

**Investigation of Problems of Sesotho Oral Reading
Fluency in Primary and Post-Primary Schools in
Lesotho**

*By Dr. Lehlohonolo Phafoli –Principal Researcher Faculty of Humanities
and Dr. George Thamae – Co-researcher Faculty of Education*

Acknowledgements

We wish to thank all those who contributed towards the success of this research in various ways in this order:

- The National University of Lesotho,
- Ministry of Education and Training,
- Examination Council of Lesotho,
- The headmasters, headmistresses and principals of the schools that allowed the study to be conducted in their schools,
- Teachers and students who participated in the study,
- Research assistants,

Editors and many others whose names who do not appear on the list.

TABLE OF CONTENTS

Acknowledgements.....	
Executive Summary.....	
Chapter I Introduction	1
Statement of Problem	2
Significance of Research	5
Data Analysis	7
.....	8
Chapter II Teachers Responses	16
Chapter III Students Responses Commentary and Summary	20
Chapter IV Students Oral Reading Fluency	25
Chapter V Overall Comparative Analysis	44
Chapter VI Conclusion	51
Appendix	53
Questionnaires	54

PART 1

EXECUTIVE SUMMARY

Investigation of Problems of Sesotho Oral Reading Fluency in Primary and Post-Primary Schools in Lesotho

The research on the Investigation of Problems of Sesotho Oral Reading Fluency in Primary and Post-Primary Schools in Lesotho is a joint venture between by Dr. Lehlohonolo Phafoli –Principal Researcher Faculty of Humanities and Dr. George Thamae – Co-researcher Faculty of Education from the National University of Lesotho. The researchers first approached the Ministry of Education for permission and its assistance with regard to the research. They were further asked to help identify schools in each district which could be listed for interviews. Criterion for the selection of schools was as follows; **best performing schools in Sesotho and those that do not do well in Sesotho**. Assistance from ECOL was also sought on the Sesotho performance in schools. ECOL provided researchers with results for 2015 to 2017 from Standard 7, Junior Certificate and Cambridge Overseas School Certificate.

Six research assistants were identified and afforded a one day workshop in relation to the logistics of the interviews and oral reading tests. Research assistants were trained on the following; testing Sesotho oral reading fluency through passages, number of words read correctly per minute, conducting oral interviews from both teachers and students in schools, punctuality and social approaches when conducting a research.

The activities related to the actual business were done through pre-arranged appointments which were followed by visiting primary and high schools in the lowlands and rural areas. In each district interviews were conducted in two primary schools and two high schools in this manner; one primary in lowlands and one primary in rural area, and one high school in lowlands and one high school in rural area.

The team visited 39 schools and managed to interview 39 teachers and 164 students from the ten districts in Lesotho. The interviews were later compiled per districts and classified according to the two levels primary and high schools. They were further grouped based on the rural and lowlands, and the analysis also focused on the gender aspect, that is, the performance based on the female and male students at different levels. The compiled information was edited and followed by type-setting for public consumption and currently stored in both the soft and hardcopy.

With regard to accountability, the Principal Researcher made regular financial accounting of activities done that enabled the release of funds on a regular basis until the last cent.

In conclusion, it could be said that the exercise was a success. The hardcopies have been spiralled in a form of booklet for further proof-reading and production of final copy. The main obstacle was that the funds dried up before further activities could be completed. It is hoped that the final product will be received by most of the stakeholders through internet by the National University of Lesotho Library.

CHAPTER I - INTRODUCTION

This task was carried out by one member from the Faculty of Humanities in the Department of African Languages & Literature who was the Principal Researcher and the other from the Faculty of Education in the Department of Languages and Social Education who was the co-researcher. The aim of the research was to investigate the problems and suggest strategies to improve Sesotho oral reading fluency in Lesotho primary and post-primary schools. The research was conducted in ten districts of Lesotho in selected primary and post-primary schools. Collection of data was followed by the analysis which proposed a roadmap to constructive recommendations.

Statement of the problem

Researchers being the lecturers at the National University of Lesotho observed that students from high schools who join the university experience a major problem with regard to Sesotho oral reading fluency. Close observation of this oral reading exercise was conducted from 2010 hence the proposal this year. That is, students can hardly read Sesotho texts with accuracy, appropriateness and comprehension and in short, their oral reading lacks proper pronunciation of words and word-flow for ease of communication to the listener. Basically it seems as if students have not been exposed to reading of Sesotho texts loudly and accurately and not been assessed on Sesotho oral reading. This observation triggered this research in that there could be problems of Sesotho oral reading at primary and post-primary schools which have to be investigated in order to come up with strategies which could improve the oral reading fluency from primary to post-primary schools.

Research questions

What are the causes and nature of Sesotho oral reading problems-in primary and post-primary schools?

Which set of strategies could be used to improve Sesotho oral reading fluency in primary and post-primary schools?

Is there any assessment of Sesotho oral reading in primary and post-primary schools?

Objectives of the study

To investigate the problems that teachers and students encounter in Sesotho oral reading in primary and post-primary schools.

To find out if there are any mechanisms of assessment in Sesotho oral reading in schools.

To propose strategies that could be used to improve the Sesotho oral reading fluency in primary and post-primary schools.

Significance of the research

The research is of vital importance to the teachers and students of primary and post-primary schools.

It will enable students:

- ◆ To orally read Sesotho language fluently with accuracy, appropriate rate and comprehensively.

- ◆ To pronounce Sesotho words correctly when reading.
- ◆ To observe punctuation marks and follow them when reading.

It will also equip **teachers:**

- ◆ With appropriate strategies of improving Sesotho oral reading fluency.

The research will also benefit the nation as a whole in that improved Sesotho oral reading will ease communication to different sections of the society.

Methodology

Data collection

- The two researchers and two assistant researchers were be responsible for collecting data in ten districts with the assistance of head teachers and subject teachers of Sesotho Language.
- In each of the ten districts data was collected from two primary schools and two post-primary schools. The number was restricted by the financial constraints and most importantly researchers intended to cover the whole country in schools where Sesotho is taught in both primary and post-primary. This number enabled a wide representation that covers the country.
- Allocation of schools was based on the terrain of each district. That is, each district was divided into urban and rural areas. These criteria enabled researchers to gather information from schools with fewer facilities and those from well-equipped with accessible roads.
- N/B It was expected that 4 schools would be visited per district and the total would be 40 schools; 20 from rural areas and 20 from urban areas. The total number of schools was restricted by the proposed budget, the fewer the schools, the better coverage of the country in all ten districts.

