ADDENDUM

A LANGUAGE PROGRAMME EVALUATION: ENGLISH AS LANGUAGE OF LEARNING AND TEACHING

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Thesis submitted for the degree Doctor of Philosophy in English at the North-West University.

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2008

Potchefstroom Campus

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APPENDIX A: BASELINE SURVEY OBSERVATION QUESTIONNAIRE

OBSERVATION SHEET 1

LEARNING EXPERIENCE (LESSON) OBSERVATON

Teacher:	 		
Grade:	 _		
Date:		<u> </u>	
School:			
Observer:			

Key: Frequency Key: Quality Key: Factual

1 = Never	1 = Very poor	1 = No
2 = Usually not	2 = Poor	2 = Yes
3 = Sometimes	3 = Average	
4 = Usually	4 = Good	
5 = Always	5 = Excellent	

WRITTEN PREPARATION

1a. The teacher has a written lesson plan for the learning experience.

1			2	
	NO			YES
1b.	The quality of the less	on plan is evaluated as:		

1	2	3	4	5	
Very poor		Average		Excellent	

2. Learning experience outcomes are appropriate.

1	2	3	4	5	
Never				Always	

3. The context is relevant to the learners and the outcomes.

1	2	3	4	5	
Never				Always	
4. Links ar	e made to relat	ed learning areas	5.		
1	2	3	4	5	
Never				Always	

5. The phase organiser/capability task has been identified.

1	2	3	4	5	
Never				Always	

General comments on quality of preparation

PRESENTATION

6. Active learning occurs: the learning experience requires learners to demonstrate their level of knowledge, insight and skills.

1	2	3	4	5	
Never				Always	

7. The activities work towards achieving the selected outcomes.

1	2	3	4	5
Never				Always

8. The assessment criteria are clear to the teacher and learners from the start of the activity.

1	2	3	4	5	
Never				Always	

9. These assessment criteria relate to the outcomes chosen.

1	2	3	4	5	
Never				Always	

10. The performance tasks are:

a) Well paced

		-	-
Never			Always

b) Varied

Uj	Valleu				
1	2	3	4	5	
Never				Always	
c)	Active				
1	2	3	4	5	
Never				Always	
d)	Interesting to the	learners			
1	2	3	4	5	
Never				Always	
e)	Challenging				
1	2	3	4	5	
Never				Always	
f)	Logically structure	ed			
1	2	3	4	5	
Never				Always	

11. The teaching procedures are appropriate to the learners, outcomes and context (e.g. presentation, repetition, oral practice, group work, question and answers, etc.).

1	2	3	4	5
Never				Always

Specify:

12.	The four	language	skills are	integrated.
-----	----------	----------	------------	-------------

1	2	3	4	5	
Never				Always	

13. Makes adequate use of the time available.

15.				F	
1	2	3	4	5	
Never				Always	
14.	Teacher refers to prev	ious learning e	experience.		
1	2	3	4	5	
Never				Always	
15.	Lesson content is expl	ained clearly a	t the correct level a	nd depth.	
1	2	3	4	5	
Never	_	-	-	Always	
16.	The presentation is live	oly and interes	tina		
	2	<u> </u>	<u>4</u>	5	
1	2	3	4	-	
Never				Always	
			_		
17.	The teacher's subject	knowledge is s	ound.		
1	2	3	4	5	
Never				Always	
18.	The teacher's voice is	clear and easily	y heard.		
1	2	3	4	5	
Never				Always	
L					
19.	The teacher maintains	eye contact w	ith the learners.		
1	2	3	4	5	
Never	_	•		Always	
				·	
20	The teacher uses area	tioning tochrid			
20.	The teacher uses ques				
1	2	3	4	5	
Never				Always	
21.	Interaction patters are	varied (Teach	er dominated vs lea	rner centred).	
1	2	3	4	5	
L					

4

Never	Always

22. The teacher gives clear examples to illustrate concepts.

1	2	3	4	5
Never				Always

23. Explanations are clear and on the appropriate learner level.

1	2	3	4	 5	
Never				 Always	

General comments on the quality of lesson presentation

ATMOSPHERE AND RELATIONSHIPS

1. Atmosphere is positive, enthusiastic, purposeful and warm.

1	2	3	4	5	
Never				Always	

2. Efforts are made to include and involve all learners in the learning experience.

1	2	3	4	5	
Never				Always	

3. A good rapport is maintained through mutual respect between the teacher and the learners.

1	2	3	4	5	
Never				Always	

General comments on atmosphere and relationships

THE LEARNER EXPERIENCE1.Learners' interest is engaged and sustained.12345

Never	Always

2. A good dialogue is maintained, and learners have the opportunity to contribute to the lesson.

1	2	3	4	5	
Never				Always	

3. Praise/reward is given for effort and completion of tasks.

1	2	3	4	5	
Never				Always	

4. Criticism is constructive and positive.

1	2	3	4	5	
Never				Always	

General comments on the learner experience

RESOURCES

1. Handouts and worksheets are clear, well designed, fit for the purpose and well produced.

1	2	3	4	5	
Never				Always	

ACHIEVEMENT OF LEARNING PROGRESS

1. Learning is summarised and clarified at the end of the lesson.

1	2	3	4	5
Never				Always

2. The final product of the performance task is assessed.

1	2	3	4	5	
Never				Always	

PROFESSIONALISM

1. Teacher arrives and finishes on time and expects the learners to do the same.

1	2	3	4	5	
Never				Always	

2. The teacher presents an image of self-confidence and enthusiasm.

1	 2	3	4	5	
Never				Alw	rays

3. Dress and manner are appropriate and professional.

1	2	3	4	5	
Never				Always	

General comments on professionalism

USE AND USAGE OF THE ENGLISH LANGUAGE

1. Use of code-switching is apparent.

1	2	3	4	5	
Never				Always	

2. The teacher speaks English fluently.

1	2	3	4	5	
Never				Always	

3. The teacher uses grammar accurately.

1	2	3	4	5	
Never				Always	

4. The teacher's pronunciation is comprehensible/easily understood.

1	2	3	4	5	
Never				Always	

5. The teacher uses appropriate vocabulary to match the learners' needs.

1	2	3	4	5	
Never				Always	

6. The teacher explains concepts and terms in English.

1	2	3	4	5	
Never				Always	

Summary: Comments on the lesson as a whole

OBSERVATION SHEET 2

TEACHER PLANNING AND ORGANISATION

To be completed by the observer with the teacher in an informal setting.

1a) The teacher has a learning area file

1	2
NO	YES

The file contains the following documentation:

b) Learning programme

(Critical outcomes, Learning Area outcomes, Assessment standards)

1	2	3	4	5	
Never				Always	

c) Term/Year planning for the learning experiences

(Meso planning – integrating themes of the programme organiser and other learning areas)

1	2	3	4	5	
Never				Always	

d)	Relevant circulars and policy documents				
1	2	3	4	5	
Never				Always	
e)	Newsletters				
1	2	3	4	5	
Never				Always	

f) Other (Please specify)

2. Planning reflects OBE methodology

u)	ended and specific baccomes are identified.				
1	2	3	4	5	
Never				Always	

a) Critical and specific outcomes are identified.

b) Assessment criteria outlined and relate to the outcomes. (The what, who, when and how?)

1	2	3	4	5	
Never				Always	

c) A variety of assessment tools are used.

1	2	3	4	5	
Never				Always	

d) SKVAs are addressed in performance tasks.

(Skills, Knowledge, Values and Attitudes)

1	2	3	4	5	
Never				Always	

Specify:

e)	Learning is ac	tivity-based and	learner-centred.		
1	2	3	4	5	
Never				Always	

f) Other (Please specify):

3. Planning makes provision for a variety of assessment methods/

techniques:

Never

a) Self-assessment occurs

1	2	3	4	5	
Never				Always	

b) Peer assessment is seen

1	2	3	4	5	
Never				Always	

c) Teacher assessment occurs

1	2	3	4	5	
Never				Always	

d) Performance-based assessment is seen

1	2	3	4	5	
Never				Always	
e)	Tests occur				
	(Diagnostic, for	mative and sum	mative)		
1	2	3	4	5	

f) Portfolios are used for evaluation and reflection

Always

1	2	3	4	5
Never				Always

4. Maintenance of learners' records

a) Outcomes, assessment criteria and activities are related.

1	2	3	4	5	
Never		_		Always	

b) Learner achievements are recorded in quantitative and qualitative forms.

1	2	3	4	5	
Never				Always	

c) Lear	mer portfolio			
1	2	3	4	5
Never				Always

d) Record book of learners' level of achievements regarding outcomes available and up to date.

1	2	3	4	5	
Never				Always	

- e) Other (Please specify):
- 5. Planning includes a variety of learning resources suitable to the needs of

the

learners

a) A variety of textbooks

1	2	3	4	5	
Never				Always	
b) Maga	zines				
1	2	3	4	5	

Never				Always	
c) News	papers				
1	2	3	4	5	
Never				Always	

d) Reading level of selected resources match abilities of learners

1	2	3	4	5	
Never				Always	

e) Topics of selected resources match interests of learners

1	2	3	4	5	
Never				Always	

f) Other (Please specify)

6. Planning includes a variety of learning experiences suitable to the needs of

the learners (Activities cater for a variety of different learning styles and assessments):

a) A variety of activities are used.

1	2	3	4	5	
Never				Always	

b) Activities involve a balanced SKVA.

(Skills, Knowledge, Values and Attitudes are demonstrated by learners)

1	2	3	4	5
Never				Always

c) Activities give learners an opportunity to learn by doing.

1	2	3	4	5	
Never				Always	

d) Activity assessment criteria are related to outcomes.

1	2	3	4	5	
Never				Always	
e) Activit	ies have clear i	nstructions and t	asks.		
1	2	3	4	5	

f) Worksheets are well laid out and show careful planning.

1	2	3	4	5	
Never				Always	

Summary: Advice/comments on teacher planning and organisation

OBSERVATION SHEET 3

TEACHERS' VIEWS AND OPINIONS

To be completed by the observer in an interview situation with the teacher.

1. What do you regard as the strengths and weaknesses in your teaching and also in your classroom experiences?

(e.g. *Strengths*: compassion, enthusiasm, willingness to learn and classroom discipline; *Areas needing assistance*: recording and reporting of assessment, questioning)

Strengths	Areas needing assistance

- 2. In your opinion, what are the 3 biggest problems or problem areas that have a negative effect on your teaching (e.g. lack of resources, poor reading skills, etc.)
- List at least 3 aspects that have a positive influence on your teaching (e.g.

Departmental support, resources, etc.)

4. How do you feel about:

a) Yours learners

b) Your teaching

c) The support given to you from your school

d) The support given to you from the department

e) The support given to you from independent sources

f) Outcomes-based education

g) Communicative Language Teaching

(Positive feelings: excited, interested, content, happy, satisfied) (Negative feelings: indifferent, disillusioned, worried, apprehensive, angry, dissatisfied)

Very poor	or Average		_	Excellent	
1	2	3	4	5	
d)	Your grammar	knowledge			
Very poor	·	Average		Excellent	
1	2	3	4	5	
c)	Your English pr	onunciation			
Very poor		Average		Excellent	
1	2	3	4	5	
b)	Your English vo	cabulary			
Very poor	Average		Excellent		
1	2	3	4	5	
a)	Your speaking a	ability in English			

5. How would you rate:

OBSERVATION SHEET 4

LEARNER WORK/OUTPUT MONITORING

To be completed by the observer with the teacher.

1. Learner work/homework is monitored regularly.

1	2	3	4	5	
Never				Always	

2. The content of learner work is related to the specified outcomes.

1	2	3	4	5	
Never				Always	

3. Learners perform a variety of tasks.

1	2	3	4	5	
Never				Always	

4. Appropriate feedback is given.

1	2	3	4	5	
Never				Always	

5. The amount of learner homework is meaningful and adequate.

1	2	3	4	5	
Never				Always	

Summary: Advice on learners' work

APPENDIX B: - LETTER: PROPOSED ENGLISH AS LOLT DEVELOPMENT

AND IMPLEMENTATION PROCESS

SACRED HEART COLLEGE R&D

(Also registered as the Section 21 Company: Culture of Learning Association)



INTEGRATED DISTRICT DEVELOPMENT PROJECT

PO Box 87257	Tel:	011 648-5247
HOUGHTON		011 648-6264
2041		011 648-7838
E-mail: *	Fax:	011 648-8430
Reference: cur/lolt/1		

Dear Colleagues

Please receive brief notes on discussions that took place on 22 October 2002.

1. THEMES

The following two themes will be highlighted:

Language: Language of learning and teaching (LOLT)

English as an additional language.

Co-operative learning: facilitation skills; sharing of training and support modules with peer group.

* The principle of reflective practice as underlying principle of assessment will form an integral part of all modules developed. Self-monitoring devices will, for example, be built into the modules. Intermediate Phase educators will participate in co-operative learning sessions and share information as "critical friends" in Professional Working Groups.

2. DRAFT MODULES

The following draft modules already exist:

2.1 Resources: (Theme; LOLT) Use of learner support material (importance of content knowledge; interaction with NEEP about environmental education; pacing of text books mentioned).

- 2.2 Lesson Planning: (Theme; LOLT) Long term / short term planning. Planning together (Theme: Co-operative Learning)
- 2.3 Questions Leading to Learning: (Theme LOLT) LOLT managing language



Classroom discourse (IRF)

 2.4 Instructions: (Theme; LOLT) Written / oral instructions Research Lesson pacing

PUCHE: input on policies

 2.5 Note books: (Theme; LOLT) Taking notes Record Keeping Homework

(Portfolios, educators' management of written work?)

2.6 Group work: (Theme; Co-operative learning)

Activity-based Differentiation Co-operative learning

(Learning styles?)

- **2.7 Role Play: (Theme; LOLT, ESL)**
- □ **** Resource Book:** A Sacred Heart College vocabulary and grammar book that addresses ESL and LOLT needs and caters for home language interference already exists.

3. DEVELOPMENT OF ACCREDITED COURSE ON LOLT AND ESL IN THE INTERMEDIATE PHASE

3.1 GAPS

The following gaps were identified:

- □ The gap between mother tongue and second language (English as an additional language);
- Communicative Language Teaching: the gap between theory and practice; and
- **□** English as LOLT: transfer of key concepts in learning areas to LOLT.

3.2 COURSE CONTENT

The following aspects will be included in the course:

- □ Approach to LOLT;
- □ Approach to English as an additional language;
- Content knowledge (text) for language learning and teaching: (Mathematics, science and technology: existing modules created by Free State Learning Facilitators could be used); and
- □ Assessment strategies; reflective practice, self-monitoring devices and "critical friends".

3.3 DEVELOPMENT AND IMPLEMENTATION PROCESS

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The following process was suggested:

- □ A brain storming session with PUCHE on each draft module as a monitoring mechanism and in order to incorporate assignments for accreditation purposes;
- □ A workshop with relevant role players of the Free State Department of Education: Curriculum Directorate; Learning Area Coordinators and Learning Facilitators;
- One module per term could translate into 6 / 7 modules for a period of 21 months starting from January 2003;
- The first module selected, which is the QUESTIONS MODULE, should be ready for identified educators in IDD schools at the beginning of February. Practical implementation of course content will be supported by SHCR&D field workers and monitored by PUCHE via assignments and one visit per term.

3.4 THE PROCESS UNTIL DELIVERY OF FIRST MODULE

Discussions and suggestions that emerged from the meeting on 22 October clearly indicate the need for the following:

- One brain storming session between SHCR&D and PUCHE before the end of this year to be able to produce the first module within the required timeframe.
- □ A workshop with the Free State Department of Education is still needed to finalise the first draft module. A suggested date for this workshop is the last week of January.
- □ Accreditation requirements also need to be finalised by PUCHE for registration of identified educators to take place at the beginning of 2003.
- □ Interaction with a draft policy on ESL and LOLT: The Free State Department of Education has already provided a draft policy on ESL and LOLT, which they would like to be made user-friendly to educators. The Free State Department of Education has therefore requested that modules developed should bear these guidelines in mind. The policy was drafted in response to a request made by the National Department of Education and is therefore not at the level of provincial interpretation of policies, but at the overall policy development level. The policy is attached.

Thank you for the quality of your commitment and input during the meeting. I shall contact you during the week of 4-8 November to arrange for a brain storming session before the end of 2002.

Kind regards

*IDDP Free State: Project Manager

*To ensure confidentiality, the name of the Project Manager has been omitted.

APPENDIX C: LETTER - REVISED PROPOSAL FOR ENGLISH AS



LOLT FRAMEWORK

SACRED HEART COLLEGE RESEARCH AND DEVELOPMENT UNIT (Registered as a Section 21 Company, number: 96 03911, as the Culture of Learning)

PO Box 87257 HOUGHTON 2041 E-mail: * Tel: 011 648-5247 011 648-6264 011 648-7838 Fax: 011 648-8430

10 March 2003

Dear Colleagues,

LANGUAGE OF LEARNING AND TEACHING (LOLT) WORKSHOP

The first Language of Learning and Teaching (LOLT) workshop took place in the Free State on Saturday 7 March 2003 for the Integrated District Development Project. We attach the workshop preparation document and subsequent facilitator reflection for your attention (LOLTDoc file). It was very obvious to us that the concepts and processes that these educators needed to participate in where inappropriate.

