEARCH

This study has fought to achieve its aim of investigation into the perceptions of learners and educators which opened eyes and brought light on the challenges that caused poor performance in paper 1 LS&C of grade 10 learners in the selected school. Regardless of the research made, there are still underlying factors that need to be investigated on the subject under Paper 1. These factors may include among other issues following:

- In the context of the study, there is a huge investigation that needs to further show the strategies that educators can ensure effective teaching for learners, especially those who have progressed or failed a grade should be done.
- An investigation should be carried out into whether the teaching and learning materials are not outdated and whether they are still covering the relevant information to limit poor performance due to learners who can't relate to the information given.
- Future research should explore the impact of combining LS&C skills with other competencies and identify strategies and methods for effective integration.

5.7. CONCLUSION

The research focused on the difficulties faced by grade 10 students in Tshivenda Home Language Paper 1 assessment tasks. The investigation aimed to identify the root causes of the issue and gather insights from both educators and learners regarding Paper 1 assessment tasks. The findings revealed the themes below: Language structure and conventions skill is difficult, Laziness /ignorance, Inadequate development of educators (workshops), the use of different authors in learners and educators' textbooks, Lack of teaching and learning resources, Insufficient time allocation, overcrowding, Learner's attitude towards Home Language, Educators attitude towards, lastly is the teacher-centred teaching method.

The researcher believes more challenges can be explored if more participants are involved. Behaviourism theory was used in this study. It was recommended that DBE monitor the allocation of resources and consider workshops that educate educators on how to integrate LS&C. Learners need to be fully exposed to LS&C content, and educators need to find ways to make the lessons interesting. This recommendation is considered to improve learners' performance regarding language structures and conventions skills.

In conclusion, the study revealed that while the necessary approach to integrating Paper 1 with other skills poses challenges during teaching, it proves more effective during assessments. The lack of teaching and learning materials for Paper 1 creates understanding difficulties for educators and students. Strategies and recommendations were provided to the Department of Basic Education, educators, parents, and learners to tackle this challenge. The study indicates that the underlying problem significantly impacts students' academic performance. Tshivenda Home Language teachers should find a more strategic method for teaching language structure and conventions skills. A good mastery of grammar ensures students' ability to master other language skills, especially writing.

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10.APPENDICES

APPENDIX A: REQUEST LETTER TO THE DEPARTMENT OF EDUCATION (CIRCUIT OFFICE)

Enquiry: Nethononda R.T.

Cell No: 0764056382

P. O Box 43

Munzhedzi

0948

17 January 2023

Department of Education
Elim Circuit
Private Bag X0960
Elim Hospital
Attention: Circuit Manager

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN OZIAS DAVHANA SECONDARY SCHOOL.

Dear Sir/Madam

I am Nethononda RT, student number 201724825, currently doing my master's degree at the University of Limpopo. My master's degree dissertation will focus on Educators and Learners 'perceptions of paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe West District, Limpopo Province, South Africa. This study will be conducted under the supervision of Dr Maphagela TG and Dr Rananga NC in the Department of Language Education.

I hereby request your approval to approach one of the schools in Elim Circuit for participants. I have provided you with a copy of my research proposal and my track certificate from the University, which allows me to conduct this research.

Upon completion of my study, I undertake to provide the Department of Education with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 0764056382 or Nethonondatracey@gmail.com. Thank you in advance for your cooperation.

Yours sincerely

Nethononda R.T.

A handwritten signature in cursive script, appearing to read "Nethononda R.T.", written in black ink.

Enquiry: Nethononda R.T.
Cell No: 0764056382

P.O Box 43
Munzhedzi
0948
27 June 2024

Ozias Davhana Secondary School
Private bag X241
Elim Hospital
0960

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT OZIAS DAVHANA SECONDARY SCHOOL

Dear Madam

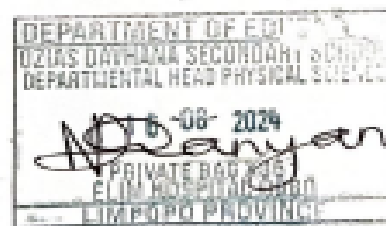
I am Nethononda R.T., student number 201724825, a Master's degree student at the University of Limpopo (UL). I wish to conduct a study for my master's dissertation, which focuses on Educators and Learners' perceptions of paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe West District, Limpopo Province, South Africa. This study will be conducted under the supervision of Dr Maphagela TG and Dr Rananga NC in the Department of Language Education.

I hereby request your approval to approach your school Ozias Davhana Secondary school for participants. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 0764056382 or Nethonondatracey@gmail.com Thank you in advance for your consideration.

