

**An analysis of lesson plan design for teaching
ESL learners with limited English language
proficiency.**

by

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ABSTRACT

According to the Constitution of South Africa (1996), as well as the Schools Act of South Africa (1996), everyone has the right to education in the language of their choice. The advantage of being educated in one's home language is a well known and accepted as a demonstrated fact (Oosthuizen, Rossouw & De Wet, 2004:22). Unfortunately, Oosthuizen *et al.* (2004:22) remark that the biggest problem in education today, is that home language education cannot be given to everyone in South Africa. As a result many parents choose English as the Language of Learning and Teaching (LOLT) for their children, since they believe English is the language of empowerment. Although English Second Language (ESL) learners pose a challenge to educators in the class, they still have a right to quality education. Therefore, thorough planning is essential to ensure that these learners are taught according to their needs.

The primary aim of this research study was to determine if primary school educators designed their lesson planning to accommodate ESL learners with a limited English proficiency. The primary aim could only be determined if the following sub-aims were successfully analysed:

- To determine through a literature investigation which specific language barriers ESL learners, with limited English language proficiency, experience during a lesson.
- To determine through a literature investigation why lesson planning is important;
- To determine to what extent educators accommodate language barriers to learning of ESL learners, with a limited English language proficiency, in their lesson plans.
- To determine how educators reflect on their lesson plan, in order to determine whether ESL learners, with limited English language proficiency, coped with the lesson.

- To establish which modifications, if any, educators make after reflection to accommodate ESL learners with limited English language proficiency in the follow lesson planning?

A Qualitative research method was followed during the study. Data was collected for the research study by doing a document analysis and semi-structured interviews with primary school educators who are currently in the teaching profession and have ESL learners in their class. A convenience sample was used, where the nearest parallel medium school was chosen with participants readily available.

The following findings emerged from the study:

According to the literature study, the most common specific language barriers which ESL learners with limited English proficiency experience in the classroom are:

- Experience it difficult to express themselves in English;
- Educators disparity in language between learners and educators;
- a limited English vocabulary; and
- struggling with comprehension of English.

Findings of the empirical study showed that the participants do not plan for accommodations for ESL learners who may experience barriers to learning. They indicated that since English is the LOLT of the school and because they feel that the learners should be proficient in the language they do not need to plan for possible misunderstandings or communication problems that could occur because of a language barrier. However, they did acknowledge that a limited vocabulary and ways of expression can cause communication problems.

Key words:

Lesson planning, Mother tongue/Home language, English Second Language, ESL learners, Barriers to learning, Inclusive education.

OPSOMMING

Ooreenstemmend met die Grondwet van Suid Afrika (1996), sowel as die Skole Wet van Suid Afrika (1996), het almal 'n reg tot onderrig in die taal van hul keuse. Die voordele om in jou moedertaal onderrig te ontvang, is 'n goed verkende, aanvaarde, sowel as gedemonstreerde feit (Oosthuizen, Rossouw & De Wet, 2004:22). Oosthuizen *et al.* (2004:22) maak die opmerking dat die grootste probleem met onderwys vandag is dat moedertaalonderrig nie aan almal in Suid Afrika gegee kan word nie. Daarom kies die meeste ouers Engels as die taal van onderrig en leer vir hul kinders, omdat hulle glo Engels is die taal van bemagtiging. Engels Tweede Taal leerders is 'n groot uitdaging vir onderwysers, tog is hulle steeds geregtig op gehalte onderwys. Daarom is deeglike beplanning essensieel om te verseker dat dié leerders volgens hul behoeftes onderrig word.

Die primêre doel van die navorsingstudie was om te bepaal of laerskool onderwysers hul lesse só beplan om Engels Tweede Taal leerders met 'n beperkte Engelse vaardigheid te akkommodeer. Die primêre doelwit kan slegs bepaal word as die volgende sekondêre doelwitte suksesvol geanaliseer is:

- Om deur middel van 'n literatuurstudie te bepaal watter spesifieke taalhindernisse Engels Tweede Taal leerders met 'n beperkte Engelse vaardigheid, ervaar gedurende 'n les;
- Om deur middel van 'n literatuurstudie te bepaal hoekom lesbeplanning belangrik is;
- Om te bepaal tot watter mate onderwysers taalhindernisse van Engels Tweede Taal leerders akkommodeer wat hindernisse tot leer ervaar, in hulle lesplanne;
- Om te bepaal hoe onderwysers op hulle lesplanne reflekteer om te bepaal of Engels Tweede Taal leerders met 'n beperkte Engelse taalvaardigheid, die les baas geraak het; en

- Om vas te stel watter modifikasies, indien enige onderwysers maak om Engels Tweede Taal leerdere met 'n beperkte Engelse vaardigheid in die volgende lesplan te akkommodeer.

'n Kwalitatiewe navorsingsmetode is gedurende hierdie studie gevolg. Data vir die navorsingsprojek is ingesamel d.m.v. 'n dokument analise en semi-gestruktureerde onderhoude met laerskool onderwysers, wat huidig in die onderrigprofessie is met Engels Tweede Taal leerdere in die klas. 'n Gemaklikheidssteekproef is gebruik, waar die naaste parallelmedium skool gekies is met deelnemers wat onmiddellik beskikbaar was.

Volgens die literatuurstudie is die mees algemene spesifieke taalhindernisse wat Engels Tweede Taal leerdere met beperkte Engels taalvaardighede in die klaskamer ervaar:

- Vind dit moeilik om hulself uit te druk in Engels;
- dispariteit in taal tussen leerdere en onderwysers;
- 'n beperkte Engelse woordeskat; en
- worstel met begrip van Engels.

Bevindinge van die empiriese studie toon dat die deelnemers nie beplan vir die akkommodering van Engels Tweede Taal leerdere wat hindernisse tot leer kan ervaar nie. Hulle het aangedui dat aangesien Engels die medium van onderrig is vir die skool en omdat hulle voel dat die leerdere vaardig in die taal moet wees hoef hulle nie vir moontlike misverstande of kommunikasie probleme wat moontlik kan voorkom as gevolg van 'n taalhindernis te beplan nie. Hulle het egter erken dat 'n beperkte woordeskat en maniere van uitdrukkings kommunikasie-probleme kan veroorsaak.

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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT, AIMS, METHOD AND PLAN OF RESEARCH

1.1. Introduction

According to Nel (2003:15) a person uses words and concepts to communicate and learn...but what happens when the language a person has to communicate and learn in, is not proficient?

Dednam (2005a:119) states that communication and the ability to educate oneself, through language, is one of the main aspects that differentiate humans from all other types of species in the world. One of the Critical Outcomes of the South African National Curriculum Statement (DoE, 2002) declares that a learner needs to be able to communicate effectively using visual, symbolic and/or language skills in various modes. According to the Constitution of South Africa (1996) as well as the Schools Act of South Africa (1996) everyone has the right to education in the language of their choice. Article 6 (2) of the Schools Act of South Africa (1996) states that the school board of any public school has the right to decide on a language policy for that school. This Schools Act of South Africa (1996) then gives parents the opportunity to decide in which language their child will be educated (Nel, 2003:1). In his autobiography, Mr Nelson Mandela states that many African people see an educated Englishman as their role model and that many believe that everything about the English is the best, including their language (Mandela, 1994:29). English is currently also the most used language in the business world of today. As a result, many parents choose English as the Language of Learning and Teaching (LOLT) for their children, since they believe English is the language of empowerment. Consequently, many learners receive schooling in their second language in which they are mostly not proficient. As a result of the above-mentioned, many of these learners experience barriers to learning.

The advantage of being educated in one's home language is well known and accepted as a demonstrated fact (Oosthuizen, Rossouw & De Wet, 2004:22). When a learner is educated in his home language, he identifies and associates himself with the language and culture (Nel, 2003:150). Learners are also able to express their feelings, questions and answers better in their home language, because they understand and feel more comfortable with the language. Learners are also able to comprehend examples, definitions and humour better. Since language is the fundamental instrument of learning and teaching, Heugh (2006:66) directly refers to the language policy and curriculum documents in saying that learners should be encouraged to use their primary (home) language as their language of learning and teaching (LOLT) at all levels of schooling. Heugh (2006:72) goes so far as to say that learners should stick to learning in their home language until they start Grade ten, because to be able to learn in a second language, a learner must be quite fluent in his first language. Oosthuizen *et al.* (2004:22) remark that the biggest problem in education today, is that home language education cannot be given to everyone in South Africa. South Africa has eleven official languages, thus there could be quite a diversity of home languages in a classroom. At this stage, South Africa does not have enough educators to educate each learner in his home language, nor can it be expected of one teacher to be proficient in all the different languages. It will also be very rare if a teacher is proficient in a diversity of home languages. In addition most teaching and learning materials are in English or Afrikaans, and not yet available in all African languages (Heugh, 2006:72).

Although English Second Language (ESL) learners pose a challenge to educators in the classroom, they still have the right to quality education. Therefore thorough planning is essential to ensure that these learners are taught according to their needs. According to Nieuwoudt and Beckley (2004:331) the success of a lesson is directly dependent on the amount of planning of the actual lesson. However, since time is limited, many educators do not plan their lessons on paper and they rely on their own experience when presenting a lesson (Nieuwoudt & Beckley, 2004:338). Nieuwoudt and Beckley (2004:315) also state that every lesson should have a specific

outcome (goal) and must provide the opportunity to learn for every individual child, including ESL learners with a limited English proficiency. Educators need to guide and include ESL learners in all learning activities in the classroom, without differentiating between them and their classmates. When planning a lesson, it is not sufficient to use only the content of a textbook (Nieuwoudt & Beckley, 2004:331). Learning and social activities in classroom events should be planned to cover reading, listening, speaking and writing skills (Vance & Fitzpatrick, 2007). The classroom is designed to help learners demonstrate their competencies as well as clear doubts and frustrations (Vance & Fitzpatrick, 2007). The South African National Curriculum Statement (NCS) (SA, 2002) declares that all educators are critical to change in South African schools and education. The NCS (SA, 2003) also states that educators must be qualified, competent, dedicated and caring; this includes the sufficient planning and implementation of a lesson. A teacher's lesson planning is influenced by the ability of the learners, their achievements, their personalities and their home background (Nieuwoudt & Beckley, 2004:317). Many ESL learners experience barriers to learning because of their limited English proficiency and if educators do not understand the needs of ESL learners and make provision for them in their planning, the learner will most probably not achieve the intended lesson outcome (Nieuwoudt & Beckley, 2004:317). Therefore, educators must make provision to design a lesson plan, to help ESL learners with a limited English proficiency continuously, especially in the primary school phase where the knowledge and skills' foundations of every subject are established.

The researcher identified a gap in the system, where educators tend to neglect ESL learners in their classes. Educators neglect these ESL learners by not properly preparing for lessons and for the barriers ESL learners might experience during a lesson. There are various reasons why educators do not prepare properly for a lesson, but when a teacher is not properly prepared, the lesson is seldom successful, especially where ESL learners are concerned. Teacher's need to realise the importance of proper, meaningful lesson planning, especially where ESL learners are concerned.

1.2. Theoretical paradigm

People are shaped and influenced by the social context surrounding them. In an effort to understand the development of people and their actions, one has to investigate the connection between an individual and his social context (Donald, Lazarus & Lolwana, 2005:42). Constructivists view knowledge as being constructed, not only transferred (Donald *et al*, 2005:98). Learners are compelled to expand their social- and physical environment, to better understand activities, experiences and discussions in the classroom. Social constructivists believe knowledge is generated and studied through social interaction (Donald *et al*, 2005:100). The study is based on social constructivism, which means theorists believe that knowledge is shaped, constructed and re-constructed in different social settings and at different times (Donald *et al*, 2005:103). The most obvious method of interaction in the classroom is communication through language. The language of social interaction influences the way a person thinks and in educational settings the language of a discussion has immense power in the constructing of the knowledge of a learner (Donald *et al*, 2005:104). If one wants to ensure that access to education is democratic, fair, meaningful and constructive, educators need to adhere to constructive principles and realize their duty to ensure the inclusion of all ESL learners in classroom activities. Therefore educators must plan very carefully to ensure that ESL learners, with limited language proficiency, will achieve their optimal potential in order for these learners to cope in a social constructivist world.

1.3. Problem statement

The problem that this research study wanted to explore was if primary school educators designed their lesson planning to accommodate ESL learners with limited English proficiency. In order to address the problem in an entity, the following relevant questions to the research study had to be answered:

- Investigating the literature: which specific language barriers do ESL learners with limited English language proficiency, experience during a lesson?
- Investigating the literature: why lesson planning is important?
- To what extent do educators accommodate language barriers to learning of ESL learners with limited English language proficiency in their lesson plans?
- If educators did accommodate ESL learners with a limited English language proficiency in their lesson planning, how did they do it?
- How do educators reflect on their lesson plan to determine whether ESL learners with limited English language proficiency coped well with the lesson?
- Which modifications, if any, do educators make after reflection to accommodate ESL learners with limited English language proficiency in the follow lesson planning?

1.4. Aims and sub-aims of the research

The primary aim of this research study was to determine if primary school educators designed their lesson planning to accommodate ESL learners with a limited English proficiency. The primary aim could only be determined if the following sub-aims were successfully analysed:

- To determine through a literature investigation which specific language barriers ESL learners with limited English language proficiency, experience during a lesson.
- To determine through a literature investigation why lesson planning is important;
- To determine to what extent educators accommodate language barriers to learning of ESL learners with limited English language proficiency, in their lesson plans.

- To determine if educators did accommodate ESL learners with limited English language proficiency in their lesson planning. How did they do it?
- To determine how educators reflect on their lesson plan to determine whether ESL learners with limited English language proficiency, coped with the lesson.
- To establish which modifications, if any, educators make after reflection to accommodate ESL learners with limited English language proficiency in the follow lesson planning

1.5. Research Methodology

1.5.1. Research paradigm

The researcher made use of an interpretivistic paradigm. Leedy and Ormrod (2005:133) see it as the researcher's capability to make sense of what they see being important for comprehending a certain social phenomenon. The researcher decided on this paradigm, because the researcher wanted to understand how educators plan for the learning needs of ESL learners in their classroom.

1.5.2. Literature study

To analyse the aim of the research study successfully, primary as well as secondary sources were used to collect information. The internet and electronic databases (Sabinet, Ebscohost, and SAE publication) were consulted, as well as books and articles in scientific magazines. The following keywords were used:

Lesson planning, Mother tongue/Home language, English Second Language, ESL learners, Barriers to learning, Inclusive education.

1.5.3. Research design

During this research study, a qualitative approach was followed. According to Leedy and Ormrod (2005:94) a qualitative approach is used to answer questions about the complex nature of a certain phenomenon, often with the purpose of describing and understanding the phenomenon from the participant's point of view. One of the goals of qualitative research is evaluating the efficiency of certain policies, practices and innovations (Leedy & Ormrod, 2005:135). The researcher followed a qualitative approach to determine if primary school educators design lesson planning to include and accommodate ESL learners in the lesson and to what extent this design is successful in accommodating their specific learning needs.

1.5.4. Strategy of inquiry

Documents were analysed (Nieuwenhuis, 2007b:82) which in this case included lesson plans. Semi-structured interviews (Nieuwenhuis, 2007b:87) were also employed. Data from both the lesson plans (documents) and the interviews were analysed using a content analysis. Nieuwenhuis (2007c:101) declares that a content analysis is a systematic approach to qualitative data analysis that identifies and summarizes message content. A detailed discussion of these strategies of inquiry will be presented in chapter 4.

1.5.5. Population and Sample

During this study, the indicated population were primary school educators in South Africa teaching ESL learners. During the research study, the researcher made use of a convenient sample, meaning she used participants that are readily available (Leedy & Ormrod, 2005:206). The sample included Emfulenipark Primary School educators in Vanderbijlpark, with ESL learners in their class. The researcher decided to work with the Emfulenipark Primary School, because this was the area the researcher lives and works in and for this reason, the logistics were much easier. The researcher did the study on educators teaching ESL learners in a Parallel Medium (where both English

and Afrikaans are used as medium of instruction) primary school. All respondents were currently in the teaching profession and had ESL learners in their class. Six educators from the Intermediate Phase of the selected school voluntarily participated in the research project.

1.5.6. Data collection procedures

Data were collected for this research study by doing a document analysis and semi-structured interviews. The documents the researcher analysed was the actual lesson planning of primary school educators, with ESL learners in their class. The researcher personally collected the relevant documents (lesson planning for a week) from the school after the school was kind enough to make copies of the lesson planning.

Interviews were done face-to-face with participants using a voice recorder. Questions for the interviews were semi-structured. The researcher herself conducted the interviews with the participants after appointments were made with them, scheduled at times that suited the participants best.

1.5.7. Data Analysis

A content analysis was firstly done with the lesson plans to identify key aspects that corroborate or disconfirm the criteria that were determined by the literature study (Nieuwenhuis, 2007c:101). Thereafter a content analysis was done with the semi-structured interviews to corroborate or disconfirm the deductions made from the lesson plan analysis.

1.5.8. Credibility and trustworthiness

Multiple methods of data gathering were used (Strydom & Delpont, 2005:317; Nieuwenhuis, 2007b:80), namely the lesson plans as well as semi-structured interviews. The interviews were used as an additional method to corroborate the data found in the lesson plans. Thus credibility and trustworthiness were determined.

1.5.9. Ethical aspects

The researcher applied for and received consent from the Gauteng Department of Education, the Sedibeng West District Manager and the principal from Emfulenipark Primary School to perform the research with the indicated population. An application to the Ethical Committee of the North West University was also submitted and approved (see addendum 3). Participants' identification details were kept confidential and anonymous. Participants also signed consent forms when they agreed to take part in the research project and were able to withdraw from the research study at any moment, if they wanted to.

1.6. Definitions of keywords

1.6.1. Lesson planning :

According to Cvetek (2008:251) a basic lesson plan aims to provide a clear, structured and logical succession of different activities which the teacher will use to reach the objectives set for the particular lesson.

1.6.2. Mother tongue :

The primary language a person uses to communicate in at home (Lessing & Mahabeer, 2007:139-140).

1.6.3. Home language :

The primary language a person uses to communicate in at home (Lessing & Mahabeer, 2007:139-140).

1.6.4. English Second Language :

English is not the primary language used to communicate and learn in (Lessing & Mahabeer, 2007:140).

1.6.5. ESL learners :

Learners that are learning in English, their second language (Lessing & Mahabeer, 2007:140).

1.6.6. Barriers to learning :

Any factor that is a hindrance or obstacle to a learner's ability to learn (Donald, Lazarus & Lolwana, 2002:3).

1.6.7. Inclusive education:

Inclusive education has the purpose to ensure that optimal accommodation and inclusion of the full variety of educational needs in a single education system are addressed (Donald, Lazarus & Lolwana, 2002:17).

1.7. Contribution of the study

The study explored the efficiency of lesson planning and where educators need to improve their lesson planning, to make sure all ESL learners in their class cope with the lesson and consequently achieve their optimal learning potential.

1.8. Chapter division

Chapter 1:

Introduction, problem statement, aims, method and plan of research

Chapter 2:

English Second Language learning

Chapter 3:

Planning a lesson

Chapter 4:

Research Methodology

Chapter 5:

Data Analysis and Interpretation

Chapter 6:

Conclusion and recommendations

In the next chapter, English Second Language learning will be discussed.

CHAPTER TWO

ENGLISH SECOND LANGUAGE LEARNING

2.1. Introduction

The occurrence of children learning in English, which is their second language, is a worldwide phenomenon. However, South Africa has a few unique scenarios that need to be discussed to be able to comprehend the limited language proficiency situation that many South African English Second Language (ESL) learners experience. Firstly, South Africa has a Constitution (1996) that recognizes eleven official languages, although there are quite a few other languages that are also spoken by South Africans, such as Portuguese, German, etc. Other official documents that influence the language scenario of South Africa are the following: the Language in Education Policy (DoE, 1997); the Schools' Act (1996); and the National Curriculum Statement (DoE, 2002) that all promote additional bilingualism. All these documents will be discussed in this chapter to explain the unique South African language scenario.

The government, education departments, organizations such as PANSALB (Pan South African Language Board), experts and researchers assert that learning in one's mother tongue is the best option for the learner to achieve his optimal potential (Hugo, 2008:64; Oosthuizen, Rossouw & De Wet, 2004:64). However, as a result of a range of factors such as parents' preference and the dominance of English as lingua franca, many learners are learning in English, their second language. Unfortunately, many of these ESL learners have limited English language proficiency, and as a result, experience barriers to learning. It is, however, not only intrinsic factors such as limited English proficiency that causes barriers to learning for ESL learners. There are also extrinsic factors such as poor socio-economic circumstances, as well as large numbers of learners in classrooms. Many educators also have inadequate knowledge and skills to be able to support these ESL learners with a limited proficiency (Espinosa in Hugo, 2008:64).

Some of the knowledge and skills a teacher should be adequate in, include abilities such as modifying lesson planning, teaching strategies and assessment, to deal with the barriers to learning that ESL learners could experience.

In this study, ESL (English Second Language) learners will refer to learners that are learning in English, their second language.

2.2. Acts and policies that influence the South African language scenario:

2.2.1. The Constitution

South Africa had its first democratic election in 1994, ending the “apartheid-era” and many forms of discrimination against the people of South Africa. One form of discrimination was the non-acknowledgment of all the indigenous languages of South Africa, as only Afrikaans and English were the official languages. The new government of South Africa made provision for eleven official languages in the Constitution (1997), namely Afrikaans, English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, isiZulu. However, other languages such as the Khoi, Nama and San languages, as well as Sign Language are also recognized as indigenous languages that need to be cultivated (Nel, 2003:20). One also has to take into account that foreigners in South Africa each speak their own mother tongue.

The main goal of the Constitution regarding language is to promote multilingualism in South Africa. This promotes the right, in terms of Article 29(2) of the Constitution (1996), of everyone to education in the language of their choice. However, since there are eleven official languages, this creates many logistical challenges to have everyone educated in their home language, because currently South Africa does not have enough educators to educate all learners in their home language, nor can it be expected of one teacher to be proficient in all eleven languages. Education in a language

means that language must be academically well developed; published learning material must be available and enough educators must be adequately qualified to teach in that particular language (Heugh, 2006:72). As a result, since English is an established and academically well advanced language, most parents choose English as the LOLT (Van Rooyen & Jordaan, 2009:272). However, although English is the preferred language of education of parents, it must be remembered that it is not the customary language in most South African learners' immediate environment (Nel & Theron, 2008:205).

2.2.2. Pan South African Language Board (PANSALB)

The Pan South African Language Board (PANSALB) was established under the patronage of the Pan South African Language Board Act (no 59 of 1995). The main goal of the Language in Education section of the PANSALB is to continuously assess the use and status of different languages in education in South Africa and then make recommendations to the government regarding this assessment. PANSALB also has the following functions: to promote additive bilingualism; to develop languages; to do research on language policies; to investigate language rights violations; and to give recommendations to the government on language policies, language legislation and language planning issues (Marivate in Nel, 2003; Krügel, 2005). Some of the most recent findings of research that PANSALB conducted are that the majority of the eleven official languages of South Africa are regarded less important compared to English since these languages are used far less in their surroundings. It was found that speakers of these languages had a low self-esteem and felt that the language they were speaking was stigmatized. For example, many people in South Africa feel that Afrikaans is the language of the apartheid-era and that speakers of Afrikaans are followers of apartheid. PANSALB also found that the lack of official use of the languages other than Afrikaans and English in education, economics and politics contributed to the negative stigma surrounding these languages. PANSALB made the following recommendations to the government after these findings:

- It is one of PANSALB's main goals to work in union with the speakers of all eleven official languages of South Africa;
- PANSALB feels that this goal can only be reached by creating different language bodies that can organize language workshops and cultural festivals, etc.
- PANSALB would also like to ensure reciprocal communication between different language speakers and PANSALB, as well as between the different language bodies in every town or village in South Africa.
- The government should organize different language workshops in co-operation with PANSALB and the different language bodies.
- Towns or villages in South Africa should organize more cultural festivals representing different cultures, because PANSALB feels that languages and cultures go hand-in-hand.
- The language that is spoken by the majority of South Africans should be used more often in education, economics and politics.
- PANSALB would like to ensure co-operation and not conflict between the different languages and cultures (PANSALB, 2008-2009).

