A STORY-BASED LANGUAGE ENRICHMENT PROGRAMME FOR GRADE 4 ENGLISH SECOND LANGUAGE LEARNERS WITH INADEQUATE ENGLISH PROFICIENCY

by

Mirna Nel

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VOTE OF THANKS



- **To my family, friends and colleagues for their constant support and motivation, as well as patience;**

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Promoter: **Dr. L.C. Theron**

SUMMARY

This study focuses on the English Second Language (ESL) learner with inadequate English proficiency. The Schools Act allows parents to choose their children's Language of Learning and Teaching (LOLT). Consequently, many parents choose English as LOLT for their children, believing that it will guarantee success for their children in the world of school and work.

ESL learners with inadequate English proficiency experience barriers to learning. Most educators do not have the knowledge or the tools to support these ESL learners. Consequently, many ESL learners are recommended for retention or defined as "slow" learners. A crucial need for a language enrichment programme to augment these ESL learners' inadequate English proficiency was identified. After an in-depth search no South African language enrichment programme could be found for Grade 4 mainstream educators to implement in the classroom.

A questionnaire was designed, based on the literature research, and distributed to determine what the needs of Grade 4 mainstream educators concerning a language enrichment programme were. Grade 4 educators were targeted as a population since Grade 4 has been reported by educators as a critical period in the learners' education and also falls into

the researcher's sphere of responsibilities. A great need for a language enrichment programme was confirmed. From the questionnaire it was deduced that educators felt comfortable using a story as medium for the language enrichment programme. A language enrichment programme suitable for the mainstream classroom was compiled for Grade 4 ESL learners based on the literature research and the responses of the questionnaire.

40 Grade 4 Language, Literacy and Communication (LLC) educators with knowledge on how to support learners with barriers were requested to implement the language enrichment programme over a six week period in their classroom. A short questionnaire to assess the suitability of implementation was completed by them afterwards. The response from the educators was exceptionally positive.

The results of this study suggest that the story-based language enrichment programme can be implemented with success in the mainstream classroom to augment ESL learners' inadequate English proficiency, making the road to academic and career success so much smoother.

KEY WORDS

Language of Learning and Teaching (LOLT);
English Second language (ESL);
inadequate English proficiency;
barriers to learning;
language enrichment;
stories

OPSOMMING

Hierdie studie fokus op Engels Tweede Taal (ETT) leerders met onvoldoende Engels. Die Suid-Afrikaanse Skolewet laat die keuse aan die ouers oor om die onderrigmedium vir hulle kinders te kies. Gevolglik kies baie ouers Engels as onderrigmedium, omdat hulle glo dat Engels sukses waarborg in die akademiese, sowel as in die beroepswêreld.

In haar werkshoedanigheid het die navorser opgemerk dat daar baie ETT leerders, met onvoldoende Engels is, wat leerprobleme ervaar. Die opvoeders het nie die kennis of die middele om hierdie ETT leerders te ondersteun nie. Gevolglik word dikwels aanbeveel dat hierdie ETT leerders "teruggehou" word in 'n graad en word hulle ook dikwels as "stadige" leerders geïdentifiseer. Daar bestaan dus 'n dringende behoefte vir 'n taalverrykingsprogram om hierdie ETT leerders se taal te verbeter en te verryk. Na 'n in-diepte ondersoek na die moontlikheid of daar Engelse taalverrykingsprogramme beskikbaar is, is geen sodanige Suid Afrikaanse taalverrykingsprogram om in die klaskamer te implementeer gevind nie.

'n Vraelys is saamgestel om die opvoeders se behoeftes aan 'n Engelse taalverrykingsprogram te bepaal. Daar is op Graad 4 gefokus, aangesien opvoeders die graad as kritiek vir leerders identifiseer en hierdie graad ook binne die navorser se verantwoordelikheid, binne werksverband, val. 'n Groot behoefte vir 'n taalverrykingsprogram is geïdentifiseer. Van die response is afgelei dat opvoeders gemaklik voel daarmee om 'n storie as medium vir die taalverrykingsprogram te gebruik. Op grond van die literatuur studie en die resultate van die vraelys is 'n Engelse taalverrykingsprogram vir Graad 4 ETT leerders saamgestel om in die klaskamer te implementeer.

Daarna is 40 Graad 4 Taal, Geletterheid en Kommunikasie opvoeders met ondervinding van leerondersteuning gevra om die program op 'n vrywillige basis, vir ses weke in hulle klaskamers te implementeer. Die opvoeders het daarna 'n kort vraelys beantwoord om die toepaslikheid van die taalverrykingsprogram te evalueer. Die response van die opvoeders was buitengewoon positief.

Die resultate van die studie dui daarop dat die Engelse taalverrykingsprogram met sukses in die klaskamer geïmplementeer kan word om die ETT leerders se Engels te verbeter en te verryk, sodat hulle sukses in die akademiese, sowel as die beroepswêreld, kan ervaar.

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CHAPTER 1

ORIENTATION TO THE STUDY

OVERVIEW OF CHAPTER 1

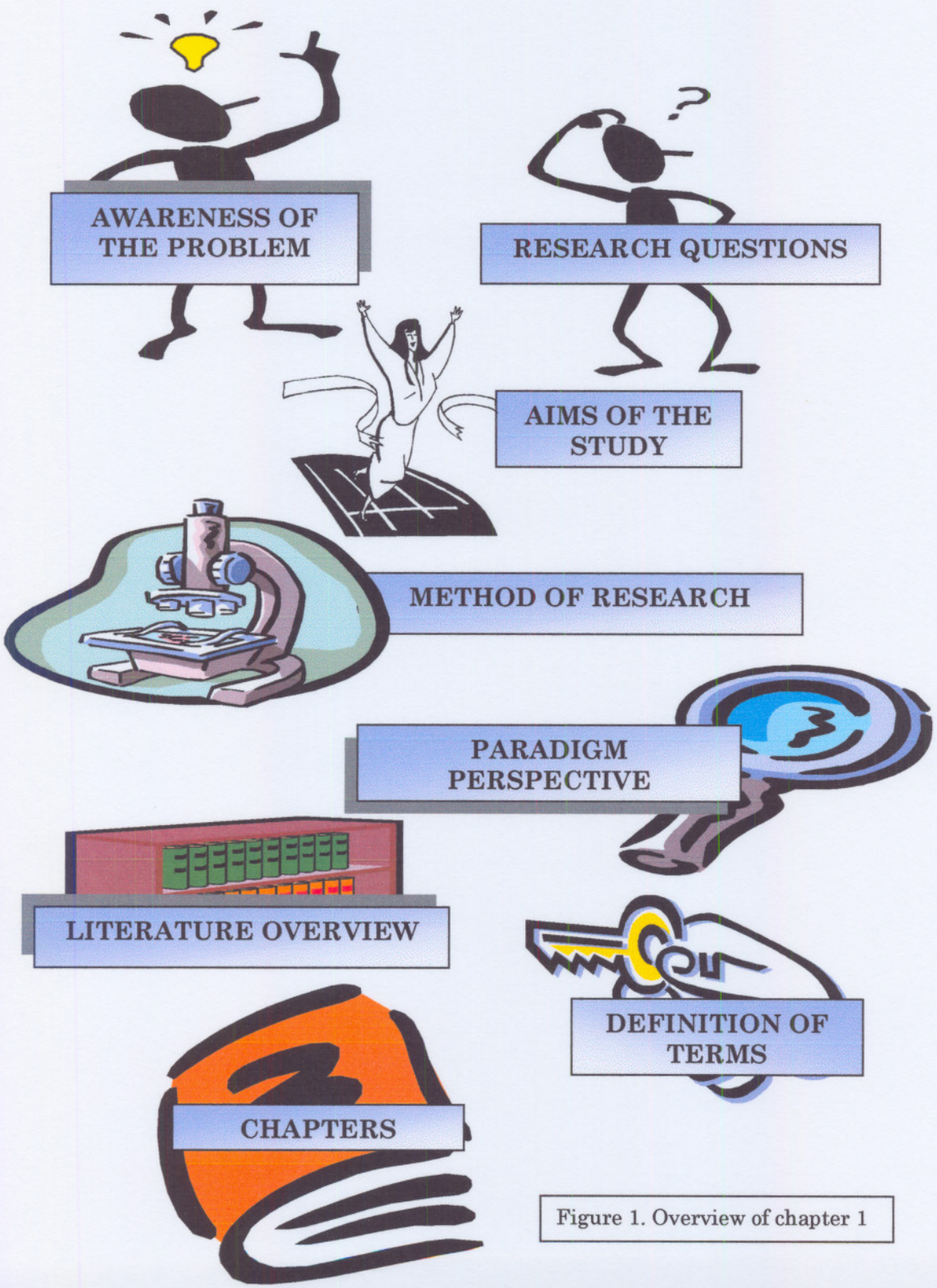


Figure 1. Overview of chapter 1

Vygotsky, a Russian psychologist who died in 1934, but is still regarded as one of the greatest authorities on cognitive development, declared that language is not just a system of words to communicate with. It is the carrier of our thoughts, our feelings, our cultural and soul goods, our values, our meaning-giving, our attitudes and our relationships. Language is also the most important instrument to apply our intellectual abilities with (Donald, Lazarus & Lolwana, 1997:49).

1.1. Awareness of the problem

South Africa is multi- cultural and multilingual. The constitution of South Africa (Act 108, 1996) recognises 11 official languages and guarantees all its citizens the freedom of human rights. Such rights also apply to schooling. Therefore the Schools Act of 1996 (Ministry of Education, 1996:7) allows parents to choose the Language of Learning and Teaching (LOLT) for their children.

English is the dominant language of communication, academics, business and technology in the world (Vermeulen, 2001:134; Cele, 2001:184). Consequently, parents believe that English is the best choice of LOLT for their children (Mboweni-Marais, 2003; Nkabinde, 1997; Bosman & Van der Merwe, 2000), albeit their second or third language. A result of this choice is that many English Second Language (ESL) learners experience barriers to learning, because of inadequate English proficiency (NCSNET & NCESS, 1997:17).

The curriculum and institutions of learning often label these ESL learners as "slow" learners, despite there being no evidence of such learners having inherent cognitive difficulties (NCSNET & NCESS, 1997:17; Grant &

Sleeter, 1996:93). The reason for labeling these ESL learners as "slow" could be that support in the form of preventive intervention is often not available to enable these ESL learners to gain adequate proficiency in the medium of instruction of the institution of learning (NCSNET & NCESS, 1997:79). The latter makes the availability of an English language enrichment programme crucial.

The awareness of the problem can be summarised as follows:

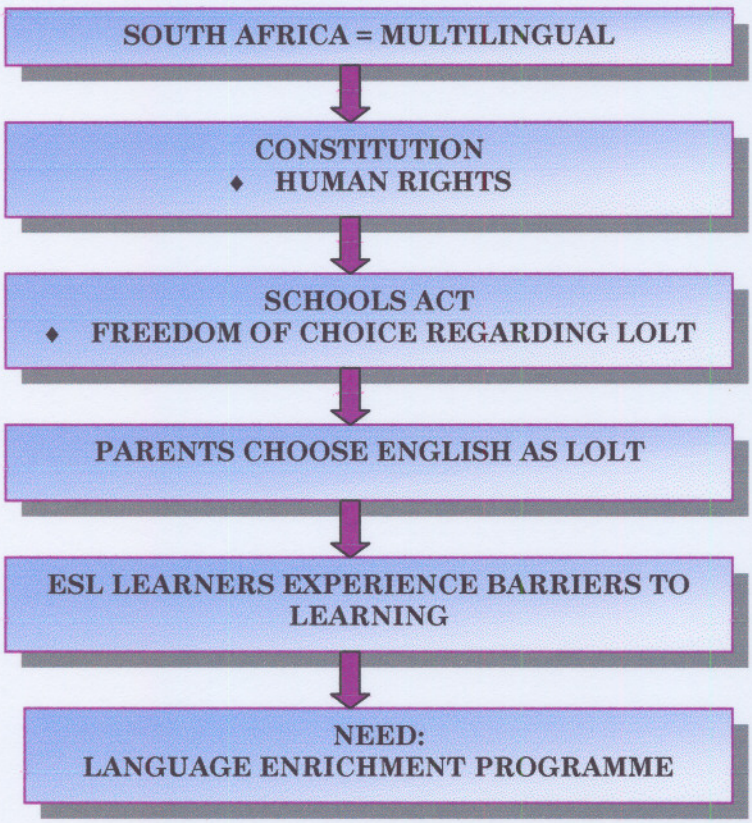


Figure 2. Awareness of problem

One of the core responsibilities for which the researcher is responsible in her capacity as Inclusion Facilitator for the Intermediate and Senior Phases in the Curriculum unit (of the Gauteng Department of Education) is the support of educators teaching learners who experience barriers to learning. During school visits, workshop facilitation, and the ratification of retention, progression and promotion schedules, an educator crisis was identified, namely the inadequate English proficiency of ESL learners.

Many of these ESL learners are described by educators as learners who cannot cope with the demands of academic work because they have not mastered English, the LOLT of the school.

The Gauteng Department of Education has a system of 450 forms, which educators need to complete for learners who experience barriers to learning. The completion is primarily done as supportive evidence for the retention of a learner at the end of the year. According to the Gauteng Department of Education's Assessment Policy (Circular 22 of 2002), a learner may not be retained on the grounds of not coping with the LOLT. However, while ratifying these 450 forms and possible retention schedules, the researcher noticed that one of the general motivations by educators for retaining learners in all grades, was that the learners have not mastered the LOLT, namely English.

Complaints regarding the standard of English of ESL learners are a refrain heard often during school visits and workshops. Educators lament the lack of a readymade language programme to augment these ESL learners' inadequate English proficiency. Educators express feelings of inadequacy as they do not know how to support ESL learners with inadequate English proficiency and they also do not have the time to compile a programme on their own. This litany emphasises educators' need for supportive intervention.

The researcher's background as a qualified speech therapist and her Masters degree on learners with language barriers, coupled with the dilemma experienced by educators with ESL learners with inadequate English proficiency, motivated her to compile an English language enrichment programme as a ready-made tool for educators. It was decided to focus on Grade 4 learners because:

- the grade falls into the researcher's sphere of responsibility; and

- Grade 4 is especially challenging for learners from the Foundation Phase as they need to be more independent learners.

1.2. Research questions

Daily interaction with educators and cognisance of their dilemma led to the following research questions:

- what is the language reality of South Africa?;
- what are the barriers intrinsic to Second Language Learning?;
- what are the dynamics of a language enrichment programme?;
- is there a need for a language enrichment programme among Grade 4 mainstream educators?; and
- could a language enrichment programme provide preventive intervention for learners, thereby supporting both learners and educators?

1.3. Aims of the study

In order to answer the afore-mentioned research questions, the following aims were formulated:

- to conduct a literature study into the language reality of South Africa, the barriers intrinsic to second language learning and the dynamics to be included in a language enrichment programme;
- to identify the needs of mainstream Grade 4 educators concerning a language enrichment programme for ESL learners who have inadequate English proficiency by means of a closed questionnaire;
- to support the mainstream educator in the inclusive education situation by creating a story-based English language enrichment programme for those ESL learners who have inadequate English proficiency; and

- to ascertain the extent to which the language enrichment programme succeeds by requesting purposively identified Grade 4 LLC educators to implement the programme and complete a closed questionnaire as means of assessment.

These aims can be summarised in one overall aim, namely:

- to provide Grade 4 LLC (Language Literacy and Communication) educators with a classroom-based English language enrichment programme which will empower educators to support learners with inadequate English proficiency in the mainstream classroom.

1.4. Method of research

An empirical investigation was conducted using a closed questionnaire. The investigation was conducted in three phases:

Phase 1:

- a literature study was conducted into:
  - the language reality of South Africa;
  - the barriers intrinsic to Second Language Learning; and
  - the dynamics to be included in the language enrichment programme.

An overview of the literature sources used is tabulated below:

Theme	Sources
In the literature there is agreement that learning in a second language is not the best choice for learners to achieve their optimal potential, but that an additive approach should rather be followed, where the second language is learned in addition to the	♦ Asmal, 2000; ♦ Bosman & Van der Merwe, 2000; ♦ Coetzee, Du Plessis & Messerschmidt, 2002; ♦ Cummins as quoted by Sternberg & Williams, 2002; ♦ Department of Education, 2003:25;

mother tongue as LOLT.	♦ Donald, Lazarus and Lolwana, 2002; ♦ Gupta-Basu, 1999; ♦ Heugh, 2000; ♦ Mboweni-Marais, 2003; ♦ Nkabinde, 1997; ♦ Rossouw, 1999; ♦ Slavin, 2000; ♦ Sternberg & Williams, 2002; and ♦ Vermeulen, 2001.
However, the reality is that English still rules as the choice of LOLT by parents for their children, because of the fact that English is the world language of business, academics, technology, communication and empowerment.	♦ Cele, 2001; ♦ Chick, 1992; ♦ Coetzee, Du Plessis & Messerschmidt, 2002; ♦ De Wet & Niemann, 1999; ♦ Heugh, 2000; ♦ Lemmer, 1995; ♦ Mboweni-Marais, 2003; ♦ Nkabinde, 1997; ♦ Rees, 2000; ♦ Silva, 2003; ♦ Stadler, 2002; ♦ Strauss, 1996; ♦ Vermeulen, 2001; ♦ Vesely, 2000; and ♦ Weideman & Van Rensburg, 2002.
The result is ESL learners, with inadequate English proficiency, experiencing barriers intrinsic to second language learning: ♦ poor mother tongue skills; ♦ poor literacy skills; ♦ second language falling short of mastery; ♦ ineffective teaching practices; ♦ affective influences and problems; ♦ classroom numbers; and ♦ poor socio-economic circumstances.	♦ Buchorn-Stoll, 2002; ♦ Du Plessis as quoted by Olivier, 2002; ♦ Engelbrecht, Green, Naicker, Engelbrecht, 1999; ♦ Grant & Sleeter, 1996; ♦ Lemmer, 1995; ♦ Lemmer and Scquelch, 1993; ♦ Le Roux, 1999; ♦ Liddicoat as quoted by Donald *et al.* 2002; ♦ Marais, Du Toit and Steyn, 1999; ♦ McLaughlin, Blanchard & Osanai, 1995; ♦ NCSNET & NCESS, 1997; ♦ Rees, 2000; ♦ Roseberry-Mckibbin, 2001; ♦ Rossouw, 1999; ♦ Stadler, 2002; ♦ Sweetnam Evans, 2001; ♦ Van Wyk, 1999; ♦ Vermeulen, 2000; ♦ Viljoen & Molefe, 2001; ♦ Waddington, 1999; ♦ Weideman & Van Rensburg, 2002;

	♦ White Paper 6 on Inclusive Education and Training (Department of Education, 2001); and ♦ Wolff, 2000.
OBE (Outcomes Based Education) and Inclusive education	♦ Engelbrecht, Green, Naicker, & Engelbrecht , 1999; ♦ Green, 2001; ♦ Revised National Curriculum Statement (Department of Education, 2002); ♦ Swart & Pettipher, 2001; ♦ The National Commission on Special Needs in Education and Training (NCSNET) and National Committee on Education Support Services (NCESS), 1997; and ♦ White Paper 6 on Inclusion and Training (Department of Education, 2001).
Theoretical dynamics to be included in an English language enrichment programme: ♦ approaches to second language learning; ♦ the "quiet" classroom; ♦ language learning should be relevant; ♦ knowledge and prior knowledge; ♦ acquisition of vocabulary and concepts; ♦ learning styles and preferences; ♦ perception and learning; ♦ co-operative learning/group work; and ♦ other role players.	♦ Celce-Murcia & Ohlstain, 2000; ♦ Department of Education, 2002**b;** ♦ Engelbrecht, 2001; ♦ Gawe, 2003; ♦ Grosser, 2002; ♦ Killen, 2000; ♦ Krashen & Terrell, 1995; ♦ Lambani, 2001; ♦ Lessing & De Witt, 1999; ♦ Lindeque, 2003; ♦ Nation, 2001; ♦ Shaalukeni as quoted by Wessels & Van der Berg, 2002; ♦ Schmidt & Harriman, 1998; ♦ Van Rooyen & Van der Merwe, 2003; ♦ Vaughan, 2002; ♦ Vakalisa, 2003; ♦ Weideman and Van Rensburg, 2002; ♦ Wessels & Van der Berg, 2002; and ♦ Winkler, 1998.
Stories as medium of the language enrichment programme: ♦ development of language; ♦ meaning; ♦ language awareness; ♦ general curriculum; ♦ choosing a story/storybook; and ♦ interactive stories.	♦ Buchorn-Stoll, 2002; ♦ Craig, Hull, Haggart & Crowder, 2001; ♦ Gibbens, 2000; and ♦ Wright, 2002.

Table 1: Literature overview

Although the literature recognises that ESL learners with inadequate English proficiency experience barriers to learning, no South African language enrichment programme, as such, could be found for Grade 4 ESL learners.

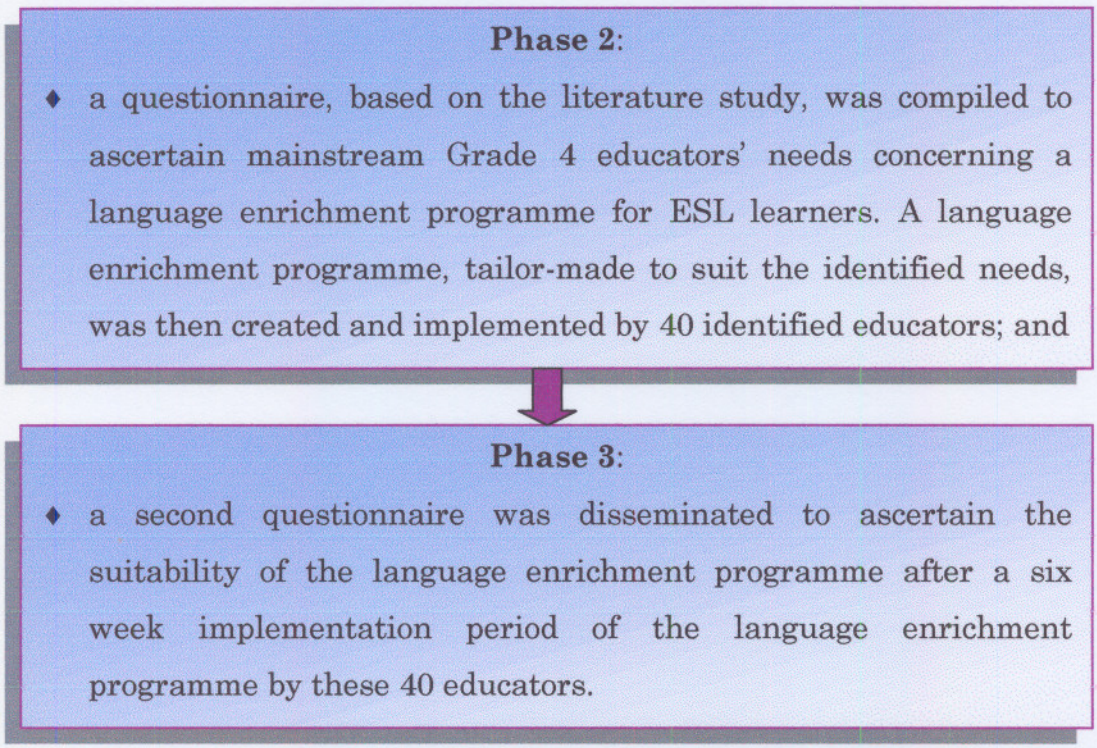


Figure 3. Method of research

1.4.1. The research instrument

A closed questionnaire was used for the second and third phases. The questionnaire used in the second phase was based on the literature study conducted on the language reality of South Africa and ESL learners. The questionnaire used in the third phase was based on the language enrichment programme created for Grade 4 LLC educators. Both questionnaires were pre-tested.

1.4.2. Population and sampling

1.4.2.1. Phase 2

For the purpose of this study the population was limited to mainstream Grade 4 educators in the Gauteng Province, Sedibeng East District (Vereeniging, Meyerton, Heidelberg and Devon). Grade 4 educators were chosen because the researcher, as the Sedibeng East District Curriculum Inclusion Facilitator, is responsible for educators from Grade 4 to Grade 9. Although there is a need for English language enrichment programmes in all the grades, Grade 4 has been reported by educators as a crucial period in the learners' education. The period is crucial in that learners suddenly have different educators for the different Learning Areas and the learners are expected to work more independently. Therefore, the curriculum challenges are much greater than in the Foundation Phase and language is more taxed.

Non-probability purposive sampling (Leedy & Ormrod, 2001:219) was applied in this study. In non-probability purposive sampling, people are chosen for a particular purpose. Non-probability sampling is therefore done without randomisation (Strydom & De Vos, 2001:193). The sample for this study consists of 100 mainstream Grade 4 educators. Only mainstream Grade 4 educators teaching ESL learners in English in the Sedibeng East District were considered for the sample. Of the 100 invited educators, 96 responded.

1.4.4.2. Phase 3

40 educators were identified by non-probability purposive sampling (Leedy *et al.* 2001:219) to implement and assess the suitability of the English language enrichment programme for the Grade 4 ESL learner.

The sample for the questionnaire assessing the suitability of the implementation of the language enrichment programme for Grade 4 ESL learners was taken from the first sample of 100 educators. According to Stoker (as quoted by Strydom *et al.* 2001:192) a sample of 45% out of a population of 100 is a good representative sample. Various factors made it difficult to obtain a 45% sample. These factors include:

- the limited number of LLC educators, with adequate knowledge and experience of ESL learners (cf. 5.3.3.6) in close proximity to the researcher;
- the limited number of LLC educators with adequate qualifications (cf. 5.3.3.6) in close proximity to the researcher; and
- the costs of printing and distributing the language enrichment programme.

Therefore only 40 educators were invited to implement the language enrichment programme and complete the second questionnaire determining the suitability of the implementation of the English language enrichment programme.

1.4.3. Administrative procedures

The Gauteng Department of Education was requested to give permission for the questionnaires to be administered to the target population in the Sedibeng East District. The questionnaires were submitted to the GDE and the permission to administer it to Grade 4 educators was subsequently given.

1.4.4. Statistical techniques

The Statistical Consultation Services of the Potchefstroom University for Christian Higher Education, Vaal Triangle Campus, analysed and

processed the data using the SAS program. The program was used to determine frequencies and percentages.

1.5. Paradigmatic perspective

The paradigmatic perspective of a researcher can be defined as the world of experience which is definitive of the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts (Denzin & Lincoln, 1994:107). The researcher's world of experience acknowledges that many learners experience barriers to learning, but that this need not be passively accepted:

Given the South African reality of learners, who are not educated in their mother tongue, many learners experience barriers to learning. Barriers to learning are defined by Donald, Lazarus and Lolwana (2002:4) as any factor which hinders a learner's ability to benefit from schooling. An uncontested notion in educational psychology is that language, thinking, and, consequently, learning, are all intimately tied together. Many authors and researchers in the field of educational psychology identify learning in a second language as a barrier to academic achievement with negative educational, psychological and cognitive consequences (Donald *et al.* 2002:218; Slavin, 2000:119; Sternberg & Williams, 2002:214). The trend in educational psychology is towards prevention of such problems (MacFarlane, 2000:2).

The paradigmatic perspective governing this study is one of preventive intervention. Preventive intervention can be defined as an attempt at *"containing the problem so that it does not get worse"* (Donald *et al.* 2002:16). There are three types of preventive interventions:

- primary intervention focuses on a proactive reduction of the incidence of the problems;

- secondary intervention focuses on early identification of the problem and effective treatment thereof; and
- tertiary prevention focuses on adaptations of the educational and/or social environment to achieve maximum potential and highest quality of life in the presence of barriers (Kirk, Gallagher & Anastasiow, 2000:183-184).

This study addresses the problem or barrier of non-mother tongue learning by providing LLC Grade 4 educators with a ready-made language enrichment programme to improve language skills so that ESL learners and educators might be empowered. As such, this study focuses on tertiary prevention. Tertiary prevention can also be delineated as a move towards educating and building, rather than diagnosing and treating individuals (Cowen as quoted by MacFarlane, 2000:2).

There is evidence that intervention programmes empower at-risk learners to achieve performance levels high enough to remove any need for special education services or retention possibilities (Slavin, 2000:445). In order for prevention programmes to succeed, intervention must be intentional. Slavin (2000:11) recommends five guiding questions to facilitate intentionality:

1. What am I trying to accomplish?
2. What are my learners' relevant experiences and needs?
3. What approaches and materials are available to help me to challenge every learner?
4. How will I know whether and when to change my strategy and modify my instruction?
5. What information will I accept as evidence that my learners and I experience success?

The above five questions inform the paradigm governing this study. These questions form the foundation on which the language enrichment

programme and study aims were built.

In conclusion, the paradigm governing this study is one of tertiary preventive intervention: a language enrichment programme was created in order to modify ESL learners' education environment, thereby forestalling scholastic difficulty. Therefore, a proactive, preventive language enrichment programme for ESL learners, with inadequate English proficiency, in an English dominated South Africa, will put preventive measures into place to ensure that ESL learners can pursue the rest of their academic, and further careers, with improved language skills.

A summary of the paradigm perspective follows:

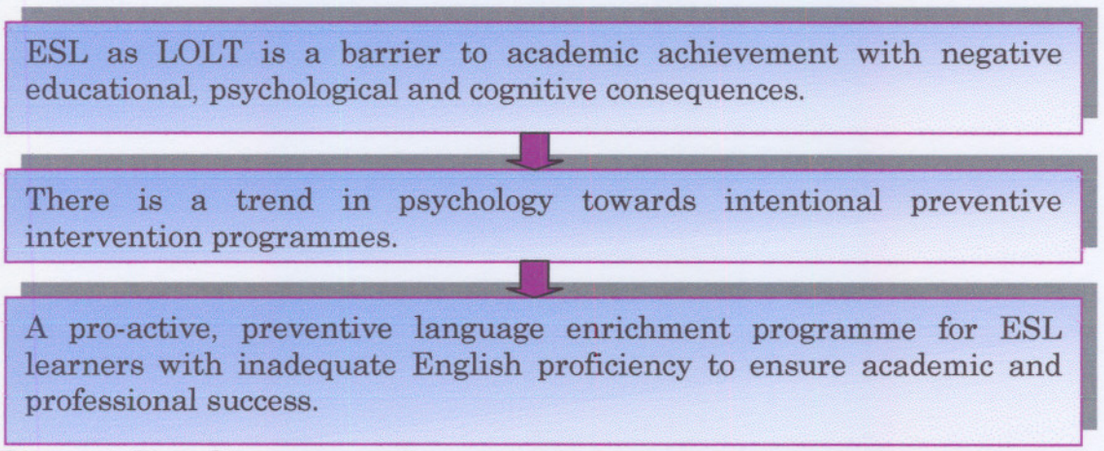


Figure 4. Paradigm perspective

1.6. Definition of terms used in this study

For the purposes of this study, the researcher wishes to clarify the following terms:

LOLT (Language of Learning and Teaching)

The LOLT is the medium of instruction used by the school.

ESL learner

An ESL (English Second Language) learner learns in English, his second (third or fourth) language, i.e. additional language, as LOLT.

Barriers to learning

Barriers to learning sabotage effective learning and can be defined in the following way: *"Any factor, either internal or external, to the learner, which causes a hindrance or 'barrier' to that person's ability to benefit from schooling"* (Donald *et al.* 2002:4)

Inadequate English proficiency

Inadequate English proficiency refers to the level of language mastery: ESL learners who have not yet reached an adequate level of English proficiency to succeed in an English-only learning environment have inadequate English proficiency (Slavin, 2000:119).

Language enrichment

The concept enrichment means to enhance, advantageously add on to, or to improve in one way or another, (Odendal, Schoonees, Swanepoel, Du Toit and Booysen as quoted by Naudé, 1999:27). Language enrichment is purposeful guidance using a well-planned programme and/or activities to actualise, materialise and realise language development on a higher level (Odendal *et al.* as quoted by Naudé, 1999:27).

Stories

A story is the fulcrum of this language enrichment programme. Wright (2002:3) states that: "*Stories, which rely so much on words, offer a major and constant source of language experience for children. Stories are motivating, rich in language experience and inexpensive!*"

1.7. A preview of chapters

A preview of the chapters looks as follows:

- **Chapter 2**

Chapter 2 provides a brief overview of the language reality of South Africa. Although policies and researchers recommend mother tongue learning, English remains the dominant choice of LOLT for parents.

- **Chapter 3**

Chapter 3 delineates barriers intrinsic to second language learning and the impact thereof for FET (Further Education and Training).

- **Chapter 4**

Chapter 4 outlines the dynamics to be used in the language enrichment programme.

- **Chapter 5**

Chapter 5 contains the research methodology to be used in the empirical study, including the problem, the aims and the actual research design to be followed.

- **Chapter 6**

Chapter 6 provides an analysis of the results of the questionnaire to determine the needs of Grade 4 educators for a language enrichment programme for ESL learners.

- **Chapter 7**

In this chapter the story-based English language enrichment programme for Grade 4 ESL learners with inadequate English proficiency is provided. It was decided not to include the language enrichment programme as an addendum as it is pivotal to the study. (It is acknowledged that the language enrichment programme will need to be renumbered for distribution.)

- **Chapter 8**

Chapter 8 contains an analysis of the results of the questionnaire used to assess the suitability of the implementation of language enrichment programme for Grade 4 ESL learners.

- **Chapter 9**

Chapter 9 will serve as a conclusion to this study, incorporating findings of the literature study, findings of the empirical studies, limitations and contributions of this study, as well as recommendations for further studies.

- Chapter 9 will be followed by **a Bibliography and thereafter addenda** of the questionnaires used, the covering letters and the Revised National Curriculum Statement for Additional Language Learning Outcomes for Grade 4.

1.8. Conclusion

In this chapter an overview of what this study entails was elucidated. In the following chapter the language reality of South Africa will be discussed.

CHAPTER 2

THE LANGUAGE REALITY OF SOUTH AFRICA

AN OVERVIEW OF CHAPTER 2

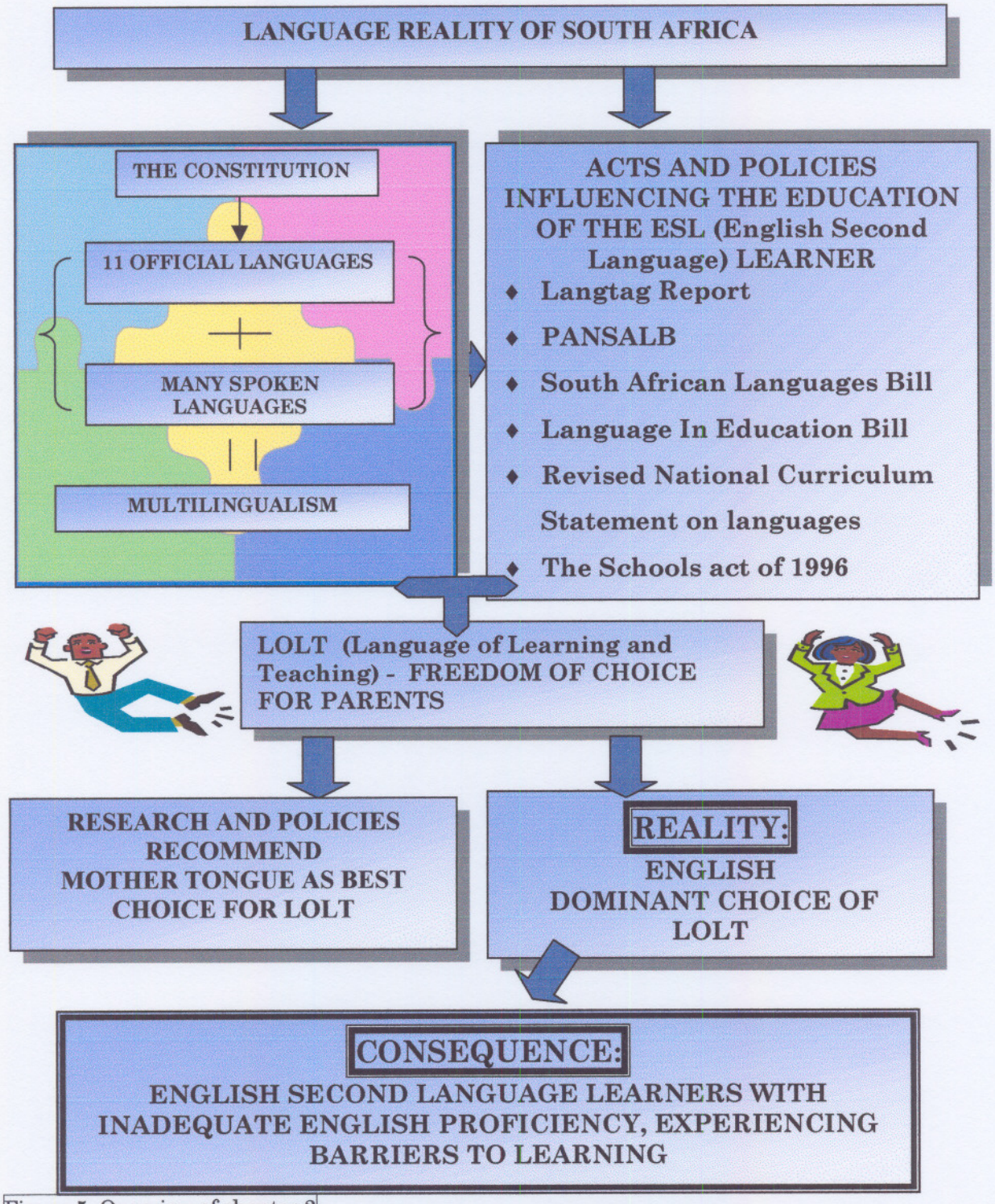


Figure 5. Overview of chapter 2

2. 1. Introduction

South Africa has a unique multilingual, educational language scenario. This scenario includes the following factors:

- 11 official languages, as well as other spoken languages;
- acts and policies which acknowledge parents' freedom of choice regarding the Language of Learning and Teaching (LOLT) of their children;
- research and policies that recommend the mother tongue as the best choice of LOLT;
- the reality of English as the dominant choice of Language of Learning and Teaching; and
- consequently ESL learners, with inadequate English proficiency, experiencing barriers to learning.

In the following paragraphs the acts, structures and policies that impact on the language reality of South Africa, and consequently the learning of ESL learners, will be elucidated.

2.2. Acts and policies influencing the education of the ESL learner in South Africa

As already stated, South Africa is a multilingual country. Section 6 of the South African constitution grants equal status to 11 official languages, namely Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu. Sign language, the Khoi, Nama and San languages must be promoted and conditions must be created for the development and use of these languages. The following languages must be respected and promoted as grounded in human rights: German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu, Urdu, Arabic, Hebrew, Sanskrit, and other languages used for religious purposes in

South Africa (Act 108, 1996; James, Auerbach, Desai, Giliomee, Jordan, Krog, Kulati, Lehoko, Leibowitz & Tlakula, 2000:7).

Although 11 languages are officially recognised by the constitution, South Africa has more than 20 spoken languages. Researchers mention that there are at least 24 languages and numerous dialects (De Wet & Niemann, 1999:283). According to the 2001 census report 79% of the more or less 44 million people speak African languages, 13,3% Afrikaans and 8,2% English (Anon., 2003**a**:4; Lackay & Zwecker, 2003:1).

There are numerous ongoing processes to promote multilingualism in South Africa. The language section of the constitution, as described above, obligated the South African government to design and put into practice a multilingual policy (Strydom & Pretorius, 2000:111). However, in practice, the public and private sector followed the way of least resistance by using English as the national language of politics, record and international commerce (James *et al.* 2000:7; Anon., 2003**b**:8). The domination of English in politics and commerce, consequently, also influences the choice parents make for the LOLT of their children (Cele, 2001).

Although English is the chosen language of communication and learning by the public and the private sector in South Africa, government has structures and policies in place to promote multilingualism. Both the dominance of English, as well as the structures and policies of government to promote multilingualism, have an influence on the parents' choice of LOLT for their children. The structures and policies government has in place will be briefly discussed first. These structures and policies include:

- the LANGTAG (Language Plan Task Group) report;
- PANSALB (Pan South African Language Board);
- the South African Languages Bill;
- the Language in Education Policy;
- the Schools Act of 1996; and

- the Revised Curriculum Statements.

2.2.1. The LANGTAG report

On 8 August 1996, the final report of the Language Plan Task Group (LANGTAG) was presented to the Minister of Arts, Culture, Science and Technology. This task group was appointed in 1995 to advise the Minister responsible for devising a coherent National Language Plan for South Africa (LANGTAG Report, 1996). The goals of this committee were:

- that all South Africans should have access to all spheres of the South African Society by developing and maintaining a level of spoken and written language which is appropriate for a range of contexts in the official language(s) of their choice;
- all South Africans should have access to the learning of languages, other than their mother tongue;
- the African languages which have been marginalised by the linguistic policies of the past should be elaborated on and maintained; and
- equitable and widespread language facilitation services should be established (LANGTAG Report, 1996).

One of the assumptions that guided the committee's investigations was that no language is superior to any other, but historical developments and previous social struggles have made it possible for English and Afrikaans to become the dominant languages of power in South Africa (LANGTAG Report, 1996).

A finding of the Language Equity subcommittee, in regard to the dominance of English, states that *" it is felt that there should be an equitable balance between access to English for those who want to use it, to ensure that those who do not know English do not suffer in the process"* (LANGTAG Report, 1996). The consequence of this statement for

education is that, because English is the common language in South Africa through which different cultures communicate with each other, and the language through which most business is conducted, many parents choose for their children to learn in English, despite their ESL status. Unfortunately, many of these learners have an inadequate English proficiency which will probably cause barriers to learning for them.

2.2.2. PANSALB (Pan South African Language Board)

Another body which has a great decision making influence regarding language policies and the implementation thereof in South Africa, is the Pan South African Language Board.

The Pan South African Language Board is established under the auspices of the Pan South African Language Board Act (no. 59 of 1995) (Marivate, 2000:130). The functions of PANSALB are primarily:

- to promote multilingualism;
- develop languages;
- undertake research on language policy matters;
- investigate language rights violations; and
- to give advice to the government about language policy, language legislation and language planning issues (Marivate, 2000:133).

The PANSALB has a subcommittee on Language in Education. This committee concentrates on the use and status of languages in education and is responsible for preparing recommendations regarding these matters to the government. The Board supports the principle of mother tongue education (Marivate, 2000:135).

2.2.3. South African Languages Bill

The South African Languages Bill was made public in June 2003 (South African Languages Act). This Language Bill aims to provide an enabling framework to give effect to the language section (Section 6) of the constitution (cf. 2.1). The framework includes the following factors:

- promotion of South Africa's linguistic diversity;
- cognisance of the principle of equal access to public services and programmes;
- respect for language rights; and
- the establishment of language services at all levels of government, as well as the powers and functions of such language services, and matters connected therewith.

The South African Languages Bill makes provision for six official languages in all government communication (Anon., 2003**b**:8). A code of conduct will be formed to advise workers in the public sector on how to communicate with the public in the six languages (Niewoudt, 2003:7).

The South African Academy for Science and Art welcomed the national language policy (Anon., 2003**b**:8). The academy admits that, for the first time, a proper scientific study has been done to compile a comprehensive plan based on section 6 of the constitution, to acknowledge the language reality of this country and to empower speakers of all languages on the level of public communication (Anon., 2003**b**:8).

However, language awareness campaigns are needed to motivate people to use their own language. Currently the public and private sector employs the easiest way out by using only English (Anon., 2003**b**:8), which in turn endorses the choice of parents to let their children learn in English. The Languages Bill needs to create opportunities for South Africans to achieve in their mother tongue and not leave school too early because they cannot

perform according to their potential in their second or third language, which is most probably English (Niewoudt, 2003:7). While promoting mother tongue learning, a preventive action that could be taken, is an English language enrichment programme for ESL learners at school level to improve the learners' inadequate proficiency in English.

2.2.4. Language in Education Policy in terms of section 3(4)(m) of the National Education Policy act, 1996 (act 27 of 1996)

In terms of the new Constitution of the Republic of South Africa the government and the Department of Education recognise that our cultural diversity is a valuable national asset and must promote multilingualism, the development of the official languages, and respect for all languages used in the country (Language in Education Policy, 1997). The premise of this language in education policy is additive multilingualism (Asmal, 2000; Department of Education, 2003:25). Additive multilingualism/ bilingualism entails that the primary language (mother tongue) is maintained throughout the schooling period as a LOLT, while other languages are introduced as second languages through the curriculum (Department of Education, 2003:26). The choice of additive bilingualism, as language in education policy, is being supported by many researchers as beneficial to cognitive development and general scholastic performance (Donald *et al.* 2002; Coetzee *et al.* 2002; Rossouw, 1999; Cummins as quoted by Sternberg *et al.* 2002:215).

According to Vinjevold (1999:211) and Alexander (2000:17) the ultimate intended outcome of this language in education policy is that two or more languages will be used as languages of learning for all learners in the country.

The policy of language in education recognises that South Africa is multilingual and that the mother tongue is the most appropriate language

of learning everywhere in the world. It acknowledges that learners will need a strong proficiency in at least one other language, which is for most learners, English (Heugh, 2000:6).

The main aims of the Education Language policy are (Language in Education Policy, 1997):

- to promote full participation in society and the economy through equitable and meaningful access to education;
- to pursue the language policy most supportive of general conceptual growth amongst learners, and hence, to establish additive multilingualism as an approach to language in education;
- to promote and develop all the official languages;
- to support the teaching and learning of all other languages required by learners, or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication;
- to counter disadvantages resulting from different kinds of mismatches between home and languages of learning and teaching; and
- to develop programmes for the redress of previously disadvantaged languages.

In support of the Language in Education Policy there is also a Schools Act of 1996, as discussed below, that strengthens the government and education department's policies in promoting multilingualism, but nevertheless allows parents to make their own choice regarding the LOLT of their children.

2.2.5. The Schools Act Of 1996

The Schools Act of 1996 embraces cultural inclusion by recognising the many cultures and languages in our country. " *A learner in a public school*

shall have the right to instruction in the language of his or her choice where this is reasonably practible" (Ministry of Education, 1996:7). The School Governing Body can determine the language policy under the auspices of the Ministry of Education, but is compelled to advance multilingualism. Research conducted in 1999 indicated that most schools have a language policy, but not much has been done by the schools to improve multilingualism (Stadler, 2002:17).

Another governmental, educational process promoting additive multilingualism, is the Revised National Curriculum Statements, which will be discussed next.

2.2.6. The Revised National Curriculum Statement

In practice, the new revised National Curriculum Statement on Languages states that the Languages Learning Area follows an additive approach to multilingualism (Department of Education, 2002**b**:4). This means:

- that all learners learn their home language and at least one additional official language;
- learners become competent in their additional language while their home language is maintained and developed; and
- learners learn an African language for a minimum of three years by the end of the General Education and Training band. In some circumstances, it may be learned as a second additional language (Department of Education, 2002**b**: 14).

This Revised National Curriculum statement for languages (Department of Education, 2002**b**:14) recommends that the learners' home language should be used for learning and teaching wherever possible, especially in the Foundation Phase. This statement provides guidelines for when learners have to make a transition from their home language to an

additional language for learning and teaching, but asserts that it has to be carefully planned:

- the additional language should be introduced as a subject in Grade 1;
- the home language should continue to be used alongside the additional language for as long as possible; and
- when learners enter a school where the language of learning and teaching is an additional language for the learner, educators and the school should make provision for special assistance and supplementary learning of the additional language, until such time as the learner is able to learn effectively in the LOLT.

The revised Curriculum statement for languages is not sufficient. What if the additional language is the only choice for this learner as LOLT, because the parents choose it or because it is the LOLT of the nearest school? What if the educators do not know the home language or the home language is not presented at the school? To state that the schools must make provision for special assistance to support the learner in the additional language as LOLT is also a serious concern. In discussions with educators about this issue, the researcher found that they are usually very negative, as they feel there is no time to teach the learner the LOLT as a new/additional language: there are just too many other demands and crucial curriculum issues that need attention. The educators feel that the learners need to be proficient in the LOLT before they enter school. Educators also feel that they have not been trained in giving additional support to ESL learners with barriers to learning. Therefore, it can be assumed that an English language enrichment programme for learners, to improve their inadequate English proficiency, will be welcomed by educators.

In the above paragraphs the multilingual reality of South Africa as well as the acts, policies and structures that government employs promoting

mother tongue learning and additive bilingualism, have been discussed. However, it has been regularly mentioned that regardless of all the above-mentioned acts, policies and processes, English is still the first choice of LOLT for parents. The reasons for this choice will be discussed below.

2.3. English as first choice of LOLT for learners

2.3.1. Introduction

For many years, heated debates have taken place in the literature in South Africa around the choice of mother tongue as LOLT or English as Language of Learning and Teaching. The reason for recent debates is most probably because so many ESL learners are failing Grade 12 and are not succeeding in tertiary institutions or any other further training institutions (Mboweni-Marais, 2003:15). Vermeulen (2001:14) emphasises that the previously disadvantaged majority of South African learners is still denied the right to be taught and to write the public Grade 12 and most other examinations in their home language, which is to the learners' disadvantage in achieving their optimal potential.

In the following paragraphs the debates and discussions around the dominance of English as LOLT, despite the recommendations from policies and researchers (Mboweni-Marais 2003; Nkabinde, 1997, Bosman & Van der Merwe, 2000) that mother tongue is the best choice as LOLT, will be briefly discussed.

2.3.2. The predominance of English world-wide and in South Africa

Despite the fact that English is a minority language in South Africa, it is the "*sociological*' or "*functional*" majority language and dominant *lingua franca* (Vermeulen, 2001:134).

About a billion people in the world today are learning English as a foreign language (Johnson, 2001:3). According to Jandt (2001:160) English is the native language in 12 countries and an official or semi-official language in 33 others. Its study is required or popular in at least 56 other countries. English has grown to dominate the areas of science, technology, commerce, tourism, diplomacy and pop culture. Some 80% of the world's electronic databases and communication networks are in English. Approximately 82% of home pages on the Internet are in English (Jandt, 2001:160). Cele (2001:184) supports this by stating that English, (parallel with French in many European and African countries) can be regarded as the most widely used language in the world, with varying forms and functions. In 1999 the European Union conceded to recognise English as their *lingua franca* (Stadler, 2002:17). The logical conclusion to the above discussion is that it is understandable that English as a dominant language world-wide will be the preferred choice of LOLT for many parents, to ensure that their children will be able to succeed in the world of work and business.

In South Africa, African languages are not adequately developed to meet the demands of modern education concomitant with global trends (Cele, 2001:184). Although African languages have been granted equal status with English in South Africa, it is an indisputable fact that English already has a head start compared to any other language (Cele, 2001:184). Most of the modern states run their affairs in the English medium and world business largely bargains and conducts enterprise through the English language. Those with poor or no English command have no or delayed access to these reservoirs of human knowledge and development. According to Cele (2001:184) it is an undeniable reality that to position South Africans to benefit from these enormous sources of information and knowledge and opportunities, the school curriculum should largely be presented through the English medium, since no other language has achieved such giant accomplishments in this country. Education in almost

all the Higher Education Institutions (e.g. technical colleges, police colleges, private colleges, technicons and universities) is conducted in English. Cele (2001:187) states very strongly that "*the Language policy in Education should grant English its full status as the prime language that links up the diversity factor fabric of our South African rainbow nation*".

An example of the predominance of English in South Africa, is governmental practice: in a survey conducted by Strydom and Pretorius (2000:115) in the Free State province 40,5% municipalities indicated that English dominates. 60,8% of the municipalities do not have language policies and 95,8% stated that they are not taking steps to rectify the matter, because such a policy is not a priority or they had already opted for English. 93,7% of these municipalities did not have a policy to promote African languages (Strydom and Pretorius, 2000:117).

Another example of the predominance of English is the number of schools that have English as LOLT. According to Data News (as quoted by Cele, 2001:185) 10222 out of 27188 (37%) schools use English as medium of instruction and the remainder use any of the 10 other official languages.

In an English dominated world ESL learners with inadequate English proficiency will be at a disadvantage to succeed in the challenging world of work, technology and business. An English language enrichment programme at school level, to improve these ESL learners' English proficiency, will alleviate some of these English challenges.

2.3.3. English has a magical power

English has escaped the stigma in South Africa which has been attached to it elsewhere in Africa as part of the colonial heritage and has emerged not only as the language of liberation, but also as the language in which the new order has been negotiated since 1990 (Chick, 1992:45; De Wet *et*

al. 1999:283; Cele, 2001:182; Silva, 2003). "*From having been the language of the oppressor, English, for example, became the language of national unity and of national liberation.*" (Alexander, 2000:7). Parents, learners and some educators often seem to believe that English has an almost magical power: *'If you know English well, desired things will follow'* (Lemmer, 1995:84).

In Africa it is believed that an international language will open world trade doors (Cluver 1993:362; Cele, 2001:184). Good language ability in English and French is a prerequisite for employment in the business world of Africa. Therefore, indigenous languages are not highly respected as these languages are not a passport to economic and social mobility (Strauss, 1996:7). According to Strauss (1996:7) there is a perception in Africa that "*multilingualism coincides with poverty especially when only a thin elite share a common or link language*".

Therefore the belief of the people of Africa that English provides power and economic richness will have a dictating influence on the choice of LOLT for parents.

2.3.4. English dominates published literature in South Africa

Another reason why English could be the choice of LOLT for many parents is the dominance of English published literature and the fewer available publications in the African languages.

A dilemma the African languages are increasingly facing, is that books in the African languages are being published less and less (Stadler, 2002:17). The only newspaper in Xhosa, Imwo, closed its doors in 1998 (Stadler, 2002:17). According to Stadler (2002:17) research conducted by the University of Pretoria, indicated a decrease of 43% in publications in the African languages between 1995 and 1998. English books represent

56,35% of the books published in that same time (Stadler, 2002:17). This inclination to publish more books in English impels writers to write in English in the hope of getting their books published (Stadler, 2002:17). Another problem is an inadequate culture of translation in South Africa (Stadler, 2002:17).

A further reason for the few published books in African languages may be the following: in the past, education departments prescribed books. Currently, schools may choose textbooks themselves. The tendency is for schools to order more English books than books in the African languages. Publishers, therefore, have to market their books at the schools, in the hope that the books will be ordered and the result is that many more English books are published and ordered (Stadler, 2002:17).

Stadler (2002:17) describes another scenario, which may be a cause for the scarcity of books in African languages: there is an insufficient adult reader market in the indigenous languages, resulting from the high percentage of illiteracy among African people. Furthermore urban young people do not relate to subjects such as the tribe, ancestors, and even the apartheid history, which are popular mother tongue subjects. The availability of children's literature covering the inherent different ethnic groups of South Africa is currently limited (Naudé, 1999:118).

The above reasons are influential in parents' choice to rather choose English as LOLT, because knowledge is available more than half the time in English and, through reading, a mass of knowledge is gathered. However, if ESL learners do not have adequate English, assembling knowledge through reading will be problematic. Therefore, an English language enrichment programme will empower ESL learners with inadequate English proficiency to be able to read and understand more English literature.

2.3.5. Straight For English

"*Straight-for-English*" indicates that parents want their children to be taught in English as LOLT from Grade 1.

Nkabinde (1997), Lemmer (1995), Rees (2000), Coetzee *et al.* (2002) & Van Rensburg (2002:157) and many other authors affirm statements that Black learners and parents choose English as medium of instruction, because it is associated with economic, industrial, political and social opportunities and status, despite scientific evidence that learning in a mother tongue is recommended.