The researchers first approached the Ministry of Education for permission and its assistance with regard to the research. They were further asked to help identify schools in each district which could be listed for interviews. Criterion for the selection of schools was as follows; **best performing schools in Sesotho and those that do not do well in Sesotho.** Assistance from ECOL was also sought on the Sesotho performance in schools. That is, there would be one best performing primary and one best post-primary, and one unsatisfactorily performing primary and one post-primary school. Purposive sampling will be employed in a pool of schools from both best and unsatisfactory ones where one school at primary and post-primary would be selected for oral reading tests and interview. Purposive sampling was used when selecting schools from rural and urban areas depending on the terrain of each district. It was expected that schools to be selected should be either be combined where primary and high school are in one school or in a place where schools are found in one mission station for ease of convenience in terms of travel. Another alternative was that schools to be selected should be a close as possible based on the fact that in lowlands site visits for each district would be one day while in the rural areas was two days.

Researchers intended to choose Standard 6 and Form D students. Standard 6 was selected because they could be said to have gone long a way at primary level and ought to be capable of Sesotho oral reading. At post-primary Form D students were selected on the basis that they have had enough experience from A and could be in a position to read

fluently. A sample of 6 students per school was said to be enough for oral reading test and interview but was later changed to 4 in 9 in districts. This sample comprised of students who are below average, average and above average with regard to Sesotho oral reading. In total per district expected number was 24 students but was reduced to 16 in 9 districts, and the total came down to 160. Researchers could not secure one school due to some administrative problems in those schools. These criteria assisted researchers during interviews and in the analysis in answering questions such as; why some are below while others are above average? What could be done to help those below the average? Oral reading test for students was expected to take at least three minutes while interview was expected to take at least five minutes but time varied due to circumstances that prevailed in each school per student. Teachers' interview was expected to be five minutes; at the primary school one teacher especially the class teacher was interviewed, at post-primary school one Sesotho teacher who teaches the Form D was the one to be interviewed but it varied per school per teacher.

Data collection: Researchers together with assistant researchers prepared questions for interview for both pupils and teachers. Pupils were asked about their competence in the reading of Sesotho, while teachers were asked about the methods techniques they employ to improve pupils' reading lessons on Sesotho. The questionnaires for both students and teachers were attached.

Having identified such schools, head teachers were notified of the dates for possible visits. This was the finalization of questions for interview in preparation for school visits.

Identification of research assistants: Four research assistants were selected, and had obtained degree with African Languages and Literature as a major and have had experience in conducting a project e.g. done project work at undergraduate or taken a course on project at undergraduate level. The rationale for this major it is because questions were conducted in Sesotho and answers had to be written in Sesotho.

Research assistants were afforded a one day workshop in relation to the logistics of the interviews and oral reading tests. Research assistants were trained on the following; testing Sesotho oral reading fluency through passages, number of words read correctly per minute, conducting oral interviews from both teachers and students in schools, punctuality and social approaches when conducting a research.

Their major tasks during the research are to:

- Fill in forms for each school, teacher and students visited.
- Conduct teachers and students interviews using the questionnaire.
- Test students' oral reading fluency through listening to students during the reading of the sample passage.
- They check the number of words read correctly per minute, problems students encounter during the oral reading such as pronunciation, word-flow.
- Identify problems students encounter.

After the workshops, research assistants accompanied the researchers on the days of the visits to carry out tasks as highlighted above.

After every visit research assistants under the supervision of researchers arranged collected information as per each category for ease of analysis. For instance information from primary schools with low performance were put together and best performing in its own group and given identification numbers based on the name of the district, performance, level and location.

Data Analysis

Analysis was structured in such a way that Students' and teachers' responses from interview questions were dealt with in different sub-sections. Furthermore responses from each question per group were put together for analysis and interpretation. Again with regard to oral reading students' performance was tabled according to the words correctness and incorrectness of the words read per minute and analyzed and interpreted. With regard to strategies, teachers' responses were dealt with in a separate sub-section. That is the responses were put together, analyzed and interpreted in terms of their feasibility.

Scope and duration

The research started in June, 2017 and completed in October, 2018 and covered ten districts of Lesotho. Interviewees were held with teachers and students from primary and post-primary schools.

CHAPTER II – TEACHERS’ RESPONSES

2.0 Introduction

The chapter covers teachers’ responses in this format: primary schools both rural and lowlands, and high schools both rural and lowlands, where each and every level is followed by a comparative analysis.

2.1 Rural Primary Schools’ Presentation

Total Female Teachers =8 Age range 30-54

Total Male Teachers = 2 Age range 33-69

Table 1 – Rural Primary Teachers’ Responses

Methods	-Individual students reading in class
Problems Encountered	-Students have no desire to read Sesotho -Others make errors on grammatical marks

The female students performed at a higher level in terms of correctly read words than the male students. The female students ranged from 30 – 57 correctly read words , whereas the male students ranged from 0 – 56 correctly words.

Improvements /Solutions	-Make Students read orally in small groups -Train them to read through frequent exercises
Assessment	-Teacher gives small oral examination

The male students had a greater range of incorrectly read words from 5 to 53 words read incorrectly. The female students were more precise with a range of 1 to 14 incorrect words.