2.2.3. The Language in Education Policy

The Language in Education Policy (DoE, 1997) recognizes South Africa's cultural diversity as a valuable national asset and promotes multilingualism, the development of the official languages and respect for all languages used in South Africa. The Language in Education Policy advocates additive multilingualism, which entails that the primary language (mother tongue) is maintained throughout the schooling period as Language of Learning and Teaching (LOLT) while other languages are introduced as additional languages through the curriculum (Department of Education, 2003:26).

2.2.4. National Curriculum Statement (NCS)

Although it is acknowledged that the new CAPS (Curriculum Assessment Policy Statement) document will be implemented from 2012, this research

was still conducted with the NCS. One of the critical outcomes of the South African National Curriculum Statement (DoE, 2003) declares that a learner needs to be able to communicate effectively using visual, symbolic and/or language skills in various modes. The National Curriculum Statement for Languages (DoE, 2003:5) states that an additive approach to multilingualism should be followed. This means that all learners in South African schools should learn in their home language and at least one additional official language. Learners should also become competent in their additional language, while they maintain and develop their home language. The Department of Education (2003:16) asserts that all learners in South African schools should learn an African Language for a minimum of three years by the end of the General Education and Training band (DoE, 2003:16).

The NCS (DoE, 2003:5) proposes that learners' home language should be used for learning and teaching, wherever possible, especially in the Foundation Phase. The NCS for Languages provide guidelines like bilingualism, where two languages are taught parallel to each other when learners have to make a transition from their home language to an additional language for learning and teaching, but accentuate that the transition should be carefully planned (Nel, 2003:27). With the NCS, learners in South African primary schools started formal learning of an additional language (usually English) from Grade two. The CAPS document now requires that English as an additional language must be taught from Grade 1. Despite the fact that the NCS encourages the home language as LOLT, article 6(2) of the Schools Act of South Africa (1996) states that the school board of any public school has the right to decide on a language policy for that school. This then gives parents the opportunity to decide in which language their child will be educated (Nel, 2003:1) which results in children learning in their second language, as parents mainly choose English as LOLT.

2.2.5. Language Plan Task Group (LANGTAG)

According to Krügel (2005:26) this task group's main goals are to make sure that all South Africans are able to learn any language of their choice other

than their home language. LANGTAG upholds that previously disadvantaged African languages should be elevated and maintained and language facilities like libraries with a variety of reading and grammar books, internet access, audio and video libraries and multi-media learning facilities should be founded throughout South Africa (Krügel, 2005:26). These language facilities will help promote the different languages, as well as improve and maintain language proficiency.

2.2.6. The South African Language Act

This act promotes South Africa's linguistic diversity and strives for equal access of all public services, programmes, knowledge and information in all languages, as well as respect for all language rights (Krügel, 2005:27). Learners of South Africa should be enabled to use the official language as LOLT as a matter of a basic right within a range of contexts. Learning different languages (including indigenous languages) is encouraged by the act. The act also provides a framework to facilitate the effective implementation of constitutional obligations concerning multilingualism. It also takes into account the interests, needs and aspirations with regard to the learner, the family, friends and educational environment concerned in implementing multilingualism. Through the act, language equity and rights are pursued in such a way that national unity and democracy are promoted.

2.3. The predominance of English as LOLT

2.3.1. A worldwide phenomenon

In his autobiography, Mr Nelson Mandela states that many African people see an educated Englishman as their role model and many believe that everything about the English is the best, including their language (Mandela, 1994:29). In South Africa, as elsewhere in the world, English has become a high status language since it is the common language being used in economic, technological and political conversations. Therefore billions of people

worldwide are speaking or learning to speak English as a first or second language. English has globally over-powered areas such as science, tourism, electronic communication, music and the pop culture (Heugh, 2006:6). It is therefore understandable that English is the preferred LOLT worldwide and that parents will choose English as their child's LOLT to ensure that their children will be able to be successful in the world of work, academics and business (Nel, 2003:30).

2.3.2. The South African language in education scenario

2.3.2.1. English as LOLT (Language of Learning and Teaching)

Language competence and proficiency is crucial to educational success (Van Rooyen & Jordaan, 2009:271). As mentioned before, English has become a high status language and therefore many parents as well as learners choose English as LOLT. Unfortunately, the result of this is that a great percentage of the school-going population experience barriers to learning, which can directly be related to the lack of English language proficiency (Manyike & Lemmer, 2008:62).

Osman, Cockcroft and Kajee (2008:7) declare that it must be remembered that South Africa is a third world country, with many poverty-stricken areas where English is not in the immediate environment of many ESL learners. Also, for many ESL learners their home language differs from English in terms of history, grammar and vocabulary and this makes it difficult for ESL learners to express themselves in English (Osman *et al*, 2008:7).

Researchers suggest that the ability to read and write academically is closely knit to the fact that ESL learners need to interact with their fellow students and educators (Osman *et al*, 2008:8). This applies especially to ESL learners who have little or no exposure to English at home. According to Nel and Theron (2008:205) learners must be proficient in their home language for them to become proficient in English as LOLT. Heugh (2006), Manyike and Lemmer (2007) as well as Hugo (2008) declare that according to research it takes a

learner between five and eight years to become proficient enough in a language to be able to learn in that language formally. Therefore it cannot be expected of an ESL learner to learn difficult skills and knowledge in a second language if a learner cannot read and write in his home language yet. Hugo (2008:63) affirms this by stating that basic concepts and skills must be mastered in a learner's home language before English as a second language can be introduced as LOLT.

However, many parents let their children learn formally in English, their second language, without maintaining their home language (Nel, 2005b:151). A large percentage of ESL learners fail academically, since they have to learn difficult concepts and skills in a second language while their home language is not well established. Learning takes place through speaking, reading and writing and sufficient learning only takes place when they understand the language, in order for them to be able to think about and define, generalize and conceptualize content. It is suggested by Donald, Lazarus and Lolwana (2002:220) that parents should instead strive for additive bilingualism, where two languages are taught parallel to each other, without the one language displacing the other. Research has shown that when a learner's home language is maintained while learning a second language, that learner's general academic performance and second language performance increases (Donald *et al*, 2005:220).

2.3.2.2. Large and diverse classes

One of the biggest problems South Africa is facing in terms of education is the number of learners allocated to each teacher in a class (Lessing & Mahabeer, 2007:141). Most educators are faced with up to forty learners in a class and that number rises to almost sixty in many township and rural area schools. Pair that with lack of funding, as well as a lack of physical resources, where every learner doesn't sit on his own chair or work at his own desk and it results in creating systemic barriers to learning. In most rural areas, stationary and textbooks are non-existent, because the parents just don't have the funds to supply the learners with it. The school receives so little governmental

funding that it is rather used for other more necessary expenses than for buying stationary and textbooks (Lemmer in Lessing & Mahabeer, 2007:144). Evidently the over-sized classes lead to less time for education, because there are just too many learners with their own diverse learning needs to accommodate. Any individual attention that would have been given to learners with barriers to learning is not happening, because there is simply no time. Over-sized classes are also very difficult to control in terms of discipline. When the teacher does not have control over a class, the discipline in the class will deteriorate. All these aforementioned issues add to making it even more difficult for a teacher to support ESL learners who experience barriers to learning sufficiently (Kamper, Mahlobo & Lemmer, . 2007:166).

South Africa is known as the rainbow nation, which means we are a country of diverse cultures and languages. Consequently, one class can consist of many different cultures and home languages, which each need to be recognised and respected. For example, if the culture of an ESL learner is diverse from the content in a textbook, it can make it difficult for the learner to understand the content and concepts, and therefore the content lose its relevance (Nel, 2005b:152). Since many South African learners live in rural areas and in poor conditions, if a textbook refers to a topic which they do not have any background or exposure to, it will be hard for them to relate to it linguistically. Hugo (2008:65) asserts that if learners cannot comprehend the language in which they are educated, they will lose interest in the learning process and will not be motivated to acquire a proficient command of the LOLT. Consequently, if an entire class loses interest in a lesson, because they cannot relate to the topic, as well as don't understand the language, the control a teacher has over the class can be very challenging (O'Connor & Geiger, 2009:260). A diversity of learning needs in a classroom ultimately transcends into all learners having their own learning style and benefiting differently from different teaching strategies. Adapting to diversity also implies that a teacher should prepare for different barriers to learning such as gifted learners, hearing- and vision impaired learners, autistic learners, as well as ESL learners with a limited English proficiency (Franklin & Stephens, 2008:46).

2.3.2.3. The influence of learning in a second language on a learner's self-confidence

When a learner cannot understand or express himself in the classroom, it will most probably influence the self-confidence of these learners negatively. According to Donald *et al.* (2005:220) active communication cannot be constituted if one of the parties concerned or both parties feel restricted by language. When an ESL learner is not coping academically, it lowers his self-esteem and confidence, which has an influence on his acquiring English proficiency (Osman *et al.*, 2008; Hugo, 2008; Lessing & Mahabeer, 2007; O'Connor & Geiger, 2009). On the other hand, the more self-conscious an ESL learner gets, the more he will struggle academically in English. Many ESL learners tend to become frustrated when they don't understand, which makes them more anxious and less motivated to learn English (Hugo, 2008; Kamper *et al.*, 2007).

2.3.2.4. Inadequate educator training

According to Jacobs, Vakalisa and Gawe (2004:3) a sound teaching and learning environment is one where the teacher is equipped with the proper knowledge and skills. An enthusiastic teacher will make sure that his teaching is dynamic, creative and distinctively clear for every learner in the class. However, if there is a diversity of home languages in classrooms, good teaching will be difficult if the learners, and in many instances the educators also, are not proficient in the LOLT (Lessing & Mahabeer, 2007; Nel & Theron, 2008). Lessing and Mahabeer (2007), Van der Walt and Hattingh (2007) as well as Krügel (2005) state that most educators are not trained efficiently to cater for learners who experience barriers as a result of a limited proficiency in the LOLT.

According to Krügel (2005:37) many educators lack linguistic competencies in reading, writing, speaking and listening. In many instances it is expected of the teacher to educate the learners in English, when they are themselves not proficient in English (Lessing & Mahabeer, 2007:141).

Another challenge educators experience is not being able to speak the ESL learner's home language (Lessing & Mahabeer, 2007; O'Connor & Geiger, 2009). When educators cannot speak or understand the home language of learners in their classroom, communication with the learners and their parents will be difficult. This will result in misinterpretation of instructions, misunderstandings in communication, and teaching as well as support will be very complicated. In general educators are not trained to handle this. Since the learning of a second language builds on the first language, it is essential that a teacher must have knowledge of the first language to be able to provide support to an ESL learner who experiences barriers to learning, which is basically impossible to expect from a teacher (Lessing & Mahabeer, 2007:141). Therefore educators need to be trained in alternative support strategies.

Another aspect Krügel (2005:37) points out is that educators lack cultural knowledge (which is closely tied to the home language) of the learners in a class. Educators need to realise that all cultures have different means of socializing, learning, respect and doing every day activities, and that all these aspects contribute to a learner being educated in a second language.

According to O'Connor and Geiger (2008:254) some ESL learners who do not cope in a grade academically are being promoted to the next grade on condition that they receive additional support. However, because of limited time and inadequate training, as well as other factors such as a large number of learners in the class, these ESL learners do not receive the support needed and fall even further behind and consequently start to lose interest academically (O'Connor & Geiger, 2008:254).

2.3.2.5. Different socio-economic circumstances

Socio-economic circumstances of a learner usually refer to factors that influence the learning possibilities of ESL learners at home, the school and of course the community in which the learner finds himself (Kamper *et al*, 2007; Lessing & Mahabeer, 2007). If an income at home is small or non-existent the

first priority is for basic needs such as food, shelter and clothes. These are important issues for ESL learners with a limited proficiency in the LOLT, since a child has his first encounter with language at home. Learning a language, and especially a second language, is dependent on language stimulation from parents, as well as exposure to media such as television, radio, newspapers, magazines and books which are frequently not available for many ESL learners (Lessing & Mahabeer, 2007:144).

Most ESL learners in South Africa have very poor living standards (Baloyi, Van der Walt & Dreyer in Lessing & Mahabeer, 2007). For many ESL learners who experience barriers to learning as a result of a limited proficiency in English, living in poor circumstances is an added burden preventing them from achieving academically. Often there is no electricity, which means no efficient light after dark and very cold winters. The sleeping conditions for these ESL learners living in poverty is usually inefficient for rest since there are too many people in one house and having a bed to sleep in is considered a luxury. Many ESL learners have to travel long hours to get to and from school. All these socio-economic factors have a negative influence on how an ESL learner experiences his schooling (Lessing & Mahabeer, 2007; Kamper *et al*, 2007; Nel & Theron, 2008, O'Connor & Geiger, 2009).

2.3.2.6. Parental involvement

Research has found that there is a definite correlation between reading and writing achievement in English and parental involvement (Lessing & Mahabeer, 2007:144). According to Lessing and Mahabeer (2007:144) educators feel that parental involvement is essential for a learner to achieve academically, especially for ESL learners with limited language proficiency. Research has shown that a parent who supports an ESL learner improves the learner's ability to acquire English proficiency, because he is motivated, stimulated and receives help where problems arise (Lessing & Mahabeer, 2007; Kamper *et al*, 2007). Also, the better the socio-economic circumstances of a family, the better are the chances of the parent supporting the ESL learner, since English resources, like books, educational games and

audiovisual materials are much more available, enriching the learner's language learning environment (Kamper *et al*, 2007:166). Unfortunately many parents feel it is only the teacher's job to make sure that the ESL learner becomes proficient in English and when educators try to involve parents, few respond.

Another factor that influences the impact of parents' involvement is their literacy level. If the parents of ESL learners are illiterate, it could have a negative affect on the learner's second language proficiency, because parental aspiration for the learner might be low and academic support from these parents will most probably not be possible (Kamper *et al*. 2007:166). Especially in rural areas where illiteracy is still high, the ESL learner could lack the support of a parent profoundly. These parents will, therefore, not be able to help their child with schoolwork or homework in English, because they don't understand or use the language (O'Connor & Geiger, 2009:260).

2.3.2.7. The influence of the community on English second language learning

The view the community has on English also has an influence on a learner acquiring English proficiency. English is a very powerful language if one considers the media and politics where proficiency in English is seen as a status symbol, making it an attractive language to acquire. If a community feels positive towards learners learning a second language, it is much easier for a learner to acquire English, because it will be viewed as a cultural norm to be bilingual and being proficient in English will increase a person's status (Kamper *et al*, 2007:165). However, this requires that adequate exposure and stimulation to English should be provided in the community.

An unfortunate consequence of the view in most South African communities that English is the language of power and status is that the first language and the culture linked to it is devalued and sidelined (Nel, 2005b:167). This could have a negative effect on the social and psychological identity of a learner, leading the learner to feel that his culture is inferior to any other (Donald *et al*,

2002:219). Since it has been mentioned before that the preservation of the mother tongue is also important for the development of a second language, this issue is a concern (Manyike & Lemmer, 2008:63). In order to understand how alarming the language in education scenario in South Africa is, it is necessary to explain the concept of language proficiency, as well as the consequences to academic achievement if a learner has a limited language proficiency in the LOLT.

2.4. Language proficiency

2.4.1. Definition of language proficiency

Many people do not realise that there is a difference in being able to communicate in English and being proficient in English. Many parents feel that if their child is able to communicate in English, he will be able to learn in English, which unfortunately is not the case (O'Connor & Geiger, 2009:254).

According to Cummins (in Nel & Theron, 2008:207) ESL learners need to be skilled in both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills for these learners to be successful in academics. Basic Interpersonal Communication Skills account for learners being able to use English in social settings for everyday conversations. According to Cummins (in Nel, 2003:54) BICS consists of aspects such as pronunciation and basic vocabulary grammar which is important for learning. O'Connor and Geiger (2009:254) assert that when English is a learner's second language, it takes that learner almost two years to become BICS competent in that language. Cognitive Academic Language Proficiency skills are required for higher cognitive operations like defining, generalizing and hypothesizing, and these are the type of language skills learners will need to cope academically at school (Cummins in Nel, 2003:54). However, according to O'Connor and Geiger (2009:254) it takes an ESL learner five to seven years to acquire competent CALP skills. Cummins (in Nel, 2003:54) reasons that it takes a learner less time to be BICS competent

than CALP competent, because a learner needs less knowledge of a language to function in communicative situations. Basically, being proficient in a certain language means that a person (in this case the ESL learner) is able to use the language to a certain degree in which he can demonstrate different skills (Krügel, 2005:35). Nel (2003:15) describes English language proficiency as having reached a sufficient level of English proficiency to be successful in all-English surroundings.

Donald *et al.* (2002:219) declare that being proficient in a language means it is expected of a learner to be able to speak, read, write, think, learn and be confident in that specific language. Speech, according to Dednam (2005a:120), is when sounds are formed to create sensible words and sentences, which a listener will comprehend if he is familiar with the spoken language. When a learner reads, he deciphers the graphic symbols (letters) in order to understand the meaning of the text (Dednam, 2005:122). While writing, a learner encodes the message from the language system into graphic symbols (Dednam, 2005:123). Obviously for a learner to learn in his second language that learner needs to be able to speak, read and write adequately, as well as having achieved sufficient language proficiency to understand and think about new content in that language. There is no doubt about the fact that language, thinking and therefore learning has to be mentioned in one sentence, for the one cannot exist without the other (Donald *et al.*, 2002:219). However, the development of these competencies in a second language take time for most learners, which negatively influences their proficiency in CALP skills and consequently also their academic achievement.

2.5. Conclusion

Many of the learners in our South African schools are educated in their second language. In this chapter the focus was especially on learners being educated in English and they were referred to as English Second Language (ESL) learners. Most ESL learners experience a language barrier to learning,

because of their limited proficiency in English, which has a negative effect on their academics and ultimately on their self-esteem.

In the next chapter lesson planning will be discussed.

CHAPTER 3

PLANNING A LESSON

3.1. Introduction

Presenting a lesson within a lesson period can be very challenging since there is a time limit; lesson content must be transferred by means of a variety of teaching methods; learners' different learning styles must be taken into consideration; the learners' different moods and state of minds need to be addressed to ensure that attention is given; and then there are the external factors such as room temperatures, resources not working properly and interruptions, which can influence the efficiency of a lesson. Consequently, if thorough planning is not done, a classroom can be 'chaotic' (Cvetek, 2008:247), especially for an ESL learner with a limited language proficiency which adds to the everyday challenges of lesson planning and presentation.

According to Causten-Theoharis, Theoharis and Trezek (2008:389) efficient learning opportunities where all students participate, can only be created by design. Research suggests that planning a lesson is fundamental to the quality and efficiency of the particular lesson (Shen, Poppink, Cui & Fan, 2007:250). Therefore it needs to be noted that classroom management and lesson planning go hand-in-hand (Causten-Theoharis *et al*, 2008:387).

In this chapter all issues pertaining to lesson planning and how the challenges of the diverse needs of ESL learners with limited English proficiency can be addressed, will be discussed.

3.2. A general overview of Lesson planning

At universities a huge amount of time is spent on teaching student-educators to plan a lesson and on writing a well structured lesson plan (John, 2006:483). The reason for this is to make sure that student educators are capable of

planning and teaching an efficient lesson to learners. John (2006:487) emphasises that key factors in teaching the curriculum include the teacher, the learners, the context, resources and methodology which have a huge impact on how a teacher approaches lesson planning. John (2006:488) also asserts that characteristics such as the longitude and type of experience of a teacher, the level of the subject and pedagogical knowledge, teaching style, repertoire, perceptions and how well a teacher knows his learners will all play a part in the lesson planning style mastered.

John (2006:487) declares that student-educators and in-service educators should realize that gaining experience and expertise in lesson planning is complex. A good lesson plan needs to plan for an interactive classroom which requires planning that is flexible, as well as practical (John, 2006:487).

When discussions between educators take place regarding lesson planning, each teacher usually has a different reaction: some experience it as a pleasurable and a creative responsibility, while many others feel negative and anxious towards it (John, 2006:483). Many educators also experience their lesson planning as overwhelming, because of the large number of learners in the classroom which includes a diversity of learning needs as well as an overload of administrative duties. Many also feel that lesson planning consumes too much time and that this time could rather have been better spent on other “more important” teaching responsibilities (John, 2006:488).

Research indicated that some teachers feel that spontaneity and creativity go out of the window if a lesson is too perfectly planned (Shen *et al*, 2007:251). Since policy makers demand a model or structure of lesson planning, it contains a major part of teacher training, which suggests that student-educators are being conditioned according to how ‘policy makers would like lesson planning to be perceived’. However, policy makers need to realise that a rational model might look good on paper, but a classroom scenario is a very unpredictable place, because of time-pressures, attitudes, emotions and serendipity (John, 2006:487). Consequently, a lesson plan needs to be an adaptable document.

Nevertheless, if planning for a lesson does not take place, it could create chaos and consequently no learning in a classroom will take place, especially with a teacher who does not possess a lot of experience. This is confirmed by Reiser (1994:15) as well as Kagan and Tippins (1992:478) who found that in many classes where the planning was “sketchy” and “quite short and cryptic” teaching ends up in chaos.

According to Causten-Theoharis *et al.* (2008:381) it is, however, essential that educators need a different approach to lesson planning if they want to meet the diverse needs of a culturally and language diverse classroom, including ESL learners with limited English proficiency, and universities should train student-educators accordingly.

3.3. A definition of lesson planning

According to Cvetek (2008:251) a basic lesson plan aims to provide a clear, structured and logical succession of different activities which the teacher will use to reach the objectives set for the particular lesson. Panasuk and Todd (2005:215) describe a lesson plan as a process of imagining the future and considering different activities to achieve the prospective objectives of a lesson. Panasuk and Todd (2005:215) also stress that lesson planning involves the purposeful decision-making and efforts of a teacher in accordance with instructional requirements, conditions, resources, activities and the teacher’s ability to apply teaching and learning theories.

Lesson planning involves the analysis of the diverse learning needs of learners, as well as the development of a model to meet those needs, which in this case specifically refers to ESL learners’ needs. Causten-Theoharis *et al.* (2008:383) assert that student-educators need to be trained that lesson planning is a decisive moment in their studies, since this is the moment where student-educators will make the connection between educational theories, lesson planning, instructional strategies, learners and learning. While planning

a lesson, educators need to prioritize their learners' different needs and abilities.

Educators also need to realize that each lesson won't go exactly according to the lesson plan. Serendipity and different types of interruptions or an unpredictable remark (by the teacher or a learner) can have an enormous impact on how efficient a lesson finally is. An educator must demonstrate a level of knowledge and skill in handling unexpected problems in a classroom and be vigilant to problems that may occur at all times. As in life, an educator should also have a plan B if unexpected problems should occur during a lesson (Cvetek, 2008:250-253). Consequently, a teacher with ESL learners in the classroom should always be aware that misunderstandings and communication problems can occur.