However, there are research findings that indicate that parents do not always choose English medium schools, because they have English as LOLT, but rather because they judge the schools to be institutions with better teaching and learning standards. Heugh (2000:11) talks about the myth of parents choosing "*straight-for-English*" or English only. In recent research PANSALB found that only 12% of the interviewed African parents prefer English as medium of instruction (PANSALB, 2001:11). Heugh (2000:21) refers to research that De Klerk has done with Xhosa speaking parents in the Eastern Cape. It seems that many parents choose former privileged English schools, because they feel the standard of teaching is higher than local Xhosa schools, and not because the medium of instruction is English. Heugh (2000:21) states that the refrain of "*many parents prefer English only*" is rather overstated and misleading.

Despite the above arguments and findings, the reality exists that parents are sending their children to English medium schools, believing that their children will have better academic and career futures.

Many Black learners entering an English medium school only start speaking English when they go to school (Nkabinde, 1997:102). Many of these learners have not been in a pre-primary school or a Grade R (Reception year before Grade 1), where they could have been exposed to a more formal English. A sudden English encounter in a formal learning environment will frighten the cleverest of children and create emotional as well as academic barriers for these learners. Therefore, an English language enrichment programme for these ESL learners could serve as a medium to improve their inadequate English proficiency in order to prevent or overcome barriers to learning.

2.3.6. English still rules

According to Vermeulen (2001:19) there is an absence of a concerted effort on the part of the national and provincial Departments of Education to develop the African languages to their full potential as languages of instruction and languages for public examinations. This forces educators and parents to regard English as the only medium of instruction. Vermeulen (2001:19) stresses that the only way to counter this and to reap the cognitive benefits of mother tongue (albeit initial) instruction, is to develop all eleven official languages (Vermeulen, 2001:19). Until such time, English will still rule as choice of LOLT.

The National Department of Education recognises the need to promote mother tongue education through a number of initiatives to encourage communities to use their mother tongue for learning, especially in the Foundation Phase, although it is acknowledged that it is not an easy task. One such an initiative is an agreement with the Royal Netherlands Government to promote multilingualism in the Foundation Phase using multimedia technology at sites in all 9 provinces (Asmal, 1999). However, Vesely (2000:17) alleges that the absence of an Education departmental plan of implementation for the development of African languages has

meant that the hegemony of English has gone largely unchallenged. The result of this is that schools have felt increased parental pressure to move to English-medium education, because they have received little guidance on additive bilingualism (Vesely, 2000:18). Mboweni-Marais (2003:15) affirms, that although most learners are not English mother tongue speakers, the medium of teaching in most of the South African schools is English, i.e. English still rules.

2.4. Conclusion

South African language policies, governmental structures and many researchers (Mboweni-Marais, 2003; Nkabinde, 1997, Bosman *et al.* 2000; Donald *et al.* 2002) recommend that learning in the mother tongue is the best way for learners to achieve their potential, and that an educational language policy of additive bilingualism should be followed, rather than learners learning in their second language, which is, in most cases, English (cf. 2.3).

However, the reality is that English is the dominating language of the world, including that of academic institutions, business, technology, politics and literature (cf. 2.3). Many researchers confirm that the afore mentioned reasons impact on the choice that parents make to let their children learn in English (Vermeulen, 2001; Meyer, 1998; De Wet *et al.* 1999; Amazu, 1992; Vesely, 2000; Heugh, 2000; Nkabinde, 1997; Lemmer, 1995; Rees, 2000; Coetzee *et al.* 2002; Weideman *et al.* 2002).

The consequence of this parental choice to let their children learn in English, their second, third or fourth language, is that many of these ESL learners experience barriers to learning because of inadequate English proficiency, which will be discussed in the following chapter. An English language enrichment programme is therefore crucial to augment their English capacity in order to succeed at school and further in life.

CHAPTER 3

BARRIERS INTRINSIC TO LEARNING IN ENGLISH AS A SECOND LANGUAGE

OVERVIEW OF CHAPTER 3

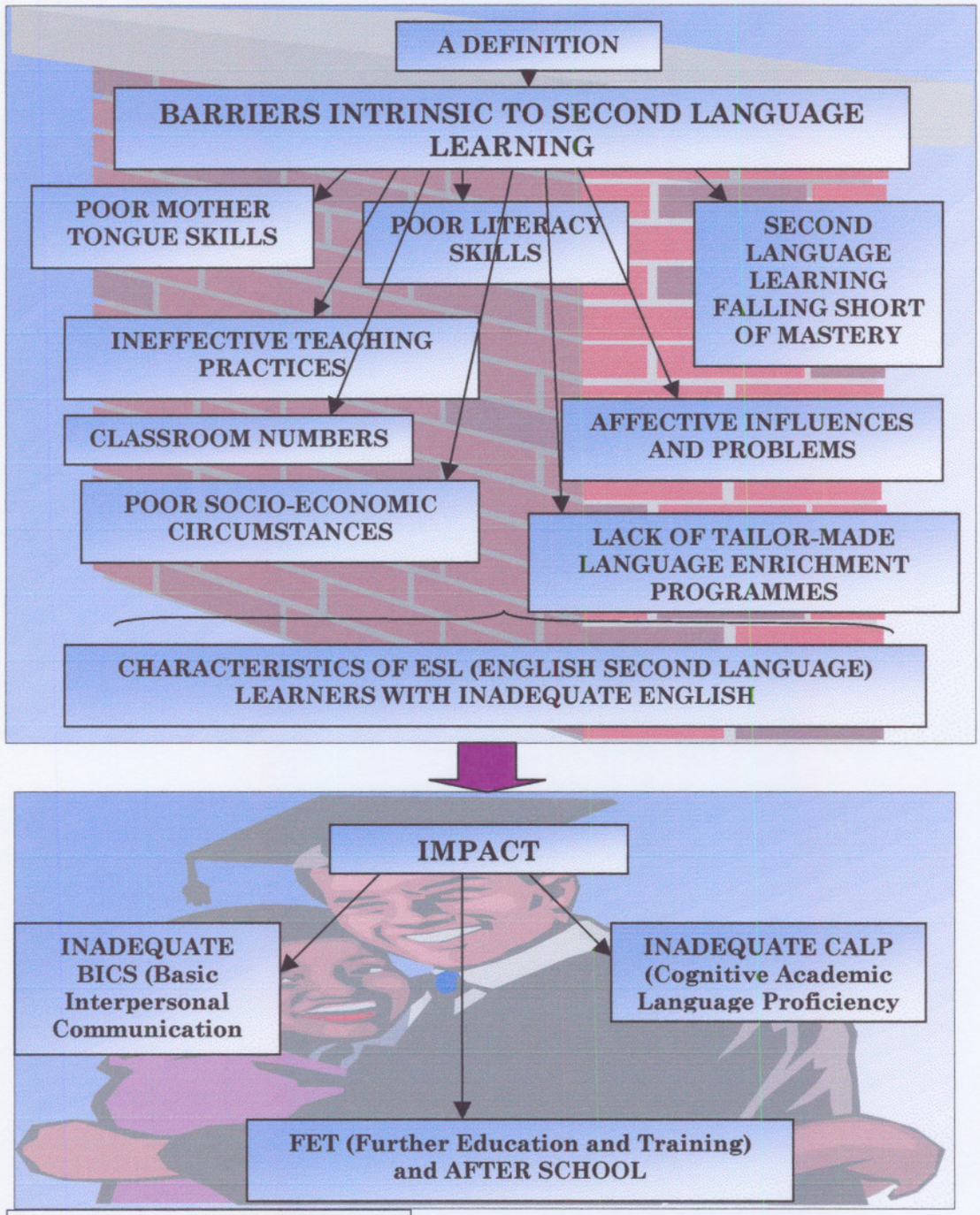


Figure 6. Overview of chapter 3

3.1. Introduction: A definition of barriers to learning

To comprehend what is meant by barriers to learning, it is necessary to define the term *barriers* and mention factors that causes barriers, before addressing the specific barriers to learning which English Second Language learners with inadequate English proficiency, experience.

Donald *et al.* (2002:4) define barriers as: *"Any factor, either internal or external to the learner, which causes a hindrance or 'barrier' to that person's ability to benefit from schooling".*

In South Africa learners experience barriers to learning, because of factors in the education system, in the wider community or within the learner himself (Engelbrecht *et al.* 1999:53; Department of Education, 2001:17-18). Such factors include:

- negative attitudes and stereotyping by peers, educators and other adults;
- inappropriate and inadequate support services;
- inadequate policies and legislation;
- the non-recognition and non-involvement of parents;
- inaccessible and unsafe buildings;
- physical, mental, sensory, neurological and developmental impairments;
- psycho-social disturbances;
- differences in intellectual ability;
- particular traumatic life experiences; and
- socio-economic deprivation (Department of Education, 2001:17-18).

However, the factor this study is investigating, is that when teaching and learning occur in a second language linguistic difficulties could result which contribute to a learning breakdown for ESL learners (NCSNET & NCESS, 1997:17). The curriculum and institutions of learning often label

these ESL learners as "slow" learners, despite no evidence of inherent cognitive difficulties (NCSNET & NCESS, 1997:17; Grant & Sleeter, 1996:93). The reason for labelling these ESL learners as "slow" could be that support is often not available to enable these learners to gain proficiency in the medium of instruction of the institution of learning (NCSNET & NCESS, 1997:79), which makes the availability of an English Language enrichment programme crucial.

The specific barriers to learning that ESL learners experience will be discussed next.

3.2. Barriers intrinsic to second language learning

ESL learners may struggle to derive optimal benefit from school. The reasons for this are discussed below.

3.2.1. Poor mother tongue skills

Since a learner's cognitive ability is determined in his mother tongue, the learning of a second language depends on the maturity of the first language as foundation (Vermeulen, 2001:9; Roodt, 2002:13). Therefore, the mother tongue should be established first before a second language could be acquired (Vermeulen, 2001:9; Roodt, 2002:13; Schneider as quoted by Sarinjeive, 1999:130). If children master difficult concepts in their mother tongue, they will understand these concepts later on in the second language (Stadler, 2002:17; Vermeulen, 2000:265; Du Plessis as quoted by Olivier, 2002:8).

According to Lemmer (1995:91), ESL learners with inadequate English proficiency often lack strong language skills in their mother tongue. A lack of knowledge exists among parents and educators about the role of mother tongue in cognitive development as well as its role in the acquisition of

subsequent languages (Lemmer, 1995:91). Consequently ESL learners with inadequate English proficiency are actively discouraged from using mother tongue in informal conversations inside and outside the classroom and at home because it is commonly held that the ESL learner's English language skills will suffer through the use of the mother tongue (Lemmer, 1995:91). As parents move straight to an English policy without nurturing the mother tongue they do not allow the child to develop proficiency in the mother tongue (Lemmer, 1995:91; Olivier, 2002:8). However, if a learner has high levels of proficiency in his mother tongue it will aid the ESL learner's academic progress. When a learner does not develop a high level of proficiency in his mother tongue before the introduction of English as a language, the learner will suffer semi-lingualism (Lemmer, 1995:91). Semi-lingualism refers to those cases where extreme social deprivation results in bilingual children not functioning well in either language (McLaughlin, Blanchard & Osanai, 1995:5).

Macdonald (1991:66) illustrates semi-lingualism as she refers to Bemba speaking learners in Zambia. Bemba speaking educators teach through the medium of English from the first school year. At the end of the Junior Primary Phase learners were only able to speak about schoolwork in English and about their home environment in Bemba. At the end of their formal school years these learners were functionally illiterate in both languages.

According to Du Plessis (as quoted by Olivier, 2002:8) and Heugh (2000:29) a child's mother tongue development is only established between 12 and 14 years of age. Many Black learners start with learning and teaching in English between the ages of 7 and 12 years when these Black learners' mother tongue could not yet have been completely mastered (Du Plessis as quoted by Olivier, 2002:8; Heugh, 2000:29). Consequently the English of these Black learners will also be inadequate (Olivier, 2002:8; Lemmer 1995:91).

Besides the fact that ESL learners need to have mastered their mother tongue to develop an adequate second language, they also need to master literacy skills in their mother tongue to be able to read and learn successfully in the second language. However, many ESL learners also have poor literacy skills, which will be discussed below.

3.2.2. Poor literacy skills

Research findings indicate that to acquire successful second language literacy, second language learners have to first master strategies for negotiating meaning in print in their first language (Collier, 1990:631-636). Weideman *et al.* (2002:158) assert that one must be a proficient reader in one's first language in order to be able to transfer the (generic) skill of reading to English. To be academically literate, learners have to master English for academic purposes over and above English as a second language (Von Gruenewaldt, 1999:208; Verhoeven, 1994:9). Learners usually acquire second language literacy more effectively if literacy in the first language is encouraged.

The conditions are less than favorable for black ESL learners. Many black learners are exposed to reading in English so early in their primary school years that there is not much opportunity for them to become fluent readers in their first language or in English (Weideman *et al.* 2002:158). In research conducted by Shneider (as quoted by Sarinjeive, 1999:130) it was found that black children were failing to master English reading, because they had failed to acquire basic reading skills in their mother tongue. Learners in black schools have a deficit in essential literacy skills in their first language, because of a lack in depth and quality in formal language courses and a dearth of relevant cognitively demanding subject matter in textbooks used for teaching the first language as a subject (Wessels, 1996:184). Learners who grow up in a print rich world generally

acquire literacy skills more easily than those whose exposure to the written world is limited. A problem for many of the black learners is that there is not much available literature in the African language through which they could have acquired literacy skills in their mother tongue (cf. 2.3.4). The way in which learners are taught to relate prior or indigenous knowledge to new knowledge is an important factor in literacy acquisition (Von Gruenewaldt, 1999). Consequently, if learners have poor literacy skills in their mother tongue they will struggle with relating prior knowledge through reading in their second language.

ESL learners need to be exposed to meaningful literacy activities in the classroom, especially those learners from homes where literacy activities are rare. Educators should make reading and writing appealing to learners by encouraging them to write about people, places and activities that are familiar to them (McLaughlin, 1995:4).

3.2.3. Second language falling short of mastery

Despite the fact that a second language could be acquired reasonably successfully, if the mother tongue has been mastered, many researchers believe that, in reality, learners frequently fail to achieve native-like proficiency in a second language and that second language learning quite often falls short of mastery (Le Roux, 1999:1; Liddicoat as quoted by Donald *et al.* 2002:219). The negative implications of learning in a second language are therefore implicit.

According to Coetzee *et al.* (2002:5) the assumption that children can only learn a second or third language well if they are instructed in that language, is erroneous. Many advantaged learners learn a second language in this manner, but for most learners this assumption leads to academic disadvantages (Coetzee *et al.* 2002:5; Sweetnam Evans, 2001:1).

Donald *et al.* (2002:219) assert that there is a basic relationship between language, thinking and learning. According to Donald *et al.* (2002:219) and Sweetnam Evans (2001:1) if formal learning is abruptly cut off from learners' home language, it can negatively affect cognitive development in general and scholastic performance in particular. Although other factors are involved, there can be little doubt that the very high retention rate of speakers of African languages is related to this factor (Donald *et al.* 1997:157; Sweetnam Evans, 2001:2).

A problem in South Africa is that LOLT, cognitive skills and academic achievement are interwoven and inadequate English proficiency must therefore affect the performance of ESL learners in schools where English is the LOLT. This problem is especially applicable to assessment tasks where instructions need to be clearly communicated and clearly understood (Rees, 2000:18).

A study that confirms the above-mentioned statements is a study that Rees (2000:18) undertook, which revealed that English first language learners achieved better scores on oral and written modes consistently across Grades 4, 5, 6 and 12, irrespective of the assessment formats that were used. She found that ESL learners were able to cope well on a literal language level, but they did not have the necessary competence in English to comprehend, make inferences about and critically evaluate reading texts. These learners did not have the productive skills to interact actively on an equal level with English mother tongue speakers in multilingual classrooms. They found it difficult to complete written responses where they had to comprehend and interpret the question before they could recall the knowledge, which then had to be formulated into the appropriate written form and register. Many second language learners did not even attempt to answer these tasks. They were unable to answer questions which required them to process figurative non-literal language, make

inferences, predict outcomes and distinguish between facts and opinions (Rees, 2001:18).

3.2.4. Ineffective teaching practices

The educator stands in the very centre of problems ESL learners with inadequate English proficiency experience, since educators need to make language adaptations and provide support (Viljoen & Molefe, 2001:124). Consequently, when learners and educators feel limited by the language of instruction, in which they are not fluent and comfortable, teaching and learning in the classroom can become a passive process of information-giving and rote learning, as this is linguistically easier to handle (Donald *et al.* 2002:219; Sweetnam Evans, 2001:1).

Thus, educators themselves, and teaching practices, could create barriers to learning for the ESL learner with inadequate English proficiency because of the following factors:

3.2.4.1. Educators fail to be good models of language use

Educators of learners with inadequate English proficiency need to be good language models by encouraging learners to use English as much as possible, providing reinforcement by expanding on the learners' vocabulary and by speaking coherent English (McLaughlin, 1995:4). However, there is a lack of skilled educators who are competent to teach in English: this may be because educators teach in a language which is not their mother tongue, resulting in feelings of incompetence and discomfort (Mati, 2003; Donald *et al.* 2002:219; Sweetnam Evans, 2001:1). In a South African context most African and Afrikaans-speaking educators do not have adequate English proficiency, especially in rural areas (Nkabinde, 1997; Macdonald, as quoted by Wessels, 1996:185; Rossouw, 1999:102; Alexander, 2000:19; Buchorn-Stoll, 2002:33; King and van der Berg,

1993:45). The majority of educators cannot speak, read and write English well enough to understand the textbooks of the learners (Vinjevolt as quoted by Jacobs & Chalufu, 2003:106).

Since English is not the ultimate medium of instruction in South Africa education practice, ESL educators are exonerated from English linguistic efficiency in schools where the learners and educators have African languages as home language (Cele, 2001:186). When educators experience frustration and difficulties in handling linguistic demands of teaching in English, switching to their first language becomes their immediate alternative. According to Lemmer (1995:88) educators use code-switching as a survival strategy. The risk is that black learners are not given sufficient opportunity to acquire adequate English proficiency (Lemmer, 1995:90-91). Cele (2001:188), Rossouw (1999:102), Buchorn-Stoll (2002:33) and James *et al.* (2000:13) declare that the education department, training institutions and schools need to improve their training significantly to address ESL educators' inefficient English linguistic knowledge or skills. Thus, the challenge of being good English language role models for the ESL learner will be a difficult barrier to overcome. The quality of the teaching/learning process itself, as well as the profundity of support, will be negatively influenced by educators not feeling competent and comfortable in their second language as medium of instruction (Mati, 2003; Asmal, 2000:2).

3.2.4.2. The previous Bantu education policy's influence on the educator of today

Many educators of today grew up and were educated in the Apartheid era of Bantu Education. The Bantu Education Policy made mother tongue instruction compulsory in the junior primary schools and specified that both English and Afrikaans should be taught as subjects from the first year of schooling, thus forcing the children to become trilingual (Lemmer;

1995:85). At senior primary levels and in secondary school, English and Afrikaans medium instruction was required on a 50-50 basis. This 50-50 policy implied that half of the subjects were taught in English and the other half in Afrikaans. Non-examination subjects were taught in the mother tongue. In late 1974 Mathematics and Social Studies were to be studied in Afrikaans, which led to the 1976 riots (Lemmer, 1995:85). Educators who went to school in the era mentioned above, inherited a linguistic deficit from the apartheid legacy of Bantu Education and this legacy could negatively affect the ESL educators' linguistic performance and productivity in a class with ESL learners (Cele, 2001; Wessels, 1996; Silva, 2003). It could be argued that this legacy has an affective impact on teaching in English too.

3.2.4.3. Educators do not know the learners' mother tongue

In a multilingual classroom it is almost impossible for educators to have knowledge of all their learners' mother tongue. To provide support for the ESL learner with inadequate English proficiency, it is more to the advantage of the learner and the educator if the educator has knowledge of his learner's languages (Marais, Du Toit and Steyn, 1999:37). Difficult vocabulary and concepts in English could be explained more easily if the educator could translate to the learner's mother tongue (code switch) (Asmal, 2000:2). Landon (as quoted by Waddington, 1999:62) maintains that: *"Educators who cannot speak the mother tongue of their pupils to aid understanding are just not teaching effectively"*. Consequently, educators are not always linguistically equipped to communicate effectively with learners who may encounter problems in their attempt to express themselves through the medium of instruction (Bull, 1996:160; Viljoen *et al.* 2001:124).

Asmal (2001:5) recognizes that this challenge can become a nightmare, but that educators need to find answers, themselves, to this complex situation.

3.2.4.4. Inadequate educator training

Cele (2001:190) blames educator training institutions for the incompetence of ESL educators. Through structured educator development and in-service training programmes on language teaching, learning and communication, educator training institutions should prepare educators to have a better proficiency in English and to be English language educators before they are specialists in their chosen disciplines (Cele, 2001:190; Waddington, 1999: 62; James *et al.* 2000:13). According to Cele (2001:190) and James *et al.* (2000:13) the education department and training institution have been neglecting the afore mentioned training needs.

The training of educators in teaching second language learners needs to be prioritised (Waddington, 1999:62; Rees, 2000:18). Waddington (1999:62) proposes new credit-bearing courses for all educators, standardized within the National Qualifications Framework, in language awareness, extension and planning. Educators need to know how to adapt their classroom practice to facilitate and assess ESL learners with inadequate English proficiency (Rees, 2000:18).

Educators in the Sedibeng East District concurred with the above. During discussions with the researcher, educators indicated that:

- they need assistants/translators in the classroom;
- they need more support from the District Education Support Services and other professionals, such as speech therapists and psychologists;
- they need more in-service training; and
- that many of these ESL learners belong in bridging classes with specially trained educators until they have improved their inadequate English proficiency.

Any learner experiencing any barrier to learning will have affective influences and problems. ESL learners with inadequate English

proficiency are not excluded from having affective problems; therefore affective barriers will be discussed next.

3.2.5. Affective influences and problems

Breen (2001:1) asserts that what learners actually learn – the outcomes of the learning – is significantly shaped by what the learners bring and contribute to the whole process. *"Learners work selectively within their environment of learning and upon the linguistic and communicative data made available to them in that environment"* (Breen, 2001:1). This 'selectivity' depends on what learners see as facilitating or hindering their learning and the conceptualization of the language to be learned. These conceptualizations are steeped in feelings and attitudes i.e.: affective attributes will influence the internal process of selectivity of what will be learned and what will not be learned (Breen, 2001:1). This reasoning implies that the selective process of a learner may be limited when he receives teaching in a language in which he is not proficient, as feelings of incompetence and non-achievement could be anticipated and stymie the learner's willingness to risk and venture. Alternatively, learners could also feel that English is the language in which they have been forced to learn by their parents and educators, which may influence their attitude negatively towards learning in English.

Educators described ESL learners with inadequate English proficiency as frustrated (Viljoen & Molefe, 2001:121). Frustrations can be seen in their faces and behaviour. Amongst others, stress, feelings of isolation, feelings of being lost, anxiety and sometimes even aggressive behaviour, were noted. Educators and parents do not always understand this behaviour and will treat learners who cannot cope, because of the limited proficiency in English, as *"problem learners"* or *"slow learners"* (Viljoen *et al.* 2001:121). In other words the true barrier is not recognised.

Most learners take a long time to achieve real competence in a second language (Liddicoat as quoted by Donald *et al.* 2002:219). Consequently, learners who are forced to learn through a language in which they feel inadequate, might begin to doubt their entire competence and confidence as learners (Baker as quoted by Donald *et al.* 2002:219). This feeling of inadequacy could have negative psychological effects on a child's self-concept and sense of self-worth, which undermines healthy emotional, cognitive and educational development (Donald *et al.* 2002:219). This, in turn will have powerful negative effects on the social and psychological process of the learners' identity formation (Donald *et al.* 2002:219).

3.2.6. Other contributing South African factors causing barriers to learning for ESL learners

Apart from the above-mentioned intrinsic barriers to learning for ESL learners there are other contributing barriers, such as large classroom numbers and poor socio-economic circumstances that need to be mentioned.

3.2.6.1. Classroom numbers

In developing countries, like South Africa, budgetary restraints result in extremely large classes (Van Wyk, 1999:83). The optimum pupil-educator ratio in primary schools has been set at 40:1 and in secondary schools at 35:1 (Bot, as quoted by Van Wyk, 1999:84). However, in practice, this ratio is much higher in many schools. This ratio increases the instructional challenges for educators in a classroom with ESL learners with inadequate English proficiency.

Van Wyk (1999:83) stresses that few issues rouse stronger feelings among educators than class size. Educators believe that the quality of their teaching and interactions with learners decline with an increase in the

size of the class. Sindelar and Vail (as quoted by Van Wyk, 1999:83) indicate that educators experience more positive attitudes to learners and their work when teaching smaller classes. Given educators' stress when needing to teach ESL learners, it can be assumed that negative feelings could escalate when having to teach large classes with a large number of ESL learners. Negativity has the potential to erode quality of teaching and interaction.

3.2.6.2. Poor socio-economic circumstances

Many ESL learners live in poor socio-economic circumstances, which corrodes optimal learning. According to Donald *et al.* (2002:206) there is a correlation between poverty, malnutrition and poor cognitive development. Cognitive development and language development cannot be separated (Vermeulen, 2001:4). Donald *et al.* (2002:206) declare that two basic factors in a poor socio-economic circumstances influence cognitive development:

i. food intake and brain development are connected: for the brain to develop it needs sufficient amounts of correct food; and
ii. the relationship between a mother and a child: under severe conditions of poverty and economic survival, the energy of both the mother and the child can be affected. The stimulation and interaction between mother and child, needed for cognitive development, may also then be affected.

Roseberry-Mckibbin (2001:4-16) notes the following disadvantages associated with poor socio-economic circumstances:

- some parents with low income and limited educational opportunities do not believe that talking to their babies or reading to their children is important (Buchorn-Stoll, 2002:27). Thus, children who are rarely spoken to or given language stimulation during the first year of life

have disadvantages from early on. Stimulation in the first year of life is critical for linguistic and cognitive development;

- parents from low socio-economic circumstances are less likely to respond when verbal interaction does occur. Language input is meagre;
- there are inadequate language or literacy experiences commensurate with the expectations of mainstream schools;
- as parents are trying to provide for basic needs (such as food and shelter), oral or written language stimulation is not priority, which also impacts negatively on phonemic awareness and reading ability; and
- children from low or non-existent levels of literacy in their home languages tend to have difficulty with formal schooling tasks. For many learners from low socio-economic circumstances, school is a culture shock. These learners present special challenges for the school system because they technically do not have language-learning disabilities; they simply come from environments where language stimulation and literacy are not readily available.

The influences of poor socio-economic circumstances on ESL learners can be summarised as follows:

- as economic survival is priority for parents, the stimulation of and exposure to English for their children, will be very last on their list;
- many of these parents are illiterate and would therefore not read to their children in their mother tongue, and definitely not in English, to develop their children's literacy; and
- most of these parents have inadequate English proficiency and would therefore not be able to develop and stimulate their children's English (Louw, Van Ede, & Louw, 1998:189; Lemmer and Squelch, 1993:42).

The consequence of the above-mentioned influences for ESL learners is that they would enter the formal school setting with an immediate barrier to learning, because of their poor language stimulated environment.

3.3. Characteristics of ESL learners with inadequate English proficiency

ESL learners appear to share core characteristics. These characteristics reflect the barriers discussed in 3.2 (Lemmer *et al.* 1993: 42).

ESL learners with inadequate English proficiency:

♦ could have acquired English at an older age and in different circumstances when compared with English first language speakers;
♦ may not have mastered their mother tongue (Lemmer, 1995:91);
♦ parents, neighbourhood and wider community may not be English speaking, and are unlikely to have access to resources needed to help these learners;
♦ may also not be using just English as a second language. The English spoken is seldom a standard English. It can be a foreign English, Black English or a heavily accented English;
♦ are from a disadvantaged background and face general linguistic deprivation. There is a lack of books, magazines and newspapers, as well as educational television and radio, especially in the rural areas;
♦ lack the childhood heritage of fables, nursery rhymes, proverbs, metaphors, songs and games which form part of the English-speaking child's cultural world and to which reference is often made throughout schooling within the classroom situation; and
♦ face special language problems during: ° the learning of English as a core subject; ° reading, speaking, writing and listening to English in all content areas across the curriculum; ° forming of friendships and general socialisation with English speakers; and

° the development of self-esteem necessary for sound self-actualisation.

Table 2. Characteristics of ESL learners with inadequate English proficiency.

The above-mentioned barriers impact on ESL learner's formal and informal communication, learning and futures. The consequences of learning in English, when it is not mother tongue, will be deliberated next.

3.4. The impact of the barriers ESL learners with inadequate English proficiency experience to learning

The barriers experienced by ESL learners with inadequate English proficiency impact on the learner as a whole (Donald *et al.* 2002:27). For the purpose of this study, the impact on physical, social and emotional well-being are acknowledged, but will not be explored. The impact on scholastic performance forms the focal point. The following aspects can be isolated :

- basic interpersonal communication skills (BICS);
- cognitive academic language proficiency (CALP); and
- academic results in the FET (Further Education and Training) Phase and tertiary institutions where preparation takes place for the world of work.

3.4.1. Inadequate Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

Cummins (1997:36-60) has divided the language of learners with inadequate English proficiency into two categories, namely:

***BICS*: Basic Interpersonal Communication Skills (BICS) are skills needed for everyday conversations using informal, colloquial language.**
***CALP*: Cognitive Academic Language Proficiency is the formal, more sophisticated command of language schools use, which is necessary for success at school.**

BICS consists of aspects such as pronunciation, basic vocabulary and grammar and is not sufficient for academic success. CALP is necessary to understand academic concepts and to perform higher cognitive operations necessary to succeed in school. Learners learning a new language often experience difficulty with academic concepts and terminology, because these terms and ideas are more abstract, less easily understood and experienced than ideas and terms used in social interaction. Research has shown that learners with inadequate English proficiency demonstrate higher order thinking, such as defining, generalising, hypothesising or abstraction in their home language. However, they lack the CALP required to carry out higher cognitive operations in English. For example, when learners struggle to comprehend Maths they translate back into their mother tongue to try and understand better (Cummins, 1997:36-60). This may not always be successful.

According to Cummins (1997:42) ESL learners with inadequate English may need five to seven years to obtain sufficient CALP to perform well at academic tasks, whereas the BICS take about two years. One reason for this is that considerably less knowledge of language per se is required to function appropriately in interpersonal communicative situations than in academic ones. Another reason is that native English speakers do not wait for ESL learners to catch up. Native English speakers gain more sophisticated vocabulary and grammatical knowledge and increase their literacy skills. ESL learners must catch up with a moving target. The

English language enrichment programme should endeavour to improve the ESL learners' BICS and CALP.

The impact of the afore-mentioned barriers is not just applicable to the learners in the primary school, but also to the FET (Further Education and Training) Phase, Grade 12 results, and after school in the workplace and tertiary institutions, as discussed below.

3.4.2. FET (Further Education and Training) and after school

Grade 12 final results over the last few years show that South Africa generally has a very poor culture of teaching and learning (Bosman and van der Merwe, 2000:221). Many factors influence these results, like poor socio-economic and environmental factors. However, according to De Wet *et al.* (1999:221) and Bosman *et al.* (2000:285) the most fundamental factor is the language of instruction in many South African schools.

Studies by the World Bank have shown that countries without mother tongue teaching can only hope for a 40% pass. This is especially the case in the Limpopo Province where there is not much mother tongue teaching (Roodt, 2002:13).

In the year 2000 and 2001 all ESL Grade 12 learners received a 5% increment to their final exam results. This was especially for learners from previously disadvantaged communities (Joubert, 2001:1). This suggests that the education authorities are worried about the ESL learners with inadequate English proficiency who did not have the same exposure to English as learners from previously advantaged areas most probably had.

Successful teaching and learning of Mathematics, Science and any other subject relies on mother tongue teaching and learning. Grade 12 results indicate problems in the teaching of subjects, especially at historically

Black Schools, where English is the LOLT. On the other hand, in Afrikaans speaking schools, where learners learn in their mother tongue, the results are much better. There are other factors influencing Grade 12 results, such as poor training of educators and the lack of technical and other resources, but not learning in the mother tongue has the biggest influence on the poor Grade 12 results (Mboweni-Marais, 2003:15).

Prof. Kadar Asmal, National Minister of Education, maintains that there are too few youths passing their final school leaving exams, and those who do, may lack the linguistic confidence or ability to enter the workforce and perform kinds of tasks required to drive South Africa's economy into the new millennium (Asmal, 2001:3). This could be ascribed to two factors:

a) the poor scholastic performance of learners not learning in their mother tongue; and
b) the inadequate English proficiency of learners.

The bridging or academic development programmes which have already been implemented at South African universities for eight years, will still be a reality for a very long time. The need for a bridging programme can no longer be blamed on poor school environments or apartheid, but on the fact that learners do not receive mother tongue education. This issue should be addressed in the first year of school and not be left to tertiary institutions to implement additional development programmes to ensure that all learners are on an equal linguistic level (Olivier, 2002:8).

Based on the above discussion it is clear that ESL learners with inadequate English proficiency are at a disadvantage to succeed at school in general, in the FET Phase, as well as in tertiary institutions. Consequently, their opportunities in the world of work will probably be diminished.

3.5. The unavailability of English language enrichment programmes

The barriers discussed in preceding sections of chapter 3 make it clear that a language enrichment programme is needed to augment inadequate English proficiency. In order to ascertain what language enrichment programmes exist, an investigation into current English language enrichment programmes in South Africa (specifically for grade 4 ESL learners) was conducted. The investigation focused on what is available in the literature, on the Nexus Database system of the National Research Foundation, on the Internet (Search engines: google.com and aardvark.co.za), on the Gauteng Institute for Education Development (GIED) website, as well as on the book market.

The following material was perused:

- CELE, N. O. 1997. An investigation into the linguistic needs of second language educators, inherited into the teaching practice as a legacy of Bantu education: focusing on the use of language across the curriculum strategies as a remedial approach. Pietermaritzburg : University of Natal. (Dissertation – MA). According to this study educators in African schools are not competent to handle learners' linguistic needs. It is crucial that a language-across-the-curriculum approach be adapted into teaching practice to address the needs of educators;
- CRONJÉ, M. M. 1997. The effect of different teaching methods on the acquisition of English as second language by black primary school children. Bloemfontein : UOVS. (Dissertation – MA). This study indicated that for children, teaching methods with the focus on meaning lead to more second language acquisition than teaching methods with the focus on form;
- DU TOIT, P. 1996. 'n Remediëringsmodel vir die onderwyser in hoofstroomonderwys. Pretoria : Universiteit van Pretoria. (Dissertation

– Ph.D.). This study compiled a remedial model for educators in mainstream education;

- GIBBENS, G. A. 2000. Criteria for the evaluation of ESL readers for the senior primary phase. Potchefstroom : PU for CHE. (Thesis - Ph.D.). In this study criteria for choosing stories and readers for ESL learners were investigated;
- JACOBS, M., GAWE, N. & VAKALISA, N. 2003. Teaching-learning dynamics: a participative approach for OBE. 2nd ed. Sandton: Heinemann;
- KAPLAN-DOLGOY, G. 1999. The effect of teaching second language students a combination of metacognitive and cognitive strategies for reading and listening comprehension. Pretoria : UNISA. (Dissertation – MA). This study focussed on reading/listening comprehension and general study problems. An intervention programme was designed in order to teach students in tertiary institutions these skills;
- KILLEN, R. 2000. Teaching strategies for Outcomes Based Education. Lansdowne : Juta;
- LERNER, J. 1993. Learning disabilities: theories, diagnosis and teaching strategies. 6th ed. Boston : Houghton Mifflin Company;
- LESSING, A.C. & DE WITT, M. W. 1999. Riglyne vir die samestelling van 'n leesprogram vir T2 –leerders. *Tydskrif vir Taalonderrig*, 33 (1):46-59, March;
- MAHLOBO, E. B. 1999. Contextual and learner focus in the development of English second language proficiency. Pretoria : UNISA. (Dissertation – D. Ed.). This study focused on language learning strategies and found a significant relationship between the learner's level of ESL proficiency and use of direct strategies. Specific guidelines for dealing with limited ESL proficiency were provided;
- NAUDÉ, H. 1999. Taalverryking van senior kleuters in milieubenadeelde gemeenskappe: 'n ouerprogram. Pretoria : UNISA. (Dissertation – D. Ed.). A language enrichment programme for senior

pre-school learners' parents from a disadvantaged milieu was compiled in this study;

- PETTIPHER, O. R. 1996. A whole language assistance programme with English second language pupils. Johannesburg : RAU. (Dissertation – M.Ed.). Educators and Grade 1 ESL learners were the target of this study. The whole language philosophy was applied to the ESL learners;
- PLUDDEMAN, P. R. 1996. Response to multilingualism: language support in a Western Cape primary school. Cape Town : University of the Western Cape. (Dissertation – M. Ed). The subject of this study is a remedial language enrichment programme, or support programme, instituted as a response to multilingualism in the junior primary phase in a parallel medium primary school in the Western Cape;
- WESSELS, M. & VAN DER BERG, R. 2002. Practical guide to facilitating language learning. Oxford: Oxford University Press;
- ZINGEL, J. 1996. Learning through peer interaction in a multi-cultural classroom. Pietermaritzburg : University of Natal. (Dissertation – MA). The study focused on peer interaction in multicultural groups as a potentially effective solution to facilitate second language learning with a group of Grade 6 learners; and
- Internet search engines (google.com and aardvark.co.za), as well as the GIED website yielded much didactic learning support material. However, no language enrichment programme as such could be found.

There were textbooks available from some publishers as learning support material for learning the English language. For example:

- ASHWORTH, J., BEARD, B. & HORTOP, S. 2001. English in context. Cape Town: Maskew Miller Longman; and
- DE VILLIERS, G., STRAUSS, H. & VAN STRAATEN, S. 2001. Dynamic English. Cape Town : Kagiso Education.

The above-mentioned textbooks included the following:

- co-operative learning activities;
- activities which utilise the learners' existing knowledge;
- activities designed to encourage linguistic skills, critical thinking and problem solving;
- a focus on using and enjoying language for communication;
- opportunities to develop grammar and language usage; and
- topics and activities that draw on other learning areas.

Although there are a plethora of programmes and a wealth of research regarding language remediation, a language enrichment programme tailor-made for South Africa Grade 4 ESL learners could not be found. The lack of prevention programmes can be seen as a barrier in itself.

3.4. Conclusion

In this chapter, barriers to learning have been defined and the barriers to learning experienced by ESL learners with inadequate English proficiency experience have been discussed. A summary of these barriers is as follows:

- **poor mother tongue skills;**
- **poor literacy skills;**
- **second language falling short of mastery;**
- **ineffective teaching practices;**
- **affective influences and problems;**
- **classroom numbers;**
- **poor socio-economic circumstances; and**
- **the unavailability of South African English language enrichment programmes.**

The characteristics of ESL learners with inadequate English proficiency have been summarised and the impact of barriers intrinsic to ESL learning on scholastic performance elucidated. Clearly inadequate English

proficiency sabotages the learners' wellbeing, including both scholastic and professional progress.

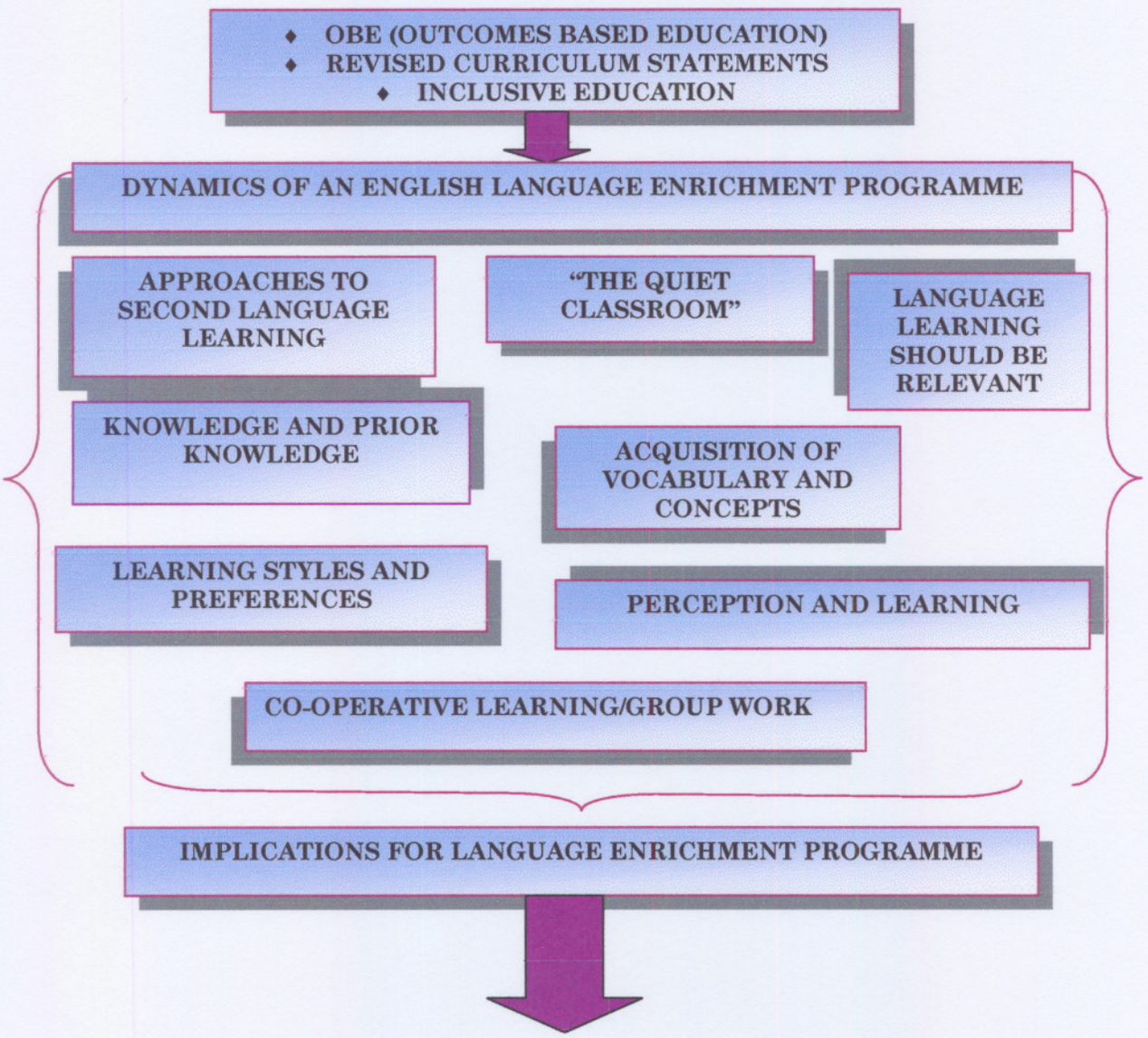
Therefore, ESL learners with inadequate English proficiency need to be supported by their educators to augment their English proficiency in order to prevent these ESL learners from not achieving their potential in further studies and in the workplace.

It seems fair to assume then that an English language enrichment programme could be a crucial support mechanism for educators to augment ESL learners' English. In the following section the dynamics that need to be included in a language enrichment programme will be discussed.

CHAPTER 4

THEORETICAL DYNAMICS OF AN ENGLISH LANGUAGE ENRICHMENT PROGRAMME

OVERVIEW OF CHAPTER 4



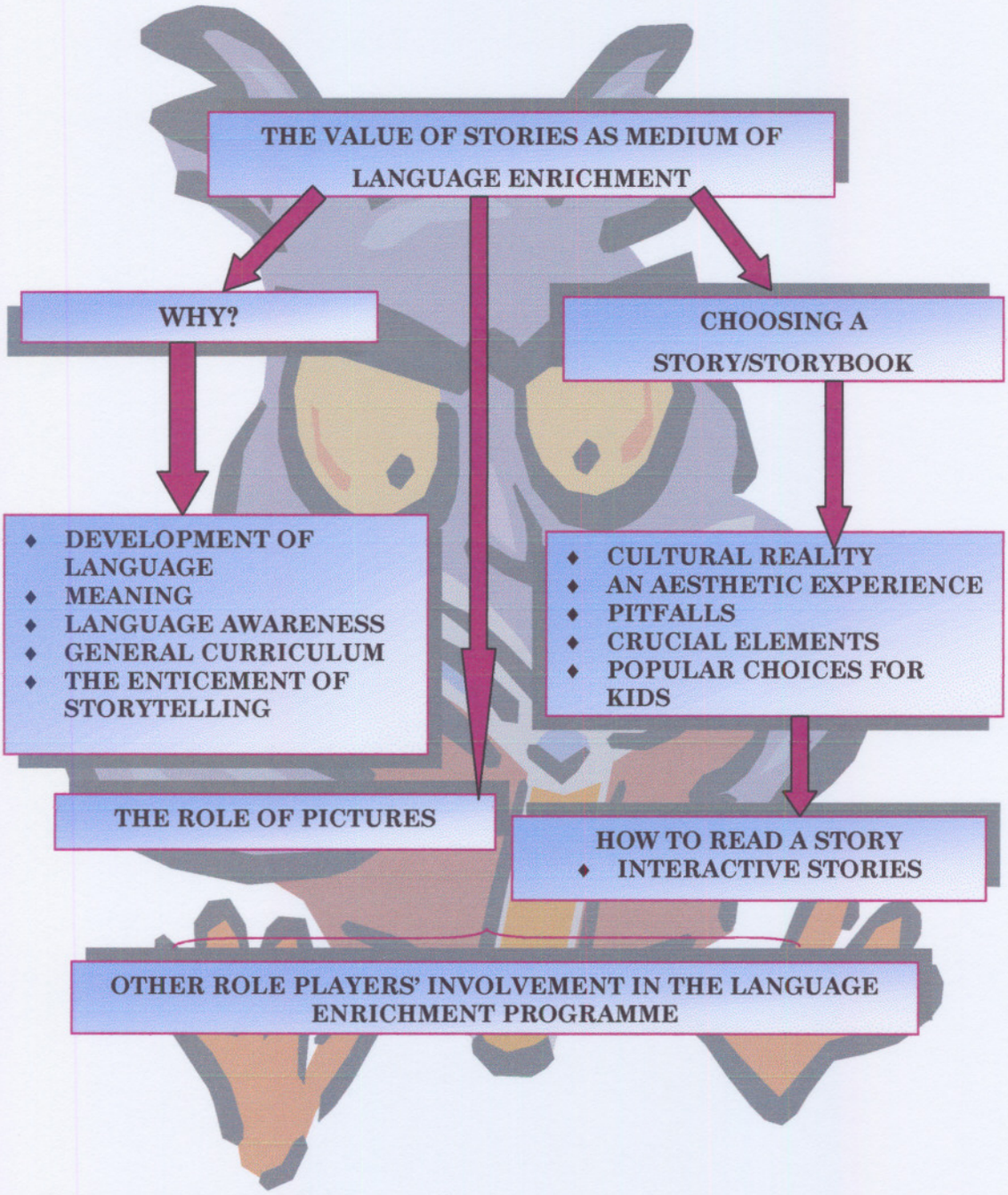


Figure 7. Overview of chapter 4

4.1. Introduction

The concept language enrichment means to enhance, advantageously add on to, or to improve in one way or another, (Odendal, Schoonees, Swanepoel, Du Toit and Booysen as quoted by Naudé, 1999:27). Language enrichment is purposeful guidance, using a well-planned programme

and/or activities to actualise, materialise and realise language development on a higher level (Odendal *et al.* as quoted by Naudé, 1999:27).

From the researcher's empirical study it was deduced that Grade 4 educators favour a story-based language enrichment programme (cf. 6.5.3). In the literature stories are also recommended for language learning. Wessels & Van der Berg (2002:312) state that by sharing stories in an interesting and enjoyable way, learners are exposed to well-structured texts, and that through this exposure, the learner's own language proficiency is improved. Stories can be chosen for language learning, because stories rely so much on words and offer a major and constant source of language experience for learners. Stories should be a part of all primary school teaching regardless of whether teaching is in the first or second language (Wright, 2002:3).

Before the story-based English language enrichment programme can be compiled there are certain teaching and learning principles that need to be explored:

- OBE (Outcomes Based Education). The language enrichment programme need to be implemented in the classroom based on OBE principles;
- guidelines to incorporate the Learning Outcomes and Assessment Standards of the Revised Curriculum Statements for English first additional language into the language enrichment programme are provided;
- Inclusive education. Learners experiencing any barriers, including ESL learners with inadequate English proficiency, are included in the mainstream education system;
- the teaching and learning dynamics of a language enrichment programme;

- the value of stories as medium for the language enrichment programme;
- the role of pictures in the language enrichment programme; and
- the involvement of other role players in the language enrichment programme.

These above-mentioned teaching and learning principles will be discussed in detail in the next sections.

4.2. OBE (Outcomes Based Education) and Inclusive Education

4.2.1. Introduction

The focus of this study is a language enrichment programme suited to the mainstream classroom, incorporated in the LLC Learning Area. It is therefore necessary to briefly discuss the Outcomes Based Education principles, the Learning outcomes and Assessment Standards of the Revised Curriculum Statements of English first additional language that could be incorporated in the language enrichment programme, as well as the Policy on Inclusive Education and Training. The principles of these policies will influence the composition of the English language enrichment programme.

4.2.2. Outcomes Based Education (OBE)

OBE has three premises, which need to be taken into account for the English Language enrichment programme:

- all learners perform successfully, but not at the same time or pace;
- each successful learning experience is a stepping-stone to more success; and
- schools are pivotal in creating the conditions for success at schools (Engelbrecht *et al.* 1999:19).

Therefore the English language enrichment programme needs to

- be learner based and paced: addressing the different levels of English proficiency; and
- motivate educators to recognise and reward success.

The following principles of OBE (National Education Department pamphlet distributed in 1997) also need to be incorporated in the Language enrichment programme:

- learners need to be actively part of the teaching and learning process;
- critical thinking, reasoning, reflection and action should be encouraged;
- knowledge should be integrated in different learning areas, learning relevant, and connected to real life situations;
- teaching should be learner centered, where the educator facilitates learning;
- learners take responsibility for their own learning; and
- flexible time frames should allow learners to work at their own pace.

Language teaching and learning should not be one-way communication by the educator alone. Based on the above-mentioned principles of OBE, the language enrichment programme should promote the active involvement of learners, teaching them to understand and use the English language naturally.

4.2.2.1. OBE accommodating English Second Language (ESL) Learners

OBE, as a philosophy, has the recipe to accommodate ESL learners with an inadequate English proficiency. The NCSET and NCESS report (1997:60) asserts that Curriculum 2005 principles favour a flexible curriculum, which is able to respond to differences among learners and ensure that all learners engage effectively in the learning process. A flexible curriculum includes flexible teaching approaches. These principles

lay the ground rules for learners who have to learn in a second language to be part of the curriculum and to learn at their own pace.

The above is critical for the focus of this study: an English language enrichment programme embedded in OBE principles to improve the learners' inadequate proficiency in English will improve communication between educators and learners and consequently ESL learners should overcome many barriers to learning.

4.2.3. Revised National Curriculum Statement

The English language enrichment programme has not been compiled specifically for a learning programme in the Revised Curriculum statements or for assessment purposes. However, as this language enrichment programme is written for the mainstream classroom, it seems a good idea to provide educators with a few guidelines to determine the ESL learner's English proficiency. The Revised Curriculum Statements for English first additional language effectively fit in with the English enrichment purpose of this programme (Department of Education, 2002**b**:14-24). The Revised Curriculum Statements will only be implemented for Grade 4 in the year 2005. Therefore, educators should be made aware that if they use the following outcomes they should do so informally.

4.2.3.1. Learning Outcomes:

A copy of the outcomes and the accompanying assessment standards can be found in Annexure E. What follows is a summary of the skills that this Language Enrichment programme could facilitate in assessing ESL learners with inadequate English proficiency.

4.2.3.1.1. Listening

Learning Outcome:
The learner will be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

This includes the following assessment standards:

- answering literal questions;
- predicting story events;
- retelling a story in the right sequence;
- summarising a story with the educator's support;
- discussing ethical and social issues in the story;
- understanding and following oral instructions, directions and descriptions;
- understanding oral descriptions of people, objects and places; and
- respecting other learners by giving them a chance to speak and listening to them.

4.2.3.1.2. Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

This includes the following assessment standards:

- interacting through asking questions, giving short answers and taking part in short conversations;
- recalling and describing a sequence of actions using connecting words, e.g. first, then, next;
- giving simple instructions;
- describing people, objects and simple processes; and
- telling a simple story.

4.2.3.1.3. Reading and Viewing

The learner will be able to read and view information with enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

This includes the following assessment standards:

- understanding the following elements of the story:
  - the title;
  - the characters;
  - how characters and plots are constructed; and
  - the role pictures play in the construction of meaning;
- reading for pleasure and information; and
- using a dictionary.

4.2.3.1.4. Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

This includes the following assessment standards:

- writing simple instructions;
- a written account of events; and
- writing a simple story with structured support.

4.2.3.1.5. Thinking and reasoning

The learner will be able to use language to think and reason, as well as access, process and use information for learning.

This includes the following assessment standards:

- asking and answering more complex questions, e.g. Why? What do you think?;

- classifying things, e.g. different kinds of plants;
- identifying similarities and differences between things; and
- expressing and substantiating an opinion.

4.2.3.1.6. Language Structure and Use

The learners will know and be able to use sounds, words and grammar to create and interpret texts.

This includes the following assessment standards:

- understanding and using some question forms such as: Why didn't....? Have you ever....? Do you think...?;
- developing an own vocabulary;
- identifying synonyms (words, which mean the same), e.g. angry, cross;
- identifying opposites, e.g. loud, soft; and
- using dictionaries.

From the above, it becomes clear that a story-based language enrichment programme could fit in with the Revised Curriculum statements, although the programme as such should not be used to assess learners.

4.2.4. The policy of Inclusion

The National Commission on Special Needs in Education and Training (NCSNET) and National Committee on Education Support Services (NCESS) defined inclusion as a system of education that is responsive to the diverse needs of learners (Engelbrecht *et al.* 1999:19).

In 1994 representatives of 92 governments and 25 international organisations agreed on the following Salamanca statement on Principles,

Policy and Practice in Special Needs Education, which proclaimed the following:

- *"Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled, street and working children, children from linguistic, ethnic or cultural minorities, children from other remote or nomadic populations and children from other disadvantaged or marginalized areas of groups"* (Ainscow, 1995; Engelbrecht *et al.* 1999).

4.2.4.1. Inclusion and second language learners

The report of the National Commission on Special Needs in Education and Training (NCSNET) and National Committee on Education Support Services (NCESS) (NCESS & NCSNET, 1997:31) and White Paper 6 on Inclusive Education and Training (Department of Education, 2001: 11) identified different barriers to learning. One of them was language and communication. It was recognised that learners receiving teaching in a second language are at a disadvantage and that this could lead to linguistic difficulties, which contributes to a breakdown in learning. These learners are often then subjected to low expectations, discrimination and lack of cultural peers.

Although literature and research on inclusion (Ainscow, 1995) world wide tend to give more attention to children with mental or physical disabilities, White Paper 6 on Inclusion and Training (Department of Education, 2001) acknowledges language barriers as a need to be addressed, especially for learners who are learning in a language which is not their mother tongue. Green (2001:5) asserts that inclusive education has potential benefit for all learners, including diversity of language, learning style, type of intelligence, developmental level and other characteristics.