Inclusion of Oral Reading	Inclusion of end of year oral exam would improve students pass marks Oral exam would make students more interested in Sesotho

2.2 Lowlands Primary Presentation

Total Female Teachers = 7 Age range 26-50

Total Male Teachers = 3 Age range 39-64

Table 2 – Lowlands Primary Teachers’ Responses

Oral Reading	- Teachers teach Sesotho orally
Methods	-Teachers select individual student to read to whole class -

Problems Encountered	-Shortage of Sesotho publications for students to read - Some students have no desire to read Sesotho
Improvements /Solutions	-Introduction of oral Sesotho reading competitions -Teachers will obtain Sesotho newspapers and make students read them orally in class -
Assessment	-Teachers do not examine students on oral reading in class
Inclusion of Oral Reading	-The teachers believe that oral reading be an examinable subject to encourage students to read Sesotho orally

2.3 Rural High School Presentation

Total Female Teachers = 8 Age range 26-59

Total Male Teachers = 1 Age range 51

2.4 Table 3 – Rural High School Teachers’ Responses

Oral Reading	- Teachers do teach oral Sesotho in class
Methods	- Students read individually in class and the teacher resolves issues after they have all read
Problems Encountered	-Students are unable to pronounce words in Sesotho correctly - Students cannot understand grammatical marks used in Sesotho - Students read in a staggered manner and are not fluent in their reading ability
Improvements /Solutions	- Teacher to make students to read oral text one at a time - Teacher to assist students with the correct usage of grammatical marks used in Sesotho - Make students read Sesotho publications much more frequently
Assessment	- The teachers do not examine the students on oral Sesotho reading in class

2.4 Lowlands High Schools Presentation

Total number of Female Teachers = 4 Age range 31- 51

Total number of Male Teachers = 4 Age range 35- 58

Table 4 – Lowlands High School Teachers’ Responses

Oral Reading	- The teachers perform oral reading in class with the students
Methods	- Method used is each student reads orally in class - Each student is given a tract to read by the teacher
Problems Encountered	- Some students do not know how to read at all - Other students are shy when reading orally in public - Some students have no interest in reading Sesotho at all
Improvements /Solutions	- Students should be taught the importance of knowing how to read Sesotho - -
Assessment	- The teachers do not examine the students on oral reading of Sesotho
Inclusion of Oral Reading	- The teachers encourage the inclusion of oral Sesotho as an examinable subject in schools

2.6 SUMMARY

LOCATION	FEMALE	AGE RANGE	MALE	AGE RANGE
RURAL PRIMARY	8	30-54	2	33-69
RURAL HIGH SCHOOL	8	26-59	1	51
LOWLANDS PRIMARY	7	26-50	3	33-64
LOWLANDS HIGH SCHOOL	4	31-51	4	35-58
TOTAL	27		10	

There are clearly a greater number of Female teachers than Male teachers in the schools, interviewed in the oral fluency Sesotho exercise. This maybe representative of the national demographic status of women in Lesotho whereby there are more women than men. The age range for Female teachers and Male teachers across the Lowlands and Highlands was essentially the same.

2.7 Teachers' Overall Responses Ten Districts

Oral Reading	Methods	Problems Encountered	Improvements / Solutions	Assessment	Inclusion of Oral Reading	General Overview
Teachers agree that there is oral Sesotho reading practiced in both primary and high schools	Open or public reading by individual students in class	Some students do not know how to read Sesotho and mispronounce words and grammatical marks used in Sesotho	Avail current reading materials to students such as Sesotho Newspapers , books and magazines	There should be end of year examinations for oral Sesotho reading	Oral Sesotho reading should be included amongst examinable subjects	Students are generally receptive to oral Sesotho reading in class

2.8 CONCLUSION

The teachers interviewed for the oral fluency in Sesotho exercise gave varying views as to the current state of the Sesotho language and its being spoken by primary and high school students. The teachers were a total of thirty seven (37) throughout the ten districts of the oral fluency exercise. Female teachers were the majority whilst Male teachers made up the minority.

Comments by the teachers ranged from requests to include the oral Sesotho as an examinable subject to concerns that students were disinterested in reading Sesotho to some students did not know how to read at all.

Teachers had extensive problems finding reading material written in Sesotho for the students to read orally in class. Access to Sesotho newspapers, text books and magazines is very difficult for the teachers and the students, most schools do not have adequate budgets for text books let alone newspapers and magazines printed in Sesotho for students to read at school or at home.

CHAPTER III - STUDENTS' RESPONSES AND COMMENTS

3.0 Introduction

The chapter covers students' responses in this format: primary schools both rural and lowlands, and high schools both rural and lowlands, where each and every level is followed by a comparative analysis.

3.1 Rural Primary Schools Students' Presentation

Total Female Students =22

Total Male Students = 20

Table 5 – Rural Primary School Students' Responses

Oral Reading of Sesotho	- All students were taught oral reading in class
Methods	- Each student reads according to his/her seating position in class -
Problems Encountered	- Mispronunciation of Sesotho words - Difficulty with grammatical marks
Improvements /Solutions	- Read Sesotho publications more frequently
Assessment	- There is an oral exam
Inclusion of Oral Reading	- Assist in their overall pass mark

3.2 Lowlands Primary School Presentation

Total Female Students = 20 Age range 11-13

Total Male Students = 22 Age range 10-16

Table 6 – Lowlands Primary School Students' Responses

Oral Reading	- They are taught oral reading of Sesotho
Methods	- Given text books to read for themselves
Problems Encountered	- Mispronunciation of Sesotho words - Difficulty with grammatical markings
Improvements /Solutions	- They should be given Sesotho text books to read
Assessment	- They are given oral examination
Inclusion of Oral Reading	- Sesotho should be included amongst examinable subjects

3.4 Rural High School Presentation

Total Female Students = 20 Age range 14-19

Total Male Students = 20 Age range 17-21

Table 7 – Rural High School Students’ Responses

Oral Reading	- They are taught oral reading of Sesotho
Methods	- Individual reading in class
Problems Encountered	- Mispronunciation of Sesotho words - Difficulty with punctuation markings
Improvements /Solutions	- Students would ask knowledgeable person when having difficulties
Assessment	- They are not examined on oral reading of Sesotho
Inclusion of Oral Reading	- Students would like oral reading of Sesotho to be included in end of the year examinations

3.5 Lowlands High Schools Presentation

Total number of Female Students = 20 Age range 17-20

Total number of Male Students = 20 Age range 18-21

Table 8 – Lowlands High School Students’ Responses

Oral Reading	- Students are taught oral reading of Sesotho in class
Methods	- Individual reading by students in class
Problems Encountered	- Mispronunciation of Sesotho words - Difficulties with punctuation marks
Improvements /Solutions	- Read more Sesotho publications more frequently
Assessment	- They are examined on oral reading of Sesotho
Inclusion of Oral Reading	- Students would like the inclusion of oral Sesotho reading in end of the year examinations

3.6 Students Overall Responses

Oral Reading	Methods	Problems Encountered	Improvements / Solutions	Assessments	Inclusion of Oral Reading	General Overview
Yes there is oral reading in schools both primary and high school	Oral reading is done through open class room reading	Lack of adequate reading materials	Use of adequate reading materials	There should be examinations for oral Sesotho reading	Students agree that oral Sesotho reading should be included amongst examinable subjects	Oral Sesotho reading is enjoyable and should be encouraged in schools

3.7 Overall personal reaction by students during oral reading exercise

Negative responses

- Some indicated that they were nervous during the reading session.
- They nearly collapsed during the reading session.
- Did not want to read or finish the given text due to mispronunciation.
- Did not even understand the extract.
- Quite afraid as they are not used to reading.