3.4. Lesson plan format

Although the Department of Education demands that certain issues must be included in a lesson plan, the format usually differs from school to school. For training purposes, a university will usually use a comprehensive lesson format to ensure that future educators plan for every aspect needed for teaching a lesson. Educators should include most of the aspects of the model in their own format (Causten-Theoharis *et al*, 2008:383). Cvetek (2008:254) remarks that when planning a lesson, a teacher should be less concerned with writing lengthy objectives, detailed classroom activities and teaching procedures and concentrate on visualising different classroom scenarios and how problems will be dealt with, such as ESL learners' limited English proficiency.

3.4.1. A situation analysis of lesson planning

Before a lesson plan is designed, a situation analysis of the lesson should be done (Panasuk & Todd, 2005:215). The situation analysis should analyse the learners in the class, the time-frame the teacher has to work in, the content to be done, the teaching strategy to be used and the assessment to be done. This situation analysis will make it easier to communicate the lesson plan

between colleagues and administrators at teacher cluster meetings and when evaluating educators at school level, as well as at department level. A situation analysis will also prepare the teacher for possible challenges if the ESL learner experiences challenges with instructions or understanding the content of the lesson.

3.4.2. Identification standards of a lesson plan

Any person should be able to identify a lesson according to the name of the teacher who designed the plan, the date the lesson would be taught, the learning area for which this lesson was designed, the phase and grade of the learners for which the lesson was designed, a theme for the lesson and the time allocated for the lesson (Franklin & Stephens, 2008:46).

3.4.2.1. Objectives

The objectives of a lesson are the goals the teacher wants to achieve at the end of the lesson. According to Jones, Vermette and Jones (2009:357) the teacher should start planning a lesson by making a list of important questions all learners should be able to answer by the end of the lesson. Only with the answers to these questions clear in mind can a lesson be designed.

The purpose of identifying the specific objectives of a lesson is to guide the lesson planning activity or activities and to provide the foundation for planning the teaching strategy and assessment strategies (Panasuk & Todd, 2005:219). It is also important to inform the learners of the objectives for the lesson, as well as a motivation of why learners need to be able to perform or answer these objectives, at the beginning of an actual lesson, because then everyone in the classroom knows what is expected of them. This is especially applicable to ESL learners who will most probably feel more confident if they know beforehand what is expected of them. It is important for a teacher to be familiar with state, national and local standards, because all objectives of a lesson should be connected to these standards (Franklin & Stephens, 2008; Causten-Theoharis, 2008; John 2006). These standards are formulated in

accordance with social and educational guidelines in the curriculum, so that all educators in South Africa aspire to the same objectives at the end of a unit and ultimately the end of the year, which means all learners are evaluated by the same performance indicators (Jones, Vermette & Jones, 2009; John, 2006).

Two factors that have a huge influence on a lesson is the age and ability of the learners in the class and these two factors should be closely linked to the objectives of the lesson (John, 2006:486). The teacher should always strive to meet the needs of every learner in the class and should therefore consider if any of the objectives will differ for any of the learners. With this goal in mind, objectives should be detailed into more student specific objectives, including ESL learners and their specific needs (Causten-Theoharis, 2008; John, 2006).

3.4.2.2. Differentiation

The biggest challenge of lesson planning is to design a lesson that adapts to the learners and the learning environment, and not to design a lesson to which the learners must adapt. Teachers classrooms need to put more stress during a lesson on achieving learner involvement, learner interaction, task-based learning, as well as on learners' language ability (Cvetek, 2008:248). Presently, South African classrooms have learners from a wide array of abilities, disabilities, racial and linguistic backgrounds (Causten-Theoharis *et al*, 2008:381). A diverse population of learners in a classroom gives learners the chance to learn from and understand one another through their contrasts and similarities, and to really value diversity (Causten-Theoharis *et al*, 2008:382). Therefore, if educators want to be prepared for each learner they encounter in a classroom, they need to re-examine their lesson planning designs and adapt their lesson plan to the learners (Causten-Theoharis *et al*, 2008:383).

Adapting to diversity also implies that a lesson plan should prepare for different barriers to learning such as gifted learners, English Second Language Learners, hearing or vision impaired learners and autistic learners

(Franklin & Stephens, 2008:46). Every teacher knows that the learners in their class are all different and everyone of them learns differently. Some learners are fast-paced, while others learn at a medium pace, and there are learners with certain learning difficulties or problems who learn at a slow pace. Causten-Theoharis *et al.* (2008:385) encourage the teacher to identify one learner out of the different categories of learners in the class at the start of designing a lesson. This will allow the teacher to focus the lesson on the learners, especially considering the prior knowledge of the learners, how to transfer the content to different learners and how different learners will interact during the learning process. According to Causten-Theoharis *et al.* (2008:385-386) this activity lets the teacher focus on who the learners are, how the lesson fits into the bigger picture (for example: the unit objective) and the background knowledge the learners have on the theme. Educators need to think creatively about the lesson planning process and how to differentiate to meet each learner's needs, including ESL learners' specific needs such as not understanding or not being able to communicate adequately.

3.4.2.3. Prior knowledge and new content

When a teacher starts a lesson, the motivational introduction is usually done with any short activity that will draw the attention and focus the attention of the learners (Causten-Theoharis *et al.*, 2008; Jones *et al.*, 2009). The activity a teacher chooses should be linked to the prior lesson or to knowledge that the learners have already learned and understood. This especially helps ESL learners with fundamental understanding during the current lesson (Jones *et al.*, 2009:359).

It is expected of the teacher to prepare and understand the appropriate lesson content to reach the set objectives, while thoroughly understanding where this content fits into the bigger context of the learning area or subject (Shen *et al.*, 2007:250). After the appropriate content is selected, the teacher connects it to the most suitable teaching method, which is then combined with segments of activities and available resources (John, 2006:486). Teaching methods are all derived from the following educational theories: behaviourism, cognitivism and

constructivism, which all explain the nature of knowledge and how people learn (Panasuk & Todd, 2005:221).

At this stage educators need to concentrate on who learners are, as mentioned before: how the lesson fits into the bigger contexts and the prior knowledge the learners have on the content, before they select a theory on which they can base the lesson (Causten-Theoharis *et al*, 2008:286). Behaviourists believe that learners learn best through repetition and the more the learners repeat a certain pattern, the quicker it will eventually become second nature. Behaviourist theorists believe there are four actions a teacher can take to reinforce a certain behaviour pattern in learners:

- The first action is positive reinforcement, where the learner receives praise or a reward or any pleasant experience after a particular behaviour;
- the next action which can be used to reinforce a certain behaviour pattern is punishment. Punishment is when an unpleasant consequence follows certain exempted behaviour;
- another action which has an influence on the behaviour of learners is negative reinforcement. This is any type of unpleasant consequence a learner experiences after a certain behaviour. The problem with negative reinforcement is that it may change the behaviour of the learner to avoidance in relation to that situation; and
- finally, behaviourists believe that certain types of behaviour of learners will change, if the teacher ignores it. After the learner doesn't get the expected behaviour out of the teacher, he will eventually change his behaviour (Donald *et al*, 2005:124-126).

Followers of Cognitivism believe that learners learn in levels and through adaption (Donald *et al*, 2005:64). Cognitive theorists believe that adaption is the process of organizing and re-organizing a learner's information and experiences. Adaption happens through three levels that help construct new knowledge in a learner, because learners are confronted with new information each day:

- The first level of adaption is assimilation. At this level, a learner receives new information which fits into his already existing knowledge and assimilates the relation to extend his knowledge;
- the next level of adaption is accommodation. During this level, the learner receives information that is in total contrast with his existing knowledge. The learner has to accommodate this new information and alter his existing knowledge; and
- the final level of adaption is equilibration. It has to be remembered that assimilation and accommodation happen every day and these processes have to be balanced for the learner to understand his newly gained knowledge. This is what is meant by equilibration (Donald *et al*, 2002:64).

Constructivists believe that knowledge should not just be transferred from one person to the next, but discovered through individual experiences. Constructivist theorists believe that learners should be helped to construct their own knowledge. They also feel that it is less important what a learner learns, as to how a learner gained the knowledge, because they make use of different skills, values and attributes to understand the knowledge (Jacobs *et al*, 2004:46-47). Constructivism is focused on a more active position of the learner, where the learner is an active agent in his development. When the learner poses as an active agent of his own learning, it means he is engaged in experiences, activities and discussions which challenge him to make meaning of his social and physical environment (Donald *et al*, 2002:100). For example, if an ESL learner is allowed to actively engage in learning, the possibility that this learner will grow confident enough to ask when he does not understand, is a near certainty.

Panasuk and Todd (2005:221) encourage educators to not only follow the advice of one theory, but to combine the different theories with the needs of the learners, the content and the environment to be created. New content can be transferred through means of a lecture, demonstrations, explanations, modelling and instructions. The teacher should constantly be asking questions

to make sure the learners, especially ESL learners, understand the concept of the content. According to Causten-Theoharis *et al.* (2008:387) questions should be formulated taking into consideration Bloom's Taxonomy, to make sure the question the teacher asks is meaningful. Benjamin Bloom developed different levels of questioning, to allow questions to stimulate learners more intensely as the learner progresses through the different levels. The first level is about knowledge and requires the learner simply to learn content and then answer questions that require him to just recall or remember the previously learned content. The second level is about comprehension and requires the learner to answer questions, which actually describe how the learner understands the learned content. At the third level, the learner needs to apply the newly learned content in different situations, where there is usually only one best answer to the problem. During the fourth level it is required of the learner to analyse certain content and to divide the content into different conclusions. The fifth level is where learners are expected to apply content to the extent that they can formulate a new opinion. The final level requires a learner to evaluate certain content based on the learner's own values, opinions and beliefs, with a meaningful outcome (Burton, 1998). When preparing a lesson, these levels need to be developed in such a way that the teacher needs to be aware that an ESL learner will not always understand what is expected from him and it must not be used as a judgemental instrument.

3.4.2.4. Classroom activities and assessment

The teacher must plan for the learners to have an opportunity to discuss and use the new content that they have learned in a classroom activity. According to Jones *et al.* (2009:359) a classroom activity should be designed to demonstrate the learners' comprehension of content and provide closure to a lesson, which allows for feedback from the learners to make sure they understand.

During a classroom activity the teacher should walk between the learners, while guiding the learners through the steps in order to help them practise to

apply the new content or skill they have learned in the lesson. This includes making sure that the ESL learner understood the instructions and the content. Panasuk and Todd (2005:220) feel that a classroom activity will have a better impact if it directly connects to the homework or assessment activity of the learners, because the learners will then feel prepared to complete the homework or assessment successfully and this will make the whole lesson coherent and integrated.

Panasuk and Todd (2005:220) recommend giving learners homework assignments that are tailored to their needs and interest for this will ensure that more learners do their homework. Research has shown that when learners regularly complete meaningful homework they become autonomous learners and it improves their self-control, self-discipline and self-regulation. For a homework assignment to be meaningful a teacher has to plan it thoroughly to ensure it incorporates the chosen objectives of the lesson. A teacher has to work through the homework assignment themselves to know which problems learners might come across (Panasuk & Todd, 2005:220).

The last activities of a lesson are the tools which a teacher and the learner themselves can use to decide if the learner has reached the set objectives (Jones *et al*, 2009:359). According to John (2006:486) assessment also plays the role of determining how effective the teaching methods and the classroom activities are in the learners' achieving of the set objectives, especially for learners experiencing barriers to learning, such as ESL learners with limited English proficiency. When deciding on an assessment activity, a teacher should consider how learners can demonstrate their learning and that they have achieved the set objectives. Researchers affirm that educators should use more original assessment projects like portfolios, demonstrations and rubrics (Causten-Theoharis *et al*, 2008:386). Assessment should be seen as the last step in meaningful lesson planning, an extension activity of the lesson, because future activities can be planned to allow learners to review, apply and expand on the content, knowledge or skill they have gained.

3.4.3. Reflection

Lesson planning does not end the moment a teacher has presented the lesson to the class. After a lesson has been written and the teacher has finished teaching it to the learners, the teacher is supposed to reflect on their lesson design and preparation (Causten-Theoharis *et al*, 2008:387). The reason for this, according to Shen *et al*. (2007:251) is that reflection is done to make improvements on the lesson and to reflect on learner involvement and interaction in the class. Reflection on a lesson shows the care with which the teacher must attend to lesson planning (Shen *et al*, 2007:251).

3.4.4. Adjustments to lesson planning to accommodate ESL learners

According to researchers Causten-Theoharis *et al*. (2008:383) universities and other teaching training courses need to groom student-educators to expect and prepare for diverse classes. Student educators have to be able to identify learner strengths and a variety of intelligence groups in a class, differentiate between learners and recognize culturally relevant pedagogy. When a teacher starts to plan a lesson, the learners should be the focus of the lesson plan (Causten-Theoharis *et al*, 2008:383). Causten-Theoharis *et al*. (2008:386) advise educators on the following adjustments when designing a lesson plan for a diverse class:

- When differentiating between the learners it is advisable to sketch an outline of certain learners' personalities to make sure the teacher captures the unique strengths of their characteristics;
- when choosing the objectives of a lesson plan, educators need to take note that learners might perceive content differently. Educators should set learner specific objectives that are formulated on the academic needs, social needs and language needs of the learners; and
- educators need to realise that because of the variety of intelligence groups in a class, they need creative methods with which the different intelligence groups can display their new knowledge;

More adjustments specifically for ESL learners that can be made:

- educators need to upgrade their own skills and knowledge, in order to cultivate new, interesting and better methods to educate and uphold ESL learners (DoE in Nel, 2003:72);
- educators can code-switch in the ESL classroom in a limited way to make sure their lesson is understood by more ESL learners in the class (DoE in Nel, 2003:73);
- classroom instructions and assignments should be distinguished and adjusted to make sure all developmental levels of ESL learners' skills and knowledge are accommodated (DoE, 2005:31);
- time allocation should be flexible and adjustable to the needs of the learners (DoE, 2005:31);
- educators should do baseline assessment at the start of the learning experience to conclude on the extent of any learning barriers, as well as the present level of performance (DoE, 2005:31); and
- educators need to plan for a lesson to be interactive and as interesting as possible for the learners by using, for example, group work, a language corner, role playing, peer support, as well as stories to keep the learners' attention (Nel, 2005b:264-268).

3.5. Conclusion

Educators should pay less attention to filling out lengthy checklists of features to be observed and more attention to the possibilities that arise from a multitude of actions initiated by the participants in the teaching/learning process and how these affect the course and effectiveness of the lesson (Cvetek, 2008:254). Educators have to design lessons to meet the needs of our increasingly diverse population of learners, and educators need to rethink planning and structuring lessons so that all learners, especially ESL learners, achieve better results. Therefore universities need to prepare student educators accordingly (Causten-Theoharis *et al*, 2008:381).

In the next chapter the research methodology for this study will be discussed.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. Introduction

The aim of this chapter is to explain the research methodology the researcher followed during the research process of the analysis of lesson planning of educators which teach English Second Language learners, with limited English language proficiency.

Many parents in South Africa believe that English is the language of empowerment and therefore their children receive schooling in English, their second language in which they are mostly not proficient in. This result in many learners experiencing barriers to learning, because they don't identify or associate themselves with the language and cannot express their feelings, questions and answers as well as in their home language. Educators with ESL learners in their class need to do thorough planning to ensure that all these learners are taught according to their needs. If educators do not understand the needs of ESL learners and make provision for it in their lesson planning, the learner will most probably not achieve the intended lesson outcome.

4.2. Research Questions

The problem that this research study wanted to investigate was if primary educators designed their lesson planning to accommodate ESL learners, with a limited English proficiency. In order to address the problem in an entity, the following relevant questions to the research study had to be answered:

- Investigating the literature: which specific language barriers do ESL learners, with limited English language proficiency, experience during a lesson?;

- Investigating the literature: why lesson planning is important?;
- To what extent do educators accommodate language barriers to learning of ESL learners, with a limited English language proficiency, in their lesson plans?;
- If educators did accommodate ESL learners with a limited English language proficiency in their lesson planning, how did they do it?
- How do educators reflect on their lesson plan, to determine whether ESL learners with limited English language proficiency did cope with the lesson?; and
- Which modifications, if any, do educators make after reflection to accommodate ESL learners with a limited English language proficiency in the follow lesson planning?

4.3. Aims and Sub-aims of the study

The primary aim of this research study was to determine if primary school educators design their lesson planning to accommodate ESL learners with limited English proficiency. The primary aim could only be determined if the following sub-aims were successfully analysed:

- To determine through a literature investigation which specific language barriers do ESL learners, with limited English language proficiency, experience during a lesson:
- To determine through a literature investigation why lesson planning is important;
- To determine to what extent educators accommodate language barriers to learning of ESL learners, with a limited English language proficiency, in their lesson plans:
- To determine if educators did accommodate ESL learners with a limited English language proficiency in their lesson planning, how did they do it?

- To determine how educators reflect on their lesson plan, to determine whether ESL learners, with limited English language proficiency, did cope well with the lesson.
- To establish which modifications, if any, do educators make after reflection to accommodate ESL learners, with a limited English language proficiency, in the follow lesson planning?

4.4. Method of Research

4.4.1. Research Paradigm

The researcher made use of an interpretivistic research paradigm. Nieuwenhuis (2007a:60) asserts that the ultimate aim of interpretivistic research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomenon they encounter. In interpretivistic research the researcher becomes the instrument through which the data is collected and analysed Nieuwenhuis (2007a:60). The researcher decided on this paradigm, because the researcher would like to understand how educators accommodate ESL learners in their classroom, to make sure that the ESL learner coped with the lesson. For that to realise the researcher interpreted lesson plans of the educators as well as the follow-up semi-structured interviews by using a content analysis.

4.4.2. Research design

During this research study a qualitative approach was followed. According to Leedy and Ormrod (2005:94) a qualitative approach is used to answer questions about the complex nature of a certain phenomena, often with the purpose of describing and understanding the phenomena from the participant's point of view. By executing a qualitative approach the researcher had to explore the appropriate literature in an effort to select a paradigm or perspective (Fouche & de Vos 2005:93). One of the goals of qualitative research is evaluating the efficiency of certain policies, practices and

innovations (Leedy & Ormrod, 2005:135). The researcher followed a qualitative approach to determine if primary school educators design lesson planning to include and accommodate ESL learners in the lesson and to what extent this design is successful in accommodating their specific learning needs.

4.4.3. Strategy of inquiry

A document analysis strategy was firstly followed (Nieuwenhuis, 2007b:82) which in this case included lesson plans and thereafter semi-structured interviews were conducted (Nieuwenhuis, 2007b:87).

Nieuwenhuis (2007c:101) declares that a content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content. It is an inductive and iterative process to look for similarities and differences that corroborate or disconfirm theory. In this case the literature study was used to set criteria for the document analysis of the lesson plans and to consequently explore if the lesson plans adhere to or disregard these criteria. The semi-structured interviews were then used to further explore the document analysis findings of the lesson plans.

The interviews were individual semi-structured interviews and were done face-to-face with the participants. Participants were able to respond freely to the questions. Leedy and Ormrod (2005:184) explain that a semi-structured interview is done by means of following the required questions, with questions aimed at individuals to better understand their response. Nieuwenhuis (2007b:87) also state that this type of interview is commonly used in research projects to corroborate data emerging from other data resources as was the case in this study. The interviews were done after the document analysis of the lesson plans to clear up any uncertainties which arose from the document analysis. Please see the list of questions asked in Addendum A.

4.4.4. Review of Literature

To analyse the aim of the research study successfully, primary as well as secondary sources was used to collect information. The internet and electronic databases (Sabinet, Ebscohost, and SAE publication) was consulted, as well as books and articles in scientific magazines.

The following keywords were used:

Lesson planning

Mother tongue/Home language

English second language

ESL learners

Barriers to learning

Inclusive education

4.4.5. Data Analysis

A content analysis was firstly done with the lesson plans to identify key aspects that corroborate or disconfirm the criteria that were determined by the literature study (Nieuwenhuis, 2007c:101). Thereafter a content analysis was done with the transcribed data (see addendum 1) from the semi-structured interviews to corroborate or disconfirm the deductions made from the lesson plan analysis. The researcher identified themes of similarities, patterns and differences between the content from the document (lesson plans) analysis and the interviews. These themes were then categorised under the criteria set for the document analysis.

4.4.6. Data collection procedures

The researcher personally collected the documents (lesson planning for a week) from the school, after the school was kind enough to make copies of the lesson planning. Interviews were done individually and face-to-face with participants using a voice recorder. Questions for the interview were also semi-structured, using the findings of the document analysis to structure the

questions. Appointments were made with the willing participants after school. The researcher herself conducted the interviews and took full responsibility for each interview at the school. Thereafter the interviews were transcribed and common themes were identified and categorised under the criteria set for the document analysis.

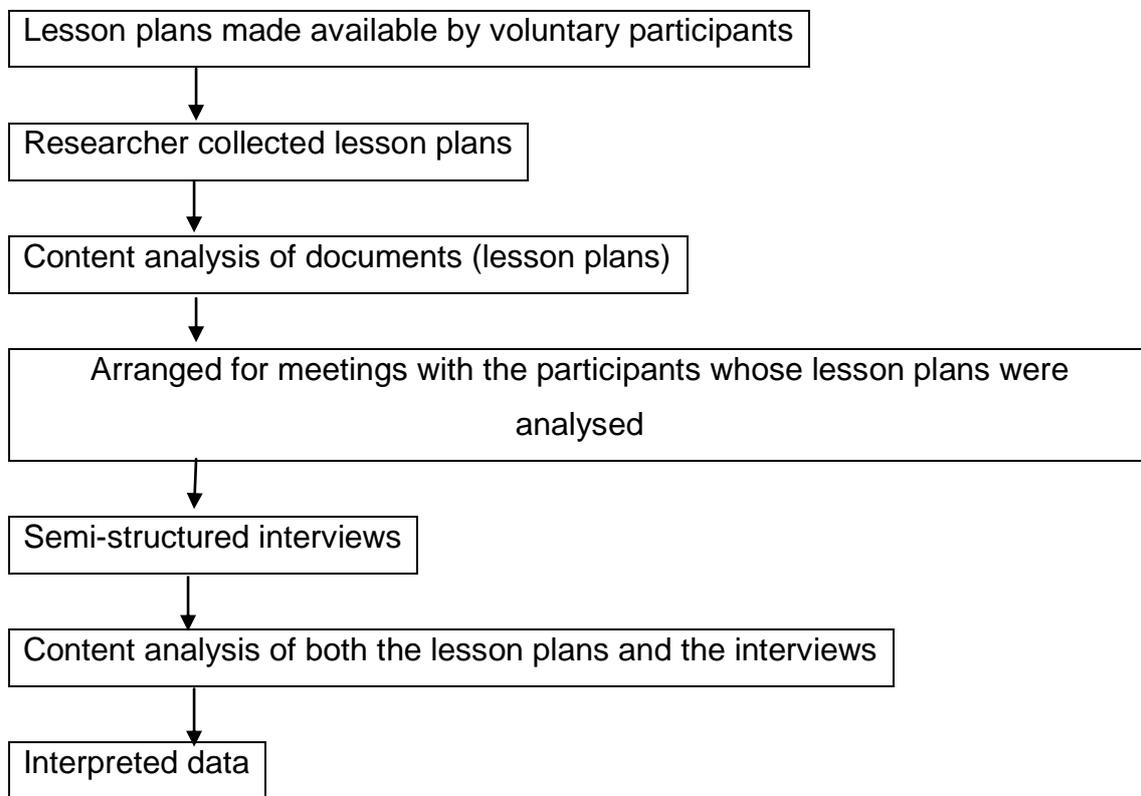


Figure 4.1. Data collection procedures

4.4.7. Credibility and trustworthiness

To ensure credibility and trustworthiness multiple methods of data collection were used (Nieuwenhuis, 2007b: 80). A document analysis of the lesson plans was first employed and thereafter semi-structured interviews were conducted with the same participants whose lesson plans were used exploring uncertainties that emerged while doing the document analysis. The researcher's study leader also assisted with the interpretation of the data to ensure that objective and clear interpretations were made from the data as far as possible.