4.2.4.2. Inclusive education and the ESL educator

In the old South African dispensation learners with a mother tongue different from the school's LOLT were placed in an immigrant class, where the learners had the opportunity to learn the LOLT of that school, before they were placed back into the mainstream. The responsibility of assessing and placing these second language learners into the immigration class and back into mainstream was that of the Education Support Services.

Currently Inclusive Outcomes Based Education is premised on the notion that all learners can achieve certain outcomes, although not necessarily at the same pace or in the same manner, and that it is the responsibility of schools to create the conditions for successful learning in the mainstream class (Green, 2001:12). Consequently there are no "other classes" like immigration classes available for second language learners. The onus is placed on the school to adjust the system to meet the needs of the learners, and not the learner having to adjust to the system (Swart & Pettipher, 2001:31).

The diversity of needs, including ESL learners with inadequate English proficiency, in today's classroom, mandates curricular, instructional and assessment modification and adaptation by the educator to ensure successful achievement. These modifications and adaptations rely on the educator's ability to analyse the learning characteristics, strengths and needs of learners as individuals and to plan for instruction based on these needs (Swart *et al.* 2001:42).

The implications of inclusive education for educators who have to teach ESL learners with inadequate English proficiency are:

- classroom educators will need to improve their skills and knowledge and develop new ones on how to teach and support ESL learners, with inadequate English proficiency (Department of Education, 2001:19);

- educators will have to implement multi-level classroom instruction so that their lessons are varied and responsive to ESL learners' needs (Department of Education, 2001:19); and
- educators need to recognise that by developing ESL learners' strengths and empowering them to participate actively and critically in the learning process, their inadequate English proficiency should improve extensively (Department of Education, 2001:19).

From daily class visits the researcher found that most educators are willing to adapt the curriculum and provide support to ESL learners with inadequate English proficiency wherever they possibly can. However, the challenges are frequently just too overwhelming. Such challenges include communication problems and circumstantial factors, such as a large number of learners, developmental backlogs and poor socio-economic circumstances of learners (cf. 3.2). Educators experience a sense of helplessness: the barriers are just too immense to be addressed by the educator alone. Therefore, a ready-made English language enrichment programme may empower educators and provide relief in the face of these challenges.

The focus of this study is an English language enrichment programme and not the teaching of the English language as such. However, learning and teaching strategies of the second language need to be taken into account for the programme. Therefore a short discussion on the dynamics of the learning and teaching of a second language will follow.

4.3. Dynamics of the English language enrichment programme

Although the learners are learning in English, it remains their second language and therefore the programme will concentrate on augmenting English as second language. The different learning and teaching dynamics that will be addressed in the language enrichment programme are:

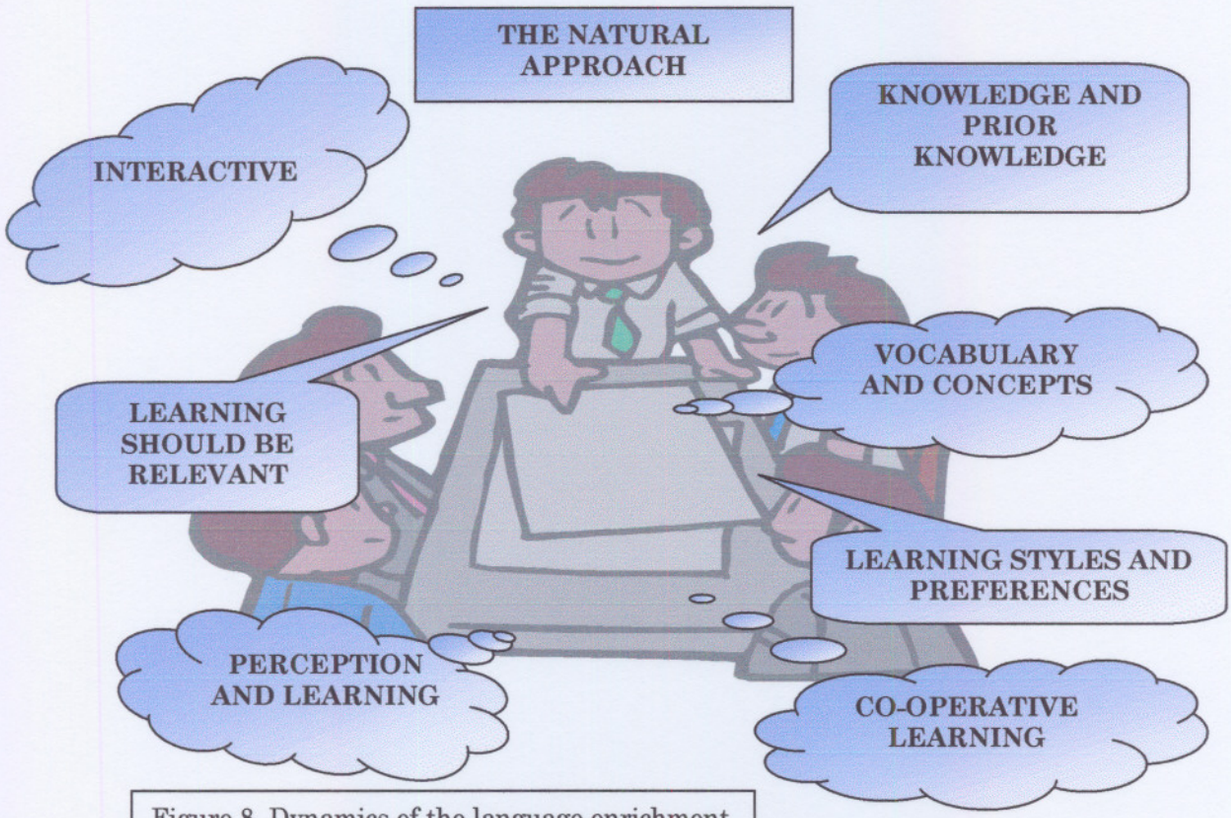


Figure 8. Dynamics of the language enrichment programme

What is central to all of the above dynamics is the principle that if language is to grow, opportunities for active language interaction must be created in the classroom (Donald *et al.* 2002:222). The language enrichment programme seeks to contain the problem of language barriers by including the following interactive and active dynamics:

4.3.1. Approaches to second language learning

There are different approaches to second language learning. The approach of Krashen and Terrell (1995:1) appeals to the researcher as central method of the English language enrichment programme, as their approach is based on natural communication and not only teaching the correct grammatical use of language.

Krashen *et al.* (1995:1; and as quoted by Johnson, 2001: 76) have a theory, called the natural approach, to language acquisition. This theory's central hypothesis is that a second language is acquired in only one way: by understanding messages. This natural approach is based primarily on what we hear and understand, not what we say. The goal of this approach is to bring the learner to the point where he can understand language outside the classroom and when this happens, the learner can utilise the real world, as well as the classroom, for progress (Krashen *et al.* 1995:1).

The Natural Approach provides guidelines to making learning a second language a positive experience. When negative factors such as criticism, unnecessary correction, low self-image, an authoritarian regime or fear of failure are operative, learning is hindered (Wessels *et al.* 2002:67). Learning is facilitated by positive factors such as encouragement, motivation, enthusiasm and self-confidence (Wessels *et al.* 2002:67).

According to the Natural Approach, the facilitator has to (Wessels *et al.* 2002:67-68):

- encourage learners and build up their self-confidence by not expecting too much or too little;
- not focus on errors but on achievements;
- focus on fluency rather than accuracy;
- provide understandable input; and
- use key vocabulary items, appropriate gestures, context, repetition and paraphrasing.

Lessing & De Witt (1999:52) state that for the learning of English as second language, it is imperative to emphasise the learning of functional language at first, which the learner can use in his daily communication at school. When learning a second language the emphasis should lie on the message that the language is conveying rather than the language as such (Lessing *et al.* 1999:49). The revised National Curriculum Statements

emphasise that learners must become confident that they are able to learn a second language and this means that they should not be expected to talk and write much initially, but should listen to and read much language, pitched at the correct level (Department of Education, 2002**a**:9).

4.3.1.1. Implications for the language enrichment programme

Educators need to be made aware of the following aspects of the Natural Approach to language learning for the application of the language enrichment programme:

- functional language which the learner can use in his daily communication at school should be learned first (Lessing *et al.* 1999);
- do not expect from learners to talk and write too much at first. They should listen and read much English (Department of Education, 2002**a**);
- the message that is being conveyed should be emphasised, and not the correct grammar as such (Lessing *et al.* 1999:49); and
- while implementing the programme, learning must be positive and enjoyable, not marred by negative criticism (Wessels *et al.* 2002).

4.3.2. "The quiet classroom"

Shaalukeni (as quoted by Weideman and Van Rensburg, 2002:161) found what she terms "the quiet African Classroom". In many classrooms a more traditional approach of "teacher talks - learners listen" still exists (Vakalisa, 2003:22). This is the kind of classroom many educators aspire to, the one in which they wish to teach (Shaalukeni as quoted by Weideman *et al.* 2002:161). Vakalisa (2003:23) states that in the apartheid regime many African educators were ill-equipped to teach the subjects they taught and consequently these educators developed an over-dependence on an educator-dominated method of teaching. In the

educator-dominated classroom, learners were silenced and encouraged to passively absorb information, without critically evaluating what they had learned (Vakalisa, 2003:24). The researcher still experiences the same situation currently during class visits. The quiet classroom cannot facilitate language learning (Donald *et al.* 2002:222).

In a language learning classroom, while implementing the language enrichment programme, educators should become reflective researchers who evaluate and rethink their approaches, attitudes and methods of presenting new knowledge, skills, values and attitudes to learners at every stage in the teaching/learning process. The English language should not just be conveyed to learners. Educators should take a facilitative role in the classroom and expect learners to be more independent, to make choices and to initiate learning (Celce-Murcia & Olshtain, 2000:17; Vakalisa, 2003:23). Learners have to participate actively and vocally in language learning and educators should also listen to their inputs. Mistakes should be seen as part of the normal learning process and should not be penalised as a pathology (Lessing *et al.* 1999:50). The Natural Approach of Krashen and Terrell (Wessels *et al.* 2002:68) also promotes the active participation of the learner.

The following statement summarises the ineffectiveness of the quiet classroom for language learning: *"Learning is a social, and hence language based, activity"* (Department of Education, 2002**b**: 149). This statement accentuates the collaborative construction of knowledge through social negotiation in the language learning classroom. Learning and development depend on dialogue between learner and educator and between learners themselves (Department of Education, 2002**b**: 149).

4.3.3. Language Learning should be relevant

O'Connor (as quoted by Lessing *et al.* 1999:52) propagates the immediate living world as learning content for the learning of a second language, because it is known to the learner and therefore he will learn and remember the language more easily.

Themes, topics and stories for second language learning should stimulate the interest of learners from rural and city environments as well as unite learners from these two environments. The content of the language learning setting should be interesting as well as relevant to the learners' lives and yet also move them beyond what they already know (Department of Education, 2002**b**:8; Lindeque, 2003:77; Killen, 2000: xvii).

Social constructivists claim that knowledge is a construction of the learner (knower) and is subject to the social milieu within which the learner is located (Gawe, Vakalisa & Van Niekerk, 2003:162). The learners' social background and previous experience determine what he learns and how he learns it.

The content of the English language enrichment programme should therefore take into account:

- the learner's immediate environment;
- the learner's social milieu;
- the learner's previous experiences; and
- knowledge that is interesting and relevant to a Grade 4 ESL learner.

4.3.4. Knowledge and prior knowledge

Current learning is largely dependent on prior knowledge: ability to recognise, interpret and attribute meaning to information is influenced by previous knowledge (Lambani, 2001:18; Van Rooyen & Van der Merwe,

2003:244). Powell (as quoted by Lambani, 2001:18) asserts that learners are able to learn new topics by association with knowledge already learnt and stored in memory. What learners have in their memory is largely determined by previous learning.

Understanding seems central to all effective learning (Lambani. 2001:18). If learners do not understand something it means that they lack the ability to link new information with existing information or they may lack cognitive structures that are mental operations or rules necessary for understanding (Lambani. 2001:18).

Grade 4 educators implementing the language enrichment programme should take the prior knowledge acquired in the Foundation Phase into consideration, while enhancing such vocabulary and concepts. Information could be gathered from discussions with the Foundation Phase educators, and from the profiles, and portfolios of the learners compiled in the Foundation Phase.

4.3.5. The Acquisition of Vocabulary

The following statements affirm the importance of enriching a learner's vocabulary:

- *".....language is largely a matter of words"* (Singelton, 1999:8);
- *"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"* (Wilkins as quoted by Singelton, 1999:9); and
- *"No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary"* (Laufer, 2000:20).

However, although vocabulary is an essential part of language, it cannot be treated as an isolated unit of language. It is necessary to add meaning to words through interlocking systems and levels (Nation, 2001:23).

McCarthy (as quoted by Celce-Murcia *et al.* 2000: 73) asserts *"that vocabulary will still be the largest single element in tackling a new language for the learner and it would be irresponsible to suggest that it will take care of itself in some ideal world where language teaching and learning are discourse driven".* Therefore vocabulary needs to be contextualised (Paribakht & Wesche, 2000:174). A story-based language enrichment programme will place new vocabulary in context and consequently make the meaning of new words and concepts much clearer.

Celce- Murcia *et al.* (2000: 76-77) divide vocabulary into the following categories:

- receptive vs. productive (expressive) vocabulary. Users of any language have much more receptive than expressive vocabulary. Some applied linguists feel that the major challenge is to teach receptive vocabulary in order that ESL learners can become more efficient readers; and
- content words vs. function words. Most vocabulary items are content words and belong to large open word classes (nouns, verbs, adjectives, and few adverbs). Function words are those vocabulary items that belong to closed word classes (pronouns, auxiliary verbs, prepositions, determiners and many adverbs). More content words are needed for writing and listening comprehension and fewer for speaking.

ESL learners with inadequate English proficiency have inadequate vocabulary. Therefore, no distinction can be made between more or less important vocabulary. Augmenting all types of vocabulary should be part of the language enrichment programme.

According to Nation (2001:9) studies of native speakers' vocabulary suggest that second language learners need vast vocabulary acquisition. If the new word to be learnt in the second language is closely related to the word in the first language, it will be more easily learned, but if the word in the second language is not closely related to the word in the first language

the learning burden is much heavier. In the case of the learners in this study, the burden for learning new words will not be easy as English is not closely related to any of the African languages (Nation, 2001:24).

There is a growing body of evidence that learners pick up vocabulary more easily as they are being read to (Nation, 2001:117-118). However, there are a few conditions:

- the content of the story must be interesting. Stories that interest learners need to be selected. The stories can be presented in a serial form to increase interest and to prevent an overload of vocabulary learning;
- comprehension of the story must be possible. Learners need to understand the story. When listening to a story there is a barrage of new vocabulary in the story. If stories provide background knowledge with pictures and definitions to support unknown words, the content is more comprehensible;
- by listening to a serialised story, where the same vocabulary is heard repeatedly, the meaning of words not yet strongly established can be retrieved. It is advisable to give a short summary of the previous episode before advancing to the next one, revising new or unknown words; and
- to augment knowledge of words, learners need to be exposed to new words in a range of contexts, in association with pictures and in discussion and negotiation.

As the focus of this study is ESL learners with inadequate English proficiency, much emphasis will be placed on the acquisition of vocabulary in the English language enrichment programme. Therefore in order to facilitate ESL learners' acquisition of English, a story format could be followed, as a story caters for the above points.

4.3.5.1. The acquisition of concepts

Concepts are:

- the general ideas or meanings that are associated with a word or symbol in a person's mind (Richards, Platt and Platt as quoted by Lambani, 2001:23); and
- abstract meanings that words and other linguistic items represent.

The forming of concepts is closely related to language acquisition and the use of concepts is basic to human thought and communication (Richards, *et al.* as quoted by Lambani, 2001:23).

Sometimes learners may have acquired the vocabulary, but have a lack of understanding of the concepts. At other times the concepts are grasped intuitively, while the vocabulary is inadequate. The more proficient learners are in a language, the more concepts are readily available to be used (Lambani, 2001:38).

4.3.5.2. Implication for the language enrichment programme

It would make no sense to only augment ESL learners' vocabulary, and neglect English concepts. As English is the ESL learners' LOLT the language should make meaning to them and therefore it is inevitable that the augmenting of concepts should be included in the language enrichment programme.

When deciding on what vocabulary and concepts to teach to the ESL learner in the language enrichment programme, the following questions should be asked:

- are the vocabulary and concepts relevant to the learners in their environment?;

- is prior knowledge (from the Foundation Phase) taken into account?; and
- do vocabulary and concepts relate to the ESL learner's level of English proficiency?

4.3.5.3. The use of dictionaries in acquiring vocabulary

Dictionaries can be used for the comprehension (listening and reading) of words, production (speaking and writing), as well as a source of information to the correct spelling and meaning of words (Nation, 2001:281). Bilingual dictionaries in the learners' mother tongues can be used for the comprehension and production of English words, as well as a source of information to the correct spelling (Nation, 2001:281).

Dictionaries are keys to a wealth of information at the learners' fingertips (Wessels *et al.* 2002:105). The dictionary, as a guidebook, shows the following information:

- spelling of words;
- pronunciation of words;
- how words are divided into syllables;
- meanings of words;
- various parts of speech that a word may represent;
- how words are built by:
    - prefixes and suffixes;
    - contractions;
    - abbreviations; and
    - compound words;
- plurals of words;
- principal parts of words;
- comparisons;
- synonyms and antonyms; and
- the origins of words (Wessels *et al.* 2002:105-106).

A dictionary is an excellent resource to use for augmenting a language. Therefore, guidelines to use the dictionary should be included in a language enrichment programme.

4.3.6. Learning styles/preferences

Learners have varied strengths and weaknesses. They differ in their cognitive, communication, physical and social development. Their sensory abilities differ. They differ in the way they approach learning activities and their ability to learn different activities (Schmidt & Harriman, 1998: 121). Thus, learners do not all learn in the same way (Winkler, 1998:75).

Learning preferences indicate in what ways and under what conditions learners like to learn (Schmidt *et al.* 1998: 121; Winkler, 1998:75). Learning styles indicate learning conditions that may help each learner most efficiently:

- some learn by listening and speaking;
- some learn better by visual cues (looking and doing);
- most learners learn best if they are presented with a mixture of both visual and verbal cues; and
- some learners work together, other learners work alone.

The implication for the language enrichment programme is that the way learning material is presented must be varied to accommodate different styles of processing (Schmidt *et al.* 1998: 121; Winkler, 1998:75).

4.3.6.1. The different learning styles:

Winkler (1998:75) lists different learning styles:

- a visual learning style includes:
  - learners learn by observing people, objects and pictures;
  - they like puzzles, maps, posters, etc.; and

- they remember what they have seen.

- auditory learning style:
  - learners learn by listening and speaking;
  - they like group work, asking and answering questions, doing oral reports, etc; and
  - they remember what they have heard.

- tactile learning style:
  - learners learn by touching objects or doing experiments;
  - they like building models, making maps, tracing pictures, doing experiments, etc.; and
  - they remember what they have done.

- kinesthetic learning style:
  - learners learn when they are active and moving around;
  - they like playing games, building models, doing experiments, acting out stories, etc.; and
  - they remember what they have experienced.

The language enrichment programme should take all the different learning styles into consideration.

4.3.6.2. The style and tempo of teaching

Many educators, often through inadequate training, use teaching styles which do not meet the learning styles of the learners. The pace and style of teaching may at times limit the initiative and involvement of learners with high ability or pressurise the slower learner to cope with a pace and style in which they are not comfortable (Department of Education, 2002**b**: 138). Based on OBE teaching principles, educators need to be made aware that they need to adapt their teaching styles and tempo of teaching to the

style and tempo of the learners (Department of Education, 2002**b**: 137). The most effective educators are those whose teaching styles are flexible and adaptable (Lindeque, 2003:78).

The language enrichment programme should make educators aware of the fact that language learning should be flexible and adapted to the different learning styles and tempos of the learners. The reason for taking different learning styles and tempos into consideration in the language enrichment programme, is to ensure that learners may feel free to express themselves, to ask questions, to not be scared to make mistakes. It should be an enjoyable learning experience.

4.3.6.3. What is taught

In the language enrichment programme the following questions should be asked when decisions are made on what should be taught (Department of Education, 2002**b**: 137):

- The content:
  - can the learners relate to the content? (cf. 4.3.3); and
  - is the content progressing from the known to the unknown (cf. 4.3.3)?

- The difficulty level of English used:
  - do the learners understand the instructions? While implementing the language enrichment programme, educators need to ascertain that ESL learners with inadequate English proficiency understand all the vocabulary and concepts in instructions. The learners could be asked if they know all the words and concepts. By referring back to the story for contextual explanations new words and concepts should then be clarified.

By asking these questions the language enrichment programme seeks to intervene purposively (Slavin, 2000:71) as outlined in the paradigmatic perspective (cf. 1.5). Furthermore, these questions imply cognisance of openness to curriculum flexibility (Donald *et al.* 2000:222).

4.3.6.4. Classroom management and organisation

It must be borne in mind that:

- the outcomes, as well as the type of activity, will determine the management and organisation of the classroom: e.g. groups or individual activities;
- different tools, methods and techniques should be used to improve English proficiency (e.g. stories, role-play, dialogues, games); and
- an LLC classroom should generally not be silent: language should be spoken and heard (cf. 4.3.2).

4.3.6.5. Materials and equipment used in the learning and teaching process

It must be remembered that:

- the activity will again prescribe the materials and equipment;
- the activity should address all the different learning styles; and
- provision should be made for a creative use of different material and equipment. Material should relate to relevant learning and prior knowledge (cf .4.3.3 and 4.3.4).

4.3.7. Perception and learning

Perception is the way in which the brain makes sense of information that comes from the five senses (Winkler, 1998:63; Van Rooyen *et al.* 2003:243). Perception and language cannot be separated (Van Rooyen *et al.* 2003:243). The senses send messages to the brain. The brain uses

language to transfer these messages sent by the senses into words and concepts. The modern human being uses words and concepts to communicate (Winkler, 1998:63). Language is the means through which the things we experience through perception can be named, described and talked about. Van Rooyen *et al.* (2003:242) state that perception is one of the most important foundations of effective teaching and meaningful learning. Without perception children will (Winkler, 1998:63):

- see objects, but not recognise them;
- hear words, but not understand what they mean; and
- feel objects, without understanding what they are.

The most important perceptual skills are to:

- notice differences in what you see or hear;
- be able to focus on one thing and put other information to the back of your mind;
- be able to complete missing information;
- recognise an order in what you see or hear; and
- have a good short-term memory (Winkler, 1998:71).

Although all the senses are part of language development, the visual and auditory senses are the most important perceptual skills children need to be able to develop proficient language. Of all the information a person gathers, 3% is derived from smell, 3% from taste, 6% from touch, 13% from hearing and 75% from sight (Van Rooyen *et al.* 2003:242). A human uses his different senses to acquire contact with the outside world. Lessing (1986:49) and Van Rooyen *et al.* (2003:242) affirm that the ear and eye are the most important senses to acquire information from the environment and need to take an important place in learning in the classroom.

4.3.7.1. Implication for the language enrichment programme

The language enrichment programme should include activities that address all the senses, but as the programme is based on an interactive story as medium, the auditory and visual senses will receive more attention, without neglecting the other senses.

4.3.8. Co-operative learning/group work:

4.3.8.1. Defining co-operative learning/group work

Co-operative learning is an instructional technique designed to promote the academic and social development of learners (Lopata, Miller & Miller, 2003:232). Vaughan (2002: 359) defines co-operative learning as the instructional use of small heterogeneous groups of learners who work together to maximize their own and each other's learning. Co-operative learning provides an alternative to competitive or individualistic classroom activities by encouraging collaboration among learners in small groups (Emmer & Gerwels, 2002: 75).

4.3.8.2. Advantages of co-operative learning/group work for second language learning

Co-operative group learning is essential in classes with large numbers of learners (Wessels *et al.* 2002:22). In a language enrichment programme, implemented in the language learning classroom, the following advantages of group work have been identified (Wessels *et al.* 2002:23; Killen, 2000:75). Group work:

- helps learners to work co-operatively;
- encourages active participation in purposeful activities, e.g. role-play;
- allows face-to-face interaction which develops social interaction, i.e. listening, sharing, advising, persuading;

- allows for peer discussions and clarification about unfamiliar vocabulary and concepts;
- develops higher order thinking skills, like logical reasoning, open-ended problem solving, synthesis, analysis;
- helps learners to pool resources and to respect one another's strengths and weaknesses;
- allows the educator to circulate and monitor the progress of an activity, observing and assessing the learners continually;
- allows learners to learn actively rather than assimilate knowledge passively;
- is multidimensional - the learning process is facilitated both cognitively and affectively; and
- can be fun and therefore motivate learning.

Co-operative learning can be very effective in encouraging learner interaction and developing positive attitudes, which confirms the principles of Krashen and Terrell's Natural Approach to language learning (Vaughan, 2002:359). Group discussions are an effective speaking activity in large classrooms (Celce-Murcia *et al.* 2000:177). The language enrichment programme should provide ample opportunity to participate in group discussions, including brainstorming and other speaking activities.

Learners of colour are inclined to function better in group settings than individually (Pang & Barba as quoted by Vaughan, 2002:359). Therefore, as the language enrichment programme includes black ESL learners, co-operative learning/group work will be incorporated into the activities of the programme to stimulate English interaction.

The net result of the advantages of group work is that a positive attitude towards language learning is cultivated (Wessels *et al.* 2002:23) through co-operative learning. This provides further motivation for the inclusion of

co-operative learning/group work as a method into the activities of the language enrichment programme.

4.3.8.3. Group formation

4.3.8.3.1. Heterogeneous groups

Heterogeneous groups are more effective than homogeneous groups. The reasons for this are:

- diversity enables learners to make contact with a wider variety of perspectives and interpretations of knowledge (Johnson and Johnson as quoted by Grosser, 2002:19);
- more skills are available for observation, understanding, assimilation and modelling by learners with poorer English proficiency (Gawe, 2003:196);
- learners with a higher English proficiency acquire skills of tolerance, the ability to view issues from various angles and cognitive elaboration (Gawe, 2003:196);
- heterogeneous groups improve attitudes and relationships among group members (Johnson and Johnson as quoted by Grosser, 2002:19);
- group cohesiveness among group members will encourage cognitive processes that enhance learning (Slavin as quoted by Gawe, 2003:196); and
- real life situations have people from different social backgrounds and different English proficiency levels. Groups need to mirror the real world of encountering and accepting differences (Gawe, 2003:196).

Based on the above-mentioned advantages of heterogeneous group it would be beneficial to ESL learners from different levels of English proficiency to be grouped together while doing the activities.

4.3.8.3.2. Group size

An effective group consists of a maximum of 6 learners (Johnson and Johnson as quoted by Grosser, 2002:11). Killen (2000: 85) asserts that five or six should be the maximum. The reasons for this are:

- when groups are bigger, some learners will be overwhelmed and say nothing;
- in bigger groups all the learners will not always be able to hear what the others say;
- too many personalities can cause conflict; and
- some learners will assume most of the duties and others will sit back and relax. (This can also happen in a small group, but tends to happen more in a bigger group); and
- more information is learnt and retained than when the same content is presented in other instructional formats (Gross Davis, 2003).

It is therefore recommended that the group work activities in the language enrichment programme take the above reasons for smaller groups into consideration.

4.3.9. Hints for the implementation of the language enrichment programme

Robb (as quoted by Lessing *et al.* 1999:51) provides a few hints for the teaching of a second language that could be included in the language enrichment programme:

- repetition is an important principle for teaching and especially for second language learning;
- the development of a language corner which is especially concentrated on learning vocabulary of known environments of different cultures is recommended;
- role play is of great value;

- games can be used. It is, however, important to make sure that learners know and understand all the words and concepts in the instructions;
- the availability of books and magazines for the learners on their language and interest level in the classroom is encouraged; and
- discussion time is promoted.

4.3.10. Conclusion

From the above discussion it is clear that the dynamics informing the language enrichment programme must be intentionally implemented in such a way that ESL learners are actively involved in the learning process. By intentionally implementing the language enrichment programme, ESL learners will experience a growth in competence and confidence in using English (Slavin, 2000:11; Donald *et al.* 2002:222).

One way of intentionally combing the above-mentioned dynamics is to use a story as vehicle for the language enrichment programme.

4.4. Stories as medium of language enrichment

"Stories have been told for as long as people have lived on earth. We tell both real and imaginary stories to each other" (Ashworth, Beard & Hortop, 1999:114).

4.4.1. The value of stories as medium of language enrichment

"By sharing stories in an interesting and enjoyable way learners are exposed to well-structured texts, and ... through this exposure the learners' own language proficiency is improved" (Wessels *et al.* 2002:312). Stories can develop or enrich language proficiency in various ways:

4.4.1.1. Stories and the development of language

In many of the studies of early language development, storybook reading is seen to play an important role in language development and emergent literacy at home (Buchorn-Stoll, 2002:25). Many researchers, therapists (remedial therapists, occupational therapists, speech therapists and psychologists), educators and parents will affirm that stories and storybook reading are part of many a learning situation. Language development informs all learning situations. Therefore, storytelling contributes to the general development of children, and to language development in particular (Gauteng Department of Education, 2001:63).

Stories are the main basis for developing literacy skills. Storytelling helps children connect and experience prior knowledge with the larger world of text (Craig, Hull, Haggart & Crowder, 2001:46).

4.4.1.2. Providing meaning

Learners understand and remember information better when it is in story form (Buitendag, 1994:13). Stories can expose learners to a wide range of ideas, words and ways of using words not yet used by themselves and will enrich their general understanding of English. Through stories, learners practise working out meaning through a context (Gauteng Department of Education, 2001:59). Children are exposed to new language and ideas through traditional tales and stories of real or imagined life (Gauteng Department of Education, 2001:63).

If children find meaning through stories they are rewarded through their ability to understand and are motivated to try to improve their ability to understand even more (Wright, 2002:4). Celce-Murcia *et al.* (2000: 63) confirm that stories are often an engaging way to comprehend and practise grammar and discourse for intermediate learners.

4.4.1.3. Language awareness

Through stories:

- learners become aware of the general "feel" and sound of a second language (Wright, 2002:5); and
- learners are introduced to language items and sentence construction without their necessarily having to use the second language productively. When the time comes to move language items into their productive control, it is no great problem because the language is not new to them (Wright, 2002:5).

4.4.1.4. General curriculum

Stories can be used to develop children's powers of awareness, analysis and expression, to relate to other aspects of the curriculum (Wright, 2002:5) (cf. 4.2.1 and 4.2.3).

4.4.1.5. The enticement of storytelling

Telling stories has a certain enticement for most learners and will therefore have the following advantages for the language enrichment programme:

- a story inspires;
- a story makes some think;
- stories strengthen a people's culture;
- stories raise questions and stimulate creative listening in young and old; and
- stories open channels of communication between all kinds of people (Mhlope, 2003:1).

It seems, therefore, that the story, as a medium through which language could be enriched, is a good choice. However, stories should be chosen with care and be relevant to the ESL learners' needs and characteristics.

4.4.2. How to choose a story/storybook

When choosing a story the following must be borne in mind:

4.4.2.1. Cultural reality

Gibbens (2000:103) declares that since black South African learners have few books to choose from, they read whatever the educator provides. However, the educator struggles to find stories to suit the needs of the multicultural classroom because there is a shortage of books with African themes. In addition financial restraints curb purchases of new books (Heale as quoted by Gibbens, 2000:103).

In a multilingual/multicultural classroom Combrink (as quoted by Gibbens, 2000:102) argues that the author of a story should keep the South African context, prevalent values and political tension in a country in mind. Cultural links and cultural diversity should also be kept in mind when choosing stories and storybooks. Gibbens (2000:105) cautions that educators need to look for English books that have been written from a Black cultural perspective. Marchand (as quoted by Gibbens, 2000:119) reported that educators claim that Black learners specifically find books with an African background to be more popular than books representing other cultures.

According to Spodek and Saracho (as quoted by Naudé, 1999:118) authentic multi-ethnic children's literature should adhere to the following criteria:

- the literature should cover a wide variety of characters and persons that are found in the population and the different cultures. These characters should not be idealised or stereotyped;
- the illustration should not exclusively conform to a certain group's physical characteristics;
- the illustrations should reflect the differences which occur in any cultural group;
- the speech of the different characters should be linguistically authentic;
- the names of the characters should reflect the cultural traditions of the different population groups;
- the beliefs and values of the different characters should reflect and accommodate the different population groups; and
- the roles and functions of families as well as the different types of families (single and extended families) should be included.

4.4.2.2. An aesthetic experience

To gain the interests of the reader, involve him in an aesthetic experience (Gibbens, 2000:102). Children dislike stories that lack a creative spark, technical competence, stories with weak plots depicting cardboard characters and dull settings with no climax (Hill as quoted by Gibbens, 2001:111). It must be further noted that boys dislike stories where females play the major part, whereas girls are more eager to accept stories in which males feature as heroes (Hill as quoted by Gibbens, 2001:111).

When writing a story or choosing a story to read or tell, keep the following in mind:

- the first few lines of a story need to engage the learners (Wright, 2002:5);
- the story should offer a rich experience of language (Wright, 2002:5); and

- the story should not have long descriptive passages (Wright, 2002:5).

4.4.2.3. Pitfalls

Pitfalls that must be guarded against when considering the target group of listeners or readers include:

- stories that patronise the reader;
- inconsistency (not ringing true);
- lack of originality;
- covering serious issues like death and racial interaction without providing some comfort and positive affirmation; and
- writing/illustrating to please a particular group, leading to the creation of stereotypes and characters that do not ring true (Baker as quoted by Gibbens, 2001:109).

4.4.2.4. Crucial elements

Labov outlined 6 crucial elements that constitute a typical child's story (Theron & du Plessis as quoted by Gibbens, 2000:111):

- the announcement, indicating the start of a typical child's story (like once upon a time);
- the orientation, which includes the context of the story (indicated by the narrator referring to a place and time);
- the core narrative, which forms the essential element of the narration;
- the evaluation which is the actual point that is made relating a crucial experience and the elements that intensify the meaning of the story supporting a former mentioned fact or idea;
- the consequences of events, which form the termination of the series; and
- a coda often indicated by a conventional formula such as .... and they lived happily ever after.

4.4.2.5. Popular choices for kids

Parents asked Einstein what should be done to turn a child into a scientist. He responded by saying: "Fairy stories, Fairy stories, Fairy stories" (Sisulu as quoted by Gibbens, 2000:112). According to Gallagher (as quoted by Gibbens, 2000:113) one of the top selling genres readers enjoy to escape into is that of fantasy. Learners want to escape the crude and violent world. These afore-mentioned two quotes emphasise the suitability of fantasy as a choice of genre.

According to Baker (as quoted by Gibbens, 2000:119) the following are seen as sources of enjoyment that readers can be allowed to identify with:

- recognition of the self – both real and mythic;
- the feeling that reality can be changed;
- comedy;
- a story that moves the emotions;
- consolidation of what the reader knows;
- stories that reflect a familiar environment;
- stories that extend perceptions and reflect different environments;
- stories with strong atmosphere; and
- stories that stimulate curiosity.

Another factor that educators need to bear in mind is that learners are influenced by their peers and latest tendencies on the world scene, as well as by emotional, cognitive and biological development (Gibbens, 2000:111).

4.4.2.6. Implications for the language enrichment programme

The story to be written for the language enrichment programme should intentionally take the above-mentioned aspects into consideration to ensure that the ESL learner does not lose interest in the story and activities following the story.

Augmenting ESL learners' inadequate English proficiency would make no sense if new vocabulary and concepts were taught as independent entities. Through stories the English language will be in context and have better meaning for the learners to internalise newly learned vocabulary and concepts.

The crucial cultural elements mentioned should not be neglected in the story written for the language enrichment programme. The story will be the medium through which the enrichment programme will augment the ESL learners' inadequate English proficiency. It should therefore address the cultural interests of the ESL learners.

4.4.3. How to read a story

The following are important factors while reading the story:

- educators must move away from the school-story format that educators so often use: educators read and children listen. Children must participate (Craig *et al.* 2001:46);
- the recommended way to read/present a story is interactively, interspersed with visual stimuli;
- use facial expressions appropriately. Facial expression provides meaning to many new or confusing words and concepts, emphasises emotion and keeps the attention of the listeners;
- oral stories rely on the storyteller's voice and rhythm to convey meaning (Gibbens, 2000: 47); and
- tap into children's prior knowledge. Culture and experience shape children's responses to classroom discourses. Stories with no link to prior knowledge go unnoticed, often resulting in misunderstanding and confusion (Craig *et al.* 2001:46).

The story should be read in such a way that the ESL learner does not lose interest and stop listening. The above-mentioned aspects should therefore be adhered to when the educator reads the story.

4.4.3.1. Interactive stories

In a study Buchorn-Stoll (2002:41) conducted with Grade R (Reception year) learners, educators reported that reading interactive stories to learners contributed tremendously to the learners' attitude and their language. Buchorn-Stoll (2002:43) reported that:

- the vocabulary of the pre-school learners increased significantly through the use of interactive reading;
- craft activities and free time did not result in the same amount of language development as reading activities; and
- in storybook reading, attention is centred on book language and it focuses on predictable language and allows for language structures to develop in the minds of the listeners.

Interactive reading includes (Buchorn-Stoll, 2002:35):

- a discussion of the characters before and/or after the reading;
- prediction of story events;
- explanation of unfamiliar vocabulary;
- discussion and comparison of personal expression in relation to the story;
- use of puppets and other paraphernalia; and
- re-enactment of stories.

In accordance with the Natural Approach of Krashen and Terrell (cf. 4.3.1) the researcher believes that interactive stories are even of more worth in Grade 4, since learners have already been exposed to English in the Foundation Phase. Therefore, they will be able to interact more with the

educator and one another. This is vital for language enrichment and the prevention of further language barriers (Donald *et al.* 2002:222).

4.5. The role of pictures

Pictures relate to a person's senses, especially the visual sense. The visual sense is man's most important sense. According to Gibbens (2000:122) neurologists classify our senses according to a specific hierarchy and they accord the highest place to visual perception (cf. 3.7). Therefore, educators need to be made aware of the importance of pictures in the language enrichment programme for ESL learners with inadequate English proficiency.

Pictures have the following advantages for ESL learners:

- pictures enhance interest in books and reading (Simons and Elster as quoted by Gibbens, 2000:124) and promote aesthetic responses to reading material (Gibbens, 2000:127);
- word recognition, comprehension and memory for text are enhanced by pictures (Simons and Elster as quoted by Gibbens, 2000:124) which in turn guide cognitive processes in understanding the text (Ehlers-Zavala and Bakken as quoted by Gibbens, 2000:126);
- pictures can enhance linguistic competence by teaching new vocabulary (Gibbens, 2000:127);
- by providing the context for the story pictures emphasise and draw attention to immediate and accessible information (Ehlers-Zavala and Bakken as quoted by Gibbens, 2000:126);
- pictures provide learners with a means of transition from oral to written language communication (Simons and Elster as quoted by Gibbens, 2000:124) and consequently furnish ground to build upon in fostering communication competence (Gibbens, 2000:127);

- attention is directed towards what is crucial in the story by pictures, and they also enhances effective responses to the reading book; and
- pictures enlighten learners culturally.

Inclusion of the all the above-mentioned dynamics into a language enrichment programme is essential to improve ESL learners' English proficiency. However, there are certain role players that need to play a part in the implementation of the enrichment programme to ensure the improvement and enhancement of the ESL learners' inadequate English language.

4.6. Other role players

Engelbrecht (2001:34) mentions collaboration between certain role players to meet the needs and address the barriers of learners experiencing barriers to learning. The ESL learners, who experience barriers to learning because of inadequate English proficiency, need support from different role players. These role players include educators, the learners themselves, education support professionals and community members, as well as the parents (Engelbrecht, 2001:34). Parents are the primary caregivers of the child (Donald *et al.* 2002:290) and therefore need to play an important role in the support of the ESL learner who experiences barriers to learning because of inadequate English proficiency.
(cf. 6.2.3 and 6.5.4 for more information on the involvement of the parent of the ESL learner targeted in this study and ideas for involving these parents in the language enrichment programme.)

4.7. Conclusion

There are several aspects that need to be taken into consideration for the compiling of the English language enrichment programme for ESL learners with inadequate English proficiency, to ensure the suitability of

the programme for ESL learners in the mainstream classroom. The crucial aspects include the following:

- linking the language enrichment programme to OBE and Inclusive education principles of teaching, as well as incorporating guidelines to use the enrichment programme within the Revised Curriculum statements for English first additional language;
- an interactive language classroom;
- language learning should be relevant;
- acknowledging prior knowledge;
- the enhancement of meaningful vocabulary and concepts;
- learning styles/preferences;
- perception and learning;
- co-operative learning/group work;
- how stories can be used as a medium for the language enrichment programme;
- the role pictures play in improving and enhancing the ESL learners' inadequate English proficiency; and
- the involvement of other role players.

All of the above must be purposively interwoven (Slavin, 2000:11) if preventive intervention is to succeed.

In the following chapter the empirical research investigation will be discussed.

CHAPTER 5

EMPIRICAL RESEARCH DESIGN

OVERVIEW OF CHAPTER 5

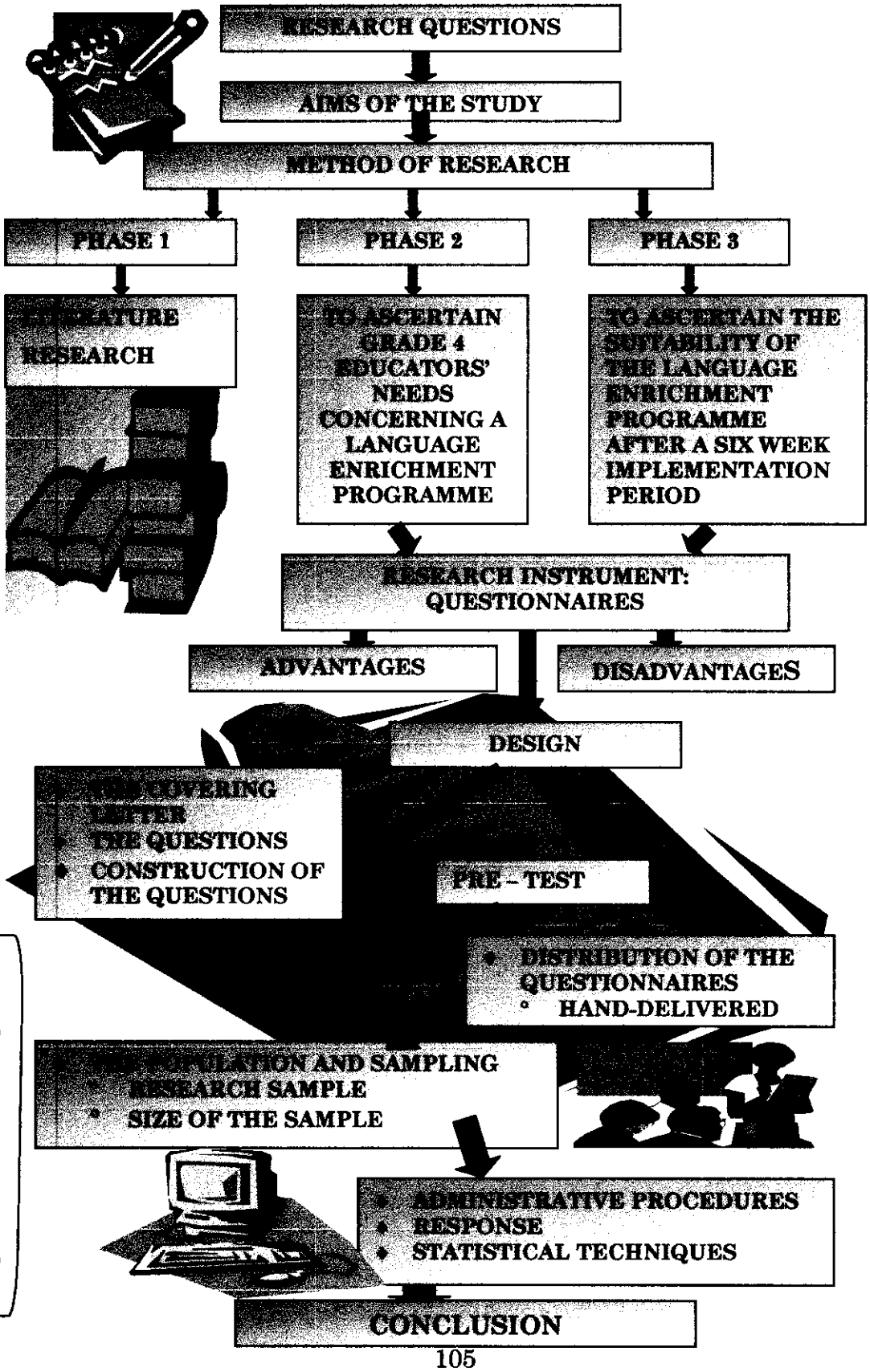


Figure 9. Overview of chapter 5

5.1. Introduction

The reality in South Africa is one of multilingualism. This impacts on education because many learners learn in a second/additional language. The impact on educators is stressful and therefore a study focussing on the provision of a language enrichment programme for the ESL learner was necessitated.

5.2. Research questions

Daily interaction with educators and cognisance of their dilemma led to the following research questions:

- what is the language reality of South Africa?;
- what are the barriers intrinsic to second language learning?;
- what are the dynamics informing a language enrichment programme?
- is there a need for a language enrichment programme among Grade 4 mainstream educators?; and
- could a language enrichment programme provide preventative intervention for learners thereby supporting both learners and educators?

5.3. Aims of the study

The overall aim of this study is to provide Grade 4 LLC educators with a classroom-based English language enrichment programme which will empower educators to support learners with inadequate English proficiency in the mainstream classroom.

The overall aim can be operationalised as follows:

- to conduct a literature study into the language reality of South Africa, the barriers intrinsic to second language learning, and the dynamics informing a language enrichment programme;
- to identify the needs of mainstream Grade 4 educators concerning a language enrichment programme for ESL learners who have inadequate English proficiency by means of a closed questionnaire;
- to support the mainstream educator in the inclusive education situation by creating a story-based English language enrichment programme for those ESL learners who have inadequate English proficiency; and
- to ascertain the extent to which the language enrichment programme succeeds by requesting purposively identified Grade 4 LLC educators to implement the programme and complete a closed questionnaire as means of assessment.

5.4. Method of research

An empirical investigation was conducted. The investigation was conducted in three phases:

- **phase 1**: a literature study was conducted;
- **phase 2**: a questionnaire, based on the literature study, was compiled to ascertain Grade 4 educators' needs concerning a language enrichment programme for ESL learners. A language enrichment programme tailor-made to suit the identified needs was then created and implemented by 40 identified educators; and
- **phase 3**: a second questionnaire was disseminated to ascertain the suitability of the language enrichment programme after a six week implementation period of the language enrichment programme by these 40 educators.

The procedures intrinsic to each phase are discussed below:

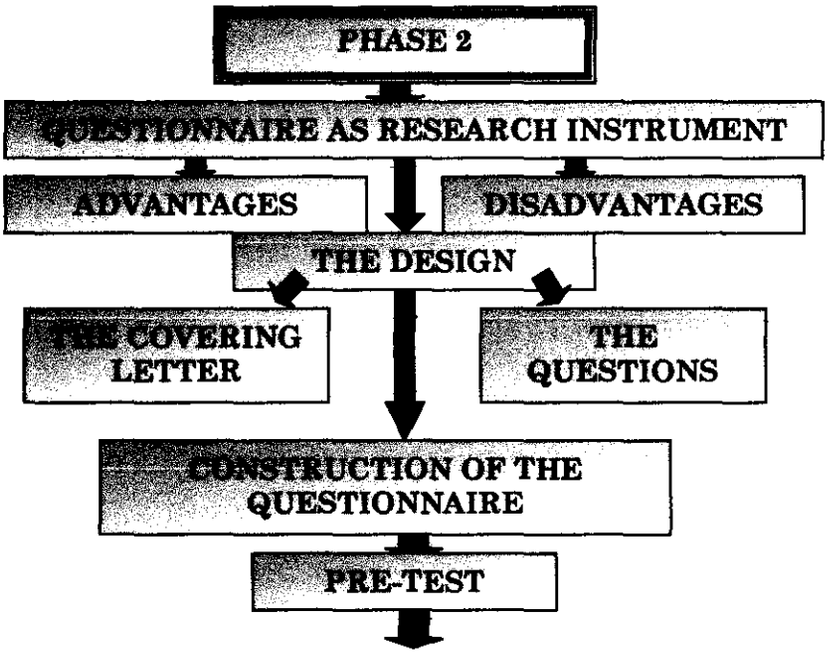
5.4.1. Phase 1: Literature research

A literature study was conducted on the following:

- the language reality of South Africa (cf. chapter 2);
- the barriers, intrinsic to second language learning (cf. chapter 3); and
- the dynamics informing a language enrichment programme (cf. chapter 4).

5.4.2. Phase 2: Questionnaire to ascertain educators' needs concerning a language enrichment programme

A schematic presentation of the second phase is as follows:



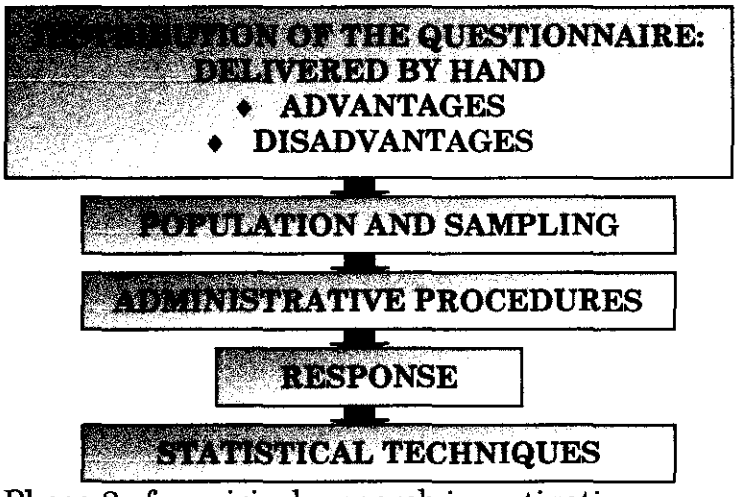


Figure 10. Phase 2 of empirical research investigation

Based on the literature study, a closed questionnaire was compiled to determine the needs of Grade 4 educators for a language enrichment programme as tool to augment mainstream ESL learners' inadequate English proficiency.

In the following section the closed questionnaire as research instrument will be discussed.

5.4.2.1. The research instrument

The choice of a measuring instrument depends on the goal of the study (Gall, Borg & Gall, 1996:246). For the purposes of this study a closed questionnaire has been chosen. The main aim of this study is to compile a language enrichment programme tailored to the specific needs of mainstream Grade 4 educators of ESL learners. The questionnaire was therefore used to identify the specific concerns and needs of mainstream Grade 4 educators to provide guidelines for the structure and content of the language enrichment programme.

5.4.2.1.1. The questionnaire as research instrument

The New Dictionary of Social Work (as quoted by Fouché, 2001:152) defines a questionnaire as "a set of questions on a form, which is completed by the respondent in respect of a research project". The information gathered from the questionnaire completed by the respondents is then transferred into data (Tuckman, 1994:230).

The suitability of a questionnaire to this research is based on the respondents' willingness to participate: the respondents are Grade 4 educators who voiced their frustrations (during the researcher's school visits and workshops) about addressing the barriers to learning that ESL learners experience because of inadequate English proficiency. An assumption was made that the educators would therefore be willing and able to supply the information needed to compile a language enrichment programme and to assess the success of such a language enrichment programme after an implementation period.

a) Advantages of questionnaires

The questionnaire as a research instrument held the following advantages for this study:

- the questionnaires were relatively short, making them time- and cost-effective;
- the respondents' task was simple as the questionnaire was easy to read and to complete;
- the researcher provided clear instructions by using clear, unambiguous language;
- the questionnaires were attractive and professional. Clean lines and clear typing were used;
- respondents were geographically easy to reach;

- anonymity was assured, as respondents did not have to mention their names or addresses, which may have promoted more candid answers;
- respondents completed the questionnaires in their own time and in the safety of their own environment;
- the possible contaminating influence of an interviewer was avoided;
- approval of the relevant authority, in this case the Gauteng Department of Education, was easily obtainable as the content of the questionnaire was known beforehand; and
- the data gathered from this study's questionnaires could improve development in the field of tertiary prevention of barriers to learning and development in an inclusive education system.

  (De Wet, De K Monteith, Steyn & Venter, 1981:163; Munn & Drever, 1990: 1-4; Gall, *et al.* 1996:289-290; Leedy & Ormrod, 2001:202-204).

Although there are many advantages to the questionnaire, there are also disadvantages.

b) Disadvantages of questionnaires

The following disadvantages were noted in this study:

- the researcher could not investigate why respondents did not answer some questions in the first questionnaire, because the questionnaires were completed anonymously and the specific respondents could not be identified;
- the closed format of the questionnaires could have frustrated some respondents if they felt that their views were not reflected in the questionnaire options;
- answers could have been superficial on the self-completed questionnaire as there was no interviewer available to interpret and explain questions;
- questions may not have been correctly interpreted; and

- the information gathered from the questionnaire tended to be more descriptive than explanatory.
  (De Wet *et al.* 1981:163; Munn, *et al.* 1990:1-4; Gall, *et al.* 1996:289-290).

Despite the disadvantages of a questionnaire, it remains a valid research instrument for collecting information and is widely used by researchers. Wolf (1997:422) states that if the questionnaire is developed thoroughly and sensitively, many voids in the research field can be identified and filled.

The design of the questionnaire is essential to ascertain that all necessary information is gathered.

5.4.2.2.2. The design of the questionnaire

Clear, unambiguous questionnaires relevant to the respondents' professional experience of ESL learners in the mainstream classroom were designed. The following components received attention:

5.4.2.2.3. The covering letter

A covering letter accompanied the questionnaire. According to Gall *et al.* (1996:299-300) the covering letter should explain the nature and purpose of the research project and enlist the respondent's co-operation.

The following aspects were taken into consideration in drawing up the covering letter:

- identification of the researcher undertaking the research;
- the purpose of the study;
- an indication of the importance of the study as well as its target population; and
- an inducement to reply:

- a request to complete and send the questionnaire back as soon as possible;
- reassurance regarding confidentiality;
- an invitation to be informed about the results; and
- a word of gratitude.

(Gall *et al.* 1996:299-300; Fouché, 2001:157):

A copy of the covering letter is provided in Annexure A.

5.4.2.2.4. The questions

There are different types of questions which can be used in a questionnaire. For the purpose of this study close-ended/multiple choice, dichotomous and follow-up questions were used.

- a close-ended/multiple-choice question requires the respondent to choose answers from among a list provided in the question (Mullens, 1994:33; Fouché, 2001:160);
- dichotomous questions have only two response possibilities, e.g. "Yes/No", or "feel that way/do not feel that way" (Fouché, 2001:161); and
- follow-up questions obtain more information about a response in a previous question, which will lead to a more in-depth knowledge and finer detail about the response (Fouché, 2001:165).

5.4.2.2.5. The construction of the questionnaire for this study

The questionnaire included:

- a covering letter (see 4.2.1);
- biographical information: date and name of school;
- 16 questions:
  - closed/multiple choice questions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10b), 11, 12, 13, 14, 15;

- dichotomous questions: 10a), 16; and
- follow-up questions: 10b).

