Evaluation of a franchised supplementary programme in English as a second language in South Africa: A case study

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Thesis submitted in fulfillment of the requirements for the degree *Doctor Philosophiae* in English at the Vaal Triangle Campus of the North-West University

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December 2016

It all starts here ™

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

PREFACE

Acknowledgements

Dedico este meu trabalho ao meu marido Jorge, aos meus pais Manuel e Adélia e à minha irmã Helena. Devido a vocês, foi possível.

Da vossa Manuela Fernandes-Martins

I take this opportunity to express my gratitude and sincere thanks to the following people and institutions:

To Professor Susan Coetzee-Van Rooy, my promoter, for accepting to accompany me on this journey and sharing your valuable experience, teachings, and expertise with me. Thank you for your encouragement, scholarship, and sincerity. It was a great privilege to be your student.

To Ms Antionette Slabbert, South African entrepreneur, for sharing *Active English*. What a journey! May your franchise continue as you have envisioned it for children, to enjoy learning English. I truly hope you will see *Active English* celebrated in this work.

The parents and learners enrolled at *Active English*. Thank you for your willingness to participate in this study. Without your participation, this study would not have been possible.

To Ms Martie Esterhuizen, Head Librarian: Research Wing (Vanderbijlpark Campus of the North-West University). Your effective support and searches were invaluable.

To Ms Wendy Barrow, your reading and comments on a previous version of this thesis were invaluable. Remaining errors are, obviously, for my account.

To colleagues at Academic Development and Support (ADS):
Dr Esmarie Strydom, Dr Louisa Meyer, Dr Marieta Jansen van Vuuren, Ms Diné du Preez, and Ms Thaiuire Govender for our conversations. Dr Verona Leendertz, your contributions made completing this thesis much easier.

To Emeritus Professor Johann van der Walt, for starting with me on this evaluation of a franchised supplementary programme in English as a second language in South Africa.

To the Research Committees, Research Support and Bursary Offices, and Academic Administrations of the Potchefstroom Campus and Vaal Triangle Campus of the North-West University. I was privileged to receive financial and administrative support in order to complete this work.

To esteemed and learned examiners for your thorough, critical, and positive reports as well as for your devotion to the examination process. I am humbled by your engagement with my research and acknowledgement that this work indeed contributes to the body of knowledge in the field of shadow education and will benefit further research.

ABSTRACT

In South Africa, schooling and literacy in an African home language, in public primary schools, is initially provided to learners in the first three years but as from the fourth year often change to English (and in some instances, Afrikaans) as the language of learning as well as the medium of instruction. Within a multilingual and multicultural context, parents perceive English to be of greater value for their children to learn and although not all families can afford it, some households will invest their financial resources in after-school extra-curricular activities such as private supplementary tutoring. The private tutoring sector is meant to complement the public schooling system and is often referred to as shadow education. One of the few language programmes registered as a franchise for teaching and learning English as a second language, *Active English*, is offered to learners in communities across South Africa.

In South Africa, there is a paucity of research and studies on marketed private tutoring opportunities. There is also a perennial need for language education programmes to be evaluated and improved in order to illustrate best practice. This study focuses on the method concept to language teaching and evaluates the interrelated components of a programme at the level of design and approach within an established framework that may be used to evaluate other franchised language programmes. Every component of the programme that was evaluated received an overall rating statement that captures the essence of the findings.

Qualitative research, in the form of an ethnographic study (that of a case study) was conducted at an owner-operated centre in the Vaal Triangle area (Gauteng Province) of the *Active English* franchise, in order to collect data and information from Grade 3 and Grade 4 learners enrolled in the language programme, their parents, and from the franchisor. For this, classroom observations (including a classroom environment survey) were conducted along with interviews with the respective grade groups and the franchisor. Documents establishing the programme for potential franchisees were analysed and interpreted and the responses from a questionnaire distributed to parents are reported on as frequencies.

Although the programme holds the potential to be effective in other language contexts, the outcome of the evaluation of the programme is that it is a supplementary tutoring service working effectively but primarily, for bilingual Afrikaans-English speakers at this moment in time. This study contributes with findings and data in the broader body of knowledge of shadow education in South Africa. This study also attempts to address the fact that franchised supplementary programmes potentially foster inequalities in an already unequal society, uplift and supplement the perceived inadequate education in public schools in South Africa, and

indicate to policy-makers that they need to play a role in observing, monitoring, and possibly, regulating this form of shadow education in South Africa.

Key terms

Bilingual Afrikaans-English speakers; concept of method; franchised supplementary programmes; inequality in education; instructional design; multilingualism; private tuition; shadow education; supplementary education; supplementary instruction.

OPSOMMING

In primêre skole in Suid-Afrika word Afrikatale gebruik as tale van onderrig-en-leer in die eerste drie jaar van onderwys om geletterdheid te ontwikkel. Vanaf die vierde skooljaar word Engels (en Afrikaans in sommige gevalle) die tale van onderrig en leer. In die meertalige en multikulturele omgewing van Suid-Afrika beskou baie ouers Engels as 'n waardevolle taal vir hulle kinders om te leer. In sommige huishoudings (waar die opsie moontlik is) belê mense finansieel daarin om hulle kinders in te skryf vir naskoolse privaat onderrig in Engels. Naskoolse privaat onderrig is bedoel om die formele skoolsisteem aan te vul en daar word dikwels na hierdie tipe ondderig verwys as skadu onderwys. Een van die min taalprogramme wat geregistreer is as 'n konsessie ("*franchise*") vir die onderrig en leer van Engels as 'n tweede taal in Suid-Afrika, is *Active English.*

Daar is 'n tekort aan navorsing oor privaatonderriggeleenthede in Suid-Afrika. Daar is ook 'n ewigdurende behoefte daaraan om taalonderrigprogramme te evalueer en te verbeter om beste praktyk te ondersoek. Hierdie studie fokus op die metode-konsep vir taalonderrig en evalueer die verwante komponente van 'n program op die ontwerp- en benaderingvlak binne 'n gevestigde raamwerk wat gebruik kan word om ander konsessieprogramme te evalueer. Die essensie van die bevindinge vir elke komponent van die program wat geëvalueer word, word aangedui.

Kwalitatiewe navorsing, in die vorm van 'n etnografiese studie, is in hierdie proefskrif gedoen om inligting in te samel van die Graad 3 en 4 leerders, hulle ouers en die eienaar-onderwyser van die *Active English* konsessie in die Vaaldriehoek in Gauteng. Vir hierdie studie is klaskamerwaarnemings (wat 'n klaskameromgewingsvraelys ingesluit het) gedoen saam met onderhoude (wat getranskribeer is) met die onderskeie klasgroepe en die eienaar-onderwyser. Dokumente wat bedoel is vir potensiële konsessie-eienaars is geanaliseer en geïnterpreteer en die frekwensies van die antwoorde op die vraelys wat deur die ouers ingevul is, is ontleed.