Given this experience, it is the recommendation of the facilitators and developers that the approach needed for this particular group of educators must be shifted.

Original Approach

The original approach that was suggested was made up of the following content and pedagogy:

<u>Content</u>

The content to be included in the course was:

Module 1: Language of Learning and Teaching (Principles and practices)

(LOLT principles to be addressed again in the following modules)

- Module 2: Making things clear with effective instructions
- Module 3: An overview to lesson planning
- Module 4: Planning as an ongoing, evolving process
- Module 5: Questions and how they lead to learning
- Module 6: Effective group work for effective learning
- Module 7: Role play in the classroom
- Module 8: Vocabulary techniques to support language learning
- Module 9: Language structures to support language learning

In addition, the theme of collaborative learning among teachers was to be threaded through all of the manuals in view of the Free State Department of Education's policy of "Professional Working Groups" (see attached document "LOLTModules" for details of each manual).

Pedagogy

We anticipated developing the first module with the participants themselves. This was to encourage the teachers to "own" the material and to make it relevant to their own practices. Each module would then be presented to the participants in a workshop. Both the Project and

the University of Potchefstroom would supply some form of school support, where implementation assessment activities would take place.

Assumptions

Our initial approach – including content and pedagogy – was based on the following inaccurate assumptions. We assumed that the educators:

- Could differentiate between English as a subject and English as the language of learning and teaching;
- Were aware of the Free State's language policy concerning medium of instruction;
- Knew that in the Foundation Phase the medium of instruction was the "mother-tongue" of the school, and that this changed in the Intermediate Phase;
- Had some form of repertoire no matter how limited concerning strategies for language learning and teaching;
- Could make certain links from the workshop to practice;
- Would be able to think deductively, inductively and analytically.
- Would be able to drawn on examples of good practice;
- Had skills to enable them to think about what they do pedagogically in their classrooms;
- Would understand that thinking about an issue like language was one of their professional responsibilities; and
- Could focus more widely on language aspects.

During the course of the workshop, it became apparent that the teachers were unable to do any of these things.

New Proposal

Given these experiences, we propose the following:

Content

The content of the course needs to be drastically reduced. We propose that each of the LOLT principles in Module 1 form the core of the new material. This material would be more in the line of Booklets than formal modules. For example:

- Booklet 1: General introduction to concepts and terms for LOLT
- Booklet 2: Every teacher is a language teacher
- Booklet 3: Language learning is a life long skill
- Booklet 4: Never underestimate the value of primary languages
- Booklet 5: Mover from receptive to expressive language
- Booklet 6: Children need playground language and language of learning
- Booklet 7: New language skills need to be immediately useful
- Booklet 8: Language learning needs to be contextualised
- Booklet 9: Vocabulary techniques to support language learning
- Booklet 10: Language structures to support language learning

Please see the attached document LOLT Frame for more details of the above booklets. Where possible, the booklets will refer to issues like instructions, questions, group work etc. They would be grounded in very practical tasks for the teachers.

We strongly advise against confusing the teachers with the additional theme of collaborative learning at this stage. This group of teachers will have enough to cope with as it stands above.

Pedagogy

The Department of Education has advised that teachers may only attend "workshops" in the afternoons from 14:00. This is another reason why we propose a move away from manuals to

booklets. The pedagogical model that we propose is dependent on Booklet review sessions and school-based mentorship programmes. For example:

Day One:	<i>14:00 to 16:00</i> Review of Booklet One with teachers and 3 facilitators		
Day Two:	08:00 to 10:00		
	School-based mentorship	School 1	(Facilitator A - Lefa)
		School 2	(Facilitator B - Nomvula)
		School 3	(Facilitator C - David)
	11:00 to 13:00		
	School-based mentorship	School 4	(Facilitator A - Lefa)
		School 5	(Facilitator B - Nomvula)
		School 6	(Facilitator C - David)
Day Three:	08:00 to 10:00		
	School-based mentorship	School 7	(Facilitator B - Nomvula)
	•	School 8	(Facilitator C - David)
	11:00 to 13:00		. , , , , , , , , , , , , , , , , , , ,
	School-based mentorship	School 9 School 10	(Facilitator B – Nomvula) (Facilitator C - David)

During the mentorship programme, teachers will receive additional assistance with the practical tasks in the booklets. The model above would be repeated every 6 weeks.

Please let me know your comments as soon as possible.

Yours sincerely

*Programme Manager

*To ensure confidentiality, the name of the Programme Manager has been omitted.

APPENDIX D: REVISED LOLT FRAMEWORK



SACRED HEART COLLEGE RESEARCH AND DEVELOPMENT UNIT (Registered as a Section 21 Company, number: 96 03911, as the Culture of Learning)

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LANGUAGE OF LEARNING AND TEACHING FRAMEWORK

Introduction

One of the most important considerations that any teacher has is language and how it is used in the classroom.

Language is involved in every aspect of teaching, as it is the means by which teachers teach and children learn. It is one of the most important skills that any child learns. One of the most amazing things about language is that most children learn their home language without any difficulties, and they learn it from the people around them who speak that language all the time. They learn the language because it is useful to them, and because it is the most important way in which learning of many kinds takes place. By the time children come to school, they usually understand and speak their home language very well. It becomes one of the most important tools for school learning.

If they have a good home language base, most young children have no difficulty learning a second language, as long as the conditions for learning that language are helpful. There are many things that teachers can do to help children cope with a second language in their classrooms. Teachers need to provide help to all children, especially if the children are expected to read and write in that second language.

We suggest that the following principles are key in helping teaches acquire the skills they need in the area of language of learning and teaching.

• Every teacher is a language teacher

Because language is such an important learning tool, helping children to learn the necessary language, is really the responsibility of every teacher. Every subject at school relies on children understanding and speaking language to understand the subject. Each subject also has a language and vocabulary of its own that children need to learn. The most important language model that children have, especially for a second language is the teacher. It is very important that each teacher is aware of how he or she is using language, and to provide the best language model possible. This is especially true for second language learning. Teachers need to make sure that the English that they use in the classroom is the best possible English, so that it can be the best possible model for the children. It is also important that teachers think carefully about language when they plan lessons.

• Language learning is a life long skill

Even though a great deal of our home language is learned by the time we go to school, we never really stop learning language. Children learn language throughout their school lives, right up to the highest grades. Even as adults we are constantly learning new words, and new ways of expressing ourselves. If we speak more than one language, we are also learning new things about each of these languages all the time. We always have the ability to keep learning language. It is very important for teachers who are working with children in a second language such as English, to keep learning more English themselves. Teachers need to be constantly improving their own English, so that they can be the best possible help to children learning in English as their second language.

• Never underestimate the value of primary languages

By learning a home language, children have learned many important things. They have learned about communication, and they have learned that their language uses certain sounds and words, and has a particular structure. They know that language has sounds and a grammar, even though they are not able to tell you about it. They have also learned an important thinking tool. Since they know what their first language is all about, learning a second language is easier. Now they learn that the new language has a different way of using sounds, has different words and structure. They use their knowledge of their first language to help them learn the new second language. It is important that teachers understand that the home language is extremely useful to children in this way. This is why code switching in the classroom can be so helpful to children. It is the stepping-stone from the language they know, into the new language they are learning.

Keeping the home language as a valuable resource is an important thing. Parents in partnership with teachers can help children maintain and strengthen their home language.

• Move from receptive to expressive language

We all learn language firstly by listening to it spoken by people around us. When we have been exposed for a long enough time, and been given a good language model, then we start using the language ourselves. We form the sounds and words, and use the grammar. We call the understanding aspect of language **receptive language**, and the using and speaking aspect of language **expressive language**. Receptive language always develops before expressive language. This is also true for learning a second language. We understand the new language before we can speak it. We understand more than we can say.

At school reading is a receptive language skill, and writing is an expressive language skill. Writing is the most difficult language skill to learn. It is much harder than listening, speaking and reading. The four skills of listening, speaking, reading and writing should all be present in all lessons. Children should do as much listening and speaking as they do reading and writing.

This also means that teachers should not expect children working in a second language to be able to speak and write before they have done a lot of listening and reading in the second language. Teachers should not make demands of children in written English too soon. Children need plenty of practice listening and speaking before they are ready to read and write.

• Children need playground language and language for learning

Once children go to school, they use two kinds of language. The first is the language of everyday life. This is the language that is used to communicate with people, to express ideas, to give opinions, to develop social lives. This is also the language that children will use with each other all the time. When children learn a second language, this is the kind of language that they often learn first and most easily. They will use this language on the playground with each other, and in informal discussions with teachers.

The second kind of language that children need at school is the language that is used in the classroom. This is the language that they need to understand new information and to learn. They will learn that in mathematics there are certain words which have new and different meanings to the way the word is used in everyday speech. For example the word 'difference' which refers to the process of subtraction in maths, means a different thing to when the word 'difference' is used on the playground, as in when one child says to another, 'what difference does it make if I am taller than you?' It is this kind of language for learning that the teacher needs to give children special help with. It is even more important to provide special help when the children are using a second language to learn in. The learning task is much harder when children are learning about new things, such as maths, in a language which is not their home language.

New language skills need to be immediately useful and language learning needs to be contextualised

When children learn in a second language at school, it is important that they learn language that is useful to them. They need to learn the vocabulary that they will need everyday for their subjects, that is, subject specific language. It is important that they are taught the language that they will need to understand the subject, and that they will need to be able to read and write in that subject. A range of different words and structures need to be taught (for example nouns as well as verbs, question words and statements). This helps to motivate children to remember what they are taught. All language should be taught and used in the context of the lesson where it will be useful.

Language learning needs support and scaffolding

As we have said, teachers can help children with their second language learning. One of the ways in which teachers can help is to give the children a lot of support in learning. For example teachers can provide a good English language model, and provide learning aids such as pictures, books, objects and experiences. Teachers can structure lessons so that there is a core vocabulary that children learn and use. Teachers can structure written work so that the language in worksheets for example can be easily understood and responded to by the children. They can make sure that listening, speaking, reading and writing activities are present in every lesson. They can make sure that more simple language is used at the beginning of the year, and that it gradually becomes more complex. The teacher shares with the child the responsibility for learning language, and provides a platform that the children can use to continue learning language themselves.

Manual	LOLT Principals	Educator Collaboration
New Manual 1	All of the principles as detailed above. 2 principles will be fully dealt with here, with the others being revisited in the manuals below.	What is educator collaboration? How does it relate to the cascade model of professional development? What are professional working groups and how do they help improve practice?
Instructions	Every educator is a language educator	Reflective practices and the critical friend. Share information on instructions, but also on the concept of a critical friend. Invite each other to be critical friend – with a tight focus on instructions.
An overview to lesson planning.	Every educator is a language educator New language skills need to be immediately useful	The following issues need to be addressed. Their order will be decided on after the first 2 workshops, once we have educator- feedback:
Planning as an ongoing, evolving process.	Move from receptive to expressive language	-schools need to organize meetings where professional development is on the agenda -curriculum planning should be a
Questions	Never underestimate the value of primary languages	collaborative event -content, skills and activity banks can be
Group Work	Children need language for learning	collaboratively developed -educators need to learn how to plan a workshop/seminar for their peers
Role Play	Language learning needs to be contextualized	-techniques for the effective sharing of information need to be developed
New Manual 2 (Old version of notebooks)	Language learning needs support and scaffolding: -vocabulary techniques	-the nature of the professional working groups needs to be linked to the task at hand -practical issues need attention
New Manual 3	Language learning needs support and scaffolding: -language structures	(reproduction of manuals/templates for educator groups) -etc

Application of LOLT Principles and Educator Collaboration:

APPENDIX E: MODERATION REPORT ORAL MONITORING

GENERAL COMMENTS ON EXAMINATION OF LOLT STUDENTS 18 MARCH 2004

The students made a good impression and it is clear that they enjoy the course. Their feedback on the course is also very positive. I would like to congratulate you on this.

Some students could not explain certain concepts very clearly. I therefore have doubts about their ability to explain concepts to their learners. I would like to recommend that this receive special attention in the course.

The link between the language development and the research project was not very clear to all teachers. You may consider making this more explicit, where appropriate, in other sections of the course.

You may consider using a 5-point scale in the evaluation of the teachers.

The teachers did very well in the assessment, and it is clear that the instruction they receive is of a high standard.

*To ensure confidentiality, the signature and name of the moderator has been omitted.

2004-03-25

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Date:

18/3/04

Name of Educator:

Name of School:

Name of Interviewer:

*To ensure confidentiality, the name of the educator, the school and the interviewer have been omitted.

Through conversation, the educator demonstrated	Was done very well	Was done reasonably well	Could have been better - not yet up to standard
that he/she could appropriately use words and phrases related to the topic. For example, entrepreneur, unemployment, equity, economic empowerment.			
Through conversation, the educator demonstrated that he/she had understood and acquired the content presented in the documents.			
Through conversation, the educator demonstrated that he/she had extended his/her knowledge of the topic beyond issues raised in the documents.		~	
Through answering direct questions, the educator demonstrated an understanding of the positive and negative aspects of group work.	~		
Through answering direct questions, the educator demonstrated a critical understanding of the language learning process used in this activity.		luni	

Any other comments or observations:

0 Pros

APPENDIX F: EXCERPT FROM IDDP QUARTERLY PROGRESS REPORT

TABLE OF CONTENT

- **1. INTRODUCTION**
- 2. PROGRESS TO DATE ON
 - 2.1 ACTIVITIES AN D RESULTS
 - 2.2 CROSS-SECTORAL THEMES
 - 2.3 ADMINISTRATIVE ISSUES
 - 2.4 FINANCIAL ISSUES
- 3. EFFICIENCY AND EFFECTIVENESS
- 4. CRITICAL ISSUES

5. CONCLUSION AND RECOMMENDATIONS

6. APPENDICES

- 6.1 Procurement Report
- 6.2 Task Team Building Workshop
- 6.3 District Support Task Team Report
- 6.4 Establishment of School Task Teams
- 6.5 Instructional Leadership Module Report
- 6.6 Language of Learning and Teaching Report
- 6.7 Report on OBE curriculum Delivery in MLMMS, NS and Technology
- 6.8 Financial Report

Result 3

Assistance to teachers with the planning, support and evaluation of outcomes based (OB) teaching, the planning, facilitation and assessment of OB learning and the improvement of learner participation rates in further and higher education.

Activity 3.5

Training of relevant Intermediate Phase educators on the transfer of learning content to learners using English as a medium of instruction (Language of Learning and Teaching LoLT)

The outline and assessment requirements of the Language of Learning and Teaching (LoLT) course were finalised during this quarter. The course outline and Booklet 1 were also presented to the CES Curriculum Development in the Free State Department of Education, Mr *. The course and the first training module were approved (See Appendix 6.5 for a detailed report).

Activity 3.5.1 Conduct group workshops for each module A group workshop on Booklet 1: "Language is Crucial for Learning and Teaching" was presented by Ms * on 02 and 03 June 2003. Participants (LoLT) are educators from Tebang, Makong, QwaQwa and two District Officials from the Special Needs section.

Activity 3.5.3

Implementation of school-based mentorship programmes

School-based support was done by Ms * on 18 and 19 June 2003.

Activity 3.6

Establishment and implementation of Professional Working Groups to share experience and expertise on OBE and continuous assessment

Activity 3.6.1 and Activity 3.6.2

Implementation of Intermediate Phase Professional Working Groups and per learning area already established in 2002

Implementation of Professional Working Groups (PWGs) was supported by Mr * on 9 April 2003 when he met with chairpersons and scribes of PWGs to discuss minutes and programmes in all 10 IDDP schools. The importance of proper record keeping was stressed

Activity 3.6.4

Information sharing on identified key areas such as continuous assessment, progression and promotion as common focus in a particular quarter

Demonstration lessons for Intermediate Phase MLMMS, NS and Technology teachers were held in April 2003 (See Appendix 6.7 for a detailed report). Grade 6 learners learnt how to build a water wheel. Grade 9 learners learnt how to build a water wheel during demonstration lessons to Senior Phase teachers in June 2003.

Workshops on CTA development were held for Grade 6 teachers during May 2003. The selection and application of Learner Support Material (LSM) in the development of CTAs were identified as focus for Grade 6 MLMMS, NS and Technology teachers on 10 June 2003. Teachers would meet during the July holidays to identify relevant LSM. Electricity was identified as capability task.

A new list of guardian learning facilitators for the 10 IDDP was provided after Mr * had liaised with the learning Facilitator administration coordinator, Mr * in May 2003.