4.4.8. Population and Sample

Only after the researcher indicated the population to be used for his research project, can he decide on a sample to be used (Leedy & Ormrod, 2005:204-206). The researcher decided to work with the Emfulenipark Primary school, because this is the area where the researcher lives and works in and for this reason the logistics was much easier. The researcher did the study on educators teaching ESL learners in a Parallel Medium (where both English and Afrikaans are used as medium of instruction) primary school. All respondents are currently in the teaching profession and have ESL learners in their class.

During the research study, the researcher made use of a purposive convenience sample, meaning she used participants that were readily available (Leedy & Ormrod, 2005:206). Emfulenipark Primary School is an urban school with 7 classes that are taught through the medium of English. These 7 classes are spread across the Foundation- and Intermediate phase. In all of these classes there are very few learners with English as their mother tongue. It is, therefore, mostly ESL learners that attend these classes. The researcher had been informed by the Head of Department that thorough lesson planning on paper was being done and that they were willing to make their planning available to the researcher. It was, consequently, convenient for the researcher to analyse the lesson planning of this school. To ensure a complete and thorough document analysis, lesson planning over a period of one week was analysed. The researcher used any available lesson plan, across all the learning areas. Participation to the research study was voluntary. The same participants whose lesson plans were used also took part in the interviews. One participant was not interviewed, because the participant was not willing to take part in an interview.

4.4.9. Ethical procedures

Participants to the research project understood the full purpose of the research study and what participation to the research study involved.

Respondents participated voluntarily in the project (Leedy and Ormrod, 2005:144). The researcher requested consent from the Gauteng Department of Education to perform the research with the indicated population which was approved. An application to the Ethical Committee of the North West University was submitted and approved (see addendum 3). The researcher also applied for consent from the Sedibeng West District Manager and the principal of Emfulenipark Primary school. Participants' personal details were kept confidential and anonymous. Participants signed consent forms when they agreed to take part in the study. They were able to withdraw from the project at any moment, if they wanted.

4.5. Conclusion

A qualitative research method was used in this research project to gather data by means of a document analysis and semi-structured interviews with six primary school educators with ESL learners in their classes. Permission was received from the relevant authorities as well as the educators themselves.

In the next chapter the data will be analysed and interpreted.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1. Introduction

In this chapter the researcher will do an analysis of the data collected for the purpose of the research study by means of a document analysis (lesson plan) and semi-structured interviews.

The researcher gathered different lesson plans (for a period of a week) from primary school educators with ESL learners in their classrooms. The literature study informed the criteria that were compiled by the researcher to analyse the lesson plans.

The researcher also conducted semi-structured interviews with the same participants from whom the lesson plans were received. Interviews were done face-to-face with participants by the researcher. Questions for the interview were set around the same criteria used for the document analysis. The participants were allowed to respond freely to the questions. Follow-up, individually tailored questions were asked to better understand some responses of the participants. The interviews with each participant were done in Afrikaans, because all of the participants' home language is Afrikaans. Though the interviews were done in Afrikaans it did not influence the data interpretation of the research project.

It is important for the reader to take note that when the data collection was done in 2011 the NCS was still in place. Therefore the lesson plan aspects will still address this.

5.2. Criteria used for the lesson plan analysis

The findings of the research project will be dealt with by discussing the results of the document analysis and the results of the interviews in an integrated manner since the interviews were used to clear up uncertainties. The following aspects of a lesson plan is relevant to English second language learning and lesson planning were identified in the literature and were used as guidelines for criteria to analyse the data:

- Lesson plan format (cf.3.4.)

Lesson plan format differs from person to person and eventually from school to school. Student-educators are taught at universities to use a format that includes every aspect needed for teaching a lesson. Causten-Theoharis *et al.*, (2008:383) assert that in-service educators should include these aspects like identifications standards, objectives, learning material/resources, assessment etc in the format-model of their own, to suit their needs.

- Language proficiency and attitude (cf.2.3.2.4.)

According to Jacobs *et al.* (2004:3) a sound teaching and learning environment is one where the teacher is equipped with the proper knowledge and skills. Lessing and Mahabeer (2007), Van der Walt and Hattingh (2007) as well as Krügel (2005) state that most educators are not trained efficiently to cater for learners who experience barriers as a result of limited proficiency in LOLT. In many instances it is expected of the teacher to educate the learners in English, when they are themselves not proficient in English (Lessing & Mahabeer, 2007:141).

- Identification standards (cf.3.4.2.)

The moment a person picks-up a lesson plan to study it, they should be able to identify the teacher that designed the lesson plan's name, the date the lesson would be taught, the learning area for which the lesson was designed, the phase and grade of the learners for which the lesson was designed, a theme for the lesson and the time allocated to the lesson (Franklin & Stephens, 2008:46). These identification standards will make it easier to communicate the lesson plan between colleagues and administrators at teacher cluster meetings and when evaluating educators at school and department level.

- Identifiable objectives (cf.3.4.2.1.)

The objectives of a lesson are the goals the teacher wants to achieve at the end of a lesson. Only after the teacher decided on what the objectives (goals) of a lesson should be, can the teacher decide on which resources and learning material, which teaching- and learning strategies, as well as assessment activities will contribute best to reaching these objectives in the specific lesson (Jones *et al*, 2009:357).

- Planning for teaching strategies (cf.3.4.2.3.)

As mentioned above, the teacher identifies the objectives and then decides on the best teaching strategy to convey the knowledge and skills concerned with the objectives to the learners. Different teaching strategies include lectures and explanations, demonstrations, modelling and instructions and using questioning, where learners learn by answering posed questions. It is important to note that the teaching strategy should suite the learner's best, not the teacher (John, 2006:486).

- Progress (cf.3.3.)

The lesson plan format a teacher designs, should allow the teacher to describe lesson activities as they succeed each other during the lesson. The most important reason why a lesson plan should include this progress is because time allocated for a lesson is limited and precious. Educators need to prepare for each activity in class to make sure they are able to handle any problems that should arise and are not caught completely off guard (Cvetek, 2008:251).

- Knowledge, skills, values and attitudes (cf.3.4.2.1.)

All objectives should be connected to national, state and local standards. In South Africa these standards are derived into learning outcomes with assessment standards which were formulated in accordance with social and educational knowledge, skills, values and attitudes that learners must be taught (Franklin & Stephens, 2008; Causten-Theoharis *et al*, 2008; John, 2006).

- Integration between learning areas (cf.3.4.2.1.)

A learning programme can only be operative if integration is applied in the right manner. Integration between learning areas demand that learners use their knowledge, skills, values and attitudes that they may have acquired from other learning areas to be able to complete assessment tasks and/or classroom- or homework activities (Jacobs *et al*, 2004:324).

- Prior knowledge (cf.3.4.2.3.)

It is important for a teacher to determine what prior knowledge learners have about the specific subject/content that they are going to teach them in a lesson. This prior knowledge can be derived from previous lessons and/or grades (Jones *et al*, 2009:359).

- Classroom activities, homework and assessment (cf.3.4.2.4.)

When a learner is taught new content, in the form of any knowledge, skills, values and attitudes, they should be allowed to do an activity to make sure they comprehend what they have learned correctly. A classroom activity should be done in class, during the lesson, with the teacher present and available at all times. This activity allows the learner to ask questions about the content and/or the activity and to clear-up any misinterpretations and misunderstandings. Homework activities are done as an after school activity. Homework should be directly connected to the content and has a better impact if it is connected to their classroom activity. Homework helps learners to practice their new knowledge and skills.

Assessment activities are only done after a learner has had multiple opportunities to practice the new content and/or knowledge. Assessment is the activity a learner has to complete to determine if he reached the specific objective of a lesson or not (John, 2006:486).

- Media and learning material/resources (cf.2.3.2.5.)

Educators need to plan for a lesson to be interactive and as interesting as possible for the learners by using interesting and different media, learning materials and resources for example cassettes, video's, magazines, internet, role playing, group work etc (cf.3.4.4.).

- Situation analysis and differentiation (cf.3.4.1. and cf.3.4.2.2.)

When a teacher starts planning a lesson, one of the first steps of the planning process should be to do a situation analysis. During this analysis the teacher must analyse the learners in the class, the time-frame available for the lesson, the content to be taught, choose the appropriate teaching strategy and choose an appropriate assessment activity.

- Reflection (cf.3.4.2.3.)

After a lessonplan has been prepared and the teacher finished teaching it to the learners, the teacher is supposed to reflect on the lesson and determine if the lesson was successful or not (cf.3.4.3.). When a teacher reflects on a lesson, they make improvements where necessary, as well as identifies aspects that worked well during the lesson, especially in a class where ESL learners with barriers to learning are present.

5.3. Description of lesson plans analysed

The participants in the research project are all educators at Emfulenipark primary school in Vanderbijlpark. All participants teach learners that range from grade R to grade seven in English which is their second language. Six lesson plans were voluntary submitted to the researcher. Many educators indicated that their lesson planning is not for public viewing and did not want to submit their planning (John, 2006:483-486).

The lesson plans consisted of the following:

Participant number one's lesson plan was for grade six learners in the learning area Economic and Management Sciences. The theme of the lesson was "to be a winner" and the objective was that learners should be able to identify different types of taxes and how they influence consumers.

Participant number two's lesson was also for grade six learners in the learning area English – Home language. The theme of this lesson was medical matters and the objectives were communication – specifically language communication and eye contact when speaking, also using correct grammar, spelling and punctuation when writing and using direct and indirect speech. The final objective was to use language for thinking and reasoning.

Participant number three's lesson plan was for grade four learners in the learning area Life Orientation. The theme of this lesson was "faster, stronger, higher" and the objective was to teach learners more about respect for another person's body.

Participant number four's lesson plan was for grade seven learners in the learning area Technology. The theme of the lesson was "investigate electricity" and the objectives were to give learners the opportunity to investigate the context around electricity, the need for electricity, the problems surrounding electricity and the opportunities electricity opens up for us as users. How to plan and conduct investigations on electricity; the processing and interpretation of data; evaluating and communicating data and the knowledge and understanding of mechanical systems that change direction of movement were included in this planning. The teacher planned for learners to be able to express their opinion on how technological products make people's lives easier and also express reasons why certain groups are disadvantaged when using technological products.

Participant number five's lesson plan was for grade four learners in the learning area Social Sciences. The theme of the lesson was "family" and the objective was for learners to be able to use information from different sources to answer questions about people, events, objects and places in the past.

Participant number six's lesson was for grade four learners in the learning area Natural Sciences. The theme of the lesson was "earth and expansion" and the objective was for the learners to be able to name and describe objects, materials and organisms and to evaluate data and communicate findings.

After the lesson plans were analysed individual face-to-face interviews with five of the six participants from whom the lesson plans were received were conducted. These interviews were done to clear up uncertainties identified during the lesson plan analysis. One participant was not interviewed, because the participant was not willing to take part in an interview. For the purpose of analysis and interpretation of data all participating educators' lesson plans and interviews were numbered one to six, with each participant's lesson plan number concurring with their interview number.

In the following sections the data analysis of the lesson plans and the interviews will be discussed.

5.4. Lesson plan items:

5.4.1. Lesson plan format

Many educators feel that they do not need to prepare for a lesson, because they have enough experience or the textbook provides all the content needed for teaching and can simply be relayed to the learners (Panasuk & Todd, 2005:215-216). All six of the participants were able to provide the researcher with a copy of a lesson plan, which is evidence of the participants actually doing planning for a lesson before hand. Although a huge amount of time is spent at university on teaching student-educators to plan a lesson and on writing a well structured lesson plan (John, 2006:483) many educators report that lesson planning consumes too much time and that this time could rather have been better spent on other “more important teaching responsibilities” (John, 2006:488). However, Reiser (1994:15) as well as Kagan and Tippins (1992:478) found that in many classes where the planning was “sketchy” and “quite short and cryptic” teaching ends up in chaos. In this case all participants were able to give hardcopies of their lesson planning. Yet, although permission was granted by the principal, some of these educators were reluctant in providing their planning. The researcher assumes that educators are generally scared that their hard work will simply be copied and used for a different environment without them being acknowledged or that their planning was not thoroughly done.

If a teacher does not prepare for a lesson by planning for it or does not prepare efficiently, this could influence the way an ESL learner copes with the lesson presentation very negatively, because the teacher would not have anticipated where an ESL learner might have a problem with understanding the lesson. The school has a lesson format which is used by all educators. The format of the school is two pages long and consists of the following information:

Critical outcome/s:

These are capabilities which learners need to obtain during the length of their school career and beyond to become fully functional adults, who can sustain civilised norms and values, lead a rewarding life and build an established community (Jacobs *et al*, 2004:96). The South African Education Department adopted the following seven Critical outcomes:

1. Identify and solve problems and make decisions using critical and creative thinking.
2. Work effectively with others as members of a team, group, organisation or community.
3. Organise and manage themselves and their activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, symbolic and/or language skills in various modes.
6. Use science and technology affectively and critically, showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (DoE, 2003:11).

Developmental outcomes:

These are perceptions and attitudes which learners obtain for full personal, social and economic development (Jacobs *et al*, 2004:106). The South African Education Department adopted the following five developmental outcomes:

1. Reflect on and explore a variety of strategies to learn more effectively.
2. Participate as responsible citizens in the life of local, national and global communities.
3. Be culturally and aesthetically sensitive across a range of social contexts.
4. Explore education and career opportunities.
5. Develop entrepreneurial opportunities (DoE, 2002:11).

Learning outcomes:

The learning outcome is also prescribed by the South African Department of Education and is the framework of each learning area for all the knowledge, skills, values and attitudes that learners need to acquire by the end of each grade (Jacobs *et al*, 2004:109).

Assessment standards:

The assessment standard explains the learning outcome in more detail, to ensure educators are informed on what and how exactly to assess learners on each learning outcome (Jacobs *et al*, 2004: 110).

Knowledge:

The knowledge aspect refers to the learning content which learners are expected to obtain in order to live fully functional adult lives, for example, learning the Economic cycle or learning about taxes and why it's necessary (Jacobs *et al*, 2004:148).

Skills:

This is an ability that a learner acquires which can be used in different environments throughout the learner's school career and adult life, for example learning how to do research or how to work in a group (Jacobs *et al*, 2004:213).

Values and attitudes:

A learner acquires different values and attitudes throughout his school career, which allows him to live a meaningful adult life. Some of these values and attitudes are sharing, responsibility and respect (Engelbrecht & Green, 2005:3-4).

Integration (cf. 5.2.)

Method of assessment:

The method of assessment describes who will be assessing the learners and what type of method will be used to do assessment. A learner can be

assessed by themselves, the teacher, a peer or an older person in the family (parents/grandparents or guardian). The person doing the assessment can use different methods like an interview or observing the learner.

Instrument used for assessment:

This includes the media, learning material and resources used by the teacher or the learner during the assessment activity, for example, questionnaires and rubrics.

Technique / Form of Assessment:

Every assessment assignment consists of the learner performing an activity where the learner needs to produce an effort, which is then assessed by the teacher, to determine if the learner reached the specific objective of the lesson.

Resources (cf. 5.2.)

Lesson procedure:

A single lesson can stretch over multiple periods. The teacher needs to decide on the structured and logical succession of different activities, during various periods to reach the set objectives (cf. 3.3.).

The following is an example of the lesson plan format from the school:

LAERSKOOL EMFULENIPARK PRIMARY		
PLANNING: INTERMEDIATE PHASE		
LEARNING AREA: NATURAL SCIENCES		
GRADE:	DATE: 20 / /	WEEK:
THEME:		
CRITICAL OUTCOMES		
1. Identify and solve problems and make decisions using critical and creative thinking		
2. Work effectively with others as a member of a team, group, organization and community		

3. Organize and manage themselves and their activities responsibly and effectively
4. Collect, analyze, organize and critically evaluate information
5. Communicate effectively using visual, symbolic and/or language skills in various modes
6. Use Science and Technology effectively and critically, showing responsibility towards the environment and the health of others
7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

DEVELOPMENTAL OUTCOMES

The Developmental outcomes envisage learners who are also able to:

- Reflect on and explore a variety of strategies to learn more effectively
- Participate as responsible citizens in the life of local, national and global communities
- Be culturally and aesthetically sensitive across a range of social contexts
- Explore education and career opportunities
- Develop entrepreneurial opportunities

LEARNING OUTCOMES

LO	AS		LO	AS	
1. The Economic Cycle	1.	Describe the role of households and business in economic cycle	2. Sustainable Growth and Development	1.	Research and analyze standards of living patterns of consumption
	2.	Compares the rights and responsibilities of the participants in production of resources		2.	Explains economic actions taken by the government to redress historic imbalances
	3.	Presents different flows of resources and services in the economic cycle		3.	Identifies steps that can be taken by the government to redress historic imbalances
	4.	Explain different types of taxes and how they influence consumers			
LO	AS		LO	AS	

3. Managerial, consumer financial knowledge and skills	1.	Understands and participates in the production process, from raw materials to final product		4. Entrepreneurial knowledge and skills	1.	Analyses personal strengths and weaknesses in becoming an entrepreneur	
	2.	Explains the relationship between leadership and management			2.	Identifies a variety of possible business opportunities	
	3.	Explains the concept of debt and compares the banking and savings facilities			3.	Designs an advertising campaign to promote a product	
	4.	Explains the purpose and use of community savings schemes			4.	Develop and implement a simple business plan	
					5.	Describes the four elements of marketing	

KNOWLEDGE				SKILLS				ATTITUDES/VALUES			
Economic cycle		Needs		Analyse		Observation		Participation		Creativity	
Manager & leader		Saving		Buying		Group work		Sharing		Responsibility	
Taxes		Marketing		Selling		Research		Motivated		Respect	
Growth & development		Tourists		Producing		Discussions		Considerate		Empathy	
Standards of living				Identifies		Systemize		Democratic		Endurance	
				Explanations		Descriptions		Decision making		Sympathy	
				Read for info		Presentation					
				Other							
CLUSTERING/INTEGRATION											
Aim of Assessment	Baseline		Summative		Formative		Alternative		Diagnostic		Other
METHOD OF ASSESSMENT											
Group Assessment		Self Assessment		Observation		Oral Questions		Reporting		Research	

Interviewing		Achievement		Other						
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INSTRUMENTS OF ASSESSMENT

Task		Cassettes		Videos		Questionnaire		Journal		Observation list
Worksheet		Portfolio		Photos		Matrixes		Rubric		Exhibition
Overhead projector		Maps		Other						

TECHNIQUE OF ASSESSMENT

Test		Selling		Sketches / Pictures		Scenario's		Graphics		Report
Producing		Examination		Project work		Cards		Posters		Presentation
Debate		Interviewing		Buying		Recordings		Brain cards		Budgets
Make, create, arrange models				Other						

Daily planning

Period:	Activity:	Period:	Activity:
Lesson procedure:		Lesson procedure:	
CASS:		CASS:	

Period:	Activity:	Period:	Activity:
Lesson procedure:		Lesson procedure:	
CASS:		CASS:	
Period:	Activity:	Period:	Activity:
Lesson procedure:		Lesson procedure:	
CASS:		CASS:	

RESOURCES:

This format from the school was evidently developed to save the teacher as much time as possible, because with many of the aspects the educators only have to tick off the information concerning the lesson. This format does not allow the teacher the necessary reflection to make adjustments to adapt and improve the lesson for ESL learners.

5.4.2. Language proficiency and attitude

During the interview participants were asked questions regarding their own English proficiency, as well as how they deal with the diversity of languages in their classrooms of which they do not have knowledge. It is important to mention that although the participants were teaching in English and have ESL learners in their classrooms although of their home language is Afrikaans. Consequently, the interviews were also conducted in Afrikaans to make them feel more at ease. The home languages of the learners vary between Portuguese, Italian, Afrikaans, Xhosa and Zulu. Two participants were able to comprehend some of the words of the African languages and only one participant is able to say short sentences in these African languages. The other participants can only speak and understand Afrikaans and English. Lessing and Mahabeer (2007) as well as O'Connor and Geiger (2009) assert that a challenge educators experience in supporting learners with a limited English proficiency is not being able to speak and understand the home languages of ESL learners. Some of the participants also mentioned that they find it difficult sometimes to express themselves in English:

Participant 1: “Die manier hoe jy jou vrae stel ook, is baie anders as die Afrikaanse kinders...” (The way in which you ask your questions is also very different from the Afrikaans children).

Participant 4: “Uhm, weet mens kan sê: partykeer hoe jy jouself probeer uitdruk. In Afrikaans is dit makliker...In Engels kan dit dalk bietjie moeiliker wees en hulle verstaan dit nie dadelik nie.” (Uhm, know, you can say: sometimes how you express yourself. In Afrikaans it is easier....in English it can be a bit more difficult and they do not understand it immediately).

This could result in communication problems where misinterpretations and misunderstandings can be very common in the classroom (cf.2.3.2.1.).

Despite the above mentioned uncertainties of expressing themselves in English five of the six participants affirmed that they feel competent to teach in English. One participant studied English as a major subject up to a third year level. Another participant has been teaching at English schools for 22 years and a third one has worked and lived in England for two years. They all mentioned that the more you speak English the better your proficiency becomes over time:

Participant 3:“...omdat ons in ‘n tweetalige skool is en dit is, dit maak jou makliker en dit leer jou verder.” (...because we are in a bilingual school and it is, it makes you easier and it learns you further)

Participant 4:“In die begin was die Engels maar vrot gewees, maar hoe meer jy Engels praat, hoe makliker word, hoe beter word dit, ja.” (In the beginning the English was rather bad, but the more you speak English, the easier, the better it gets, yes)

It seems then that all the participants’ English language proficiency is acceptable to be able to use it as a medium of teaching. In a classroom with a diversity of home languages, good teaching will only occur if the teacher is proficient in the LOLT (Lessing & Mahabeer, 2007; Nel & Theron, 2008).

Since the attitudes of educators in wanting to support learners that struggle with understanding the LOLT are important, a concerning aspect that was discovered was that most of the participants had an attitude of:

Participant 1:“...omdat die skool nou maar vir Afrikaans en Engels is, so as jy in die Engelse klas is dan gaan jy onderrig in Engels kry, so ja-nee ek steur my nie aan ander tale nie. Jy weet mos as jy inskryf vir dié skool dat dit die reëls is.” (...because the school is for Afrikaans and English, so if you are in the English class then you are going to get your teaching in English, so yes-no I do not trouble myself with the other languages. You know when you enrol at this school that that are the rules).