Hierdie taalprogram het die potensiaal om effektief in ander taalkontekste te wees, maar die uitkoms van die evaluering van die program is dat hierdie aanvullende taalonderrigprogram baie effektief is in die konteks van die deelnemende Afrikaans-Engelse leerders. Hierdie studie dra nuwe bevindinge en inligting by om die beperkte kennis oor skadu-onderrig in Suid-Afrika uit te brei. Die studie poog ook om te reflekteer op die onafwendbare situasie waar konsessie aanvullende taalprogramme bydra om die ongelykhede in die samelewing nog verder te vergroot deurdat mense van 'n sekere sosio-ekonomiese stand toegang tot skadu-onderrig kry om die kwaliteitsprobleme wat oor die Suid-Afrikaanse onderrigsisteem bekend is te oorkom.

Die studie hoop ook om beleidmakers aan te moedig om ‘n rol te speel in die waarneming, monitering en moontlike regulering van hierdie vorm van skadu-onderrig in Suid-Afrika.

Sleutelterme

Tweetalige Afrikaans-Engelse sprekers; konsep van metode; konsessie aanvullende programme; ongelykheid in onderwys; les ontwerp; meertaligheid; privaat onderrig; skadu onderwys; aanvullende onderwys; aanvullende onderrig.

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CHAPTER 1 INTRODUCTION

In this chapter, an overview of the study is presented. The overview will include a brief introduction that provides a theoretical contextualisation of the study as well as the research questions, aims, and a brief description of the methodology that will be used in the study. In conclusion, the chapter will include a short description of the chapters that will be encompassed in the thesis.

1.1 Introduction

The primary aim of this study is to evaluate a franchised supplementary language programme for Afrikaans-English bilingual speakers learning English as a second language. This for-profit programme has not been developed exclusively to complement the formal schooling system of public primary schools in South Africa. However, the programme has, as an interpretation of supplementary education (or shadow education), been developed because of the perceived inadequate quality of education in the country.

The programme that is evaluated in this study is not a once-off summer course to learn English; it has also not been designed, for instance, for teaching English as a second language (or English as a foreign language) where the language goal is associated with, for example, the acculturation process. Internationally, the term 'second language' refers to "languages acquired, in natural or instructional settings, by immigrants or professionals in the country of which that language is the national language" (Kramsch, 2000:134). In this study, however, the term 'second language' refers to "a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education" (Department of Basic Education, 2011b:8).

1.2 Background information and clarification of terms, acronyms and abbreviations

In this thesis the terms, acronyms and abbreviations that are used are defined in policy and statement documents stipulated by South Africa's Department of Basic Education (DBE) and therefore, familiar in the South African context of public schools within the mainstream schooling system. This study evaluates a South African language programme, in part, comparatively to the content described in the Curriculum and Assessment Policy Statements (CAPS) for English

which includes a description of the language levels for learners in the Foundation phase (Grade 1 to Grade 3) and in the Intermediate phase (Grade 4 to Grade 6) in public schools. For the purposes of this study, the following background information about the South African educational context is provided for international readers and readers who are not familiar with Foundation Phase education in South Africa. The necessary background information and the terminology that will be used throughout the thesis is clarified in Table 1.1.

Table 1.1 Background information and clarification of terms, acronyms and abbreviations

Term	Clarification of term / acronym / abbreviation
Biliterate Bilingualism	In the South African context, there are two main models of education in the context of language learning... For children who speak English as a L1 / home language, instruction in English is provided from Grades 1 to 12. For children who speak a language other than English, some parents may choose that their children receive English language instruction. In biliteracy instruction, the L1 (Afrikaans) and the L2 (English) are used to teach literacy skills throughout the primary grades... Currently, Afrikaans and English parallel-medium schools exist in the country, these aim to create fully bilingual and biliterate Afrikaans-English children.[1] (De Sousa, 2012:308). Emergent bilingual and English second language learners (EL2) first encounter a new language when they go to school and typically have limited oral proficiency in that language as in the case of the Zulu-English bilinguals. Biliterate bilingual English (L2) learners have spoken both languages before and after scholastic instruction begins as in the case of the Afrikaans-English bilinguals (De Sousa, 2012:305). Biliteracy education for each bilingual child within a multilingual education policy should not mean a choice between either English or an African language (including Afrikaans). It means both. It means developing the first-language alongside a L2 in the best possible manner to ensure the successful learning of the L2 (De Sousa, 2012:305).
Additive Bilingualism	Children develop “a strong literacy foundation” (DBE, 2011a:9) in the Home Language (HL) and transfer literary skills from their HL. Learners build First Additional Language (FAL) literacy onto the foundation and teachers “scaffold” (model and support) language needs. Wei (2000:6) defines the term ‘additive bilingualism’ as “someone whose two languages combine in a complementary and enriching fashion”.

[1] The texts in this table are direct quotations from the relevant sources which are appropriate for definition purposes.

Term	Clarification of term / acronym / abbreviation
Constitution: Education	Constitution of the Republic of South Africa 1996 Chapter 2 Bill of Rights Education 29. (1) Everyone has the right - (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible. (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. […] – South Africa (1996a:8-9).
Curriculum	*The National Curriculum Statement Grades R – 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. The *National Curriculum Statement Grades R – 12* represents a policy statement for learning and teaching in South African schools and comprises the following: a) Curriculum and Assessment Policy Statements for each approved school subject as listed in the policy document *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; b) The policy document *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* which describes the number of subjects to be offered by learners in each grade and the promotion requirements to be obtained; and c) The policy document *National Protocol for Assessment Grades R – 12* which standardises the recording and reporting processes for Grades R – 12 within the framework (Department of Basic Education [DBE], 2016) [http://www.education.gov.za/]
Education in South Africa	The responsibility for education in South Africa is shared by the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The DBE deals with all schools from Grade R to Grade 12, and adult literacy programmes, while the DHET deals with universities, and other post-school education and training as well as coordinating the Human Resource Development Strategy for South Africa (HRDSSA), (*Adapted*; DBE, 2016) [http://www.education.gov.za/] Education in ordinary public schools is grouped in terms of either the General Education and Training (GET) and Further Education and Training (FET) bands or the traditional primary and secondary phases. The GET band (Grades R to 9) caters for the following phases, offered at ordinary public schools: Foundation phase (Grade R (reception year) and Grades 1 to 3); Intermediate phase