Appendix 6.6



SACRED HEART COLLEGE

RESEARCH AND DEVELOPMENT UNIT

(Registered as a Section 21 Company, number: 96 03911, as the Culture of Learning)

PO Box 87257 HOUGHTON 2041 E-mail: * Tel: 011 648-5247 011 648-6264 011 648-7838 Fax: 011 648-8430

30 June 2003

IDDP THABO MOFUTSANYANA: LOLT REPORT

During the second quarter of 2003 (March to June) the following has been achieved in the Language of Learning and Teaching (LOLT) component of the Project:

Course Outline

The outline and assessment requirements of the LOLT course were finalized during this quarter. The minimum requirement and the course content were established and discussed with the participants.

<u>Booklet 1</u>

The final version of Booklet 1 "Language is Crucial for Learning and Teaching" was completed and reproduced. The following details were covered in the material:

- INTRODUCTION
- THE STATUS OF ENGLISH
- Workshop Activity 1: How do you feel about English?
- Workshop Activity 2: Let's brainstorm!
- Assessment Activity 1: How do others feel about English?
- RANGE OF SPOKEN LANGUAGES IN SCHOOLS AND COMMUNITIES
- Assessment Activity 2: Languages we use
- ENGLISH AS A LEARNING AREA AND AS LOLT (Language of learning and teaching)
- Assessment Activity 3: Working with the uses of English
- LANGUAGE POLICY DOCUMENTS
- Workshop Activity 3: Working with key words together
- Assessment Activity 3: Working with key words alone
- OVERALL ASSESSMENT FOR THIS BOOKLET

The booklet was supported by an assessment portfolio for all educators.

Workshop 1

The workshop facilitator, Ms * presented the course outline and Booklet 1 to the participants.

School Mentorship

The school mentorship programme was begun in all four involved schools.

Draft Booklet 2

A draft copy of Booklet 2 "Children need playground language and school language" was finished for editing. The following sections are included in the booklet.

- INTRODUCTION
- BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS)
- COGNITIVE ACADEMIC LANGUAGE PROFICIENCY SKILLS (CALPS)

REPORT PREPARED BY: *Programme Manager

*To ensure confidentiality, the name of the Programme Manager has been omitted.



MONITORING REPORT FOR PROJECT:

Integrated District Development programme (QwaQwa region) Thabo Mofutsanyana District Free State Q2, Q3 2003

Table of Content

- 1. Brief project description
- 2. Progress monitoring visit data
- 3. Project data
- 4. Financial data
- 5. Progress monitoring report (partners report)
- 6. Conclusions & Recommendations (VVOB)

7. Annexures

- 1. Technical File Summary
- 2. Points for attention for the result monitoring and/or mid-term evaluation
- 3. Progress monitoring excel files attached to detailed monitoring reports

1. Brief Project Description

The Qwa Qwa region was identified nationally as a nodal point for rural development and renewal programmes. The Thabo Mofutsanyana District, which has become a mega-district consisting of four previous districts, was then identified by the Free State Department of Education as a priority area for the transformation of the education system by implementing Tirisano within multi-level delivery programmes such as the Quality Learning Project and the School Effectiveness programme.

The need for the development of coordination, data management and quality assurance skills as managerial strategies to inform focused and informed planning, monitoring and evaluation of intervention programmes at mega-district, school and classroom level has therefore led to the conceptualisation of the Integrated Distric Development Project (IDDP).

The overall objective of the project is to transform organisational development (OD) and performance capacity at district, school and classroom level via integrated training and support programmes for the delivery of quality teaching and learning. Specific objectives of the project are: 1) to transform OD and performance capacity at district level; 2) to improve OD and performance capacity at the level of school leadership structures and delivery systems; 3) to improve OD and performance capacity in classrooms: 4) to support learners and teachers at risk through the impact of HIV/AIDS on the community.

1. The project is perfectly on track. It has now come to the phase of intensive support and thorough follow up at all levels. This support is absolutely necessary for sustainable delivery and although it is a very time consuming approach, it is the only way to assure real impact. The main IDD facilitators are doing an excellent job in this field and since

the start of the project they have gained a lot of experience themselves under the professional guidance of the project manager, Mrs. *.

- 2. A very interesting component of this project is the Language of Learning and Teaching (LoLT) course for the Intermediate Phase intervention. The need for this course became apparent during the baseline survey and was confirmed by the Free State Department of Education itself (knowledge about English as the language of learning and teaching is considered high priority by the Department due to former bad results in this Learning Area according to a national survey. cf. Literacy Project for Foundation Phase). The training material (manuals) is developed by SHC R&D under the guidance of the SHC R&D LoLT Programme Manager together with the University of Potchefstroom in order to obtain an Accredited Course. Twelve teachers of four schools follow the course with great enthusiasm and pilot the developed material.
- 3. The most difficult level to capacitate and develop is the District level as it is not a very stable environment. Lots of management changes happen all the time and new people have to be constantly updated.
- 4. It is interesting to see how the two different Flemish funded projects, IDD and Professional Working Groups are linking up: the establishment and implementation of Professional Working Groups on OBE and continuous assessment is part of the IDD project and is monitored by the IDDP Curriculum facilitator. The realisations and findings in both projects will be shared in order to strengthen each other.

1/9/2004 O accessment Secon 1) Good medium -> Select copies -> Process meak 2) Share markey team : Mark according to quarties 3) First discuss - Read answers to question - establish marking criteria Example question: - Question I while acherol vortine Her do you attach laguage to these soutines? 1) Selected a new routine Revised link with lagrage language 2) Way in while question was phromed dichit Skeplective lead to language intege - therefore answers are action general My ! concent mark allocation. 1/20 for how this sontice worked wily you reflected on it - more than 9/20reflection + Homoston aleaungition - people make links Shere dere vonting - Questii : Hew con vontine be incrored ? News to self: Standardisati marking + reflective practice - excepte.

Names and Schools					C	Cumulative	Marksheet						
	Booklet	Booklet 2	Booklet 3	Booklet 4	Booklet 5	Booklet 6	Booklet 7	Booklet 8	Final	Exam 1	Exam 2	Final	Total
	100	100	100	100	100	100	100	100	55	100	100	45	100
1A	60	65	70	82	88	43	78	52	67 37	62	50.5	56 25	62
2A	78	72	88	85	82	43	78	88	77 42	80	64	72 32	74
3В	72	66	82	37	0	32	77	56	53 29	66	72	69 31	60
4D	66	54	74	48	42	23	69	88	58 32	71	56	64 29	61
5D	76	54	58	51	50	23	50	72	54 30	61	55	58 26	56
6C	98	74	92	71	72	73	79	92	81 45	82	77.5	80 36	81
7B	76	57	82	51	32	55	26	40	52 29	61	57	59 27	56
8D	56	68	59	48	62	20	59	60	54 30	72	58	65 29	59
9B	40	54	74	46	76	53	50	0	49 27	59	59.5	59 27	54
10E	88	68	66	44	32	70	56	56	60 33	76	63	70 31	64
11E	88	75	73	48	56	70	61	80	69 38	63	60	62 28	66
12C	92	65	86	62	48	73	89	84	75 41	63	67	65 29	70
13 B	74	57	73	55	72	13	38	40	53 29	65	61	63 28	57
14B	86	0	0	46	42	18	40	0	29 16	54	42.5	48 22	38

APPENDIX I: CUMULATIVE MARK SHEET OF COURSE PARTICIPANTS*

* To ensure confidentiality, the column indicating the participants' names and schools has been modified.

Names and	Cumulative Level Descriptors										
Schools	Booklet 1	Booklet 2	Booklet 3	Booklet 4	Booklet 5	Booklet 6	Booklet 7	Booklet 8	Exam 1	Exam 2	Total
1A	3	3	4	4	4	2	4	3	3	3	3
2A	4	4	4	4	4	2	4	4	4	3	4
3B	4	3	4	1	0	1	4	3	3	4	3
4D	3	3	4	2	2	1	3	4	4	3	3
5D	4	3	3	3	3	1	0	4	3	3	3
6C	4	4	4	4	4	4	4	4	4	4	4
7B	4	3	4	3	1	3	1	2	3	3	3
8D	3	3	3	2	3	1	0	3	4	3	3
9B	2	3	4	2	4	3	3	0	3	3	3
10E	4	3	3	2	1	4	3	3	4	3	3
11E	4	4	4	2	3	4	3	4	3	3	3
12C	4	3	4	3	2	4	4	4	3	3	4
13B	4	3	4	3	4	1	1	2	3	3	3
14B	4	0	0	2	2	1	1	0	3	2	1

APPENDIX J: CUMULATIVE LEVEL DESCRIPTORS OF COURSE PARTICIPANT* OUTPUT

* To ensure confidentiality, the column indicating the participants' names and schools has been modified.

APPENDIX K: IMPACT ASSESSMENT INTERVIEW SCHEDULE

Impact assessment Interview: Teachers

English as Language of Learning and Teaching (LoLT) Short Course

Teachers:	 	
Date:	 	
School:	 	

(You may use the space provided below or next to the questions to jot down some of your ideas during the small group interview)

- 1.1 In your opinion, did the English as LoLT Short Course make a difference in the way you taught before the course and the way you are teaching now?
- 1.2 If you have answered yes, please explain the changes in:

1.2.1 Your understanding of how to teach OBE
--

1.2.2 Planning

1.2.3 Group Work

1.2.4 Assessment

1.2.5 Any other changes you would like to mention?

- 2.1 Do you think that the topics in the English as LoLT Short Course listed below are useful to you in your classrooms?
- 2.2 Please explain why.

Торіс	No	Yes	Useful to you in your classroom because
2.1.1			2.2.1
Developing your own English language skills			

38

Торіс	No	Yes	Useful to you in your classroom because
2.1.2 Understanding the role of English in everyday communication			2.2.2
2.1.3 Understanding the role of English to learn concepts in different Learning Areas			2.2.3
2.1.4 Understanding how home languages are learnt			2.2.4
2.1.5 Understanding how additional languages are learnt			2.2.5
2.1.6 Sharing your content skills with your peers at school			2.2.6
2.1.7 Doing assignments to assess your understanding of the course continuously			2.2.7
2.1.8 Organizing your English as LoLT Short Course file			2.2.8
2.1.9 Thinking about how you use English in your classroom			2.2.9

- 3. What do you think should be added to the English as LoLT Short Course? Explain why.
- 4. What do you think should be left out of the English as LoLT Short Course? Explain why.
- 5. Which knowledge learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice?
- 6. Which skills learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice?

- 7. What value did the English as LoLT Short Course offer you as a life long learner?
- 8. General views and opinions

Please tell me in more depth about how you feel and think about any of the questions already discussed, or about any other aspect of the English as LoLT Short Course. Your views and opinions are very useful and help to evaluate and change the course.

The second s

Impact Assessment Interview: District Officials

English as Language of Learning and Teaching (LoLT) Short Course

District Officials:	 		
Date:	 		
District:	 		

(You may use the space provided below or next to the questions to jot down some of your ideas during the small group interview)

1.3 In your opinion, did the English as LoLT Short Course make a difference in the way you supported teachers before the course and the way you supporting teachers now?

- 1.4 If you have answered yes, please explain the changes in:
 - 1.4.1 Your understanding of how to teach OBE
 - 1.4.2 Planning
 - 1.4.3 Group Work
 - 1.4.4 Assessment
 - 1.4.5 Any other changes you would like to mention?
- 2.3 Do you think that the topics in the English as LoLT Short Course listed below are useful in your support to teachers in their classrooms?

2.4 Please explain why.

Торіс	No	Yes	Useful to you in your classroom because
2.1.1 Developing your own English language skills			2.2.1
2.1.2 Understanding the role of English in everyday communication			2.2.2
2.1.3 Understanding the role of English to learn concepts in different Learning Areas			2.2.3
2.1.4 Understanding how home languages are learnt			2.2.4
2.1.5 Understanding how additional languages are learnt			2.2.5
2.1.6 Sharing your content skills with your peers at the district			2.2.6
2.1.7 Doing assignments to assess your understanding of the course continuously			2.2.7
2.1.8 Organizing your English as LoLT Short Course file			2.2.8
2.1.9 Thinking about how you use English to support your teachers			2.2.9

- 6. What do you think should be added to the English as LoLT Short Course? Explain why.
- 7. What do you think should be left out of the English as LoLT Short Course? Explain why.
- 8. Which knowledge learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice support?

and a second second

9.	Which skills learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice support?							
10	. What value did the English as LoLT Short Course offer you as a life long learner?							
11.	General views and opinions							
Ple	ase tell me in more denth about how you feel and think about any of the questions							

Please tell me in more depth about how you feel and think about any of the questions already discussed, or about any other aspect of the English as LoLT Short Course. Your views and opinions are very useful and help to evaluate and change the course.

APPENDIX L: LETTER OF CONSENT: INTERVIEWEES







INTEGRATED DISTRICT DEVELOPMENT PROJECT

SACRED HEART COLLEGE R&D

(Also registered as the Section 21 Company: Culture of Learning Association)

LETTER OF CONSENT

- 1. I, hereby consent to being interviewed by Ms Mostert, the IDDP Project Manager, regarding the English as LoLT Short Course as part of her research on language programme evaluation conducted through the North West University.
- 2. I furthermore consent to the interview being tape recorded in order to provide a reliable record of my responses.
- 3. I reserve the right to end the interview when I feel uncomfortable with the questions asked, or with the discussions taking place.
- 4. I also reserve the right to ask that the tape recording be stopped when I feel uncomfortable with the questions asked, or with the discussions taking place.

Signed on thisday of October 2004.

Signature

••••••••••••••••••••••••••••••••••••

APPENDIX M: IMPACT ASSESSMENT QUESTIONNAIRES

Questions aligned to interview questions: Teachers

English Language of Learning and Teaching (LoLT) Course

Please write your initials and surname.

Initials: Surname:

Please write the name of your school.

Name of school

Please complete all questions.

Circle the appropriate number in the tables provided.

ASSESSMENT OF COURSE IMPACT ON TEACHING PRACTICE

1.1 In your opinion, did the English as LoLT Short Course make a difference in the way you taught

before the course and the way you are teaching now?

No	Yes
1	2

1.2 If you have answered yes, please indicate to what degree the English as LoLT Short Course has

Question Number	Teaching Practice		Degree	of change	•
		Not at all	Limited Degree	Lesser Degree	Large Degree
1.2.1	Understanding how to teach in Outcomes- based education (OBE)	1	2	3	4
1.2.2 a	Fitting your lesson plans into the bigger picture of learning programmes	1	2	3	4
1.2.2 b	Planning for language activities to support content-learning in your lesson plans	1	2	3	4
1.2.3 a	Using learner centred group work	1	2	3	4
1.2.3 b	Using activity-based group work	1	2	3	4
1.2.4 a	Applying self-assessment techniques	1	2	3	4
1.2.4 b	Applying peer-assessment techniques	1	2	3	4
1.2.4 c	Applying group assessment techniques	1	2	3	4
1.2.5	Other changes Specify:	1	2	3	4

changed your teaching practice in the following:

1.3 Indicate how useful the topics in the English as LoLT Short Course listed below are to you in your classrooms?

Question	Торіс	De	gree of us	efulness	
Number		Not useful at all	Not very useful	Useful	Very useful
2.1.1	Developing your own language skills	1	2	3	4
2.1.2	Understanding the role of English in everyday communication	1	2	3	4
2.1.3	Understanding the role of English to learn new concepts in different Learning Areas	1	2	3	4
2.1.4	Understanding how home languages are learnt	1	2	3	4
2.1.5	Understanding how additional languages are learnt	1	2	3	4
2.1.6	Sharing your content skills with your peers at school	1	2	3	4
2.1.7	Doing assignments to assess your understanding of the course continuously	1	2	3	4
2.1.8	Organizing your English as LoLT Short Course file	1	2	3	4
2.1.9	Thinking about how you use English in your classroom	1	2	3	4

9. What do you think should be added to the English as LoLT Short Course? Explain why.

10. What do you think should be left out of the English as LoLT Short Course? Explain why.

11. Which knowledge learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice?

12. Which skills learnt in the English as LoLT Short Course do you think would you continue using in your teaching practice?

13. What value did the English as LoLT Short Course offer you as a life long learner?

14. General views and opinions

Please tell me in more depth about how you feel and think about any of the questions already discussed, or about any other aspect of the English as LoLT Short Course. Your views and opinions are very useful and help to evaluate and change the course.