All the participants believe that their learners are all proficient in English. However, it seems that because of the attitude of “this is an Afrikaans/English medium school where the Afrikaans/English culture must prevail” these participants do not cater for cultural nuances and idiosyncrasies. Krügel

(2005:37) points out that educators lack cultural knowledge (which is closely tied to the home language) of the learners in the class. There is one participant that indicated that he incorporated the different language cultures in some of his lessons. To prevent a culture of “English is all” and the other languages are inferior it is essential that educators acknowledge the cultural nuances and idiosyncrasies of the different languages. Since culture influences the way you express yourself misunderstandings can also occur if educators do not take the culture of the languages into consideration (cf.2.3.2.4.).

In conclusion it can be deduced from the above discussion that if educators believe that since the LOLT is English it should be the only focus in their teaching; their ESL learners are proficient in English; and they themselves are proficient in English although it is also their second language they will most probably not plan for possible misunderstandings or communication problems that could occur.

5.4.3. Identification standards

According to Franklin and Stephens (2008:46) any person should be able to identify a lesson according to the teacher’s name that designed the plan, the date/s the lesson would be taught, the subject for which this lesson was designed, the phase and the grade of the learners for which the lesson was designed, a theme for the lesson and the time allocated for the lesson. The purpose of these identification standards on a lesson plan is to help the teacher to be more organised and structured. If the lesson plan is not structured well it cannot be expected that the lesson presentation will be organised. ESL learners will not thrive in an disorganised classroom and this will contribute to them feeling even more confused (Kamper *et al*, 2007:166). Identification standards on lesson plans also make it easier for educators with ESL learners in their class to exchange lesson plans between each other, to share ideas on how to support ESL learners. All six of the participants lesson plans analysed by the researcher had evident identification standards such as the name of the school, the subject for which the lesson was designed, the

particular phase and grade for which the planning was done, the date on which the lesson was to be prevented, the time-frame allocated to the lesson, as well as the theme of the lesson. None of the lesson plans had the name of the teacher that designed the lesson plan, though the researcher must state the absence of the name might be because of the research project being anonymous. This means that although the participants do not have detailed written lesson plans the structure of the lesson plans provides the probability that lessons will be organised which can avert confusion for ESL learners.

5.4.4. Identifiable objectives

According to Jones, Vermette and Jones (2009:357) the teacher should start planning a lesson by making a list of important objectives all learners should be able to achieve by the end of the lesson. The purpose of identifying the specific objectives of a lesson is to guide the lesson planning activity or activities and to provide the foundation for planning the teaching strategy, class activities and assessment strategies (Panasuk & Todd, 2005:219). Only after the teacher decided on what exactly the purpose of the lesson is and ESL learners' barriers to learning were identified, can there be decided on which teaching- and assessment strategies will best help ESL learners with achieving optimal learning in class. If a teacher does not set specific objectives for every lesson, valuable learning time can be lost on irrelevant issues in class and might also be spent on learning objectives which is not inline or as important according to the curriculum policies (DoE, 2003). All of the lesson plans from the participants have indicated a space on the lesson plan for the seven Critical outcomes and five Developmental outcomes as stated in the South African National Curriculum Statement (DoE, 2003). Five of the participants make use of this function on their lesson plans by ticking off the appropriate outcomes concerning the specific lesson. Participant number one does not make use of this function on the lesson plan. Despite the critical and developmental outcomes that must be addressed in teaching every lesson should also have a specific lesson outcome. The teacher should always strive to meet the needs of every learner in the class, therefore the teacher must realise that objectives can be different for different learners,

especially ESL learners who experience language barriers. With this goal in mind objectives should be detailed in more learner specific objectives (cf.3.4.2.1.).

All of the participants indicated the Learning outcome and Assessment Standard/s specific to the learning area by ticking off the relevant ones as stated in the policy document, which is acceptable since the full descriptions are provided in the policy document. However, none of the participants described a lesson outcome in detail. None of the participant's lesson plans had any evidence of learner specific objectives on the document. Two of the participants commented in the interview that they do not make learner specific objectives for ESL learners for a lesson:

Participant 1: "...my klas het die reeling jy kom vra my. So die oomblik wanneer jy nie meer seker is van wat, wat aangaan nie, moet die leerder my kom vra." (...my class has the arrangement that they need to ask me. So the moment a learner is not certain about what's, what's going on, the learner has to come and ask me.)

Participant 5: "Ek dink nie eintlik aan hulle totdat hulle vir jou sê..." (I don't really think of them, until they say...)

Two of the participants commented in the interview that they combine their student specific objectives with doing differentiation:

Participant 2: "Kyk dis mos differensiasie wat jy doen." (See, that's differentiation that you do.)

Participant 3: "Wat ek altyd doen is, ek dink maar aan die kinders wat nie altyd so sterk is nie en bietjie swakker. Weet so ek stel maar volgens hulle vlak op die les..." (What I always do is, I think of the weaker learners. So I design the lesson on their level...)

5.4.5. Planning for teaching strategies

According to John (2006:486) after the appropriate content is selected, the teacher must connect it to the most suitable teaching method, which is then combined with activities and available resources. Educators with ESL learners

in their classes should make sure that the teaching strategy they decide on gives the ESL learner optimal learning opportunities. The teaching strategy should be compatible to the learners' needs in the class and not the teacher's (cf.3.4.2.3.). In none of the six participant's lesson plans was there any evidence of planning for a teaching strategy or strategies, and consequently also no adaptations for ESL learners.

However, during the interviews the participants stated that they use different teaching strategies. Most of them mentioned using a discussion, since they want to know what learners think, experience and understand.

Participant 1: *“Discussion baie. Baie van die goed is bespreking, ek wil weet hoe jy oor iets voel, weet hoe jy ‘n ding sien.” (Discussion much. Many of the things are discussion, I want to know how you feel about something, know how you see something)*

All the participants indicated that most of the time they will explain something first and then ask the learners questions.

Participant 3: *“...jy weet ek praat ‘n rukkie, dan gee ek maar laat hulle terugvoering vir my gee.” (...you know I talk a while, then I give but let them provide feedback to me)*

Participant 4: *“...sal ek sê direkte. Ja vraag en antwoord. Ja verduidelik en vrae...” (...shall I say direct. Yes question and answer. Yes explain and questions)*

One participant (2) declared she also uses mind-mapping, drawing pictures and colours to explain new content.

Educators need to be dynamic, creative and distinctively clear in their teaching strategy especially with ESL learners in the class. If ESL learners misinterprets and misunderstands the lesson content, the teacher should be efficiently trained to solve the problem (cf.2.3.2.4.)

5.4.6. Progress

According to Cvetek (2008:251) a basic lesson plan should aim to provide a clear, structured and logical succession of different activities which the

teacher will use to reach the objectives set for the particular lesson. Since communication problems can occur with ESL learners, educators with ESL learners in their class need to plan the progression of activities carefully to make sure time in class is spent purposefully and meaningfully (cf.2.3.2.4.). The format used in all the lesson plans submitted for the study has very little detail regarding progression. Tick boxes are mostly used and no detailed descriptions of the progression of activities are present. In five of the lesson plans there was a description in two or three sentences which included the teacher's activity, learners' activity, classroom activities, homework, as well as assessment, but no indication of progression. When a lesson plan has such little detail on what activities are to be done in the classroom and how activities succeed each other, it can only make sense to the teacher who designed the lesson plan. This lack of detail regarding progression of activities and assessment could result in educators not being prepared for possible misunderstandings or needed adaptations when presenting the lesson for ESL learners (cf.3.3.).

Only one of the participants stated that they follow a routine in their progression of a lesson during the interview:

Participant 5: "...ek beplan my lesse só, sodat daar genoeg tyd is vir hulle om hulle huiswerk in die klas te begin, sodat as hulle sukkel hulle my nog kan vra. So in daardie tyd, dan help ek maar daardie kinders ook." (...I design my lesson so that there is enough time for them to start homework in the class, so that if they battle, they have a chance to ask me. In that time I also help those children too.)

5.4.7. Knowledge, Skills, Values and Attitudes (KSVA's)

It is important for a teacher to be familiar with state, national and local knowledge, skills, values and attitudes to be addressed in a grade, because all objectives of a lesson should be connected to these KSVA's (Franklin & Stephens, 2008; Causten-Theoharis *et al*, 2008; John 2006). These KSVA's that are addressed in the objectives are formulated in accordance with social and educational guidelines in the curriculum, so that all educators in South

Africa aspire to the same objectives at the end of a unit and ultimately the end of the year, which means all learners are evaluated by the same performance indicators (Jones, Vermette & Jones, 2009; John, 2006). The national curriculum statements provide specifics, though not detail, through the Learning Outcomes and Assessment Standards regarding the knowledge, skills, values and attitudes that must be addressed. Nevertheless, educators still need to plan for the KSWA's that are specifically relevant to the lesson. The lesson plan format used by this school lists a variety of general KSWA's which can be ticked off. No space is provided for elaborating on the specific KSWA's that must be addressed for the context of the lesson. Only participant four, five and six ticked off which general KSWA's must be taught, but did not provide any detail or made it relevant to the specific lesson. None of these three participants made any indication of accommodating ESL learners with regard to the KSWA's specific to their proficiency or cultural links. Only one participant used aspects of other cultures, which would include values and attitudes towards these cultures, during a History lesson:

Participant 3: *"Ons het nou die dag het ons gedoen oor Geskiedenis doen ons oor die Xhosas in die Kaap..." (We did something about the Xhosas in the Cape the other day.)*

Only one participant mentioned in the interview that she accommodates ESL learners with the KSWA's they need to learn during her English lessons:

Participant 2: *"...kyk ons het mos nou jou eerste taal kinders het mos op 'n ander vlak wat jy voor klas gee, so hulle werk uit die aard van die saak is mos op 'n hoër standaard. Jou tweede taal kind is mos, sy les is heeltemal op 'n laer graad...jy verwag byvoorbeeld ons het byvoorbeeld nou lees geassesseer, nou as ek hierdie week lees-lesse geassesseer so by die eerste taal verwag ek uit die aard van die saak moet die boek baie moeiliker wees...al doen ek byvoorbeeld dieselfde tense, dan doen ek past tense, sy sinnetjies, sy paragrawe is baie moeiliker Engels as die tweede taal kind se past tense." (...see the first language child receives class on a different level, the work is of a higher standard. Your second language child, his lesson is on a lower grade...you expect for example we assessed reading this week, now when I assess reading of the first language child, I expect the book to be more difficult...even if I do the same tense, lets say past tense, his sentences, his*

paragraphs are much more difficult English than the second language learners' past tense.)

The other participants did not even tick off the general KSWA's they want to address. This is a concerning finding, since thorough planning regarding these issues is essential to be able to address all learners' needs specifically ESL learners (cf.3.4.4.).

5.4.8. Integration between learning areas

ESL learners need to learn and understand that none of the learning areas in the curriculum exist on their own and each learning area has a component from another learning area which links them in a certain manner. A learning programme demands that KSWA's taught across all learning areas, should allow a learner to use that KSWA's in any manner in any learning area, should it be necessary. Educators must comprehend the use of integration – as support of conceptual development – rather than introducing it for its own sake (DoE, 2003:6). Integration is important, because it aims at reinforcing related assessment standards to be dealt with in different learning areas (DoE, 2003:24). For example, in Mathematics and Science, where learners need to do calculations in both. In none of the lesson plans there were any indication of integration between learning areas, which could indicate that the educators do not plan together in the grades and phases to discuss integration and possible accommodations for ESL learners. Only three of the participants agreed that they don't do integration:

Participant 1: *"Nee, ek sal nie sê spesifiek taalbarriers nie..." (No, I won't necessarily say language barriers)*

Participant 2: *"Kyk ek's al een wat graad sesse mos gee." (See, I'm the only one teaching grade six.)*

Participant 4: *"Nie so baie nie, nee." (Not that much, no.)*

Two of the participants agreed that they do meet as a group of educators from a grade, during support based meetings, but the focus is not integration only:

Participant 3: *"...so elke tweede week het ons sulke school based support team vergaderingjje, wat ons maar die kinders bespreek, net wat vir hulle*

skoolgee..." (...so every second week we have school based support team meetings, where we discuss the children, only those that teaches them.)

Participant 5:"...ons moet wag vir ons support based vergaderings, dan praat ons maar oor die aplemeen oor hulle, maar nie eintlik nie." (...we have to wait for our support based meetings, then we talk about them in general, but not really.)

However, in the interviews the participants did understand what integration is about.

Participant 2:"...onthou die vakke pas alles, alles steek mos oral in mekaar, ja." (...remember the subjects fits everything, everything fits into each other, yes)

5.4.9. Prior knowledge

Educators also need to integrate prior knowledge into the existing lesson plan, either from the previous lesson or previous grade. It is important for learners to value and share previously learned KSVA's as this helps the teacher to evaluate the prior knowledge of the learners and to provide support where gaps exist (DoE, 2003:31). Before a learner can learn new content they must understand how their prior knowledge of a subject fits into the picture (cf.3.4.2.3.). Jones *et al.* (2009:359) assert that this helps with the fundamental understanding during the current lesson. When teaching ESL learners a teacher must have a clear picture of the level of prior knowledge. Firstly, because this is the starting point for planning a lesson and secondly, because this influences the activities that are selected and how they are structured and the moment a teacher refers back to aspects that ESL learners have already learned, they get motivated to learn the new content and have more confidence that they will understand the new content. None of the six participant's lesson plans had evidence of prior knowledge being used to build new content on.

Five of the participants though stated in their interviews that they do use prior knowledge in their lesson, either from the previous grade or lesson in their interview. They incorporate prior knowledge into lessons by questioning the

learners about previously learned content. Participant number five noted that she limits the learners to answering questions in their scripts (Baseline assessment) to save time:

Participant 1:“...ek val heeltyd terug op verlede jaar het hulle dit geleer.” (...I fall back the whole time on last year they have learned it).

Participant 3:“Hoor hier, ons gaan nou vandag dit doen, wat weet julle daarvan? Weet jy dit gee jou ook al klaar ‘n bietjie ‘n aspek van wat die outjies weet en wat hulle nie weet nie.” (Listen here, we are going to do this today, what do you know about it? You know it gives you already a bit of an aspect of what the children know and what they don’t know)

Participant 4:“Jy moet toets wat hulle weet, want wat help dit jy gaan net aan en hulle het nie ‘n idee...” (You must test what they know, because what does it help if you just go on and they do not have an idea...)

5.4.10. Classroom Activity, Homework and Assessment

According to Jones *et al.* (2009:359) a classroom activity for learners should be designed to assess if the learners comprehended the content and have achieved the lesson outcomes. An activity should also provide closure to a lesson, which must allow for feedback from the learners to ascertain their knowledge and understanding. This is especially important for ESL learners who may misunderstand instructions or content. Therefore they must be allowed to ask questions if there is an aspect of the lesson they do not quite understand. A classroom activity also permits time for educators to see what adjustments need to be made to ensure that every learner’s, including ESL learners, learning needs and learning potential are met. A classroom activity also provides preparation for learners to complete their homework successfully. Panasuk and Todd (2005:220) recommend giving homework assignments that are tailored to learners’ needs and interest for this will ensure that more learners do their homework. A homework assignment must be used to help ESL learners apply the new content they have learned. The more the ESL learner applies the new content, the quicker the new content will form part of their existing knowledge, skills and understanding. Consequently, it is very important to plan carefully for home work activities

that links to the lesson outcome and ensure that continuous learning takes place that either enhances that was learned in the classroom or provides expanded opportunities for learners, such as ESL learners, that are struggling with some aspects.

Continuous assessment activities should be used to allow learners to review, apply and expand on the content, knowledge and skills they have gained. When a teacher decides on an assessment activity, the chosen activity must allow learners to be able to demonstrate the specific knowledge and skills they have learned and determine if the learner reached the specific lesson objective (cf.3.4.2.4.). If an ESL learner completes an assessment activity and it is determined that the ESL learner failed to reach the objective, the teacher must clear-up any misinterpretations and/or misunderstandings the ESL learner has about the activity and/or the content (cf.3.4.2.4.). The ESL learner must then be allowed an extended opportunity to demonstrate the specific knowledge and skills they have learned and to consequently determine if the ESL learner reached the specific lesson objective.

Only five of the six lesson plans of the participants that were analysed showed evidence of planning for a classroom activity. Participant number two did not even have a space or any evidence of planning for a classroom, homework or assessment activity on the lesson plan. Only participant one, four and six's lesson plans stated what the activity number (see lesson plan, cf. 5.5.1.) of the exercise (classroom activity) the learners would do in class was, as well as what the activity consists of. Participant number three and five's lesson plans made mention of the activity number of the exercise (classroom activity) the learners would do in class, but not what the activity consists of. According to three of the lesson plans, that made mention of what the classroom activity consists of, questions are the classroom activity used most frequently to determine if the lesson was efficient. The interviews also confirm that asking questions are mainly used as a classroom activity, which could indicate that educators do not plan for or implement a variety of classroom activities to ensure that all learning styles and learning needs are addressed. In a classroom with ESL learners this is a concern, since many ESL learners do

not always feel confident enough in asking or answering questions in their second language (cf.2.3.2.3.).

Participant 1: "...vrae vra vandag oor iets wat ons gister bietjie behandel het, kan jy ook mos nou sien, weet jy, hierdie ou weet nog steeds nie waar ek is nie." (...ask questions on the present day about something we learned yesterday, then you can see, you know, this child still has no idea where I am.)

Participant 2: "...dan vra jy mos vragies en kyk hoe hulle antwoord..." (...then you ask questions and see how well they answer...)

Participant 3: "...van jy point sommer iemand gou-gou in die klas en sê: Hoor hier, wat het jy gister geleer?" (...you point at someone in the class and ask them what they learned yesterday?)

Participant 4: "En jy vra maar vrae, dis maar hoe jy verstaan wat jy of hulle weet wat jy gesê het." (And you ask questions, that's how you understand if they understand what you said.)

Only participant number four's lesson plan had evidence of homework being assigned to learners and again only the activity number of the exercise (homework activity) the learners had to do for homework was given and not what the activity consists of. Participant number one commented that the learners in her class frequently get homework and that she marks the homework herself to save time, though no evidence was found on the lesson plan:

Participant 1: "...my kinders kry elke dag huiswerk, elke liewe dag...baie van my aktiwiteite merk ek self..." (...my children receive homework every day, every day...most of the activities I mark myself...)

Only participants number four, five and six's, had evidence of any assessment activity in their lesson plans. None of these lesson plans had any detail on how the assessment activity would be used to assess the learners. The activities that were indicated mentioned demonstrations, tests and sketches or pictures but not the purpose of the assessment, how it is going to be executed or what the criteria are. When a teacher's planning for an assessment activity

is so sketchy, the possibility is very real that no planning for adjustments or expanded opportunities for ESL learners would have been taken into consideration. Participant number one makes mention of assessment during her interview and how ESL learners should be accommodated:

Participant 1: "...toetse moet jy so mooi dink, want dit wat die handboek sê en die manier hoe ons dit in die klas geleer het, dat hulle dit net kan verstaan..." (...tests need to be thought about carefully, because what the textbook say and the manner how we teach it in class, so that they can just understand...)

Participant number three mentions that he presents ESL learners with a second opportunity in assessment activities, if the learner did not perform up to standard in the activity:

Participant 3: "...hier en daar wat nou bietjie sukkel, dan gee ek weer vir hulle van die vorige werk wat ons gedoen het, maar weereens soos 'n werkskaartjie maar weer." (...here and there someone struggles, then I give them the previous work we have done but again also like a worksheet again.)

5.4.11. Media and Learning Material/Resources

Educators need to be equipped with proper skills to select appropriate media, resources and learning material to be used during the lesson by either the teacher or the learners (DoE, 2003:31). Educators should use interesting and different media, resources and learning material to make a lesson interactive, interesting and enjoyable for the learners (cf.3.4.4.). When a lesson is interesting, ESL learners will pay more attention to what they are being taught and will experience less difficulty in understanding the content.

All of the participants' lesson plan's that was analyzed have indicated a space on the lesson plan, for media, learning material or resources to be used by the teacher or learners during the lesson. Educators are not only restricted to use the media or resources to make the lesson interesting, but can also use it as instruments of assessment. The participants' lesson plans list the following media or resources as instruments of assessment: task, worksheets,

overhead projectors, cassettes, portfolio's, experiments, video's, photo's/pictures, questionnaires and exhibitions.

Participants number four, five and six make use of this function on their lesson plan by ticking off the appropriate instrument concerning the specific lesson. Participant number four mentioned a questionnaire, other tools and materials in the lesson. It is, however, not specified which questionnaire, tools and materials specific to the lesson. Participant number five used a task as a resource during the lesson, but did not give any details. Participant number six also indicated a questionnaire but also did not provide any details. Participant number one, two and three did not make use of this function on their lesson plan. Participant number one does mention a till slip as a resource on the lesson plan elsewhere, but not why and for what it will be used. None of these resources mentioned describe how it can be used to enhance ESL learners' language proficiency.

All five participants stated in the interviews that they do use media in their lessons.

Participant 1: "...truprojektors is ek baie lief voor, ek...ja transpirante..."
(Overhead projectors I love...yes transparencies)

Participants one, three and five stated in their interviews that they use transparencies and overhead-projectors during their lessons. Participants one and two also mentioned using pictures. Participants two, three and four stated that they sometimes use Newspapers and Magazines for when the learners need to do written reports. Participant number two has a reading corner in the class, for the learners to read a book when they finish an activity.

None of the six participants indicated what learning material they will be using during their lesson presentations.

Participant 1: "...leerders gebruik net die handboek. Ek maak my eie opsommings op, wat...waarvan hulle af kan leer vir toetse." (...learners only use the handbook. I make my own summaries, what....from which they can learn for tests).

Participant 2:“...ek het baie, baie verskillende handboeke.” (...I have many, many different handbooks)

Participant 3:“...ons gebruik die handboek meestal...” (...we use the handbook most of the time)

Three of the participants stated that they use their textbooks as main source of learning material. Participant's number one and two also use the internet to look for learning material. Participant number four also use magazine- and newspaper reports, as well as TV news reports as learning material. Educators need to use various forms of learning material, to enhance learning and address different learning styles. Learning material as a visual aid is also valuable for ESL learners if they struggle to understand what the teacher is saying. Learning material can also be used to enhance ESL learners' English vocabulary, for example if they build their own picture vocabulary of new words and concepts. In a classroom with ESL learners the availability of a dictionary is essential. From the above findings it seems that the participants do not specifically plan for learning material to enhance ESL learners English language proficiency.

5.4.12. Situation Analysis and Differentiation

Before a lesson plan is designed a situation analysis of the lesson should be done (Panasuk & Todd, 2005:215). The teacher needs to do a situation analysis of the lesson, where the teacher pictures the lesson in his mind. If a teacher does not do this lesson analysis, it will be unlikely that the teacher will be prepared for all the barriers ESL learners could possibly experience and how to handle them (cf. 3.4.2.2). The unprepared teacher will not have an efficient time-frame to work in during the lesson, especially if the teacher is not prepared for the barriers the ESL learner may face, which will inevitably take more time than expected to sort out. If a teacher does not do an analysis of the content to be done in a lesson, it might happen that the teacher provides too much information for the ESL learners in a single lesson (cf.3.4.2.3). When there's an information overload, the ESL learners usually cannot cope with all the information at one time. It could also happen that a teacher does too little content with the ESL learners in a lesson and then

precious teaching and learning time goes to waste. The teacher must use the contact time in class so that ESL learners has an optimal learning experience during the lesson. The teacher must also do an analysis of which teaching strategy best suits the ESL learners in the class and not the teaching strategy which is the easiest and most convenient for the teacher to do (cf.3.4.2.3.). The teaching strategy is very important when working with ESL learners, since the manner in which a teacher teaches a class can influence the way in which the ESL learners experience the lesson, either positive or negative. The teacher needs to do an analysis of the assessment activity to make sure it will provide the necessary information regarding the learning needs of learners (cf.3.4.2.4.). This means that educators need to work through the activity themselves, because that is the only way to know where ESL learners will experience difficulties with the activity and where ESL learners will need more support in doing the activity.