Term	Clarification of term / acronym / abbreviation
	(Grades 4, 5 and 6); and Senior phase (Grades 7 to 9). The FET band caters for Grades 10 to 12 and excludes learners in Further Education and Training (FET) colleges (Education Statistics in South Africa, 2010:8-9; 45-46).
English First Additional Language (EFAL)	The landscape of English first additional language (EFAL) in South Africa can be divided into two distinct contexts. The first is the context in which EFAL is taught in an environment where learners who speak English as a first language are also members of the classroom, alongside learners who do not speak English as a first language. This is usually in an urban context. In most instances, the teacher also speaks English as the first (home) language. The second context, is where learners who are taught EFAL do not speak English at home. In most instances, the teacher also speaks English as a second or additional language (Phatudi & Motilal, 2015:20). For the distinction between English-orientated contexts and English-limited contexts see Chapter 2, Part 1.
First Additional Language level	First additional language level "means the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards" (DBE, 2012a:viii&ix).
First Additional Language (FAL)	The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning. In South Africa, many children start using their additional language, which is often English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3 (DBE, 2011b:8).
Home Language level	Home Language level "means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understandings of the world they live in" (DBE, 2012a:ix).
Home Language (HL)	Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language

Term	Clarification of term / acronym / abbreviation
	and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. […] The Home Language level provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level […] (DBE, 2011b:8).
Instruction	The terms 'instructional design' (or ID), 'programme design', or 'course design' as well as 'instructional systems design' are used interchangeably and are considered synonymous. Instructional development and instructional design; instructional design models; a systems approach to instructional design; the components of course or programme development (i.e. an instructional system); and how principles of learning inform the design of effective instruction (or teaching) for learning are concepts that will not, necessarily, be described in detail in Chapter 2 but are relevant to understanding the broader context in which learning takes place. For the purposes of this study, instruction is not only defined as a set of "events" embedded in activities that facilitate learning (Gagné, *et al*., 2005:1). Branch (2009:186) proposes that instruction is "the delivery of information and activities that facilitate [a] learner's attainment of intended learning goals". Branch and Dousay (2015:30) explain that "intentional learning" refers to learning that happens through "purposefully arranged information, human resources and environments" to achieve a purpose.
Instructional Design	Educational researchers and instructional designers often select a systems approach (a system being a set of interrelated parts working together; Dick, *et al*., 2009:2) to instructional design. Instructional design is referred to as a process (Branch, 2009:10; Morrison, *et al*., 2007:12; Smith & Ragan, 2005:4) or a systematic process (Branch & Dousay, 2015:21) when design models for Instructional Systems Design (ISD), (Branch, 2009:187; Gagné, *et al*., 2005:18) and the processes they represent collectively, referred to as Instructional Systems Development (ISD), (Dick, *et al*., 2009:3) make language teaching and learning more effective. "Instructional design models visually communicate their associated processes to stakeholders by illustrating the procedures that make it possible to develop effective designs" (Branch & Dousay, 2015:15). Branch and Dousay (2015:35-39) identify three categories into which models can be placed: classroom, product, and system (Branch & Dousay, 2015:35).

Term	Clarification of term / acronym / abbreviation
	The most basic, or generic, model of the ISD process is referred to as the ADDIE model of instructional design. However, Branch (2009:1) explains that ADDIE is not a model but "a product development paradigm"; a conceptual paradigm applied to instructional design in order "to generate episodes of intentional learning" (Branch, 2009:168). The components (or phases) include analyze, design, develop, implement, and evaluate (Branch, 2009:183; Gagné *et al*., 2005:18,22) and are characterised by the overarching concept of design. Each component is linked or connected to the others; the overall process flows, it is not linear (Gagné *et al*., 2005:21-22). The aim of this study is not to describe the process of application but to take cognisance that there are models and frameworks that facilitate a systems approach to instructional design.
Language in Education Policy (LiEP)	In the South African context, under School Management, the Language-in-Education Policy (LiEP) for schools was adopted on 14 July 1997 in terms of Section 3(4)(m) of the National Education Policy Act 1996 (Act 27 of 1996) and states: 5. 1.PREAMBLE 1. In terms of the new Constitution of the Republic of South Africa, the government, and thus the Department of Education, recognises that our cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution. 4. […] both societal and individual multilingualism are the global norm today, especially on the African continent. […] the learning of more than one language should be general practice and principle in our society. That is to say, being multilingual should be a defining characteristic of being South African. […] 6. The right to choose the language of learning and teaching is vested in the individual. This right has, however, to be exercised within the overall framework of the obligation on the education system to promote multilingualism.
Language levels	"The proficiency levels at which official and non-official languages are offered at school, that is, Home Language (HL), First Additional Language (FAL), and Second Additional Language (SAL) levels" (DBE, 2012a:x).
Language proficiency	Language proficiency is used in a broad sense to depict "the ability of language users in the context where they are asked to evaluate their skills at listening, speaking, reading and writing a language or the languages they know" (Coetzee-Van Rooy, 2011:153).
Second Additional Language (SAL) level	SAL level "means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and include intercultural communication. It is intended to further multilingualism.

Term	Clarification of term / acronym / abbreviation
	Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills" (DBE, 2012a:xii).
Second Language Acquisition (SLA) and Second Language	Second Language Acquisition focuses on the acquisitional aspect of language learning and teaching, both inside and outside the classroom. The term *Second Language* (L2) is generally used to characterize languages acquired, in natural or instructional settings, by immigrants or professionals in the country of which that language is the national language; *foreign languages* (FLs), by contrast, are traditionally learned in schools that are removed from any natural context of use. […] When instructional settings are studied, the focus of SLA is primarily the learner, secondarily the teacher. As an original offshoot from L1 acquisition, SLA was first studied in natural nonschooled settings, as in the case of immigrants learning the language of their host country on the street or in the workplace. … Second Language Acquisition research is concerned with the process by which children and adults acquire (learn) second (third or fourth) languages in addition to their native language and learn to speak and read these languages in transactions of everyday life – whether they acquire these abilities in natural settings (by living in the country in which the language is spoken) or in instructional settings (classrooms or individual tutoring of various kinds, including virtual environments). Second Language Acquisition is interested in the nature of these learner languages and their development throughout life, as well as in the nature of bilingualism, language attrition, and loss (Kramsch, 2000: 134-135).
South African Council for Educators (SACE)	GOVERNMENT GAZETTE VOL. *422* CAPE TOWN, 2 AUGUST 2000 No. 21431 ACT To provide for the continued existence of the South African Council for Educators; to provide anew for the functions of the said council; and to provide anew for the composition of the said council; and to provide for matters incidental thereto. CHAPTER 3 REGISTRATION OF EDUCATORS Compulsory registration of educators 21. (1) A person who qualifies for registration in terms of this Act must register with the council prior to being appointed as an educator. (2) No person maybe employed as an educator by any employer unless the person is registered with the council. – SACE (2000:16). [http://www.sace.org.za/] The South African Council for Educators (SACE) is a professional council for educators aimed at enhancing the status of the teaching profession through appropriate registration and promoting the development of educators and their professional conduct. It was established in terms of the SACE Act, 2000 (Act 31 of 2000). The SACE also