Yours sincerely



Nethononda R.T.



APPENDIX C: LETTER TO PARENTS OF LEARNERS

Enquiry: Nethononda R.T.

Cell No: 0764056382

P.O Box 43

Munzhedzi

0948

17 January 2023

Ozias Davhana Secondary School

Private bag X241

Elim Hospital

0960

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT OZIAS DAVHANA SECONDARY SCHOOL WITH THE GRADE 10 LEARNERS.

Dear Sir/Madam

I am Nethononda R.T., student number 201724825, a Master's degree student at the University of Limpopo (UL). I wish to conduct a study for my master's dissertation, which focuses on Educators and Learners 'perceptions of paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Vhembe West District, Limpopo Province, South Africa. This study will be conducted under the supervision of Dr Maphagela T and Dr Rananga NC in the Department of Language Education.

I hereby request your approval to allow your children to act as participants for this study. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 0764056382 or Nethonondatracey@gmail.com Thank you in advance for your consideration.

Yours sincerely

Nethononda R.T.



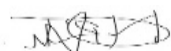
APPENDIX D: CONSENT FORM FOR EDUCATORS, _____,
confirm that (please check box as appropriate):

1.	I have read and understood the information about the project as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given an opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the research.	<input type="checkbox"/>
1.1. BACKGROUND AND MOTIVATION		
5.	The procedures regarding confidentiality have been clearly explained to me (e.g. use of names, pseudonyms, and anonymity of data, etc.).	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following: <ul style="list-style-type: none"> • I would like my name used, and I understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this research can be recognised. • I do not want my name used in this research. 	<input type="checkbox"/> <input type="checkbox"/>
10.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant's Signature

Print Name..... Date

Researcher's Signature.



Print Name. NETHONONDA RT.

Date. 17.01.2023

APPENDIX E: CONSENT FORM FOR THE LEARNERS

I, _____, confirm that (please check box as appropriate):

1.	I have read and understood the information about the project as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given an opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the research.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained to me (e.g., use of names, pseudonyms and anonymity of data, etc.).	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following:	<input type="checkbox"/>
	<ul style="list-style-type: none"> • I would like my name used, and I understand that what I have said or written as part of this study will be used in reports, publications, and other research outputs so that anything I have contributed to this research can be recognised. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • I do not want my name used in this research. 	<input type="checkbox"/>
10.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant's Signature

Print Name.....

Date

Researcher's Signature.



Print Name. NETHONONDA RT Date.17.01.2023

APHENDEKISI F: DZI MBUDZISO DZA VHAGUDISI

Mutodulusi: Madzina nga vhuḁalo ndi nne Nethononda Ronewa Tracey, ndi khou ita ṭhodisiso ya zwa pfunzo, kha ṭhoho ine ya vha yo sedza kha ku humbulele na kuvhonele kwa vhadededzi na vhagudi kha mishumo ya zwivhumbeo na milayo zwa kushumisele kwa luambo. Nga u ṭodi ṭukufhadza ndi humbela u vha itisa dzi inthaviyu nga ha mushumo ya zwivhumbeo na milayo zwa kushumisele kwa luambo arali.

1. Ndi ku fhio kuhumbulele kwavho ngaha kufunzele kwa zwivhumbeo na milayo zwa kushumisele kwa luambo?

2. Vha funza lungana zwivhumbeo na milayo zwa kushumisele kwa luambo kha vhege nahone vha langulwa nga mini?

3. Vha vhona u nga pfunzo ya zwivhumbeo na milayo zwa kushumisele kwa luambo l ya ndeme kha vhagudi kana kha tshikolo nahone iyi ṭhoho l na mbuyelo kha zwiṅwe zwikili zwi nonga tshikili tsha u vhala, tsha u ṅwala, na tsha u thetshesesa?

4. Kha tshenzhemo ya vho vha vhona vhagudi vha minwaha yo fhiraho na vha ṅwaha uno vha na ṅdivho ya tshikili tsha zwivhumbeo na milayo zwa kushumisele kwa luambo, nahone vha vhona vho fhambana ngani?

5. Vhagudi vha a pfesesa na u talukanya ndeme ya ngudo ya zwivhumbeo na milayo zwa kushumisele kwa luambo?

6. Vho lavhelesa vha a wana thikhedzo u bva kha muvhuso zwine zwa nga tuṭuwedza kha u guda na u funza zwivhumbeo na milayo zwa kushumisele kwa luambo?

Vhone vha vhona u nga vhagudisi vha ne vha khou tou thoma u funza vha nga thusiswa hani kha u zwivhumbeo na milayo zwa kushumisele kwa luambo?