The questionnaire was divided into two parts:

- Section A: General questions pertaining to the aim of the study:
  - the number of learners in the classroom;
  - home languages of educators and learners;
  - conversational as well as formal proficiency of educators and learners in English;
  - the preferred LOLT as chosen by the parents; and
  - the general socio-economic circumstances of the learners.

- Section B: Language barriers to learning and development. These questions included:
  - how educators describe language barriers to learning and development;
  - identifying the methods educators are using to address barriers to learning of ESL learners;
  - what their needs are for a support programme;
  - how educators feel about mother tongue as LOLT or English as LOLT;
  - how educators feel about the inclusion in the mainstream class of ESL learners experiencing barriers to learning; and
  - general parent support of learners in the classroom.

A copy of the questionnaire is included as Annexure B.

5.4.2.3. Pre-test

Many authors (Mullens, 1994:33; Wolf, 1997:423; Fouché, 2001:158) emphasise that a pre-test/pilot-test is essential before the questionnaire is ready for field operations.

The pre-test group consisted of 10 educators in the same category as the test group (i.e. Grade 4 mainstream educators of ESL learners). This pre-test group was not part of the final test group. These 10 educators were from the same Gauteng Department district as the test group, namely, Sedibeng East. The 10 educators were chosen on the following basis:

- they had ESL learners in their classroom;
- they were experienced LLC educators;
- they have remedial qualifications and/or experience;
- they were easily reachable;
- they were positive towards the research problem; and
- they understood what was expected of them.

The pre-test group was asked to make comments and recommendations regarding the length and relevance of the questions and if there were any unclear questions. They were also requested to make any other comments concerning the questionnaire, they felt needed to be addressed.

After the results of the pre-test were analysed and processed, amendments were made regarding the clarity of some of the questions. The final questionnaire was then compiled and distributed to the respondents.

5.4.2.4. Distribution of the questionnaires

Fouché (2001:153-156) mentions different means of distributing questionnaires, namely, mailed -, telephonic-, personal-, or group-administered questionnaires, but in this study, questionnaires were delivered by hand. Delivery by hand was an easy option for the researcher because:

- the schools identified for this study are visited frequently by the researcher as part of her job function;
- communication with these schools is therefore not a problem; and
- delivery by hand would thus save time and cost.

Hand-delivery has certain advantages as well as disadvantages.

a) Advantages of hand-delivered questionnaires

Hand-delivered questionnaires:

- are time-saving;
- have raised response rates because of personal contact and because the fieldworker merely distributes the questionnaires and does not bother the respondents at an inconvenient time; and
- are open to communication: if respondents experience difficulties with the questionnaire they can clarify the matter on the fieldworker's return (Fouché, 2001:155).

b) Disadvantages of hand-delivered questionnaires

The following disadvantages are noted:

- a smaller geographical area can be covered; and
- sometimes the respondents lose the questionnaire or do not complete it, which is an inconvenience for the fieldworker fetching the questionnaire (Fouché, 2001:155).

5.4.2.5. The population and sampling

Arkava and Lane (as quoted by Strydom & De Vos, 2001:190) declare that the universe refers to all individuals who possess characteristics which match the research focus. The population of a study, however, sets limits. For the purpose of this study the population was limited to mainstream Grade 4 educators in the Gauteng Province, Sedibeng East District (Vereeniging, Meyerton, Heidelberg and Devon) (cf. 1.4.2.).

5.4.2.5.1. Research sample

Arkava and Lane (as quoted by Strydom *et al.* 2001:191) define a sample as the element of the population considered for actual inclusion in the study. The sample in this study was limited to 100 mainstream Grade 4 educators who teach ESL learners in the Sedibeng East District, which makes this sample a non-probability, purposive sample.

- Non-probability sampling plans are those that provide no basis for estimating how closely the sample characteristics approximate the parameters of the population from which the sample was obtained (Mullens, 1994:41). Some members of the population have little or no chance of being sampled (Leedy *et al.* 2001:218); and

- In purposive sampling, people are chosen for a particular purpose.

To be included, educators needed to be mainstream Grade 4 educators of ESL learners within the Sedibeng East District. The sampling in this study was therefore done without randomisation (Strydom *et al.* 2001:193).

The following steps were adhered to to obtain this non-probability, purposive sample:

i) A list of mainstream primary public schools in the Sedibeng East District (which includes Vereeniging, Sharpeville, Meyerton and Heidelberg) of the Gauteng Department of Education (GDE) was obtained from the Sedibeng East District's EMIS unit.

ii) All the schools that use English as their medium of instruction were identified from the list provided. Thereafter, 100 Grade 4 educators, who teach ESL learners in these schools, through the medium of English, were

purposively selected as the sample for this study. These educators were then invited to participate in the study. Of the 100 invited educators, 96 responded.

5.4.2.5.2. The size of a sample

Neuman (2000:216) declares that the size of the sample depends on the kind of data analysis the researcher plans, on how accurate the sample has to be for the researcher's purposes, and on population characteristics.

Some authors (Gall *et al.* 1996:229; Vermeulen, 1998:59) declare that a sample of 10% is big enough. Others believe that a sample of 30 is big enough to do basic statistical analysis, while other authors believe that the minimum number should be 100 (Gall *et al.* 1996:229; Vermeulen, 1998:59). The latter option was followed in this study, constituting a 70% sample.

Mainstream Grade 4 educators in the Sedibeng East District of GDE (2002)	**Sample**	**Percentage**
141 – 10 (pre-test) = 131	100	71%

Table 3. Sampling of phase 2

5.4.2.6. Administrative procedures

Permission was requested from the Gauteng Department of Education for the questionnaire to be administered to the target population in the Sedibeng East District. The questionnaire was submitted to the GDE and permission to administer it to Grade 4 educators was subsequently given.

Principals of the identified schools were telephonically or personally invited to allow their Grade 4 educators to participate in this study. After the purpose of the questionnaire was explained to the principal and

confidentiality was ensured, no resistance was encountered. All principals were very positive towards the study.

The researcher delivered the final 100 questionnaires by hand, for the attention of Grade 4 educators, to primary schools in Vereeniging, Sharpeville, Meyerton, and Heidelberg. Some questionnaires were sent back to the researcher anonymously through the district postal system. The researcher collected the rest of the questionnaires at the schools. No problems were experienced as all educators and principals realised this study would be to their and their ESL learners' benefit.

5.4.2.7. Response

Authors differ about the response rate that can be expected. Ross & Rust (1997:437) state very clearly that there is no general rule which sets a safe boundary for the frequency of response rate. However, Tuckman (1994:245) asserts that a 75-80% response rate can be seen as reasonable.

96 questionnaires were returned. The response rate for this study was 96%. This excellent response rate can be ascribed to the accessibility of the researcher to the respondents. The probability also exists that the study topic is relevant to the respondents and that these Grade 4 educators are desperately in need of a language enrichment programme for Grade 4 ESL learners and were therefore motivated to participate.

Population category	Questionnaires distributed	Questionnaires received	Percentage
Grade 4 educators	100	96	96%

Table 4. Response rate of phase 2

5.4.2.8. Statistical techniques

The Statistical Consultation Services of the Potchefstroom University for Christian Higher Education, Vaal Triangle Campus, analysed and processed the data using the SAS program. The program was used to determine frequencies and percentages.

The results were used to compile a story-based language enrichment programme for Grade 4 ESL learners.

5.4.2.9. The language enrichment programme

A language enrichment programme was compiled to cater for the specific needs as identified from the first questionnaire. The literature study was used as theoretical framework for the language enrichment programme. The language enrichment programme is fully discussed in chapter 7. It was decided to include it as a chapter rather than as an addendum, as it forms the fulcrum of this study.

5.4.3. Phase 3: to ascertain the suitability of the language enrichment programme

In phase 3 a questionnaire was disseminated to ascertain the suitability of the language enrichment programme after a six week implementation period of the language enrichment programme by 40 purposively selected educators, through non-probability sampling.

The same empirical research investigation method was used, as in the first phase. A summary of the research method follows:

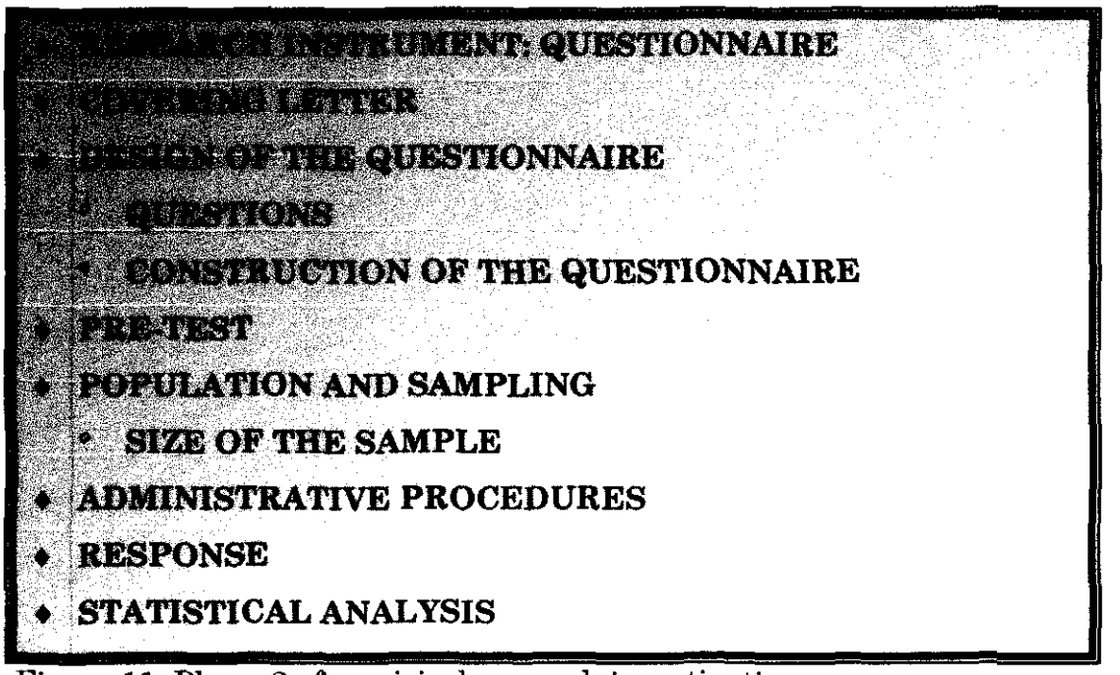


Figure 11. Phase 2 of empirical research investigation

5.4.3.1. The research instrument

To objectively assess the suitability of implementation of the language enrichment programme in the classroom, a closed questionnaire was again selected as research instrument (cf. 5.4.2.1.1 for the advantages and disadvantages of questionnaires applicable to this study).

5.4.3.1.1. The design of the questionnaire

A clear, unambiguous questionnaire was compiled for educators to assess the suitability of the language enrichment programme in the mainstream classroom.

See annexure D for a copy of the questionnaire.

5.4.3.1.2. The covering letter

The same points as discussed in 5.4.2.2.3. were included in the covering letter.

See annexure C for a copy of the covering letter.

5.4.3.1.3. The questions

For the purpose of this questionnaire, dichotomous questions and closed-ended/multiple choice questions were used. (cf. 5.4.2.2.4 for the reasons why these questions were chosen.)

5.4.3.1.4. Construction of the questionnaire

The questionnaire included:

- a covering letter (cf. 5.4.2.2.3);
- biographical information: date and name of school;
- 12 closed-ended/ multiple choice dichotomous questions; and
- an opportunity (questions 5 to 9) for respondents to make suggestions regarding the language enrichment programme.

5.4.3.2. The pre-test

(cf. 5.4.2.3 for more information from the literature on the pre-test applicable to this study.)

For the pre-test, the questionnaire assessing the suitability for implementation of the language enrichment programme was presented to three colleagues employed at the Gauteng Department of Education's Education Support Services Unit and Curriculum Unit as well as three Grade 4 LLC educators who completed the first questionnaire. The **colleagues** were chosen because:

- they are qualified as an Educational Psychologist, Speech and Language Therapist and Intermediate LLC facilitator;
- they have experience supporting ESL learners with inadequate English proficiency experiencing barriers to learning; and
- they have experience in supporting educators who have ESL learners with inadequate English proficiency experiencing barriers to learning in their classrooms.

The three **educators** were chosen because:

- they completed the first questionnaire and knew what the focus of the study entails;
- they have experience and remedial qualifications in supporting ESL learners with inadequate English proficiency who experience barriers to learning and development; and
- they were easy to contact.

The colleagues and educators were asked to study the programme together with the questionnaire and recommend any changes and adaptations. The recommendations and comments of these colleagues and educators were taken into consideration and some amendments were made to the questionnaire and language enrichment programme. The final questionnaires were then hand-delivered to the respondents (cf. 5.4.2.4 for more information on the advantages and disadvantages of hand-delivered questionnaires).

5.4.3.3. The population and sampling

(cf. 5.4.2.5 for more information from the literature about population and sampling, applicable to this study.)

40 educators were identified by non-probability purposive sampling (Leedy *et al.* 2001:219) on the following basis to implement and assess the

suitability of the English language enrichment programme for the Grade 4 ESL learner:

- they all took part in the first questionnaire identifying the needs for an English language enrichment programme for Grade 4 educators;
- they all teach, or have taught, the LLC Learning Area for Grade 4 ESL learners;
- they have all attended remedial courses and workshops (presented by the GDE and Non-Governmental Organisations) as well as workshops on how to identify and support learners experiencing barriers to learning, but still voice difficulty regarding the teaching of ESL learners;
- they were all easy to contact, as they teach at the schools in the district in which the researcher works. It was important for the educators to be able to contact the researcher if they had any uncertainties about the implementation of the language enrichment programme; and
- the selected educators included both suburban and rural mainstream schools.

5.4.3.4. The size of the sample

(cf. 5.4.2.5.2 for more information from the literature on the size of a sample.)

The sample for the questionnaire assessing the suitability of the implementation of the language enrichment programme for Grade 4 ESL learners was taken from the first sample of 100 educators. According to Stoker (quoted by Strydom *et al.* 2001:192) a sample of 45% out of a population of 100 is a good representative sample. Various factors made it difficult to obtain a 45% sample. These factors include:

- the limited number of LLC educators, with adequate knowledge and experience of ESL learners (cf. 5.4.3.3), in close proximity to the researcher;

- the limited number of LLC educators with adequate qualifications (cf. 5.4.3.3) in close proximity to the researcher; and
- the costs of printing and distributing the language enrichment programme needed to be taken into account. The programme has 107 pages in total.

Therefore, only 40 educators were invited to implement the language enrichment programme and complete the second questionnaire determining the suitability of the implementation of the English language enrichment programme.

Sample of second phase	**Sample for third phase**
100	40

Table 5. Sampling of phase 3

5.4.3.5. Administrative procedures

The same procedures to attain permission from the GDE were followed as for the questionnaire determining the needs for a language enrichment programme (cf. 5.4.2.6).

The researcher contacted the principals of the identified educators and asked permission for these 40 identified educators to implement the language enrichment programme for six weeks and complete the questionnaire assessing the suitability of the programme. No resistance was encountered. Copies of the language enrichment programme and accompanying questionnaire were delivered, by hand, to the educators. A due date was negotiated for the educators to either bring the questionnaire and language enrichment programme with comments to the researcher, or for the researcher to collect the programme and questionnaires.

5.4.3.6. Response

39 of the 40 language enrichment programmes with comments and questionnaires were returned. The response rate was 97,5 %. The one questionnaire not returned was as result of the educator moving. The excellent response rate could be attributed to the critical need that exists for such a language enrichment programme.

Population category	Questionnaires distributed	Questionnaires received	Percentage
Grade 4 LLC educators	40	39	97,5%

Table 6. Response rate of phase 3

5.5. Statistical techniques

The Statistical Consultation Services of the Potchefstroom University for Christian Higher Education, Vaal Triangle Campus, analysed and processed the data with the SAS program. The program was used to determine frequencies and percentages.

5.6. Conclusion

The research design was discussed in this chapter. References were made to the research methodology, the development of the measuring instrument, the population, and sampling of the population, the administrative procedures and the statistical techniques for interpreting the data.

In the next chapter the research data of the questionnaire determining the needs of Grade 4 educators for a language enrichment programme will be analysed and interpreted.

CHAPTER 6

ANALYSIS AND DISCUSSION OF RESEARCH QUESTIONNAIRE

AN OVERVIEW OF CHAPTER 6

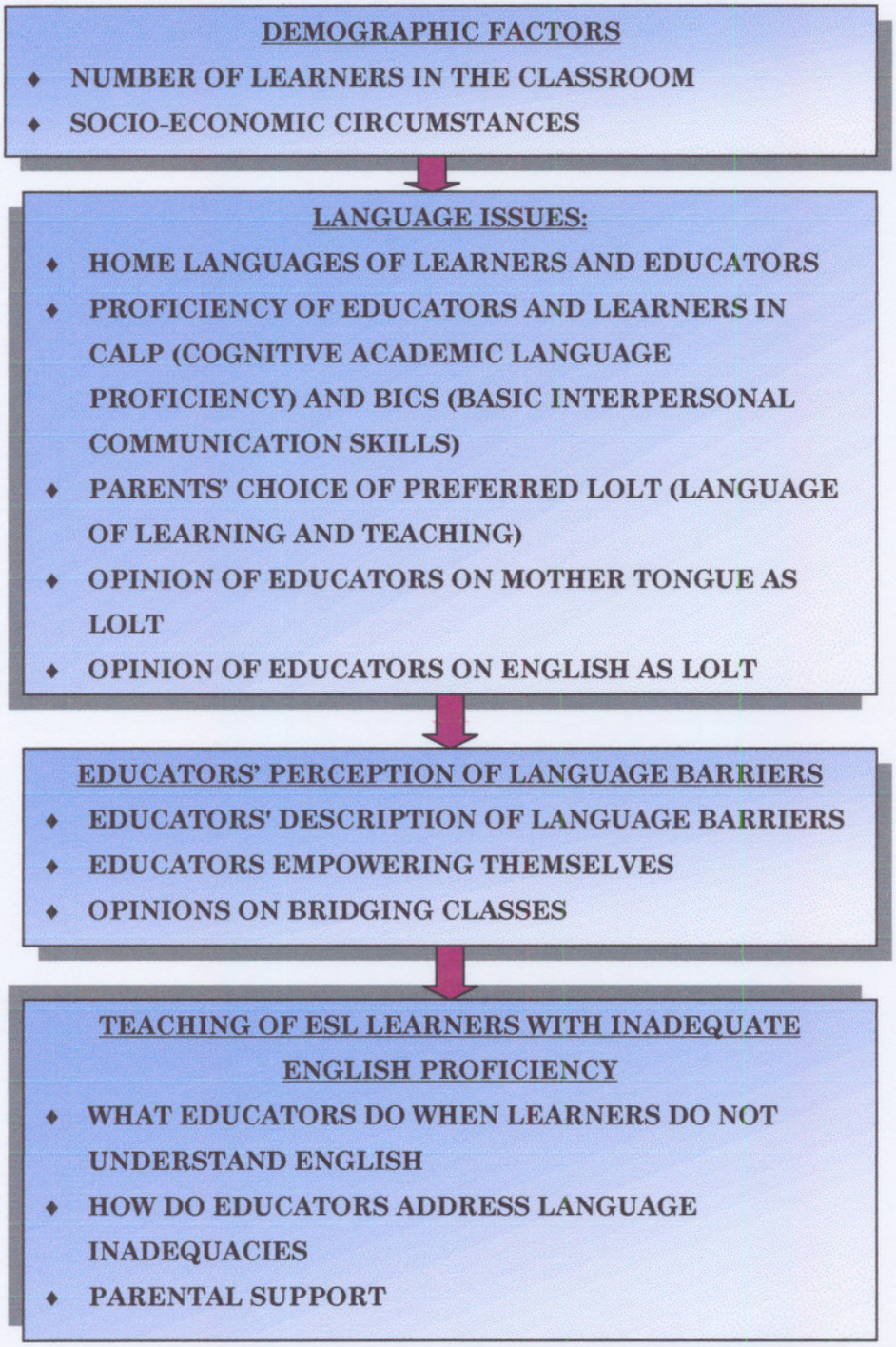


Figure 12. Overview of chapter 6

6.1. Introduction

The goal of this study is to compile a language enrichment programme for ESL learners in Grade 4 who experience barriers to learning, because of inadequate English proficiency.

In essence the barriers that exist for educators in teaching and supporting ESL learners with inadequate English proficiency, as well as the need for a story based English enrichment programme as a tool to support ESL learners, needed to be identified.

Other non-language factors, such as the demographic scenario (classroom numbers and socio-economic circumstances); parental support; educators' knowledge about and attitudes towards supporting ESL learners with inadequate English proficiency in the classroom; and the language diversity existing in a classroom that could impact on learners' ability to learn in a second language (see chapter 2 and 3) will be discussed. These factors are taken into account in the questionnaires, but do not form the focal point of the study.

This chapter will be divided into four discussions as indicated in the overview.

Please note: The respondents will be referred to as educators in this chapter.

6.2. Demographic factors

6.2.1. Introduction

In this discussion questions 1 and 7 will be analysed. These questions focus on:

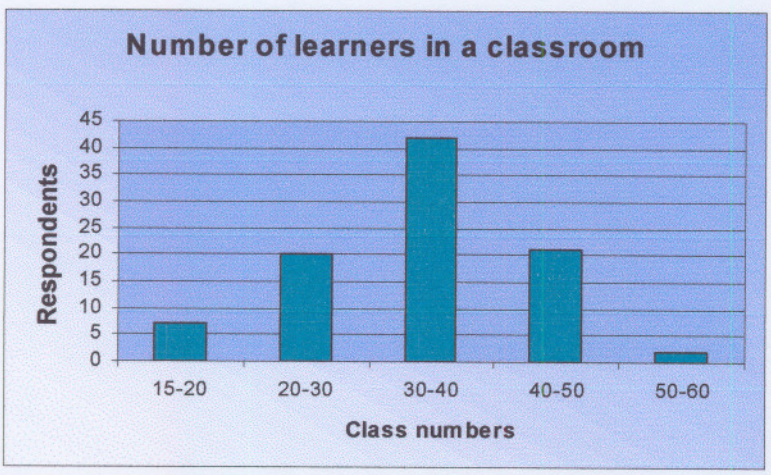
- the number of learners the educators have in their classrooms; and
- the socio-economic circumstances of the learners in the classroom of the respondents.

The implications for the language enrichment programme will be discussed after every question.

6.2.2. Question 1: Number of learners in classroom

1. How many learners are in your classroom? (Mark just one).				
15-20	20-30	30-40	40-50	50-60

Graphic summary of responses:



Graph 1. Question 1. Class numbers

6.2.2.1. Conclusion

- 44% (42 out of 96) of the educators have class numbers of between 30 and 40;
- 22% (21 out of 96) of the classes have between 40-50 learners;
- 21% (20 out of 96) of the educators have classes between 20 and 30 learners;
- 7% (7 out of 96) of the educators have classes between 15 and 20 learners;
- 2 % (2 out of 96) of the classes have between 50-60 learners; and
- 4 respondents did not complete this question.

From the above it is clear that the majority of educators (68%; 65 out of 96) have classes of between 30 and 40 learners.

Most educators, in the transformed educational South African reality, are currently, physically and emotionally unable to cope with a large number of learners with diverse needs (Rademeyer, 2003:8). Therefore, the high number of learners per classroom will have a consequence for the language enrichment programme (cf. 3.2.6.1 for more information from the literature on classroom numbers).

6.2.2.2. Implication for enrichment programme

Having a large number of learners in their classrooms, while simultaneously having learners with a diversity of home languages, creates the following challenges for a language enrichment programme:

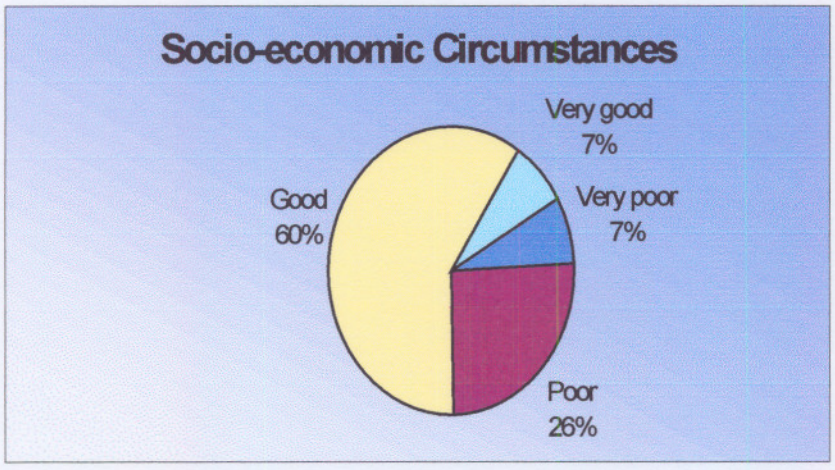
- preparation for educators must not take too much time, therefore,
    - o the programme will have to be described in uncomplicated language and easily interpretable instructions so that it is not time consuming;

- all learners must be involved at different levels of the language enrichment programme:
    - a suggestion would be that the language enrichment programme deals with smaller groups, each group working on its own level. Co-operative group work is an integral part of Outcomes Based Education;
- peers can be used as translators, to support learners to whom the educator cannot give immediate attention in a large classroom;
- as educators have so many learners in a classroom, making it difficult to provide individual attention to all learners, parental support needs to be motivated; and
- if remedial educators are available, learners with more specific serious language barriers in the LOLT can be remediated after school to decrease the challenges in the classroom for educators not trained to remediate learners with language barriers. Remedial educators may use the guidelines and structures of the language enrichment programme, but would need to include a more intensive remedial programme for the individual learner.

6.2.3. Question 7: Socio-economic circumstances

7. What are the general socio-economic circumstances of your learners in your classroom? (Mark just one)				
Very poor	**Poor**	**Good**	**Very good**	**Excellent**

Graphic summary of responses:



Graph 2. Question 7. Socio-economic circumstances of learners

6.2.3.1. Conclusion

- 60% (58 out of 96) of the educators indicate that their learners' socio-economic circumstances are good;
- 26% (24 out of 96) of the educators deem their learners to have poor socio-economic circumstances;
- 7% (7 out of 96) of the educators indicate that their learners have very poor socio-economic circumstances;
- 7% (7 out of 96) have very good socio-economic circumstances; and
- none of the learners in the educators' classrooms have excellent socio-economic circumstances.

The 60% good socio-economic circumstances can be explained by the fact that most of the schools used in this study are situated in average to lower middle class urban areas. There are, however, 33% who have poor to very poor socio-economic circumstances, which is a significant percentage of the 96% questionnaires returned (cf. 3.2.6.2 and 3.3 for more information on socio-economic circumstances and its influence on ESL learners).

6.2.3.2. Implication for language enrichment programme

Based on the above conclusions, the language programme will need to include the following:

- encouraging parents to expose learners to books, magazines and excursions. It could be inexpensive literature: cheaper magazines, books bought at the wholesale shop and free advertisements. The excursions could be to the shop, post office, doctor, pharmacy, petrol filling stations, or just taking a walk. While taking the excursion, English words could be linked to objects, e.g. reading labels or words painted on the windows. Illiterate parents could encourage the learner to ask the meaning of words at the different venues;
- encouraging parents to have conversations with their children in their home language. It is essential for the learners to have an established, enriched home language to support the learning of a new language;
- encouraging parents to have conversations with their children in English, if possible. If parents are able to read and write, English words could be pasted against objects in the house to encourage incidental reading. A scrapbook with English words and pictures could be compiled;
- the language enrichment programme would have to include many visual clues to words and concepts so that deprived ESL learners will be able to know and understand foreign words and concepts better. These visual clues include pictures, objects and the correct words written on posters and pasted on the picture or object;
- educators need to be motivated to teach and encourage their ESL learners to use the media centre at the school or the library in town;
- peer tutors could be assigned to assist with reading stories and expanding vocabulary during break or flexi time; and
- parents should be encouraged to attend Adult Basic and Education Training institutions to become literate.

6.2.4. Overall conclusion

Demographic factors suggest circumstantial and socio-economic barriers to learning. Whilst the language enrichment programme is not aimed at ameliorating these factors, it must accommodate their impact in the programme.

6.3. Language issues

6.3.1. Introduction

In this discussion questions 2 and 4, 3 and 5, 6, 12 and 13 will be analysed. These questions focus on:

- the languages that the educators, as well as the learners, use as a home language;
- the proficiency of educators and learners in formal (CALP) as well as conversational (BICS) English;
- parents' choice of preferred LOLT;
- the opinion of educators on mother tongue as LOLT; and
- the opinion of educators on English as LOLT.

After each question the implications for the language enrichment programme will be discussed.

6.3.2. Questions 2 and 4: Home languages/mother tongue

Questions 2 and 4 will be discussed in conjunction with each other, as they have reciprocal influences on the study.

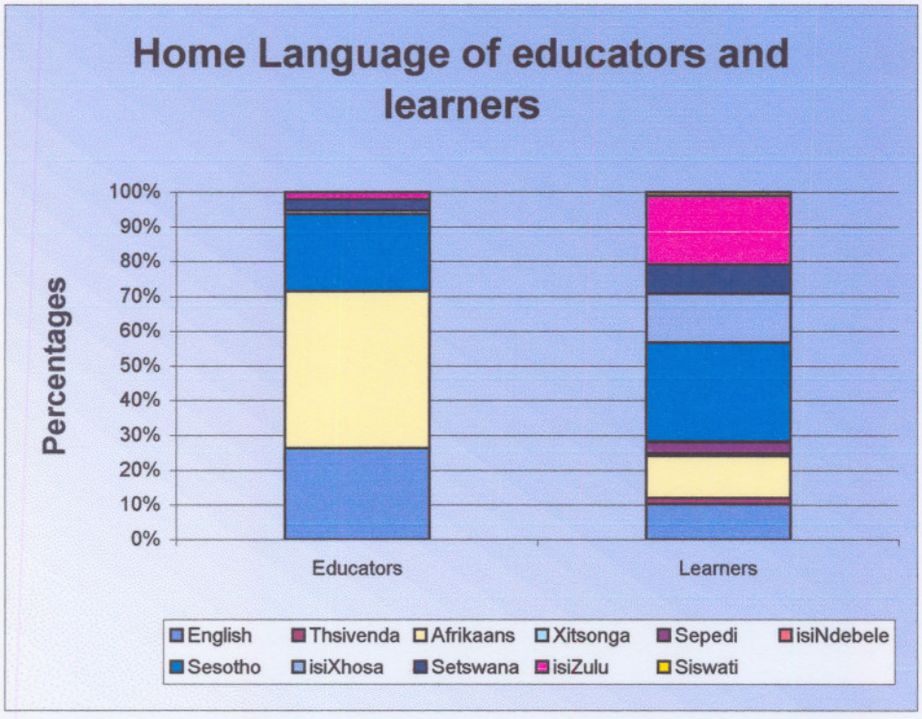
2. What is your own (educator) home language/mother tongue?

English	Thsivenda	Afrikaans	Xitsonga	Sepedi	IsiNdebele
Sesotho	isiXhosa	Setswana	isiZulu	SiSwati	

4. What home languages/mother tongue do the learners speak at home?

English	Thsivenda	Afrikaans	Xitsonga	Sepedi	IsiNdebele
Sesotho	isiXhosa	Setswana	IsiZulu	SiSwati	

Graphic summary of responses:



Graph 3. Questions 2 and 4. Home languages of educators and learners

6.3.2.1. Conclusion

Responses will be discussed from the highest value to the lowest value:

EDUCATORS	LEARNERS
45% (43 out of 96) have Afrikaans as home language;	85% (82 out of 96) have Sesotho as home language;
26% (25 out of 96) have English as	59% (57 out of 96) have isiZulu as

home language;	home language;
22% (21 out of 96) have Sesotho as home language;	43% (41 out of 96) have isiXhosa as home language;
3% (3 out of 96) have Setswana as home language;	36% (35 out of 96) have Afrikaans as home language;
2% (2 out of 96) have isiZulu as home language;	31% (30 out of 96) have English as home language;
1% (1 out 0f 96) have isiXhosa as home language; and	25% (24 out of 96) have Setswana as home language;
0% of educators have Siswati, isiNdebele, Sepedi and Thsivenda as home languages.	9% (9 out of 96) have Sepedi as home language;
	5% (5 out of 96) have Thsivenda as home language;
	2 % (2 out of 96) have Xitsonga as home language; and
	1% (1 out of 96) have isiNdebele as home language.

Table 7. Home languages of educators and learners.

Notable differences, for this study, between the learners and the educators are:

- that most educators speak Afrikaans (45%), 26% speak English and 22% have Sesotho as a home language;
- most of the learners have Sesotho (85%) as home language, then IsiZulu (59%) and IsiXhosa (43%);
- Afrikaans (36%) and after that, English (31%) follows as home languages for learners;
- only 26% of the educators and 31% of the learners use English as a home language;

(cf. 2.1 and 2.2 on the multilingualism situation of South Africa and policies around the issue of multilingualism in the country as well as in

education; and cf. 3.2.4.3 for the influence of multilingualism for educators in the classroom).

6.3.2.2. Implications for the language enrichment programme

- For 74% of the educators and 69% of the learners, English is a second language, which means that 69% of learners are learning in a LOLT that is not their first language, and 74% of the educators are not teaching in their first language. This large percentage of ESL learners indicates that an English language enrichment programme seems necessary to improve ESL learners' inadequate English proficiency and to facilitate achievement of their potential;
- The large number of diverse home languages in the classroom will influence the learning process for the learners:
    - communication between educators and learners as well as learners and learners may be hampered;
    - code switching and translation by educators will probably be problematic;
    - instructions by the educators could be wrongly interpreted by learners; and
    - peer translators may also be limited in some classes where there are not other learners with the same home language as their peers;
- The implication is that the language enrichment programme will have to be:
    - undemanding;
    - stimulating;
    - working from the known environment to the current learning environment;
    - in uncomplicated, comprehensible English; and
    - rich in visual stimuli, such as pictures, objects and words written on posters.

6.3.3. Conversational (Basic Interpersonal Communication Skills (BICS) and formal (Cognitive Academic Language Proficiency (CALP) proficiency in English of educators and learners

Questions 3 and 5 will be discussed in conjunction with each other, as they have reciprocal influences on the study.

6.3.3.1. Questions 3 a) and 5a): Conversational Proficiency (Basic Interpersonal Communication Skills (BICS) of educators and learners

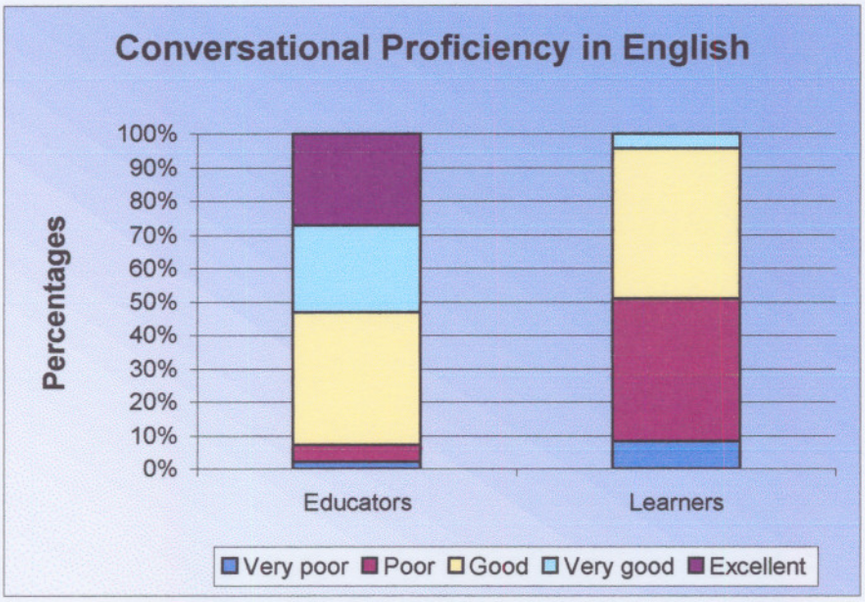
3. a) What is the standard of your (educator) conversational proficiency in English? (Mark just one)

Very poor	Poor	Good	Very good	Excellent

5. a) What is the standard of the general conversational proficiency in English of the learners in your classroom? (mark just one)

Very poor	Poor	Good	Very good	Excellent

Graphic summary of responses:



Graph 4. Question 3a) and 5a). Conversational proficiency in English of educators and learners

6.3.3.1.1. Conclusion

In descending order, educators judge their own and their learners' conversational English proficiency as:

EDUCATORS	LEARNERS
good (39%; 38 out of 96);	good (45%; 43 out of 96);
excellent (27%; 26 out of 96);	poor (43%; 41 out of 96);
very good (26%; 25 out of 96);	very poor (8%; 8 out of 96);
poor (5%; 5 out of 96); and	very good (4%; 4 out of 96); and
very poor (2%; 2 out of 96).	excellent (0%).

Table 8. Educators' and learners' conversational proficiency in English.

6.3.3.2. Questions 3b) and 5b): Formal proficiency of educators and learners (Cognitive Academic Language Proficiency (CALP).

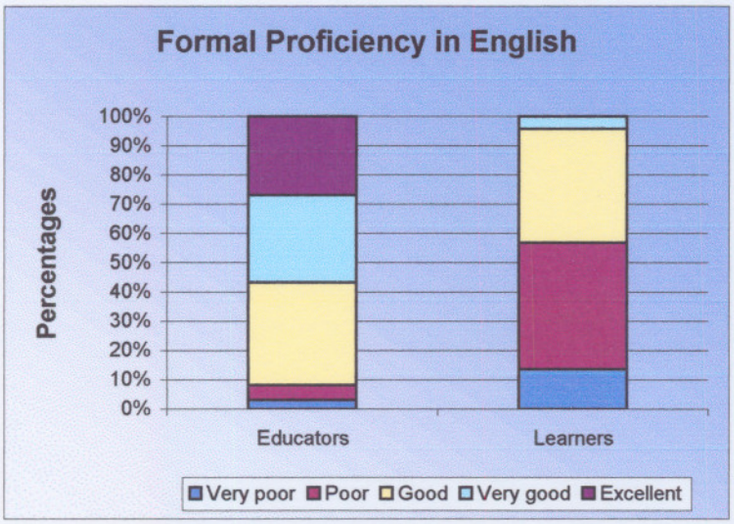
3. b) What is the standard of your (educator) formal (reading and writing) teaching proficiency in English? (mark just one)

Very poor	Poor	Good	Very good	Excellent

5. b) What is the standard of the general formal (reading and writing) learning English proficiency of the learners in your classroom? (mark just one)

Very poor	Poor	Good	Very good	Excellent

Graphic summary of responses:



Graph 5. Question 3b) and 5b). Formal proficiency in English of educators and learners

6.3.3.2.1 Conclusion

In descending order, educators judge their own and their learners' formal English proficiency as:

EDUCATORS	LEARNERS
good (35%; 34 out of 96);	poor (43%; 42 out of 96);
very good (30%; 29 out of 96);	good (38%; 37 out of 96);
excellent (26%;25 out of 96);	very poor (13%;13 out of 96);
poor (5%; 5 out of 96); and	very good (4%; 4 out of 96); and
very poor (3%; 3 out of 96).	excellent (0%).

Table 9. Educators' and learners' formal proficiency in English

6.3.3.3. Summative conclusions to questions 3 and 5

- Questions 3a) and 5a) asked the educators to judge their own as well as their learners' conversational proficiency in English. Educators judge their own conversational proficiency as good, very good and even excellent. The 27% educators who have excellent conversational skills in English concur with the 26% who have English as mother tongue;
- Educators judge that 51% of their learners' conversational English proficiency skills are poor to very poor;
- In question 3b) and 5b) educators were requested to judge their own as well as their learners' formal proficiency in English. Educators deem their formal proficiency to be very much the same as their conversational proficiency i.e. between good and very good. The 'excellent' percentage again concurs with the percentage that speaks English as mother tongue;
- Educators judge that 56% of their learners' formal English proficiency skills are poor to very poor; and
- The learners (45% conversational English and 38% formal English) who were deemed to have a good proficiency in English can be explained by the fact that the learners are already in Grade 4, the intermediate phase, and have been exposed to English in the Foundation Phase. The reason the educators judge their own conversational (92%), as well as formal (91%) proficiency in English as good, very good and excellent may be that they have been exposed to

English as a South African national language for decades (cf. 3.4.1 for definitions of BICS and CALP).

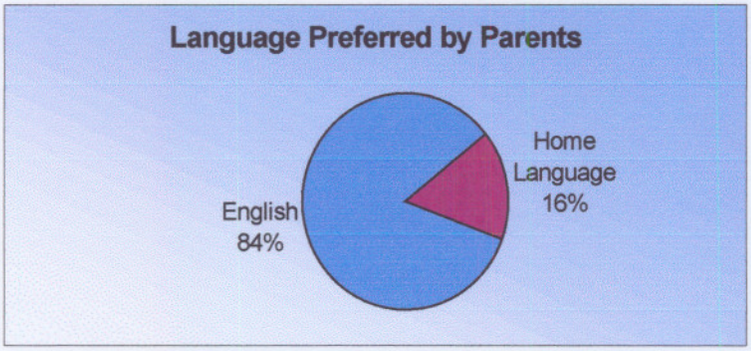
6.3.3.4. Implication for the language enrichment programme

- Only a small percentage of the educators consider their own conversational (7%) and formal (8%) English to be poor and very poor, therefore 93% to 94% of the educators will not have trouble reading and understanding the language enrichment programme in English or implementing it correctly. However, the programme will need to be easily understandable for the remaining 7 to 8%;
- 51% of the learners in the educators' classrooms have poor to very poor English conversational skills and 56% of the learners have poor to very poor formal English skills. The large percentage of poor to very poor conversational and formal skills in English is a good indicator that a language enrichment programme for these learners is a huge need;
- The language enrichment programme needs to address the conversational, as well as the formal proficiency in English of learners; and
- The language enrichment programme will have to provide for different learner levels of English proficiency:
  - poor (Conversational and Formal: 43%);
  - good (Conversational: 45%; Formal: 38%);
  - very good (Conversational and Formal: 4%); and
  - very poor (Conversational: 8%; Formal: 13%).

6.3.4. Question 6: Preferred language of learning and teaching (LOLT) by parents

6. What language do the parents of the learners in your classroom prefer their children to be taught in? (Mark just one)			
English		Home Language	

Graphic summary of responses:



Graph 6. Question 6. LOLT preferred by parents

6.3.4.1. Conclusion

According to the educators' response 84% (81 out of 96) of the parents prefer their children to be taught in English and only 16% (15 out of 96) in their home language (cf. 2.3 for the reasons why parents choose English as LOLT for their children.)

It is important to note that although 84% of parents want their children to be taught in English, 90% of these learners (as indicated by the educators in question 4) have a different home language from English.

6.3.4.2. Implications for the language enrichment programme

The reality, as is reflected in the results of this question, is that more and more learners will learn in English, their second language (cf. 2.3). The

implications for the English language enrichment programme are therefore:

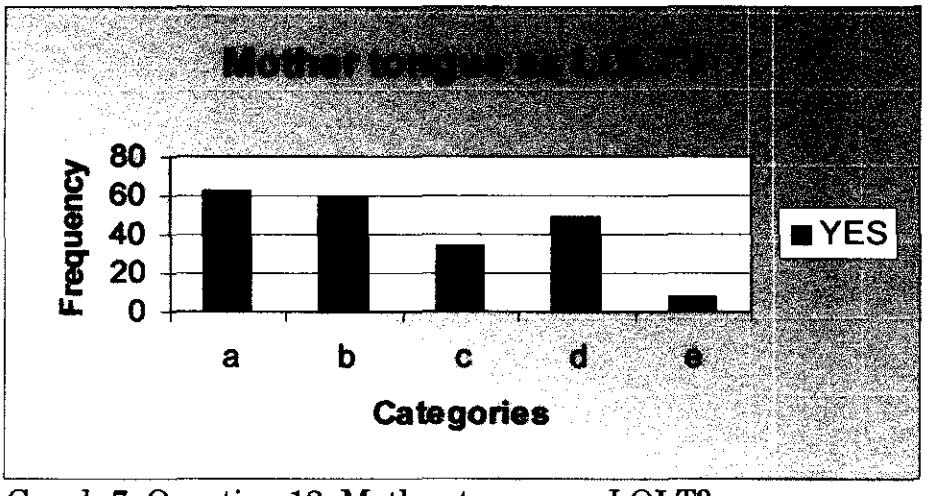
- the enhancement of English vocabulary. Language consists of words (cf. 4.3.5). As English is not the home language of the learners in this study, vocabulary and concepts in English need to be expanded to augment the English language as LOLT. Enriching vocabulary and concepts in English will empower learners; and
- as this will not be a remedial programme, but language enrichment, educators will not need to assess and remediate learners formally. Learners with more serious language barriers can be referred to the School Based Support Team for further intensive support.

6.3.5. Question 12: mother tongue as LOLT?

12. How do you, as educator, feel about mother tongue as the Language of Learning and Teaching until Grade 7?

	YES
a. It will be to the academic and emotional advantage of the learner.	
b. It will preserve respect and development of the mother tongue.	
c. It will prevent knowledge and respect of cultural diversity.	
d. It will disadvantage the learner in the general economic world outside of school.	
e. Other: (Specify)	

Graphic summary of responses:



Graph 7. Question 12. Mother tongue as LOLT?

6.3.5.1. Conclusion

- 66% (63 out of 96) of the educators feel that learning in the mother tongue will be to the academic and social advantage of the learner;
- 61% (59 out of 96) of the educators indicate that learning in the mother tongue would preserve the respect and development of the mother tongue;
- 35% (34 out of 96) of the educators judge that learning in the mother tongue would prevent knowledge and respect for cultural diversity; and
- 51% (49 out of 96) of the educators believe that learning in the mother tongue will disadvantage the learner in the general economic world outside the school; and
- Other comments that were made include:
  - English, as international language, is essential for all. It is the common ground for communication in SA, as well as abroad.

The reality is that although educators believe learning in the mother tongue is better for the learners' academic and social well being, they are challenged with ESL learners in their classroom (cf. 6.3.2). Therefore, it seems that educators will appreciate an English language enrichment

programme for educators (cf. 2.3. why English is the dominant choice of LOLT).

6.3.5.2. Implications for the language enrichment programme

Although 66% of the educators indicated that the mother tongue would be to the academic and social advantage of the learners, only 16% of the parents want their learners to be taught in their mother tongue (cf. 6.3.4). The implication is that 84% will learn in a second language, in particular, English. This causes conflict between what the educators believe, that the mother tongue is to the academic and social advantage of the learners, and what the parents believe is the best way for their children to advance in the outside world of work. This conflict, however, has some serious consequences, in that many learners experience barriers to learning as a result of inadequate English proficiency. Educators are not specifically trained to address these barriers and they do not have the time to stimulate and enrich these ESL learners inadequate English proficiency (Mda, 1999:224). Therefore, there is a need for an English language enrichment programme, creatively and uncomplicated compiled to provide educators with an easily implementable programme.

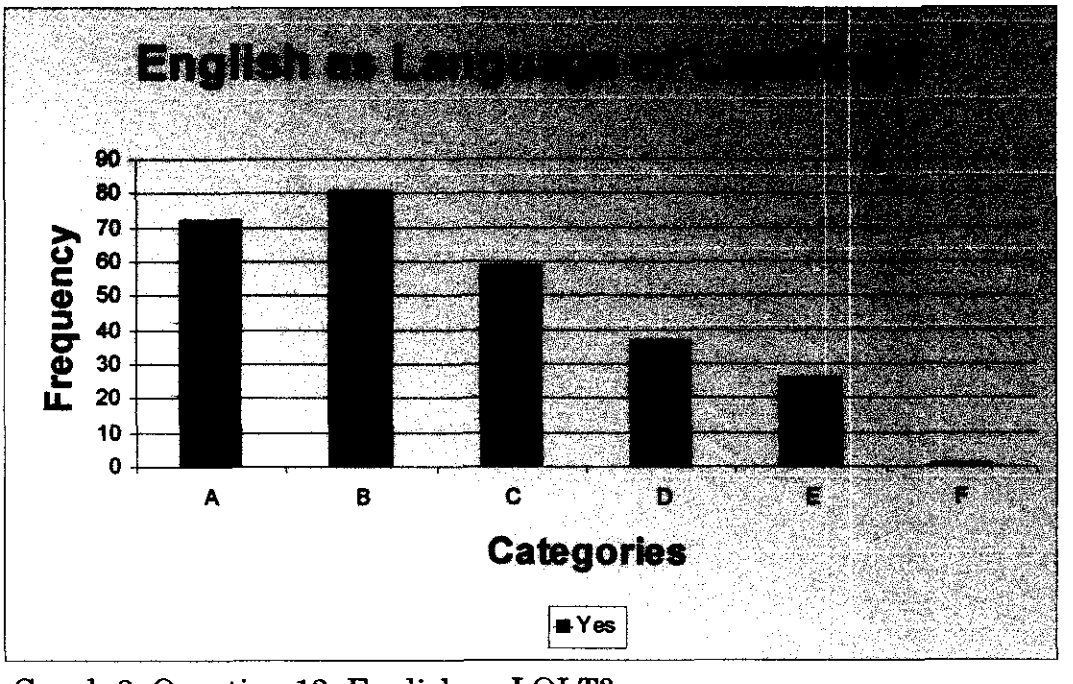
Educators will need to accept and acknowledge that although English is the LOLT of these learners, it is still their second language. The language enrichment programme will therefore need to augment the English of these learners to prepare them for the use of English outside school in more informal conversational settings, as well as inside school, in the more formal learning settings.

6.3.6. Question 13: English as LOLT?

13. Do you think English as Language of Learning and Teaching from Grade 1 will .....

	YES
a. provide the learners with more learning opportunities.	
b. provide the learner with better opportunities in the outside world.	
c. make the learner more socially acceptable.	
d. neglect the development of the mother tongue.	
e. disadvantage the learner academically and emotionally.	
f. Other: (Specify)	

Graphic summary of responses:



Graph 8. Question 13. English as LOLT?

6.3.6.1. Conclusion

- 75% (72 out of 96) of the educators believe that English as LOLT would provide the learners with more learning opportunities;

- 84% (81 out of 96) of the educators deem that English as LOLT would provide the learners with more opportunities in the outside world;
- 61% (59 out of 96) of the educators judge that English as LOLT would make the learner more socially acceptable;
- 39% (37 out of 96) of the educators indicate that English as LOLT would neglect the development of the mother tongue;
- 27% (26 out of 96) of the educators believe that English as LOLT would disadvantage the learner academically and emotionally; and
- 1% (1 out of 96) of the educators repeated a suggestion already included in option a of this question.

Nkabinde (1997), Lemmer (1995), Reese (2000), Coetzee *et al.* (2002) and many other authors support statements that black learners and parents choose English as medium of instruction, because it is associated with economic, industrial, political and social opportunities and status, even if there is scientific evidence that learning in a mother-tongue is recommended. It seems from the responses that, although educators feel that education in the mother tongue is to the academic, social and emotional advantage of learners, they agree with the parents that learning in English is to the economical advantage of the learners (cf. 2.3. for the reasons why English is the dominant choice of LOLT).

6.3.6.2. Implications for the language enrichment programme

Questions 12 and 13 dealt with educators' opinions on whether mother tongue or English is the best LOLT.

The implication is that although educators know that learning in the mother tongue is the better option for academic achievement, they acknowledge that English is the doorway to social and economic empowerment. This opinion of educators reinforces the parents' staunch demand that their children learn in English. The implication is that

learners will not return to learning in their mother tongue, but will learn in their second language, English. This makes the need for an English language enrichment programme essential.

The language enrichment programme will, therefore, need to be an uncomplicated, easy to follow, creative English language enrichment programme to counteract the conflicting beliefs of the educators regarding English as LOLT.

6.4. Educators' perception of learners with language barriers

6.4.1. Introduction

In this discussion questions 8, 11 and 15 will be analyzed. These questions focus on:

- educator definition of language barriers;
- educator empowerment with regards to language barriers; and
- educators' opinion towards a bridging class.

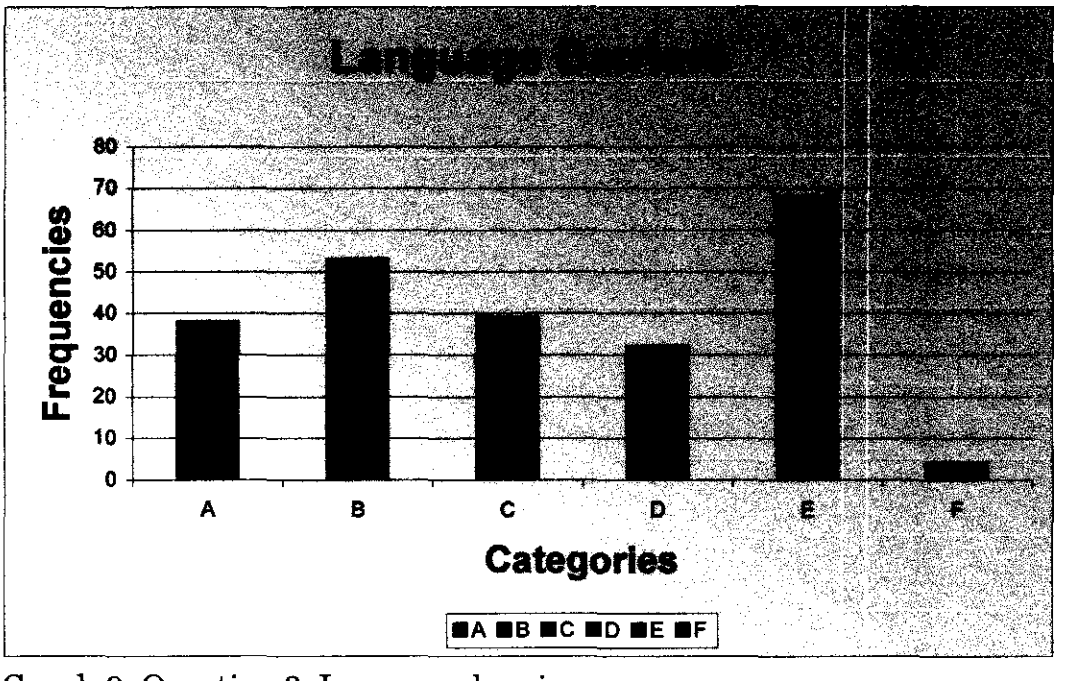
The implications for the language enrichment programme will be discussed after each question.