Term	Clarification of term / acronym / abbreviation
	adheres to a policy of multilingualism in order to accommodate linguistic diversity: SACE: LANGUAGE POLICY 1. PREAMBLE The Council adheres to a policy of functional multilingualism in order to accommodate linguistic diversity. The promotion of the principle of multilingualism is enshrined in the Constitution of South Africa. The Council is committed to the promotion of equitable language rights with particular emphasis on uplifting the status and usage of the marginalized indigenous languages. Multilingualism is also acknowledged as a powerful tool to promote social cohesion between diverse groups in our society (SACE's Language Policy, South Africa, 2016:5).
South African Qualifications Authority (SAQA)	The South African Qualifications Authority (SAQA) was established through the SAQA Act of 1995 "to oversee the development and implementation of the National Qualifications Framework (NQF). The NQF is a means for transforming the education and training in South Africa" (SAQA, 2010:3). "The primary function of SAQA (also called 'the Authority') is to oversee the development and implementation of the NQF (also called 'the Framework')" (SAQA, 2010:4). The South African Qualifications Authority (SAQA) has adopted an eight-level framework, the National Qualifications Framework (NQF) that describes the different levels of education and training in South Africa; the levels are grouped into three bands (SAQA, 2010:5; Wolhuter, 2011:277): • General Education and Training (GET) band, covering Level 1 and below; school grades* 1–9 fall in this band. • Further Education and Training (FET) band, covering Level 2 (e.g. Grade 10), Level 3 (e.g. Grade 11) and Level 4 (e.g. Grade 12). • Higher Education and Training (HET) band, covering Level 5 (diplomas/certificates offered by universities and colleges), Level 6 (first degrees: bachelors and honours degrees), Level 7 (higher degrees: masters degrees) and Level 8 (doctorates). * "The bequeathed Scottish school structure (Sub A and B; Standards 1 to 10) was replaced by the American ladder (Grades 1 to 12). A national qualifications framework (NQF) has been established, providing for a network of lifelong learning for all South Africans. All educational programmes

Term	Clarification of term / acronym / abbreviation
	in South Africa can be accredited into this framework, by the South African Qualifications Authority (SAQA)" Wolhuter (2011:277).
Supplementary Instruction / Private (Supplementary) Tutoring / Shadow Education	The term 'shadow education' was first suggested by Marimuthu[2] *et al.* (1991). Lee *et al.* (2009:901&902) explain that the term 'shadow education', the shadow education system, and its connection to the mainstream schooling system was first suggested in the early 1990s and coined by David L. Stevenson and David P. Baker (1992) "when they used the term in the title of their research". The term was brought to the public's attention as a global educational phenomenon by Mark Bray when he described it in the UNESCO report, *The Shadow Education System: Private Tutoring and its Implication for Planners* (1999). Bray (2006:515; 2007:17) uses the metaphor of a shadow to describe private supplementary tutoring: > First, private supplementary tutoring only exists because the mainstream education exists; second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring; third, in almost all societies much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream system. In his research, Bray (2006:517-518; 2007:24-25; 2009:18-19) as well as Bray and Kwo (2013:6) expand on cross-national indicators and comparisons to show patterns for the provision of private supplementary tutoring in Asia (Korea, Japan, Taiwan, Hong Kong, Singapore, India, Turkey, Vietnam); Europe (Portugal, Germany, Greece, UK, East Europe); North America (Canada and USA); the Middle East; and Africa (Egypt and Kenya); as well as on appropriate responses from policy-makers (Lee, *et al*., 2009:903). The phenomenon of supplementary education (or shadow education) will be unpacked in Chapter 2. The term 'supplementary instruction' will be used within the context of shadow education and throughout this study when informing the instructional approach and design of language programmes that are offered by tutorial study centres (small classroom instruction) or educational franchises and the value these programmes add to a student's learning. Also, within the scope of this study, the term 'private tutoring' and other references (after-school classes, extra lessons, tuition, or out-of-school interventions), may be used interchangeably to describe the term 'supplementary instruction'. Although the forms of supplementary instruction may be varied, this study is concerned with franchised

[2] The original document of Marimuthu *et al.,* as referenced in Lee *et al.* (2009) is no longer available.

Term	Clarification of term / acronym / abbreviation
	supplementary instruction. Instruction, in other words, that is provided by private entrepreneurs or organisations for profit-making purposes.

1.3 The concept of method

Over the past 15 years, research has centred on how language teachers learn to teach[3]. A myriad of studies have been conducted from the perspectives of language teachers[4] and professionals in TESOL (Teaching English to Speakers of Other Languages) and by researchers in the field of Second Language Acquisition (SLA) that focus on the *method* concept to language teaching[5].

Notably, Rod Ellis, who is considered to be a current leading researcher in the field of SLA refers to the work of Richards and Rodgers (1986 and 2001) when defining method as a term and describing method in the context of second language acquisition:

> A method is defined in terms of the content teachers are supposed to teach and the methodology for teaching it. Methods exist as the descriptions found in books on language teaching (e.g. Richards and Rodgers, 1986, 2001). The method construct serves as the ideal starting point for investigating how SLA can inform an external perspective on language pedagogy (Ellis & Shintani, 2014:29).

Ellis and Shintani (2014:32) begin their practical discussion on method by noting the methods proposed by Richards and Rodgers (1986). The premise is that teachers decide which method to *adopt,* although it is accepted that teachers often select a method "to teach in accordance with how they were taught" (Ellis & Shintani, 2014:29) despite the fact that the method is not

[3] During the 1940s to 1960s interaction took place between disciplines of theoretical and descriptive linguistics, psycholinguistics, sociolinguistics, and educational theory (Yaden, 1987:60). During this period, a pattern emerged for producing second language programmes. The methodology of second language teaching *derived* from linguistic theory. Following the 1960s and 1970s it was necessary, to examine the interaction between educational linguistics and the study of language education; "…the study of education (educational science, educational theory) is perhaps the closest to language pedagogy" (Stern, 1983:419). The study of language education would result in developing a comprehensive theory of language teaching and learning; in turn, the development of second language education. "The late 1980s were watershed years for the theory and practice of language syllabus and curriculum design" (Graves, 2008:147).

[4] In noting the difference between what is commonly referred to as 'a teaching method' or 'a teaching style', Cook (2016:3) uses 'method' "in the traditional way to describe a particular way of teaching with its own techniques and tasks" and uses 'style' as "the more general term".

[5] Larsen-Freeman and Anderson (2011:222-223), for instance, present a summary table comparing the main principles of each method / approach / methodological innovation that focus on language / culture, how the method promotes language learning, and the associated language practices.

necessarily appropriate for the goals and aims of the course or the needs of the learners learning a second language. The alternative way of considering a method is to *evaluate* different methods based on criteria for evaluation in order to determine "which one is best suited to a particular group of learners"[6] (Ellis & Shintani, 2014:29).

The most common solution to exploring the way of teaching a second language was seen to lie in *adopting* a new approach or teaching method and the different teaching approaches, methods and techniques that have emerged. What they have in common the belief that "if language learning is to be improved, it will come about through changes and improvements in teaching methodology" (Richards & Rodgers, 2001:15). However, there are researchers who have criticised this view and the concept of language teaching methods. Kumaravadivelu (2006b:162), in particular, states that "[t]he concept of method has severe limitations that have long been overlooked by many. They relate mainly to its ambiguous usage and application, to the exaggerated claims made by its proponents, and, consequently, to the gradual erosion of its utilitarian value".