7. Vha vhona u nga u kondelwa ha vhagudi kha u fhindula mbudziso dza zwivhumbeo na milayo zwa kushumisele kwa luambo zwi tshi nga khwiniswa ngani?

8. U shumiswa ha dzi bugu dza vhaṅwali vho fhambanaho kha Tshivenda luambo lwa hayani, zwi kwama hani kufunzele na kugudele sa?

9. Tshitatamende tsha Phojisi ya kharikhulamu na u linga l tuṭuwedza vhagusi uri musi vha tshi funza zwiṅwe zwikili vha funze na tshikili tsha zwivhumbeo na milayo zwa kushumisele kwa luambo. Vha vhona unga izwo zwo leluwa, ndi ngani vha tshi ralo?

10. Ngudo ya Tshivenda luambo lwa hayani l na zwikili zwina, vhone vha vhona u nga ndi tshikili tshifhio tshine vhagudi vha a vha na khaedu khatsho?

Ri a livhuwa

Nethononda RT



APHENDEKISI G: MBUDZISO DZA VHAGUDI

1. Ni vhona u nga pfunzo ya zwivhumbeo na milayo zwa kushumisele kwa luambo hu tshi vha hu zwifhio?

2. Ni vhona unga ngudo ya zwivhumbeo na milayo zwa kushumisele kwa luambo l ya ndeme, nahone ndi ngani ni tshi ralo?

Ngudo ya zwivhumbeo na milayo zwa kushumisele kwa luambo l funzwa lungana kha vhege?

3. Vhagudisi vha a sumbedzisa vhundeme ha pfunzo ya zwivhumbeo na milayo zwa kushumisele kwa luambo?

Ni na ndivho ya milayo yothe ya kushumisele kwa girama, na vhundeme hayo?

4. Nga tshifhinga tsha u guda thinwaipfi dza muambo, ni vhona unga ni a bviselwa khagala kha vhundeme ha thinwaipfi dza muambo, ni do vhe ni talutshedze?

5. Ni a di lugisela u nwala bambiri la u thoma, ndi ngani ni tshi ralo?

6. Ni di lugelisela hani musi ni tshi yo nwala bambiri la u thoma nga maanda kha mbudziso ya vhuṭanu. Arali phindulo hu HAI ni pfuke iyi mbudziso?

7. Ni a kona u topola thiŋwaipfi dza muambo kha mafhungo?

8. Ni a kona u khakhulula vhukhakhi vhu ne ha vha kha fhungo u itela uri li kone u amba, nahone ri tshi khakhulula fhungo ri vha ro sedza mini?

9. Ni na tshumiswa dzine na vha na dzo kha u dilugisela u ŋwala mulingo wa zwivhumbeo na milayo zwa kushumisele kwa luambo, arali dzi hone kha vha bule dzine vha dzishumisa?

Ri a livhuwa

Nethononda RT



APPENDIX H: University of Limpopo TREC



University of Limpopo
Faculty of Humanities
Executive Dean

Private Bag X1106, Sovenga 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email: Satsope.maoto@ul.ac.za

DATE: 11 December 2023

NAME OF STUDENT: NETHONONDA RT
STUDENT NUMBER: [201724825]
DEPARTMENT: MED – Language Education
SCHOOL: Education

Dear Student

FACULTY RATIFICATION OF PROPOSAL (PROPOSAL NO.FHDC2023/07/2/2.1.10)

I have pleasure in informing you that your MED proposal and Ethical Clearance application was ratified at the Faculty Higher Degrees Meeting on 13 July 2023.

TITLE: Educators' and Learners' Perceptions of Paper 1 Assessment in Grade 10 Tshivenda Home Language at Elim Circuit, Limpopo Province, South Africa

Note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully



Prof RS Maoto,
Executive Dean: Faculty of Humanities

Director: Prof MW Maruma
Supervisor: Mrs TG Maphagela
Co-supervisor: Dr C Rananga

Appendix I: Limpopo Provincial Research committee (LTREC)

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LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Review Date: 26 June 2024

Project Number: LPREC/38/2024: PG

Subject: Educators' and Learners' Perceptions of Paper 1 Assessment in Grade

10 Tshivenda Home Language at Elim Circuit, Vhembe District, Limpopo Province, South Africa

Researcher: Nethononda RJ

Chairperson: Prof I Swarts

A handwritten signature in black ink that reads "I Swarts".

Chairperson: Limpopo Provincial Research Ethics Committee

Date: 02 August 2024

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)

- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and provide the department with the final report/thesis.

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- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.