An analysis of a lesson plan will also help planning for differentiation when teaching a diversity of learning needs, such as learning at a different pace, having different learning styles, having different special needs and experiencing a limited language proficiency in the LOLT. South African classrooms consist of a wide array of learners with different abilities, disabilities, races and cultures, as well as different home languages (cf.3.4.2.2.). A teacher needs to prepare for these diversities and possible learning barriers that can occur during a lesson as a result of the above mentioned and the best way to prepare for these differences, is by doing differentiation (Franklin & Stephens, 2008:46).

The results of the lesson plan and the interviews indicated that there is no evidence of any situation analysis of the lesson or that the teacher plans for any differentiation in their teaching for the learners according to their strengths or weaknesses, barriers to learning, language ability, disabilities or cultural differences. Causten-Theoharis *et al.* (2008:385) encourage the teacher to identify one learner out of the different categories of learners in the class, at the start of planning a lesson. This will allow the teacher to focus the lesson on individual learners' needs, and anticipate for any possible problems that

could arise regarding the lack of prior knowledge of the different learners, how to transfer the content to different learners and how different learners will interact during the process. During the interviews it was clear that most of the participants do not consider differentiation or maybe do not comprehend what it entails and how it should be addressed. Most of them felt that if their learners do not understand they must ask questions out of their own accord:

Participant 1: “...my klas het die reëling jy kom vra my. So die oomblik wanneer jy nie meer seker is van wat, wat aangaan nie, moet die leerder liever my kom vra.” (...my class has the arrangement you come and ask me. So the minute when you are not certain of what is going on, the learner must rather come and ask me)

It seems, therefore, that many educators feel that learning is that learner's own responsibility and they must ask if something is not clear. This, however, can create numerous problems for ESL learners that are self-conscious about their English language proficiency and maybe do not have the courage to continuously ask questions when they are uncertain. Consequently, it is the teacher's responsibility to prepare and be aware of differences and possible miscommunications to ensure that these ESL learners do not get lost during the lesson resulting in these learners building up a backlog which can have direct negative consequences for their optimal learning. Two of the participants stated in their interviews that they do plan for differentiation. Participant number two stated that she differentiates between the English first- and second language learners and then designs two lesson plans on the same content according to their language abilities, but no evidence of this differentiation was found on the lesson plans. Participant number three also indicated that he/she differentiates between the stronger and weaker learners and then makes sure the gifted learners have extra exercises to stimulate them, but again no evidence of this differentiation or the extra activities was found on the lesson plan. Participant number three stated that he designs his lesson according to the weaker learners and then makes sure he has extra activities for the gifted learners. Participant number four mentioned that he accommodates ESL learners in class by talking slower, repeats a lot, asks questions and make sure that these learners especially pay attention,

because the moment they don't, he knows they don't understand. Causten-Theoharis *et al.* (2008:385) recommended that differentiation is done when the teacher starts planning the lesson by categorising the learners into groups and then focusing on one learner in each group as the process of lesson planning unfolds. Participant number one and five feel that they don't need to accommodate ESL learners, because the learners need to communicate with them if they experience some problems:

Participant 1: "...my klas het die reeling kom vra my." (...my class usually have the arrangement that learners come to me.)

Participant 2: "Ek dink mens dink nie eintlik aan hulle totdat hulle vir jou sê..."
(I think a person doesn't think about them, until they say...)

5.4.13. Reflection

After a lessonplan has been written and the teacher finished teaching the lesson to his learners, the teacher should reflect on his lesson design and preparation (Causten-Theoharis *et al.*, 2008:387). The reason for reflecting on a lesson is to make adaptations and improvements for the following lessons. Reflection on learner involvement and interaction during the lesson (cf.3.4.3.) is also important to ensure that all learners learned. Reflection on a lesson does not only mean that the teacher needs to acknowledge problems or faults in the lesson plan, but the teacher also identifies what aspects of the lesson plan worked well during the lesson. It is very unlikely that a lesson that is taught to ESL learners for the first time will go off problem free, because of serendipity and different types of interruptions (cf.3.3.). Therefore educators need to make notes for themselves on what to change in the lesson to help ESL learners understand the content and instructions better. Many educators use lesson plans from previous years and then it saves time in class when they already know what works well with the ESL learners, though educators need to keep in mind that each learner is different and adaptations will have to be made from year to year. When educators do not reflect on their lessons, it might happen that the same problem in the lesson plan hampers the efficiency of their lesson every time and ironically it will be as if the teacher does not learn from their mistakes.

None of the six participants' lesson plans showed any evidence of reflection being done. There was no space allowed for reflection on the lesson plan and nowhere any negative or positive remarks could be found. During the interviews the participants had to explain how they reflect on their lessons and give an example on how they have modified a lesson after reflection. Three of the participants stated that they reflect on their lessons, by asking the learners questions, by means of an activity or test or verbally on the content and if they are able to answer the given questions they accept their lesson to have been efficient. Participant number four said that he writes notes on what has been done in class during the particular lesson and then makes adjustments on the lesson plan. Participants number one, two and three explained that when they reflect on a lesson and need to make adjustments, they explain the content to the learner(s) again, followed by questions to see if learners understand the lesson better. Participant number four adjusted his lesson by formulating his questions differently, for example, he asks more questions, sometimes easier questions and formulate questions on different cognitive levels. Participant number five made use of code switching by explaining the English in the learners' mother tongue, which coincidental is Afrikaans, the same home language as the teacher. Participant number one and two did not allow the learners to reflect on how they experienced the lesson. Allowing the learners to reflect on the teacher's lesson can be invaluable to a teacher, because they are the one's for whom the lesson is prepared and they will be able to tell you where exactly the lesson is flawed or successful. Participant number three and four allow the learners to reflect on the lesson, because they want to know if the class enjoyed the lesson and reached the chosen objectives for the lesson:

Participant 3: "...ek laat hulle definitief laat hulle terugvoer gee en sê: Hoor hier, het julle darem iets geleer in die les uit, was dit vir julle lekker en sulke tipe dingetjies." (...I definitely let them reflect and say: Hey, did you learn something out of the lesson, was the lesson enjoyable, and such type of stuff.)

Participant 4: "...ek wil weet wat hulle weet." (...I want to know what they know.)

When educators fail to reflect on their lessons after they have presented it, it is impossible for them to say without a doubt that ESL learners coped with the lesson.

5.5. Conclusion

Language competence and proficiency is crucial to educational success (Van Rooyen & Jordaan, 2009:217). To clear up some of the uncertainties regarding the lesson plans additional questions during the interviews were asked specifically with regard to what they think language barriers ESL learners experience in class and if the educators should accommodate these learners with barriers and how. Since it appears that few of these participants plan for accommodating ESL learners' possible barriers to learning this was important to address.

From the interview statements made in the above mentioned discussions it can be deduced that educators do not believe that they always need to plan for possible barriers to learning that their ESL learners may experience, which is contradictory to these following findings: Four out of the five participants stated that the biggest language barrier is vocabulary. According to the participants either the learners don't understand the word or might not even have heard of it. Participant number four stated that the way the teacher expresses themselves also causes a problem, because you express yourself differently in Afrikaans, than you would in English and sometimes the teacher speaks on a too high level of comprehension for the learners. Participant's number one and two stated that learners' battle with tests, because of their vocabulary and the way in which some questions are asked, because again the way a question is asked in Afrikaans differs from the way it should be asked in English. This confirms that their ESL learners do experience barriers to learning, but they still do not specifically plan for it.

Participant 1: "...gelukkig hierdie jaar ons het 'n verskriklike slim klassie."
(...luckily this year we have a very clever class.)

Participant 3: "...maar ek moet sê ons het nie rêrig daai problem van rêrig swak kinders nie." (...but I have to say that we don't really have that problem of very weak children.)

This attitude of the educators has a negative effect on ESL learners, for educators will never anticipate where in the lesson the ESL learners will struggle.

In summary it is essential to mention a few crucial findings that emphasizes the importance of detailed lesson planning, especially if there are ESL learners in a classroom: Participant number one noted that the English learners had no textbooks and that they relied on papers being copied for them and that the problem with this is that there are lots of language mistakes on these papers. Two of the participants indicated that they do not have time to plan for the accommodation of ESL learners' possible barriers and that these learners have the responsibility to ask if they struggle. One participant does differentiation before she starts planning a lesson. Another participant mentioned that he differentiates between the learners and designs his lesson according to the learners with barriers' needs. He also designs extra activities for the gifted learners. However, no evidence of this could be found on the lesson plan. Participant's number one, two and four said that they don't exchange ideas with other educators on how to accommodate ESL learners. Participants number three and five stated that they exchange general information about learners who experience barriers to learning at ILST (Institution Level Support Team) meetings.

The standard of the lesson plans that was analysed was not efficient enough for ESL learners to cope with the lesson. Educators do not generally make provision in their lesson plans for any barriers to learning that ESL learners may experience.

In this chapter the document analysis was done and the interviews presented, analysed and interpreted.

In the next chapter general conclusions will be drawn, limitations will be mentioned as well as recommendations will be made.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

In this chapter, conclusions will be drawn from the results of the research project and recommendations will be made.

6.2. Conclusions

Based on the results emanating from the research, as well as literature study the following conclusions are drawn:

6.2.1. Research questions 1 and 2

- Investigating the literature: which specific language barriers do ESL learners, with limited English language proficiency, experience during a lesson?; and
- Investigating the literature: why is lesson planning important?

According to the literature study the most common specific language barriers, which ESL learners, with limited English proficiency experience in the classroom is:

- Difficulty to express themselves in English;
- disparity in language between learners and educators;
- a limited English vocabulary; and
- struggling with comprehension of English.

The empirical study confirms these literature findings. The participants indicated that ESL learners:

- experience problems with a limited English vocabulary;
- do not always comprehend the language of instruction efficiently; and

- do not understand the manner in which educators express themselves, because the educators' home language is Afrikaans and the manner a person expresses something in Afrikaans often, differs substantially from English.

According to the literature study lesson planning is important, because classrooms need to be interactive, the lesson planning practical and flexible (John, 2006:487). According to the literature the educator needs to prepare for a lesson to make sure time pressures and classroom sizes etc. have a limited influence on the efficiency of the lesson and other factors like lesson objectives, situation analysis, teaching strategies, content, resources, classroom activities and assessment are present in the planning of a lesson. This is particularly important for ESL learners who may experience barriers to learning. A well planned lesson could prevent misunderstandings and communication problems and provide for possible accommodations.

6.2.2. Research question 3

To what extent do educators accommodate language barriers to learning of ESL learners, with a limited English language proficiency, in their lesson plans?;

It seems that participants do not accommodate the language barriers of ESL learners with a limited English proficiency efficiently in their lesson planning. The reason for this appears that participants feel that since English is the LOLT of the school, and because they think that all learners are proficient in the LOLT, they do not need to plan for possible misunderstandings or communication problems that could occur because of a language barrier. For the same reason that participants feel that because English is the LOLT and learners must just cope with it they also do not cater for cultural nuances and idiosyncrasies.

6.2.3. Research question 4

If educators did accommodate ESL learners with a limited English language proficiency in their lesson planning, how did they do it?

The document analysis revealed that none of the participants indicated any learner specific objectives to be addressed during the lesson. The lesson plan also showed no evidence of any adaptations or accommodations to be made to the teaching strategy to accommodate any barriers that ESL learners might experience during the lesson

The lesson format which participants submitted has little detail regarding the progression of classroom activities of a lesson, which could result in educators not being prepared for possible misunderstandings or needed adaptations when presenting the lesson for ESL learners. None of the participants made any indication of accommodating ESL learners with regard to the KSVA's specific to their proficiency or cultural links.

None of the participants indicated any integration between learning areas, which could indicated that the educators do not plan together in the grades or the phases to discuss integration and possible accommodations for ESL learners on the lesson planning. No detail on the assessment activity or how it would be used to assess the learners could be found, which indicates that no planning on paper is done for adjustments or expanded opportunities for ESL learners who may experience barriers to learning were taken into consideration.

None of the participants indicate any situation analysis being done of learners' strengths or weaknesses, barriers to learning, language ability, disabilities or cultural differences on the lesson planning. Some of the participants' mentioned in the interviews that they accommodate ESL learners with limited English proficiency by doing differentiation, though no evidence of differentiation was found on the lesson planning. Participants also felt that learning is the responsibility of the learner and that the learner should indicate to them, when they don't understand.

6.2.4. Research questions 5 and 6

How do educators reflect on their lesson plan, to determine whether ESL learners with limited English language proficiency did cope with the lesson?; and

Which modifications, if any, do educators make after reflection to accommodate ESL learners with a limited English language proficiency in the follow lesson planning?

The empirical study revealed that educators do not reflect efficiently on their lessons to determine if ESL learners, with limited English proficiency coped with the lesson:

None of the participants indicated any reflection of the lesson being done on their lesson plans. The format for lesson planning drawn up by the school, does not allow the teacher the necessary reflection to make adjustments to adapt and improve the lesson. During the interviews it was indicated by some of the participants that they do reflect on their lessons by asking the learners questions about the new content, by means of an activity or test or verbally. A few of the participants allow their learners to reflect on how they experienced the lesson, because they are the one's for whom the lesson is ultimately prepared.

However, it was found that a few of the participants adjusted their lesson after reflection by formulating their questions differently or by explaining the content again and then tested the learners with questions to see if they understand better. One participant sometimes uses code switching to explain work to the learner in his mother tongue.

6.3. Impact of study and recommendations for educators

- Educators should consider improving the lesson plan format they receive from schools, so that it includes more detail on the lesson progression and the learners' needs.
- Educators should structure and organise their lesson plans well, which will translate into a structured and organised presentation to avert confusion for ESL learners.
- Educators must strive to improve their English proficiency at all times.
- Although it was believed by the educators that most of their ESL learners are proficient in English, educators must still plan for misunderstandings or communication problems that could occur.
- Educators should indicate student specific objectives and strive to meet the needs of every learner, because all learners have diverse needs, especially with regard to the language of learning.
- Educators need to make use of various teaching strategies, which will allow for ESL learners' specific learning needs to ensure optimal learning opportunities.
- Educators need to be familiar with state, national and local KSVA's to be addressed in a grade.
- Educators need to accommodate ESL learners with regard to the KSVA's specific to their proficiency or cultural links.
- Educators must comprehend the use of integration as support of conceptual development.
- Educators need to plan together in grades and phases to discuss integration and possible accommodations for ESL learners.
- Educators need to integrate prior knowledge into existing lesson plan, either from the previous lesson or grade.
- Educators must plan for a classroom activity to provide closure to a lesson, which allows for feedback from learners to ascertain their knowledge and understanding and allows for educators to see what adjustments need to be made to ensure that ESL learners potential and needs are met.

- Educators need to plan for a home work assignment that is tailored for ESL learners' needs and interests and that will help ESL learners apply the new content they have learned.
- Educators must choose an assessment activity which allows the learners to be able to demonstrate the specific knowledge and skills they have learned and determine if the learner reached the specific lesson objective.
- Educators should allow ESL learners expanded opportunities to demonstrate the knowledge and skills they have learned, if they failed to reach the objective the first time.
- Educators should explain in their lesson plan how an assessment activity would be used to assess the learners, the purpose of the assessment, how it's going to be executed or what the criteria are.
- Educators should use interesting and different media, resources and learning material to make a lesson interactive, interesting and enjoyable for ESL learners, because ESL learners pay more attention when a lesson is interesting.
- Educators need to indicate what learning material they will be using during presentations.
- Educators need to use various forms of learning material to enhance ESL learners learning and address different learning styles.
- Educators should use learning material to enhance ESL learners' English vocabulary.
- Educators need to realise the importance of a dictionary in an ESL classroom.
- Educators need to do a situation analysis of the lesson before the lesson plan is designed.
- Educators must realise that learning is not only the responsibility of the learner, because educators need to be aware and prepared for miscommunications to ensure that ESL learners cope with the lesson.
- Educators need to reflect on their lesson design and presentation after a lesson, not only to determine faults, but also to determine which aspects of the lesson worked well.

- Educators need to allow learners to reflect on a lesson, because their opinion can be invaluable, since the lesson is prepared for them.

6.4. Limitations of the study

- The sample used in the research project was very small and does not allow for generalisation on how educators accommodate ESL learners in the classroom.
- The study only included a school in a town area which is well resourced. Including schools from poorer socio-economic areas where there are a larger diversity of mother tongues and a bigger disparity between the learners' and educators would have contributed significantly to the findings. However, it was interesting to investigate a school where supposedly learners who are experiencing barriers to learning could be well supported.
- Classroom observations to assess how educators present the lesson and how ESL learners are accommodated would have provided more insight.

6.5. Recommendations

6.5.1. Recommendations for further research

- Larger samples with a more diverse representation of the population should be used in follow-up studies.
- A study exploring ESL learners' experience of accommodations in a lesson presentation should be conducted.
- Investigating the needs of ESL learners on how they should be accommodated in a lesson plan.
- Classroom observations to assess how the lesson plan is implemented and how ESL learners are accommodated.

6.6. Summary

In this chapter conclusions were drawn and recommendations were made on how educators designed the lesson planning to accommodate ESL learners with a limited English proficiency. The researcher can conclude that educators do not design their lesson planning efficiently enough to cater for and accommodate the barriers to learning ESL learners might encounter in a classroom. This has a negative effect on how ESL learners experience learning and achieve their optimal learning potential.

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Addendum A

Interview questions

Below is a list of the standard questions that were asked to the participants during the semi-structured individual interviews. Standard questions were posed to the participants, with individually tailored questions to some participants to better understand their responses.

1. *Wat is u huistaal?*
(*What is your home language?*)

2. *Is u gemaklik om in Engels te onderrig? Motiveer asb u antwoord.*
(*Are you comfortable in teaching in English? Please motivate your answer.*)

3. *Is daar leerdere in u klas wat ander huistale as Afrikaans en Engels het?*
(*Are there learners in your class, whose home language is not Afrikaans or English?*)

4. *Indien u ja antwoord op vraag 3 kan u enige van die tale praat?*
(*If you answered yes on question 3 can you speak any of the languages?*)

5. *Indien u ja antwoord op vraag 3 watter aspekte soos vertaling, agtergrond van die taal of kultuur van die tale het u al in u lesse gebruik?*
(*If you answered yes on question 3 what aspects like translation, background to the language or culture of these languages do you include in you lesson?*)

6. *Watter spesifieke taal "hindernisse" ervaar Engelse tweede taal leerdere met beperkte Engelse taalvermoe in u klas?*
(*Which specific language barriers do ESL learners, with limited English language proficiency, experience during a lesson?*)

7. *Tot watter omvang akkommodeer u Engelse tweede taal leerders met “taalhindernisse” in u lesse?*

(To what extent do you accommodate ESL learners, with language barriers in your lesson plan?)

8. *Verduidelik hoe akkommodeer u Engelse tweede taal leerders in die lesse?*

(Explain how do you accommodate ESL learners with limited English proficiency in your lesson plan?)

9. *Ruil u as groep van ‘n spesifieke graad onderwysers idees uit oor hoe om Engelse tweede taal leerders te akkommodeer, wat ‘n taal barrier het?*

(Do you exchange ideas between grade educators on how to accommodate ESL learners with barriers to learning?)

10. *Watter tipe media gebruik u in u lesse?*

(What type of media do you incorporate in your lesson planning?)

11. *Watter tipe leer materiaal gebruik u in u lesse?*

(What type of learning material do you plan for in your lesson?)

12. *Inkorporeer u leerders se voorkennis (prior knowledge)?*

(Do you incorporate prior knowledge in your lesson planning?)

13. *Hoe inkorporeer u die voorkennis (prior knowledge)?*

(How do you incorporate prior knowledge into the lesson plan?)

14. *Watter tipe onderig strategieë gebruik u tydens u lesse?*

(What type of teaching strategies do you use during your lessons?)

15. *Laat u toe dat die leerders die les bespreek in die klas?*

(Do you allow learners to discuss the lesson in the classroom?)

16. *Hoe reflekteer u op 'n les, om seker te maak Engelse tweede taal leerdere het die les wel verstaan?*

(How do you reflect on your lesson plan, to determine whether ESL learners with limited English proficiency understood the lesson?)

17. *Nadat u dalk agtergekom het Engelse tweede taal leerdere het nie by die les bygehou nie, hoe het u die les verander vir 'n volgende keer?*

(After you have reflected on a lesson and realised that the ESL learners did not cope with the lesson, how did you change your lesson for a next time?)

Addendum B

Interview transcriptions

Onderhoud 1 (Interview 1)

Navorser: Wat is jou huistaal?

Deelnemer: Afrikaans

N: Okay, is jy gemaklik om in Engels te onderrig en dan moet jy net vir my motiveer hoekom jy so sê?

D: Weet jy, ja, ek is. Ek het eindelijk drie jaar Engels geswot, wat alles net Engels was, na dit, toe't ek eers my NGOS gaan doen. So eks gewoonnd daaraan, ek het dit gepraat, ek't dit gedoen, geleer, gealles. Eks gewoonnd daaraan. Partykeer is daar nogsteeds oepsies wat gebeur – soos party woorde wat ek nie reg uitspreek of so nie, maar die kinders help jou vinnig reg en jy voel maar bietjie sleg, maar... So ja tot 'n mate is ek gemaklik daarmee.

N: Okay, is daar leeders in jou klas wat ander huistale as Afrikaans en Engels het?

D: Ja, daar is.

N: Okay, kan jy enige van hierdie tale praat?

D: Glad nie, ek weet nie eers wat praat hulle nie.

N: Okay, dan neem ek ook aan jy het nog geen van daai ander tale in jou lesse geinkorporeer nie.

D: Nee, nee, want, omdat die skool is nou maar vir Afrikaans en Engels, so as jy in die Engelse klas is dan gaan jy onderrig in Engels kry, so ja-nee ek steur my nie aan ander tale nie. Jy weet mos as jy inskryf vir dié skool dat dit is die reëls.

N: Ja dis die skool se beleid, dis Afrikaans of Engels en dis die twee tale wat jy gaan...

D: Van die begin af kies.

N: Okay, is daar spesifieke taal barriers wat jou Engelse leerders in jou klas dalk ervaar?

D: Weet jy partykeer, dis soos die Engelse leerders het nie 'n handboek nie. Ons goed is afgerol, so dis vertaal voorheen en hulle het net hierdie afgerolde temas wat hulle elke keer uitdeel. En daar is foute in daai temas, jy weet, nie

die regte woorde nie of sinnetjies maak nie sin nie en sulke goed maak dat die kinders ook nie regtig verstaan nie. Byvoorbeeld in toetse moet jy so mooi dink, want dit wat die handboek sê en die manier hoe ons dit in die klas geleer het, dat hulle dit net kan verstaan, dit is nogal moeilik. Die manier hoe jy jou vrae stel ook, is baie anders as die Afrikaanse kinders en dis nogal bietjie...Ja, van hulle doen slegter, omdat dit nie spesifiek Engelse goed is nie, omdat dit vertaal is vir hulle.