Kumaravadivelu (2006a:59,70) contributed to the sub-field critical applied linguistics with a state-of-the-art essay that traces the "evolving perspectives on language teaching methods" or the major trends in TESOL methods, over two overlapping periods of time; in particular, focusing on *method analysis* and not *teaching analysis.*[7] The first period, as described by Kumaravadivelu (2006a:59) before 1990 is called a "period of awareness" and the second period after 1990 is called a "period of awakening". Kumaravadivelu (2006a:59-60) focuses on the transition from awareness to awakening and frames this overarching transition in TESOL methods, in terms of three shifts: "(a) from communicative language teaching to task-based language learning, (b) from method-based pedagogy to postmethod pedagogy, and (c) from systemic discovery to critical discourse" (Kumaravadivelu, 2006a:60). Kumaravadivelu (2006b:86&87) dedicates a section in his work to describe how Richards and Rodgers (1982)

[6] Celce-Murcia (2014:11), for instance, also proposes that "[t]he best way for him or her [the second language teacher] to learn to make wise decisions is to gain knowledge about the various approaches, methods, and frameworks currently available and to identify practices that may prove successful with the learners in the context in which he or she is, or will be, teaching".

[7] Kumaravadivelu (2006a:60) explains that "[i]n the practice of everyday teaching as well as in the professional literature, the term *method* is used indiscriminately to refer to what theorists propose and to what teachers practice". Referring to the distinction between *method analysis* and *teaching analysis*, Kumaravadivelu (2006a:60) describes that method analysis refers "to an analysis of methods conceptualized and constructed by experts" which can be done "by reviewing the relevant literature"; while teaching analysis refers "to an analysis of what practicing teachers actually do in the classroom" which can be done "by including a study of classroom input and interaction".

refined method as “an umbrella term to refer to the broader relationship between theory and practice in language teaching” when including earlier work by Antony (1963) on approach, design, and procedure. However, with critical pedagogy, the idea is to prompt “new ways of looking at classroom practices” (Kumaravadivelu, 2006a:70) that inform participatory pedagogy, bringing learners, teachers, and members of the community to collaborate[8].

For the purposes of this study, the researcher acknowledges Kumaravadivelu’s (2006a) critique primarily of the Communicative Language Teaching (CLT) approach. Kumaravadivelu (2006a:60) states that the phrase “competence in terms of social interaction” sums up the primary emphasis of CLT which held “the pre-eminent position” during the 1980s. Kumaravadivelu (2006a:61) elaborates that during the 1980s, CLT became such “a dominant force that it guided the form and function of almost all conceivable components of language pedagogy” and also, “[t]he focus on the learner and the emphasis on communication made CLT highly popular among ESL teachers”. However, subsequent research on the “efficacy” of CLT (Kumaravadivelu, 2006a:61) cast doubts about factors of implementation such as its authenticity, acceptability, and adaptability (Kumaravadivelu, 2006a:62-63).

By *authenticity*, Kumaravadivelu (2006a:62) refers to “the claim that CLT practice actually promotes serious engagement with meaningful negotiation, interpretation, and expression in the language classroom”. In other words, CLT classrooms would replicate authentic communication that could be equated with communicative interaction in the real world but researchers established that “the so-called communicative classrooms they examined were anything but communicative” (Kumaravadivelu, 2006a:62). By *acceptability*, Kumaravadivelu (2006a:62) means “the claim that CLT marks a revolutionary step in the annals of language teaching”. Kumaravadivelu (2006a:62) references Richards and Rodgers (2001) for their work on CLT in textbooks on TESOL *methods* but states that, like other researchers who also popularised this method, there is no evidence to support that CLT was seen as a major break from traditional approaches. The notion that “the principles and practices of CLT can be adapted to suit various contexts of language teaching across the world and across time” (Kumaravadivelu, 2006a:63) is also questioned by other researchers that challenge, for instance, the *adaptability* of CLT.

[8] Kumaravadivelu (2006b: 171-176) explains that postmethod pedagogy can be visualised as a three-dimensional system consisting of three pedagogic parameters: *particularity*, *practicality*, and *possibility* that constitute the conceptual foundation for a postmethod pedagogy.

From a South African perspective, Chick (1996) in his study explains that he found that in KwaZulu schools,[9] there was a reluctance of and difficulty for teachers and learners to engage with communicative language teaching. The purpose of his research was to establish why teachers and students in classrooms that were set up in a context for interaction, "found it difficult to transfer to styles compatible with communicative language teaching" (Chick, 1996:23). Chick (1996:22) reported that "culturally-specific Zulu-English interactional styles" were difficult to transfer. With communicative language teaching, the demand is for "much talking" and this is usually "the preference by higher status speakers" (Chick, 1996:22), like teachers or lecturers; in the Zulu-speaking community, however, conventionally, lower status speakers (like students), out of politeness, avoid talking.

Given that at the time, South African schools were under the former apartheid system, Chick (1996:24) explains that he saw "the teacher and her students as *colluding* [original emphasis] in preserving their dignity…", using what Chick (1996:30) describes as "safe-talk". Styles that served more of a social function, centred around chorus behaviour; academically, allowed teachers to "avoid the loss of face associated with displays of incompetence" and students "to avoid the loss of face associated with being wrong in a public situation, and provide them with a sense of purpose and accomplishment" (Chick, 1996:30); but did not promote learning. Ultimately, this type of strategy was seen "as a means of coping with the overwhelming odds they faced in their segregated schools" (Chick, 1996:36). Such strategies, Chick (1996:24) continues, "contributed to the widely documented high failure rate in black education in apartheid South Africa, and made teachers and students resistant to educational innovation. The strategies thus served to reinforce and reproduce the inequalities between the various population groups which characterised apartheid society". Furthermore, Chick (1996:22) adds that:

> Given that communicative language teaching approaches had their origins chiefly in Europe and the USA**,** contexts very different from those which obtained in KwaZulu, I began to wonder whether our choice of communicative language teaching as a goal was possibly a sort of naive ethnocentricism prompted by the thought that what is good for Europe or the USA had to be good for KwaZulu.

[9] Probyn (2009:134) explains: "Since 1994, all state schools have been opened to all learners; however it is only the formerly 'white', 'coloured' and 'Indian' schools that have effectively become desegregated, as the movement has been from less resourced to better resourced schools and so the demographics of formerly 'African' schools have remained relatively unchanged. Apartheid policies restricted the processes of urbanisation and so languages have clear regional bases and in schools most frequently a regional language dominates, apart from in the multilingual townships of Johannesburg where the mining industry attracted workers from around the country".