APPENDIX N: EXCEL SPREADSHEET DISPLAY OF QUANTITATIVE DATA LINKED TO INTERVIEW QUESTIONS: TEACHERS

English	LoLT C	ourse Im	pact Respo	nse									
Degree	of Chang	je											
Participant No	School/ District Symbol	Understanding how to teach in OBE	Fitting your lesson plans into the bigger picture of Learning Programmes	Planning for language activities to support content- learning in your lesson plans	Using learner- centred group work	Using activity- based group work	Applying self- assessment techniques	Applying peer- assessment techniques	Applying group assessment techniques	Totals	Average degree of change per participant	Average percentage per participant	Other changes (see qualitative summary)
1	А	4	4	4	4	4	4	4	4	32	4.0	100.0%	4
2	A	4	4	4	4	4	4	4	4	32	4.0	100.0%	4
3	В	4	4	4	4	4	4	4	4	32	4.0	100.0%	0
5	D	4	4	4	4	4	0	4	4	28	3.5	87.5%	4
6	С	4	4	4	4	0	4	3	4	27	3.4	84.4%	4
7	В	4	4	4	4	4	3	4	4	31	3.9	96.9%	3
8	D	4	4	4	4	3	4	4	3	30	3.8	93.8%	0
12	С	4	4	4	4	4	3	3	4	30	3.8	93.8%	4
13	В	3	4	4	4	4	3	4	4	30	3.8	93.8%	0
14	В	3	3	4	4	3	3	3	3	26	3.3	81.3%	0
	Total:	38	39	40	40	34	32	37	38	298	3.8	94.3	23
	Average	3.8	3.9	4.0	4.0	3.5	3.3	3.8	3.8	3.8			1.9
	%	95.8%	97.9%	100.0%	100.0%	87.5%	83.3%	93.8%	95.8%	94.3	1	8	47.9%
		* Key: 1 = No	t at all									i	
		2 = Lim	ited Degree										
		3 = Les	ser Degree										
		4 = Lar	ge Degree										

SPREADSHEET 1: IMPACT DEGREE OF CHANGE

Spreadsheet 2: Impact Degree of Usefulness

Degree o	of Useful	ness					I	,					
Participant No	School/ District Symbol	Developing your own language skills	Understanding the role of Enlish in everyday communication	Understanding the role of English to leam new concepts in different Leaming Areas	Understanding how home languages are learnt	Understanding how additional languages are learnt	Sharing your content skills with your peers at school	Doing assignments to assess your understanding of the course continuously	Organizing your English as LoLT Course file	Thinking about how you use English in your classroom	Totals	Average: degree of course usefulness per participant	Average percentag per participan
1	A	4	4	4	4	4	4	4	4	4	36	4.0	100.0%
2	А	4	4	4	4	4	4	4	4	4	36	4.0	100.0%
3	В	4	4	3	3	4	4	4	3	4	33	3.7	91.7%
4	D	3	4	4	4	3	3	4	3	4	32	3.6	88.9%
5	D	4	3	4	0	3	4	3	3	3	27	3.0	75.0%
6	С	4	4	4	4	4	4	4	4	4	36	4.0	100.0%
7	В	3	4	4	4	4	4	4	4	4	35	3.9	97.2%
8	D	4	3	3	4	3	4	3	3	3	30	3.3	83.3%
12	С	4	4	4	4	4	3	4	4	4	35	3.9	97.2%
13	В	3	4	4	4	3	4	4	3	4	33	3.7	91.7%
14	В	4	4	4	4	4	4	4	4	4	36	4.0	100.0%
	Total:	41	42	42	39	40	42	42	39	42	369	3.8	94.0
	Average	3.8	3.8	3.8	3.6	3.7	3.8	3.8	3.5	3.8	3.8		
	%	94.2%	96.2%	96.2%	90.4%	92.3%	96.2%	96.2%	88.5%	96.2%	94.0		
		* Key: 1 = N	ot useful at all										
		2 = No	ot very useful										
		3 = Us	seful					-					
		4 = Ve	ery Useful										

APPENDIX O: FINAL EXAMINATION PAPER

Basic Ce	rtificate: English as the Language of Learning and Teac	hing
	Examination Two (Part Two: Theory)	
TIME: TWO HOURS	S (2 hours)	
Examiners: Moderator:	*To ensure confidentiality, the names of the examiners and the moderator have been omitted.	

INSTRUCTIONS:

In this examination you have to write one essay.

We have provided you with an outline of the essay.

Follow the instructions in the outline below and write the whole essay on the exam paper provided.

Guidelines for writing this essay:

- Make sure you plan before you write
- Copy the essay question and the introduction that you have been given below onto your exam paper as the start of your essay
- · Use as many paragraphs as you need for the essay body
- · Each paragraph should have one main idea
- · End your essay with the conclusion that you write
- · Keep the tense of the essay the same throughout
- Make sure your spelling and punctuation is correct

ESSAY QUESTION:

What has this course taught you about language in your classroom?

ESSAY INTRODUCTION:

We have started the essay by writing the introduction for you. Read it carefully and do not forget to include it on your answer paper.

Language is very important for all people. It is how we communicate with each other and how we learn. This course was about helping educators understand the role that language plays in learning. In particular it has dealt with English as the language of learning and teaching in schools where neither the educators nor the learners speak English at home.

ESSAY BODY:

You must write the body of the essay. The body of your essay must answer the following questions in detail:

- How do young children learn their home language? And why is it important for educators to understand this process?
 - (Hint: Booklet Five will help you to answer these questions.)
- What role do BICS and CALPS play in helping school children to learn more Sesotho? And how can this lead to learning English?
 - (Hint: Booklet Two will help you to answer these questions.)
- How can educators use receptive and expressive language strategies to help their learners learn English?
 - (Hint: Booklet Six will help you to answer this question.)
- Teaching English is very difficult for classroom educators to do alone. How can
 educators draw on other people in the schools to help them with this task?
 (Hint: Booklets Three, Four and Seven will help you to answer this

ESSAY CONCLUSION:

You must write the conclusion.

End the essay with a paragraph that expresses your own opinion about the essay topic and what you have learnt from this course.

Make sure that you include reasons for your opinion.

question.)

TOTAL MARKS: 50

NAME OF EDUCATOR:____

MARKING GUIDELINES

For each point a mark out 10 will be awarded based on the following criteria:

- · How well has the writer demonstrated an understanding of the concept?
- How well has the writer linked the point to the essay topic?
 Has the writer used a consistent style and tense?
- How well has the writer used grammar?

	Mark out of 10
Point 1:	
How do young children learn their home language? And why is it important for educators to understand this process?	
Point 2:	
What role do BICS and CALPS play in helping school children to learn more Sesotho? And how can this lead to learning English?	
Point 3:	
How can educators use receptive and expressive language strategies to help their learners learn English?	
Point 4:	
Teaching English is very difficult for classroom educators to do alone. How can educators draw on other people in the schools to help them with this task?	
Point 5:	- <u>+</u>
Conclusion: Express your own opinion about the essay topic and what you have learnt from this course.	

EXAMINERS' COMMENTS:

APPENDIX P: LOLT LESSON OBSERVATION SHEET

LoLT Lesson	Observation					
School:						
Grade:	Educator:					
Learning Area:	Торіс:					
Lesson Plan	Yes	No				
• The educator handed in a lesson plan.						
• The lesson followed the plan.						
• The learners used notebooks for this						
reason						
Language Learning Environment	Yes	No				
• Posters						
Reading corner						
Labels in different languages						
Vocabulary flashcards						
Others? Give details						
Success of the Lesson	Yes	No Partly				
Was the lesson a success?						
Reasons:						
Language Learning Techniques						
Comments:						

and the second second

E			the Language o	-	and Teaching	
FIRST NAMES		xamnauon	wo (Theory and	rracucai)		
SURNAME:		— <u> </u>		9	**************************************	
SCHOOL:					4	
DATE: 18 OCTO	NER 2004		` 		M ₉₉₇	
	OURS (2 hours)					
Examiners:						
Moderator:						<u></u>
Mark Allocation	Part One :	= 50 marks (Completed 11 +	12 October 2	2004)	3
	Part Two =	= 50 marks .				
				.		3
						L
				(72/0/	
·						
Ba			he Language of	_	id leaching	
IRST NAMES:	Ex	amination Tw	o (Theory and F	ractical)	······································	
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URNAME:						
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IME: TWO HOL xaminers:	JRS (2 hours)	50 marks (C	ompleted 11 + 12	Uctober 20	04)	
IME: TWO HOL xaminers: oderator:	JRS (2 hours) Part One =		ompleted 11 + 12	October 20	04)	
IME: TWO HOL xaminers: oderator:	JRS (2 hours)		ompleted 11 + 12	Uctober 20	04)	35
IME: TWO HOL xaminers: oderator:	JRS (2 hours) Part One =		ompleted 11 + 12	Uctober 20		35
IME: TWO HOL xaminers: oderator:	JRS (2 hours) Part One =		ompleted 11 + 12	Uctober 20	04) 72/0-	3- 35 10

* To ensure confidentiality, the name and school of the participant has been blocked out, along with the names of the examiners and the moderator.

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APPENDIX Q: N6 TEXT SEARCH REPORTS

Report 1: Text Search; Changes

Report 2: Node Search: Overlap; Planning

Report 3: Node Search; Differences_ English in everyday communication and home languages

Report 4: Node Search: Proximity; Planning and strategies

Report 5: Node Search: Union; Assessment

Report 6: Matrix Search (an example); Change and difference

Report 7: Text Search: Planning

Report 8: Text Search: Concepts

Report 9: Text Search: Content

Report 10: Text Search: Group Work

Report 11: Text Search: Assessment

Report 1: Text Search; Changes

Text Search Change.txt QSR N6 Full version, revision 6.0. Licensee: Unregistered. PROJECT: LoLT, User Annamarie Mostert, 3:55 pm, May 3, 2007. ++++++ Text search for 'change' +++ Searching document District Officials tape... Did the course CHANGE your understanding/perception of LoLT: 8 237 CHANGE the course. +++ 2 text units out of 262. = 0.76% +++ Searching document $\underline{*}$ Complete tape... in the course, or where did you get the CHANGE so that you now think 145 views and opinions are very useful and help to evaluate and CHANGE the can CHANGE for good, because here, the schools that were involved in this Respondent 3: Brought about CHANGE in the school. No longer had those +++ 4 text units out of 590, = 0.68% 551 563 578 +++ Searching document Moderator tape... CHANGE the course. 372 +++ 1 text unit out of 391, = 0.26% +++ Searching document Provincial Official tape... views and opinions are very useful and help to evaluate and CHANGE the +++ 1 text unit out of 339, = 0.29% 315 +++ Searching document Reflective interview SHC Team... +++ Searching document Teachel... 1.2 Degree of CHANGE in: +++ 1 text unit out of 109, = 0.92% 7 +++ Searching document Teache2... will CHANGE with 137 views and opinions are very useful and help to evaluate and CHANGE the +++ 2 text units out of 214, = 0.93%194 ++++ Results of text search for 'change': ++ Total number of text units found = 11 ++ Finds in 6 documents out of 7 online documents, = 86%. ++ The online documents with finds have a total of 1905 text units, so text units found in these documents = 0.58%. ++ The selected online documents have a total of 1969 text units, so text units found in these documents = 0.56%. ******

* To ensure confidentiality, the name of the school has been blocke out.

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1 THE REPORT OF A DECISION

Report 2: Node Search: Overlap; Planning

Node Search Planning.txt QSR NG Full version, revision 6.0. Licensee: Unregistered. PROJECT: LOLT, User Annamarie Mostert, 4:13 pm, May 3, 2007. REPORT ON NODE (N 1) 'Node Search' Restriction to document: NONE *** (N 1) *** Description: //Node Searches/Node Search Search for (OVERLAP (1 30) (1 1) (1 2) (1 25) (1 29) (1 30)). No restriction +++++ ON-LINE DOCUMENT: * Complete_tape +++ Retrieval for this accument: 2 unres out of 590, = 0.34% ++ Text units 70-71: 70 that lesson plan format and we have already designed one, because it is simpler - everyone 71 ++++ Total number of text units retrieved = 2 +++ Retrievals in 1 out of 7 documents, = 14%. +++ The documents with retrievals have a total of 590 text units, so text units retrieved in these documents = 0.34%. +++ All documents have a total of 1969 text units, so text units found in these documents = 0.10%.

* To ensure confidentiality, the name of the school has been blocked out.

Report 3: Node Search; Differences_ English in everyday communication and home languages

Nodes Search difference.txt QSR N6 Full version, revision 6.0. Licensee: Unregistered. PROJECT: LOLT, User Annamarie Mostert, 4:28 pm, May 3, 2007. REPORT ON NODE (N 3) 'Node search 2' Restriction to document: NONE **** (N 3) *** Description: //Node Searches/Node Search 2 Search for (LESS (2 7) (2 8)). No restriction ******** ************************ +++ ON-LINE DOCUMENT: Teache2 +++ Retrieval for this document: 1 unit out of 214, = 0.47%++ Text units 61-61: 2.1.2 Understanding the role of English in everyday communication 61 ++++ Total number of text units retrieved = 1 +++ Retrievals in 1 out of 7 documents, = 14%. +++ The documents with retrievals have a total of 214 text units, so text units retrieved in these documents = 0.47%. +++ All documents have a total of 1969 text units, so text units found in these documents = 0.05%.

10.11 N 10/16-

Report 4: Node Search: Proximity; Planning and strategies

Nodes Search Proximity planning and strategies.txt QSR N6 Full version, revision 6.0. Licensee: Unregistered. PROJECT: LoLT, User Annamarie Mostert, 4:36 pm, May 3, 2007. REPORT ON NODE (N 4) 'Node Search 3' Restriction to document: NONE (N 4) *** Description: //Node Searches/Node Search 3 Search for (NEAR (1 2) (1 1) (WITHIN-UNITS 5) RETRIEVE-BOTH). No restriction ****** +++ ON-LINE DOCUMENT: Teache2 +++ Retrieval for this document: 2 units out of 214, = 0.93% ++ Text units 20-20: Respondent 1: The strategies that LoLT taught (some are OBE) ++ Text units 24-24: 20 Respondents 1 and 2: Planning stayed the same, methods changed. 24 ++++ Total number of text units retrieved = 2
+++ Retrievals in 1 out of 7 documents, = 14%.
+++ The documents with retrievals have a total of 214 text units, so text units retrieved in these documents = 0.93%. +++ All documents have a total of 1969 text units, so text units found in these documents = 0.10%. ****

```
Nodes Search Assessment Union.txt
OSR N6 Full version, revision 6.0.
Licensee: Unregistered.
PROJECT: LoLT, User Annamarie Mostert, 4:20 pm, May 3, 2007.
REPORT ON NODE (N 2) 'Node Search 1'
Restriction to document: NONE
****
(N 2)
*** Description:
                          //Node Searches/Node Search 1
search for (UNION (1 23) (1 22) (1 36) (1 37) (1 38) (1 39) (1 73)). No restriction
<sub>╈╋╋╋╋</sub>┢┽╈╅╪╪┼╪╋╊╪╪┾┲╪┼╊╅╋┿<del>┇</del>╋┿┿╋╋┿╋╋
+++ ON-LINE DOCUMENT: District Officials tape
+++ Retrieval for this document: 1 unit out of 262, = 0.38%
++ Text units 173-173:
Interviewer comment: So it is modeling continuous assessment. Would you
                                                                                      173
+++ ON-LINE DOCUMENT: * Complete_tape
+++ Retrieval for this document: / units out of 590, = 1.2%
++ Text units 30-30:
monitor them as the educator to see whether they are all involved in ++ Text units 37-37:
                                                                                       30
have a problem with assessment and I couldn't have done well if it was
                                                                                       37
++ Text units 136-137:
different forms of
                                                                                      136
                                                                                      137
assessment, because we used to use only one method of assessment, but
course, it is continuous. At least we got something. Learners can also assess themselves.
++ Text units 139-141:
                                                                                      139
                                                                                      140
                                                                                     141
They use peers.
+++ Total number of text units retrieved = 8
+++ Retrievals in 2 out of 7 documents, = 29%.
+++ The documents with retrievals have a total of 852 text units,
        so text units retrieved in these documents = 0.94%.
+++ All documents have a total of 1969 text units,
    so text units found in these documents = 0.41\%.
```

* To ensure confidentiality, the name of the school has been blocked out.