Positive responses

- Some enjoyed reading because they like Sesotho.
- Some found the extract interesting as they normally read texts.
- Some felt like reading the extract again as they enjoyed the text.
- Some felt excited as they could do without stammering.

3.8 Consolidated students' response to oral reading exercise

School	Punctuation Markings	Pronunciation	Access to Sesotho publications	Teaching of Oral Sesotho in School
Rural Primary	Low Comprehension	Intermediate Comprehension	Very low	Yes
Lowland Primary	Low Comprehension	Intermediate Comprehension	Very low	Yes
Rural High School	Low Comprehension	Intermediate Comprehension	Very low	Yes
Lowland High School	Low Comprehension	Intermediate Comprehension	Very low	Yes

The above matrix shows that the Primary schools both rural and lowland share the same problems with regard to punctuation markings, pronunciation, access to Sesotho publications and oral reading of Sesotho in School. The high schools also experience the

same issues on punctuation markings, pronunciation, access to Sesotho publications and the teaching of oral Sesotho in these schools.

The learning of Sesotho and its survival as a lingua franca for Lesotho is in danger. Rapid changes to established curricula must be made to ensure that Sesotho is both taught and read orally in schools , both primary and high school.

**3.9 (a) Detailed Problems Encountered by Teachers and Students on Oral Reading:
3.9.1 Teachers**

PROBLEMS

Not interested in reading, students do not volunteer to read No reading lessons C, Problem of pronunciation, Staggering Problems with punctuation, No reading materials.	
No reading lessons, student don't volunteer, staggering during reading Problem with pronunciation, Lack of reading material	
Problem with punctuations, no reading materials Problems not interested in reading	
Problem in pronunciation, not interested in reading, no reading materials, problem in pronunciation	
Staggering, problems with punctuation, delay of reading materials New curriculum, automatic promotion, Learners forced to speak and communicate in English.	

3.9.2 DETAILED STUDENTS PROBLEMS

Problems on Reading	
Appropriate pronunciation of words Observation of punctuation marks while reading Being laughed at by class mates Cannot read quickly / slow pace when ready.	
Pronunciation of words Observations of punctuation marks	
Appropriate pronunciation Proper use of punctuation marks Skip words Insert words	
Tone Proper use of punctuation Appropriate pronunciation of words Repeat words while reading.	
Appropriate pronunciation of words Use of punctuation words Being laughed at by class-mates	

3.9 (b) DETAILED RECOMMENDED IMPROVEMENTS FROM TEACHERS AND STUDENTS:

3.9.3 Teachers

Regular reading solutions, drill pronunciation
Reading Competitions, Use of punctuation marks
Drill punctual, pronunciation, chose learners randomly day reading

Reading lessons done regularly, Reading competitions
Drill pronunciation, read regularly

Read variety of materials regularly, In Class in groups
Drill pronunciation, drill punctuation

Summarise after reading passage, one by one reading
Reading in groups, summary report after reading
Guided reading

Drill punctuation, read regularly, guided reading

3.9.4 Students Guided reading

Develop a culture of reading regular, pre-read by class
Ask teacher's guidance

Develop a culture of regular reading.
Seek help from class mates and friend.

Develop a reading culture
Seek help from others.

Develop a reading culture
Seek help from teacher and students
Read slowly

Develop a reading culture
I will read voluntarily. Seek help from teachers.

CHAPTER 4 – STUDENTS’ ORAL READING FLUENCY- DATA PRESENTATION

4.1 Introduction

The chapter covers students’ oral reading fluency in this format: primary schools both rural and lowlands, and high schools both rural and lowlands, where each and every level is followed by a comparative analysis.

BEREA – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	
4	Males----2	13
	Females—2	11-12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	50	4	2	-	4
F	48	3	5	-	4
M	45	5	6	-	4
M	45	8	4	-	3

BEREA – Lowlands Primary Schools

Students Responses

NO. OF STUDENTS	GENDER	
4	Males----2	11
	Females—2	12-15

	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	30	16	10	-	4
F	40	5	5	10	-
M	57	1	1	1	-
M	3	57	-	-	-

BEREA – Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	19-20
	Females--2	16-19

General overview - Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practice their oral Sesotho reading. Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	53	5	1	1	2
F	54	1	1	-	5
F	58	2	-	-	-
M	56	3	-	-	1

Conclusion on the oral fluency exercise

The male student performed poorly in this exercise scoring the lowest in the correct reading category and in the incorrectly read category also had the worst score. The female students performed better and this is indicative of the population demographics in Lesotho where there are more females than males and they tend to be better educated than their male counterparts.

BEREA – Lowlands High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males---2	17-18
	Females—2	16-18

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	4	30	20	6	-
M	50	2	2	6	-
F	45	5	4	4	2
F	59	1	-	-	-

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes with the exception of male student one (1) who read thirty incorrect words.

BUTHA BUTHE – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
6	Males----3	11-13
	Females—3	11-12

	Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
	F	55	2	2	1	-
	M	49	5	6	-	-
	M	44	13	2	-	-
	F	57	1	2	-	1
	F	54	4	2	-	1
	M	56	6	2	1	-

BUTHA BUTHE – Lowlands Primary School

Students Response

NO. OF STUDENTS	GENDER	AGE
6	Males----3	11-13
	Females—3	11-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	32	14	10	3	-
M	5	10	15	20	10
F	57	-	3	-	-
M	20	12	7	-	1
F	14	40	2	2	2
M	10	30	10	6	4

BUTHA BUTHE – Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE	
6	Males----3	17-20	
	Females—3	16-17	

General overview- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practise their oral Sesotho reading. Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
Female	53	2	3	2	-
Male	56	3	1	-	1
Female	55	5	-	-	-
Male	52	2	3	3	2
Female	56	2	1	-	1
Male	55	5	4	1	-

Conclusion on the oral fluency exercise

The students generally performed well in the oral fluency exercise scoring high on the correct words score.