In the South African context, Chick (1996:34-35) refers to "the ideology of prescriptivism" in having English as the medium of instruction and the resulting "trauma" of high drop-out rates in black schools after the fourth year of schooling,[10] "teachers tended to resort to providing notes that the students were required to memorise. This gave the impression of real learning taking place, but […] the students often learnt what they did not understand, and were usually unable to use what they had learnt because this mode of education did not allow the integration of new information with what had been learnt before" (Chick, 1996:35).

In later research, Chick (2001:28) states that "repeated intercultural miscommunication in apartheid South Africa contributed to negative cultural stereotypes". In other words, it was difficult for people in South Africa "to learn one another's culturally diverse ways of communicating" (Chick, 2001:28). The only way to change structures, be they institutional or social structures, Chick (2001:28) believes will be to explore discourses, other than the "English-only discourse" (Chick, 2001:39), that allow learners the opportunity to negotiate and "co-construct a truly multicultural identity" (Chick, 2001:42, 39). Chick's subsequent studies continue to question the approach to teaching English at the level of method (and in particular, the CLT method) as appropriate because of its 'success' abroad.

Summarily moving away from CLT, Kumaravadivelu (2006a:67) finds that the concept of *method* "has only a limited and limiting impact on language learning and teaching … what is needed is not an alternative method but an alternative to method". The transition that Kumaravadivelu (2006a:72) refers to away from CLT is "still unfolding" as an "internal shift from method-based pedagogy to postmethod pedagogy" (Kumaravadivelu, 2006a:73). Postmethod pedagogy focuses on the teacher; in their understanding of the effects of globalisation on teaching, as Block and Cameron (2002:10) explain:

> In the domain of language teaching … the adoption of a particular method has ceased to be regarded as the solution to all problems, and there is no longer a one-way flow of expertise from centre to periphery. This opens up new opportunities for the expertise of language teachers in periphery contexts to be recognized and valued. The demise of 'method' also makes it more feasible for teachers to acknowledge and work with the diversity of the learners in their classrooms, guided by local assessments of students' strategies for learning rather than by global directives from remote authorities. …in the real world of the classroom, teachers' decisions are influenced by multiple factors: their practice seldom exemplifies a specific method in its pure or pragmatic form. One real world constraint on teachers is the kind of teaching materials available to them …

[10] "… black primary school students were not adequately prepared for the sudden transition to English in the fourth year of schooling concurrently with the curriculum broadening into ten subjects" (Chick, 1996:34).

There is the "opportunity afforded by postmethod pedagogies to help practicing teachers develop their own theory of practice" (Kumaravadivelu, 2006a:75). This includes an understanding of the teaching and learning process (Larsen-Freeman & Anderson, 2011:4), of the teachers' personal meaning and "beliefs about how people learn" (Graves, 2000:93), and beliefs based on the teacher's own experience and professional training (Larsen-Freeman & Anderson, 2011:4) within their context. As will also be elaborated on in Chapter 2, in understanding and developing their own view of teaching and learning, teachers also need to understand the complexities of the learners (Branch, 2009:6-7). Moreover, teachers are influenced by structures that shape a different understanding of pedagogy within a specific context. Teachers are influenced by cultural, societal, economical, political, historical, moral, professional, and educational structures (Medgyes, 1992:344).

Applicable to this study, the teacher, in this case, the franchise owner of the *Active English* programme did not select and implement the principles of a specific method to teach English as a second language. The franchise owner was primarily influenced (see Chapter 4, Part 1, Excerpt 20 and Excerpt 21) by her background and training in the *Montessori method*[11] to teaching but more so, by the Total Physical Response (TPR) method[12] which she interprets and

[11] The Montessori method is an educational approach developed by Maria Montessori in the 1900s. The first Montessori School was opened in South Africa in 1976 [http://www.samontessori.org.za/about-us/history.html].

[12] "Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity" (Richards & Rodgers, 2001:73). This method was developed by James Asher but will be discussed in this thesis as described by Richards and Rodgers (2001) because the description of other methods, (as motivated in this chapter), are also based on the work of these researchers.
Asher's original report (1968) and article (1969) focus on foreign language learning. Asher (1969:3&16) briefly describes the reality that in the American school programmes, "given one hour a day for foreign language training, it may be unrealistic to expect fluency in listening, speaking, reading, *and* writing". Asher (1969) describes the unrealistic expectations and limited time for learning a second language. With the focus on using a strategy to achieve proficiency in one language skill, the objective of listening fluency, and compared to learning a second language with translation methods, Asher (1969) reports on the effectiveness of the *Total Physical Response Technique* as incorporated as part of a training programme and during retention tests (Asher, 1969:5,7&11). "How can skills in listening comprehension be achieved? One approach which produces rapid, non-stressful learning to understand a second language is the *Total Physical Response Technique*" (Asher, 1969:17). Summarily, students achieved a high level of listening fluency when they did not attempt to learn listening and speaking simultaneously. In addition, for greater comprehension of the spoken foreign language and the acceleration in learning, "the intact kinaesthetic event when the student performs in the retention tests is important" (Asher, 1969:11-12). In other words, during listening training when a physical movement was also executed, there appeared to be greater retention compared to groups who tried to translate in order to learn the second language. In this study, the children enrolled in the supplementary programme learn English through play activity that is not independent of physical movement.

combines with the CLT method,[13] the combination is evident in the design of activities that include principles of both methods. In addition, the franchise owner has a view on how bilingual children learn and has expanded this view to one of the education goals of the programme (see Chapter 2, Part 1, Excerpt 10); part of the goal of *Active English* is encouraging learners to "*active* [original emphasis] participation in meaningful language activities" (Slabbert, 2013:11).

Richards and Rodgers (2001:247) admit that the "notion of methods" came under criticism in the 1990s even acknowledging that, for instance, the introduction of CLT in some countries with "very different educational traditions" has been described as "cultural imperialism" (Richards & Rodgers, 2001:248). As Richards and Rodgers (2001:247) elaborate:

> By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term "post-methods era" was sometimes used.

However, Richards and Rodgers (2001:250) ask, *What alternative approaches to the study of teaching are available outside of the framework of brand-name approaches and methods?* They (Richards & Rodgers, 2001:250) encourage the use of approaches and methods to be flexible and more creative where teachers, for instance, are encouraged to adapt the methods and make them their 'own':

> We believe that because approaches and methods have played a central role in the development of our profession, it will continue to be useful for teachers and students to become familiar with the major teaching approaches and methods proposed for second and foreign language teaching. Mainstream approaches draw on a large amount of collective experience and practice from which much can be learned (Richards & Rodgers, 2001:250).

Methods remain important starting points for studies of language teaching (Ellis & Shintani, 2014:29), and Richards and Rodgers (2001) is a classic text that the researcher considers the yardstick for the definition of the concept *method* in the context of language teaching. When the method concept is defined by Ellis and Shintani (2014:341) in the glossary of their work on language pedagogy, they use definitions provided by Richards and Rodgers from 1986. For the purpose of this study, the definitions and focus on the method concept to language teaching provided by Richards and Rodgers (2001) will also be used because they are accepted widely in the field.