6.4.2. Question 8: Description of language barriers

8. How will you describe language barriers to learning and development?

	YES
a. The learner has language developmental deficits in his mother tongue.	
b. The learner cannot have a conversation in the Language of Learning and Teaching (LOLT), namely English.	
c. The learner cannot read and write in the Language of Learning and Teaching (LOLT), namely English.	
d. The learner does not have the intellectual aptitude to achieve in language subjects.	
e. The learner cannot achieve academically, because of his language barriers, and not because of his intellectual ability.	
f. Other:	

Graphic summary of responses:



Graph 9. Question 8. Language barriers

6.4.2.1. Conclusion

- 70% (68 out of 96) of the educators reason that the learner cannot achieve academically because he has a language barrier and not because he has intellectual barriers. Since such a large percentage of

the educators believe that language barriers are the reason learners cannot achieve academically it indicates that educators realise that learners have barriers to learning because of the LOLT and not because of intellectual barriers. This reasoning is quite positive in that language barriers are temporary and can be addressed. Educators will therefore appreciate the fact that these ESL learners will benefit from a language enrichment programme in English;

- 55% (53 out of 96) of the educators indicate that language barriers to learning and development are because the learner cannot have a conversation in English. Although BICS are not the prerequisite for academic success, when learners experience barriers conversing in English, communication frustrations, such as misinterpreting instructions of the educator, will occur between an educator and a learner. These misunderstandings between educator and learner can result in barriers to learning for the learner;
- 41% (39 out of 96) of the educators believe a language barrier includes the inability of a learner to read and write in English. Sweetnam Evans (2001:1) confirms these statements by asserting that LEP learners have a low level of reading and listening skills;
- 39% (38 out of 96) of the educators judge that a language barrier occurs because learners have language developmental deficits in their mother tongue. (cf. 3.2.1 for more information on poor mother tongue skills); and
- 33% (32 out of 96) of the educators say that learners do not have the intellectual aptitude to achieve in language subjects. Many educators regard intelligence as a prerequisite for successful language learning, but there are many factors that influence intellectual potential and a motivated learner will be successful despite an average, or below average, intellectual ability (Kilfoil, 1997:6-8). According to Krashen *et al.* (1995:39) there are researchers who believe some individuals have a special aptitude for a second language, but Krashen *et al.* (1995:39)

emphasise that this aptitude refers to using only grammar type tests to measure the aptitude of a foreign language.

- The other descriptions of language barriers (4 out of 96) that were given by educators were:
  - *the learners cannot achieve academically because of disciplinary matters.* Disciplinary problems will occur when miscommunication and misunderstanding exist between educators and learners. Disciplinary matters can be solved in different ways. However, this is not the focus of this study and so will not be further discussed; and
  - *as soon as learners go home, learning stops; there is no follow-up at home, parents work till late.* The non-involvement of parents has already been addressed in the discussion on demographic factors (c.f. 6.2).

6.4.2.2 Summary of question 8

Language barriers to learning and development cannot be described simplistically. There are different complex factors that cause and influence barriers to language learning and development.

6.4.2.3. Implications for the language enrichment programme

Educators realise that ESL learners have barriers to learning, because they are struggling with the English LOLT. The language enrichment programme will need to:

- improve interpersonal communication skills:
  - increase vocabulary in order for the learner to have comprehensible conversations, understand instructions, to read and to learn;
  - improve basic conversational skills through role play;

- empower the learner to be able to ask questions to clarify uncertain concepts and vocabulary; and
- empower the learner to have a comprehensible conversation outside of the school;

- stimulate thinking and reasoning skills to develop cognitive competencies;
- increase vocabulary and concepts to extend the learner's ability to understand, think and reason about what he hears and reads;
- have dictionaries in the mother tongue available in the classroom to improve both the mother tongue and English proficiency;
- provide guidelines on referrals to a speech therapist and/or remedial therapist for language developmental deficits; and
- provide guidelines on how to extend the programme into the other Learning Areas to broaden and strengthen the learners' competencies and proficiency for learning in English.

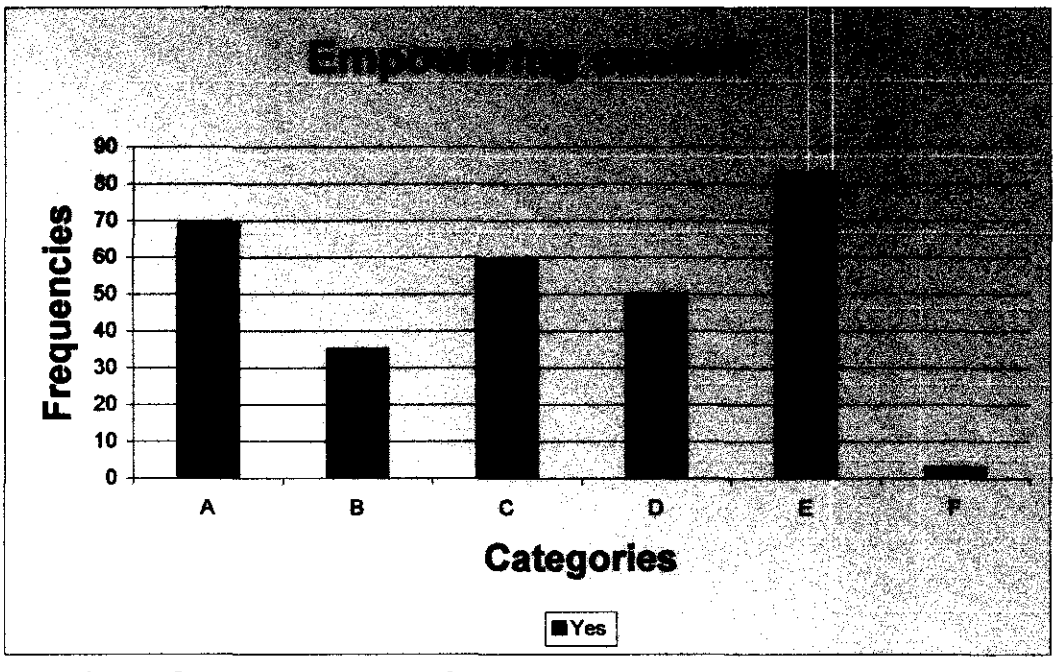
Although the literature (cf. 3.2.3) mentions that some learners will master a new language more effortlessly than others, because of an aptitude for languages, there is no evidence that a learner cannot augment his second language with vocabulary, concepts, reasoning and thinking skills, as well as conversational skills to provide a foundation for learning in a second language.

6.4.3. Question 11: Educators – empowering themselves?

11. What are you doing to empower yourself regarding language barriers to learning and development?

	YES
a. Attend workshops/courses.	
b. Advanced studies (Diplomas, Degrees and Certificate courses).	
c. Research literature (Read scientific magazines, books, internet, research topics).	
d. Communicate with support teams at District.	
e. Experiment in classroom (Do you try new teaching methods, tools and techniques?).	
f. Other: (Specify).	

Graphic summary of responses:



Graph 10. Question 11. How do educators empower themselves?

6.4.3.1. Conclusion

- 72% (69 out of 96) of the educators do attend workshops and courses;
- 36% (35 out of 96) of the educators are busy with advanced studies (diplomas, degrees and certificate courses);

- 61% (59 out of 96) of the educators research literature (read scientific magazines, books, internet, research topics);
- 52% (50 out of 96) of educators communicate with support teams at District office;
- 86% (83 out of 96) of the educators experiment in the classroom (try new teaching methods, tools and techniques); and
- Other comments that were made:
  - school organised Sotho lessons for educators; and
  - communicate with other educators to get advice and share experiences.

6.4.3.2. Summary of question 11

From the above results it appears that educators do seem anxious to empower themselves in various ways. However, the options such as attending workshops and courses, as well as experimenting in the classroom for empowerment, have to be inexpensive and easily accessible, because many of the respondents live far away from towns. Travelling is problematic and expensive for these educators. Therefore the language enrichment programme needs to be accessible and easy to implement in the classroom (cf. 3.2.4.4 for more information on the inadequate training of educators).

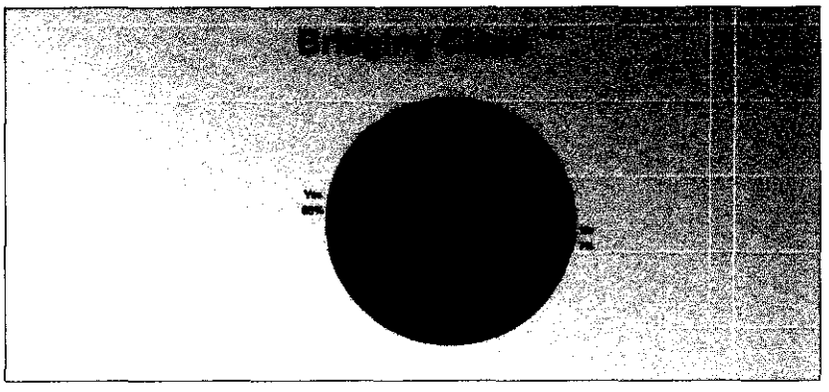
6.4.3.3. Implication for the language enrichment programme

Guidelines on how to use easy, accessible books, articles and the Internet to improve educator knowledge, skills and resources can be included in the language enrichment programme.

6.4.4. Question 15: Bridging class?

15. Do you think that learners who have inadequate English proficiency should be taught in a bridging class?	YES	NO

Graphic summary of responses:



Graph 11. Question 15. Bridging class?

6.4.4.1. Conclusion

- 93% of the educators believe that it would be better for the learners who have inadequate English proficiency to be taught in a bridging class; and
- only 7% of the educators consider it not necessary (cf. 4.2.4 regarding the policy of Inclusive Education).

6.4.4.2. Implications for the language enrichment programme

The major impact of the results of this question on the language enrichment programme will be one of attitude: currently educators are frustrated and are experiencing feelings of disempowerment. The reason for these feelings is that they have ESL learners with inadequate English proficiency and they have no/poor official institutional training in dealing with these learners.

During visits and discussions with the educators, the researcher identified the following feelings that educators experience:

- "I am not trained to handle ESL learners with inadequate English language barriers";
- "I do not have the time to implement this programme"; and
- "This is extra work".

Taking into consideration that the majority of educators still feel that ESL learners with inadequate English language proficiency should not be in the mainstream, a possibility exists that a small percentage of educators will not implement the language enrichment programme.

Although some educators will feel this way, the researcher noted an overwhelming need for language enrichment programmes. Most educators recognise that they will have ESL learners in their classroom and that it is their moral and educational responsibility to support these learners to the best of their abilities.

Educators will need to be made aware of the following:

- White Paper 6 on Inclusive training and development (Department of Education, 2001:11) (cf. 4.2.4) recognises that learners who are using their second language as LOLT are experiencing barriers to learning and development. White Paper 6 allows for all learners, including learners with barriers to learning, to be in mainstream education. The educators have the responsibility to change attitudes and adapt curricula and use language enrichment programmes in order to accommodate ESL learners.

As educators do not have the training (cf. 3.2.4.4) or the time to compile a language enrichment programme, the researcher believes they will welcome any readymade programme to implement with English second

language learners in the classroom. The language enrichment programme will have to take into consideration that educators are not formally trained in supporting ESL learners with inadequate English language proficiency. Therefore, the programme will need to:

- fit into the everyday programme of the classroom;
- be uncomplicated and in layman's terms; and
- involve all learners in groups.

6.5. Teaching of ESL learners who have inadequate English proficiency

6.5.1. Introduction

In this discussion questions 9, 10 and 14 will be analysed. These questions focus on:

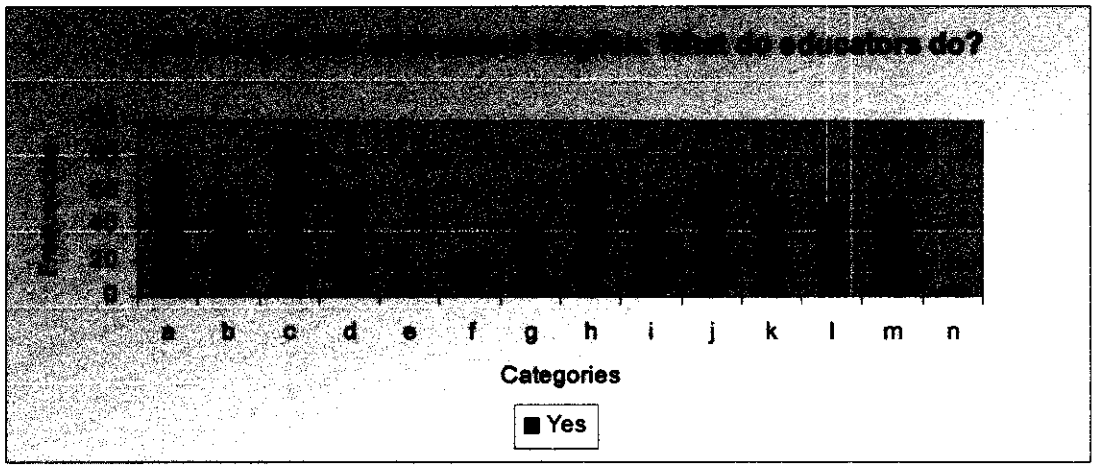
- what educators do when learners do not understand English;
- what educators do to address language inadequacies; and
- how much parental support exists.

The implications for the language enrichment programme will be discussed after every question.

6.5.2. Question 9: What educators do when learners do not understand English as LOLT

	YES
a. Adapt level of teaching according to the learner's level of comprehension.	
b. Adapt level of assessment to the need of the learner with language barriers.	
c. Try to teach English vocabulary.	
d. Ask peers to translate.	
e. Use a parent to assist in the classroom as a translator.	
f. Use a parent to assist with learners that need additional support in English.	
g. Use any other assistant in the classroom.	
h. Prepare additional worksheets to adapt the curriculum for these learners.	
i. Further your own studies to gain more knowledge on how to support these learners.	
j. Use flexi time/additional time/after school to remediate these learners.	
k. Compile a language enrichment programmes for the learner with language barriers.	
l. Refer to Education Support Services.	
m. Refer to remedial specialists or educational psychologists.	
n. Other: (specify)	

Graphic summary of responses:



Graph 12. Question 9. What do educators do when learners do not understand English?

6.5.2.1. Conclusion

The results of this question will be discussed in 4 clusters:

- cluster 1: Teaching English vocabulary;
- cluster 2: Classroom practice;
- cluster 3: In-classroom support; and
- cluster 4: Alternative routes.

6.5.2.1.1. Cluster 1: Teaching English Vocabulary

- Most educators (88%; 86 out of 96) try to teach the learners English vocabulary, which indicates that the educators regard augmenting English vocabulary as an important aspect of language teaching.

6.5.2.1.2. Cluster 2: Classroom practice

- 79% (76 out of 96) of the educators adapt the level of teaching according to the learners' comprehension of English;
- 52% (50 out of 96) of the educators adapt the level of assessment to the need of the learner with language barriers;
- 72% (69 out of 96) of the educators use flexi time/additional time to remediate these learners who do not understand English;
- 71% (68 out of 96) of the educators prepare additional worksheets to adapt the curriculum for the learners; and
- 57% (55 out of 96) of the educators compile language enrichment programmes for the learner with language barriers.

6.5.2.1.3. Cluster 3: In-classroom support

- 61% (58 out of 96) of educators use peers in the classroom as translators;
- Only 11% (10 out of 96) of the educators ask a parent to assist in the classroom as a translator;
- 25% (24 out of 96) of the educators use a parent to assist with learners that need additional support in the classroom; and

- 44% (42 out of 96) of the educators use any other assistant in the classroom.

In a classroom where there is a diversity of home languages (cf. 6.3.2), a good alternative to assist educators while teaching in English, is to make use of peers to translate for learners who struggle with English as LOLT. Questions 2 and 4 (cf. 6.3.2) indicate that there are a vast number of different home languages in the classrooms of the respondents. It will be nearly impossible for the educators to understand and speak all the home languages in the classroom.

Educators can use willing parents in the classroom to assist them with certain tasks. This is a limited option, however, as parental support is a serious concern (cf. 6.5.4).

6.5.2.1.4. Cluster 4: Alternative routes

- 6% (6 out of 96) of the educators refer learners to remedial specialists or educational psychologists;
- 55% (53 out of 96) refer learners to the Education Support Services; and
- 52% (52 out of 96) further their own studies to gain more knowledge on how to support these learners (cf. 6.4.3).

Educators need support to take on the broader roles and responsibilities required for effectively addressing the needs of all learners (Swart *et al.* 2001:42). School Based Support Teams (SBST) need to be established in keeping with the notion that the school community needs to be developed in order to address the needs of all learners (Swart *et al.* 2001:42).

From the researcher's experience, after much training, many workshops and school visits with educators, the SBST teams in many schools are not functioning adequately. In the responses of the educators this trend can be

identified in that only 55-56% refer to professionals inside and outside of the education system. If the SBST were functioning in a school, support from the broader support community would be easier.

Referring to specialists outside of the education system is not so easy as it costs money, transport is a problem and parents often believe that the school has to solve the problem. Educators also do not always know whom the appropriate professional specialist is to whom learners should be referred.

6.5.2.2. Summary of conclusions

Most of the educators do endeavour to support ESL learners who have inadequate English proficiency. The educators teach English vocabulary, adapt the level of teaching and the level of assessment. Many educators use flexi time to remediate and prepare additional worksheets. Some of the educators compile language enrichment programmes for the learners. Peer tutors and parents are also used as alternative options.

It seems that activities that can be executed in the classroom while teaching are preferable for educators, although flexi time, which is part of the school day, is also used. Although 57% of the educators have the courage to compile a language enrichment programme, there are many (43%) who are not compiling a language enrichment programme. The reason for not compiling a language enrichment programme is most probably because educators do not have the time and/or specific training and know-how to do it (Engelbrecht & Green, 2001: 40) (cf. 3.2.4.4 on the inadequate training of educators).

6.5.2.3. Implications for the language enrichment programme

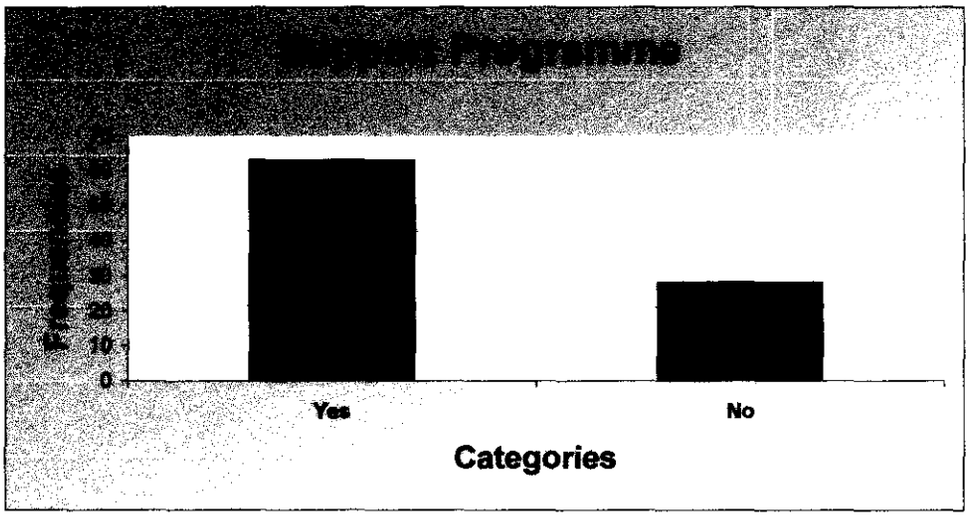
- A language enrichment programme for learners who experience barriers to learning because of inadequate English proficiency, with clear and practical guidelines, to be used in the classroom seems valuable;
- educators are positive towards teaching English vocabulary. However, teaching vocabulary must be a purposeful, enjoyable and memorable learning experience (cf. 4.3.5). Stories (cf. 4.4) are a good tool, from which vocabulary can be expanded;
- educators need to be guided on how to address different learning styles (cf. 4.3.6) and English proficiency levels in the language enrichment programme;
- peer translators are advisable, but the focus of the programme must still be on enriching the use of the English language. Caution must be taken that learners do not rely too much on peer translators as an aid. It is essential that learners explore within the English language to increase their ability to think and reason in English; and
- guidelines on when and how to refer to specialists, in and outside of the education department, may be added, although it is not the focus of this study. Structures within in the education department include the School Based Support Team, as well as the District Based Support team. The composition of the School Based Support Teams should be flexible to cater for varying needs at different times. Principals, educators, and sometimes parents, as well as learners are the core members of these teams. However, the teams can also be strengthened by the expertise of external facilitators, consultants and professionals (Swart *et al.* 2001:42). Education support professionals should be prepared to assume roles as members in collaborative teams and as consultants in an inclusive educational system (Engelbrecht, 2001: 25) (cf. 4.6 on other role players supporting the educators in enriching the ESL learners' inadequate English proficiency).

6.5.3. Question 10 a) en b): Attempts of educators to address language barriers in the class to develop learners' proficiency in English

6.5.3.1. Question 10 a)

10 a) Have you attempted to address language barriers in your class?	YES	NO

Graphic summary of responses:



Graph 13. Question 10a). Attempts by educators to address language barriers

6.5.3.1.1. Conclusion to question 10a)

- 66% (63 out of 96) of the educators had attempted to address the language barriers in their classes;
- 28% (27 out of 96) of the educators had not attempted to address the language barriers in their classes; and
- 6% (6 out of 96) of the educators did not answer the question, which may suggest that they have not attempted to address the language barriers in their classrooms.

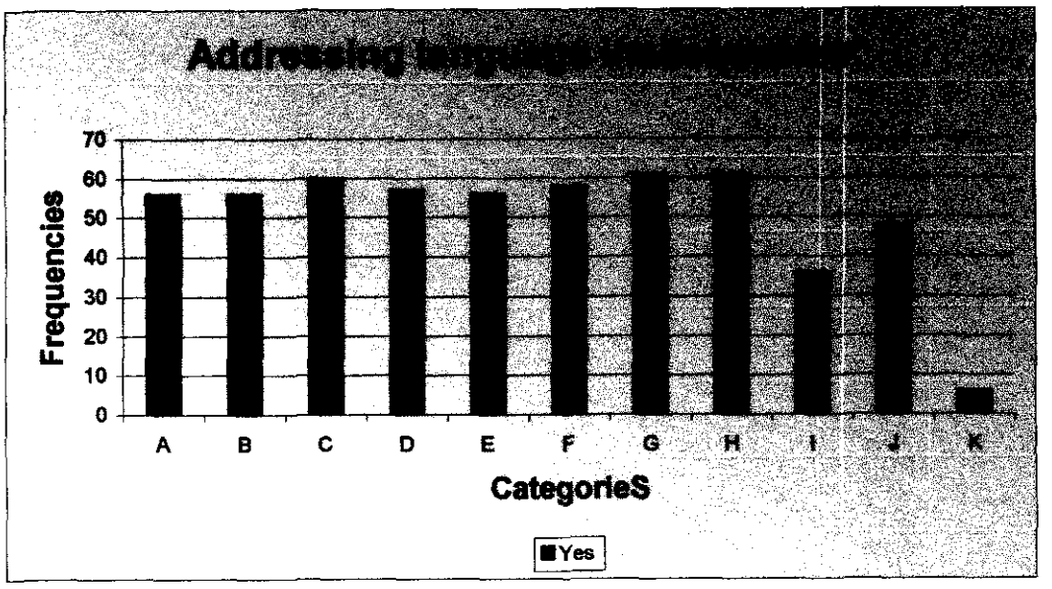
6.5.3.2. Question 10 b)

10 b) If your answer was yes to 10 a), please answer the following question.

What do you use to address language inadequacies?

	YES
a. Stories with questions and vocabulary.	
b. Pictures for stories and vocabulary.	
c. Do you explain new/strange words?	
d. Do you explain new/strange concepts?	
e. Do you use pictures for the new words?	
f. Do you make sentences with the new words?	
g. Do you use stories, words, and concepts relevant to the learners' immediate environment?	
h. Does the learner get the chance to tell his own stories?	
i. Do you switch to the learners' mother tongue to explain difficult or unclear concepts?	
j. Do the phase educators meet together to discuss intervention strategies?	
k. Name other intervention strategies not mentioned above:	

Graphic summary of responses:



Graph 14. Question 10 b). What do use to address language inadequacies?

6.5.3.2.1. Conclusion to question 10b)

- 58% (56 out of 96) of the educators use stories with questions and vocabulary;
- 58% (56 out of 96) of the educators use pictures for stories and vocabulary;
- 62% (59 out of 96) of the educators explain new/strange words;
- 59% (57 out of 96) of the educators explain new/strange new words/concepts;
- 58% (56 out of 96) of the educators use pictures for new words;
- 60% (58 out of 96) of the educators make sentences with new words;
- 63% (60 out of 96) of the educators use stories, words, and concepts relevant to the learners' immediate environment;
- 63% (60 out of 96) of the educators give learners a chance to tell their own stories;
- 37% (35 out of 96) of the educators switch to the learners' mother tongue to explain difficult or unclear concepts; and

- 50% (48 out of 96) of phase educators meet together to discuss intervention strategies.
- Other comments that were made:
  - role-play, drama, dialogue are also used;
  - drilling of words with flash cards is used;
  - the educators attend remedial workshops where learners' problems are brainstormed;
  - grade 1 readers are used.

6.5.3.3. Summary of conclusions

From the responses the educators provided in this question, it seems that more than half of the educators are comfortable with the different strategy choices provided by the researcher. A positive assumption that can be made is that educators are trying to address the inadequacies that ESL learners are experiencing in English.

From the responses it can be deduced that educators seem especially comfortable with using stories as a method to augment learners' English. The educators use the stories to ask questions and improve vocabulary relevant to the learners' immediate environment as well as giving learners the chance to tell their own stories. It is, however, important to provide a structured integrated enrichment programme in which all the categories of support can be included.

6.5.3.4. Implications for the language enrichment programme

- It seems that a language enrichment programme in story format will be popular (cf. 4.4). Anything told in a story captures attention. The form doesn't matter; it can be fiction, a true story, a gossip story, just a piece of news and/or a history lesson;

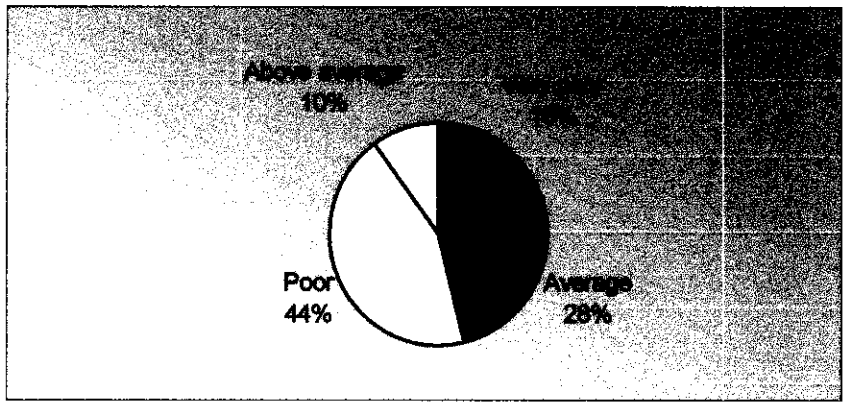
- concrete objects should be used when explaining new concepts or vocabulary (cf. 4.3.5);
- pictures are a good way of clarifying new concepts and vocabulary (cf. 4.5);
- the immediate living world must be used as learning content for the learning of a second language, because it is known to learners and therefore learning and remembering the language will be easier (cf. 6.3.3); and
- although it is recommended that the LLC educator take responsibility for the support enrichment programme, the Learning Area educators can meet together to discuss how the programme can be integrated in the other Learning Areas. This co-operation between educators will ensure that the learners' English is enriched in conversational, as well as formal terminology.

6.5.4. Question 14: General parental support

14. What is the general parental support of your learners like?			
Very poor	Average	Poor	Above average

Graphic summary of responses:

GENERAL PARENT SUPPORT



Graph 15. Question 14. General parental support

6.5.4.1 Conclusion

- 18% (17 out of 96) of the educators indicate that their learners' parental support is very poor;
- 44% (42 out of 96) of the educators say that parental support is poor;
- 28% (27 out of 96) of the educators indicate an average parental support;
- Only 10% (10 out of 96) of the learners have an above average parental support; and
- 62% (59 out of 96) of the learners have very poor to poor parental support.

Probable reasons for the non-involvement of parents may be:

- illiteracy, economic survival and non-English speaking parents may be reasons for parents not being involved in their children's learning (cf. 3.2.6.2 and 3.3);
- many parents do believe that the school has the sole responsibility to teach the child (Rademeyer, 2003:8); and
- when all communications from the school to the parents are in English, parents might feel left out (Carlyon, Carlyon & McCarthy, 1998:67).

6.5.4.2. Implications for the language enrichment programme

The same points noted under 5.2.3.1 and 5.2.3.2 apply, as well as the following:

- parents not providing support to the ESL learner who have inadequate English proficiency will hamper the learners' development of the English language. Learners need the additional individual support from parents to improve their inadequate English proficiency. The educator teaching a classroom full of many ESL learners who have an inadequate English proficiency cannot provide the individual attention

that is so needed for these ESL learners to improve their achievements in English; and

- research (Swart *et al.* 2001) has shown that when educators involve the parents actively, parents change their attitudes and behaviour, which results in positive changes in the home environment, often producing improvement in the learners' school achievement.

6.6. Conclusion

In this chapter the questionnaire was analyzed and discussed. The needs of Grade 4 educators were identified in order to compile an English language enrichment programme suited to the requirements of the educators.

The following major barriers, according to the responses of the educators, were identified:

- the large number of learners in the classes, which makes the effective use of time to support learners with barriers difficult;
- the high number of ESL learners in the classroom, causing communication problems between educators and learners;
- the essential support of parents at home, reinforcing the support provided in the classroom, is not available; and
- the ineffective training of educators in addressing problems ESL learners, with inadequate English proficiency, experience which emphasises the crucial need for a structured language enrichment programme.

The basic requirements for the language enrichment programme, therefore, are:

- it should not be time consuming;
- it should be written in uncomplicated language;
- BICS and CALP should be reinforced;

- it should provide some easy guidelines for parents to reinforce English learning;
- the educators seem comfortable with a story as medium for the language enrichment programme; and
- the contents must be suitable to apply in all Learning Areas.

In the next chapter the English language enrichment programme will be outlined.

CHAPTER 7

A STORY-BASED LANGUAGE ENRICHMENT PROGRAMME FOR GRADE 4 ENGLISH SECOND LANGUAGE LEARNERS, WITH INADEQUATE ENGLISH PROFICIENCY

OVERVIEW OF CHAPTER 7

PART A
INTRODUCTION

- GOALS
- LEARNING OUTCOMES

PART B

THINGS YOU NEED TO KNOW

- LEARNING ENGLISH AS A SECOND LANGUAGE
- CREATING A SPEAKING ENVIRONMENT
- ASKING QUESTIONS
- DIFFERENT LEARNING STYLES
- PERCEPTION AND LEARNING
- A FLEXIBLE CURRICULUM
- LEARNING SHOULD BE RELEVANT
- FROM THE KNOWN TO THE UNKNOWN
- VOCABULARY AND CONCEPTS
- DICTIONARIES
- GROUP WORK/CO-OPERATIVE LEARNING
- ALTERNATIVE ROUTES
- ADDITIONAL TIPS



PART C

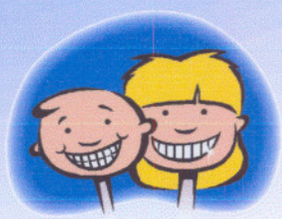
REVISED NATIONAL CURRICULUM STATEMENTS

- LEARNING OUTCOMES
- ASSESSMENT STANDARDS

PART D

STORIES AS A MEDIUM

- INTRODUCTION
- REASONS
- HOW TO CHOOSE A STORY/ STORY BOOK
- HOW TO READ A STORY
- THE ROLE OF PICTURES



PART E

THE STORY

- TSATSI AND MARIA
- QUESTIONS
- NEW VOCABULARY
- OTHER THEMES FOR DISCUSSION
- OTHER LEARNING AREAS
- ALTERNATIVE ROUTES
  - MORE GROUP WORK
  - A LANGUAGE CORNER
  - ROLE PLAY
  - PEER-TUTORING
  - CODE SWITCHING
- ALWAYS REMEMBER
- PARENTS
- WAY FORWARD
- BIBLIOGRAPHY



Figure 13. Overview of chapter 7

PART A: Introduction

7.1. INTRODUCTION

DEAR GRADE 4 LLC (LANGUAGE LITERACY AND COMMUNICATION) EDUCATOR

This English language enrichment programme is written especially for you.

WHY?

From the literature and your response to the questionnaire certain learning circumstances of the Grade 4 English Second Language (ESL) learner with inadequate English proficiency were identified. It is necessary to take these circumstances into consideration when compiling the language enrichment programme, as an intervention programme must be tailor-made if it is to achieve optimal results. A summary of their learning circumstances is presented below:

Mark the following:	YES
English, the Language of Learning and Teaching (LOLT) of the school, is the learners' second language.	
Most classes are multilingual. The learners have different home languages.	
The learners are effectively expected to have two main languages, their mother tongue and English, so there is a heavy language-learning burden on them (Gauteng Department of Education, 2001:37).	
Most learners probably only started with English in Grade 1 and did not have a formal exposure to English before school at home or at a pre-	

primary school.	
Learners have been exposed to English as the LOLT of the school in the Foundation Phase (Department of Education, 2002**b**).	
It has been established by the questionnaires, that English second language educators mostly teach ESL learners.	
Educators are not adequately trained to support ESL learners with barriers to learning.	
Learners may or may not be fully literate in their mother tongue, leading to difficulties in learning to become literate in English. Formal literacy learning is much more difficult than informal social learning.	
Learners are likely to have difficulties with language across the curriculum, because they need to have mastered their mother tongue to be able to learn in a second language. Many learners have not mastered their mother tongue before entering the formal school setting (Gauteng Department of Education, 2001:37).	
Parents prefer their children to be taught in English.	
Parent support is poor.	
Socio-economic circumstances are poor to good.	
Although English is a high status language, it is not likely to be used in the learners' immediate home environment, because they have different home languages.	
Learners are likely to have very little exposure to English at home, certainly not in the form that they can understand, for example social situations and being read to.	

Table 10. Learning circumstances of ESL learners with inadequate English proficiency.

If you have marked most or all of the options above, this story-based English language enrichment programme is tailor-made for you.

7.1.1. Background

Researchers (Mboweni-Marais, 2003; Nkabinde, 1997, Bosman & Van Der Merwe, 2000; Donald, Lazarus & Lolwana, 2002), the Language in Education policy (1997), as well as the revised National Curriculum Statements promote mother tongue education. However, the Schools Act (1996) allows parents to choose in which language their children should learn. A very large percentage of parents, particularly black parents, choose English as their children's LOLT as they believe English is the language and empowerment.

White Paper 6 on Inclusive Education and Training (Department of Education, 2001:11) recognises that **learners receiving education in a second language puts learners at a disadvantage and leads to linguistic difficulties, which contributes to a breakdown in learning.**

However:

The revised National Curriculum Statement affirms:

> **Inclusive Outcomes Based Education is premised on the notion that all learners can achieve certain outcomes, although not necessarily at the same pace or in the same manner, and that it is the responsibility of schools to create the conditions for successful learning (Green, 2001:12).**

Therefore, the burden is on the educator to support the ESL learner who has inadequate English proficiency. This story based language enrichment programme has been compiled for ESL learners to improve their inadequate English proficiency. It is a programme constructed for the

Language Literacy and Communication (LLC) classroom, but can be easily extended to the other Learning Areas.

7.1.2. Goals of the story based language enrichment programme

From the results of a questionnaire completed by 96 grade 4 Sedibeng East educators, the following goals were determined for the story based language enrichment programme:

- to provide educators with a ready made English language enrichment programme for English Second Language learners with inadequate English proficiency;
- to provide a language enrichment programme that will:
  - be written in uncomplicated language;
  - attempt to take time restraints in the classroom into consideration;
  - be designed for easy implementation in the classroom;
  - cover different learning styles;
  - be learner based and paced; and
  - take different levels of English proficiency into account;
- to encourage parental participation; and
- to present the programme in a story format as educators who completed the questionnaire expressed a preference for using stories when supporting learners with barriers to learning. Therefore, a story was chosen as medium for the language enrichment programme.

7.1.3. The learning outcomes of the language enrichment programme

- The programme will aim to improve and develop the ESL learners' inadequate English proficiency; and

- the programme will aim to improve the ESL learners' Basic Interpersonal Communication Skills (BICS), as well as their Cognitive

Academic Language Proficiency (CALP) (Cummins, 1997:36-60) in English.

BICS: Basic Interpersonal Communication Skills (BICS) are skills needed for everyday conversations using informal, colloquial language.
CALP: Cognitive Academic Language Proficiency is the formal, more sophisticated command of language schools use, which is necessary for success at school.

7.1.3.1. BICS:

- The **augmentation of English vocabulary and concepts** in order for the learner:
    - to have more and improved comprehensible conversations with peers and adults in English;
    - to better understand instructions from the educators;
    - to have a better understanding of what he is reading; and
    - to be empowered to ask questions to clarify concepts and vocabulary.

7.1.3.2. CALP:

- The improvement of thinking and reasoning skills in English to develop higher cognitive competencies;
- enhancing vocabulary and concepts in English to extend the learner's ability to understand, think and reason about what he hears and reads;
- the language enrichment programme provides guidelines for referral procedures when a learner has more serious remedial learning problems; and
- guidelines on how to involve parents will be included.

****

PLEASE NOTE THAT THIS PROGRAMME IS NOT A REMEDIAL PROGRAMME BUT AN ENGLISH LANGUAGE ENRICHMENT PROGRAMME:

- A **remedial programme** is for learners who experience more serious specific learning difficulties (a discrepancy exists between the potential and the output of the learner) to learning, i.e. a learner who has:
  - reading, writing and spelling problems, as well as problems in mathematics;
  - language developmental deficits in the mother tongue;
  - perceptual (auditory and visual) problems;
  - motor and coordination problems; and
  - serious attention problems and/or hyperactivity;
- even if this learner learned in his Mother tongue, he would still experience these problems.

****

- A **language enrichment programme** augments, improves and develops the learner's language proficiency.

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PART B: Things you need to know

7.2. LEARNING ENGLISH AS A SECOND LANGUAGE

Although the learners in your classroom are English LOLT learners, English is nonetheless their second or additional language.

When learning a second language the focus should fall, **at first,** on:

- functional language, the ability to communicate and understand the language;
- the message that the language is conveying rather than the grammar and construction of the language as such (Lessing & De Witt, 2002:9);
- visual support to gain understanding of concepts;
- making the curriculum accessible through providing concrete materials, graphs, diagrams, charts, and illustrations;
- allowing learners to engage in collaborative work with peers; and
- the need to hear and use language.

Language learning **should:**	Language learning **should NOT:**
be real and natural	be artificial
be sensible	be nonsense
be interesting	be dull and uninteresting

be relevant to the learner	be irrelevant to the learner
be part of a real event	be out of context
have social utility	have no social value
have purpose for the learner	have no discernible purpose
be accessible to the learner	be inaccessible
be MEANINGFUL	have NO MEANING

Table 11. Language learning

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The following principles should be heeded:

- language should be heard and spoken;
- learners should not feel inept if they make mistakes while speaking in English. They need to acknowledge that mistakes will happen and will be sorted out with time. The educator could explain to the learners:
  - they are learning in a second language. Mistakes will be expected;
  - the mistakes will be corrected with adequate/frequent practice; and
  - in a warm and friendly atmosphere learners will feel comfortable to communicate in English, to make mistakes and correct themselves or each other, without feeling inadequate (Wessels & Van der Berg, 2002: 18);
- motivate learners to speak English to each other outside of the classroom. They may not laugh at each other when their friends make mistakes, but rather with each other. They can correct each other in a supportive manner; and
- conversational skills could be taught in a speaking environment:
  - eye contact (Important: different cultures have different rules);

- turn-taking: listen when someone is speaking and do not interrupt. Speak when it is your turn;
- respect the opinion of others; and
- respect the personal space of others.

****

7.4. ASKING QUESTIONS

- Asking questions is part of daily conversations. Through questions:
  - we gather information;
  - we clear up uncertainties; and
  - we assess.

There are different ways to ask a question:
WHY, HOW, WHEN, WHAT, WHERE, WHO?

Avoid questions with just a "yes" or "no" answer. Ask follow-up questions after a yes or no answer.

- Educators ask questions to:
  - carry on conversations;
  - stimulate thinking;
  - initiate instruction;
  - clarify ideas; and
  - ascertain what learners know.

- The type of questions educators ask:
  - provide educators with insights into learners' thinking;
  - reveal levels of understanding;
  - indicate gaps in knowledge; and
  - indicate stages of language development.

- Learners ask questions to:
  - obtain information;
  - solve problems;
  - clarify information with educators and peers;
  - check instructions; and
  - satisfy curiosity.

- Questions allow learners to:
  - carry on conversations;
  - interview;
  - request;
  - gather information;
  - include others in a conversation;
  - speculate;
  - reflect; and
  - analyse.

- Although questions are a crucial part of language learning, learners need to know what the social conventions of asking questions and listening to answers are. This can be done by role-play exercises. These social conventions include aspects such as:
  - taking turns. Not interrupting the speaker;
  - eye-contact (take cultural issues into consideration); and
  - listening to the speaker with respect and attention.

****



- **While implementing a language enrichment programme, different learning styles and preferences need to be taken into consideration:**
  - learners have different strengths and weaknesses;
  - they differ from each other in their cognitive, communication, physical and social development;
  - their sensory abilities differ from each other;
  - they differ from each other in the way they approach learning activities and tasks; and
  - their ability to learn in different activities is diverse (Winkler, 1998:75).

- **Learners have preferences on how and under what conditions they like to learn. Learning styles indicate conditions that may help each learner learn in the most efficient way (Schmidt & Harriman, 1998:121; Winkler, 1998:75):**
  - some learn by listening and speaking;
  - some learn better by visual cues (looking and doing);
  - most learners learn best if they are presented with a mixture of both visual and verbal cues;
  - some work together, others work alone; and
  - the way learning material is presented by educators must be varied to accommodate different learning styles.

Winkler (1998:75) lists a few different learning styles:

- **Visual learning style:**
  - learners learn by observing people, objects and pictures;
  - they like puzzles, maps, posters, etc.; and
  - they remember what they have seen.

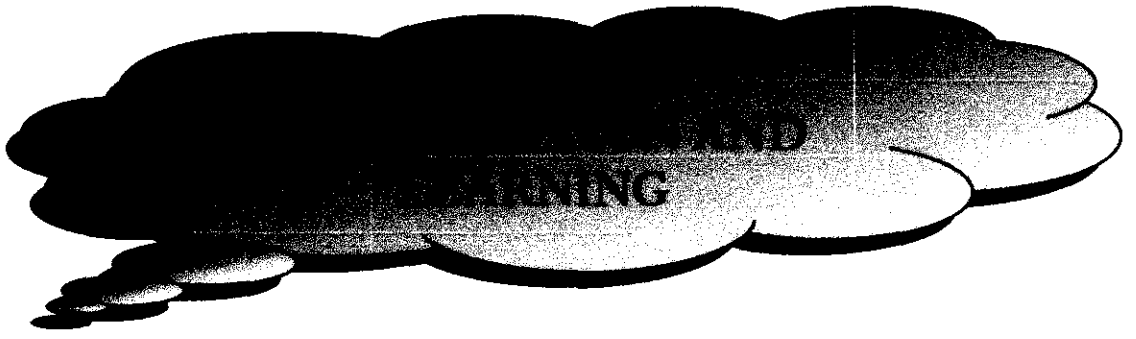
- **Auditory learning style:**
  - learners learn by listening and speaking;
  - they like group work, asking and answering questions, doing oral reports, etc.; and
  - they remember what they have heard.

- **Tactile learning style:**
  - learners learn by touching objects or doing experiments;
  - they like building models, making maps, tracing pictures, doing experiments, etc.; and
  - they remember what they have done.

- **Kinesthetic learning style:**
  - learners learn when they are active and moving around;
  - they like playing games, building models, doing experiments, acting out stories, etc.; and
  - they remember what they have experienced.



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cannot be separated. The senses to the brain. The brain uses language to these messages sent by the senses, into words and concepts. The modern human being uses words and concepts to communicate (Vakalisa, 2003:23; Winkler, 1998:63).

- **Perception is the way in which the brain makes sense of information that comes from the five senses (Winkler, 1998:63). Without perception children will:**
  - see objects, but not recognise them;
  - hear words, but not understand what they mean; and
  - feel objects, without understanding what they are (Winkler, 1998:63).

- **Winkler (1998:63) mentions three steps, which she calls the basis of all learning that the brain goes through while perception takes place:**
  - it pays attention to the situation and notices small changes that are happening;
  - it remembers many details from the situation for a short while in short term memory; and
  - it compares the information in the short-term memory with all the things it already knows. This way the brain will either recognise familiar information or realise that it is learning something new.

- **Winkler (1998:71) asserts that the most important perceptual skills are to:**
  - notice differences in what you see or hear;
  - be able to focus on one thing and put other information to the back of your mind;
  - be able to complete missing information;
  - recognize an order in what you see or hear; and
  - have a good short-term memory.

"The ear and the eye are the most important senses used to acquire information from the environment and need to take an important place in the language-learning classroom" (Lessing, 1986:49).

Note 1: If children have auditory- or visual perceptual difficulties, it is important to ascertain that there are no hearing or sight problems. Refer to the local clinic (for learners with no medical aid), or audiologist and/or optometrist.

Note 2: The crucial period for the development and establishment of perceptual skills is in Grade R (Reception year) and the Foundation Phase (Grades 1 to 3). Therefore, much attention and focus is given by educators to develop and establish these perceptual skills from Grade R to Grade 3. Establishment of these perceptual skills is very important for the development of reading, writing and arithmetic skills. If learners still have problems with perceptual skills, referrals could be made to remedial therapists, speech therapists (auditory perceptual skills) and occupational therapists (visual perceptual skills).

As there are many perceptual programmes available, this language enrichment programme will not focus on these skills, but will incorporate

the most important skills mentioned by Winkler (1998:71) in the activities after the story.

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An inflexible curriculum can create serious barriers to learning and development for ESL learners with inadequate English proficiency, because an inflexible curriculum does not meet the diverse needs of these learners. **Key components of the curriculum that need to be flexible are** (Department of Education, 2002: 137):

7.7.1. The style and tempo of teaching adapted to the style and tempo of the learners

- Different learning styles must be included (See Part A, paragraph 5); and
- Within OBE, time restrictions may be flexible. In the old syllabi system, previously identified knowledge and contents had to be taught within a certain time frame. In OBE, planning and implementing of learning programmes can be adapted to the tempo of the learners. For example, if the educator planned to teach learners the skill of story telling in English, it is necessary to ascertain that the learners have learned that a story has a sequence, before the learners move on to telling their own stories in English. If it were planned to do story sequencing in one week and the learners have not established the skills, the time may be extended.

7.7.2. What is taught

- **The content:**
  - can the learners relate to the content?; and
  - is the content progressing from the known to the unknown?

- **The instructional cognitive level of English used:**
  - do the learners understand the instructions? Do they understand all the word and concepts in the instruction?

- **Vocabulary and concepts to improve the learners' English proficiency:**
  - do the vocabulary and concepts make sense for the learners in their environment?;
  - do the vocabulary and concepts relate to their level of English proficiency?; and
  - are the vocabulary and concepts not too difficult or too easy?

7.7.3. Management and organisation of the classroom

- The outcomes, as well as the type of activity, will demand the management and organisation of the classroom: e.g. groups or individual activities;
- are different tools, methods and techniques used to improve English proficiency (e.g. stories, role-play, dialogues, games)?; and
- an LLC classroom should generally not be silent: language should be spoken and heard.

7.7.4. Materials and equipment used in the learning and teaching process

- The activity will again prescribe the materials and equipment;
- ensure that the activity addresses all the different learning styles; and
- make provision for the creative use of different material and equipment.

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O'Connor (as quoted by Lessing *et al.* 1999:52) propagates the immediate living world as learning content for the learning of a second language, because it is known to the learner and, therefore, he should learn and remember the language more easily.

Themes, topics and stories for second language learning should stimulate the interest of learners from rural and city environments, as well as unite learners from these two environments. The content of the language learning setting should be interesting as well as relevant to the learners' lives, and yet also move them beyond what they already know (Department of Education, 2002:8; Gawe & Vakalisa, 2003:77; Killen, 2000: xvii).

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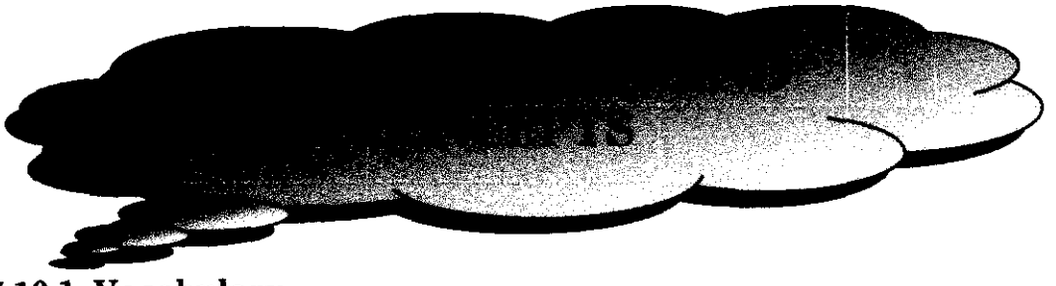


Powell (as quoted by Lambani, 2001:18) asserts that learners are able to learn new topics by association with knowledge already learnt and stored in memory. What learners have in their memory is largely determined by their encounters with previous learning.

Understanding seems central to all effective learning. If learners do not understand something it means that they lack the ability to link new information to existing information or they may lack cognitive structures that are mental operations or rules necessary for understanding. Learning is largely dependent on prior knowledge (Lambani, 2001:18).

Remember: link new learning with prior learning from the Foundation Phase.

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7.10.1. Vocabulary

Vocabulary acquisition is central to a language enrichment programme:

- *".....language is largely a matter of words"* (Singelton, 1999:8);
- *"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"* (Wilkins as quoted by Singelton, 1999:9); and
- *"No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary"* (Laufer, 2000:20).

There is a growing body of evidence that learners pick up vocabulary through stories Nation (2001:117-118). However, there are a few conditions for the acquisition of vocabulary through stories:

- the content of the story must be interesting. Select stories that interest learners. The stories can be presented in a serial form to increase interest and to prevent an overload of vocabulary learning;
- learners need to understand the story. When listening to a story they encounter a mass of vocabulary and a many unknown words. However, stories will provide background knowledge with pictures and definitions to support unknown words;
- by listening to a serialised story, where the same vocabulary is heard again and again, the meaning of words not yet strongly established, can be retrieved. It is advisable to give a short summary of the previous episode before advancing to the next one, recapturing new or unknown words; and
- to stretch knowledge of words, learners need to get to know new words in a range of contexts, in association with pictures and in discussion with other people (peers and adults).

(See Part D on why stories are important, how to read a story, as well as the importance of pictures.)

7.10.2. Concepts

Concepts are the general ideas or abstract meanings that are associated with a word or symbol in a person's mind. The forming of concepts is closely related to language acquisition and the use of concepts is basic to human thought and communication (Richards, Platt and Platt as quoted by Lambani, 2001:23).

Sometimes learners may have acquired the vocabulary, but have a lack of understanding of the concepts. Other times the concepts are grasped intuitively, while the vocabulary is inadequate. The more proficient learners are in a language, the more concepts are readily available to be used (Lambani, 2001:38). For this reason a language enrichment programme is necessary.

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Bilingual dictionaries (English/the learners' mother tongues) can be used for the comprehension and production of English words, as well as a source of information to the correct spelling (Nation, 2001:281).

Dictionaries are keys to a wealth of information at the learners' fingertips (Wessels *et al.* 2002:105). The dictionary, as a guidebook, shows the following information:

- spelling of words;
- pronunciation of words;
- how words are divided into syllables;
- meanings of words;
- various parts of speech that a word may represent;

- how words are built by:
    - prefixes and suffixes;
    - contractions;
    - abbreviations; and
    - compound words;
- plurals of words;
- principal parts of words;
- comparisons;
- synonyms and antonyms; and
- the origins of words (Wessels *et al.* 2002:105-106).

A recommended way to teach ESL learners to use the dictionary is through alphabet games.

The following are examples of alphabet activities (Wessels *et al.* 2002:107):

- have the English alphabet up against the wall, to serve as a visual reminder of the letter sequence;
- play a game of filling in missing letters. This can be done by playing hopscotch for example:

  a _ c d e _ _ h_ _ k l m_ _ p q r_ _ u v _ _ y z;
- have an alphabet quiz:
    - what is the first letter of the alphabet?;
    - what is the tenth letter of the alphabet?;
    - which letter follows a?; and
    - which letter is before c?;
- play sequencing games, e.g.:
    - re-arrange the letters so that they are in alphabetical order:

      c d b a;
    - arrange the words in an alphabetical order:

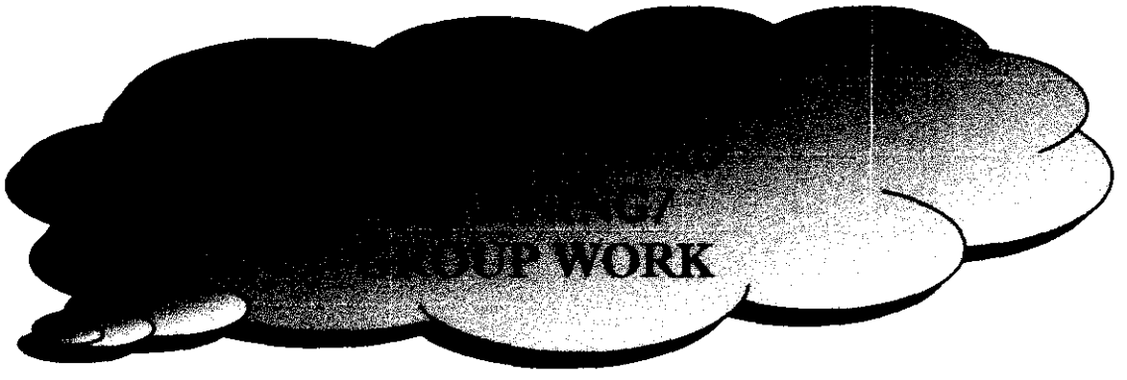
      tree, baboon, mother, father, flower, witch;

- familiarize learners with dictionaries by using various exercises, for example:
  - look at page 20 in your dictionary. Write down the initial letter or letters of the first word and fifth word listed on this page;
  - write down the last word on page 21;
  - write down the first word that contains the letter f on page 58;
  - find the meanings of sets of homophones in the dictionary and use these words in sentences so that the meaning becomes clear:

    flour/flower; and
  - find the correct plurals:

    house, mouse, boy, girl;
- guidewords appear at the top of each page of the dictionary. Teach the learners that these words will guide them in finding words more easily.

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From the questionnaires completed by you, the educators, it was indicated that the number of learners in the classroom is large. Group work is an effective way to save time and effort.

7.12.1. Advantages of group work:

Co-operative group learning is essential in big classes with many ESL learners with inadequate English proficiency (Wessels *et al.* 2002:22). Wessels *et al.* (2002:23) and Killen (2000:75) mention a few advantages of group work. Group work:

- helps learners to work co-operatively;

- encourages active participation in purposeful activities, e.g. role-play;
- allows face-to-face interaction which develops social interaction, i.e. listening, sharing, advising, persuading;
- allows for peer discussions and clarifications about unfamiliar vocabulary and concepts;
- develops higher order thinking skills, like logical reasoning, open-ended problem solving, synthesis, analysis;
- helps learners to pool resources and to respect one another's strengths and weaknesses;
- allows the educator to circulate and monitor the progress of an activity, observing and assessing the learners continually;
- allows learners to learn actively rather than assimilate knowledge passively; and
- is multidimensional. The learning process is facilitated both cognitively and affectively.

The net result is that a positive attitude towards language learning is cultivated.