BUTHA BUTHE –Lowlands High School

NO. OF STUDENTS	GENDER	
6	Males----3	17-18
	Females--3	16-18

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	57	2	1	-	-
M	53	3	3	-	1
F	57	2	1	-	-
M	54	2	3	-	1
F	54	-	4	2	-
M	55	1	1	-	3

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes

LERIBE – Rural Primary School

NO. OF STUDENTS	GENDER	AGE
4	Males----1	12
	Females--3	11-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	50	10	01	00	01
F	56	04	02	00	00
F	46	08	01	06	00
M	56	04	02	00	00

LERIBE-Lowlands Primary Schools

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	11
	Females--2	11-12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	40	10	05	05	00
M	03	50	07	00	00
F	45	05	10	00	00
F	06	50	01	02	01

Conclusion of oral fluency exercise

The performance of the students in a male versus female analysis showed that in this school the students performed poorly in the oral reading exercise. The number of incorrectly read words and the reading with staggering shows that more emphasis must be placed on oral reading of Sesotho in this school.

MAFETENG – Rural Primary School
Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	11-13
	Females—2	12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	56	3	1	-	-
F	46	9	5	-	-
M	56	1	3	-	1
M	8	49	-	3	-

MAFETENG – Lowlands Primary School

Students Response

NO. OF STUDENTS	GENDER	AGE
4	Males----2	13-15
	Females--2	12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	0	20	30	5	5
F	51	3	4	-	2
M	30	23	7	-	-
F	50	3	7	-	-

MAFETENG – Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	18-21
	Females--2	17-18

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	50	1	8	-	1
M	56	-	3	-	1
F	51	5	4	-	-
F	56	-	3	-	1

Conclusion on the oral fluency exercise

The students performed on an even basis in terms of the oral fluency exercise.

MAFETENG –Lowlands High School

NO. OF STUDENTS	GENDER	AGE
4	Males----2	18-20
	Females--2	17-20

General Overview

- Three students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.
- One student was concerned with a continued inability to read Sesotho would result in a lack of articulation on their part and a failure to appreciate the content of written Sesotho publications.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	20	30	10	-	-
F	59	-	1	-	-
F	57	2	1	-	-
M	56	-	4	-	-

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed on the mid section of the ranking especially due to the fact that there were a lot of unrecorded scores.

MASERU – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	12-13
	Females--2	11-14

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
MALE	25	14	4	2	15
MALE	48	3	8	-	1
FEMALE	32	6	18	-	4
FEMALE	54	3	3	-	-

**MASERU – Lowlands Primary School
Students Response**

NO. OF STUDENTS	GENDER	AGE
4	Males-2	13-14
	Females-2	12-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	34	4	1	10	12
F	57	1	1	2	4
M	43	8	2	2	6
M	51	9	-	-	1

Conclusion of oral fluency exercise

The performance of the students in a male versus female analysis showed that in this school the students performed fairly well in the oral reading exercise, but the number of incorrectly read words and the reading with staggering shows that more emphasis must be placed on oral reading of Sesotho in this school.

MASERU- Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	17-18
	Females--2	17-20

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	57	3	-	-	-
F	54	-	5	1	3
M	57	7	-	-	2
F	56	1	2	1	-

Conclusion on the oral fluency exercise

The students performed very well in the oral fluency exercise with few negative words i.e. staggering or word insertions being recorded.

MASERU- Lowlands High School

NO. OF STUDENTS	GENDER	AGE
4	Males----1	16
	Females--3	17-19

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	59	-	1	-	-
F	52	3	5	-	-
M	54	3	3	-	-
F	60	-	-	-	-

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sex.

MOHALES HOEK – Rural Primary School

Students Responses

		NO. OF STUDENTS	GENDER	AGE
		4	Males----2	12-14
			Females--2	11-12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	48	06	05	00	01
M	48	06	05	00	01
M	23	21	12	04	00
F	40	14	05	00	01

MOHALES HOEK – Lowlands Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	11-14
	Females--2	11-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	51	01	07	00	01
F	49	06	03	02	00
M	43	12	04	00	01
F	52	01	07	00	00

Conclusion of oral fluency exercise

The performance of the students in a male versus female analysis showed that in this school the students performed fairly well in the oral reading exercise. The number of incorrectly read words and the reading with staggering shows that the students were concentrating on the text they were reading during the oral reading exercise.

MOHALES HOEK – Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----1	20
	Females—3	16-17

General overview

- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practice their oral Sesotho reading.
- Two other students also indicated that a lack of practice of reading Sesotho orally would result in their inability to secure gainful employment.
-

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	55	00	04	00	01
M	55	00	03	01	01
F	53	06	01	00	00
F	53	02	04	00	01

Conclusion on the oral fluency exercise

The female student one and two performed better than the male student and the third female student..

MOHALES HOEK – Lowlands High School

TABLE 1.3

NO. OF STUDENTS	GENDER	AGE
4	Males----2	
	Females--2	17

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	56	2	2	00	00
F	47	01	11	00	01
M	51	06	02	01	01
M	47	02	11	00	00

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes.

MOKHOTLONG – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	13-14
	Females--2	12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	51	5	4	0	0
M	47	6	7	0	0
F	50	6	3	0	1
M	0	0	0	0	0

MOKHOTLONG – Lowlands Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	16
	Females--2	12-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	38	01	21	00	00
M	37	05	16	00	02
M	47	06	04	00	03
F	46	01	09	00	04

MOKHOTLONG – Rural High School

Students Responses

NO. OF STUDENTS	GENDER	
4	Males----2	18-19
	Females-2	15-16

General overview- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practice their oral Sesotho reading. Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	57	01	1	0	1
M	50	07	3	0	0
F	55	0	3	0	2
M	53	04	3	0	0

Conclusion on the oral fluency exercise

The male student performed poorly in this exercise scoring the lowest in the correct reading category and in the incorrectly read category also had the worst score. The female students performed better and this is indicative of the population demographics in Lesotho where there are more females than males and they tend to be better educated than their male counterparts.