[13] "Asher stressed that Total Physical Response should be used in association with other methods and techniques" (Richards & Rodgers, 2001:79).

1.4 Approach, design, and procedure

The work of Richards and Rodgers (1986 and 2001), in particular, has been referenced because of the framework these researchers presented early on in the debate of approaches and methods to learning and teaching a second language. For instance, Graves (2008:149) contributed with a state-of-the-art article on language curriculum development and in defining curriculum as "planning what is to be taught/learned, implementing it and evaluating it", Graves (2008) uses the processes of curriculum design as they are described from the work of Richards and Rodgers (2001). Celce-Murcia (2014:2-3) provides an overview of language teaching methods starting with the framework presented by Richards and Rodgers (2001) for discussing language teaching methodology. In South Africa, educational authors such as Phatudi and Motilal (2015:21) also begin their discussion of the South African contexts for EFAL learning and teaching by citing the work of Richards and Rodgers (1986). In the broad field of Applied Language Studies, the framework for distinguishing between approaches and methods to learning and teaching a second language as proposed by Richards and Rodgers (1986) remain influential to date.

When deciding on the design of a language programme or course, there are components to consider, including the method of teaching a second language. Richards and Rodgers (2001:32-33) show that there are different levels of conceptualisation and organisation within a method for a programme or an instructional system. Richards and Rodgers' (2001:18-35) model for the analysis of language teaching and learning includes elements that constitute a method within a programme. These elements are described at the levels of *approach*, *design*, and *procedure* (Richards & Rodgers, 2001:33).

Richards and Rodgers (2001:244) describe an approach as "a set of beliefs and principles that can be used as the basis for teaching a language". Approaches have in common a core set of "theories and beliefs about the nature of language, of language learning, and a derived set of principles for teaching a language" (Richards & Rodgers, 2001:245). Approaches[14] are characterised by interpretations as to how the principles can be applied (Richards & Rodgers, 2001:245); the interpretation is mostly left to the individual teacher's "interpretation, skill, and

[14] The following are examples of approaches (Richards & Rodgers, 2001:244-245): Communicative Language Teaching; Competency-Based Language Teaching; Content-Based Instruction; Cooperative Learning; Lexical Approaches; Multiple Intelligences; The Natural Approach; Neurolinguistic Programming; Task-Based Language Teaching; Whole Language development.

expertise" (Richards & Rodgers, 2001:245) with no clear 'right' or 'wrong' way of teaching according to an approach. In other words, because of this "level of flexibility" (Richards & Rodgers, 2001:245) as to how the principles can be applied and where teaching must also be adaptive to the needs and interests of the learner, Richards and Rodgers (2001:245) suggest that approaches have "a long shelf life". Although an approach to teaching and learning is discussed in terms of the views of language, the theory of language underlying the approach, and the theory of learning, the theoretical perspectives at the level of approach are not the focus of this study.

Richards and Rodgers (2001:245) refer to a method as "a specific instructional design or system based on a particular theory of language and of language learning". A method[15] is learned through training and contains "detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques" (Richards & Rodgers, 2001:245). For beginner teachers, methods tend to offer prescriptive solutions to basic decisions about "what to teach and how to teach it" as well as "a detailed set of sequential steps to follow in the classroom" (Richards & Rodgers, 2001:246). More so, methods are seen as "a rich source of activities" but "fixed in time", there is "little scope for individual interpretation" and in comparison, methods have "a short shelf life" (Richards & Rodgers, 2001:245). In other words, "good teaching is regarded as correct use of the method and its prescribed principles and techniques" (Richards & Rodgers, 2001:247). The following essential aspects of the *design* element of a programme are considered: the goals and objectives, selection of programme content, types of learning and teaching activities, the roles of the learner, the roles of the teacher, and the role and development of instructional materials.

The last level, *procedure*, refers to instructional characteristics, how tasks and activities are "integrated into lessons" and "used as the basis for teaching and learning" (Richards & Rodgers, 2001:31) and focuses on the phases of teaching, namely: presentation (the use of teaching activities to *present* language); practice (the ways in which particular activities are used for *practicing* language); and feedback (the procedures and techniques used in giving *feedback* to learners on their work). This model has proved to be extremely influential, as it sketches the process for the analysis of any language teaching approach.

[15] The following are examples of methods (Richards & Rodgers, 2001:245): Audiolingualism; Counseling-Learning; Situational Language Learning; The Silent Way; Suggestopedia; Total Physical Response.

1.5 English supplementary instruction programmes in South Africa

Communities in South Africa are multicultural and multilingual (Phatudi, 2015:1; Coetzee-Van Rooy, 2012:112; Mncwango, 2012:58; Pretorius & Currin, 2010:73; Banda, 2009:2; Van der Walt, *et al.*, 2009:5, 19, 40; Foley, 2002:51; Wei, 2000:7-8). Lenyai (2013:26), states that multilingualism of the school population gives rise to "predicaments in this country". Therefore, the language of learning and teaching (LoLT) is a relevant factor in the discussion of the South African primary school context.

Prior to 1994, English and Afrikaans were the only official languages in South Africa (Mncwango, 2012:60). In 1994, nine indigenous African languages[16] were "accorded the official status" (Mncwango, 2012:58). In South Africa, 11 languages were declared to be official languages[17] at a national level. These languages are not only recognised as South Africa's 11 official languages but also identified as language used in education; in the Revised National Curriculum Statement (NCS) (Department of Education [DoE], 2002a), a policy statement for learning and teaching in South African schools (DBE, 2013b).

"By law, all children in South African schools have to learn one of the official languages as FAL. For many children this additional language (English) becomes their language of learning and teaching (LoLT). Thus it is important that children master the language well" (Hugo, 2013:27). In South Africa, it is recommended that the introduction of an additional language (English in most cases) be done in Grade R; and English is introduced in Grade 4 as the LoLT in many schools:

> In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English. For these reasons, their progress in literacy must be accelerated in Grades 2 and 3 (DBE, 2013a:8).

English as the FAL is taught to non-native speakers[18] and researchers suggest children are able to *transfer* their skills from the Home Language (HL) to the FAL. The main idea is that

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[16] Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa and isiZulu (SADoE, 2003:19).

[17] The official languages of South Africa as referred to in section 6(1) of the Constitution of the Republic of South Africa, 1996: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.

[18] Medgyes (1994:12) explains that "[t]here is general agreement that all *users* of English are simultaneously *learners* of English, granting that native speakers *have acquired* English in comparison with non-native speakers who *are still acquiring*".

appropriate English First Additional Language (EFAL) teaching methods, approaches, and techniques be used in order to promote comprehension with a focus on the four language skills (listening, speaking, reading and writing):

> In principle learners should receive at least the first three years of education in their home language before switching to English (and in a few cases to Afrikaans) as language of learning and teaching (LoLT). However, many parents resist this policy either because of the apartheid legacy whereby home language use is equated to Bantu education or it is seen as a way to prevent learners from having access to and developing proficiency in English. Schools using the home language of a particular area in Grades 1-3 may be shunned by parents in favour of English or Afrikaans-medium schools that are perceived to offer better education or a better chance at performing well, particularly in the Senior Certificate examinations (Van der Walt & Ruiters, 2011:86).