Report 6: Matrix Search (an example); Change and difference

Matrix Search Eval Team and Eval theme.txt QSR N6 Full version, revision 6.0. Licensee: Unregistered. PROJECT: LOLT, User Annamarie Mostert, 6:17 am, May 11, 2007. REPORT ON NODE (N 23) 'Node Search 20' Restriction to document: NONE ****** (N 23) *** Description: //Node Searches/<<Node Search 20>> Search for (MATRIX INTERSECT (5) (1)). No restriction. 55 cells, 9 refer to text. ### Cell (1 1) ### (INTERSECT (5 16) (1 1)) ## This cell codes no documents. ****** ******* ****** +++ ON-LINE DOCUMENT: * +++ Retrieval for this cocument. I unit out of 590, = 0.17% ++ Text units 171-171: changed. We have changed what we were doing before, especially the format 171 ### cell (3 S)

Matrix Search Eval Team and Eval theme.txt ### (INTERSECT (5 40) (1 5)) ## This cell codes no documents ********* ### Cell (4 2) ### (INTERSECT (5 45) (1 2)) the starter +++ ON-LINE DOCUMENT: * Complete_tape +++ Retrieval for this document: 1 unit out of 590, = 0.17% ++ Text units 226-226: Respondent 4: Yes. I think it has changed us a little bit - if you are 226 ### cell (4 4) ### cell (4 5) ### cell (5 1) ### (INTERSECT (5 54) (1 1))
This cell codes no documents. *********** ### Cell (5 2) ### (INTERSECT (5 54) (1 2)) +++ +++ ON-LINE DOCUMENT: * Complete_tape +++ Retrieval for this document: 1 unit out of 590, = 0.17% ++ Text units 391-391: came back to show them and all the teachers wanted to do that exercise. 391 ### Cell (5 3) ### (INTERSECT (5 54) (1 3)) ## This cell codes no documents. ### cell (5 4) ### (INTERSECT (5 54) (1 4)) ## This cell codes no documents. ### cell (5 5) ### (INTERSECT (5 54) (1 5)) ## This cell codes no documents. ### Cell (6 1) ### (INTERSECT (5 64) (1 1)) ## This cell codes no documents. ### Cell (6 2) ### (INTERSECT (5 64) (1 2)) ****** +++ ON-LINE DOCUMENT: * Complete_tape +++ Retrieval for this document: 1 unit out of 590, = 0.17% ++ Text units 539-539: classroom. In other words, to realize the value of thorough preparation. 539 ### Cell (6 5) ### (INTERSECT (5 64) (1 5))

Matrix Search Eval Team and Eval theme.txt ## This cell codes no documents ### cell (7 1) ### (INTERSECT (5 66) (1 1)) ## This cell codes no documents. ****** ### cell (7 2) ### (INTERSECT (5 66) (1 2)) ++++ ON-LINE DOCUMENT: * Complete_tape +++ Retrieval for this document: 1 unit out of 590. = 0.17% ++ Text units 543-543: 543 well-planned course which ### Cell (7 4)
(INTERSECT (5 66) (1 4))
This cell codes no documents. ### Cell (8 1) ### (INTERSECT (5 67) (1 1)) ## This cell codes no documents. ### cell (8 2) ### (INTERSECT (5 67) (1 2)) +++ Retrieval for this document: 3 units out of 590, = 0.51% ++ Text units 584-586: ********* to other co-workers and learners. Recommend that the course must be taken 584 585 to other schools. Gathered with SMT and other staff members to work together. 586 ### Cell (8 3) ### (INTERSECT (5 67) (1 3)) ## This cell codes no documents ### Cell (9 1) ### (INTERSECT (5 74) (1 1)) ********* **** +++ ON-LINE DOCUMENT: District Officials tape +++ Retrieval for this document: 1 unit out of 262, = 0.38% ++ Text units 189-189: introduced in our courses, or at all schools. But I think the language 189 ### Cell (9 3) ### (INTERSECT (5 74) (1 3))
This cell codes no documents. ### cell (9 5)

```
Matrix Search Eval Team and Eval theme.txt
### (INTERSECT (5 74) (1 5))
## This cell codes no documents.
*******************
### cell (10 1)
### (INTERSECT (5 77) (1 1))
## This cell codes no documents.
### cell (10 3)
### cell (10 4)
### (INTERSECT (5 77) (1 4))
********
             }
+++ ON-LINE DOCUMENT: Moderator tape
+++ Retrieval for this document: 1 unit out of 391, = 0.26%
++ Text units 11-11:
Respondent 1: I think nr. 1.1 Yes, the course did make a difference and I
                                                       11
*******
### cell (11 1)
### (INTERSECT (5 78) (1 1))
## This cell codes no documents.
******
### cell (11 2)
### (INTERSECT (5 78) (1 2))
## This cell codes no documents.
########
         *****
      ####
### cell (11 3)
### (INTERSECT (5 78) (1 3))
## This cell codes no documents.
******************
### cell (11 4)
### (INTERSECT (5 78) (1 4))
                  <u>++++++++++++</u>+
****
           ++++++
+++ ON-LINE DOCUMENT: Moderator tape
+++ Retrieval for this document: 1 unit out of 391, = 0.26% ++ Text units 335-335:
achieved here was the fact that the course was such a practical one. But
                                                      335
### Cell (11 5)
### (INTERSECT (5 78) (1 5))
## This cell codes no documents.
```

* To ensure confidentiality, the name of the school has been blocked out.

Report 7: Text Search: Planning

Text Search Planning.txt				
QSR NG Full version, revision 6.0. Licensee: Unregistered.				
PROJECT: LOLT, User Annamarie Mostert, 3:34 pm, May 3, 2007.				
++++++++++++++++++++++++++++++++++++++	┝╋╋╋╋			
+++ Searching document District Officials tape 1.2.2 PLANNING Respondent 2: Not formally, but informally. But we are PLANNING to +++ 2 text units out of 262, = 0.76%	55 161			
+++ Searching document Complete_tape 1.2.2 PLANNING: Did the course assist you to plan, and in which areas? Respondent 1 (and 2): ON PLANNING, it has also helped us a lot because facilitator came with the models of lesson PLANNING. And then in the Respondent 3: In terms of PLANNING, it has made a lot of difference - in make a very long PLANNING, we did not consider the most important parts approaches in the PLANNING format we got because it includes all the aspects of PLANNING so that is PLANNING. Respondent 3: PLANNING skills can continue to be used. +++ 9 text units out of 590, = 1.5%	46 47 51 73 75 78 170 174 506			
+++ Searching document Moderator tape 1.2.1 PLANNING PLANNING is something that still requires a lot of attention. I don't stage where teachers have reached that stage of PLANNING. My impression very often their PLANNING is very short term: plan for the next day, or For me this links up with PLANNING, because what we see very often is file and a PLANNING file, and this links up with what I said earlier regarding PLANNING a course, PLANNING units in a course, etc. The impression was not too bad - I think Lesson PLANNING, lesson design, where a LA teacher, lets say a social +++ 9 text units out of 391, = 2.3%	28 29 37 260 264 265 266 291			
+++ Searching document Provincial Official tape in PLANNING, those are some of the things that they expressed. While PLANNING and of course their interpretation. Respondent 1 agreed with Respondent 1: PLANNING together, and that is why we also talk about teacher, well, we want to see evidence of PLANNING and good organization +++ 4 text units out of 339, = 1.2%	33 40 196 225			
+++ Searching document Reflective interview SHC Team				
+++ Searching document Teachel 1.2.2 b PLANNING for language activities to support content-learning in Teaching strategies (4); more active participation of learners; PLANNING +++ 2 text units out of 109, = 1.8%	11 55			
+++ Searching document Teache2 1.2.2 PLANNING Respondents 1 and 2: PLANNING stayed the same, methods changed. Respondent 1: Yes, it was useful in the PLANNING of all the learning Respondent 1: The style of PLANNING is very useful - the methods that PLANNING. Like when you had to differentiate between what you are going Respondent 1 & 2: When we are busy PLANNING, I explain to them how the +++ 6 text units out of 214, = 2.8%	23 24 75 154 156 176			
<pre>+++ Results of text search for 'planning': ++ Total number of text units found = 32 ++ Finds in 6 documents out of 7 online documents, = 86%. ++ The online documents with finds have a total of 1905 text units, so text units found in these documents = 1.7%. ++ The selected online documents have a total of 1969 text units, so text units found in these documents = 1.6%.</pre>				

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Report 8: Text Search: Concepts

Text Search Concepts.txt	
QSR N6 Full version, revision 6.0. Licensee: Unregistered.	
PROJECT: LOLT, User Annamarie Mostert, 3:45 pm, May 3, 2007.	
++++++++++++++++++++++++++++++++++++++	++++
+++ Searching document District Officials tape 2.1.3 Understanding the role of English to learn new CONCEPTS in +++ 1 text unit out of 262 , = 0.38%	129
<pre>+++ Searching document * Complete_tape 2.1.3 Understanding the role of English to learn new CONCEPTS in Respondent 3: Yes it has played a role in explaining CONCEPTS in their home language base, then they can have some English CONCEPTS. difficult, because learners end up forming their own wrong CONCEPTS. +++ 4 text units out of 590, = 0.68%</pre>	285 305 336 383
+++ Searching document Moderator tape 2.1.3 Understanding the role of English to learn new CONCEPTS in to raising teacher's awareness of CONCEPTS. I would however like to see core CONCEPTS in that curriculum. I.e. where they themselves discover the CONCEPTS that need to also have to deal with cultural issues, there are CONCEPTS in certain and as far as I'm concerned is then the transfer of CONCEPTS, except for CONCEPTS that take place. But I think here also the transfer of concepts CONCEPTS. So this whole issue is tied up with 2.1.3, the whole issue of CONCEPTS CONCEPTS and also to language. I would give teachers the task of teachers aware of the importance of language and CONCEPTS. +++ 11 text units out of 391, = 2.8%	164 170 173 174 203 205 208 209 297 385
+++ Searching document Provincial Official tape 2.1.3 Understanding the role of English to learn new CONCEPTS in +++ 1 text unit out of 339, = 0.29%	176
+++ searching document Reflective interview SHC Team	
+++ Searching document Teache1 2.1.3 Understanding the role of English to learn new CONCEPTS in +++ 1 text unit out of 109, = 0.92%	27
+++ Searching document Teache2 home, CONCEPTS and things in their home language. 2.1.3 Understanding the role of English to learn new CONCEPTS in +++ 2 text units out of 214, = 0.93%	64 73
<pre>++++++++++++++++++++++++++++++++++++</pre>	

* To ensure confidentiality, the name of the school has been blocked out.

Report 9: Text Search: Content

Text Search Content.txt	
QSR N6 Full version, revision 6.0. Licensee: Unregistered.	
PROJECT: LOLT, User Annamarie Mostert, 3:46 pm, May 3, 2007.	
++++++++++++++++++++++++++++++++++++++	****
+++ Searching document District Officials tape 2.1.6 Sharing your CONTENT skills with your peers at the district. +++ 1 text unit out of 262, = 0.38%	15 9
+++ Searching document * Complete_tape	-
teaching a CONTENT Respondent 1: Yes, we indicated somewhere that it is CONTENT vocabulary - important for learners to understand the English CONTENT vocabulary. Then 2.1.6 Sharing your CONTENT skills with your peers at school +++ 4 text units out of 590, = 0.68%	228 293 295 385
+++ Searching document Moderator tape	
CONTENT, which is fine, but then you still have to remember that you have 2.1.6 Sharing your CONTENT skills with your peers at the district. and course books - a fairly informal style, but the substantial CONTENT +++ 3 text units out of 391, = 0.77%	145 211 278
+++ Searching document Provincial Official tape	105
2.1.6 Sharing your CONTENT skills with your peers at the district that is where you get exposed to the CONTENT of other learning areas.	195 204
CONTENT is CONTENT of the booklets.	210 258
the CONTENT of +++ 5 text units out of 339, = 1.5%	279
+++ Searching document Reflective interview SHC Team	
CONTENT knowledge not being addressed. It was a challenge to bridge the +++ 1 text unit out of 64, = 1.6%	15
+++ Searching document Teachel	32
2.1.6 Sharing your CONTENT skills with your peers at school_ 96.2% group work (2); develop CONTENT vocabulary; using English constantly as	61
of communication; identify CONTENT vocabulary; learnt that learning CONTENT vocabulary; learners express themselves in BICS and in CALPS;	83 93
+++ 4 text units out of 109, = 3.7%	
+++ Searching document Teache2 2.1.6 _ Sharing your CONTENT skills with your peers at school	107
especially when you teach the CONTENT. +++ 2 text units out of 214 , = 0.93%	170
++++++++++++++++++++++++++++++++++++++	⊷∳⊷∳∽∳≈ ∮ ≈∮≉
++ Total number of text units found = 20 ++ Finds in 7 documents out of 7 online documents, = 100%.	
++ The online documents with finds have a total of 1969 text units, so text units found in these documents = 1.0%.	
++ The selected online documents have a total of 1969 text units,	
so text units found in these documents = 1.0%.	****

* To ensure confidentiality, the name of the school has been blocked out.

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Report 10: Text Search: Group Work

Text Search Group Work.txt QSR N6 Full version, revision 6.0. Licensee: Unregistered. PROJECT: LOLT, User Annamarie Mostert, 3:42 pm, May 3, 2007. +++++ Text search for 'group work' +++ Searching document District Officials tape... 69 1.2.3 GROUP WORK Respondent 1: Yes, it is good to do GROUP WORK, but it is not always I am going to do GROUP WORK. There are those things of lessons that you 70 72 without doing GROUP WORK. It does not mean that because OBE says that 74 must be taught in groups that everything must be GROUP WORK. You can also Respondent 2: This course, when doing GROUP WORK learners who come from +++ 6 text units out of 262, = 2.3% 76 86 +++ Searching document * Complete_tape... Respondent 1: It also herped me to improve GROUP WORK. We were doing GROUP WORK but this GROUP WORK I must 26 27 29 1.2.3 GROUP WORK 86 demonstrated how GROUP WORK work. And then from those demonstrations that Respondent 4: Again it promoted GROUP WORK among us teachers. Respondent 4: GROUP WORK and learner participation in group work. +++ 7 text units out of 590, = 1.2% 89 426 507 +++ Searching document Moderator tape... did make more use of GROUP WORK. 1.2.2 GROUP WORK 25 51 I think as far as GROUP WORK is concerned, I think the course contributed did use GROUP WORK themselves. I think this in an important point: the +++ 4 text units out of 391, = 1.0%52 58 +++ Searching document Provincial Official tape... 1.2.3 a Using learner centred cours work Using learner centred GROUP WORK - way in which they implemented 42 Respondent 1: Now with the GROUP WORK, there are still some things that to be exposed to. It is not GROUP WORK we call it, but in a way of don't understand the idea of GROUP WORK which is to learn from each other +++ 4 text units out of 339, = 1.2%45 47 53 +++ Searching document Reflective interview SHC Team... +++ Searching document Teachel...
1.2.3 b Using activity based GROUP WORK _ 87.5%
GROUP WORK (2); develop content vocabulary; using English constantly as
+++ 2 text units out of 109, = 1.8% 15 61 +++ Searching document Teache2... 1.2.3 GROUP WORK 26 27 Respondents 1 and 2: No difference in GROUP WORK (learners). Educators of GROUP WORK. 31 +++ 3 text units out of 214, = 1.4% ++ The selected online documents have a total of 1969 text units, so text units found in these documents = 1.3%.

Report 11: Text Search: Assessment

Text Search Assessment.txt OSR N6 Full version. revision 6.0. Licensee: Unregistered. PROJECT: LOLT, User Annamarie Mostert. 3:43 pm. May 3, 2007. +++ Searching document District Officials tape... 91 1.2.4 ASSESSMENT Respondent 2: Before you even begin ASSESSMENT, the environment and same level. You must use ASSESSMENT tools fit for the environment. Interviewer comment: So it is modeling continuous ASSESSMENT. Would you +++ 4 text units out of 262, = 1.5% 94 98 173 +++ Searching document * ASSESSMENT. I used to Complete tape... 36 have a problem with ASSESSMENT and I couldn't have done well if it was 37 **3**9 Because now I'm aware of what ASSESSMENT strategies can I use per 119 ASSESSMENT 1.2.4 121 Respondent 2: with ASSESSMENT I used to leave out the portion in the past ASSESSMENT. As it is I can now just do ASSESSMENT simultaneously, at this time at the end of the 126 127 following day I am through with the lesson and we can look at ASSESSMENT Respondent 3: Yes it helped us in ASSESSMENT, especially in using ASSESSMENT, because we used to use only one method of assessment, but 129 135 137 Interviewer clarifying question: Your own understanding of ASSESSMENT, 143 ASSESSMENT. 147 Respondent 3: Yes, the course gave me an example of ASSESSMENT - usually 148 +++ 13 text units out of 590. = 2.2% +++ Searching document Moderator tape... 63 1.2.3 ASSESSMENT ASSESSMENT, the course touched on assessment and contributed to teachers' understanding of ASSESSMENT, but I wonder whether there is not still 64 65 ASSESSMENT in 68 because in a certain sense, OBE ASSESSMENT is supposed to be more 71 74 discrete-point ASSESSMENT 77 ASSESSMENT. For example, the question is: Can a learner achieve the ASSESSMENT. And I know that we have moved into an era of more open-ended portfolio ASSESSMENT, but it still boils down to the level at which the 85 86 ASSESSMENT, then Yes, this is also one aspect where continuous ASSESSMENT reflects continuous ASSESSMENT 98 232 263 would only like to see ASSESSMENT paying more attention to the teacher's 379 +++ 13 text units out of 391. = 3.3%+++ Searching document Provincial Official tape... SECTION B: ASSESSMENT OF COURSE IMPACT ON TEACHING PRACTICE ASSESSMENT in OBE 9 8Š the interpretation of the policy, and that is that ASSESSMENT forms an for other processes in ASSESSMENT like recording and reporting, we are shaky about it. But you could easily see that ASSESSMENT is there all the Interviewer summary: The interpretation of the policy: ASSESSMENT forms it touched on ASSESSMENT issues, and development of materials at a very +++ 7 text units out of 339, = 2.1% 88 92 94 96 249 +++ Searching document Reflective interview SHC Team...
+++ Searching document Teachel...
ASSESSMENT of Course Impact on Teaching Practice 1
1.2.4 c Applying group ASSESSMENT techniques _ 95.8% 18
abilities; parental involvement; community involvement; ASSESSMENT tools, 21
and skills; code switching; use of ASSESSMENT criteria; OBE knowledge; 63
+++ 4 text units out of 109, = 3.7%
+++ Searching document Teache2...
1.2.4 ASSESSMENT
+++ 1 text unit out of 214, = 0.47%

+++ Results of text search for 'assessment':
+++ Total number of text units found = 42
++ Finds in 6 documents out of 7 online documents, = 86%.
++ The online documents with finds have a total of 1905 text units,
so text units found in these documents = 2.2%.
++ The selected online documents have a total of 1969 text units,
so text units found in these documents = 2.1%.