MOKHOTLONG – Lowlands High School

NO. OF STUDENTS	GENDER	AGE
4	Males----2	17-18
	Females--2	18

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	56	2	2	00	00
F	47	01	11	00	01
M	51	06	02	01	01
M	47	02	11	00	00

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes.

QACHA'S NEK – Rural Primary School

Students Responses

NO. OF STUDENTS		GENDER		AGE	
4		Males---- 2		13-15	
		Females-- 2		12-13	
Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	33	9	17	-	2
M	-	-	-	-	-
M	51	4	18	1	2
F	25	14	18	1	2

Conclusion on Sesotho oral reading fluency exercise

The female student's scores lower than the recorded male student's scores. This is reflective of the reading abilities of the students and shows that the male student was more confident and effective in his reading than were the female students.

QACHA'S NEK – Lowlands Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE	
4	Males---- 3	10-11	
	Females—1	11	

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	53	3	3	-	1
M	52	5	3	-	-
M	52	5	1	2	-
M	49	9	2	-	1

Conclusion of oral fluency exercise

The performance of the students was even in this school with the exception of male student three.

**QACHA'S NEK – Rural High School
Students Responses**

NO. OF STUDENTS	GENDER	AGE
4	Males---- 3	16-20
	Females--1	22

General overview- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practice their oral Sesotho reading. Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	46	2	9	-	3
M	46	3	9	-	2
F	50	4	6	-	-
M	30	5	11	1	3

Conclusion on the oral fluency exercise

The male students performed poorly in this exercise scoring the lowest in the correct reading category and in the incorrectly read category. The female student performed better and this is indicative of the population demographics in Lesotho where females compete against males they tend to be better educated than their male counterparts.

QACHA'S NEK – Lowlands High School

NO. OF STUDENTS	GENDER	AGE
4	Males---- 3	16-20
	Females—1	22

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	46	2	9	-	3
M	46	3	9	-	2
F	50	4	6	-	-
M	30	5	11	1	3

Conclusion on the oral fluency exercise

The male students performed poorly in this exercise scoring the lowest in the correct reading category and in the incorrectly read category. The female student performed

better and this is indicative of the population demographics in Lesotho where females compete against males they tend to be better educated than their male counterparts.

QUTHING – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	13-14
	Females--2	11-12

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	30	11	16	1	
M	17	14	28	-	1
F	36	11	9	3	1
M	2	53	4	1	-

QUTHING – Lowlands Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males---2	11-14
	Females--2	11-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	51	9	-	-	-
M	36	18	5	1	1
F	40	16	2	2	4
M	4	51	1	2	2

Conclusion of oral fluency exercise.

The performance of the students in a male versus female analysis showed that in this school all the students performed poorly in the oral reading exercise. The number of incorrectly read words and the reading with staggering shows that more emphasis must be placed on oral reading of Sesotho in this school.

QUTHING – Rural High School
Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----	
	Females--4	17-19

General overview- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practice their oral Sesotho reading. Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	57	-	3	-	-
F	58	-	2	-	1
F	58	1	-	-	1
F	56	3	1	-	-

Conclusion on the oral fluency exercise

The female students performed well in this exercise scoring the high points in the correct reading category. The female students performed better and this is indicative of the population demographics in Lesotho where there are more females than males and they tend to be better educated than their male counterparts.

QUTHING – Lowlands High School

NO. OF STUDENTS	GENDER	
4	Males----2	17-19
	Females--2	17

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	54	2	4	-	-
F	54	1	4	-	1
M	56	-	2	2	-
M	55	1	3	-	1

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes.

THABA TSEKA – Rural Primary School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	12-13
	Females—2	12-13

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	45	11	-	3	1
F	54	6	1	-	-
M	42	10	5	1	1
M	43	10	5	1	1

Conclusion on Sesotho oral reading fluency exercise

The students performed essentially on an equal footing in this exercise.

THABA TSEKA- Lowlands Primary School

Students Responses

	NO. OF STUDENTS	GENDER	AGE
4		Males----2	10-12
		Females—2	11

General Overview- Three students said that not knowing how to read Sesotho would result in their inability to read important documentation and notifications. One student stated that without knowing how to read and write Sesotho they would fail to secure employment.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	51	6	2	1	1
F	53	5	2	-	1
M	50	9	-	1	1
F	49	7	2	2	-

Conclusion of oral fluency exercise

The performance of the students in a male versus female analysis showed that in this school the students performed fairly well in the oral reading exercise. The number of incorrectly read words and the reading with staggering shows that the students are equally balanced in their understanding of oral Sesotho.

THABA TSEKA –Rural High School

Students Responses

NO. OF STUDENTS	GENDER	AGE
4	Males----2	17&17
	Females—2	18-19

General overview- Two students were of the opinion that an inability to read Sesotho would result in their being unable to find gainful employment. Two students also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

Gender	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
F	48	5	11	-	2
M	48	5	6	-	1
F	42	3	13	2	-
F	57	3	-	-	-

Conclusion on the oral fluency exercise

The performance of this group of students was mixed and tending towards the poor side as the number of incorrect words and staggered reading were on the high end but slight compensation through few skipped and inserted words.

THABA TSEKA – Lowlands High School

NO. OF STUDENTS	GENDER	AGE
	Males----2	18-19
	Females-2-	16-18

General Overview- Two students indicated that they would be unable to read important documents written in Sesotho if they were not taught how to read Sesotho at school. One student stated that they would not be able to find gainful employment without understanding Sesotho properly. The fourth student did not give a response.

	Correctly read	Incorrectly read	Read with staggering	Skipped words	Inserted words
M	58	-	2	-	-
F	59	-	1	-	-
M	54	3	2	1	-
F	52	3	5	-	-

Conclusion on the oral fluency exercise

In this lowlands high school both the male students and female students essentially performed at par with each other and there was no significant difference in fluency between either sexes.

CHAPTER 5 - ANALYSIS

Introduction

The chapter covers overall comparative analysis of students' oral reading fluency in this format: All Rural Schools against All Lowlands Schools.

PRIMARY SCHOOLS

Overall Rural Primary Schools Presentation

Total Males Rural Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M 21	2-56	0-53	0-8	0-3	0-15

Total Females Rural Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F 21	25-57	1-14	2-18	0-3	0-4

Overall Lowlands Primary Schools Presentation

Total Males Lowlands Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M 21	3-57	1-57	0-16	0-20	0-15

Total Females Lowlands Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F 21	6-53	0-40	0-18	0-10	0-12

Comparative analysis of Rural and Lowlands Primary Schools.