7.12.2. Characteristics of enjoyable group work

Group work is an **enjoyable activity** for the learners if the following are taken into consideration:

- conversation will be a part of the activity. Therefore it will be noisy;
- if your classroom is too small, go outside if possible, or use the hall;
- some learners will not feel comfortable in a group. Accommodate them by not forcing them to talk. They can rather take notes and give feedback later, individually;
- always respect all learners' personal space;
- the workload must be divided equally amongst group members;
- make sure that every learner knows what is expected from him/her;

- the learners need to know exactly what the activity contains and what the criteria are for the report back;
- the educator needs to be available to provide support; and
- provide appropriate resource material to group members.

7.12.3. Group formation

7.12.3.1. Different ways in grouping learners include the following:

- common factors such as shared hobbies, birthdays (in the same month), matching pictures (Wessels *et al.* 2002:24);
- learners closest to one another form a group (Wessels *et al.* 2002:24);
- number learners from 1 to 6. All the 1's are together, all the 2's, etc.; and
- have 6 different coloured objects. The same colours are grouped together.

7.12.3.2. Heterogeneous groups

Research (Poirier as quoted by Grosser, 2002:19) indicates that heterogeneous groups are preferable to homogeneous groups; i.e. learners with different levels of English proficiency are grouped together. The reasons for this are:

- diversity enables learners to make contact with a wider variety of perspectives and interpretations of knowledge;
- heterogeneous groups improve attitudes and relationships among group members; and
- gifted learners are more active in heterogeneous groups (Johnson and Johnson as quoted by Grosser, 2002:19).

7.12.3.3. Number of learners in group

- 6 learners per group is recommended (Johnson and Johnson as quoted by Grosser, 2002:11). The reasons for this are:
  - when groups are bigger, some learners will be overwhelmed and say nothing;
  - in bigger groups all the learners will not always be able to hear what the others say;
  - too many personalities can cause conflict; and
  - some learners will assume most of the duties and others will sit back and relax. (This can also happen in a small group, but tends to happen more in a bigger group).

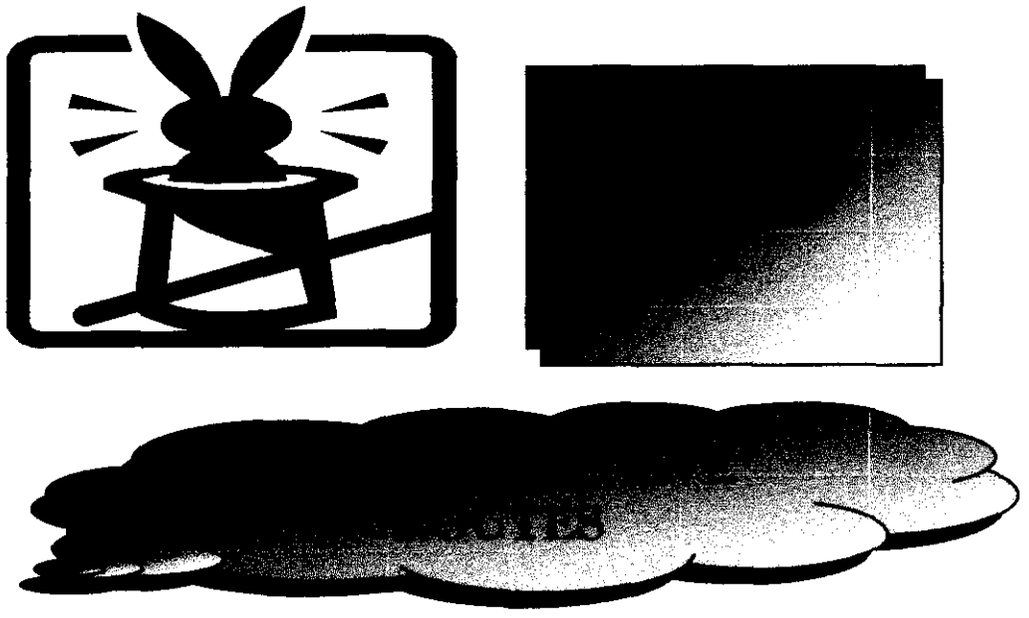
7.12.3.4. Group roles

Different roles in the group could be assigned (Grosser, 2002:14):

- Quiet captains: remind group members to keep noise levels down;
- Time Keepers: keep group on schedule;
- Cheerleaders: give encouragement;
- Equalisers: make sure all group members contribute;
- Recorders: write down significant information to be presented;
- Managers: indicate to the educator when the group cannot proceed;
- Taskmasters: indicate to group members what they are responsible for and announce the start of a new section or question; and
- Presenters: they report to the rest of the class;

These roles could change for different activities. Learners need to experience different roles. Apart from these roles, all group members are responsible for supplying ideas and information in order to complete the given task.

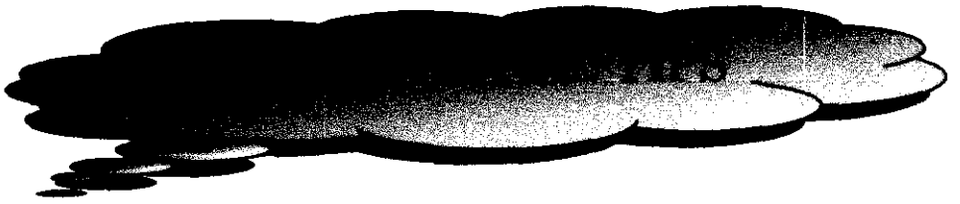
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When a learner has more serious language barriers to learning, for which you do not feel qualified, follow alternative routes:

- refer to your school's School Based Support Team (**SBST**);
- contact the District Based Support team (**DBST**), through your SBST, for advice:
  - the DBST consists of the psychologists, inclusion specialists and Assessment Coordinator.
- contact the **curriculum inclusion specialists** at the district office to ask for advice on adapting the curriculum, different learning styles and perceptual skills;
- educators and therapists at **special schools and specialized schools** are valuable resources for practical, in-the-classroom advice; and
- it is also good practice to ascertain that learners do not have sight or hearing problems. If parents do not belong to medical aid schemes, a referral to the local clinic can be made. The clinic will then arrange for further referrals. Parents who belong to medical aid schemes can take their children to an audiologist for hearing problems or an optometrist for sight problems.

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Remember:

- to budget to attend training **workshops** presented by district office officials or other training institutions;
- to make use of the **Education Resource Centre** at the district office;
- many books and articles on English Second Language Learners are available. If books and articles are not available at your district's resource centre, ask them to do a search for you;
- the **Internet** has a wealth of information. Make use of the search engines (e.g. google.com and aardvark.co.za) to provide you with current information. Target words that could be used are: language development, language enrichment, English Second Language and Teaching English ;
- make use of the local **town library**. The librarians will be able to search for information available in the library; and
- town libraries will also be familiar with popular and new literature for children.

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7.15. Revised National Curriculum Statement

7.15.1. Introduction

This English language enrichment programme has not been compiled specifically for a learning programme or for assessment purposes.

However, if you, as an educator, feel that you need to assess the learner's English Language proficiency the Revised Curriculum Statements for English First Additional Language effectively fit in with the English enrichment purpose of this programme (Department of Education, 2002:14-24). The Revised Curriculum Statements will only be implemented for Grade 4 in the year 2005. Therefore, should you use the following outcomes, ensure that you do so informally.

7.15.2. Learning Outcomes:

A copy of the outcomes can be found in Annexure E. What follows is a summary of what this Language Enrichment programme will help you assess.

7.15.2.1. Listening

The learner will be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations.

This includes the following assessment standards:

- answering literal questions;
- predicting story events;
- retelling a story in the right sequence;
- summarising a story with the educator's support;
- discussing ethical and social issues in the story;
- understanding and following oral instructions, directions and descriptions;
- understanding oral descriptions of people, objects and places; and
- respecting other learners by giving them a chance to speak and listening to them.

7.15.2.2. Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

This includes the following assessment standards:

- interacting through asking questions, giving short answers and taking part in short conversations;
- recalling and describing a sequence of actions using connecting words, e.g. first, then, next;
- giving simple instructions;
- describing people, objects and simple processes; and
- telling a simple story.

7.15.2.3. Reading and Viewing

The learner will be able to read and view information with enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

This includes the following assessment standards:

- understanding the following elements of the story:
  - the title;
  - the characters;
  - how characters and plots are constructed; and
  - the role pictures play in the construction of meaning.
- reading for pleasure and information; and
- using a dictionary.

7.15.2.4. Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

This includes the following assessment standards:

- writing simple instructions;
- recounting events in written form; and
- writing a simple story with structured support, developing knowledge of language structure and use, e.g. spelling familiar words correctly.

7.15.2.5. Thinking and reasoning

The learner will be able to use language to think and reason, as well as access, process and use information for learning.

This includes the following assessment standards:

- asking and answering more complex questions, e.g. Why? What do you think?;
- classifying things, e.g. different kinds of plants;
- identifying similarities and differences between things; and
- expressing and substantiating an opinion.

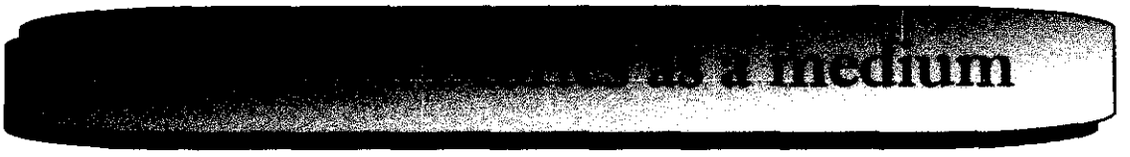
7.15.2.6. Language Structure and Use

The learners will know and be able to use sounds, words and grammar to create and interpret texts.

This includes the following assessment standards:

- understanding and using some question forms such as: Why didn't....? Have you ever....? Do you think...?;
- developing an own vocabulary;
- identifying synonyms (words, which mean the same), e.g. angry, cross;
- identifying opposites, e.g. loud, soft; and
- using dictionaries.

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THE MEDIUM OF THE ENGLISH LANGUAGE ENRICHMENT PROGRAMME WILL BE A STORY

(See the story later)



"Stories have been told for as long as people have lived on earth. We tell both real and imaginary stories to each other" (Ashworth, Beard, Hortop, 1999:114).

7.16.1. The value of stories as medium of language enrichment

7.16.1.1. Introduction

From the questionnaires Grade 4 educators in the Sedibeng East District of the Gauteng Department of Education completed, it could be deduced that a large percentage of educators are very comfortable using stories as a way to enrich and develop the English language.

Wright (2002:3) states that: *"Stories, which rely so much on words, offer a major and constant source of language experience for children. Stories are motivating, rich in language experience and inexpensive!"*

7.16.1.2. Reasons why stories should play a central role in a language enrichment programme:

- **Early language development**

In many of the studies on early language development, storybook reading is seen to play an important role in language development and emergent literacy at home (Buchorn-Stoll, 2002:25). Many researchers, therapists (remedial therapists, occupational therapists, speech therapists and psychologists), educators and parents can affirm that stories and storybook reading are part of many a learning situation. Storytelling contributes to the general development of children, but in particular to language development (Gauteng Department of Education, 2001:63).

- **Motivation**

According to Wright (2002:4) children have constant need for stories and will always be willing to listen or read if the right moment is chosen.

- **Providing meaning**

Learners understand and remember information better when it is in story form. Stories can expose learners to a wide range of ideas, words and ways of using words they may yet not use themselves, and will enrich their general understanding of English. Through stories, learners practise working out meaning through a context (Gauteng Department of Education, 2001:59). Children are exposed to new language and ideas through traditional tales and stories of real or imagined life (Gauteng Department of Education, 2001:63).

If children find meaning through stories they are rewarded through their ability to understand and are motivated to try to improve their ability to

understand even more (Wright, 2002:4). Stories motivate children to want to understand language.

- **Language awareness**

Stories promote language awareness:

- children become aware of the general "feel" and sound of a second language through stories (Wright, 2002:5); and
- stories introduce children to language items and sentence construction without their necessarily having to use the second language productively. When the time comes to move language items into their productive control, it is no great problem because the language is not new to them (Wright, 2002:5).

- **General curriculum**

Stories can be used to develop children's powers of awareness, analysis and expression, as well as relating to other aspects of the curriculum (Wright, 2002:5). (See Part E paragraph 4.)

- **Literacy skills**

Stories are the main basis for developing literacy skills. Storytelling helps children connect and experience prior knowledge with the larger world of text (Craig, Hull, Haggart & Crowder, 2001:46).

- **The enticement of storytelling**

Telling stories has a certain enticement for most learners and will therefore have the following advantages for the language enrichment programme (Mhlope, 2003:1):

- a story inspires;

- a story makes some think, laugh or just wonder;
- stories strengthen a people's culture;
- stories raise questions and stimulate creative listening in young and old; and
- stories open channels of communication between all kinds of people.

From the above it is clear that stories are a fitting medium for the enrichment of language.

7.16.1.3. How to choose a story/storybook

- **Keep in mind**

When writing a story or choosing a story to read or tell, keep the following in mind:

- the diversity of South African cultural values (Gibbens, 2000: 111);
- learners are influenced by their peers, latest trends on the world scene, emotional, cognitive and biological development (Gibbens, 2000: 111);
- the first few lines of a story need to engage the learners (Wright, 2002:5);
- the story should offer a rich experience of language (Wright, 2002:5); and
- the story should not have long descriptive passages (Wright, 2002:5).

- **An aesthetic experience**

To gain the interests of the reader involve him in an aesthetic experience. (Gibbens, 2000: 102). Children dislike stories that lack a creative spark, technical competence, stories with weak plots depicting cardboard characters and dull settings, with no climax (Hill as quoted by Gibbens,

2001:111). It must be further noted that boys dislike stories where females play the major role, whereas girls are more eager to accept stories in which males feature as heroes (Hill as quoted by Gibbens, 2001:111).

- **Popular choices for kids**

Parents asked Einstein what should be done to turn a child into a scientist. He responded by saying: "Fairy stories, Fairy stories, Fairy stories" (Sisulu as quoted by Gibbens, 2000: 112). According to Gallagher (as quoted by Gibbens, 2000: 113) one of the top selling genres readers enjoy to escape into is that of fantasy. Learners want to escape the crude and violent world.

According to Baker (as quoted by Gibbens, 2000: 119) the following are seen as sources of enjoyment that readers can be allowed to identify with:

- recognition of the self – both real and mythic;
- the feeling that reality can be changed;
- comedy;
- a story that moves the emotions;
- consolidation of what the reader knows;
- stories that reflect a familiar environment;
- stories that extend perceptions and reflect different environments;
- stories with strong atmosphere; and
- stories that stimulate curiosity.

7.16.1.4. How to read a story

The following points must be remembered:

- educators must move away from the school-story format that educators so often use: educators read and children listen. Children must participate (Craig *et al.* 2001:46);

- the recommended way to read/present a story is interactively, interspersed with visual stimuli;
- use facial expressions appropriately. Facial expression provides meaning to many new or confusing words and concepts, emphasizes emotion and keeps the attention of the listeners;
- oral stories rely on the storyteller's voice and rhythm to convey meaning (Gibbens, 2000:47); and
- tap into children's prior knowledge. Culture and experience shape children's responses to classroom discourses. Stories with no link to prior knowledge go unnoticed, often resulting in misunderstanding and confusion (Craig *et al.* 2001:46).

7.16.1.5. Interactive stories

Stories must be used interactively.

In a study Buchorn-Stoll (2002:41) conducted with Grade R (Reception year) learners, educators reported that reading interactive stories to learners contributed tremendously to the learners' attitude and their language. Buchorn-Stoll (2002:43) reported that:

- the vocabulary of the pre-school learners increased significantly through the use of interactive reading;
- craft activities and free time did not result in the same amount of language development as reading activities did; and
- in storybook reading attention is centred on book language and it focuses on predictable language and allows for language structures to develop in the minds of the listeners.

Interactive reading includes (Buchorn-Stoll, 2002:35):

- a discussion of the characters before and/or after the reading;
- prediction of story events;
- explanation of unfamiliar vocabulary;

- discussion and comparison of personal expression in relation to the story;
- use of puppets and other paraphernalia; and
- re-enactment of stories.

7.16.2. The role of pictures

The story should be illustrated.

Pictures say more than words. Pictures are not only worth a thousand words, but also speak to everyone. Pictorial language seems universal (Hefferman, as quoted by Gibbens, 2000: 121).

Pictures relate to a person's senses, especially the visual sense. The visual sense is man's most important sense. Neurologists classify our senses according to a specific hierarchy and accord the highest place to visual perception (Gibbens, 2000:122).

Simons and Elster (as quoted by Gibbens, 2000:124) identified four functions of pictures in reading books. Pictures:

- enhance interest in books and reading;
- increase word recognition, comprehension and memory for text;
- maintain vocabulary; and
- provide children with a means of transition from oral to written language communication.

Ehlers-Zavala and Bakken (as quoted by Gibbens, 2000: 126) state that pictures:

- can give more immediate and accessible information than the story and expand the readers' number of objects that have to be identified and named in the second language;
- can provide the context for the story;
- emphasise and draw direct attention to information;
- draw direct attention to what is crucial in the story and enhance effective responses to the reading book; and
- guide cognitive processes in understanding the text.

Gibbens (2000: 127) affirms that pictures can:

- enlighten learners culturally;
- enhance linguistic competence by teaching new vocabulary;
- promote excellent aesthetic response to reading material; and
- furnish ground to build upon in fostering communicative competence.

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7.17. THE STORY



A story read or told is better relished and better remembered when told with passion:

- *use facial expressions and voice intonation;.*
- *insert pauses to build tension and expectation;*
- *if possible, avoid any disturbances, e.g. the intercom.;*
- *generate an atmosphere for the storytelling by saying to the learners that this is a story of danger and bravery. You can even play music before the time or while you are reading the story, to create the right atmosphere;*
- *there is some difficult vocabulary in the story, but if the story is told with meaningful facial expressions and voice intonation the learners with very poor to poor proficiency of English will still be able to follow the storyline. This difficult vocabulary could then be explained afterwards;*
- *the story is purposely cross-cultural because of the following reasons:*
  - *learners interact with different cultures in the classroom, on the playground, in town and on television; and*
  - *due to the general globalization of the world, learners will become familiar with fairy stories from different cultures;*
- *depending on the different cultures in the class, the characters and names could be changed, taking the relevant and prior knowledge into consideration.*

E.g. the baboon could be a different animal; and Tsatsi and Maria could have different names; and

- *the witch is also a magical figure in the black cultures. Be careful of changing the witch character to a witch doctor or sangoma. A witch doctor and sangomas are traditional healers and not magical figures.*

TSATSI AND MARIA

Part one

Once upon a time, very long ago, there was a boy and his sister. (This was in the time when your grandmothers and grandfathers were still babies). The boy's name was Tsatsi and his sister's name was Maria.



Tsatsi



Maria

Tsatsi and Maria lived in a small house on a farm.





Their parents worked on a farm. The father was the farm foreman and the mother was the domestic worker in the house. They were a very happy family. Tsatsi and Maria went to the farm school. In the afternoons, after

they had done their homework, they helped their mother and father with work around the house, because their parents worked the whole day.

But one day, when Tsatsi was 8 years old and Maria 7 years, something happened. The mother became very ill and after a few weeks she died. Two years later the father married again. (How old were Tsatsi and Maria now?)

Although the stepmother was beautiful, she was not very nice. She was unfriendly, always angry and very lazy. She wanted the father just for herself. She did not like Tsatsi and Maria. She thought that they were stupid, lazy and naughty.

Tsatsi and Maria had to work very hard in the afternoons after school. Maria cleaned the whole house, every room, and the kitchen. Afterwards she also cooked the dinner. Tsatsi worked in the garden, chopped the wood and helped to clean up after dinner.

The father did not see the stepmother's wickedness. He worked very hard and was always very tired in the evenings. He went straight to bed after dinner.

On their way to school, Tsatsi and Maria had to pass a forest. The forest had thousands of trees with dark green leaves.



They were very scared of this forest. Every day when they passed the forest, they heard whispering voices. The wind, blowing through the

leaves, sounded like a little baby crying. But although they were scared of the forest, they were also very curious. They wondered what or who lived in the forest.

One day, a few months after their father married the stepmother, they were especially unhappy. They missed their own mother. They never saw their father any more because he was working until late at night. The stepmother gave both of them a hiding, because she thought they were disobedient children. ~~(What does disobedient mean? Name examples.)~~

That night Tsatsi and Maria decided to run away from home.

They thought that they would be brave enough to go into the forest, because everybody was scared of the dark black forest and would not look for them there. (Besides they had always wanted to know what was in the forest.)

End of Part 1

~~(Predictive questions that could be asked at the end of part 1 include:~~
What do you think happened next?
Will their parents catch them or will they get away?
~~What will they see in the forest?~~
Who will they meet in the forest?
Will they be safe on their own? Why?)

****

Part two

In the middle of the night while the stepmother and father were sleeping, Tsatsi and Maria silently crept out of their beds, went to the kitchen, took a few slices of bread and made their way to the forest.

The forest was not very far away from their house, so they got there quickly. They were very scared and stopped for a while, before stepping

into the forest. They talked to each other, wondering if they shouldn't rather go to the big road and ask for a lift from one of the trucks, but they heard some very nasty stories about some truck drivers. They decided against that, because their father also knew many of the truck drivers and maybe the truck drivers wouldn't want to pick them up. So, into the forest they went....slowly.....step by step.

While they were walking, the wind was crying through the leaves of the trees. It sounded tormented. And it was menacingly dark. (~~Explain~~ tormented and menacingly.) They held each other's hands and walked very slowly, feeling with their free hands where they were going. After many hours of walking in the darkness they felt very tired and hungry. They stopped where there was a bit of the moonlight shining through and ate a slice of bread. They sat back against a big tree trunk and went to sleep after a few minutes. They were exhausted (~~explain exhausted~~).

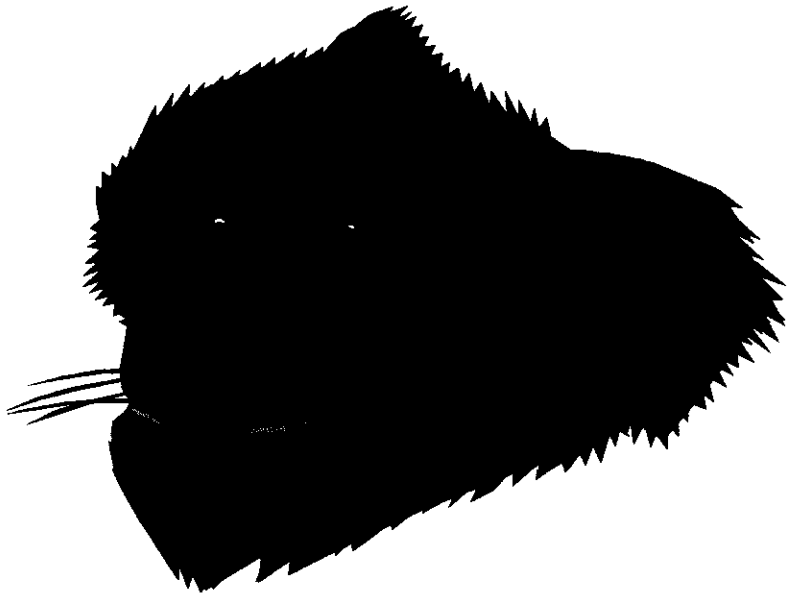
A very loud grumbling sound behind them awoke them abruptly. It felt as if they had only slept for a few minutes, but the sun threw a few rays between the leaves so they knew it must have been daylight. They were too scared to turn around and just sat very still. Silent, like little mice. Maybe the grumbling thing would not see them. The grumbling came nearer and nearer and nearer. It sounded like something very big!

All of a sudden the grumbling thing could be heard standing in front of them. They were too scared to open their eyes. A very deep, rough voice spoke: "Grrrrr.....Who are you?..... I don't know you." Tsatsi and Maria didn't answer. They didn't look up. "Grrrrrrrr....I asked... who are you?!!!...If you do not answer me I will eat you immediately.....you smell like something that will taste very good."

Tsatsi and Maria couldn't move, so frightened were they. Tsatsi started opening one eye and then the other eye. What he saw gave him such a

fright that he started shivering. Maria also slowly opened her eyes and started screaming!

The thing in front of them was the ugliest thing they had ever seen. It had red eyes, a red and blue nose and a big mouth.



It looked like....looked like....like..... a BABOON! A baboon that could talk!

Tsatsi screamed: "What do you want?!"
Maria cried: "Go away!"
The baboon gave a loud laugh!!
" You ask me, me, the Big Baboon of Black Forest, to go away! You go away! What are you doing here?"
" We ran away from home!" screamed Tsatsi and Maria together.
"Ha, Ha, Ha!" laughed the baboon loudly. "You ran away from home and into the Black Forest? You are very stupid!"

"Do not call us stupid!" yelled Maria.

" Well, why did you run into the Black Forest? Aren't you scared?" asked the baboon.
"Yyyyes.... We...are....Wwwwhat are you going to do to us?" asked Tsatsi.

" I am thinking.....yes.....maybe.....I will listen to your story....Why did you run away from home?"

"Yyyyou really want to know why we ran away from home?" asked Maria.

"No.....but I haven't had someone to talk to for a very, very long time...so I think maybe.... I will talk to you a bit.....BEFORE I EAT YOU!!!"

Tsatsi and Maria got such a fright that they started telling their sad story immediately. They stuttered while they were telling the story, because they were terrified of the big scary baboon.

When they had finished their tragic story, the Baboon sat very quietly for a very long time. The children didn't move.

End of part 2

(Predictive questions that could be asked at the end of part 2 include:
What do you think will happen next?
Will the baboon believe them?
Will the baboon eat them or will he help them?
Do you think the baboon also has a sad story? Why?)

****

Part three

Suddenly ... Baboon started to cry ... tears spurting from his eyes. "That is such a sad story. Because you are sad, I think you will understand my sadness. Let me tell you my story."

Hundreds of years ago the Black Forest was a beautiful place. The sun and moon were always shining through the leaves. The trees were always light green. There were many animals. The birds always sang. The flowers bloomed in many colours throughout the year.



But one day a witch came.



This wicked witch was chucked out of her village. She was lazy, always teased the other witches and did many bad things. So the council of witches decided that she had to live far away from any other magic people, in the forest. The other witches hoped that the animals could teach this wicked witch good manners.

But as time went by the witch just got worse and worse. She teased and taunted the animals, plucked all the flowers, kicked the trees and burnt down some of the animals' homes.

After a year the animals and birds couldn't take it any more. They went to look for other homes, far away from the witch. The flowers died and the trees became darker and darker because of all the hurt and sadness. The last animals to move away were the baboons. They tried to escape very late one night. But the witch was on her rounds, plucking flowers and kicking trees. There was a little baboon that couldn't get away. The witch caught him just as he was putting his foot out of the forest. That little baboon was me.

Although the witch was very bad, she was lonely and decided to keep me as a pet. She also put a spell on me that I would live with her forever. So it happened that the witch and I lived in the Dark Forest for many, many years.

There is, however, one thing that could break the spell: if a little child, with a pure heart came along, and. ...loved me..., a kiss, which was meant from the heart, would break the spell.

Tsatsi and Maria felt sorry for the baboon and promised him that they would try to help him.

But first, the baboon said, they must find the witch and try to get rid of her.

"How are we going to do that?" asked Maria.

"We have to turn her into stone" answered the baboon.
"How are we going to do that?" asked Tsatsi.

"Oh, you children, asking the same questions....just come with me and you will see."

"No, no, no!" said the two children. "We are not going anywhere near that witch. Are you mad? She will eat us!"

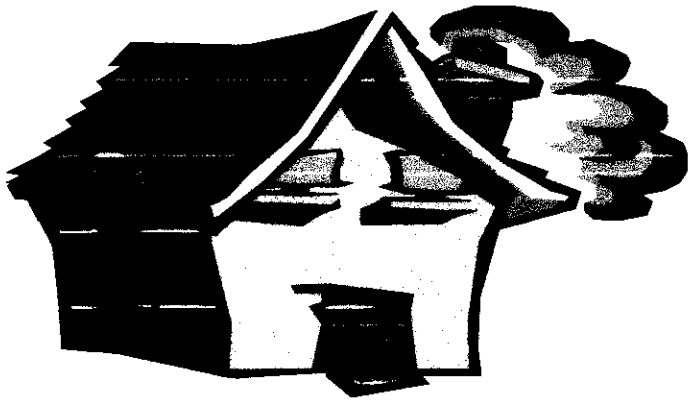
"No... she will not eat you. She will.....turn you into ants."

"Into ants?!" screamed the children simultaneously.

"Yes, but please, please, you must help me. Then I will help you."

"Okay" said the children without much enthusiasm.
"Come on then."

The children and the baboon moved forward slowly through the dark forest until they came to a circle where there were no trees or plants. Just a small, very ugly little house.



The baboon whispered: "The witch will be sleeping now.... her mid-morning nap. Come, let's move quietly."

They walked slowly, on tiptoes, towards the house. They stopped before the window and peeped in. The witch was sleeping and snoring very

loudly. The baboon showed them the witch's magic wand, which was lying next to her on the bed. He whispered: "If we can get that wand then we will be all right." They shuffled softly towards the door. The baboon opened the door....slowly..the door squeaked and the children stopped in their tracks. They were terrified. Fortunately the witch was snoring so loudly that she did not hear the door. The baboon pointed to Maria and to the wand. He wanted her to go and fetch the wand because she was the smallest and would make the least noise.

Maria shook her head. She was too scared. The baboon pleaded with his eyes and Tsatsi whispered: "I will help you if anything happens."

So Maria, shaking like a rattlesnake, walked softly towards the witch. Just as she reached out to grab the wand.....the witch gave a loud snore...opened her eyes and grabbed Maria's hand! Maria nearly screamed, but she couldn't make a sound.

Luckily the witch was just having a dream and fell back to sleep immediately. Maria slowly moved her hand with the wand out of the witch's hand. She was so scared.

Phew...she had it!

She ran as quickly and as softly as she could to the baboon at the door and gave him the wand.

But suddenly.....with a very loud bang, the witch fell out of her bed just as she was turning onto her other side. She woke up and immediately felt for her wand. When she couldn't find it, she screamed like a crow: "No, no, where is it, where is it?"

She saw the baboon and the children at the door. The baboon had the wand in his hands.

"You!" the witch croaked.

She ran towards the baboon and the children. Luckily the baboon recovered from his fright and said a few strange words, while swinging the wand:

"Dibado dadidy,
you that are nasty and ugly
Be a rock
where you are!"
A white flare sprang out of the wand, right into the witch. The witch turned into stone where she was standing.

Tsatsi and Maria yelled with happiness: "Baboon! You are a hero!"

Maria felt such love for the baboon at that moment that she kissed him on the spot.

Suddenly the baboon started to cry. His hair became all white and gray. He became an old baboon.

"Thank you," said baboon. "I have lived for hundreds of years and was getting very tired. Now I can die in peace."

Maria and Tsatsi grieved for the baboon.

After the baboon had died, they dug a grave for him and wrote with a stone in the sand: "Here lies a very brave baboon."

The forest rapidly became light and beautiful. The trees' leaves were not so dark anymore. Flowers started to bloom and birds started to sing.

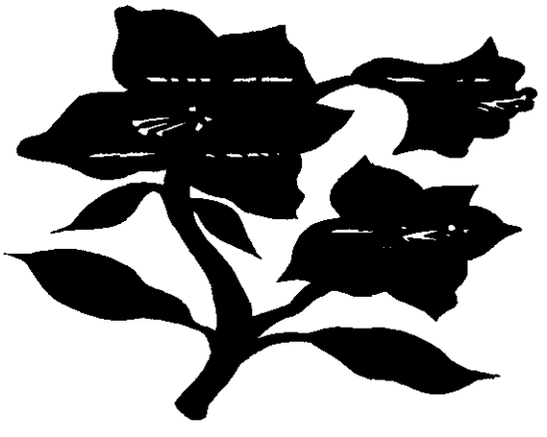
A little bird flew to them: "Little children, your father is looking for you. He cried and cried when he realized you had run away. The stepmother said she was glad. Your father understood then that the stepmother was a very bad person and that she was not a good stepmother. He chased her away, back to her family. You can go home now."

The little bird showed them the way to their home.

The father was so glad to see them and promised that he would not work such long hours any more and to look after them.

Tsatsi and Maria took flowers to the baboon's grave once a year until they died of old age.

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TAKE NOTE!

From the questionnaires it was evident that the ESL learners in your classroom have different levels of inadequate English proficiency. Therefore, the story and following exercises need to address these different levels.

The levels are:

- **conversational English proficiency (BICS) (see 7.1.3):**
  - **45% of the learners in your classrooms have a good conversational proficiency in English;**
  - **43% have a poor English conversational proficiency;**
  - **8% have a very poor English conversational proficiency; and**
  - **only 4% have a very good English conversational proficiency;**
- **the formal English proficiency (CALP) (see 7.1.3) of your learners is as follows:**
  - **43% of the learners have a poor formal English proficiency;**
  - **38% have a good formal English proficiency;**
  - **13% have a very poor formal English proficiency; and**
  - **only 4% have a very good formal English proficiency.**

The story written for this English language enrichment programme will be more applicable to the learners with a poor to good and very good English proficiency. However, the questions and the exercises will be differentiated according to the four different proficiency levels. A less complicated story could be used for the learners with a very poor English proficiency or more difficult concepts and vocabulary could be substituted with easier concepts and vocabulary, e.g. 'menacingly' with 'scary' and 'tormented' with 'hurt'. A list of alternative stories that could be used is added (see 7.20.2).

A FEW NOTES:

- This story-based language enrichment programme could be done within six weeks.
- The story can be told as a sequel. (You will see that the three parts have been indicated).

  i. At the end of every part predictive questions could be asked on what the learners think will happen next. (See questions in story);

  ii. Before you start the next part, ask a few questions to make sure that the learners remember the essence of the previous part.
- Show pictures as you tell the story. Try to not break the story-telling ambiance. A suggestion would be to create a scene for the learners, before telling the story: ask them to imagine a farm, a forest and a family. The pictures of these concepts can be put up against the wall before hand, but never put pictures up that give the story away.
- Embrace the learners with the story. Let them live in the story. Make it a moving experience. Read the story with pathos and feeling. They will remember what you want to teach them much more easily if they can refer back to something that moved them.
- When using "big words" such as "tormented", "menacingly", "exhausted", "croaked" and "flare" (or any other new/difficult vocabulary and concepts) explain the words before and after reading/telling the story to the learners. Use pictures, objects, facial expressions and role-play to explain the words. Write the words on bigger posters and put them up on the wall or in a language corner, so that the learners can recognize the words when hearing them in the story or reading them in other storybooks or reading books. The more the learners see the words, the more they will learn new words and remember and understand them when they read them in other reading or learning situations.

- **An important note: learners must enjoy this language experience. Do not ask them questions or words as if they "will get marks and fail" if they do not answer correctly. Mistakes should be seen as part of the learning process;**
- Don't make it a lecture type of classroom where the educator talks and asks questions and the learner does not participate equally. The English language should not be just conveyed to learners. Learners have to be part of the learning and educators should also listen to their inputs. Educators should break down barriers and create opportunities for spontaneity; and
- **THIS LANGUAGE EXPERIENCE MUST BE A PLEASANT EXPERIENCE FOR THE LEARNERS!**

When you as educator start asking questions, give the following instruction first:

"Let's see and hear (point to eyes and ears) what you can remember."

7.17.1. QUESTIONS

Notes:

- *When asking questions make sure that the learners understand all the words and concepts in the question. If they do not answer, it will most probably be because they don't understand some words and/or concepts in the question.*
- *You could use more explanatory questions like open-ended questions or choices (see options in brackets).*
- *Remember there are different question words. Vary your questions: who, what, where, when, how, why; and*

- *Recommendation: discuss and teach the new and strange vocabulary and concepts first before asking questions (See 7.17.2: new vocabulary and concepts).*

Questions

1. What are the names of the boy and his sister? (The boy's name was.... and the girl's name was....?)
2. Where did Tsatsi and Maria live? (They lived on a.....?; Did they live in the town/township or on a farm?)
3. What occupation did the mother and father have? (What work did the father and mother do? Was the father a farm worker or a farm foreman? Was the mother a domestic worker or a farm worker? What do these workers do?)
4. What happened to Tsatsi and Maria's mother? (She was very....and then she....? What was wrong with the children's mother?)
5. When did the father marry again? (Was it one, two or three years later? How long is a year? How many months in a year?)
6. What was the relationship between the children and the stepmother like? (Explain relationship and stepmother if learners are not sure. Was there a loving relationship or didn't they like each other?)
7. Why didn't the father see that the stepmother did not like the children? (He worked .....)
8. Describe the forest. (The forest had.....? Were there many trees? What did the trees look like? Were there any flowers and birds?)
9. Why did Tsatsi and Maria run away from home? (Were they happy at home or unhappy?)
10. When they got to the first trees, did they go into the forest immediately? Why not? (They were too.....?)
11. When did they stop for a rest? (They walked for..... and felt very .....?)
12. Where did they stop for a rest? (Did the sun or the moon shine through the trees?)

13. How did they awake? (With a....?)

14. What did "the thing" look like? (Provide choices: e.g. did the thing have a red or blue nose?)

15. Can a baboon really talk? Why not? (What sound does a baboon make?)

16. Why didn't Maria want to be called stupid? (How would you feel if someone says you are stupid?)

17. Did the baboon decide to eat the children immediately? Why not? (Because he was not hungry or because he was lonely?)

18. Do baboons eat people? What do they eat?

19. What did the forest look like hundreds of years ago? (How long ago are hundreds of years ago?) The flowers....? The trees....? The animals....?

20. Who came to live in the forest? (A witch or people?)

21. Describe the witch. (Choices: e.g. was she a friendly witch or was she a bad witch?). What do you think the witch looked like?

22. What happened to the forest while the witch lived there? What did the witch do to the flowers, trees and animals?

23. Who were the last animals to leave the forest? (Baboons or birds?)

24. How did the baboon become the witch's pet? (What is a pet?)

25. What would break the witch's spell? (The love of a child with a pure heart kissing the baboon or the magic of another witch?)

26. Why were Tsatsi and Maria not scared of the baboon any more? (He was not going to .....(eat them)?)

27. How could they get rid of the witch? (What could they do to make the witch go away?)

28. What would happen to Tsatsi and Maria if the witch caught them? (She would turn them into....?)

29. What did the witch's house look like? (Provide choices, e.g. was it ugly or beautiful? Was it a big house or a small house?)

30. Why couldn't the witch hear the door squeak? (Was she snoring or was it raining?)

31. Who went to fetch the wand? (What is a magic wand?)

32. What happened when the witch grabbed Maria's hand? (Did Maria nearly cry or scream? But she could not make any.....?)

33. How did the witch wake up? (What happened when she turned onto her other side?)

34. How did the baboon rescue them? (He said.....? Did he wave the wand and say magic words or did he only wave the wand?) Think of your own magic words.

35. What is a hero? Name examples. Who are your heroes?

36. After Maria kissed the baboon, what happened to the baboon? (The baboon became.... (old or young?) Why?

37. Did the baboon die in peace? Why? (Was the baboon happy when he died? Why?)

38. How did Tsatsi and Maria feel about the baboon dying? (They were....., but.....)

39. What did the children write on the baboon' s grave?

40. How did the forest change? The flowers...? The trees...? The birds...?

41. Who came to tell the children about their father? (Was it a bee or a bird?)

42. Was their father glad to see them? What did he promise? (Will the father keep on working long hours or will he make more time for his children?)

43. How did the children look after the baboon's grave?

44. What lessons do we learn from the story? (Many children and adults have sad stories. Do not take anyone at face value. Get to know the person first, before you judge him. What are other sad stories? Use stories from the television, newspapers or storybooks. Be careful when learners tell their own sad stories. Some debriefing will most probably be necessary. Rather let them tell sad stories from a book, television or a picture if the educator is not comfortable with learners' own trauma.)

Recommendations:

1. These are just examples of questions. Feel free to ask any other questions to ascertain that the learners get the essence of the story.

2. Although the learners are already in grade 4 and have had exposure to English as LOLT in the school, there are **four different levels of English proficiency** in the classroom as indicated by the questionnaire responses. The educator knows the learners and will therefore be able to choose the questions for the different levels of English proficiency. However, a few recommendations are made:

a. For the learners with a **very good English proficiency** all questions could be asked without the options in brackets. However, as this is not a test they could be supported with more explanatory questions.

b. In the **good English proficiency** category the following questions are recommended:

All the questions could be asked, but these learners could be helped more by using the options in the brackets. Make sure they understand all the vocabulary in the questions.

c. For the learners with a **poor English proficiency** the following alternative questions are recommended: (To help the learners understand the questions better [especially strange vocabulary and concepts], pictures could be shown; the learners could draw or cut out pictures; role-play could be added.)

1. What are the names of the boy and his sister? (The boy's name was.... and the girl's name was....?) What are your names?
2. Where did Tsatsi and Maria live? (Did they live in the town/township or on a farm? Did they live in a house or in a hut) Draw Tsatsi and Maria's

house. Where is a farm? Are there many houses on a farm?

3. What work did the father and mother do? Did the father work on the farm or in the town? What did he do? He looked after ....? Did the mother work on the farm or in the house?

4. What was wrong with the children's mother? (She was very....?)

5. Did the father get a new wife? Was she Tsatsi and Maria's real mother or their stepmother? (Explain stepmother.)

6. Did the stepmother like the children? Why not?

7. Why didn't the father see that the stepmother did not like the children? (He worked .....)

8. What is a forest? (The forest had.....? Were there many trees? What did the trees look like? Were there any flowers and birds?)

9. Why did Tsatsi and Maria run away from home? (Were they happy at home or unhappy?)

10. When they got to the first trees, did they go into the forest immediately? Why not? (They were too.....?)

11. When did they stop for a rest?

12. Where did they stop for a rest?

13. What was the noise that awoke them? (Role-play noise)

14. What did "the thing" look like? (Describe a baboon. Provide choices: e.g. Was it big or small? Did it look like a big ape or lion? Did the thing have a red or blue nose? Do baboons eat people? Can baboons really talk? What sounds do they make?)

15. Why didn't Maria want to be called stupid? (How would you feel if someone says you are stupid?)

16. Did the baboon decide to eat the children immediately? Why not? They felt.....?

17. What did the forest look like before it became so dark? The flowers....? The trees....? The animals....?

18. Who came to live in the forest?

19. What do you think the witch looked like? (Choices: e.g. was she a friendly witch or was she a bad witch? Did she have a long nose or a short

nose. What did her hair look like? Etc.). The learners could draw the witch, build her with clay or the witch could be role-played.

20. What happened to the forest while the witch lived there? What did the witch do to the flowers, trees and animals?

21. What were the last animals to leave the forest? (Was it dogs, cats, or baboons?)

22. How did the baboon become the witch's pet? (What is a pet? Do you have pets? What pets do you have?)

23. What is a magic spell? Is it real? Think about the story. What would break the witch's spell?

24. Why were Tsatsi and Maria not scared of the baboon any more? Did they all have sad or happy stories?

25. What could they do to make the witch go away? (They had to take away her.....?)

26. What would happen to Tsatsi and Maria if the witch caught them? (She would turn them into....?)

27. What did the witch's house look like? (Provide choices)

28. Why couldn't the witch hear the door squeak? (She was asleep and.....)

29. Who went to fetch the wand? (What is a magic wand?)

30. What happened when the witch grabbed Maria's hand?

31. How did the witch wake up? (She fell out of.....?)

32. How did the baboon rescue them? (He used the ....to turn the witch into....?)

33. After Maria kissed the baboon, what happened to the baboon? Why? (Did he become young or old? What did he look like?)

34. Did the baboon die in peace? Why?

35. How did Tsatsi and Maria feel about the baboon dying? (How do you feel about the baboon? Show faces with different emotions.)

36. How did the forest change? The flowers...? The trees...? The birds...? (The learners can draw the flowers, trees and animals.)

38. Who came to tell the children about their father? (Was it a bird or a

bee?)

39. Was their father glad to see them? What did he promise?

40. How did the children look after the baboon's grave? (Did they sing for him every year or put flowers on the grave?)

41. What lessons do we learn from the story? Everybody has something sad in his life. What are other sad stories? (Be careful when learners tell their own sad stories. Some debriefing will most probably be necessary. Rather let them tell sad stories from a book, television or a picture if the educator is not comfortable with learners' own trauma).

d. For learners who have a **very poor proficiency** in English the following questions could rather be asked: (To help the learners understand the questions better [especially questions containing strange vocabulary and concepts], pictures could be shown; the learners could draw or cut out pictures; role-play could be added).

1. Was Tsatsi a boy or a girl?
2. Who was the girl?
3. What are you? A boy or a girl?
4. Draw a boy and a girl. (Label body parts).
5. Where did Tsatsi and Maria live? On a farm or in the town? The learners could cut out pictures of farms and towns. (Make a picture book).
6. What did the children's house look like? Was it small or big? Draw your own house. (Label the different house parts).
7. What work did the father and mother do? Did the father work on the farm or in the town? What did he do? He looked after ....? Did the mother work on the farm or in the house? (What happens on a farm?)
8. Did Tsatsi and Maria help in the house? What did they do? Do you also help your parents in the house? What do you do?
9. What was wrong with the children's mother? What happened to her?
10. Did the father get a new wife? Did she like the children? What did she think of them?

11. Show the learners a picture of a forest. They can name and describe all the things they see in a forest. Pictures can be drawn or cut out.

12. Why were Tsatsi and Maria scared of the forest? Would you be scared of a forest? Why? Name and discuss scary things.

13. Did the stepmother love Tsatsi and Maria? How did they feel about her? (Provide faces with different emotions and words. Discuss the different emotions).

14. Where did Tsatsi and Maria run away to? Why?

15. They became very tired and fell asleep. What sound made them wake up? (Role-play) (What other animal sounds do you know?)

16. What did they see? What did the baboon look like? Did he have a blue or red nose? Was he big or small? Can a baboon talk? Why not? What sound does it make? Do baboons eat people? The learners can describe the baboon from a picture.

17. Were the children scared of the baboon? Why? He said he was going to .....?

18. Did the baboon eat the children? Why?

18 a) When is someone lonely?

19. Did the baboon believe the children's story? What did he do then? Did he eat them or did he tell his own story?

20. What is a witch? Show a picture. The learners can describe from the picture. Provide word choices. (Role-play could be added).

21. What did the witch do to the flowers, trees, and animals? Is that the right thing to do? How should we look after trees, flowers, and animals?

22. What animals left the forest last? Baboons or lions?

23. The witch caught one little baboon. What did she do with him? What is a pet? Do you have pets? What pets do you have?

24. What is a magic spell? Is it real? Explain magic spells.

25. How would the baboon be saved from the magic spell?

26. What could the baboon and the children do to the witch to save the forest and the baboon? (They had to get the witch's..... and then turn her

into....?)

27. What is a magic wand? Is it real?

28. What would have happened to the children if the witch caught them? (She would have turned them into....?)

29. What did the witch's house look like? Was it big or small? Did it look pretty or was it ugly? Draw the witch's house.

30. Who went to grab the witch's wand?

31. How did Maria feel? Show scared faces. (The children can role-play scared).

32. What happened when the witch awoke? Was Maria safe?

33. The baboon said some magic words. Do they mean anything? Would they work today?

34. The witch turned into....?

35. When Maria kissed the baboon he turned old. What did he look like? Who is old in your family? What do they look like?

36. What did the forest look like after the witch was turned into stone? (Provide choices of words).

37. Who came to tell the children their father was looking for them? Was it a bird or a bee?

38. Was the father happy or sad to see them again? (Role-play).

39. Does this story have a happy ending or a sad ending?

40. What do you learn from this story? Everybody has something sad in their lives. What are other sad stories? (Be careful when learners tell their own sad stories. Some debriefing will most probably be necessary. Rather let them tell sad stories from a book, television or a picture if the educator is not comfortable with learners' own trauma).

Activities for learners

The following activities are centered around:

i) BICS (Listening and speaking); and

ii) CALP (Reading, writing, as well as thinking and reasoning).

Note: The suggestions are by no means exhaustive, but merely serve as examples. Feel free to adapt and/or add to the suggested activities to suit your unique class.

Individual activities	[illegible]
1. Listening and speaking	
1.1. **Evaluating the story** (Wright, 2002:51): The educator asks the following questions of the big group: ♦ did you enjoy the story? (The learners can draw happy or sad faces to this answer and then explain their face.); ♦ which was the best part?; ♦ which was the saddest part?; ♦ which was the funny part?; ♦ which was the exciting part?; and ♦ who are your favorite characters? Why? Learners put up their hands to answer the questions.	1.1. The group can discuss the following questions with each other: **Evaluating the story** (Wright, 2002:51): The educator writes the questions on the blackboard or on a worksheet, but asks the questions beforehand to ascertain that the learners understand the questions: ♦ did you enjoy the story? (The learners can draw happy or sad faces to this answer and then explain their face.); ♦ which was the best part?; ♦ which was the saddest part?; ♦ which was the funniest part?; ♦ which was the most exciting part? ; and ♦ who are your favorite characters?

1.2. The educator **asks questions** of the big group: ♦ at random (Learners put up their hands if they know the answers); and ♦ educator asks specific questions naming specific learners. Keep levels of proficiency in mind. (Do not force learners to answer; rather help them with leading questions or choices to the answers.)	1.2. Give every group a few **questions in writing**: ♦ keeping the role functions in mind; ♦ the learners discuss and brainstorm the answers; ♦ they may look up the answers in the story; or ♦ they have to retrieve the answers from memory; and ♦ the scribe writes down the answers and the presenters present the answers to the whole class.
1.3. The educator asks **predictive questions** of learners after every part of the story. (Use the same methods as 1.1.) ♦ the learners can draw their own predictions or compile a collage from old magazines and explain the drawings or collage to the rest of the class or their group; and ♦ the rest of the class may ask clarifying questions.	1.3. In the groups, after every part the learners can **discuss what they think will happen next.** ♦ they can draw, paint, build models from clay or play dough to explain their predictions to the rest of the class; ♦ they can compile a collage from old magazines to predict story events and explain the collage to the rest of the class; ♦ each group member gets a chance to say one or two sentences; and ♦ the rest of the class could get a chance to ask clarifying questions to the group after the explanation.

<table>
<tr>
<td>1.4. The educator asks individual learners to retell the parts of the story in sequence (The educator may provide key words on the blackboard).
♦ the educator provides the first sentence and the last sentence. Then the learners will know where to start and where to end;
♦ some learners with a good English proficiency could tell the whole story;
♦ when learners struggle, the educator may help with leading questions; and
♦ remember that not all learners are comfortable with speaking in front of the whole class. If possible, the individual learners could tell their part to a peer or to the educator alone.</td>
<td>1.4. Learners in the group can retell the parts of the story in sequence to their group members (The educator may provide key words on worksheets).
♦ e.g. the learners are numbered from 1-6;
♦ every learner gets a part to tell, starting with number one;
♦ the educator provides the learners with the first and the last sentences of their part. Then the learners will know where to start and where to end their part;
♦ the other learners ought to listen and may not interrupt; and
♦ the rest of the group may ask clarifying questions after every learner's part.</td>
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<tr>
<td colspan="2">1.5. Throw the ball and continue the story (Wright, 2002:47)
♦ the educator or a learner says the first sentence of the story (in her own words);
♦ she throws the ball to any other learner and that learner says the next sentence;
♦ the educator can choose a group of 6 learners. The other learners listen to the group. Every learner gets a chance to be in a group; or
♦ it can be done in a few groups simultaneously.</td>
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<td>1.6. The educator discusses ethical and social issues in the big group. The following need to be</td>
<td>1.6. The educator provides examples of social and ethical issues from the story on worksheets, which the</td>
</tr>
</table>

taken into consideration by the educator while discussing these issues: ♦ sensitivity to diverse cultures; ♦ sensitivity to home circumstances; and ♦ being aware of actual ethical and social issues in the news.	learners **discuss in their groups**. ♦ every group could have the same topic or different topics could be given to different groups; ♦ the discussion and conclusion could be reported to the rest of the class in a role-play; ● drawings/paintings could be made and explained to the rest of the class; ♦ a collage could be made from old magazines and explained to the rest of the class; ♦ every learner from the group could get a sentence or two to say or the presenter could report back; ♦ the rest of the class may ask clarifying questions afterwards; and ♦ learners need to be made aware by the educator that the following need to be respected: o sensitivity to diverse cultures; o sensitivity to home circumstances; and o being aware of actual ethical and social issues in the news.

Notes on social rules:

- Listening and speaking include learning the social rules of having a conversation;
- These social rules need to be explained to the learners:
  - a simple role-play could be used; and
  - a poster with simple explanations and pictures could be put up against the wall to remind the learners of these rules at all times;
- If learners are knowledgeable about these rules, poor discipline and unruliness can be prevented.

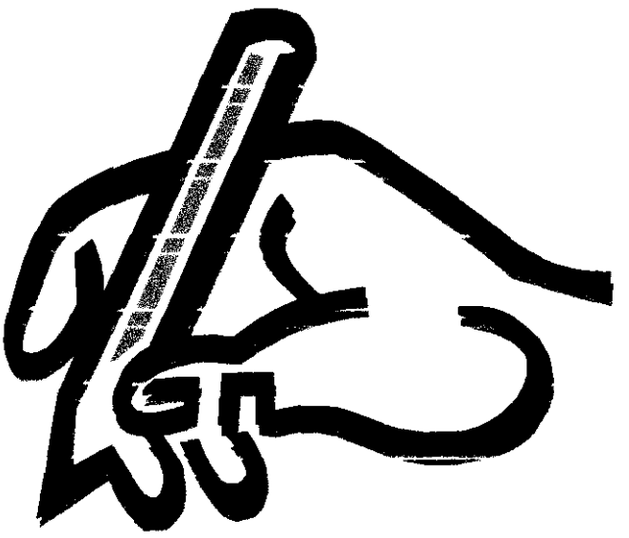
➔ These rules include:

- do not shout answers;
- wait your turn;
- listen to your friend while he is talking;
- show respect for what the other learner is saying. Everybody may have his own opinion without forcing it on the others; and
- we are all using our second language. Language mistakes will occur. Do not laugh at your friend when he makes a mistake.

2. Reading	
2.1. The educator provides a ~~worksheet with the questions~~. Every learner receives his own set of questions. (Keep level of English proficiency in mind). Questions are answered in writing or verbally. ♦ the learner reads the questions and answers the educator or a peer in writing or verbally.	2.1. Groups receive their ~~own set of questions~~. (Questions for the different levels of proficiencies need to be provided). ♦ every learner gets the questions that he is able to read; and ♦ answers can be written down and read back to the group.

2.2. The learners could use the **dictionary** to look up new vocabulary that occurs in the questions.
Notes: ♦ **The educator provides clear instructions and guidelines; and** ♦ **If learners are uncertain about the instructions or something in the questions, they may put up their hands for the educator to provide support.**

3. Writing	
3.1. Every learner receives a well-prepared ~~**worksheet with**~~ **incomplete** sentences. ♦ the learners fill in the correct answers; and ♦ see the following examples that could be used for a worksheet:	3.1. In the group the answers to the ~~**incomplete sentences can be**~~ **discussed**, but every learner fills in his **own answer**. ♦ see the following examples that could be used for a worksheet:



Examples:

A.

Tsatsi is a_____(boy or girl).

Maria is a_____(girl or boy).

The children lived on a_____(farm or in the town).

The_____(father or mother) worked as farm foreman.

The leaves of the trees in the forest were _____ (green or yellow).

The baboon was_____(sad or happy).

(Pictures could be added to the words in brackets to help the learners recognize the meaning of the words).

B.

