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Implementation of intelligent tutoring systems to speed up the reading ability at foundation phase in Johannesburg schools

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Abstract

In South Africa, early literacy among learners in the foundation phase is still a struggle. The majority of students, particularly in rural and township schools, continue to graduate from the foundation phase unable to read meaningfully to the grade's expectation standard. Despite government and non-governmental intervention to enhance reading in Grades 1–3, there has been minimal progress, particularly in rural and township schools (Cilliers & Bloch, 2018). This is a qualitative study using purposive sampling method to get ten (10) Foundation teachers who will be the paticipants. This is a case study within Johannesburg schools. The aim of the study is to design a conceptual Intelligent Tutoring System that will assist both English Home Language (HL) as well as English First Additional (FAL) learners to improve their reading abilities within their expected grade's standard. It uses ITS as a conceptual model. Reading development and instruction covers a wide range of language foundations, including speech sounds/phonology, spelling patterns/orthography, word meaning/semantics, grammar/syntax, and word construction patterns/morphology. All of these factors help to build a strong foundation for reading comprehension and fluency (NEEDU, 2013)