Total Rural Males Vs Total Lowlands Males Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M (R)	2-56	0-53	0-8	0-3	0-15
M (L)	3-57	1-57	0-16	0-20	0-15

Correctly read.

Both rural and lowlands males have comparatively read and pronounced words correctly due to similar exposure to similar classroom situations.

Incorrectly read

Lowlands males comparatively read more words incorrectly as compared to rural males. This might be due to the fact that probably they were frightened.

Read with staggering

Here the lowlands males have a higher percentage of reading with staggering.

Skipped words

Lowlands males skipped more words than rural males.

Inserted words

Both rural and lowlands males are the same here probably due to exposure to similar classroom situation.

Total Rural Females vs Total Lowlands Females Primary School

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F (R)	25-57	1-14	2-18	0-3	0-4
F (L)	6-53	0-40	0-18	0-10	0-12

Correctly read

Rural females have read many words correctly than lowlands females.

Incorrectly read

Lowland females have read many words incorrectly than rural females.

Read with staggering

Here, both rural and lowlands females are comparatively the same.

Skipped words

Lowlands's females skipped more words than the rural females maybe due to lack of Sesotho textbooks or lack of reading culture.

Inserted words

Lowlands's females inserted many words than the rural females.

Countrywide Primary Males vs Countrywide Primary Females

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M	2 - 57	0 – 57	0 – 16	0 – 20	0 -15
F	6-57	0-40	0-18	0-10	0-12

Correctly read

Females performed better than the males country wide.

Incorrectly read

Females once again performed better than males here.

Read with staggering

Males performed better than the females here country wide.

Skipped words

Females performed well here than the males.

Inserted words

Comparatively females performed better than the males country wide.

Summary

Rural females performed better across all the categories against their Lowlands female student counterparts.

The students in the ten (10) rural primary schools in the ten districts were found to be avid readers but without ready access to reading material written in Sesotho. The students expressed difficulty in be able to understand punctuation marks used in Sesotho and pronunciation of words in written text. Primary school students in the rural areas

were expected to have an extensive knowledge of Sesotho due to their proximity to parents and rural folk who use the language continuously but their ability was still below reasonable expectation.

The students in the lowlands primary schools experienced much of the same issues of understanding punctuation marks utilized in Sesotho and the pronunciation of words in Sesotho. Their opinion was that lack of Sesotho publications and oral reading in class and outside of school contributed to their poor ability to read Sesotho orally and understand the punctuation markings used in the language.

HIGH SCHOOLS

Overall Rural High Schools Presentation

Total Rural Males High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M 21	30-57	0-9	0-8	0-3	0-3

Total Rural Females High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F 21	48-58	0-6	0-13	0-2	0-5

Overall Lowlands High School Presentation

Total Lowlands Males High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M 21	20-58	0-30	0-20	0-6	0-4

Total Lowlands Females High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F 21	47-60	0-5	0-13	0-9	0-5

Comparative analysis of Rural and Lowlands High Schools.

Rural Males Vs Lowlands Males High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M (R)	30-57	0-9	0-8	0-3	0-3
M (L)	20-58	0-30	0-20	0-6	0-4

Correctly read

In this category, rural males performed better than lowlands males even though both parties performed well. The reason for this good performance might be their exposure to similar facilities in schools.

Incorrectly read

Lowlands males performed better than the rural males probably due to good culture of reading Sesotho textbooks, good Sesotho teachers did or a good Sesotho speaking practice at their homes.

Read with staggering

Rural males have a satisfactory performance in this category as compared to lowlands males.

Skipped words

In this category again rural males performed better the lowlands males maybe due to their exposure to good Sesotho reading material both at home and school.

Inserted words

Rural males did well as compared to lowlands males.

Rural Females Vs Lowlands Females High Schools

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
F (R)	48-58	0-6	0-13	0-2	0-5
F (L)	47-60	0-5	0-13	0-9	0-5

Correctly read

Rural females performed better as compared to lowlands females.

Incorrectly read

The performance of both Rural and Lowlands females is comparatively the same maybe due to exposure to similar working and reading conditions / facilities at their respective homes or schools.

Read with staggering

In this category, the performance of two groups is the same maybe due to similar reading culture and availability of Sesotho reading materials at their respective schools.

Skipped words

Rural females skipped few words as compared to lowlands females due to good reading culture they had.

Inserted Words

Performance of both groups is similar due to exposure to Sesotho reading culture.

Countrywide High School Males vs Countrywide High Schools Females

Gender	Correctly read Range	Incorrectly read Range	Read with staggering Range	Skipped words Range	Inserted words Range
M	20-58	0-30	0-20	0-6	0-4
F	47-60	0-6	0-13	0-9	0-5

Correctly read

Comparatively females performed well in this category countrywide as it is always the fact females are more intelligent than males at this age.

Incorrectly read

Again here females did very well as compared to males due to similar reasons given in the above category.

Read with staggering

Even in this category, females still performed well as compared to males country wide.

Skipped words

Here, males performed better than females since they were very slow in the reading process.

Inserted words

Even here, males performed better than females due to the same reason given above (skipped words).

Summary

Rural high schools had a poor track record as far as the oral reading of Sesotho was concerned. Students failed to pronounce Sesotho words and could not easily comprehend the punctuation marks used in Sesotho. The high schools students in this rural setting still experienced the lack of Sesotho publications as well as low oral reading of Sesotho in school.

The lowlands high schools fared no better than their rural counterparts. A lack of understanding of punctuation marks used in the Sesotho language and pronunciation of differing words in Sesotho inhibited the student's ability to read oral Sesotho during the oral fluency exercise. The average age of eighteen years for the students also demonstrated that oral reading of Sesotho in high schools has not been well implemented.

Conclusion

Upon examination of the results it is evident that students whether in primary or high school in the lowlands outperformed the students in the rural schools, primary or high school. Urban living tends to promote a better reading culture amongst the students as those in the lowlands have access to more and varied reading materials as opposed to those in the rural areas. A strengthening of the school library system in the rural area schools is required in order for there to be change in the reading habits of rural students vis a vis those of urban or lowland students.