N: Okay, jy sal eerder sê dis dalk meer die problem by die leermateriaal?

D: Ja.

N: Okay, reg tot watter omvang akkommodeer jy Engelse tweede taal leerders, wat nou “barriers” in jou klas het? Sal jy sê altyd, gereeld of nog nooit nie?

D: Weet jy né, my klas het die reeling jy kom vra my. So die oomblik wanneer jy nie meer seker is van wat, wat aangaan nie, moet die leerder liever my kom vra. Anders gaan ek mos nooit weet wie weet wat nie en die kinders is groot genoeg om te weet wanneer verstaan hulle rêrig nie wat ek sê nie en hulle gee rêrig...hulle interrupt jou half die heelyd. Soos as hulle iets nie verstaan nie, dan’s die hande op en ons verduidelik dit op ‘n ander manier of soos die tema’s wat ek nou vir jou gesê het, ons trek maar dood en gaan aan en dit “scratch” uit, doen dit. So ek probeer hulle help tot die beste van my vermoë.

N: Okay, nou so jy sal sê as jy hulle dan nou akkommodeer in die klas, is dit hulle verantwoordelikheid dat hulle vir jou moet kom sê daar is iets wat hulle nie verstaan nie en dis hoe jy hulle akkommodeer?

D: Ja, kyk wel in toetse en aktiwiteite gaan jy mos nou kan sien as daar ‘n fout is en dan gaan jy weer oor die werk gaan, maar sulke enkelinge die kind moet my kom vra, dit is nogal die reeling in my klas.

N: Okay, ruil julle as ‘n spesifieke graadgroep, sê nou maar die graad 4 onderwysers, idees uit hoe om leerders met “taalbarriers” beter te hanteer?

D: Nee, ek sal nie sê spesifiek “taalbarriers” nie, dissipline ja.

N: Oraait, watter tipe media gebruik jy in jou lesse?

D: Ag weet jy, treprojektors is ek baie lief voor, ek...ja, transpirante, treprojektors is baie beter die bord. Ek doen nie die bord ding nie. Baiekeer gebruik ek prente, praktiese goed soos eksperimente, as jy wetenskap gee.

So eksperimente en goed probeer ek prakties doen. Enige iets wat ek prakties vir hulle kan wys is dit beter. Jy weet laat hulle daai drie dimensionele effek kan sien en nie net hierdie plat die heelyd nie.

N: Okay, watter tipe leermateriale gebruik jy? Gebruik jy dalk net die handboek?

D: Wel die leerders gebruik net die handboek. Ek maak eie opsommings op, wat...waarvan hulle af kan leer vir toetse, as ek sê dis nodig. Andersins, ek by die huis gaan op die internet, ekstra boeke, jy weet ek kan nie net daai handboek doen nie. Dit is...daar's te min inligting en as 'n kind jou met 'n vraag bombandeer moet jy hom kan antwoord.

N: Ja-nee, okay, inkorporeer jy leerders se voorkennis – dis nou “prior knowledge” soos ons op universiteit geleer het – in meeste van jou lesse?

D: Ja.

N: Okay.

D: Ja-nee, die goed sluit mooi aan die...soos ek't byvoorbeeld graad vier en vyf wetenskap, so jy kan mooi sien wat het hulle al geleer in graad vier en graad vyf byvoorbeeld. So ek val die heelyd terug op verlede jaar het julle dit geleer, vra bietjie vrae daarvoor om hulle kennis net te toets. Om te sien wie's voor en wie's agter en wie weet rêrig nie waar ek nou is nie.

N: So ek neem aan as jy dan nou sê jy inkorporeer dit, is dit jy verwys na verlede jaar se goedters?

D : Ja, verlede jaar of die vorige les, dalk net van die vorige dag ook.

N: Okay, in die begin van jou les, dalk aan die einde van jou les?

D: Weet jy gedurende die les, dit hang-af hoe die les...

N: Waar dit dan nou nodig is?

D: ...loop, ja.

N: Watter tipe onderig strategieë gebruik jy dalk die meeste?

D: “Discussion”

N: “Discussion”

D: “Discussion” baie. Baie van die goed is bespreking, ek wil weet hoe jy oor iets voel, weet hoe jy 'n ding sien. Ek's ook baie lief vir groepwerk.

N: Oraait, jy het dit nou net eindelijk gesê: jy laat dan toe dat die leerders die les bespreek tydens die les?

D: Ja, ja ek's baie lief daarvoor. Ek wil weet waar staan hulle, wat dink hulle. Dit vat bietjie tyd, maar...

N: Reg, so as jy nou die bespreking doen, dan is dit oor die inhoud van die werk of hoe die leerders die werk, die les ervaar?

D: Dit gaan meer oor die inhoud van die werk.

N: Oraait, hoe reflekteer jy op jou lesse om dalk te kyk of 'n Engelse tweede taal leerder byvoorbeeld nie bygehou het nie?

D: Jy...my kinders kry elke dag huiswerk, elke liewe dag. So sodra ons deur die aktiwiteit gaan, baie van my aktiwiteite merk ek self, ek laat hulle nie eers merk nie, want dit vat te veel tyd. So dan kan ek sien watter leerders verstaan nie. Ons skryf oor elke tema skryf ons 'n toets of 'n klastoets of 'n praktiese ietsie of enige, jy weet, sodat ek kan sien wat verstaan hulle, waar kort nog meer aandag en as ek dan vrae vra vandag oor iets wat ons gister bietjie behandel het, kan jy ook mos nou sien, weet jy, hierdie ou weet nogsteeds nie waar ek is nie.

N: Ja-nee dit is so. Okay en as jy dan nou al agtergekome het in een van jou lesse het die kinders, die Engelse tweede taal leerders meer spesifiek, dan nou nie bygehou nie, hoe het jy al van jou lesse verander vir 'n volgende keer?

D: Wag dat ek dink. Uhm, hoe't ek van my lesse verander?

N: Reg.

D: Ek gaan die eksperiment dan weer wys of daai aktiwiteit weer doen, byvoorbeeld grafieke, hierdie jaar met die graad vyf's en hulle het dit glad nie verstaan nie. My hele beplanning daai week het gestop en ons het die hele week net grafieke gedoen. Ek kon dadelik optel hulle weet nie lekker nie.

N: Okay, ag baie dankie hoor.

Onderhoud 2 (Interview 2)

Navorser: Ja-nee, jy voel die “pressure” – jy sien mos.

Okay Elfrieda, ek wil gou-gou hoor wat is jou huistaal?

Deelnemer: Is Afrikaans.

N: Okay en is jy gemaklik om in Engels te onderrig en dan moet jy vir my motiveer asb?

D: Ja, want ek is al seker twee en twintig jaar wat ek by Engelse skole skoolhou. Ek’t nog net by Engelse skole skool gehou.

N: O ja-nee. Ja-nee definitief, hulle het nie ‘n probleem by jou nie. Okay, is daar leerders in jou klas wat ander tale as Afrikaans en Engels praat?

D: Ja, want kyk die eerste...ek het die eerste taal Engels en daar is Portugese kinders en daar is wel Afrikaanse kinders en daar is swart kinders, so daar ander tale en dan’s dit hulle derde taal.

N: Ja, somer nog ‘n hele klomp taaltjies. Okay, kan jy enige van hierdie tale praat of verstaan?

D: Nee, nee. Kyk ek het by swart skole skool gehou, so as daar paar tale, ag so paar woordjies en so, maar nie regtig nie, so hulle kry maar bietjie swaar en dan’s dit hulle, nie rêrig hulle eerste taal nie.

N: Reg, okay en uhm dan neem ek ook aan dan het jy nog nie enige aspekte van daardie ander tale al in jou lesse ingebring nie?

D: Nee, dis maar eerste taal Engels.

N: Okay, oraait uhm watter spesifieke “taalbarriers” ervaar Engelse tweede taal leerders in jou klas?

D: Engelse tweede taal?

N: Ja.

D: Kyk dit is maar hulle...wat bedoel jy nou by daai.

N: Okay, die die Portugese leerders wat nou by jou in Engels skool kry, watter “taalbarriers” ervaar hulle, met die Engels of dan nou die swart kinders, want Engels is dan nou hulle tweede taal ook of derde taal al?

D: Kyk hulle sukkel maar met die woordeskat en hulle sukkel maar om die vraestel te verstaan vir eers.

N: Ja en dit kan ‘n probleem wees.

D: Ja, kyk dan as hulle by my kom en hulle moet nou daai vraestel leer, kyk nou as hulle nou by my kom, my klas se kinders en dis byvoorbeeld Aardrykskunde om te lees en hulle sukkel met die terminologie, dan verstaan hulle nie altyd wat beteken daai groot woorde nie, hulle sukkel met daai terminologie. Wat ons dan nou maar doen is, dan probeer ons dit nou maar vir hulle verduidelik, jy sien byvoorbeeld daai groot woorde nou sien, dan kom hulle nou en as jy nou sien hulle verstaan nie die terminologie nie, dan probeer ons nou maar om vir hulle daai, dit te verduidelik. Dis wat ons nou maar bietjie hier probeer om dit vir hulle makliker te maak.

N: Reg.

D: As dit nou 'n kind is wat byvoorbeeld Afrikaans is, dan sal ons dit nou maar vir hulle dan nou maar die woord in Afrikaans sê.

N: O okay.

D: Ek wonder wat...daar's byvoorbeeld kinders wat nou in die Engelse klas sit, hulle moet eintlik Afrikaans wees en as ons byvoorbeeld nou toetse skryf en so dan sal jy nou maar vir hom die woord dan net in Afrikaans sê en vir hom probeer makliker maak.

N: Okay, honderd persent. Okay, uhm tot watter omvang akkommodeer jy Engelse tweede taal leerders, met 'n "taalbarrier" in jou klas? Sou jy sê as jy jou lesse uitwerk doen jy dit gereeld, altyd of amper nooit nie?

D: Hoe bedoel jy nou?

N: Maak jy voorsiening vir dat hulle dalk nie gaan verstaan in 'n les nie? So...

D: Kyk dis mos jou differensiasie wat jy doen.

N: Okay, ja.

D: So jy verwag nou maar jou eerste...kyk, kyk ons het mos nou jou eerste taal kinders het mos op 'n ander vlak wat jy voor klas gee, so hulle werk uit die aard van die saak is mos op 'n hoër standaard. So hulle sit apart in 'n klas. Jou tweede taal kind is mos, sy les is heeltemal op 'n laer graad.

N: O okay, so jy werk verskillende lesse uit?

D: Helemaal verskillende lesse, hulle werk glad nie saam nie.

N: Oraait, o nee, okay.

D: Die standaard is heeltemal apart.

N: Dit maak dit darem so bietjie makliker vir jou.

D: Ja, so jou eerste taal kind se les is op 'n baie hoër standaard en jy verwag byvoorbeeld ons het byvoorbeeld nou lees geassesseer, nou as ek hierdie week lees-lesse geassesseer so by eerste taal verwag ek uit die aard van die saak moet die boek baie moeiliker wees jou taal. Ek sê ook vir hom as hy byvoorbeeld nou sy agt wil hê, dan verwag jy daai boek se taal moet op 'n baie moeiliker, baie hoër standaard wees. So, uhm voor hy nou sy agt of sy sewe kry, waar jou tweede taal kind, kyk jy byvoorbeeld dat sy taal kan byvoorbeeld 'n baie makliker boek wees. So daar kom jou differensiasie in. Ek gaan byvoorbeeld vandag nou my vraestel uitwerk vir die tweede taal Engels, nou sy boek, die Afrikaanse se boek is op 'n baie laer standaard. Sy Engels is uit die aard van die saak baie makliker, waar my eerste taal se werk baie moeiliker is en ons verwag ook die vraestel...soos my twee vraestelle, al werk ek nou, die vraestel lyk op die ou end baie dieselfde, ek het my taal, ek het my...alles...die goed moet dieselfde wees, maar jy moet dadelik kan sien dat die eerste taal baie verskil. So my eerste taal kind se standaard moet 'n ontsettende hoë vlak wees, waar my tweede standaard, ek't die graad sesse, die tweede standaard moet baie makliker wees.

N: Ja, okay.

D: So as daai eerste standaard kind tagtig kry, is hy op 'n baie hoër standaard tagtig as my tweede taal kind se taal. So dis glad nie dieselfde klas nie. Al gee ek hom dieselfde tipe...al doen ek byvoorbeeld dieselfde "tense", dan doen ek "past tense", sy sinnetjies, sy paragrawe is baie moeiliker Engels as die tweede taal kind se "past tense".

N: O-nee, okay.

D: Het 'n baie eenvoudiger "past"... "comprehension" ook. Sy "comprehension"...

N: So dis dieselfde werk...

D: Baie. Glad nie in dieselfde klas nie, glad nie dieselfde werk nie, so jy kan die twee nie vergelyk nie.

N: Okay, nee dis reg. Uhm, okay, ruil julle as groep, sê nou maar al die onderwysers van graad ses, soms idees uit hoe om kinders met "taalbarriers"...

D: Kyk ek's al een wat graad sesse mos gee.

N: Is jy die enigste een?

D: Ek's die enigste een.

N: Okay, so julle doen dit ni?

D: Ek's al een wat gee, so ek moet nou maar..."cope" op my eie. So ek...hulle is negentig omtrent in die groep en ek moet "cope" en klaar kry. So die volgende Tanya wat nou kom, sy't die graad vyf's en sy doen nou, so dis hoekom ons is op ons eie.

N: Okay, uhm watter tipe media gebruik j in jou lesse, byvoorbeeld prente of so?

D: Weet jy, ek't nog, ek is bietjie nog outyds, jy sien omdat ek maar jare, ek het nie baie wat ek, ek gebruik maar meestal...kyk ek, praat jy nou van lees, praat jy van of praat jy van - van wat praat jy?

N: Hulpmiddels, wat se hulpmiddels gebruik jy in die klas, treprojektors, prente?

D: Ek gebruik maar my prente, ek gebruik werkstukke, ek gebruik begrips – praat jy van begripstoetse? Praat jy van...ek is baie lief vir my leeshoekie.

N: Okay.

D: Ek't 'n baie groot leeshoekie.

N: Ja, leeshoekie is goed,

D: So ek het fisies 'n baie, baie uitgebreide groot leeshoekie in my klas, waar ons baie lees, as die kind nou klaar is, want hulle het vir my fisies boeke gebring. So ek het ontsettende stil-leeshoekie, baie groot boek lees in my klas. So ons lees baie, baie leeshoekie, so ek gebruik maar baie wat ek dit gebruik en dan moet jy maar ekstra leesstukke, ekstra werkskaarte en uhm, ag maar media boeke en goedters. Ek's nie baie lief vir die treprojektor nie. Ek's maar baie lief nou nog, ag wat noem mens hierdie as jy...

N: Ja, ek "record", maar dis okay. O uhm, 'n "tape-recorder".

D: "Tape-recorder" baie keer, wat die kinders gebruik as hulle byvoorbeeld media aanbiedings moet doen, "interviews" wat hulle op die oomblik nou doen.

N: O okay.

D: Die Engelse boek wat hulle gebruik, moet hulle byvoorbeeld nou "interviews" nou byvoorbeeld kom aanbiedings doen, so dit gebruik hulle. So ag ja, ag koerant uitknipsels wat hulle gebruik ja. Dit gebruik ons baie.

N: Dit dwing hulle bietjie om koerant te lees.

D: Koerante te lees, ja tydskrifte gebruik ons baie. Ja so ons, ek's baie lief vir lees en baie lief...

N: Ja, alles wat te doen het met lees.

D: Alles wat lees ja.

N: Okay, oraait watter tipe leermateriaal gebruik jy? Gebruik jy net die handboek se inhoud of is daar nog plekke waar jy jou inhoud vandaan kry?

D: Weet jy nee, ek het baie, baie verskillende handboeke. Ek het hierdie boek, ag weet jy hierdie boek wat hulle by die universiteit gebruik...hierdie ene: hierdie English "studyguide".

N: O okay, ja van die universiteits boeke.

D: Van die universiteit daai, weet jy, ek kan nie vir jou sê nie, baie...baie

N: Baie verskillende handboeke, okay.

D: Ek het outydse boeke wat seker twintig jaar oud is, wat ek so, ek het baie, baie boeke. Kyk as jy dertig jaar skool hou...

N: Ja-nee, dan moet jy hê. Okay, gebruik jy soms dalk internet?

D: Man weet jy my man trek vir my baie "comprehensions" en goed kry ons van die internet af, ja so.

N: Oraait.

D: Dis hoekom alles wat ek my hande kan oplê gebruik ek.

N: Okay, dan: inkorporeer jy leerders se voorkennis of "prior knowledge" wat hulle van die vorige les af moet saambring?

D: Ja, oral en al die vakke ook...onthou die vakke pas alles, alles steek mos oral inmekaar ja. So baie goed en verskillende goed gebruik ons.

N: Okay, uhm watter tipe onderrig strategie gebruik jy die meeste? Dit beteken hoe gee jy klas?

D: Kyk die kinders werk, ek is baie lief vir dat ons praat en dat die kinders bydra praat en ja hulle idees en ek weet nie nou met Engels wat bedoel jy presies met die Engels nie?

N: Okay, uhm...

D: Kyk elke periode verskil mos.

N: Oraait ja, want verskillende periodes kan jy lees en ander kan jy "comprehension"...

D: Ek wou nou net sê jy kan nie in spelperiode anders, leesperiode is, elke periode is anders, jy kan nie...as jy "mind-mapping" doen, ek's baie lief vir jou

“mind-mapping” wat jy doen. Spelling doen jy anders, party skryf jy. Elke area doen jy anders. Jy kan die stillees het jy, partykeer hardop lees, partykeer het jy jou spel, partykeer skryf – so jy kan, elke periode is anders.

N: Reg, okay.

D: As jy “tenses” verduidelik is ek baie lief om met kleur te werk, ek’s baie mal oor kleur. Veral met die tweede taal het agtergekome as jy met kleur werk, vir die kinders verduidelik met kleure, ek het baie agtergekome met die juniors werk. So ek’s verskriklik lief om met kleur te werk en prentjies te teken.

N: Ja en dit werk nogal goed vir die kinders, ja.

D: So daai tipe van ‘n, ek sê nou “mind-maps”, ek het nie die Afrikaans nie...

N: Breinkaarte.

D: Breinkaarte en kleur en al die “tenses”.

N: So jy verduidelik eers vir hulle en dan sal jy vir hulle vrae vra?

D: Baie lief vir verduidelik met kleure en goeters te...ag jy weet, hulle teken ‘n prentjie en hulle sal met kleur werk. So ek’s baie lief vir verduidelik en met die junior agtergrond wat ek jare ook gehad het en as jy elke periode agterkom wat jy aanbied, dis heeltemal anders.

N: Dis reg. Laat jy toe dat leerders die les bespreek in jou klas.

D: Hang-af ook watter les dit is né. So uhm, kyk onthou net ons klasse is groot – eerste taal is ses en dertig kinders.

N: Dis baie.

D: Die Engelse kinders is baie lief, hy kan maklik handuit ruk en so. So solank hy gekontroleerd is né, wat hy nou nie, want kyk as jy jou tema bespreek is dit altyd mos ‘n bespreking, dan moet jy praat. So dan’s dit ‘n lekker gekontroleerde bespreking, dan gesels ons nou lekker en dan geniet hulle dit nou, maar hang mos nou af wat jy doen.

N: Ja dit is so.

D: Dan dit bepaal mos jou les.

N: Okay, uhm hoe reflekteer jy op jou lesse om seker te maak dat al jou leerders die les verstaan het?

D: Goed jy kyk mos nou maar as jy, as hulle mos vir jou...jy bespreek mos nou jou tema aan die begin van die, as jy nou begin, wat jy ook al nou doen, dan vra jy mos jou vraagies en kyk jy hoe hulle antwoord en as hulle nou, kyk

betrek jy almal en as hulle vraagies beantwoord sal jy mos vinnig agterkom as daar nou ouens is wat nou nie...

N: Wat nie verstaan nie?

D: Verstaan nie of as hulle ietsie moet...want gewoonlik het ons les het 'n tema, ons boek werk so met die tema: antwoord hulle vraagies dan't ons dadelik 'n "comprehension" elke, daar trek daarna en dan sal jy ook vinnig agterkom as hulle nou dit kan antwoord of nie.

N: Oraait en dan: as jy al agtergekome het daar is 'n leerder wat nou nie "gecope" het met die les nie, uhm wat het jy gedoen om dit reg te maak?

D: Dan moet jy mos maar bietjie net weer bietjie individuele aandag, dan bietjie verduidelik weer en so. Ek's bietjie gelukkig hierdie jaar ons het 'n verskriklike slim klassie.

N: Ja-nee, dan is 'n mens gelukkig.

D: Ja, groot klas, baie woelig, baie...maar...

N: Maar jy kan eintlik lekker met hulle gesels.

D: Oe, maar hulle is baie hoor.

N: Ja, dan is mens gelukkig, ek weet my nege A's by HTS is ook so, ons is toevallig ingedeel volgens hulle punte.

D: Dis net hierdie jaar so, woelig, baie lief vir gesels, maar ek's nou besig met hulle LO boeke te merk – ongelooflik intelligent klomp.

Onderhoud 3 (Interview 3)

Navorser: Okay, wat is jou huistaal?

Deelnemer: Afrikaans.

N: Reg, is jy gemaklik om in Engels te onderrig?

D: Ja-nee, tenvolle ja.

N: Okay, kan jy vir my sê hoekom voel jy so gemaklik daarmee?

D: Ag juis, omdat ons in 'n tweetalige skool is en dit is, dit maak jou makliker en dit leer jou verder. Toe ek begin het by die skool, het ek begin by Engelse klasse, toe was dit nog half gedink: o hel wat nou, weet maar soos mens aangaan – jy tel maklik op en jy leer ook maar by die ander kinders ook maar. Dit help jou baie.

N: Ja en dit verbeter jou Engels seker ook?

D: Ja-nee, by verre, dit is.

N: Okay, is daar leerders in jou klas wat ander huistale as Afrikaans en Engels is?

D: Ja daar is, daar is 'n paar wat Xhosa en Zulu is, maar hulle is, hulle praat meestal Engels by die huis. So hulle is nie meer weet so kwaai op die Zulu of die Xhosa, hulle is maar meestal Engels by die huis.

N: O okay. Reg, uhm kan jy enige een van dié tale praat of verstaan?

D: Xhosa kan ek so bietjie verstaan en Sotho kan ek so hier en daar 'n woordjie opvang, maar ek kan nou nie weet in dit skoolgee en daai tipe ding nie, maar ek kan hulle, as hulle vir mens iets vra, weet soos vinnig probeer vra dan kan mens hulle amper verstaan.

N: O okay, dis baie goed. Dit help baie in die klas...

D: Dit help ontsettend baie en weet as jy ook sê haal uit jou boek of ietsie en hy, dan sê jy gou-gou vir hom: "Seya buka", dan "scheme" hy o wag die ou weet nou van wat hy praat en dan haal hy gou-gou sy boek uit.

N: O nee okay, dan's dit goed.

D: Ja, dis reg.

N: Het jy van hierdie Xhosa of Zulu, aspekte van dit in een jou lesse gebruik?