* To ensure confidentiality, the name of the school has been blocked out.

APPENDIX R: TEACHERS' RESPONSIBILITY IN USING ENGLISH AS THE LOLT

INTRODUCTION

In Booklet One and Booklet Two we discussed a great deal about English as the language of learning and teaching in our schools.

Let's quickly revise what we have learnt so far:

- Language is crucial for learning and teaching. Without language, learning would be **superficial** and very **simplistic**.
- English is important for children's learning at school because English is the language of learning and teaching.
- Children need informal English to help them learn. This is called Basic Interpersonal Communication Skills (BICS).
- Children also need formal English for school learning. This is called Cognitive Academic Language Proficiency Skills (CALPS).
- Educators need to teach English BICS and English CALPS carefully and thoroughly.

Now in Booklet Three we continue to talk about English, but with a focus on the role of the educator in teaching English in the different learning areas. This booklet is divided into four main sections that will help you to:

- understand that every educator is an English language educator;
- establish the English content vocabulary needed for every learning area;
- identify some English questions and instructions needed in lessons; and
- include English language issues in lesson plans.

EVERY EDUCATOR IS AN ENGLISH EDUCATOR

Educators of today have many responsibilities, and have to take care of many things in their teaching. One of their most important responsibilities is language teaching. This is especially so in schools where the home language is not English, but it is the language of learning and teaching. In these cases, English is the single most important **vehicle** for learning and teaching. It is very important for educators to **acknowledge** and accept that they are **responsible** for the language needs of the children in their classes.

WORKSHOP ACTIVITY 1: What do you think the consultant's role is? Work in pairs for this activity.

In this course you are learning new content and skills about English as the language of learning and teaching. The *consultant is the booklet trainer. Think about her role as an educator and answer the following questions in the spaces provided.

Could you work through these booklets without the consultant's help?

YES NO

Give two reasons for your answer.

List three things that the consultant does during the workshops to help you to understand the content of the booklets.

List three things that the consultant does to help you understand how to complete the assessment activities.

List three things that the consultant does when she returns your assessment portfolios.

* The consultant's identity is omitted.

APPENDIX S: ENGLISH LANGUAGE IN LESSON PLANS

5 ENGLISH LANGVAGE IN LESSON PLANS

All educators need to plan their lessons.

Lesson plans need many details, such as:

- Information that lets you know what that lesson is about: Learning Area; Programme Organiser; Capability Task; Lesson Title
- What the planned critical and learning outcomes of the lesson are
- How long the lesson will run for
- The Knowledge, Skills, Values & Attitudes that are to be taught in the lesson
- How the lesson will be introduced
- What activities the learners will do
- How the lesson will be concluded
- How the learners will be assessed
- What resources will be needed
- How the classroom will be organised

They also need details of the English to be taught:

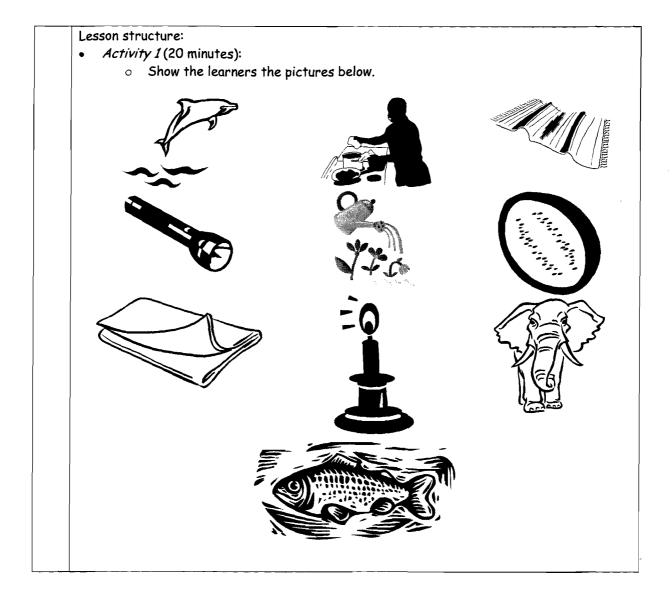
- What Content Vocabulary will be taught
- What Instructions and Question phrases will be taught

WORKSHOP ACTIVITY 5: A Completed Lesson Plan

- Carefully read the example lesson plan below.
- This is one kind of lesson plan.
- Discuss all the questions that follow.

		Less	on Plan							
_earn	iing Area: Natural Sci	ences (NS)								
Grade	2: 4									
Горіс	: The uses and proper	ties of water								
.esso	sson Number: 4									
	Critical Outcomes		Learning Outcomes							
F	Problem solver		LO 1: Scientific inv							
-	Communicator		LO 2: Constructing							
F	Contributing citizen			ety and the environment						
ľ	Life long learner									
ŀ		he learners will be abl	e to know what water is,	what the uses of water						
	are and where water									
Γ	NS content and cond	epts to be taught: (N	otes to the educator)							
	Introduction: (LO 1	•								
	Give the learners th	ree bottles marked A	B and C. Bottle A contai	ns paraffin, Bottle B						
	contains oil, and Bot	tle C contains baby oil								
	The learners must c	ompare the three ligui	ds and complete the tab	le according to this						
	memorandum.		<u> </u>							
		WATER	BABY OIL	PARAFFIN						
	COLOUR	Glassy	Glassy	Glassy						
	SHAPE	Liquid	Liquid	Liquid						
	FEEL	Wet	Wet, slippery	Wet						
	SMELL	No smell	Flowers	Medicine						
		as for the educators.	ell hat is	ossy						
				-						

	English conte	nt vocabulary	to be taught:									
	water	sources	properties	underground								
	English quest	English question phrases to be taught:										
	What do you	What do you do?										
-	I must remind my learners that the expected answer is an action.											
Sot	When do you	When do you?										
Lesson	I must remind my learners that the expected answer is a time.											
	-	iction phrases	-									
		Write the date and heading.										
	Write a brain	storm										
	I mus	t make sure th	nat my learners l	know exactly what to do.								



	Objects that need water	The uses of the water
Lesson	Objects that do not need water	
	 Learners brainstorm i Different groups repo 	

0	The learners must circle the missing words in the following word search to find
	the different sources of water.

9	W	E	A	T	Q	W	R	T	Y	U	I I	0	P	P	JO.	I
A	8	D	F	G	H]]	K	1	T	B	P	0	I	K	L	M
B	B	B	N	M	C	D	E	YA,	Æ	U	S	D	F	G	H	Q
W	E	R	Τ	T	Y	R	TN,	2	I	N	A	5	F	G	H	J
A	S	B	1	D	D	K	$\mathbf{\Lambda}$	X	С	D	C	T	E	A	R	18
U]	Z	d	0	×	6	10	0	F	F	E	G	H	J	X	P	T
R	X	F	Y	5	J.	W	E	E	W	R	F	C	H	K	0	Y
1	C	G	U	H	5	H	M	1	I	G	K	G	H	L	I	18
N	V	H	1	U		E	M	IN	B	R	V	B	N	S)	υ	L
E/	W	D	S	Z	X	B	5	P	0	0	T	ju	Y	D	Y	10
R	F	G	A	H	J	I	E	K	L	U	L	I	K	U	L	0
T.	Z	V	B	M	K	L	A	W	Q	N	E	R	T	10	Y	0
Y	A	S	A	V	S	M	N	I	0	\D/	P	P	Q	Ĺ	K	ठि
U	P	L	A	N	T	5	W	B	R	r	Y	U	II)	(C)	E	I
0	S	S	D	F	G	T	R	T	E	W	Q	R	A	G	H	H
P	Z	X	C	V	B	N	M	ĸ	L	1	H	G	8	H	1	K
Q	D	F	G	T	Τ	X	5	ſs	A	L	1	V	A	F	G	н
P	R	1	V	E	8	s)	A	S	S	O	0	W	X	R	T	Y
			4			6	icle.	5 0	dy i	-	ech	1004	če J	4, ,		lennikissenn

- Get pictures from magazines to fit the words. Paste them on a piece of paper to make a collage.
- Discuss in groups how water can be kept clean.
- Each learner must complete a brainstorm on places where water is found.

	Classroom Organisation											
ut	• If possible, write th	e list of activities on the chalkboard	before the lesson starts.									
e ma	• At the start of the	lesson, learners must have their note	books, pens and rulers ready									
ခြီ	• Learners work indiv		•									
Management	Resources and Budget:											
2	No specific resources r	equired										
	Assessment of Learners:											
	Use the following checklist for the introductory activity.											
	Checklist											
	Learners could identify											
		te most of the substance properties										
	Learners could fill in t	he brainstorm										
	Learner	Competent	Not Competent									
	Use he following checkli	ist for Activity 1.										
	Checklist											
	Learners were able to	sort the objects										
	Learners were able to	give some of the uses of water from	the									
	objects	-										
	Learners were able to	report back to group in fluent langua	ge									
		<u></u>										
ent	Learner	Competent	Not Competent									
sme												
Assessment												
As	Use the following check	list for Activity 2.										
		,										
	Checklist											
	Learners were able to	find most of the missing words										
		word with the pictures										
		link between the sources and storage	e of water									
		link the whole brainstorm as a conclu										
	Learner	Competent	Not Competent									
	Homework:											
)	Finish activity, if necess	2 m										
	i mon denviry, it necess	sui y										
	Teacher's Reflection:											
		*										
		I teach this lesson?										
		nieve my outcomes?										
	 What co 	uld I improve for the next lesson?										

Questions

1. This lesson plan is divided into three main sections. What are they?

2. The lesson structure describes the three main parts of a lesson. What are they?

3. How many English content words does this educator plan to teach her learners?

4. What are the English content words?

5. Carefully read the section on English question phrases to be taught. How does this educator explain the meanings of the English question phrases to her learners?

6. Do you think this is a useful way to try and teach the meanings of question phrases? Why?

7. What do you think of this lesson plan?



<u>Please note:</u> For practical reasons, only the table of content of the full course has been provided here to provide an overview of the course.

TABLE OF CONTENTS: BOOKLET 1

		Page
1	INTRODUCTION	4
2	THE STATUS OF ENGLISH	5
	Workshop Activity 1: How do you feel about English?	6
	Workshop Activity 2: Let's brainstorm!	7
	Assessment Activity 1: How do others feel about English?	10
3	RANGE OF SPOKEN LANGVAGES IN SCHOOLS AND COMMUNITIES	12
	Assessment Activity 2: Languages we use	13
4	ENGLISH AS A LEARNING AREA AND AS LOLT (Language of learning	
	and teaching)	17
	Assessment Activity 3: Working with the uses of English	19
5	LANGVAGE POLICY DOCUMENTS	26
	Workshop Activity 3: Working with key words together	26
	Assessment Activity 3: Working with key words alone	31
6	OVERALL ASSESSMENT FOR THIS BOOKLET	32
DO	NOT FORGET TO ADD THE WORDS THAT APPEAR IN BOLD THROUGHO BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!	out this

TABLE OF CONTENTS: BOOKLET 2

		Page
1	INTRODUCTION	4
	Workshop Activity 1: Formal or informal?	5
2	INFORMAL LANGVAGE	6
	Workshop Activity 2: Playground language in SeSotho	6
3	BICS IN THE CLASSROOM	7
	Workshop Activity 3: Let's brainstorm!	10
	Assessment Activity 1: Learning English BICS at school	13
4	FORMAL LANGVAGE	16
	Workshop Activity 4: Looking closely at CALPS	16
5	CALPS IN THE CLASSROOM	18
	Assessment Activity 2: BICS and/or CALPS?	22
6	PUTTING BICS AND CALPS TOGETHER	26
	Assessment Activity 3: BICS and CALPS together	27
7	OVERALL ASSESSMENT FOR THIS BOOKLET	30
	DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN BOLD THROUGHOUT BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!	THIS

1 INTRODUCTION

2	EVERY EDUCATOR IS AN ENGLISH EDUCATOR	5
	Workshop Activity 1: What do you think the consultant's role is?	5
	Workshop Activity 2: What does the consultant think her role is?	7
3	ENGLISH CONTENT VOCABULARY	9
	Workshop Activity 3: OBE Learning Areas	9
	Workshop Activity 4: Content Vocabulary	11
	Assessment Activity 1: Learning Area Content Vocabulary	13
4	ENGLISH INSTRUCTIONS AND QUESTION VOCABULARY	24
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5	ENGLISH LANGVAGE IN LESSON PLANS	29
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	Assessment Activity 3: Finish the Lesson Plan	38
6	OVERALL ASSESSMENT FOR THIS BOOKLET	44
	DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN BOLD THROUGHO	UT THIS

BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!

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1	INTRODUCTION	Page /i
2	HOW WE USE ENGLISH IN OUR SCHOOLS	5
	Workshop Activity 1: Creating a Group English Language Pledge	7
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3	IMPROVING LANGVAGE KNOWLEDGE AND USAGE AS LIFELONG LEARNERS	13
	Assessment Activity 2: Research Project	14
4	LANGUAGE USAGE IN THE CLASSROOM	24
	Assessment Activity 3: Reflection on Classroom Practice	32
5	GRAMMAR EXERCISE (SELF – STUDY)	34
	Self Study Activity 5: Learning more about pronouns	34
6	OVERALL ASSESSMENT FOR THIS BOOKLET	38
	DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN BOLD THROUGHOU	JT THIS

BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!

TABLE OF CONTENTS: BOOKLET 5

			Page
1	INTRODUCTION		4
2	HOME LANGVAGE A	ACQUISITION	5
	Workshop Activity 1:	Developing home language Part 1	7
	Workshop Activi ty 2:	Developing home language Part 2	9

	Workshop Activity 3: Developing home language Part 3	10
3	THE ROLE OF HOME LANGUAGE IN ADDITIONAL LANGUAGE ACQUISITION	11
4	CLASSROOM PRACTICE FOR LANGVAGE DEVELOPMENT	15
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5	CREATING A SUPPORTIVE LEARNING ENVIRONMENT	21
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DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN **BOLD** THROUGHOUT THIS BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!

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		Page
1	INTRODUCTION	4
2	WHAT IS RECEPTIVE LANGUAGE?	5
	Workshop Activity 1: Identifying Receptive Language Strategies	8
	Workshop Activity 2: A Listening Game	9
	Workshop Activity 3: A Reading and Listening Game	11
	Assessment Activity 1: Designing a Receptive Language Game	
•		14
3	WHAT IS EXPRESSIVE LANGUAGE?	18
	Workshop Activity 4: Identifying Expressive Language Strategies	23
	Workshop Activity 5: A Speaking Game	24
	Workshop Activity 6: A Reading and Writing Game	27
	Assessment Activity 2: Designing an Expressive Language Game	
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	Workshop Activity 7: Receptive and Expressive Language in a Lesson	32
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DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN **BOLD** THROUGHOUT THIS BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!

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		Page
1	INTRODUCTION	4
2	THE WHOLE SCHOOL AS A LANGVAGE LEARNING CONTEXT	6
	Workshop Activity 1: Whole School Routines	6
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3	THE CLASSROOM AS A LANGVAGE LEARNING CONTEXT	17
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	Workshop Activity 7: Developing a Song	39
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1	Assessment Activity 4: Putting it all Together (Part Three)	42
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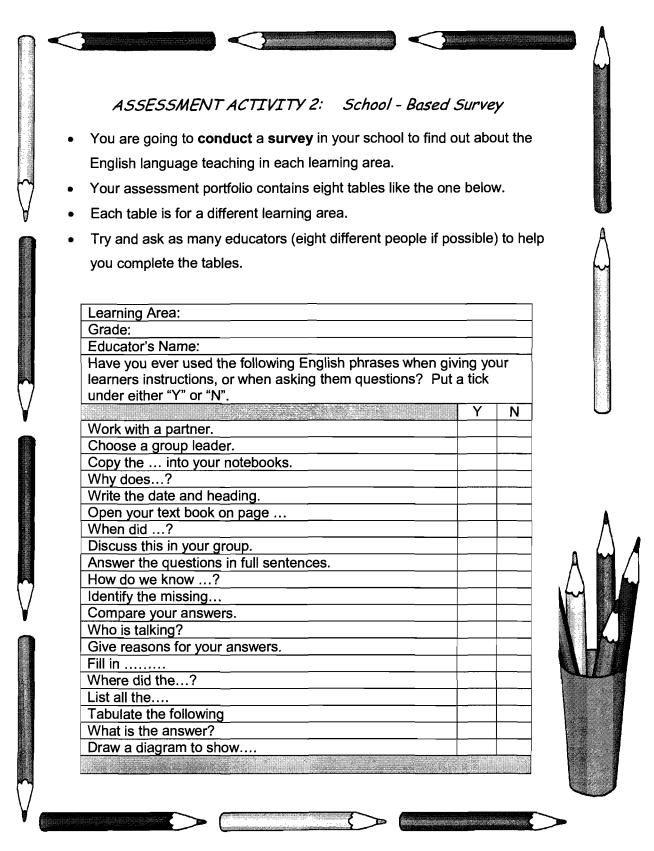
DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN **BOLD** THROUGH**O**UT THIS BOOKLET TO YOUR GLOSSARY AT THE END OF YOUR FILE!