6.0 CHAPTER 6 - CONCLUSION

6.1 Introduction

The chapter covers findings, Recommendations, Problems encountered and Summary.

6.2 Findings

The study on oral fluency of Sesotho by primary and high school students in the lowlands and highlands of Lesotho throughout the ten (10) districts established the following;

6.2.1 Negative Findings

- Lack of access to Sesotho written materials for students i.e. Newspapers , Text books and Magazines
- Students across the ten districts have poor reading habits with some not able to read at all
- Teachers do not examine students on oral Sesotho exercises in the interim or at the end of year
- Students have extreme difficulty in the pronunciation of Sesotho words when reading Sesotho texts orally
- Students have great difficulty in understanding and utilizing Sesotho grammatical marks used in written and spoken Sesotho
- Lowland schools on average performed better than Highland schools in terms of the most correct words read
- Highland schools performed worse than Lowland schools on correct words read with 17% fewer correct words read.

6.2.2 Positive Findings

- Students enjoyed the oral reading exercise
- Teachers found it enlightening and showed them the status of their students vis a vis their oral reading skills.

Highlights (problems encountered)

6.3 Recommendations

The study makes the following recommendations based on this study to the following institutions NCDC, Education Inspectorate, Examinations Council of Lesotho (ECOL) Teachers Service Commission (TSC), Students.

1. Oral Sesotho reading must be included as an examinable subject in the national schools curricula for both primary and high schools
2. Schools both primary and high school must be given access to Sesotho written materials such as newspapers , text books and magazines to encourage students to read material written in Sesotho in order to improve their understanding and ability to read orally written Sesotho and understand the grammatical marks used in the language.

3. Teachers should be encouraged to instruct students clearly in the grammatical marks utilized in Sesotho so that students become familiar with them and know how to use them effectively.
4. Students should have easy access to Sesotho written materials both at school and at home to encourage them to read Sesotho.
5. Sesotho's status as one of the two official languages in Lesotho must be cemented by its formal teaching as an oral examinable subject in Lesotho Primary and High schools.

General overview

- Two students were of the opinion that they would be unable to understand the sense of written Sesotho text if they did not continue to practise their oral Sesotho reading.

Another student also indicated that a lack of practice of reading Sesotho orally would result in their inability to read important documentation.

6.

6.4 Summary

The study has been invaluable in determining the position of Sesotho as a language taught in Lesotho's schools. It has been established that Students are currently not enthusiastic about reading in Sesotho but oral fluency exercise was a novel experience for the students and teachers as well and should the versatility of the language in its degrees of expression and difficulty to master it without applying ones self to its strictures.

7.0 APPENDIX

7.1 Teachers' questionnaire Teacher's tool

Teacher's Interview – Schedule

A) Oral Reading Fluency (ORL)

1. Do you teach Sesotho oral reading at school?

Yes

No

2. If yes to (1) above, Explain how you teach Sesotho oral reading.

3. Do you encounter difficulties when teaching the oral reading of Sesotho?

4. Which difficulties do you encounter?

5. If words, which ones specifically give you problems?

6. What do you do to overcome other problems than Sesotho words?

7. Which strategies would you recommend to improve the oral reading of Sesotho in your school?

8. Do you give tests in Sesotho oral reading?

Yes

No

9. If yes to (3) above, do you include them in the continuous assessment?

10. Do you consider tests on Sesotho oral reading valuable?

Yes

No

11. Would you recommend Sesotho oral reading to be part of the quarterly assessment in Lesotho?

12. If yes why? If not why?

13. What would you recommend to the national level concerning the status of Sesotho oral reading in schools?

7.2 Students' questionnaire

Students Interview – Schedule

B) Oral Reading Fluency (ORL)

1. Are you taught Sesotho oral reading at school?

Yes

No

2. If yes to (1) above, Explain how you are taught Sesotho oral reading. And how often?

3. Do you encounter difficulties when reading Sesotho orally?

4. Which difficulties do you encounter?

5. How do you overcome them?

6. How do your teachers assist you to overcome them?

7. Which suggestions would you recommend to improve Sesotho oral reading fluency in your school?

8. Are you assessed in Sesotho oral reading?

Yes

No

9. If yes to (3) above, Explain how you are assessed in Sesotho oral reading.

10. Is your assessment in Sesotho oral reading considered as part of continuous assessment?

Number of teachers, schools and students engaged per district

District	Teachers	Schools	Students
Berea	4	4	16
Butha Buthe	4	4	24
Leribe	4	4	16

Mafeteng	4	4	16
Maseru	4	4	16
Mohales Hoek	4	4	16
Mokhotlong	4	4	16
Quthing	4	4	16
Qacha's Nek	3	3	12
Thaba Tseka	4	4	16

References

- ALL 207 2014 Course outline Sesotho Proficiency Roma. National University of Lesotho.
- Alst, J.V.2014 Understanding what works in oral reading assessment. UNESCO Institute for Statistics
- Baseline Report 2015Lesotho Literacy for Young Visually Impaired Persons Catholic Relief Services. Maseru.
- Blau, L. 2013. Reading and writing skills. Revista CEFAL Vol. 17 (1) Sao Paulo;
- Fuchus L. S. 2001 Oral reading fluency as an indicator of reading competence: A theoretical, empirical and historical analysis. University of Washington
in Scientific studies of reading vol. 5(3)
- Junior Secondary Syllabus(2002) Maseru. Lesotho.
- Lesotho General Certificate of Secondary Education Syllabus 2015. Maseru. Lesotho.
- MAC 038 Course outline 2015 Lecture notes.
- National Reading Panel 2000 Republic of South Africa
- Osewalt, G.2014 Oral reading fluency measures *in* Adult basic education literature 5 (1)
- Rasplica, C. & Cummings, K. D. 2013 Oral reading fluency council for learning Disabilities. University of Oregon.
- Reshly A. L.2009 Curriculum based proficiency in low-performing, high-poverty schools *in* School psychology review 37 (1).
- Sepeleta sa Adama:1950 Morija Morija Printing Works.
- Sesotho O'level syllabus (1990) Maseru. Lesotho.
- Spaull N. & Pretorius E. 2015Examining oral reading fluency among Grade 5 rural English second language learners in South Africa. Stellenbosch University