D: Ons het nou die dag, het ons gedoen oor Geskiedenis doen ons nou oor die Xhosas in die Kaap en goeters. Toe't ons, toe't ek nogal...ek nie eintlik Xhosa gepraat nie, maar ek't soos gevra wat is hulle tipe culture, weet dat die

ander kinders in die klas bietjie weet hoe doen hulle dinge. So dit is altyd bietjie snaaks as hulle ietsie doen, dan dink ons altyd: maar hoekom doen hy nou dit? Toe vra ek hulle soos okay, wat doen julle en al's sulke goedjies, maar ons gebruik nie eintlik tale kwaai in die klas nie. Dis maar meestal Engels, maar ons gebruik baie van hulle voorbeelde te gebruik, jy weet dan vra ons hulle, hoor hier, wat kan jy sê van die saak of iets? Dan kan hulle ietsie by las, goed wat ons nie altyd weet of ietsie nie.

N: Okay, uhm is daar enige spesifieke "taalbarriers" wat die Engels tweede taal leerdere in jou klas ervaar?

D: Dit is net baie keer weet soos goed soos groot woorde. Ek't nogal agtergekom deesdae weet soos "motivate your answer" of "express yourself", jy weet sulke dingetjies...hulle weet nie lekker wat beteken dit nie. Weet hulle kan verstaan, okay "motivate" is gee rede, maar weet nie regtig hoe om te reageer en hoe om hulself uit te beeld en sulke goed nie. Weet soos groot woorde sulke hulle maar bietjie nou en dan, maar dan gaan verduidelik ons maar gou vinnig en dan weet hul naastenby wat daar aangaan.

N: uhm, nou ees kyk waar is ek...O ja, tot watter omvang akkommodeer jy Engelse tweede taal leerdere, wanneer jy nou 'n les begin uitwerk? Sou jy sê as jy begin dan dink jy altyd aan hulle of gereeld of amper nooit nie?

D: Kyk, wat nogal lekker by ons is, is Afrikaans en Engels apart. So jy't Afrikaanse kinders, so jy doen jou les in Afrikaans gou-gou vinnig, dan doen jy jou Engelse kind. Wat ek altyd doen is, ek dink maar aan die kinders wat nie altyd so sterk is nie en bietjie swakker is. Weet so ek stel maar volgens hulle vlak op die les, maar dan kry ek ietsie vir kinders wat bietjie sterker is, ietsie ekstra's, vir as hy verveeld raak, dan kan ek gou-gou vir hom sê: hoor hier, doen jy gou-gou hierdie ekstra by of ietsie. Weet so mens, mens kyk maar hoe die vlak van jou kinders redelik maar is, maar ek moet sê ons het nie rêrig daai probleem van, rêrig swak kinders nie. Ek moet sê ons het 'n baie sterk groep en al's. So hulle is nogal redelik, maar jy kry maar die wat nou hulle derde taal Engels is en jy kan sien sukkel partykeer bietjie, maar dan verduidelik ons gou-gou vinnig. Dan roep ek hom gou tafel toe en sê vir hom: hoor hier, hierdie stukkie beteken nou dit, dan verduidelik ek hom, dan kan jy sien dan kop hulle gou-gou vinnig endan gaan hulle aan.

N: Ok, uhm...reg, jy't sommer nou klaar vir my gesê hoe akkommodeer jy hulle. Reg, uhm, ruil julle as sê nou maar byvoorbeeld graag vier onderwysers – ek vat nou net 'n voorbeeld – uhm, soms idees uit, hoe om julle Engelse tweede taal leerders in die klas te hanteer?

D: Yes, ja-nee kyk, ja-nee definitief. Ons het so elke tweede week, het ons sulke “school based support team” vergaderingtjie, wat ons maar die kinders bespreek, net wat vir hulle skoolgee en dan sê ons okay “Jannie” is nou die sterk in dit nie of iets. Dan ruil ons maar idees hoe ons hierdie outjie kan help of waar is hy, waar sukkel hy bietjie om te verstaan, veral met tale soos die derde taal outjies wat Engels is, weet ons sê maar weet jy Nkosi of wat ookal kan nou nie lekker Engels verstaan nie, kom ons maak dit vir hom bietjie makliker of kom ons gee vir hom plekke om iets van te leer, weet soos dalk extra klassies wat hy bietjie kan ingaan en gaan leer en sulke goedjies. So ons kom bymekaar so elke tweede, derde week.

N: Okay, uhm watter tipe media gebruik jy in jou lesse?

D: Ag, ek gebruik maar enige goetertjies, weet soos maar uhm...Ek hou nogal van 'n hierdie wat jy, wat jy opsit op die projektors, treprojektors weet daardie goetertjies, dat hulle maar sulke goeters sien. Ag en dan maar koerantuitknipsels en ek werk baie terug na die nuus toe, ek doen dit veral met Geskiedenis en Aardrykskunde, weet mens kan baie lekker en intressante goed sê en dan sê: Het julle nuus gekyk?

N: Ja, kyk of hulle nuus kyk?

D: En dan kan ek gou vinnig vir hulle iets vertel. Ja, weet soos so ietsie wat nou...maar nie fisiese baie media wat ek self skooltoe bring nie, maar as ek media gebruik is dit maar meestal die projektors sin en dan nou en dan sal ek ietsie uit 'n koerant uitskeur of iets vir hulle kom wys.

N: Okay, uhm watter tipe leermateriaal gebruik jy in jou lesse of gebruik jy byvoorbeeld net die handboek?

D: Kyk dit is, ons gebruik maar die handboek meestal, sal ek sê dis meestal maar die handboek en dan vat ek maar my eie tipe vrae. Dan stel ek vir hulle vrae wat nou nie in die boek is nie, jy weet net om te kyk of hy bietjie verder kan dink as wat in die boek staan. Dit help ook nie jy leer die kind wat net in die boek staan nie, want dan leer hy soos 'n papegaai, weet hy leer net wat daar staan.

N: Ja

D: Weet so ek leer maar gou bietjies-bietjies soos ek gesê het met die, met die uhm nuus en sulke dingetjies, vra daar uit, dan kyk ek weet hulle wat het gebeur nou die dag op die nuus of sulke goetertjies, vra maar verdere vraagies en sulke goed.

N: Okay, uhm, inkorporeer jy leerders se voorkennis, ons het op universiteit sommer gepraat van “prior knowledge” in meeste van jou lesse?

D: Ja-nee definitief, nee, voor elke les dan vra ek vir hulle: Hoor hier ons gaan nou vandag dit doen, wat weet julle daarvan? Weet jy dit gee jou ook al klaar ‘n bietjie ‘n aspek van wat die outjies weet en wat hulle nie weet nie. Dit maak dit ook baie lekkerder, want baie keer dan vra jy ietsie okay: Hoor hier, wie weet wat die sokie is? Dan steek almal hulle hand op en dan’s die outjies wat rêrig as ek nou nie gevra het nie, dan doen jy die les, dan gaan almal daar sit en verveeld raak.

N: Ja, dit is so.

D: Weet so, ek vra hulle maar almal altyd gewoonlik voor die tyd, okay, wie weet, wie weet nie? Waar, weet wat kan ons bietjie daarvoor praat en sulke goetertjies.

N: Okay, uhm, watter tipe onderigstrategie gebruik jy die meeste in jou lesse?

D: Ag, ek is maar baie jy weet ek praat ‘n rukkie, dan gee ek maar laat hulle terugvoering vir my gee. Weet ons doen maar baie groepswerk, veral in LO doen ons baie groepswerke, uhm...Ag maar, ietsie van alles, weet party...weet in Geskiedenis is nou baie soos hulle sê “talk and chalk”, weet jy praat en skryf maar op die bord.

N: Ja dit is so.

D: Aardrykskunde is nou weer lekker jy kan nou weer laat hulle sketse teken of jy kan vir hulle weet laat eksperimente doen, weet sulke dingetjies. So dit hang maar af van jou vak, maar meestal is dit maar praat ‘n rukkie, laat hulle maar terugvoer gee, dan gee jy vir hulle ‘n werkskaart en so aan.

N: Okay, uhm laat jy die leerders toe om jou les en hoe hulle dit ervaar het in die klas te bespreek?

D: Ja-nee definitief, ek het dinges, ek het daai veral met LO, dis ‘n baie oop vak – so ek sê vandag: Hoor hier, ons moet .nou vandag, kom ons sê mishandeling...en dan sal ek vir hulle sê: Hoor hier, hoe voel julle oor die

saak? Wil julle daarvoor praat? Wil julle nie daarvoor praat nie? Weet is daar, is dit bietjie te...weet so ek vra maar vir hulle of dit nie te erg is nie, maar uhm...meeste van die tyd dan sê hulle nee, hulle is "fine" daarmee. Kyk, ek gaan nie dat hulle vir my sê ja ons gaan dit nie doen nie, dan gaan ons dit glad nie doen nie, weet dit werk nou nie so nie.

N: Ja (Lag)

D: Dan sal ek nou ander maniere maar kry om so half skelm vir hulle te leer, maar ja ek laat hulle defnitief laat hulle terugvoer gee en sê: Hoor hier het julle darem iets geleer in die les uit, was dit vir julle lekker en sulke tipe dingetjies?

N: Ja

D: Dan weet mens ook, want ek wissel ook maar af partykeer hoe om my lesse op te stel. So ek wissel maar bietjie af partykeer, dan kyk ek of ek bietjie meer moet ernstig weet die heelyd moet direk feite gooi of kan mens bietjie volgende keer bietjie net rustig praat daarvoor of weet so jy kyk maar waar wat se een geniet hulle die meeste.

N: Okay, uhm, hoe reflekteer jy op jou lesse om seker te maak al die Engelse tweede taal leerdere het met die les "gecope"?

D: Kyk voor elke tweede les of na die volgende les wat ek begin gee ek gewoonlik maar weet soos 'n klein werkskaartjie vinnig vir hulle gegee en gesê: Hoor hier, kom ons reflekteer net gou-gou vinnig wat het ons gister gedoen?

N: O okay.

D: En dan gooi ek gou-gou vinnig met die vrae van of jy "point" sommer iemand gou-gou in die klas en sê: Hoor hier, wat het jy gister geleer? Dan sê hy nee okay, ek het dit en dit geleer en so kan ek hoor hulle verstaan. Daar is nou maar hier en daar wat nou maar bietjie sukkel, dan gee ek weer vir hulle van die vorige werk wat ons gedoen het, weereens soos 'n werkskaartjie maar weer.

N: Okay.

D: Dan sê ek net vir hom hy moet dit die volgende dag vir my kom ingee, dat ek hom nou maar, half punte maar vir dit gee en dan kan ek maar kyk waar lê hulle en sulke dingetjies.

N: Reg so, okay, dan neem ek aan dan nou as iemand dan nou nie by die les gehou het nie, dan gee jy net weer vir hulle die werk oor.

D: Gee ek vir hom die werkskaartjie oor of ek sê vir hom: Hoor hier, kom gou pouse na my toe dan verduidelik ek jou gou-gou weer of so ietsie. Mens kyk maar waar mens hulle kan help.

N: Okay, daarsy – dankie hoor!

Onderhoud 4 (Interview 4)

Navorsers: Orraait, reg. Wat is jou huistaal?

Deelnemer: Afrikaans

N: Okay, is jy gemaklik om in Engels te onderrig en motiveer hoekom jy vir my so sê?

D: Ja, want ek hou nou by 'n Engelse skool, daardie ervaring wat jy al bietjie...In die begin was die Engels maar vrot gewees, maar hoe meer jy Engels praat, hoe makliker word, hoe beter word dit, ja.

N: O nee okay, uhm, is daar leerders in jou klas wat ander huistale as Afrikaans en Engels het?

D: Daar is ja, ja,ja...

N: Okay, uhm, kan jy van die tale dalk praat of verstaan?

D: Nee, uh-uhm.

N: Okay, uhm, het jy dalk al van hierdie ander tale wat die kinders dan nou praat, al in jou lesse probeer inbring – aspekte van dit?

D: Nee nog nie, nee.

N: Okay, uhm, is daar enige spesifieke taal “barriers” wat die tweede, Engelse tweede taal leerders dan nou in jou klas ervaar?

D: Uhm, weet mens kan se partykeer hoe jy jouself probeer uitdruk. In Afrikaans is dit makliker...

N: Ja.

D: In Engels kan dit dalk bietjie moeiliker wees en hulle verstaan dit nie dadelik nie.

N: Okay.

D: Jy sê dit dalk bietjie op 'n hoër vlak en dit kan dalk bietjie net te hoog wees dalk vir hulle partykeer.

N: Okay, uhm, tot watter omvang akkommodeer jy Engelse tweede taal leerders in 'n les? Met dit bedoel ek, as jy nou jou les gaan begin beplan, dink jy dadelik aan die outjie wat nie kan Engels so goed praat nie, uhm gereeld, altyd of dalk nooit nie?

D: Ja, seker maar gereeld.

N: Okay.

D: Want jy kry die outjies wat...hier's 'n paar wat van oorsee afkom, Italië, so om daardie Engels te hoor is vir hulle nog vreemd. Jy moet maar stadiger praat en al daardie tipe van dinge.

N: Okay, uhm, hoe akkommodeer jy hierdie Engelse tweede taal leerders in jou klas?

D: Eerste jy praat bietjie stadiger. Herhaal baie – dis belangrik – en dan maak jy seker hulle luister. En jy vra maar vrae, dis maar hoe jy verstaan wat jy of hulle weet wat jy gesê het.

N: Of hulle weet. Okay, uhm, ruil julle as groep byvoorbeeld graad ses onderwysers, soms idees uit hoe om hierdie Engelse tweede taal leerders beter te laat verstaan of beter te hanteer?

D: Nie so baie nie, nee.

N: Okay, watter tipe media gebruik jy gewoonlik in jou lesse?

D: Uhm, dis moeilik...kyk ek gee tegnologie, so dis maar almal praktiese dinge, wat ek mee vir hulle wys hoe doen mens die goed.

N: Okay, ja. Reg, watter tipe leer materiale gebruik jy in jou lesse? Gebruik jy dalk net die handboek?

D: Uhm, nee, kyk omdat tegnologie so wyd is kan jy enige bronne wat jy kan gebruik. Vat jy sommer partykeer 'n huisgenoot en jy kry 'n prentjie van 'n brug en jy verduidelik en jy kan politiek selfs praat, so daar's, daar's 'n hele...

N: So jy kan lekker wyd gaan. Reg, uhm, inkorporeer jy leerders se voorkennis – op universiteit het ons maar geleer “prior knowledge” – in jou lesse?

D: Ja, dis belangrik. Jy moet toets wat hulle weet, want wat help dit jy gaan net aan en hulle het nie 'n idêe...

N: Ja-nee, dit is so. Uhm, watter tipe onderrig strategië gebruik jy tydens jou les, die meeste?

D: Meeste sal ek sê direkte.

N: Vraag en antwoord?

D: Ja, vraag en antwoord.

N: Verduidelik en vrae.

D: Ja, verduidelik en vrae, af en toe groepwerk – dis ook lekker.

N: Ja, veral met die tegnologie...

D: Ja.

N: Werk dit lekker. Okay uhm, laat jy toe dat leerders die les en hoe hulle dit ervaar het bespreek in jou klas?

D: Ja, want hulle moet weet...ek wil weet wat hulle weet. Of hulle rêrig geluister het. Daar moet nie eksamen tyd kom en dan kom ek dit agter nie.

N: Ja-nee, dit is so. Okay en hoe reflekteer jy op 'n les om seker te maak die Engelse tweede taal leerders het bygehou en "gecope" met die les?

D: Kyk wat ons doen is, na elke, na elke les of klas wat by jou was, dan maak jy nou aantekeninge in leer, skryf wat jy vandag gedoen het. Wat ek sommer daar by doen, dan skryf ek sommer wat het ek daar fout gemaak of wat kan ek bietjie beter maak volgende keer.

N: Okay.

D: Dan wanneer ek weer so les aanbied, dan weet jy, jy kan al verbeter of volgende jaar as jy weer daardie les aanbied of uitwerk, dan weet jy, jy kan al verbeter.

N: Okay, kan jy vir my enige voorbeeld gee van iets wat jy dink jy al kon verbeter het?

D: Weet partykeer kan ek soos vraagies, want dis daardie wat jy hulle iets vra en jy kom agter hulle het nie 'n idee wat jy gesê het nie. Hulle verstaan nie die vraag nie. So jy kan die vrae makliker maak, jy kan meer verskillende tipe vrae gebruik ook.

N: Okay. Nou ja, dis al – dankie!

Onderhoud 5 (Interview 5)

Navorser: Reg, wat is jou huistaal?

Deelnemer: Afrikaans

N: Okay, is jy gemaklik om in Engels te onderrig of en motiveer vir my hoekom jy so voel?

D: Ja, ek is gemaklik. Ek was twee jaar in Engeland so ek is gemaklik met die taal en van my familie is ook Engels.

N: Okay

D: So ek is gemaklik om dit te gee.

N: Reg, is daar leerders in jou klas wat ander huistale as Afrikaans en Engels het?

D: Ja, ek het Italiaaners in my klas en dan het ek so vier kinders wat Zulu en Sotho praat.

N: Okay

D: Maar hulle almal kan Engels verstaan. Dis net die een, want ek gee vir graad vier's en vyf's klas uhm, die Italiaaners wat daar is, die boetie wat daar is hy kom reg, maar die sussie in graad vyf, sy sukkel bietjie. Jy moet partymaal haar woorde vir haar klaarmaak, dan...dan haar sinne vir haar klaarmaak, dan verstaan sy en jy waarvan, waarvan jy praat.

N: Okay uhm, kan jy die tale praat?

D: Nee

N: Okay het jy al enige aspekte van hierdie ander tale dalk al in jou lesse in gebring?

D: Nee nie eintlik nie.

N: Okay, uhm is daar spesifieke "taalbarriers" wat hierdie Engelse tweede taal leerders in jou klas ervaar?

D: Dis, dis basies net die Italiaaners wat sukkel. Die swart kinders verstaan Engels volt. Dis net daardie een Italiaaner, soos ek se partymaal moet ek haar net help met haar sinne. As jy 'n ding verduidelik kom sy partymaal na jou toe, dan moet jy dit weer vir haar verduidelik.

N: Ja, okay. Reg uhm, tot watter omvang akkommodeer jy Engelse tweede taal leerders met 'n "taalbarrier" in jou lesse? Sou jy sê as jy jou

lesbeplanning begin dink jy dadelik aan hulle altyd of gereeld of eintlik nooit nie?

D: Ek dink mens dink nie eintlik aan hulle totdat hulle vir jou sê ons...Jy't nie tyd om, om individuele aandag eintlik te gee aan 'n kind nie. Ek maak maar klaar met die les en dan as...na die tyd dan praat ek maar met daardie kind, terwyl die ander kinders aangaan met hulle werk. So mens akkommodeer hulle maar op daar die punt jy...want hoe ek klas gee is ek, ek beplan my lesse só, sodat daar genoeg tyd is vir hulle om hulle huiswerk in die klas te begin, sodat as hulle sukkel hulle my nog kan vra. So in daardie tyd, dan help ek maar daardie kinders ook.

N: Okay uhm, ruil julle miskien as byvoorbeeld die graad vier onderwysers idees onder mekaar uit hoe om hierdie Engelse tweede taal leeders te hanteer?

D: Nee, ons moet net wag vir ons "support based" vergaderings, dan praat ons maar net oor die algemeen oor hulle, maar nie eintlik nie. Elkeen doen maar wat hy kan doen. Ek gee vir hulle Engels, Geskiedenis en Aardrykskunde.

N: Okay, watter tipe media gebruik jy in jou lesse?

D: Basies maar die transpirante en die bord.

N: Okay en die tipe leermateriaal wat jy gebruik, gebruik jy net die handboek?

D: Ek gebruik die handboek en werkkaartte.

N: Okay uhm, inkorporeer jy leeders se voorkennis of "prior knowledge" wat ons op universiteit geleer het in jou lesse?

D: Ja in 'n mate doen mens. Mens vra hulle voordat jy die les aanbied, dan, dan vra jy, dan doen jy mos maar bietjie "baseline assessment". Vra vir hulle die hoof of 'n paar goed haal jy daar uit – wat is dit? Soos ons is nou besig met "disasters", dan vra jy maar vir hulle wat dink hulle is 'n tsunami? Wat is 'n aardbewing? So mens inkorporeer dit maar. Met die kleintjies kan mens dit net tot sover vat, want hulle gaan haal stories en elkeen wil sy storie bylas, so jy beperk dit maar eintlik.Jy vra 'n vraag, maar met die Aardrykskunde en Geskiedenis hou ek daarvan om eerder vir hulle die vrae op die bord te skryf of net met die kleintjies het ons voordat jy elke tema begin is daar "baseline assessment". So ek laat hulle dit maar in hulle boeke doen.

N: O okay.

D: Ja, jy kan hulle nie...as jy hulle vrae vra dan, dan hou jy die hele periode aan daarmee dan kom jy nie uit...

N: Nee dit so. Okay, watter tipe onderrig strategie gebruik jy die meeste?

D: Uhm, “teaching and talking”. Ja.

N: Uhm, laat jy toe dat die leerders die les en hoe hulle dit ervaar het bespreek in die klas?

D: Ja ons doen.

N: Okay en hoe reflekteer jy op ‘n les om seker te maak dat Engelse tweede taal leerders wel “gecope” het met die les?

D: Uhm, kyk ek gaan nou vir jou ‘n voorbeeld gee: want ek gee eerste en tweede taal Engels. So met die tweede taal dan doen ek, dan verduidelik ek vir hulle in Afrikaans, soos “plurals” is ‘n meervoud en “singular” onthou dis een, dis ‘n enkelvoud. So ek probeer vir hulle die Afrikaanse woord...ek verduidelik vir hulle in Afrikaans ook en dan verstaan hulle dit beter.

N: Orraait en ja dis dit – baie dankie.

Addendum C

Consent form



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Dear Participant

You are cordially requested to consider taking part in the following research project:
An analysis of lesson plan design for teaching ESL learners with limited English language proficiency

The purpose of the research is to investigate if primary school educators design their lesson planning to accommodate ESL learners, with a limited English proficiency.

Your participation is voluntary and you may withdraw your participation at any time.

The research task require me to analyze the actual lesson plan of educators, therefore I request to collect the lesson plans for the duration of \pm one week. I will collect the lesson plans from your school on Tuesday, 22 March 2011 from the responsible person at your school and make copies and then return the original lesson plans to your school on Friday, 25 March 2011.

There are nodirect benefits or compensation. However, because of the movement to inclusive education, the South African system of education offers big challenges with regard to the support of learners experiencing barriers to learning. Sice this study forms part of a research project at North West University. The accumulated results of all studies will be presented to the Department of Education to hopefully positively influence policy implementation, as well as training practices at Higher Education Institutes. This research could have a constructive impact on your teaching practice and consequently on learners' diverse needs.

Confidentiality: Data in this study will be kept confidential. It will also be kept locked at the North West University Vaal Triangle Campus for five years where after it will be destroyed. This research has been ethically approved by the North West University ethical committee.

If you have any queries regarding this research you are welcome to contact me:

Miss Brenché Slater
HTS Vereeniging
(016) 422-0636

Consent:

I _____ have read and understand the nature of my participation in this research project and agree to participate.

Name

Signature

Date

Addendum D

Ethical form



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Dr. Mirna Nel

Ethics Committee
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ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: An analysis of lesson plan design for teaching ESL learners with limited English language proficiency.
Ethics number: N W U - 1 0 0 8 5 - 1 0 - A 2
Approval date: 2010/10/25
Expiry date: 2015/10/24

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof MMJ Lowes
(chair NWU Ethics Committee)