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	4
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FOUNDATION STRATEGIES	5
ADVANCED STARTEGIES	16
Assessment activity 1: Putting it all Together	25
EXAMINATION GVIDELINES	29
	FOUNDATION STRATEGIES ADVANCED STARTEGIES Assessment activity 1: Putting it all Together

DO NOT FORGET TO ADD THE WORDS THAT APPEAR IN **BOLD** THROUGHOUT THIS BOOKLET TO YOUR GLOSSARY AT THE END **O**F YOUR FILE!

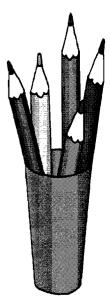
APPENDIX U: A SCHOOL-BASED SURVEY



When you use these English phrases your learners will probably find them difficult to understand. How could you make sure that your learners know what to do? Write any ideas down here:

You will now use the survey results to help all educators in your school to understand that every teacher is a language teacher.

 Make a list of all of the ideas each educator gave at the bottom of each table to help learners understand those English phrases. If more than one educator has given the same idea, do not repeat it. Write each idea down once only as rough draft work. Copy this list into the space provided in your assessment portfolio. [2 marks]



 Ask the Principal for 10 minutes at the next staff meeting to present your findings. At this meeting tell your fellow educators that: Most of us ask the same kinds of questions in our lessons. We all seem to give similar instructions. I have put together a list of ideas to help children understand these commonly used English phrases. I will read them to you (Read the list that you wrote in your assessment portfolio). Let's all try and use these ideas in our lessons to help our learners understand English better! Once you have shared these points with your fellow educators, ask them the following question, and record their responses. How do you feel about every teacher being an English language teacher? 	~	Add three of your own ideas to the list [3 marks].	
	4.	 Ask the Principal for 10 minutes at the next staff meeting to present your findings. At this meeting tell your fellow educators that: a. Most of us ask the same kinds of questions in our lessons. b. We all seem to give similar instructions. c. I have put together a list of ideas to help children understand these commonly used English phrases. d. I will read them to you (Read the list that you wrote in your assessment portfolio). e. Let's all try and use these ideas in our lessons to help our learners understand English better! Once you have shared these points with your fellow educators, ask them the following question, and record their responses. How do you feel 	

				A
Assessment Criteria	All perfectly done (2 marks for each tick)	1 – 2 mistakes (1 mark for each tick)	3 or more mistakes (0 marks for each tick)	
I have written four complete sentences. All four sentences are written in the				
present tense. I have checked my spelling and punctuation.				
Each of the four sentences states a different point relating to how educators feel about teaching English language in all learning areas.				
My handwriting is neat and clear.				┨ ▲
(5 Marks)				

APPENDIX V: SUMMARY OF LANGUAGE LEARNING STRATEGIES AND TECHNIQUES

2 FOUNDATION STRATEGIES

Read own words aloud

What does this strategy look like in the classroom?

This is a strategy that helps children to listen to their own language, and to share their thoughts and ideas in the new language. It helps them to consolidate what they have learned.

Children are asked to read something aloud that they have written. The important thing here is that the educator must respect what the child has written, and use the opportunity to develop the learner's language further by helping the learner with pronunciation, and an explanation of the meaning of the words.

Where can I find examples of this strategy?

- ✓ Booklet Two (Page 6) workshop activity two
- ✓ Booklet Three (Page 7) paragraph one

Comprehension activities

What does this strategy look like in the classroom?

Comprehension is a complex task for learners. It refers to understanding what has been said or read. Comprehension can be encouraged in many different ways, through many different activities. It is important to note that there are different levels of comprehension. The easiest level is just to identify something that has been said or written. It becomes more difficult when one asks a learner to read or to listen for detail, and even more difficult when the listener or reader is asked to listen or read and give an opinion related to the topic. This is a very sophisticated level of understanding (for examples of giving opinion, refer to the first example in the 'Advanced' section of this Booklet).

Where can I find examples of this strategy?

- ✓ Booklet One (Page 25)
- ✓ Booklet Two (Pages 23 and 24)
- ✓ Booklet Three (Pages 5 & 6)
- Booklet Four (Page 17) reading for detail, reading with understanding, giving own opinion about what you have read.
 Booklet File (Dare 2)
- ✓ Booklet Five (Page 9)

Building vocabulary

What does this strategy look like in the classroom?

Vocabulary building is one of the most important ways in which you can help your learners with an additional language. There are many different ways to do this, and you will find some ideas about this in almost every Booklet of this course. You yourself have been learning new vocabulary through the development of your glossary! It is important to remember that learning new vocabulary takes a long time, and requires much practice.

Where can I find examples of this strategy?

- ✓ Booklet 2, (page 22, the educator demonstrates new words)
- ✓ Booklet 3 (pages 29 to 39, how to build vocabulary into a lesson plan)
- ✓ Booklet 4 (pages 24 to 26, teaching content vocabulary)
- ✓ Booklet 5 (pages 15 to 18, practicing new vocabulary in the classroom)
- ✓ Booklet 6 (pages 9 to 13, receptive language teaching games; pages 24 to 28, expressive language teaching games)
- ✓ Booklet 7 (pages 8 and 9; pages 17 to 19; pages 21 to 23; pages 32, 33, 35)
- ✓ In Booklets 4, 5, 6 and 7, you will find the grammar exercises. Many of these are teaching new vocabulary.

Using the dictionary to build meaning

What does this strategy look like in the classroom?

If possible every classroom should have some kind of dictionary available to the learners. A dictionary can help a learner find the meaning for a word. However, dictionaries are not always easy to use, so educators will need to assist learners in using them correctly.

Where can I find examples of this strategy?

✓ Booklet Three (Pages 17 to 19)

✓ Booklet Four (Page 14)

Identifying content vocabulary to be taught in a lesson

What does this strategy look like in the classroom?

It is very helpful to learners if they have a good understanding of the new vocabulary that the educator will be using in a lesson. It is worthwhile spending time identifying which words you think your learners will need to understand in order for the lesson to make sense. Then you can quickly run through them before you start your lesson properly. This way your learners will be better able to understand the lesson.

Where can I find examples of this strategy?

✓ Booklet Three (Pages 19 to 23)

Building a glossary

What does this strategy look like in the classroom?

Helping learners to record the new words that they have learned in an additional language is a good way of making sure that vocabulary is consolidated for them. If each learner is required to make their own glossary which is really their own personal dictionary, then they can use it for reference purposes every day. You can even encourage learners to make a glossary for the vocabulary of each different learning area. They can refer to this constantly. (You have developed your own glossary for this course. You can use this all the time that you are studying.)

Where can I find examples of this strategy?

You have been asked to complete a glossary of your own. You can do the same thing with your learners.

Teaching grammatical rules

What does this strategy look like in the classroom?

You have been given a set of self-study grammar exercises in Booklets 4 to 7. You should study these and make sure that you master them. If you are a Languages learning area educator, these units could be useful to you for teaching purposes with your own learners.

Where can I find examples of this strategy?

- ✓ Booklet Four (Pages 34 to 37) Pronouns
- ✓ Booklet Five (Pages 29 to 37) Prepositions
- ✓ Booklet Six (Pages 41 to 46) Adjectives
- ✓ Booklet Seven (Pages 45 to 47) Collective nouns
- ✓ Booklet Seven (Pages 48 to 52) Present tense

Filling in the missing word

What does this strategy look like in the classroom?

Giving learners an opportunity to fill words in to complete sentences is one of many excellent ways of helping them to learn to use new words correctly, and to practice using them in the right context. There are different levels to this kind of activity. The **first** is to allow a learner to fill in a word that has already been given to him/her. The learner simply chooses a word from a given list. The **second** is to provide a sentence where the learners fill in a word from their own knowledge. This is more difficult as the word is not provided for them. **Thirdly** the educator can design an activity in which learners have to fill in words where there may be more than one correct answer. This might relate, for example, to the learners expressing a feeling ('I am feeling ... today'), or even an opinion ('I think. that Thabo should have done ... to solve his problem').

Where can I find examples of this strategy?

- ✓ Booklet Four (Pages 34 to 37, activity one this is an example of level one)
- ✓ Booklet Five (Page 34, activity four this is an example of level two)
- ✓ Booklet Six (Pages 28, 41 and 42 also an example of level one)

Using short, simple sentences

What does this strategy look like in the classroom?

This is a simple way of helping learners to understand the new language better. As educators we are relatively fluent speakers of English. Because of this we tend to speak rather quickly and often use quite complicated sentences to get our meaning across. This can make it difficult for a learner to listen properly, and to really get the full meaning of what we are saying. It is helpful to use simple sentences and to shorten them so that they can be more easily processed by learners.

Where can I find examples of this strategy?

A good example of this is in the third comic strip on page 17 of Booklet 5

Intermediate Strategies

Reading from or filling in tables

What does this strategy look like in the classroom?

Once learners know how to read from a table, it is an organized, easy way to present complex information.

Learners must be taught how to read a table. (The top row and the column on the left may have 'headings' in them that let you know what information has been filled in.)

The educator can also structure a table with appropriate headings and then let the learners fill in the information. This is a good way to test learners or to let them gather information.

Where can I find examples of this strategy?

\checkmark	Booklet One (Pages 13 and 19)
\checkmark	Booklet Two (Pages 5 and 24)

Code switching

What does this strategy look like in the classroom?

Code switching, or switching between the home language and the new language, is our most instinctive method of helping learners to access a new language. The educator uses code switching to move between English and the home language to explain vocabulary, concepts and content. There are many different ways to use code switching in the classroom.

\checkmark	Code switching can be done in written and verbal form.	
\checkmark	It can be used to drill new vocabulary.	
\checkmark	The educator can translate longer texts to allow learners	
to gain access to their meaning.		
\checkmark	The educator can pose more complex or discussion	
questions in English, and then allow the learners to discuss or answer in their home language.		

Where can I find examples of this strategy?

\checkmark	Booklet Three (Page 7)
\checkmark	Booklet Four (Pages 27 and 30)

Brainstorming

What does this strategy look like in the classroom?

The educator will set a problem or topic for discussion. In a group, learners must 'put their brains together' to come up with as many ideas / points on the topic as possible. Initially, no ideas are rejected – every idea is written down. Similar ideas or ideas relating to one point are grouped together.

The group will then review all these ideas and select the best ones to take forward.

Where can I find examples of this strategy?

✓	Booklet One (Pages 7 and 8)
✓	Booklet Two (Page 10)

Using visual clues to build meaning

What does this strategy look like in the classroom?

Another instinctive way for us to communicate without language is to use visual clues. A mother might ask her crying child to point to what he or she wants if the child cannot name the item. The educator may use 'real' objects or pictures to explain the meaning of a word or concept. For instance, if the educator were teaching the learners about the change of seasons, he or she could take learners outside and show them the leaves changing colour and the buds on the trees.

Where can I find examples of this strategy?

\checkmark	Booklet Two (Pages 20 and 21)
\checkmark	Booklet Four (Page 28)
\checkmark	Booklet Five (Page 15)

Correcting common errors

~

What does this strategy look like in the classroom?

Children will often experience difficulty with similar things. Instead of always deciding what to teach, a good educator may look for common language problems that learners are experiencing, and will build a lesson around those errors. The educator can look for common language errors that many learners make. The educator can then plan lessons to correct these common language errors.

Where can I find examples of this strategy?

Booklet Three (Page 8)

Using peers to build meaning

What does this strategy look like in the classroom?

Once the educator has explained a concept or content to the learners, he or she can let learners build meaning amongst them. Learners could work together to:

•	answer comprehension questions;
•	to hold a discussion;
•	to write something;
•	to play a game that will enhance their understanding;
•	or could be paired up to tutor each other.
•	

Where can I find examples of this strategy?

\checkmark	Booklet Three (Pages 17 to 19)
\checkmark	Booklet Four (Page 14)

Identifying and teaching common instructions

What does this strategy look like in the classroom?

Educators use the same or similar instructions many times within the course of a day. Since one of the keys to learning new language is repetition, this is a perfect opportunity to teach some new language. The educator must look for instructions that are used regularly in the classroom or during activities. The educator must then teach these instructions to the learners in English, so that when the learners hear or read the English instruction, they know how to respond.

The instruction could range from one word, for instance, "begin", or it could be something more complex like, "Write the date and the heading and underline them." This applies to both oral and written instructions.

Where can I find examples of this strategy?

\checkmark	Booklet Three (Page 24)
\checkmark	Booklet Four (Page 29)

Identifying and teaching common questions

What does this strategy look like in the classroom?

Educators ask the same or similar questions many times within the course of a day. Since one of the keys to learning new language is repetition, this is a perfect opportunity to teach some new language.

The educator must look for questions that are used regularly in the classroom or during activities. The educator must then teach these questions to the learners in English, so that when the learners hear or read the English questions, they know how to respond.

A good way to start this process would be to teach the learners the basic question words in English, together with the kinds of answers they will elicit. For example, the answer to the question "How?" will usually be a method or manner of doing something.

Where can I find examples of this strategy?

Booklet Three (Page 24)
Booklet Four (Page 29)

Teaching content vocabulary

What does this strategy look like in the classroom?

During lesson planning, the educator must identify new content vocabulary that will be introduced to the learners during the lesson. This core vocabulary should relate to the content or skills of the lesson, and should help the learners to access meaning in the lesson.

The educator can then drill this vocabulary using flashcards, can play games to test the learners' knowledge of this vocabulary and can devise little activities to test the learners understanding of this vocabulary.

Where can I find examples of this strategy?

 \checkmark

Booklet Four (Page 24)

Sequencing

What does this strategy look like in the classroom?

This is a very useful activity to use in lessons where a process has been taught, for example, how milk is pasteurized, or how grain is harvested, or the life cycle of a butterfly. Once the language and the concept has been taught to the learners, the educator can give the learners sentences that describe the process, but in the incorrect order. The learners then have to rewrite the sentences in the correct order.

Where can I find examples of this strategy?

Booklet Four (Page 29)

Praise learners for their language efforts

What does this strategy look like in the classroom?

Confidence plays a very big role in how successfully and quickly a child will learn a new language. Because of this, it is very important for the educator to respond positively to any effort on a learner's part to use the new language, even if it is not correct. Praise can be followed by a correction, or an alternate way to say something, as long as these are given in a positive manner. The educator may say something like, "Well done – I am very impressed by your effort! Just try to keep your tense constant – if something has already happened, speak in the past tense – she went to the market, not she go to the market. Good girl!"

Where can I find examples of this strategy?

Booklet Five (Page 15)

Repeat new language for learners and encourage them to repeat it

What does this strategy look like in the classroom?

Repetition is a very important part of learning a new language. If you say something in English that your learners have not heard before, repeat it slowly, explain it in the home language, and then repeat it again. Once the learners have heard it a few times, let them repeat it after you.

Where can I find examples of this strategy?

Booklet Five (Page 16)

94

Repeat learners' language mistakes correctly

What does this strategy look like in the classroom?

Educators must always remember that confidence and repetition are important when learning a language. Keeping this in mind, it is a good strategy to praise a learner for attempting to answer, and then to improve or correct the answer. This exchange might be: Sipho: "Yesterday I gone to the shops." Educator: "Well tried Sipho! Say: Yesterday I went to the shops." Sipho: "Yesterday I went to the shops."

Where can I find examples of this strategy?

✓

Booklet Five (Page 16)

Play language games

What does this strategy look like in the classroom?

Language games are an excellent way to reinforce language that you have taught the learners. There are many language games that you can teach your learners. In this course we have played Bingo and The King's Cat.

Where can I find examples of this strategy?

✓

Booklet Six (Pages 8 and 24)

Use existing routines in the whole school to practice language

What does this strategy look like in the classroom?

Because a routine is something that happens regularly, it provides the perfect opportunity for the repetition that is so important to language learning. Whole school routines also show the learners that the whole school places importance on learning English, and this builds the attitude that is necessary to learn English.

This strategy could mean that:

•	assemblies are conducted in English,
•	some morning prayers are said in English,
•	'Happy Birthday' is sung in English,
•	and that the principal greets and talks to learners in
English.	
•	

Where can I find examples of this strategy?

Booklet Seven (Pages 6 and 7)

✓

Use existing routines in the classroom to practice language

What does this strategy look like in the classroom?