Choose a word from this table to complete the sentences:

boy

girl

father

mother

green

yellow

sad

happy

farm

town

(Pictures could be added to these words to help the learners recognise the correct words).

Tsatsi was a _____.

Maria was a _____.

Tsatsi and Maria lived on a _____.

The leaves of the tree were _____.

The baboon was _____.

The _____ worked as farm foreman.

The _____ worked in the farmhouse.

Notes:

- **The educator or peers can correct the wrong answer in writing next to the answer. Rewards are given for correct answers; and**
- **For learners who have a very poor to poor proficiency in English, the educator or peers in the group may read the sentences with the learners to ascertain that they understand the sentence and what is expected of them.**

4. Thinking and reasoning.	
4.1. Answering questions demands **thinking about the question as well as the answer, and then reasoning out the correct answer.**	
4.2. The following **type of questions** stimulates especially thinking and reasoning skills: ♦ Why? ♦ How? ♦ What do you think?	
4.3. The educator **discusses or brainstorms the following topics** with the big group: **Examples** of topics: ♦ do the learners think Tsatsi and Maria should have run away from home? What could they have done otherwise?; ♦ if the baboon had not liked the children what could have happened to the children?; ♦ discuss forests. Why are forests so important for our country or for the world? How are forests being destroyed? Why shouldn't	4.3. **Every group receives a topic.** **Examples** of topics: ♦ do the learners think Tsatsi and Maria should have run away from home? What could they have done otherwise?; ♦ if the baboon had not liked the children what could have happened to the children?; ♦ if the witch was not turned into stone what could have happened to the baboon and children?; ♦ discuss forests. Why are forests so important for our country or

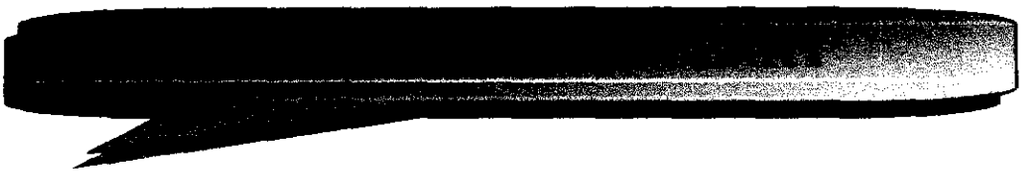
we destroy them? What do the different plants and animals look like in different forests?; ♦ what other occupations can parents have? What do these different occupations entail?; and ♦ the difference between fantasy and real characters. 4.3.1. After the educator has brainstormed the topic with the learners, stimulating them to think about the topic, the learners can do the following **activities** to explain their reasoning about the topic to the rest of the class: ♦ compile collages from old magazines; ♦ draw; ♦ paint; and ♦ role-play. All of the above must be explained verbally and/or in writing.	for the world? How are forests being destroyed? Why shouldn't we destroy them? What do the different plants and animals look like in different forests?; ♦ what other occupations can parents have? What do these different occupations entail?; and ♦ the difference between fantasy and real characters. 4.3.1. The learners could use the following **activities** to explain their reasoning about the topic: ♦ compile collages from old magazines; ♦ draw; ♦ paint; and ♦ role-play. All of the above must be explained verbally and/or in writing.
4.4. The educator shows ~~**pictures**~~ of the following and discusses **differences and similarities** with the learners. (Ascertain that learners understand what similarities and differences mean): 4.4.1. **Examples** of topics that can be used to discuss similarities and differences: ♦ between a boy and a girl;	4.4. The educator provides ~~**pictures**~~ or the learners draw or cut out pictures from old magazines. ♦ Learners in the groups discuss the ~~**similarities and**~~ **differences** from the drawings or pictures: 4.4.1. **Examples** of topics that can be used to discuss similarities and differences:

♦ between a farmhouse and a town house; ♦ between flowers and trees; and ♦ between mothers and fathers.	♦ between a boy and a girl; ♦ between a farmhouse and a town house; ♦ between flowers and trees; and ♦ between mothers and fathers.
4.5. Play **guessing games**. **Examples** of a guessing game: ♦ the educator describes different persons and objects from the story; ♦ the learners must guess who or what they are by asking questions to the educator; ♦ the number of questions can be limited to 20; ♦ if the learners do not have the answers within 20 questions the educator gives the answer and receives a reward; and ♦ if the learners get the answers within 20 questions or fewer they receive rewards.	4.5. Play **guessing games**. **Examples** of a guessing game: ♦ every learner in the group gets a chance to describe a person or object from the story; ♦ the rest of the group must guess who or what it is by asking that learner questions; ♦ only 20 questions are allowed for the group to get to the answer; ♦ if the rest of the group cannot get to the answer within 20 questions, the learner gives the answer and receives a reward; and ♦ if the rest of the group gets to the answer within 20 questions or fewer they receive rewards.

Note:

- **English must be used at all times!;**
- **Although healthy competition could be allowed between the groups, the emphasis should be on co-operation within the groups and acknowledging and respecting different responses and results from the other groups; and**
- **The educator should reward/acknowledge every attempt!**

****



[illegible] objects or role-play discuss the meaning of the new vocabulary.

A. New vocabulary to be discussed with the learners:

<u>Learners with good to very good English proficiency</u>:

(Avoid teaching learners too many new words at a time. Ascertain that the learners know and are able to use the words before moving on to other new words. Always refer back to the story.)

family; brother; sister; parents; mother; father; stepmother; grandmother; grandfather. (Discuss the learners' own families.);

small house; big house;

(Discuss synonyms and antonyms for "small" and "big");

different rooms in the house;

farm foreman (Why is he a foreman? What does a foreman do on a farm?);

domestic worker (Why is the mother called a domestic worker? What does a domestic worker do?);

(What work do the learner's own parents do?);

ill; beautiful; nice; unfriendly; angry; lazy; stupid; naughty; unhappy; crying; disobedient; tragic; tease; manners; lonely; missing someone; brave; wickedness; ugliest; tired; hungry; exhausted; silent; loudly; quickly; slowly;

softly; squeak; plead; immediately; walking; dream; peace;

(Role-play and discuss synonyms and antonyms for the above words where possible);

dinner (breakfast, lunch); bread slices; garden; forest; tree trunk;

trees; flowers; leaves; wind; night; day; moonlight; sunrays shining; road (different roads); truck;
(Show pictures of the above-mentioned words to the learners.);

escape; tiptoes; peeped (role-play);
baboon; ants; crow; rattlesnake (show pictures);

witch; pet; magic wand; flare; spell; hero; grave (pictures and role-play);

whisper/whispering; grumble/grumbling; croak; snoring; deep rough voice; laugh; yell; nap; snore; shuffle; escape (Role-play);

Emotions: (Role-play, show faces or pictures of faces that demonstrate these emotions.)
unfriendly; unhappy; friendly; love; scared; frightened; glad.

Added vocabulary for learners with a very good to excellent English proficiency:
menacingly; curious; disobedient; brave; tormented; enthusiasm; taunted; tragic.

Vocabulary for learners with a very poor English proficiency
(Avoid teaching them too many new words at a time. Ascertain that the learners know and are able to use the words before moving on to other new words.)

family; brother; sister; parents; mother; father; stepmother; grandmother; grandfather. (Discuss the learners' own families; show pictures of families; learners could draw their own families.);

small house; big house (Discuss synonyms and antonyms for "small" and "big".)
different rooms in the house;
(Show pictures of different houses; learners could draw houses.);

ill; nice; unfriendly; angry; lazy; naughty; unhappy; crying; tease (Role-play; show faces or pictures of faces with the emotions.);
lonely; missing someone; brave; wickedness; ugly; tired; hungry; silent;
loudly; quickly; slowly; softly; squeak (Role-play);

road (different roads);truck (Pictures);
tiptoes; peeped (Role-play);
baboon; ants; crow; rattlesnake (Pictures);
witch; pet; magic wand (Pictures).

whisper/whispering; grumble/grumbling; croak; snoring; deep rough voice;
laugh; yell (Role-play);

Emotions: (Role-play, show faces or pictures of faces that demonstrate these emotions.)
unfriendly; unhappy; friendly; love; scared; frightened; glad.

B. New concepts to be discussed with the learners:

Concepts for the poor to very poor English proficiency:
once upon a time (refer to when grandparents were babies);
very happy family (Draw);
an unfriendly, angry, lazy person (Draw; role-play);
good manners (Role-play).

Added concepts for learners with a good, very good to excellent English proficiency:
once upon a time (refer to when grandparents were babies); wickedness (Discuss examples from the story, television and other stories); tears spurting from his eyes (Role-play); flowers bloomed (Draw); council of witches (Draw); pure heart (Discuss examples of a pure heart. What would someone with a pure heart do?); shaking like a rattlesnake (Role-play).

Activities for learners **The following activities are centered around:** **i) BICS (Listening and speaking); and** **ii) CALP (Reading, writing, as well as thinking and reasoning).** **Note: The suggestions are by no means exhaustive, but merely serve as examples. Feel free to adapt and/or add to the suggested activities to suit your unique class.**	
Individual activities	**Group activities (Remember the roles as explained in Part A paragraph 11).**
1. Listening and speaking	

1.1. The educator **describes, explains and discusses** new words/concepts to the whole class with pictures, objects, drawings or role-play.

1.1.1. **Refer back to the story**. Read the part containing the word again. If possible make it applicable to own living situation.

1.1.2. **Synonyms and/or antonyms** sometimes help to explain new words more easily.

1.1.3. Remember that **abstract vocabulary** (such as emotions, adjectives and adverbs, sounds and action words) and concepts will have to be described, drawn and/or role-played.

1.2. The learners start their **own scrapbook dictionaries** with drawings and pictures of new words/concepts next to the written word. ♦ in their own words they explain the words in their dictionary to a peer or to the educator; ♦ the dictionary could also be used as resource material; and ♦ ascertain that the learners know how to use the dictionary through the dictionary games. (See Part B 7.10)	1.2. Every group gets a **group of new words.** ♦ every learner in the group gets a few words; ♦ from old magazines they can cut out pictures that describe the meaning of the word; or ♦ draw pictures; ♦ afterwards every learner gets a turn to explain his words to his group mates using the cut out pictures, drawing or role-play; and ♦ rotate the group of words so that every group gets exposure to all the new words. The dictionary could also be used as resource material.

1.3. **Involving the different senses** to learn and remember the new words (Part B 7.5):

The following are only examples:

1.3.1. **Hearing** (A tape could be used or learners could go outside):

- Listening and naming different sounds:
  - trucks;
  - a girl's voice;
  - a boy's voice;
  - birds;
  - a baboon's sound;
  - the wind blowing through the leaves of trees; and
  - whispering.
- Role-playing different sounds (every learner in a group gets a turn and the other learners have to identify and name the sound):
  - birds;
  - a baboon's sound;
  - a grumbling sound;
  - a whisper;
  - s scared scream; and
  - a witch's voice.

1.3.2. **Seeing**

- Looking at the pictures describing and giving meaning to the new vocabulary. (Write the word onto or next to the picture to help the learners link the words and the pictures.)
- Seeing the real objects: e.g. flowers, trees, girls, boys, mothers, fathers, houses, etc.

1.3.3. **Feeling**

- Touching the objects like the trees, flowers, etc., while naming them.
- Writing the new vocabulary in paint, clay and the sand.

1.4. The educator explains to the learners that there are ~~many~~ **words that sound the same** when	1.4. Groups are given different ~~homonyms~~ from the story on a worksheet. Every learner in the

you say them, but you spell them differently and they have different meanings. The educator writes words from the story on the blackboard or a worksheet and the learners use the dictionary to look for words that sound the same but are spelled differently and also have different meanings. Examples: flower/flour hear/here	group gets a turn to look up a word. Everybody writes the answers on his own worksheet.
1.5. **Memory game** (Wright, 2002:26) ♦ the educator shows the learners four to eight pictures or objects for the story; and ♦ then the educator hides them and challenges the learners to remember and describe what they have seen.	1.5. **Memory game** (Wright, 2002:26) ♦ every learner in the group gets a chance to show a picture or an object; and ♦ then hide them and challenge the other learners in the group to remember and describe what they have seen.
1.6. **~~Repeat if it is true~~** (Wright, 2002:27) ♦ the educator shows a picture or an object and makes a statement about it, e.g. "the picture has a boy in it"; ♦ if the statement is true, the learners could repeat it and if it is not true they should remain silent; and ♦ in stead of repeating or keeping	1.6. **~~Repeat if it is true~~** (Wright, 2002:27) ♦ every learner in the group gets a chance to show a picture or an object and makes a statement about it, e.g. the picture has a boy in it"; ♦ the other learners in the group repeat the statement if it is true or remain silent if it is not true; and

silent they may say if it is true or false.	♦ in stead of repeating or keeping silent they may say if it is true or false.

2. Reading, viewing and writing	
♦ **The following activities have to be done with the whole class first. Group activities can follow; and** ♦ **well-compiled worksheets are necessary.**	
2.1. The educator **writes words on ~~small flashcards.~~** ♦ have pictures or objects of the words; ♦ shuffle the words; ♦ shuffle the pictures/objects; ♦ learners fit the right words with the right picture/object; and ♦ these words and pictures can be pasted into their scrapbooks.	2.1. **Learners do the same in the ~~groups.~~** (The educator could provide the pictures and words or the learners could draw or cut (from old magazines) their own pictures and write their own words.) ♦ every learner in the group gets a chance to fit a word with a picture. They may do it with their own pictures and words; or ♦ every learner in the group gets chance to fit someone else's picture and word; ♦ it is important that all learners in the group get a turn to fit all the words with their corresponding pictures; and the pictures, with their words, can be put up in the language corner (See Part E paragraph 5.2).

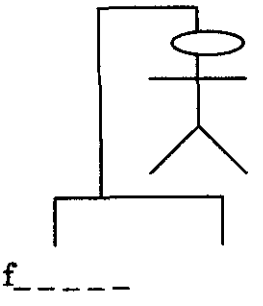
2.2. The **educator has pictures from the story.** ♦ write words on small strips of paper; ♦ learners stick words on the appropriate places on the picture; ♦ write the words on the blackboard or a poster. Using the words from the board or poster the learners can write the words in the appropriate place on the picture in front of him; and ♦ the pictures and words can be pasted into the learners' scrapbooks.	2.2. **Learners do the same in the groups.** (The educator provides the pictures and words or the learners can draw or cut their pictures and write their own words) ♦ every learner in the group gets a word to stick on the picture; and ♦ learners may also draw their own pictures or make collages from old magazines.
2.3. The **educator writes words on a poster/ blackboard.** ♦ cut the words into letters; ♦ place every word into an envelope; and ♦ learners organize the letters into the words written on the blackboard/poster.	2.3. **Learners do the same in the groups.** ♦ the educator provides the envelopes with the letters; or ♦ the learners can cut their own words into letters. They exchange envelopes and the learners organize their friend's letters into a word from the blackboard.
2.4. The **educator compiles worksheets** with the following activity: Find the correct word and circle or colour in the word, e.g.:	2.4. Learners do the same in the groups. The **group gets worksheets** and they decide together which word is the correct answer. Every learner gets a turn

tree eert eret tree eter flower flwoer flower lfower folwer baboon banoob; aboonb baboon	to circle the right word.

2.5. **Playing the game of hangman:**

- the educator draws a hangman on the blackboard;
- the word is written down under the hangman, with only one or two letters filled in;
- the learners guess the letters needed to complete the right word. With every wrong letter a part of the hangman is drawn;
- all the right letters are written into the incomplete word;
- if the learners do not guess the right letters or the word before the man hangs then they lose;
- if they get all the letters or guess the right word before all the parts of the hangman are drawn they win; and
- the hangman is drawn from the head, the neck, one arm, other arm, one leg and then the other leg.

E.g. the word is forest. The learners do not know what the word is beforehand.



2.5.1. The same game can be played in the group. Every learner gets a turn to think of a word.

2.6. ~~**Bingo**~~ (Wright (2002:27): • the educator finds or draws	2.6. ~~**Bingo**~~ (Wright, 2002:27): The learners could play the same

pictures of the words; ♦ write ten words on the blackboard; ♦ each learner chooses any five words and writes them down. Make sure they do not all have the same words; ♦ the educator calls out one word after another and holds up a picture of it; and ♦ any learner who has the word the educator calls out can cross it off. When a learner has crossed out all five words he shouts "Bingo!"	game in the groups. ♦ the learners find or draw pictures of the words; ♦ every learner gets a chance to write ten words on a piece of paper for everyone in the group to see; ♦ the other learners choose any five words and write them down. The educator makes sure they do not all have the same words; ♦ the appointed learner calls out one word after another and holds up a picture of it; and ♦ the learners in the group who have the word can cross it off. When a learner has crossed out all five words he shouts "Bingo!"
2.7. **Making sentences** ♦ the educator writes short sentences on the blackboard or posters; ♦ also write the sentences on strips of paper; ♦ cut the sentences into words; and ♦ the learners fit the words together to get the same sentences as on the blackboard.	2.7. **Learners do the same in the groups.** ♦ the educator writes short sentences on the blackboard or posters; ♦ learners copy the sentences from the board; ♦ they cut the sentences into words and put the sentences in an envelope; and ♦ another learner in the group must compile the correct sentence.

2.8. **Learners write their own sentences describing a picture** from the story. ♦ the educator may provide key words.	2.8. The **learners in the group can each add a sentence** to describe the picture.
2.9. Learners with a good to very good proficiency can **write short paragraphs using the new words.**	
2.10. The educator compiles **worksheets with incomplete sentences.** The worksheets must suit proficiency levels. ♦ every learner receives a worksheet with incomplete sentences where words have been left out. The learner fills the correct word in the open space: ♦ examples: Tsatsi was a _____(boy or a girl). The mother was very_____(ill or well). The _____(forest or farm) had many trees. The baboon was _____(sad or happy) in the beginning. ♦ learners may use the **dictionary** to look up the meaning and spelling of words.	2.10. **Learners do the same in the groups.** ♦ every group gets worksheets; ♦ every learner gets a sentence to complete; and ♦ see examples for individual exercises.

The worksheet of 2.10. format resembles the one used in the question activity. Please note that the emphasis is now on vocabulary and recalling information.
2.11. **Gapped story** (Wright, 2002:32) ♦ the educator provides worksheets to the learners with a paragraph from the story with gaps in the text; and ♦ the learners fill in the missing words from choices provided by the educator. Example: Tsatsi and Maria's_____ worked on a_____. The father was the _____ and the _____was the domestic worker in the house. They were a very _____family. Tsatsi and Maria went to the farm school. In the afternoons, after they had done their_____, they helped their mother and father with work around the _____, because their parents worked the whole day. farm mother happy homework house parents farm

3. Thinking and reasoning	
3.1. The educator writes words on strips of paper. **Learners group words together, e.g.:** ♦ emotive words; ♦ verbs/action words; ♦ words describing the forest; ♦ words describing the baboon;	3.1. **Learners do the same in the groups.** ♦ the educator provides the words on strips of paper.

and ♦ words describing the witch.	
3.2. The educator writes words on blackboard/poster: 3.2.1. Learners look for ● **synonyms;** ♦ **antonyms; and** ♦ **plurals** in the **dictionary**. 3.2.1. Worksheets ♦ **Synonyms**: Example: The baboon was big. Circle or colour in the words in that mean the same as big: large small huge ♦ **Antonyms**: The baboon was big. Circle or colour the words in that mean the opposite of big: large small little ♦ **Plurals**: Circle or colour in the correct plural: baboon – baboons, baboonse house – houses, hice	3.2. **Learners do the same in the groups.** ♦ the educator provides worksheets; and ♦ see examples of individual exercises.

3.3. Learners can start their **own dictionaries**:

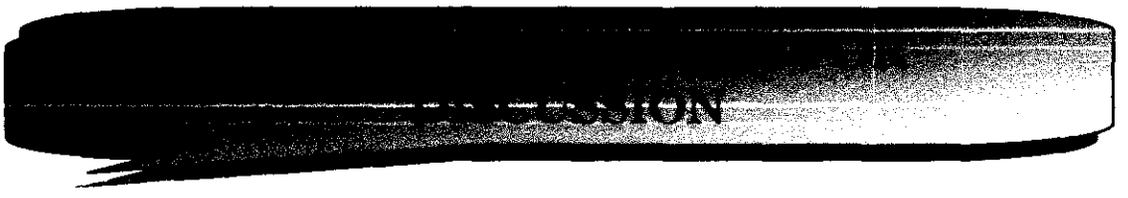
- let them write words next to pictures in alphabetical order. Pictures can be cut out or drawn;
- the educator helps the learners to write short descriptions of words that can be written next to the words; and
- the learners can write their own descriptions or the educator can write short descriptions and the learners then paste the applicable description next to the right word.

Note 1: The above examples for tasks will not only improve the learners' vocabulary and concepts, but will also develop their spelling, reading and writing skills.

Note 2: These activities can be done by the learners individually or in groups (See paragraph on group work).

Note 3: Keep the learners' level of English proficiency in mind. Use the words that have been indicated for the different levels of English proficiency.

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From the story other themes/concepts can be used as a Learning Programme for the different Learning Areas, while keeping the story of Tsatsi and Maria as the central theme for all the Learning Areas.

Family	Names
Farm	House chores
Emotions	Good vs Bad
Different types of forests	Occupations
Different sounds	Wild animals
Stupid vs clever	Love vs Hate

Fantasy figures (Show them movies, read more stories)

Magic	Scary things
Houses	Flowers blooming
Pets	Destruction of nature

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It is vital for ESL learners to have the opportunity across the curriculum, to experience the English language in many different contexts.

By using the story of Tsatsi and Maria as central theme, different aspects in the different Learning Areas (LA's) can be addressed.

Ideas for Learning programme themes from the story:

- **Technology**:
  - building houses:
    farm houses, town houses, huts, tree houses, fantasy houses;
  - materials to be used;
  - which rooms;
  - how big or small; and
  - different roof shapes.

- **Life Orientation**:
  - emotions; life lessons; how to treat other people, respecting the fact that everyone has his/her own problems; good vs bad; fantasy vs reality;
  - reconstructing families after death; and
  - divorce.

- **Human and Social Sciences**:
  - time in history;
  - geography of farms and forests; and
  - what is happening to the world's indigenous forests?

- **Natural Sciences**:
  - the biology of animals, flowers, trees.

- **MLMMS:**
  - count, estimate, calculate trees and flowers in a forest; and
  - space and shape of trees and houses.

- **Arts and Culture:**
  - drawing and painting new vocabulary from the story; and
  - drama, role-play the story.

- **EMS:**
  - entrepreneurship: how could Tsatsi and Maria help their father to earn more money and not work such long hours, e.g. planting and selling flowers, baby-sitting the other farm children. Plan the hours, marketing and budget.

While doing curriculum/lesson planning, have meetings with other LA educators and discuss how the story could be the centre from where all the LA's could work. The goal would be to expand the learners' vocabulary and concepts in the different LA's while referring to the story. It is, however, recommended that the story starts with the LLC educators.

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7.17.5.1. More group work ideas

- Write a short paragraph on the following topics:
  - baboons;
  - children;
  - forests; and
  - witches.

(Each learner adds his own sentence to the paragraph.)

- Work out a role-play on:
  - "what if's": e.g. What if the baboon did not like the children? What if the witch caught Maria? What if Maria did not kiss the baboon? (This activity is a higher-level cognitive activity. Not all learners will be able to do this);
  - every group works out a short role-play on a part of the story;
  - the group can make a poster to advertise their role-play; and
  - the learners can work out a news report for the television. They should report the whole story or parts of the story. Every learner gets a role or a part to report.

- The learners find different endings to the story:
  - work out a role-play;
  - draw it (Words describing the important issues can be written on the drawing); and
  - write paragraphs (Only for learners with a good to very good proficiency).

- Make up own stories about lost children, animals, forests, witches, etc.
  - work out a role play;
  - draw it (Words describing the important topics can be written on the drawing); and
  - write paragraphs (Only for learners with a good to very good proficiency).



7.17.5.2. A Language corner

The following activities can be used in the language corner:

- on the wall, put up the story accompanied by pictures:
  - highlight new words and concepts; and
  - write the new words on posters and paste them on the wall, with pictures, if possible, next to the story.
- put the story on a tape, so that the learners can listen to the story again if they want to;
- have books, magazines available so they can do extra reading relating to themes from the story;
- start a library. The learners can bring old books, magazines, etc. Ascertain that the literature is appropriate for the learners, before you put them in the library;
- let the learners bring old magazines from which they can cut out. The learners can compile their own scrapbooks with pictures and words from the story;
- learners can **choose** to use flexi time or break to:
  - read or listen to the story again;
  - look up words in the dictionary (Teach them how to use the dictionary);
  - role-play the story in their groups; and

- play a game where they can ask each other meanings of the words, or what happened in the story.

- during these flexi or break times allow them to draw, cut and paste and colour in pictures and words;
- learners must help in setting up the corner; and
- to develop a good language learner and reader, it is essential that learners learn to enjoy the written word. Exposure to friendly reading experiences will be inspiring for learners to want to read more.

7.17.5.3. Role-play

In role-play learners will learn the skills of conversations:

- eye contact (taking all cultures into consideration);
- turn-taking, not interrupting while someone is talking; and
- respecting the opinion of others.

Different role-play activities can be employed to make language learning an enjoyable and memorable activity:

- role-play: learners can enact the characters from the story; and
- hot seating: some learners take the role of the characters from the story. The rest of the class ask questions to find out who or what role the actors are playing. The character only answers yes or no. After they have found out who the characters are, the class can ask questions about the character relating to the story. For example: You are the baboon. Where did you live? What did you eat? What did you do with the children? Did you like the witch? Why not? (Note: This must be a voluntary exercise, as not all learners will have the courage to answer all these questions).

It is imperative that all the learners are encouraged to participate in role-play. However, the educator needs to provide guidelines and criteria beforehand so that the learners know what is expected from them.

- **Guidelines for dramatising stories (Wright, 2002:62).**

Bear the following in mind:

- consider a narrator who:
  - introduces a scene;
  - introduces the characters;
  - introduces the props and says what they are supposed to be; and
  - reads the narration;
- divide the inanimate roles:
  - learners can be the trees, houses and flowers;
- actors and inanimate objects must:
  - speak their lines clearly;
  - speak with a variety of voices and feelings;
  - make lively appropriate gestures; and
  - try not to stand with their backs to their audience;
- furniture could be used as imaginary trees, houses, flowers, etc.; and
- design and make posters for the décor.

7.17.5.4. Peer translators

When instructions have been explained in English to the learners, in the simplest language possible, and they still do not understand, use peer translators. Ask learners who have the same mother tongue as other learners, but with a better English proficiency, to translate difficult vocabulary or concepts. But:

- do not overburden the more proficient learners; and
- remember that English is the primary language and focus of the English language enrichment programme. Learners have to try not to rely on their mother tongue too many times.

7.17. 5.5. Code switching

If you, the educator, can speak and understand the learners' home language, engage it as a method to explain difficult vocabulary and concepts, but do not use it as the primary language. English stays the LOLT and is the focus of the English language enrichment programme.

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7.18.1. Different levels of English proficiency

The learners have different levels of English proficiency.

- Your discussions and conversations need to adapt to the levels of all learners; and
- try not to get frustrated when learners do not answer you or answer you incorrectly. The programme can be developed and adapted as your learners lead you.

7.18.2. Rewards

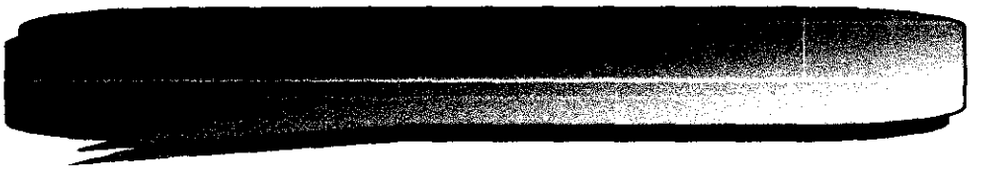
Learners react to rewards. Rewards can include:

- a verbal reward. Children thrive on positive remarks;
- an enjoyable activity (they always like painting or playing outside). However, the activity still needs to be constructive with Learning Outcomes;
- a stamp with a nice smile; and
- stickers, like stars or dots, etc.

Krashen and Terrell (1995) believe that when negative factors such as criticism, unnecessary correction, low self-image, an authoritarian regime

or fear of failure are operative, learning is hindered (Wessels *et al.* 2002:67). They advocate that learning is facilitated by positive factors such as encouragement, motivation, enthusiasm and self-confidence (Wessels *et al.* 2002:67). Therefore motivate your learners positively.

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7.19.1. Introduction

From the questionnaire educators completed, it was apparent that parent involvement is a serious problem.

Parents are essential in the partnership between the educator, the learner and themselves to improve the learners' English proficiency.

The learners in your classroom will most probably have parents who are uninvolved, because:

- they are themselves illiterate;
- their English proficiency is not adequate;
- they work long hours and many times far away from home;
- survival is their highest priority; and
- they feel the school has the sole teaching responsibility.

7.19.2. Ideas to involve parents

The following ideas might motivate parental involvement:

a) For parents, who are literate in English, newsletters can be sent home:

- emphasise that in a class with many learners, the individual attention given at home is essential to provide the learner with all available opportunities to enrich his English. Language learned at home is different from language learned at school. Learners need to be exposed to both worlds of language in order to use English in all language encounters;
- if it is difficult for the parents because of long working hours, ask a grandparent or older brother and sister to provide some support;
- motivate the parents or care takers to tell or read stories and ask questions. (Provide the guidelines on how to tell stories and ask questions.);
- when parents go the shop, doctor, clinic, post office or pharmacy, they can read the labels, posters, street names, advertisements and words painted on the windows with the child or motivate the child to read it himself. Illiterate parents can encourage the learner to ask the meaning of words at the different venues;
- encourage parents to expose learners to books, magazines and excursions. It can be inexpensive literature: cheaper magazines and books that are sold at the wholesale shop or at a flea market;
- tell parents how important it is for the child to ask questions when he doesn't understand words or concepts;
- ask parents to motivate their children to read appropriate books, magazines, etc. The more the child reads, the more his English will improve;
- encourage parents to have conversations with their children, in English if possible. If parents are able to read and write, English words can be pasted against objects in the house to encourage incidental reading. A scrapbook with English words and pictures can be compiled;
- teach and encourage parents and learners to use the media centre at school or the library in town; and

- encourage learners to listen to talks in English on the radio.

b) Invite the parents to **parent meetings** where you or another language specialist (like a speech therapist) can workshop the parents on how to enrich their children's English.

c) For illiterate parents:

- tapes with stories and questions could be sent home. On these tapes the educator could have instructions for the parents on how to enrich the learners' English; and
- encourage the learners and parents to listen to English radio, especially talk radio.

d) In the case of non-English speaking parents:

- sisters, brothers and peers who have a better English proficiency can be incorporated to support the learner with a poor to very poor English proficiency; and
- parents could be invited to school and the following tips could be discussed (use translators when parents visit the school):
  - encourage the parents, as well as their children, to listen to English radio themselves; and
  - the learners could be motivated to make friends with English speaking children.

e) Although it is important for the parent to help enrich his child's English, the **mother tongue must never be neglected**. If a child's mother tongue is mastered it is easier to learn a second language. Encourage parents to have conversations with their children in their home language.

f) Encourage parents to attend **Adult Basic and Education Training** institutions to become literate and learn English.

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7.20.1. Time frame

- This story-based language enrichment programme is time–flexible. However, with focused and proper implementation it will not use more than six weeks; and
- It can be done in one Learning Programme or may proceed into another Learning Programme.

7.20.2. Alternative stories

This language enrichment programme is available as a framework. Other stories may be used for different learning programmes.

The following routes can be taken to obtain of other stories:

- the educator can write her/his own stories;
- the learners can write their own stories;
- contact your local library to get a list of available storybooks;
- use the search engines on the Internet;
- contact different publishers to send you a list of their available storybooks; and
- in the following *Stars of Africa* website a list of affordable storybooks written for the South African context is available:

http://www.mml.co.za/SoA/index.htm

Title	ISBN
Animals find water	0636047962
Animals find food	0636048020
Curry pot, The	0636049620

Frog and dog	063604792X
I wear glasses	0636046699
Library book, The	0636046176
My name is Street child Beggar Rose	0636049639
Rubbish to riches	0636046745
Sipho hides	0636046117
Time to ...	0636046397
Tommy and Hango's adventures in Oshana	0636049450
Under Ixopo stars	0636046524
An African Mother Christmas	0636049469
B for bullfrog	0636046052
Bongi on the bus	0636047970
Cheetah's tears, The	0636046915
Farming fit	0636046761
Great escape, The	0636046087
Kubi the star	0636047873
Lizzie who liked oranges	0636049906
Mekuta's sons	0636046559
Midnight the bull	063604615X
Patrick the pig	0636046494
Race, The	0636046400
Sidima's goal	0636046575
Vusi's long wait	0636046168
With love from Mom	0636046516

More stories (Jenkins, 1993:166-183)

A Cageful of Butterflies (Lesley Beake)

A Message In The Wind (Chris Van Wyk)

African Fireside Tales, Part 1 (Phyllis Savory)

The Boy And The Tree (Vivienne Johns Brown)

The Battle of the Mountain (Judy Chalmers)

Kgaladi Tales (Hanneke Du Preez)

Father Come Home (Es'kia Mphahlele)

Folklore Of Southern Africa (AC Partridge)

When Hippo Was Hairy (Nick Greaves)

The Sound Of The Gora (Ann Harries)

The Bushmen And Their Stories (Elizabeth Helfman)

Manela The Bull Elephant (W A Hickey)

How The Ostrich Got His Name And Other South African Stories For Children (Annette Joelson)

Iso Le Nkhono: African Folktales For Children (B L Leshoai)

The Four Friends And Other Tales From Africa (Elsa Joubert)

Ol' Tangletooth (Dale Kenmuir)

Khokho The Lazy (Rosalie Liguouri-Reynolds)

Khulumi The Brave (Jenny Seed)

The Jungle Book Stories (Rudyard Kipling)

Maduma, Teller Of Tales (Madeline Murgatroyd)

Xhosa Fireside Tales (Nombulelo Makhuphula)

The Snake With Seven Heads (Gcina Mhlope)

Nqalu, The Mouse With No Whiskers (Marguerite Poland)

Once At Kwafubesi (Marguerite Poland)

The Bushman Speaks (Mary Phillips)

The Cave Of Uncle Kwa: A Bushman Fantasy (Mary Phillips)

Sambane's Dreams And Other Stories (Marguerite Poland)

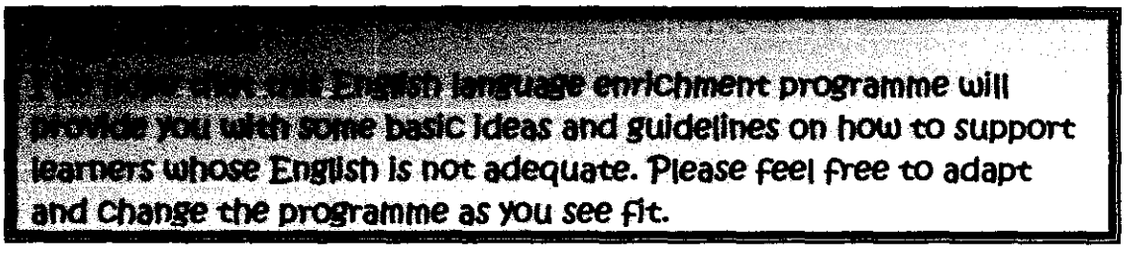
The Mantis And The Moon (Marguerite Poland)

Xironga Folk Tales (E J M Baumbach And C T D Marivate)

Recommended Storybooks

Madiba Magic (Nelson Mandela's Favourite Stories For Children)

Animal Adventures (Jay Heale)



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CHAPTER 8

ANALYSIS AND DISCUSSION OF THE LANGUAGE ENRICHMENT PROGRAMME QUESTIONNAIRE

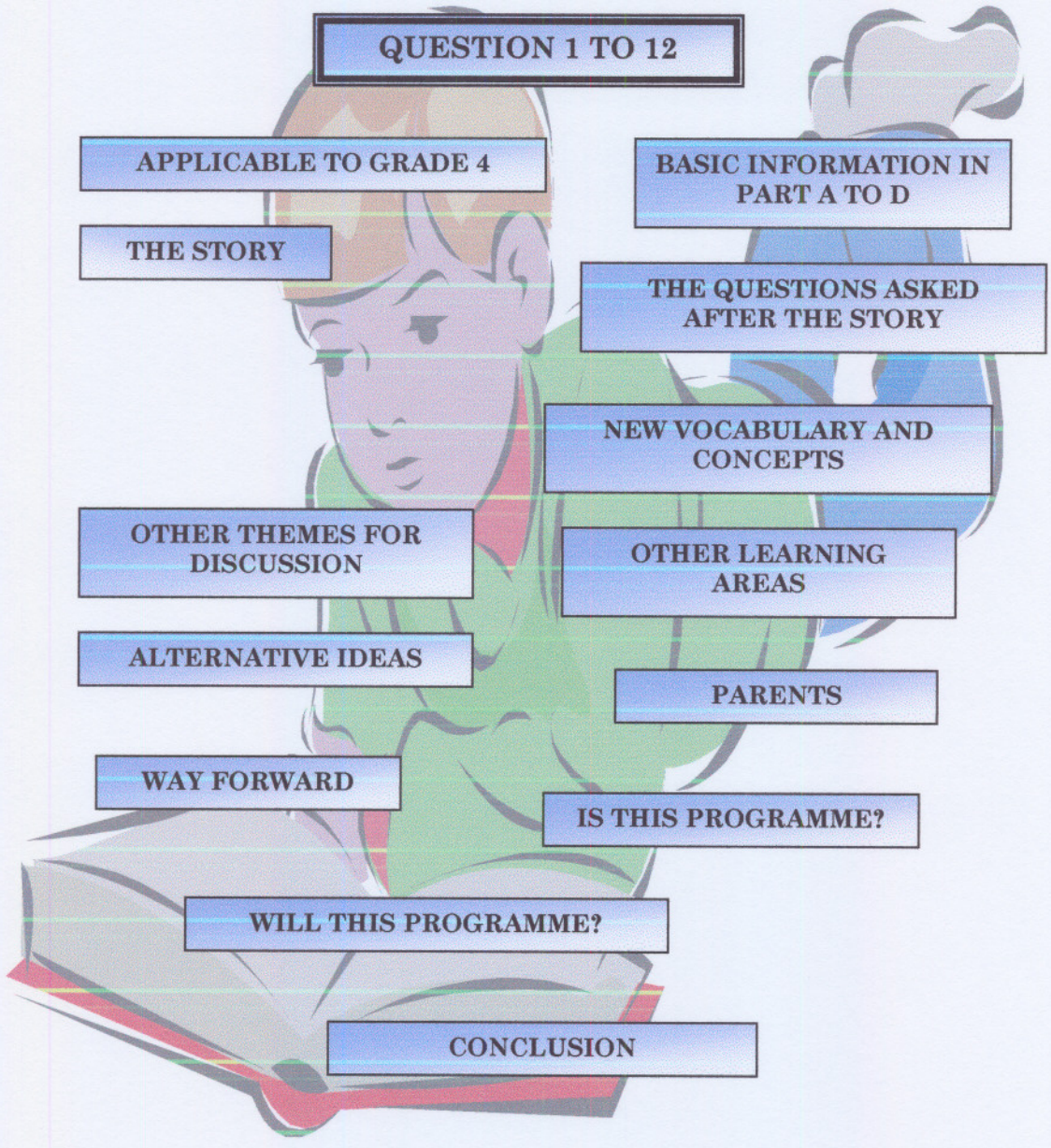


Figure 14. Overview of chapter 8

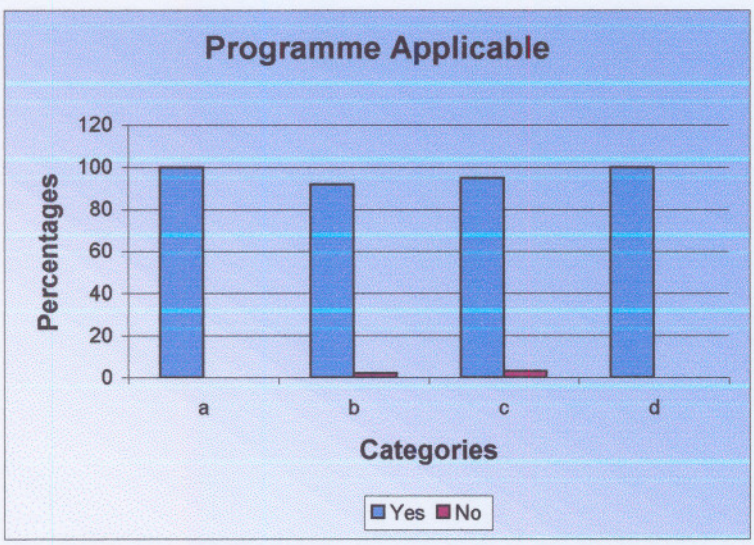
8.1. Introduction

The English language enrichment programme was provided to 40 Grade 4 LLC educators from the Sedibeng East District, Gauteng Department of Education. These educators were purposively chosen as they are experienced ESL educators who expressed frustration with the large number of ESL learners and the consequent teaching burden (cf. 5.4.2.5; 5.4.3.3; and 5.4.3.4). The purpose was to assess the successful implementation of the language enrichment programme in the mainstream classroom for 6 weeks. 39 questionnaires were returned and the responses were as follows:

8.2. Question 1: Applicable to Grade 4 learners

1. Is this programme applicable to Grade 4 ESL (English Second Language) learners?	YES	NO
a. It suits the learners' language developmental level.		
b. It takes the learners' known environment into consideration.		
c. Prior knowledge is acknowledged.		
d. It will stimulate and keep the interest of the Grade 4 learner.		

Graphic summary of responses:



Graph 16. Applicability of programme to Grade 4 ESL learners

8.2.1. Conclusion

- 100% (39 out 39) of the educators indicate that the language enrichment programme suits the Grade 4 learners' language developmental level;
- 92% (36 out of 39) of the educators feel that the language enrichment programme takes the learners' known environment into consideration;
- 8% (3 out of 39) of the educators feel that the language enrichment programme does not take the learners' known environment into consideration;
- 95% (37 out of 39) of the educators affirm that prior knowledge is acknowledged;
- 5% (2 out of 39) of the educators feel that prior knowledge is not acknowledged; and
- 100% (39 out of 39) of the educators indicate that the language enrichment programme did stimulate and keep the interest of the Grade 4 learners.

It seems from the above results of the questionnaires that the English language enrichment programme does take the language developmental level, known environment, prior knowledge and interest of the Grade 4 ESL learner into consideration and is consequently on the level of the Grade 4 ESL learner.

8.3. Question 2: Basic information in Part A to D, regarding:

- the goals of the language enrichment programme;
- the outcomes of the language enrichment programme;
- learning English as a second language;
- creating a speaking environment;
- language of inquiry;
- different learning styles;
- perception and learning;

- a flexible curriculum;
- learning should be relevant;
- from the known to the unknown;
- vocabulary and concepts;
- dictionaries;
- group work/co-operative learning;
- alternative routes;
- additional tips;
- the revised national curriculum statements; and
- why stories as a medium is a good choice.

2. The basic information provided in part A to D is:	Yes	No
a. information that enhances your own basic knowledge on supporting ESL learners with inadequate English proficiency.		
b. information that can be applied in the LLC (Language Literacy and Culture) as well as the other Learning Areas' classroom.		
c. information that helps you understand the ESL learner with inadequate English proficiency better.		
d. information that will help you support ESL learners with inadequate English proficiency in the classroom.		

Graphic summary of responses:



Graph 17. Basic information provided in part A to D

8.3.1. Conclusion

- 100% (39 out of 39) of the educators indicate that the information in Part A to D:
  - has enhanced their own basic knowledge of supporting ESL learners with inadequate English proficiency;
  - could be applied in the LLC classroom as well as in the other Learning Areas;
  - will help them understand the ESL learner with inadequate English proficiency better; and
  - will help them support the ESL learners with inadequate English proficiency better in the classroom.

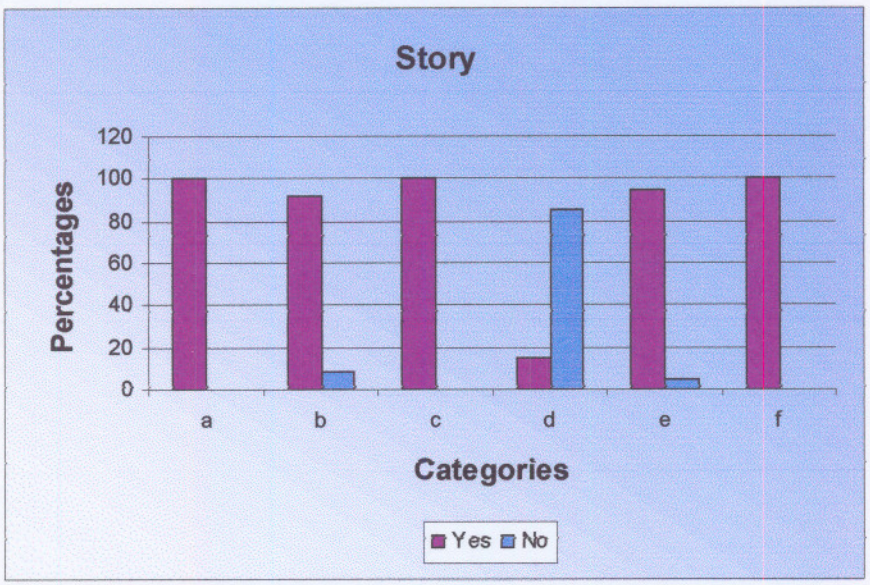
Considering the above results of the questionnaires the basic information that was provided in Part A to D has provided essential information to the educator to support and understand the ESL learner, with inadequate English proficiency , who may be experiencing barriers to learning, better.

Questions pertaining to Part E.

8.4. Question 3: The story

3. The story:	Yes	No
a. is on the interest level of Grade 4 learners.		
b. is easy to read/tell.		
c. keeps the attention of the learners.		
d. is too difficult for the learners to understand.		
e. is understandable for all the learners although some of the vocabulary is difficult.		
f. is enjoyable for all the learners.		

Graphic summary of responses:



Graph 18. Questions pertaining to the story

8.4.1. Conclusion

- 100% (39 out of 39) of the educators indicate that the story is on the level of Grade 4 learners;
- 92% (36 out of 39) of the educators feel that the story is easy to read or tell;
- 8% (3 out of 39) of the educators feel that the story is not easy to read or tell;
- 100% (39 out of 39) of the educators indicate that the story kept the attention of the learners;
- 85% (33 out of 39) of the educators indicate that the story was not too difficult for the learners to understand;
- 15% (6 out of 39) of the educators indicate that the story was too difficult for the learners to understand;
- 95% (37 out of 39) of the educators feel that all the learners did understand the story although some of the vocabulary was difficult;
- 5% (2 out of 39) of the educators feel that all the learners did not understand the story; and

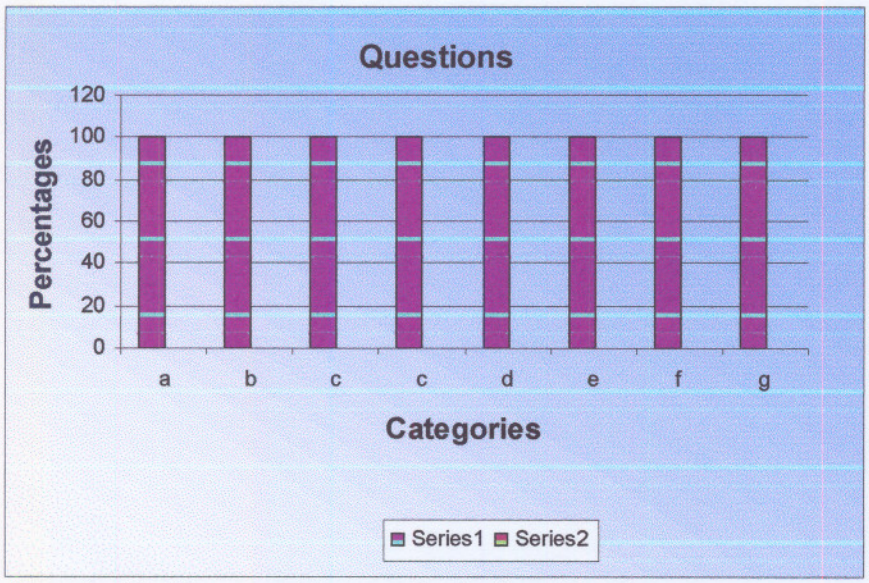
- 100% (39 out of 39) of the educators indicate that the learners enjoyed the story.

It seems that the story written for the English language enrichment programme was generally applicable to the Grade 4 learner, regarding interest level, enjoyment and difficulty level. However, it seems that a few educators experienced difficulty in telling/reading the story. The possibility exists that these educators are ESL educators themselves and probably have difficulty in understanding some of the concepts. Some educators feel that the story is too difficult for the ESL learner to understand. An easier story for these learners, with more simple vocabulary and concepts, could be found in the story list.

8.5. Question 4: The questions asked after the story

4. The questions:	Yes	No
a. take the four different levels of English proficiency in your classroom into consideration.		
b. address all the question words (what, where, when, who, why).		
c. with alternative choices provided are very helpful.		
d. are applicable to the different levels of English proficiency in your classroom.		
e. will help to enhance and develop the ESL learners' inadequate English proficiency.		
f. will empower learners to be able to ask questions to clarify uncertain concepts.		
g. with the activities provided for the learners after the questions are very helpful.		

Graphic summary of responses:



Graph 19. The questions asked after the story

8.5.1. Conclusion

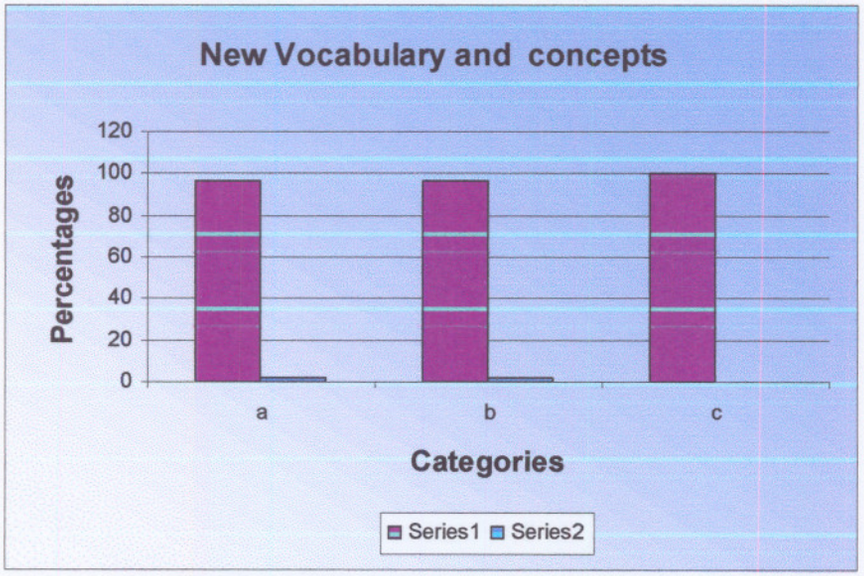
- 100% (39 out of 39) of the educators indicate that:
  - the four different levels of English proficiency in the classroom were taken into consideration;
  - the different question words were all addressed (what, where, when, who, why);
  - the alternative choices after every question were very helpful;
  - the questions were applicable to the different levels of English proficiency in the classroom;
  - the questions will help to enhance and develop the ESL learners' inadequate English proficiency;
  - the questions will empower learners to be able to ask questions to clarify uncertain concepts; and
  - the activities provided for the learners are very helpful.

Therefore, it seems that the educators are comfortable with the suitability of the questions and the activities provided afterward for Grade 4 ESL learners with inadequate English proficiency.

8.6. Question 5: New vocabulary and concepts

5. The new vocabulary and concepts	YES	NO
a. will augment the ESL learners' inadequate English proficiency.		
b. identified for the four different levels of English proficiency are applicable.		
c. with the activities provided for the learners afterwards are effective.		
d. Any suggestions pertaining to the vocabulary?		

Graphic summary of responses:



Graph 20. New vocabulary and concepts

8.6.1. Conclusion

- 95 % (38 out of 39) of the educators indicate that the new vocabulary will augment the ESL learners' inadequate English proficiency;
- 2% (1 out of 39) of the educators indicate that the new vocabulary will not augment the ESL learners' inadequate English proficiency;
- 95% (38 out of 39) of the educators indicate that the vocabulary identified for the four different levels of English proficiency is applicable;

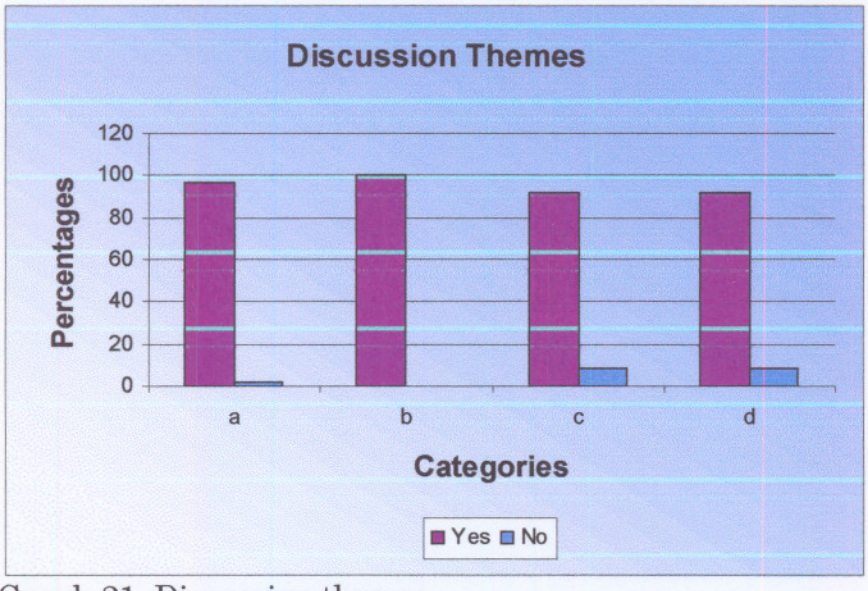
- 2% (1 out of 39) of the educators feel that the vocabulary identified for the four different levels of English proficiency is not applicable; and
- 100% indicate that the activities provided for the learners are effective.

From the above-mentioned results it seems that the vocabulary and concepts identified for the English language enrichment programme are mostly applicable to the ESL learners' needs. 2% of the responses suggested the opposite. From comments written on the programme, the researcher could deduce that these responses were made by educators from rurally based schools who are ESL educators themselves. The language enrichment programme will need to be adjusted to accommodate their views.

8.7. Question 6: Other themes for discussion

6. Other themes for discussion	Yes	No
a. The themes will augment the ESL learners' inadequate English proficiency.		
b. The themes could be used in the classroom.		
c. The themes are applicable to the learners' environment.		
d. The themes are applicable to the learners' prior knowledge.		
e. Any more suggestions?		

Graphic summary of responses:



Graph 21. Discussion themes

8.7.1. Conclusion

- 97% (38 out of 39) of the educators indicate that the proposed themes for discussion will augment the ESL learners' inadequate English proficiency;
- 2% (1 out of 39) of the educators indicate that the proposed themes for discussion will not augment the ESL learners' inadequate English proficiency;
- 100% (39 out of 39) of the educators affirm that the themes could be used in the classroom;
- 92% (36 out of 39) of the educators feel that the themes are applicable to the learners' environment;
- 8% (3 out of 39) of the educators feel that the themes are not applicable to the learners' environment;
- 92% (36 out of 39) of the educators respond that the themes are applicable to the learners' prior knowledge; and
- 8% (3 out of 39) of the educators respond that the themes are not applicable to the learner's prior knowledge.