The routines of the classroom are a valuable language learning opportunity. Educators can teach learners the language required for these routines. The learners can then practice this language almost every day during classroom routines.

English could be used for:

- greetings,
 simple instructions and questions,
- to ask permission to leave the room, to ask for help,
 - and in many other regular classroom situations.

Where can I find examples of this strategy?

Booklet Seven (Page 17 to 19)

3 ADVANCED STRATEGIES

Learners give their own opinions

What does this strategy look like in the classroom?

There are several different ways to help learners give their own opinions.

- This can be done orally in a class discussion where the educator asks the learners what they think or how they feel about something.
- It could be done in a written form where the learner has to answer an openended question like, "What would you have done in this situation?"
- The educator could start a sentence and ask learners to complete it. For example, "I found it difficult to do this because..."

Where can I find examples of this strategy?

- ✓ Booklet One (Page 15)
- ✓ Booklet Two (Page 15)
- ✓ Booklet Three (Pages 13 to 15)
- ✓ Booklet Four (Page 33)

BICS: Listening, speaking, reading, writing

What does this strategy look like in the classroom?

If you remember, we discussed in Booklet Two the fact that language learning takes place in different forms. These were listening and understanding, speaking, reading and writing. It is important that we engage learners with **each** of these levels as much of the time as we can. You will remember that in many of the workshop activities for the Booklets, you as participants were expected to listen and understand Lefa, to speak, to read and to write. In this way your learning was maximised. It is important to do the same thing in your classrooms for your learners.

This is important for children learning English BICS. They will need to use BICS in all these ways.

Where can I find examples of this strategy?

 Booklet Two (Page 10 gives a good short example of the ways in which learners use English BICS. You can copy this kind of thing in your classroom.)

CALPS: Listening, speaking, reading, writing

What does this strategy look like in the classroom?

If you remember, we discussed in Booklet Two the fact that language learning takes place in different forms. These were listening and understanding, speaking, reading and writing. It is important that we engage learners with **each** of these levels as much of the time as we can. You will remember that in many of the workshop activities for the Booklets, you as participants were expected to listen and understand Lefa, to speak, to read and to write. In this way your learning was maximised. It is important to do the same thing in your classrooms for your learners.

This is **particularly** important for children learning English CALPS. If they do not learn CALPS in all these ways, and learn to use English CALPS correctly on an oral and a written level, then all their learning is likely to be severely hampered. Working with CALPS in this way allows learners to access meaning.

Where can I find examples of this strategy?

✓ Booklet Two (Pages 16 and 17)

Using BICS to develop CALPS

What does this strategy look like in the classroom?

You will remember that we talked about the importance of using learners' everyday, playground English to help to develop their English CALPS. Using the language knowledge that our learners already have, and are comfortable with, helps to build a bridge for them into the new learning area CALPS English, which they need.

Where can I find examples of this strategy?

✓ Booklet Two (Page 23). This lesson is an excellent example of how an educator can put learners' BICS English to work in understanding the CALPS in a new lesson.

Creating opportunities to use English

What does this strategy look like in the classroom?

Learners' time at school is full of many opportunities to help them with hearing and practicing English. As educators we need to be actively searching for golden moments when we can give learners a chance to use English.

Where can I find examples of this strategy?

- ✓ Booklet Four (Page 6.This is an excellent list that you can refer to.)
- Booklet Five (Page 17.The first comic strip on this page is a good example of how an educator can facilitate this.)

Build language confidence by allowing learners to make mistakes

What does this strategy look like in the classroom?

As educators we often think that mistakes are things that we do not want from our learners. However, there are two important things that we need to note about mistakes. The **first** is that we forget that a lot of very important learning can take place through learners making mistakes, and then by educators helping them to see the mistake and to put it right. You didn't learn to ride a bicycle by getting on it and riding it perfectly first time around! You fell off many times, and each time you did this you got back on and corrected your balance or the movement of your hands and feet. **Secondly** if we give learners the opportunity to try out the new language that they are learning, they feel encouraged to keep going. This improves their confidence, which is very important with language learning.

Remember also that there are constructive ways of helping learners to correct their mistakes.

Where can I find examples of this strategy?

- ✓ Booklet 5 (Page 12, bullets 5 and 7)
- ✓ Booklet Five (Page 17. The second comic strip on this page is a good example of how an educator can facilitate this.)

Creating a supportive learning environment

What does this strategy look like in the classroom?

We saw in Booklet Five that the best kind of English language learning takes place in an environment which supports learners' efforts to learn language. Educators need to work hard at creating this kind of environment, and they can do so in many ways. We have given you some ideas (see below), but it is important that you think of ideas that work for the particular children in your classroom. Different children respond differently, and you know your learners best.

A lot of this is about building trust between you and your learners, where they will feel safe to try out English and work with it.

It is also about actively using learners' home languages, and encouraging them to ask questions about the work that you are doing with them. Through asking questions they are not only practicing using language (the question forms), but they will get a response in English back from you which models more language for them to listen to and process.

Where can I find examples of this strategy?

✓ Booklet Five (Page 23.This gives you four different ways of creating a positive language learning environment!)

Make language relevant and useful to learners

What does this strategy look like in the classroom?

We learn language best when it is directly related to what we are doing at the time, and when it is useful to us personally.

Young children only learn the words to do with shopping when they actually go shopping, and when they need words like 'money', 'change', 'pay', 'plastic', 'till' in order to do their shopping properly.

It is the same with the language used at school. Your learners will learn the language that is the most important in any given lesson, the key words for the key concepts that you are teaching. They will also learn the language which they then need to be able to discuss the content, or to write something.

Where can I find examples of this strategy?

Booklet Five (Page 23. In paragraph 3, Mrs. Moloi gives us an excellent example of this)

Building new routines in the whole school

What does this strategy look like in the classroom?

Routines are one of those 'golden moments' of language learning that educators can use to teach new language. They are also times during which educators can give learners many opportunities to use language. Routines that the whole school can participate in are very valuable, because they give all learners and educators a chance to do this. It is not difficult to make sure that language is fitted into whole school routines.

Where can I find examples of this strategy?

✓ Booklet Seven (Pages 11 to 14 give good examples of how to do this.)

Building new routines in the classroom

What does this strategy look like in the classroom?

Routines are one of those 'golden moments' of language learning that educators can use to teach new language. They are also times during which educators can give learners many opportunities to use language.

Classroom routines give the educator a chance to help develop language in the learners on a very personal basis, and also allow him/her to get a good sense of what language is being understood and used by children on a daily basis.

Again, it is not difficult to build language into classroom routines. These routines can also change over time as learners become more and more fluent and able to use English.

Where can I find examples of this strategy?

✓ Booklet Seven (Pages 25 to 28 gives very good examples of how to do this.)

Use Key Words to Build Language and Understanding

What does this strategy look like in the classroom?

Learners need to understand that key words are the words that carry the meaning of a sentence - they are the words that unlock the meaning of a sentence.

Once learners understand the concept of key words, they can use their understanding of a few key words to try and unlock the meaning of longer texts. They can also try to write sentences using these few key words as a starting point.

Where can I find examples of this strategy?

✓ Booklet One (Page 26)

✓ Booklet Two (Page 28)

Reading, writing or reciting dialogues

What does this strategy look like in the classroom?

Dialogues are very useful language learning strategies because they demonstrate language interchanges between two people.

There are different ways that dialogues can be used to teach language.

- Learners can read a dialogue and then answer questions about it.
- Learners can be taught to recite the two parts of a dialogue off by heart. This would prepare them to have a similar conversation in their own lives.
- Working individually or in pairs, learners can write their own dialogues to demonstrate their understanding and knowledge of language.

Where can I find examples of this strategy?

- ✓ Booklet One (Pages 20 to 24)
- ✓ Booklet Two (Pages 11, 22 & 23)
- ✓ Booklet Five (Pages 6, 8 & 19)
- ✓ Booklet Six (Pages 33 and 66)
- ✓ Booklet Seven (Page 37)

Including language based assessment criteria

What does this strategy look like in the classroom?

All assessment tasks should include some criteria for language. This shows the learners that all educators consider language learning to be important. It also sets the standards for learners in terms of language.

Language criteria can be set for written or oral assessment tasks. These criteria could be things like:

- Check the word order of your sentences. They should be written in the following order: subject; verb; object.
- Check that all your sentences are written in the present tense.
- Use at least one adjective per sentence to describe what happens.

Where can I find examples of this strategy?

- ✓ Booklet One (Page 11)
- ✓ Booklet Two (Pages 15 and 29)
- ✓ Booklet Four (Pages 12 and 23)
- ✓ Booklet Five (Page 19)
- ✓ Booklet Six (page 15)

Give learners alternatives

What does this strategy look like in the classroom?

Once your learners have mastered some language, and are using it fluently and correctly, you can begin to extend them. Do this by providing them with some alternatives to the language they are already using. This could mean simply offering another word with the same meaning, for example, 'pleasant' or 'wonderful', instead of 'good'.

Where can I find examples of this strategy?

Booklet Five (Page 16)

1

Extend what learners say by asking questions

What does this strategy look like in the classroom?

Probe your learners' initial response to a question with yet another question. This challenges your learners to find new language to keep responding to you. This does mean that as the educator you have to be very focussed on what the learner is saying, so that you can formulate appropriate follow up questions.

Where can I find examples of this strategy?

Booklet Five (Page 18)

Encourage learners to ask questions

What does this strategy look like in the classroom?

Teach your learners the question words in English and let them practice formulating questions. This is a crucial skill that allows learners to find out more about the world they live in, as well as practicing their language skills.

Where can I find examples of this strategy?

✓ Booklet Five (Page 23)

Structure writing tasks

What does this strategy look like in the classroom?

Do not expect learners to be able to write in English without support. This support or scaffolding, allows learners to slowly build up their written language skills. Support can be a complete list of guidelines telling the learners what to do, or it could be an activity that has been started and simply has to be completed. This could involve activities like:

- Close procedure filling in missing words
- Completing sentences
- Finishing a paragraph
- Sequencing sentences correctly
- Writing sentences with key words

Where can I find examples of this strategy?

- ✓ Booklet Five (Page 25)
- ✓ Booklet Six (Page 27)
- ✓ Booklet Seven (Page 42 to 44)

Use a Learning Area as a Language Learning Context

What does this strategy look like in the classroom?

At the start of a new Learning Programme, Work Schedule or Lesson Unit/Plan, think about the language that you want your learners to acquire.

- Identify the content vocabulary for the whole unit and prepare your flashcards.
- Find visual clues to add meaning, like pictures, posters, newspaper articles, magazine articles and 'real' items that relate to the unit and display them in the classroom.
- Build language strategies into some lessons when doing your preparation.
- Include language criteria in your assessment criteria for the unit.

Where can I find examples of this strategy?

✓ Booklet Seven (Pages 32, 33, 34 & 35)

Use an exchange table

What does this strategy look like in the classroom?

An exchange table helps learners to structure sentences correctly and learn new vocabulary. It should be done orally first, with individual learners structuring sentences from the table, and then in writing, with all learners structuring sentences from the table and then writing them down.

Where can I find examples of this strategy?

✓ Booklet Seven (Page 36)

Developing a song

What does this strategy look like in the classroom?

Most people find it easier to remember the words of a song, rather than to remember the words of a text, as the melody helps us to remember the sequence.

Educators should select a well known tune, and then rewrite the song using words that are appropriate to the unit / theme of work that they are covering.

Learners must then be taught the song off by heart, repeating each line of the song after the educator.

Where can I find examples of this strategy?

✓ Booklet Seven (Pages 39 and 40)

APPENDIX W: ATTITUDES TOWARDS ENGLISH AS LOLT

WORKSHOP ACTIVITY 1: How do you feel about English?

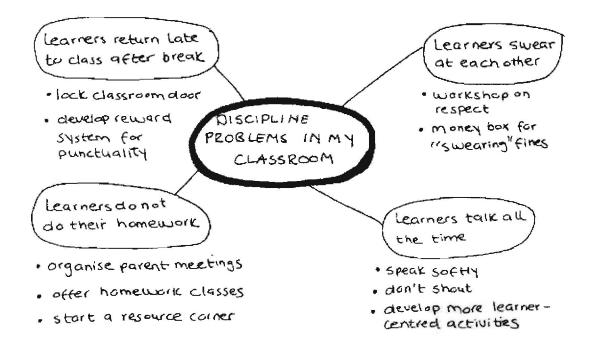


We are now going to try another activity together in our workshop.

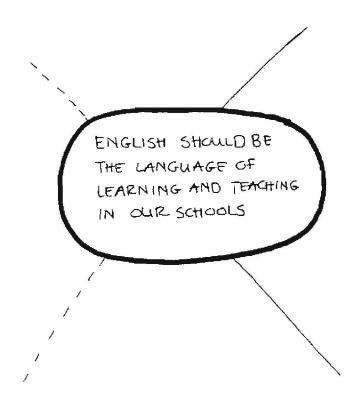
WORKSHOP ACTIVITY 2: Let's brainstorm!

For this activity, it may be good to work in pairs, as it is easy to get stuck in your own ideas when doing a brainstorm activity. Brainstorming is when we come up with many different ideas or solutions about an issue or problem. How do we do this?

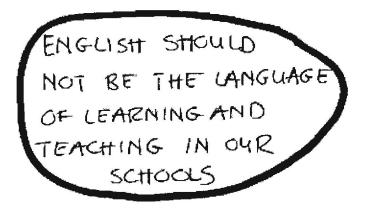
- 1. Write the topic that you are brainstorming in the centre of a clean page
- 2. Think about all the points you need to consider about this topic
- 3. Draw one line from the main topic for each point, and write it down
- 4. Next add all the ideas and solutions that you can think of about each point
- 5. Do not discard any ideas at this stage, write down any ideas that come to mind
- 6. Your main headings and sub-headings should look different so that they are easy to **identify** on the page. Look at the example below to see what this means.



Brainstorm 3 reasons why you think English **should** be used as the language of learning and teaching:



Brainstorm 3 reasons why you think English **should not** be used as the language of learning and teaching.





ASSESSMENT ACTIVITY 1: How do others feel about English?

This activity is for homework. Please work individually on this activity, and note that it will be assessed.

In the next week ask at least six other people in your school and in your community how they feel about using English as the language of learning and teaching. You may ask a teacher, a parent, a church leader, etc. Get this person to pick one of the options on the table below, and to provide a reason for that choice. You can use the table below for rough work. Do your final answers on the assessment portfolio provided.

Task One

Teacher/ community member	<i>I think that English is a good language to have for learning and teaching.</i>	I think that the learners' home language should be the language of learning and teaching.	Write one reason for that person's choice		
1. Mr./Mrs.					
2. Mrs./Mr.					
3. Mr./Mrs.					
4. Mr./Mrs.					
5. Mr./Mrs.					
6. Mr./Mrs.					

Task Two

Use the information in your table to write a summary paragraph of the feelings of these people towards English as the language of learning and teaching. Begin with the following words, "The people I have interviewed felt..."

Assessment criteria

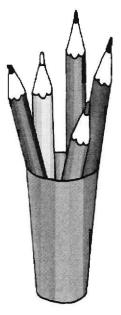
- ✓ The paragraph has a title
- There are at least 6 sentences in the paragraph telling us about each of the people you interviewed (6 marks)
- Your last sentence must tell us the general feelings that the people you interviewed had about the language of teaching and learning

(3 marks)

(1 mark)

- ✓ The paragraph is written in the **past tense** (6 marks)
- ✓ The spelling and punctuation in the paragraph has been checked (4 marks)

TOTAL: 20 marks



APPENDIX X: A LANGUAGE ACTIVITY IN ECONOMIC MANAGEMENT SCIENCES

WORKSHOP ACTIVITY 5: Using an exchange table

Mrs. Nzima is teaching her Grade Five learners a unit on 'Shopping' in EMS. In the English as first additional language class, these learners were taught how to use pronouns. Mrs. Nzima has also taught the learners a list of vocabulary related to this unit. To get the learners to practice this language, and to assist them in the transition from receptive to expressive language, she uses this activity.

Activity Type: Exchange Table

Activity Title: 'Going Shopping'

Methodology:

She writes the exchange table up on the chalkboard, and gives each learner a chance to form two complete sentences from the table. The learners do this by selecting one option from each column in the table. She keeps the pace moving by encouraging the learners to read their sentences as soon as she points at them. If a learner makes a mistake, she corrects him or her, and then makes the learner repeat the sentence again.

Activity:

'Going Shopping'

t		butcher.	We		tackies.
Father	goes to the	supermarket.	1	buys	paint.
My friend and I	go to the	hardware.	She	buy	a chicken.
Neo and Tumi		shoe shop.	They		the newspaper.
My sister		book shop.	He		milk.

Once each learner has had a turn to read from the chalkboard, they write the date and a heading in their workbooks, and write five selections into their books for a mark.

Assessment:

The educator assesses that the learners use the correct pronouns; that they know when to use the singular or plural verbs; and that they correctly match shops and products.