The results of the question on the different discussion themes provided, suggest that the themes seem to be very helpful to the educators. However, the negative responses could be from educators in rural areas who have very different circumstances and needs from those in town and township schools. The language enrichment programme must respond to diverse needs and will be adjusted accordingly.

8.8. Question 7: Other Learning Areas

7. Other Learning Areas	Yes	No
a. Could the ideas provided be implemented?		
b. Any more suggestions?		

Graphic summary of responses:



Graph 22. Learning areas

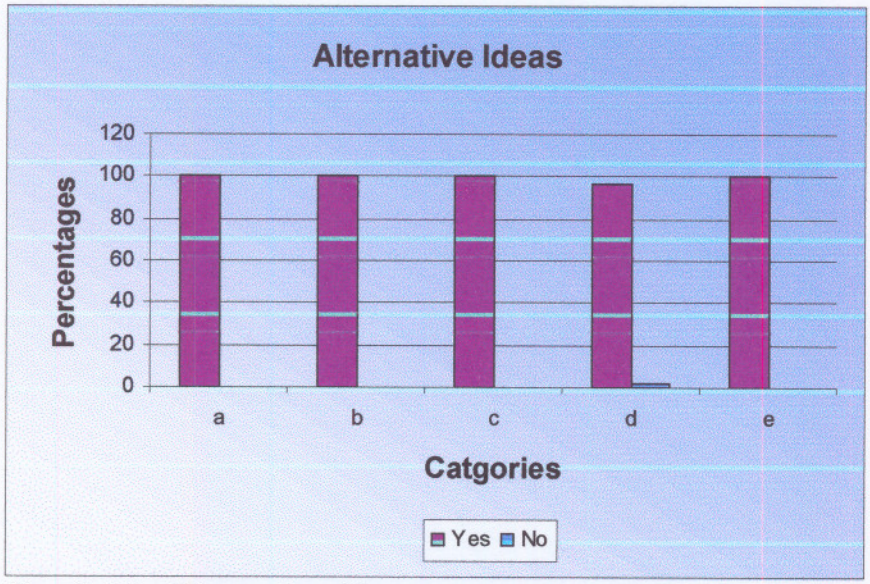
8.8.1. Conclusion

- 100% of the educators indicate that the ideas provided could be implemented.

8.9. Question 8: Alternative ideas

8. Alternative ideas: Are the alternative ideas provided informative and helpful?	Yes	No
a. Group work?		
b. Language corner?		
c. Role-play?		
d. Peer translators?		
e. Code switching?		

Graphic summary of responses:



Graph 23. Alternative ideas

8.9.1. Conclusion

- 100% (39 out of 39) of the educators indicate that the ideas provided for group work are informative and helpful;
- 100% (39 out of 39) of the educators respond that the ideas provided for the language corner are informative and helpful;
- 100% (39 out of 39) of the educators feel that the ideas provided for role-play are informative and helpful;
- 97% (38 out of 39) of the educators indicate that ideas provided for peer translators are informative and helpful;
- 2% (1 out of 39) of the educators indicate that ideas provided for peer translators are not informative and helpful; and
- 100% (39 out of 39) of the educators respond that the ideas provided for code switching are informative and helpful.

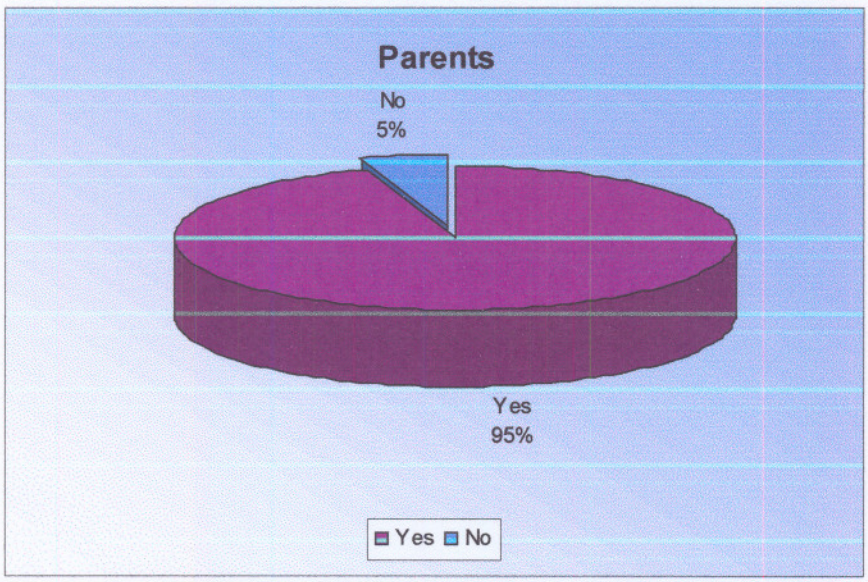
From the above results it can be deduced that the educators find the alternative ideas informative and helpful. The 1 educator who indicated that the ideas for peer translators are not informative and helpful, most

probably does not have peer translators available in her classroom or might feel disempowered by the use of learners to augment her teaching.

8.10. Question 9: Parents

9. Parents	Yes	No
a. The ideas provided can be implemented?		
b. Any other suggestions?		

Graphic summary of responses:



Graph 24. Ideas to involve parents

8.10.1. Conclusion

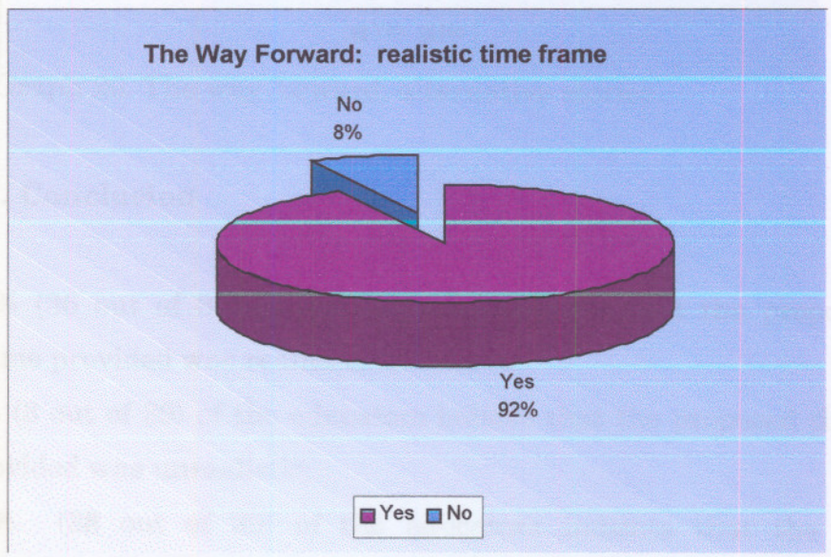
- 95% (37 out of 39) of the educators respond that the ideas provided to involve parents in the language enrichment programme can be implemented; and
- 5% (2 out of 39) of the educators respond that the ideas provided to involve parents in the language enrichment programme cannot be implemented.

It seems from the above-mentioned results that the ideas provided to involve parents in the language enrichment programme are useful for the educators. However, parents in the rural areas are very difficult to contact or are illiterate themselves and it will therefore be difficult to involve them at all. This may account for the 2 educators who are not empowered by the suggestions.

8.11. Question 10: Way forward

10. Way forward	Yes	No
a. is the time frame realistic?		
b. are the alternative stories helpful?		

Graphic summary of responses:

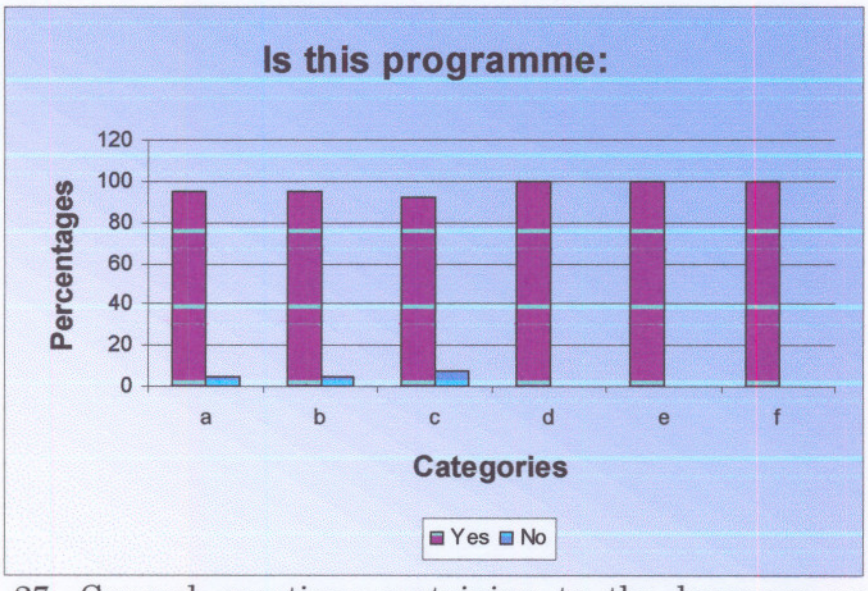


Graph 25. The way forward: realistic time frame

8.12. Question 11: General questions pertaining to the language enrichment programme

11. Is this programme:	Yes	No
a. in uncomplicated language?		
b. taking time restraints in the classroom into consideration?		
c. easy to implement in the classroom?		
d. covering different learning styles?		
e. learner based and paced?		
f. taking different English proficiency levels into account?		

Graphic summary of responses:



Graph 27. General questions pertaining to the language enrichment programme

8.12.1. Conclusion

- 95% (37 out of 39) of the educators indicate that the language enrichment programme is in uncomplicated language;
- 5% (2 out of 39) of the educators indicate that the language enrichment programme is not in uncomplicated language;
- 95% (37 out of 39) of the educators respond that the language enrichment programme takes time restraints in the classroom into consideration;

- 5% (2 out of 39) of the educators respond that the language enrichment programme does not take time restraints into consideration;
- 92% (36 out of 39) of the educators feel that the language enrichment programme will be easy to implement in the classroom;
- 8% (3 out of 39) of the educators feel that the language enrichment programme will not be easy to implement in the classroom;
- 100% (39 out of 39) of the educators indicate that the language enrichment programme covers different learning styles;
- 100% (39 out of 39) of the educators respond that the language enrichment programme is learner based and paced; and
- 100% (39 out of 39) of the educators indicate that the different English proficiency levels are being taken into account.

Although most educators indicate that the language enrichment programme is written in uncomplicated language, two educators battled with the language. Two educators also indicated that the language enrichment progamme could not be implemented within recommended time restraints. Three educators did not find the language enrichment programme easy to implement. From comments written on the programme, the researcher could deduce that educators who experienced difficulty are rurally based ESL educators with limited resources and English language proficiency. Such educators will require extra support in order to implement this language enrichment programme.

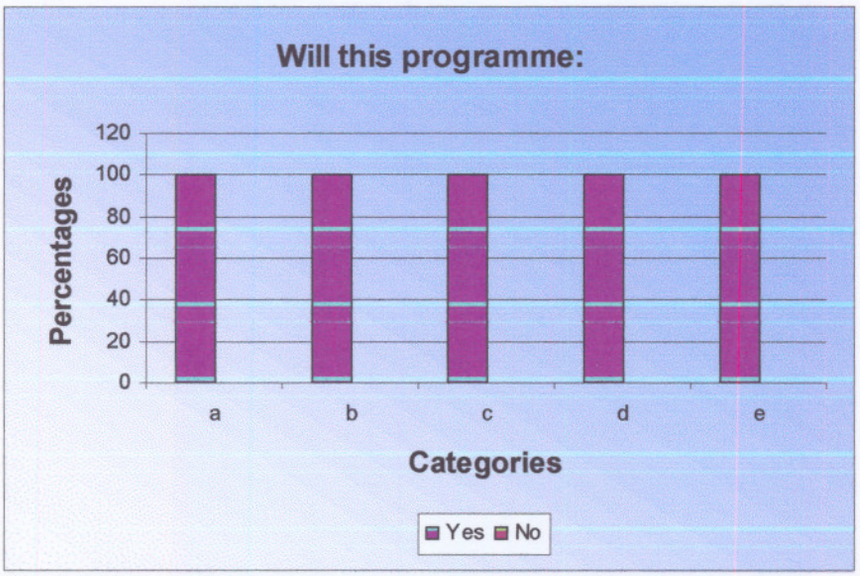
Extra support could take the form of:

- a language enrichment programme workshop;
- provision of resources;
- in-service training targeting educators' English language proficiency; and
- working with an educator who found the language enrichment programme easy to implement who can model implementation (i.e. using a buddy system for educators).

8.13. Question 12: Additional questions pertaining to the language enrichment programme

12. Will this programme:	Yes	No
a. enhance English vocabulary and concepts to help the ESL learners with inadequate English proficiency to have more comprehensible conversations?		
b. empower ESL learners to be able to ask questions to clarify vocabulary and concepts in English?		
c. empower the ESL learners to have more informed conversations in English?		
d. improve the ESL learners' thinking and reasoning skills in English?		

Graphic summary of responses:



Graph 28. Additional questions pertaining to the language enrichment programme

8.13.1. Conclusion

- 100% (39 out of 39) of the educators believe that this language enrichment programme will:
  - enhance English vocabulary and concepts to help the ESL learners with inadequate English proficiency to have more comprehensible conversations;
  - empower ESL learners to be able to ask questions to clarify vocabulary and concepts in English;

- empower ESL learners to have more informed conversations in English; and
- improve the ESL learners' thinking and reasoning skills in English.

8.14. General conclusion

Based on the responses of the educators who implemented the English language enrichment programme, as well as personal letters received from these educators applauding the language enrichment programme, it can be deduced that the story-based English language enrichment programme will be a programme that could be implemented usefully in the mainstream classroom to support Grade 4 ESL learners with inadequate English proficiency.

It is acknowledged that some educators (not more than 8%) found the programme (or aspects thereof) unsatisfactory. The researcher is of the opinion that this can probably be attributed to factors such as:

- teaching at rural schools; or
- teaching in English despite being an ESL speaker.

These limitations will need to be addressed by:

- workshopping such educators;
- providing extensive in-service training;
- demonstrating implementation of the language enrichment programme;
- encouraging co-operation with educators who successfully implemented the language enrichment programme; and
- adjusting the language enrichment programme by adding additional resources and further simplifying language.

Chapter 9

Conclusion

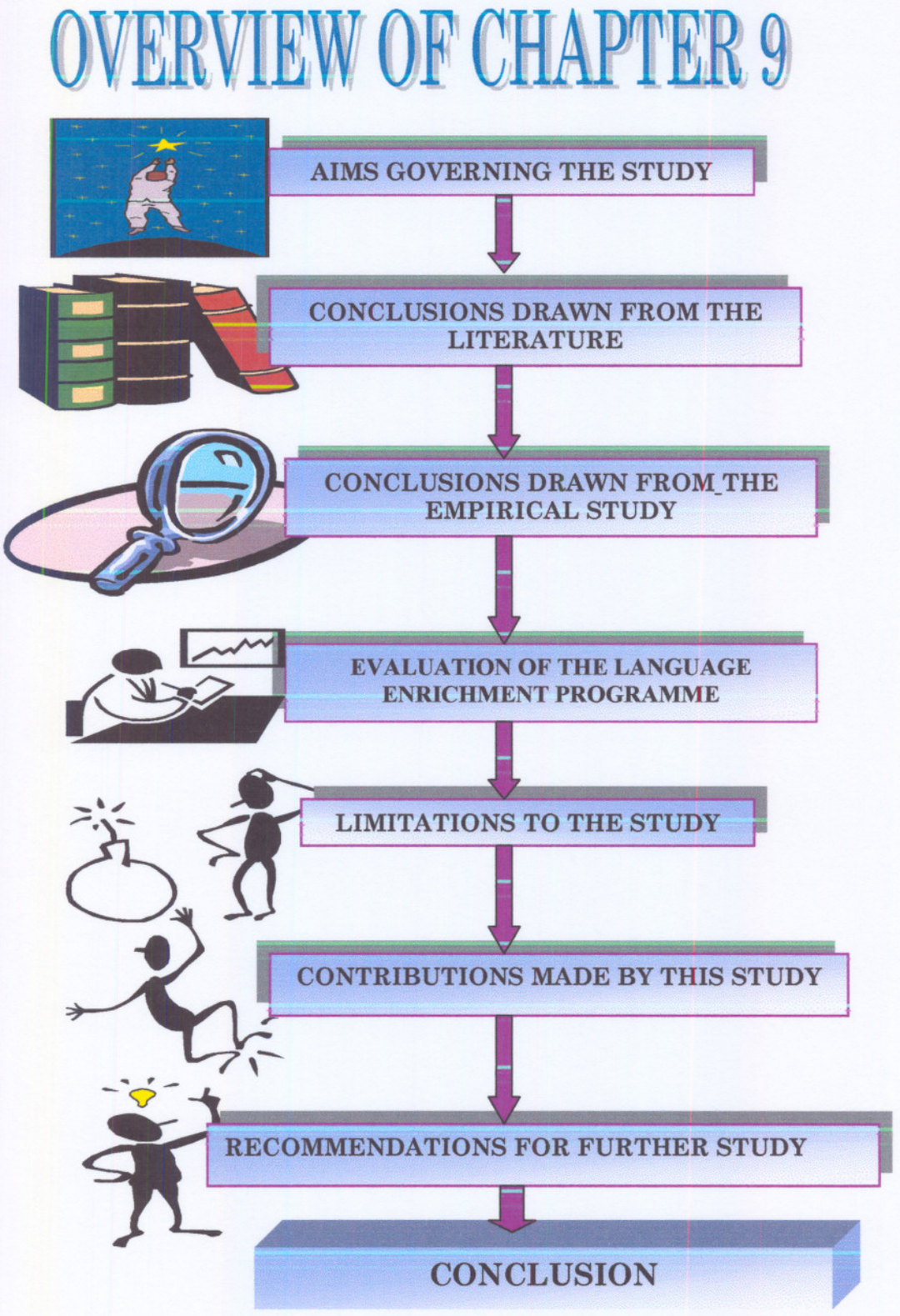


Figure 15. Overview of chapter

9.1. Introduction

The problem that initiated this study was the growing number of educators who attribute ESL learners' poor scholastic progress to their inadequate command of the English language. This is reflected in the educators' completion of the GDE 450 forms. What compounds the problem is that many educators lack the knowledge, tools or time to support ESL learners; this was reflected in discussions with the educators. It became clear, therefore, that there is an urgent need to create a language enrichment programme to support ESL learners and their educators, in order to proactively intervene before intensive remediation would be required.

9.2. Aims governing the study

In the following table the aims of this study and the achievement thereof are summarised:

AIMS	ACHIEVEMENTS
♦ to conduct a literature study into the language reality of South Africa, the barriers intrinsic to second language learning and the dynamics to be included in a language enrichment programme;	♦ an intensive literature study was conducted into the language reality of South Africa, the barriers intrinsic to language learning and the dynamics to be included in a language enrichment programme. This literature study was elucidated in three chapters;
♦ to identify the needs of Grade 4 educators concerning a language enrichment programme for ESL learners who have inadequate English proficiency by means of a closed questionnaire;	♦ the needs of Grade 4 educators concerning a language enrichment programme for ESL learners who have inadequate English proficiency were identified through a closed questionnaire; ♦ a 96% response rate was achieved; and ♦ from the identified needs a language enrichment programme for Grade 4 ESL learners with inadequate English proficiency could be compiled;

♦ to support the educator in the inclusive education situation by creating a story-based English language enrichment programme for those ESL learners who have inadequate English proficiency; and	♦ a story-based language enrichment programme for Grade 4 ESL learners with inadequate English proficiency was created; and
♦ to ascertain the extent to which the implementation of the language enrichment programme succeeds by requesting purposively identified Grade 4 LLC educators to implement the programme and complete a short closed questionnaire as means of assessment.	♦ 40 purposively identified Grade 4 Language Literacy and Communication (LLC) educators implemented the language enrichment programme over a six week period and assessed the suitability of the language enrichment programme through a short closed questionnaire. The response was exceptionally positive.

Table 12. Aims governing the study

From the above it is clear that the aims targeted were achieved.

9.3. Conclusions drawn from the literature

The following conclusions were drawn from the literature:

Mother tongue education and additive bilingualism.	♦ South African language policies, governmental structures and many researchers (Mboweni-Marais 2003; Nkabinde, 1997; Bosman & Van der Merwe, 2000; Donald, Lazarus & Lolwana 2002) recommend that learning in the Mother Tongue is the best way for learners to achieve their potential, and that an educational language policy of additive bilingualism should be followed, rather than learners learning in their second language, which is, in most cases, English (cf. 2.3).

The reality of English domination.	♦ However, the reality is that English is the dominant language of the world, including that of academic institutions, business, technology, politics and literature (cf. 2.3). Researchers confirm that the afore-mentioned reasons are influential in the choice that many parents make to let their children learn in English (Vermeulen, 2001; Meyer, 1998; De Wet & Niemann, 1999; Amazu, 1992; Vesely, 2000; Heugh, 2000; Nkabinde, 1997; Lemmer, 1995; Rees, 2000; Coetzee, Du Plessis & Messerschmidt, 2002; Weideman & Van Rensburg, 2002). Not learning in the mother tongue results in barriers to learning for ESL learners.
The following **barriers intrinsic to second language learning** were identified in the literature:	♦ poor mother tongue skills (Stadler, 2002; Vermeulen, 2000; Du Plessis quoted by Olivier, 2002) (cf. 3.2.1); ♦ poor literacy skills (Weideman & Van Rensburg, 2002) (cf. 3.2.2); ♦ second language falling short of mastery (Le Roux, 1999; Liddicoat quoted by Donald *et al.* 2002) (cf. 3.2.3); ♦ ineffective teaching practices (Cele, 2001; Wessels, 1996; Silva, 2003) (cf. 3.2.4); ♦ affective influences and problems (Wessels, 1996; Silva, 2003 Viljoen and Molefe, 2001; Wolff, 2000; Liddicoat quoted by Donald, *et al.* 2002) (cf. 3.2.5); ♦ classroom numbers (Van Wyk, 1999) (3.2.6.1); and ♦ poor socio-economic circumstances (Donald *et al.* 2002; Roseberry-Mckibbin, 2001) (cf. 3.2.6.2).
Stories were identified as a good medium for the language enrichment programme.	♦ Wessels & Van der Berg (2002:312) state that by sharing stories in an interesting and enjoyable way, learners are exposed to well-structured texts, and that through this exposure, the learners' own language proficiency is improved. Wright (2002:3) chooses stories for language learning because stories rely so much on words and offer a

	major and constant source of language experience for learners. Wright (2002:3) also asserts that stories should be a part of all primary school teaching, whether teaching is in the first or second language (cf. 4.4).

Table 13. Conclusions drawn from the literature

From the literature it is therefore clear that although mother tongue learning is most desirable, the South African reality is predominantly one of ESL learners. This puts learners at risk for experiencing barriers to learning. The move in psychology is towards prevention (MacFarlane, 2000: 2;195) and for this reason a language enrichment programme was created to contain risk.

9.4. Conclusions from the empirical study

9.4.1. Phase 2: the questionnaire to ascertain Grade 4 educators' needs concerning a language enrichment programme

From the questionnaire completed by Grade 4 LLC educators in the Sedibeng East District of the Gauteng Department of Education to ascertain Grade 4 educators' needs concerning a language enrichment programme the following major barriers were identified:

- the large number of learners in the classes, which makes the effective use of time to support learners with barriers difficult;
- the high number of ESL learners in the classroom, causing communication problems between educators and learners;
- a lack of parental support to reinforce the support provided in the classroom; and
- the inadequate training of educators in addressing problems that ESL learners with inadequate English proficiency experience, which emphasises the crucial need for a structured language enrichment programme.

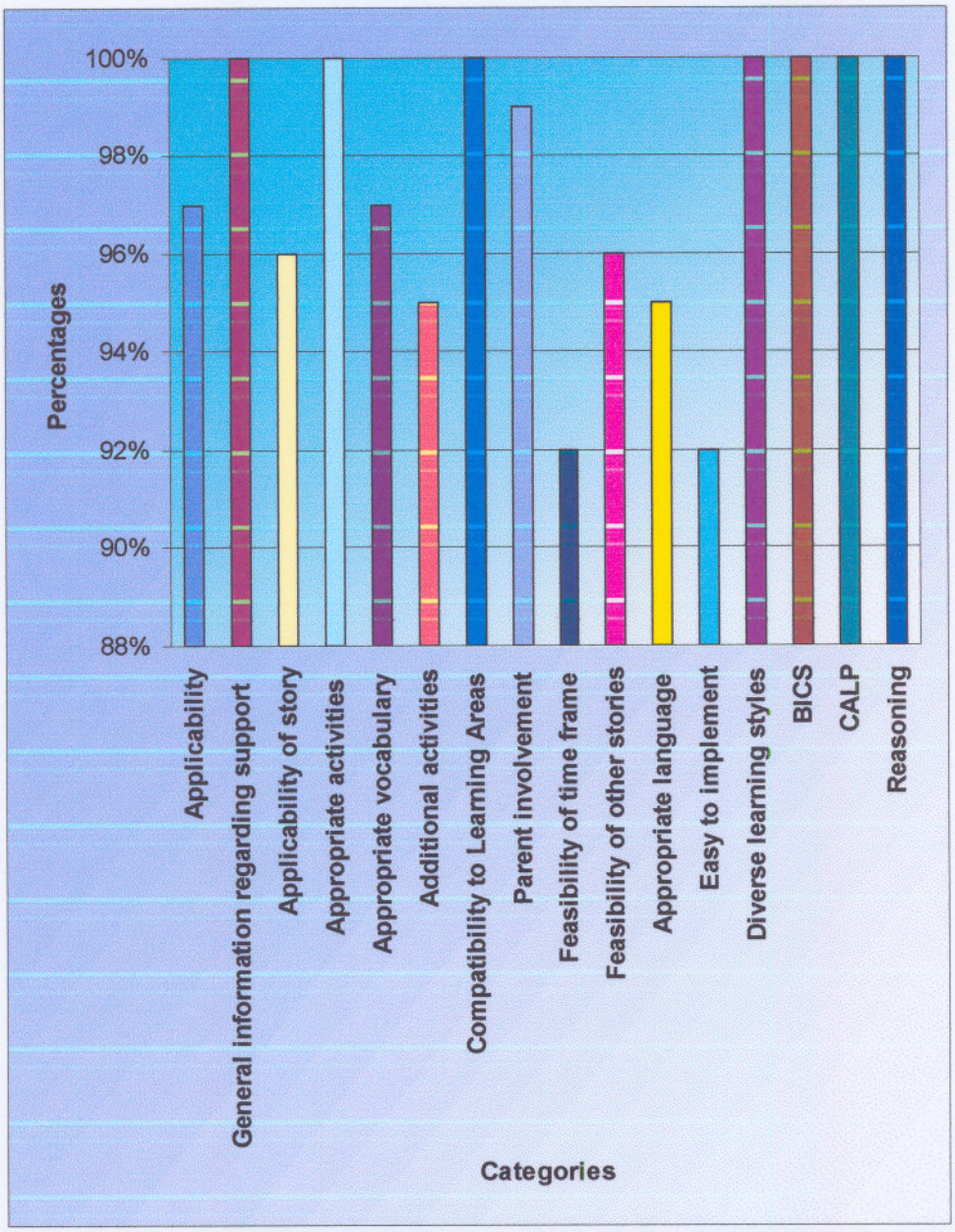
The basic requirements for the language enrichment programme that were deduced from the questionnaire were:

- it should not be time consuming;
- it should be written in uncomplicated language;
- BICS and CALP should be reinforced;
- it should provide some easy guidelines for parents to reinforce English learning;
- the educators seem comfortable with a story as medium for the language enrichment programme; and
- the contents must be suitable for application in all Learning Areas.

9.4.2. Phase 3: a questionnaire to assess the suitability for the implementation of the language enrichment programme

Based on the responses of the educators who implemented the English language enrichment programme, as well as personal letters received from these educators applauding the language enrichment programme, it could be deduced that the story-based English language enrichment programme could be implemented usefully in the classroom with Grade 4 ESL learners with inadequate English proficiency.

In the following graph the educators responses to the language enrichment programme are summarised as percentages (for full detail the reader is referred back to chapter 8):



Graph 29. Summary of the implementation of the language enrichment programme

The above graph suggests that educators generally found the language enrichment programme a useful tool to empower ESL learners. Despite areas of minimal dissatisfaction, it appears that the language enrichment programme can be successfully used as a preventive programme.

Successful prevention programmes have certain core concepts which can be used to measure the efficacy of a programme. In order to summarise

the efficacy of this language enrichment programme, a comparison with common concepts used by experts (Dryfoos, 1990:233-234; Roth, Brooks-Gunn, Murray & Foster, 1998:443-445; MacFarlane, 2000:191-192) to categorise effective proactive intervention is tabulated below:

Concept	**Researcher's story-based English language enrichment programme**	**Verdict**
There is no single programme component that guarantees success.	This language enrichment programme is multi-faceted, with interrelating components.	✓
The package must respond to the particular needs of the community, and must be characterised by flexibility.	This language enrichment programme took the following into consideration: ♦ different levels of the learners' English language proficiency; ♦ time-constraints of educators; ♦ the different parent support levels; ♦ the programme was written in uncomplicated language; and ♦ the programme aimed at accommodating all learning areas.	(✓) Did not meet rural needs 100%
Programmes should provide active participation	The language enrichment programme provided different examples of activities, including co-operative learning activities where all learners could actively participate.	✓
Intervention should be aimed at institutions and not just individuals.	The language enrichment programme was written for educators to implement, in the classroom, with Grade 4 ESL learners with inadequate English proficiency and can be used across all Learning Areas. It modifies ESL learners educational environment.	✓
Timing of interventions is critical.	Grade 4 is a challenging grade for learners, since more independent work than was expected in the Foundation Phase is demanded in Grade 4. Therefore, it would be advantageous if ESL learners' inadequate English proficiency could be improved to ensure optimal achievement.	✓
Continuity of effort must be maintained, if change is to be maintained.	This language enrichment programme lends itself to continuous implementation and possible adaptations made by the educators themselves to fit into their specific needs in the classroom.	✓

Table 14. Categories of effective intervention

From the literature, as well as the empirical study, it can be concluded that the overall aim of the study, namely *to provide Grade 4 LLC educators with a classroom-based English language enrichment programme which will empower educators to gain knowledge and tools on how to support ESL learners with inadequate English proficiency in the mainstream classroom*, was achieved.

Although the study seems to have achieved the aims, there are some limitations, which will be discussed next.

9.5. Limitations of the study

The study has the following limitations:

- From the responses and personal feedback from educators in rural areas regarding the suitability of the language enrichment programme, it seems that the programme does not cater for the specific needs of rural educators and learners, given the following circumstances:
  - in the rural areas most of the educators are English Second Language educators with a poor English proficiency;
  - there is a lack of resources with which to augment the language enrichment programme, e.g. books, newspapers, radios, television and teaching material;
  - parents are illiterate and/or cannot speak or understand English at all; and
  - these parents work far away from home and school and are not intensively involved in their children's education.

- Another limitation is that this language enrichment programme was designed to suit the specific research sample. Its suitability to cater for the needs of the wider population will need to be assessed to determine the potential for generalisation.

9.6. Contributions made by the study

The study makes the following contributions:

- As far as could be determined no language enrichment programme tailor-made for South African Grade 4 ESL learners has been created. Although much has been written on the barriers to learning experienced by ESL learners with inadequate English proficiency, this is the first study that provides a language enrichment programme for Grade 4 ESL learners with inadequate English proficiency.

- This study is in line with the move towards preventive intervention. South African learners and educators face many barriers to learning. Donald *et al.* (2002:1) states that a barrier to learning is any factor which causes a hindrance to a person's ability to benefit from schooling. Therefore, preventive intervention is necessary to promote optimal learning.

- The language enrichment programme is a preventive programme: it aims at improving Grade 4 ESL learners' inadequate English proficiency before they advance too far into their school careers, thereby containing the negative ramifications of second language learning.

- The language enrichment programme supports the notions of inclusive education: it provides educators with a tool to empower ESL learners in mainstream education, thereby facilitating responsiveness to diverse needs of learners. It is also in line with the main aims of the Language in Education Policy (i.e. to counter disadvantages resulting from mismatches between home language and LOLT [cf. 2.2.4], as well as with the revised curriculum statements [4.2.3]).

- The language enrichment programme is compiled for Grade 4 learners, but could easily be adapted for other primary school grades, by choosing different stories and adjusting the difficulty level of the activities.

- The programme does not only provide details on enriching language, but also adds important information and guidelines on how a second language learning class should be taught within an OBE and Inclusive Education milieu.

- This study makes a contribution to subject literature by virtue of its theoretical content.

- This programme was created as a result of needs identified by educators. The response rate from both questionnaires indicated that there is a great need for such a programme and that it was welcomed by educators.

- The language enrichment programme takes the difficult and pressurised circumstances educators are currently teaching under, into account. The language enrichment programme demands little from educators.

- Finally, this study provides a ready-made tool for educators with many ESL learners. Educators are faced with numerous professional challenges and this language enrichment programme could lighten their burden and make teaching a more satisfying career.

9.7. Recommendations for further study

This study certainly did not address all the needs of the educators and ESL learners with inadequate English proficiency experiencing barriers to

learning. Therefore, it is hoped that this study will motivate other researchers to conduct further studies, such as:

- the development of an intervention programme to stimulate parents' involvement in the enrichment of their children's English, as well as their own;

- an investigation into the phenomenon of ESL educators is recommended. From the first questionnaire it was identified that many educators are ESL educators themselves;

- the development of in-service training programmes for all Learning Area educators regarding the support and teaching of ESL learners with inadequate English proficiency, experiencing different barriers; and

- a study of the educators in the rural areas' specific needs regarding a language enrichment programme, addressing their own, as well as their learners, inadequate English proficiency.

9.8. Conclusion

The reality of South African education is multiple ESL learners and stressed educators. In order for both learners and educators to self-actualise intentional, preventive intervention remains a necessity. The language enrichment programme provided by this study is an empowering step in the direction of such self-actualisation.

In conclusion, English can be a frustrating language, especially for ESL learners. The language enrichment programme created should go a long way to alleviating the frustrations that the English language engenders, as summarised in the following poem:

TOAST'S HUMOR ARCHIVE

Let's face it

English is a stupid language.

There is no egg in the eggplant

No ham in the hamburger

And neither pine nor apple in the pineapple.

English muffins were not invented in England

French fries were not invented in France.

We sometimes take English for granted

But if we examine its paradoxes we find that

Quicksand takes you down slowly

Boxing rings are square

And a guinea pig is neither from Guinea nor is it a pig.

If writers write, how come fingers don't fing.

If the plural of tooth is teeth

Shouldn't the plural of phone booth be phone beeth

If the teacher taught,

Why didn't the preacher praught.

If a vegetarian eats vegetables

what the heck does a humanitarian eat!?

Why do people recite at a play

Yet play at a recital?

Park on driveways and drive on parkways

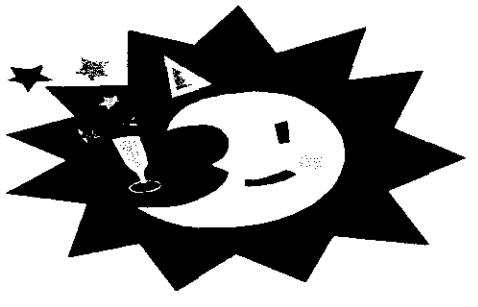
How can the weather be as hot as hell on one day

And as cold as hell on another.

You have to marvel at the unique lunacy
Of a language where a house can burn up as
It burns down
And in which you fill in a form
By filling it out
And a bell is only heard once it goes!

English was invented by people, not computers
And it reflects the creativity of the human race
(which of course isn't a race at all)

that is why
when the stars are out they are visible
but when the lights are out they are invisible
and why it is that when I wind up my watch
it starts
but when I wind up this poem
It ends.



ANON.

http://toast.blackend.com/jokes/english_language_poem.txt



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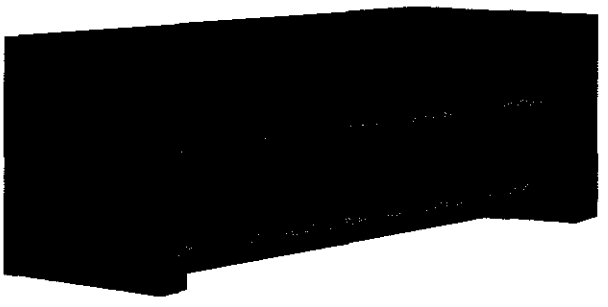
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APPENDIX

The appendix contains the following in given order:

- **Cover letter of questionnaire 1**
- **Questionnaire 1**
- **Cover letter of questionnaire 2**
- **Questionnaire 2**
- **Revised Curriculum Statements for English first additional language: Learning outcomes and assessment standards**
- **Letters from educators**

Annexure A

Dear Grade 4 educator

I am a Ph.D. student in Educational Psychology at the Potchefstroom University of Christian Higher Education, Vaal Triangle Campus.

In my capacity as Inclusion facilitator in the Intermediate and Senior Phase and during visits at your school I have noticed and you have reported many English Second Language (ESL) learners with barriers to learning.

Included you will find a questionnaire to identify the barriers these ESL experience to learning and also what your needs for an English language enrichment programme are. Grade 4 learners have been identified as the target group since the challenges are so much more than in the Foundation Phase, because the learners have different educators and much more individual independence is expected from them.

I will appreciate it if you can complete this questionnaire for me. From the questionnaire an English language enrichment programme will be compiled, which you will be able to use in the classroom.

Your anonymity is guaranteed.

I will collect the questionnaires at your school in the week of 17 to 21 February 2003.

Your co-operation is sincerely appreciated. If you need any more information please feel free to contact me at:

Annexure B

1. How many learners are in your classroom? (Mark just one).

15-20	20-30	30-40	40-50	50-60

2. What is your own (educator) home language/mother tongue?

English	Thsivenda	Afrikaans	Xitsonga	Sepedi	IsiNdebele
Sesotho	isiXhosa	Setswana	isiZulu	SiSwati	

3. a) What is the standard of your (educator) conversational proficiency in English? (Mark just one)

Very poor	Poor	Good	Very good	Excellent

4. What home languages/mother tongue do the learners speak at home?

English	Thsivenda	Afrikaans	Xitsonga	Sepedi	IsiNdebele
Sesotho	isiXhosa	Setswana	IsiZulu	SiSwati	

5. a) What is the standard of the general conversational proficiency in English of the learners in your classroom? (mark just one)

Very poor	Poor	Good	Very good	Excellent

5. b) What is the standard of your (educator) formal (reading and writing) teaching proficiency in English? (mark just one)

Very poor	Poor	Good	Very good	Excellent

6. What language do the parents of the learners in your classroom prefer their children to be taught in? (Mark just one)

English	Home Language

7. What are the general socio-economic circumstances of your learners in your classroom? (Mark just one)

Very poor	Poor	Good	Very good	Excellent

8. How will you describe language barriers to learning and development?

	YES
a. The learner has language developmental deficits in his mother tongue.	
b. The learner cannot have a conversation in the Language of Learning and Teaching (LOLT), namely English.	
c. The learner cannot read and write in the Language of Learning and Teaching (LOLT), namely English.	
d. The learner does not have the intellectual potential to achieve in language subjects.	
e. The learner cannot achieve academically, because of his language barriers, and not because of his intellectual ability.	
f. Other:	

9. What do you (educators) do when learners do not understand English as LOLT?

	YES
a. Adapt level of teaching accordingly to the learner's level of comprehension.	
b. Adapt level of assessment to the need of the learner with language barriers.	
c. Try to teach the English vocabulary.	
d. Ask peers to translate.	
e. Use a parent to assist in the classroom as a translator.	
f. Use a parent to assist with learners that need additional support in English.	
g. Use any other assistant in the classroom.	
h. Prepare additional worksheets to adapt the curriculum for these learners.	

i. Further your own studies to gain more knowledge on how to support these learners.	
j. Use flexi time/additional time/after school to remediate these learners.	
k. Compile a language enrichment programmes for the learner with language barriers.	
l. Refer to Education Support Services.	
m. Refer to remedial specialists or educational psychologists.	
n. Other: (specify)	

10. a) Have you attempted to address language barriers in your class?

YES	NO

10. b) If your answer was yes to 10 a), please answer the following question. What do you use to address language inadequacies?

	YES
a. Stories with questions and vocabulary.	
b. Pictures for stories and vocabulary.	
c. Do you explain new/strange words?	
d. Do you explain new/strange concepts?	
e. Do you use pictures for the new words?	
f. Do you make sentences with the new words?	
g. Do you use stories, words, and concepts relevant to the learners' immediate environment?	
h. Does the learner get the chance to tell his own stories?	
i. Do you switch to the learners' mother tongue to explain difficult or unclear concepts?	
j. Do the phase educators meet together to discuss intervention strategies?	
k. Name other intervention strategies not mentioned above:	

11. What are you (educator) doing to empower yourself regarding language barriers to learning and development?

	YES
a. Attend workshops/courses.	
b. Advanced studies (Diplomas, Degrees and Certificate courses).	
c. Research literature (Read scientific magazines, books, internet, research topics).	
d. Communicate with Support teams at District.	
e. Experiment in classroom (Do you try new teaching methods, tools and techniques).	
f. Other: (Specify)	

12. How do you, as educator, feel about mother tongue as the Language of Learning and Teaching until Grade 7?

	YES
a. It will be to the academic and emotional advantage of the learner.	
b. It will preserve respect and development of the mother tongue.	
c. It will prevent knowledge and respect of cultural diversity.	
d. It will disadvantage the learner in the general economic world outside of school.	
e. Other: (Specify)	

13. Do you think English as Language of Learning and Teaching from Grade 1 will .....

	YES
a. provide the learners with more learning opportunities.	
b. provide the learner with better opportunities in the outside world.	

c. make the learner more socially acceptable.	
d. neglect the development of the mother tongue.	
e. disadvantage the learner academically and emotionally.	
f. Other: (Specify)	

14. What is the general parental support of your learners like?

Very poor	Average	Poor	Above average

15. Do you think that learners who have inadequate English proficiency should be taught in a bridging class?

YES	NO

Annexure C

Dear Grade 4 Language Literacy and Communication educator

I am a Ph.D. student in Educational Psychology at the Potchefstroom University for CHE, Vaal Triangle Campus.

In the beginning of the year you completed a questionnaire about English Second Language (ESL) learners, the barriers they experience to learning, as well as your need for an English language enrichment programme. A great need for a language enrichment programme was identified from the results.

Included is an English Language Enrichment Programme for Grade 4 ESL learners, with inadequate English proficiency.

It will be appreciated if you would implement this programme for 6 weeks with your Grade 4 ESL learners as part of your Learning Programme or as you see fit. Please report on your experience and findings on the short questionnaire afterwards.

Please do not make any copies of the programme as yet, because it must still be approved and streamlined.

I will sincerely appreciate it if I can have the programme with your comments and the completed questionnaire back in the week of the 7th of September 2003. I will collect it at your school.

If you are uncertain about anything or need some more information please feel free to contact me at any time.

Thank you very much for your willingness to participate in this endeavour.

Mirna Nel

Contact details:

Annexure D

1. Is this programme applicable to Grade 4 ESL (English Second Language) learners?	YES	NO
a. It suits the learners' language developmental level.		
b. It takes the learners' known environment into consideration.		
c. Prior knowledge is acknowledged.		
d. It will stimulate and keep the interest of the Grade 4 learner.		

2. The basic information provided in part A to D is:	Yes	No
a. information that enhances your own basic knowledge on supporting ESL learners with inadequate English proficiency.		
b. information that can be applied in the LLC (Language Literacy and Culture) as well as the other Learning Areas' classroom.		
c. information that helps you understand the ESL learner with inadequate English proficiency better.		
d. information that will help you support ESL learners with inadequate English proficiency in the classroom.		

Questions pertaining to Part E.

3. The story:	Yes	No
a. is on the interest level of Grade 4 learners.		
b. is easy to read/tell.		
c. keeps the attention of the learners.		
d. is too difficult for the learners to understand.		
e. is understandable for all the learners although some of the vocabulary are difficult.		
f. is enjoyable for all the learners.		

4. The questions:	Yes	No
a. take the four different levels of English proficiency in your classroom into consideration.		
b. address all the question words (what, where, when, who, why).		
c. with alternative choices provided are very helpful.		
d. are applicable for the different levels of English proficiency in your classroom.		
e. will help to enhance and develop the ESL learners' inadequate English proficiency.		

f. will empower learners to be able to ask questions to clarify uncertain concepts.		
g. with the activities provided for the learners after the questions are very helpful.		

5. The new vocabulary and concepts	**YES**	**NO**
a. will augment the ESL learners' inadequate English proficiency.		
b. identified for the four different levels of English proficiency are applicable.		
c. with the activities provided for the learners afterwards are very helpful.		
d. Any suggestions pertaining to the vocabulary?		

6. Other themes for discussion	**Yes**	**No**
a. The themes will augment the ESL learners' inadequate English proficiency.		
b. The themes could be used in the classroom.		
c. The themes are applicable to the learners' environment.		
d. The themes are applicable to the learners' prior knowledge.		
e. Any more suggestions?		

7. Other Learning Areas	**Yes**	**No**
a. Could the ideas provided be implemented?		
b. Any more suggestions?		

8. Alternative ideas: **Are the alternative ideas provided are informative and helpful:**	**Yes**	**No**
a. Group work?		
b. Language corner?		
c. Role-play?		
d. Peer translators?		
e. Code switching?		

9. Parents	**Yes**	**No**
a. The ideas provided can be implemented?		
b. Any other suggestions?		

10. Way forward	Yes	No
a. Is the time frame realistic?		
b. Are the other stories helpful?		

11. Is this programme:	Yes	No
a. in uncomplicated language?		
b. taking time restraints in the classroom into consideration?		
c. easy to implement in the classroom?		
d. covering different learning styles?		
e. learner based and paced?		
f. taking different English proficiency levels into account?		

12. Will this programme:	Yes	No
a. enhance English vocabulary and concepts to help the ESL learners with inadequate English proficiency to have more comprehensible conversations?		
b. empower ESL learners to be able to ask questions to clarify uncertain vocabulary and concepts in English?		
c. empower the ESL learners to have more informed conversations in English?		
d. improve the ESL learners thinking and reasoning skills in English?		

ANNEXURE E

Grade 4

Learning Outcome 1

LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - predicts what will happen next;
  - responds personally;
  - discusses ethical and social issues (e.g. whether something is just or fair), codeswitching if necessary;
  - retells the story in the right sequence;
  - summarises the story with teacher's support.

- Understands oral instructions, directions and descriptions:
  - responds physically to instructions (e.g. how to make something);
  - listens to simple oral directions and follows a route or locates a place on a simple map or plan.

- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram.

- Understands recounted events:
  - answers questions about what happened first, second, etc.

Grade 4



Learning Outcome 1 Continued

LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



Assessment Standards

We know this when the learner:

- Respects other learners:
  - gives them a chance to speak;
  - listens to them;
  - encourages their attempts to speak their additional language.

Grade 4

Learning Outcome 2

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standards

We know this when the learner:

- Interacts in additional language:
  - asks simple questions (e.g. asks for clarification);
  - gives short answers to questions;
  - takes part in a short conversation on a familiar topic.

- Acts in culturally appropriate ways:
  - role-plays some familiar situations (e.g. giving directions);
  - shows some awareness of social and cultural differences (e.g. how to express politeness in the additional language);
  - switches from one language to another where appropriate (e.g. greeting a stranger who does not speak own language).

- Uses additional language to communicate information:
  - recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);
  - gives simple instructions;
  - describes people, objects and simple processes.

Grade 4

Learning Outcome 2 Continued

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standards

We know this when the learner:

- Uses additional language creatively:
  - tells a simple story;
  - creates and performs simple play scripts;
  - performs a familiar short rhyme, poem or song;
  - plays a game involving language.

- Shows awareness of the way language constructs knowledge and identity and positions people:
  - resists name-calling of any kind (e.g. cruel names, racist names, xenophobic names).

Grade 4



Learning Outcome 3

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



Assessment Standards

We know this when the learner:

- Understands in a simple way some elements of stories:
  - title (e.g. chooses the best title from alternatives and gives reasons);
  - characters (e.g. thinks of appropriate names for unnamed characters);
  - notices how characters and plots are constructed to represent a particular view of the world (e.g. What roles do girls and boys play in the story? Are they stereotyped, or do boys and girls have the same possibilities?);
  - notices the role that pictures play in the construction of meaning (e.g. How are boys and girls depicted in the pictures?).

- Understands, in a very simple way, some elements of poetry:
  - rhyme (e.g. ring, sing);
  - words which begin with the same sound (e.g. 'Naughty Nomsa never listens.');
  - words which imitate their sound (e.g. swish, swish);
  - differences in the way languages represent these sounds (e.g. 'cluck cluck' and 'kri kri').

Grade 4



Learning Outcome 3 Continued

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



Assessment Standards

We know this when the learner:

- Reads for information:
  - reads simple maps and plans (e.g. follows a route);
  - reads and follows texts involving procedures (e.g. a recipe);
  - reads and follows timetables;
  - reads diagrams, graphs and charts (e.g. a family tree);
  - summarises a paragraph with support (e.g. fills in missing words in written summary);
  - reads texts across the curriculum (e.g. textbooks in other Learning Areas).

- Reads media texts:
  - understands the layout and design of a poster or public notice.

Grade 4



Learning Outcome 3 Continued

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



Assessment Standards

We know this when the learner:

- Reads for pleasure and information:
  - reads fiction and non-fiction books at an appropriate reading and language level;
  - evaluates books in a book report;
  - reads and solves puzzles (e.g. a crossword puzzle).

- Uses reference books and develops vocabulary:
  - uses a dictionary;
  - demonstrates a reading vocabulary of between 1000 and 2500 common words. Learners who will study other Learning Areas through their additional language should aim for 2500 words.

Grade 4

Learning Outcome 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - draws and labels simple maps, diagrams, graphs and charts;
  - writes lists with headings;
  - writes simple instructions;
  - writes a recount of events;
  - expresses an opinion in writing (e.g. whether a book was interesting or boring);
  - using a 'frame' or structure, writes a book review.

- Writes for social purposes:
  - writes a simple note or message.

- Writes creatively:
  - uses some techniques for creative writing:
    - words which imitate their sound (e.g. swish),
    - words beginning with the same sound (e.g. 'Naughty Nomsa'),
    - repeating the same structure to create a poetic rhythm and pattern, for example:

      "The wind blows
      Leaves flutter
      The grass sings
      Autumn calls";
  - with structured support, writes a simple play script or dialogue;
  - with structured support, writes a simple story.

Grade 4



Learning Outcome 4 Continued

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



Assessment Standards

We know this when the learner:

- Designs media texts:
  - designs a simple poster and/or notice.

- Uses developing knowledge of language structure and use:
  - writes paragraphs with the support of a 'frame' or structure;
  - spells familiar words correctly;
  - begins to use a wider range of punctuation (e.g. apostrophes).

Grade 4



Learning Outcome 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



Assessment Standards

We know this when the learner:

- Uses language across the curriculum:
  - explains some concepts used in other Learning Areas (e.g. nutrition in Life Skills);
  - knows and is able to use some of the vocabulary of other Learning Areas;
  - understands and produces texts used in other Learning Areas (e.g. a timeline).

- Uses language for thinking:
  - answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
  - sequences things according to criteria (e.g. oldest to newest);
  - classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
  - identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
  - distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
  - expresses cause and effect;
  - expresses an opinion and gives a reason for it;
  - with support, discusses advantages and disadvantages (e.g. of travelling by taxi);
  - with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example).

Grade 4



Learning Outcome 5 Continued

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



Assessment Standards

We know this when the learner:

- Collects and records information in different ways:
  - describes a simple process orally and, with support, describes it in writing;
  - designs, draws and labels simple maps, plans, charts, graphs and diagrams.

- Transfers information from one mode to another (e.g. chart to text):
  - listens to a short talk and records information on a chart, or labels a diagram;
  - uses information from a written text to create a graph or chart, or to label a diagram;
  - uses information from a chart, graph or diagram to write a short text.

Grade 4

Learning Outcome 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Assessment Standards

We know this when the learner:

- Understands and uses some question forms, such as 'Why didn't ...?', 'Have you ever ...?', 'Do you think ...?'.

- Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:
  - simple present (e.g. 'She likes school.');
  - present progressive (e.g. 'He is reading.');
  - present perfect (e.g. 'I have finished.');
  - simple past (e.g. 'I saw him yesterday.');
  - future (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.');
  - understands and uses adverbs of frequency (e.g. 'She hardly ever visits me.').

Grade 4



Learning Outcome 6 Continued

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



Assessment Standards

We know this when the learner:

- Develops own vocabulary:
  - identifies words which mean the same thing (e.g. angry, cross);
  - identifies opposites (e.g. loud, soft);
  - uses personal dictionaries;
  - understands between 2000 and 3500 common spoken words in context by the end of Grade 4. Learners who will study some of the other Learning Areas through their additional language should aim for 3500 words.

LETTERS FROM EDUCATORS

Lieuwe Minnie

Oe! Ek het so aansluiting gevind met jou poetsstaf! Ek dink dis die cutteste idee vir die Graad vier's!! Jong, ek het my POS juis verlede jaar in HC m.b.v. so 'n boekie uitgewerk. Dit was oor n' seuntjie wat by sy ma en haar kêrel gebly het (n' swart seuntjie), wat van sy ma deur n welsynwerker weggeneem is, en deur n' ander familie opgeneem is.... Ek het die storietjie in baie kort dreetjies opgebreek en dan vragies (language/ comprehension/ plays) ens. daaruit gekry. Ag, dis nie naastenby so goed soos julle s'n nie .... maar het so' good gevoel! En die kinders leef hulle so' in, in storietjies!!

Ek dink jy het 'n wen-idee en wens jou so' baie sterkte toe met jou studies! Ek dink die uitleg, inhoud, ens. ens. is puik!

Baie groete.

Estelle.

Dear Mirna,

I found your Story Based Languag Enrichment Programme very interesting and informative

This programme emphasizes the child's needs and helps the facillitator to assist them with their problems

I can highly recommend it for futher use at our school

Yours sincerely,

Lina van Rooyen.

Die leesprogram vir Gr 4, Engelse leerders, het my baie beïndruk, omdat dit so van toepassing was op die huidige leerders in my klas. Die leesstuk, asook vrae, was baie relevant en as onderwyser word daar altyd na nuwe leerstrategiee gesoek. Ek dink dat so 'n program suksesvol in die klaskamer geïmplimenteer kan word. Omdat ondersteuning op die leerder se behoeftes klem lê, stel hierdie program die fasiliteerder in staat om leer (lees) probleme te ontdek en werk daarvan te maak.
Elke skool kan baat vind by hierdie leesprogram en só die leerders tot hul volle potensiaal ontwikkel

Zelda Fourie

4/9/2003

Dear Mirna

I am very excited about this programme. Please let me have a copy if possible.

I am sorry I wasn't able to persuade any one else to read it.

Kind regards,
Till Demuth (Michael Rua)



Weather-Witch Cottage
1856 Hearn Rd. • P.O. Box 490 • Henley On Klip • 1962