Forms of private education,[19] offered beyond the regular hours of formal schooling, often parallel the mainstream education system. With the perception that school learners there receive more than *extra lessons* in academic subjects, private supplementary tutoring or supplementary instruction, as a form of supplementary education (or shadow education, as will be explained in Chapter 2) is becoming part of a school child's everyday life. Private tuition is rooted in many cultures and has long been a phenomenon, particularly in Asia (for example, in Japan there are tutorial schools known as *juku*). More recently, it has become evident in other parts of the world, for instance, in Europe, North America, and it is growing significantly in Africa (Bray, 2009:101).

In southern and eastern African countries, extra tuition is applied "for remedial work" (Paviot, *et al.*, 2008:157) but more so, it is perceived "to significantly contribute towards learners' passing of their examinations" (Reddy, *et al.*, 2003:14). Parents anticipate that when their child passes examinations and leaves school with a certificate – in a world where there is an increasing demand for qualifications and limited placing – a qualification will give their child access to a better life. In other words, tutoring is markedly evident at "transition points" (Bray, 2006:515-516) when, typically, students focus on examinations in order to be selected for and continue on to the next stage of education. In general, the subjects available for tutoring and in greatest demand are mathematics and the national languages (Bray, 2006:520).

In the educational marketplace, as it were, there is a niche for individual entrepreneurs as well as for organisations or businesses that provide private tutoring and offer supplementary programmes. Supplementary programmes for academic subjects (such as Mathematics and

[19] Aurini and Davies (2004:420) define private education as "school alternatives that are not governed by governments or public boards". The term 'private education' also encompasses, for instance, private schools, educational businesses, religious schools, and home schooling.

English) have been developed and are currently being offered by various service providers; there are different types of service providers as well as modes of delivery. Although the delivery of tutoring is approached as individual (face-to-face or one-to-one lessons between a tutor and a student) or in groups (small groups of students, in large classes or lecture theatres) (Lee, *et al.*, 2009:901; Bray & Kwok, 2003:612), at present, tutoring is changing to include new software and technologies such as the internet, websites, conferencing, and video links (Bray, 2006:520; Bray, 2009:27). Alternatively, tutoring has become more commercialised (particularly in North America and Canada) as "a new business form: franchising" (Aurini & Davies, 2004:422; Davies, 2004:235; Davies & Aurini, 2006:124). As a form of private education and unlike other education systems, little is known about "tutoring businesses" (Aurini & Davies, 2004:424).

Only one study (Reddy, *et al.*, 2003) investigates supplementary education and service providers in South Africa.[20] Reddy *et al*. (2003:29) classified different types of service providers that offer out-of-school programmes in South Africa:

- Non-Governmental Organisations and Community Based Organisations.
- Individuals who have started up organizations (mostly in a township and/or city offering tuition to a localized community).
- Private sector organizations (started by former teachers).
- Franchises (usually international initiatives operating on a national level).
- On-line instruction (available to learners who have access to the internet).
- Instruction on learning channels of the television.
- In partnership (provincial departments of education in partnership with service providers).
- Tertiary institutions (especially universities).
- Programmes (offering second chances to matriculants to improve their symbols).
- One-on-one tutorship (by retired or practising teachers or by organizations with a database of tutors).

Although most of the service providers offer programmes strongly linked to the school curriculum and curriculum subjects, other programmes have a "redesigned curriculum" (Reddy, *et al*., 2003:31). Two registered education franchises, *Active English: Lighting Up Young Minds* (Pty) Ltd. and *Kumon Education S.A.* (Pty) Ltd. offer supplementary programmes for English to school learners in South Africa.

[20] In 2003, the Human Sciences Research Council (HSRC) delivered a report, *Schools out … or is it?* on the extent, nature and cost of out-of-school interventions in Mathematics, Science and Computer Studies for secondary school learners (Grades 10 to 12), (Reddy, *et al*., 2003:5, 9). This study was commissioned by the Department of Science and Technology (DST), South Africa due to the concern over and outcome of the state of mathematics and science performance at the secondary school level (poor achievement scores at the last year (matric) of schooling); and the low number of matriculants (especially the low number of African matriculants with requisite scores to enter into tertiary institutions) (Reddy *et al*., 2003:9).

The *Kumon English Programme*, a worksheet-based study programme, is offered to students at study centres on a worldwide scale and is based on the *Kumon Method*.[21] This programme offers a linear approach to learning whereby students progress through the curriculum at their own pace. It is an individualised programme that places an emphasis on computational skills as outlined by a detailed skills structure and that also provides the opportunity for students to study work above their school curriculum level. *Active English* offers extra-curricular academic English and is a programme that has been developed for bilingual school learners in South Africa. The English lessons incorporate elements of the South African school curriculum. For example, the programme presents a learner-centred and activity-based approach to learning via thematic lessons developed for Academic English that progresses from grade to grade akin to the school system in South Africa.

1.6 Problem statement

There is widespread concern about the quality of public school education in South Africa in general (Coetzee & Le Roux, 2001:208; Motala, 2001:75-76; Van der Berg, *et al*., 2000:1); and the potential influence that the widespread use of English as a language of learning and teaching has on academic success and failure in South African schools (Probyn, 2009:125; Todd & Mason, 2005:223; Chick, 1996:34-35) and higher education (Van Rooy & Coetzee-Van Rooy, 2015:31-32; Coetzee-Van Rooy, 2010:310; Butler & Van Dyk, 2004:4; Eiselen, 2002:41). Bray (2009:76) identifies this concern as "general public confidence" and explains that when parents have "limited confidence in the ability of mainstream education systems" (Bray, 2009:77-78) the demand for tutoring as a way to supplement instruction for their children is recognised.

> An indication that language programs are failing to meet learners' objectives is often signaled by the existence of flourishing schools and courses outside the official educational system (Dubin & Olshtain, 1986:11).

General public confidence is a cause of or reason for the demand of supplementary instruction and in a multilingual society, like South Africa, where the demand for private tutoring in English, for instance, would potentially remain high, educational inequality is a reality that affects

[21] The *Kumon Method* or "Kumon-shiki" (Ukai, 1994:88) is "the most widely used supplemental system for studying mathematics in Japan".

households[22] (Van der Berg, *et al*., 2000:8). Learners who would have benefited the most from involvement in private supplementary tutoring opportunities are often not able to access these opportunities (Bray, 2009:32; Lee, *et al.*, 2009:913). Therefore, this situation warrants attention because of the potential of these opportunities or in this case, franchised businesses, to (a) contribute to fostering inequalities, in an already unequal society; (b) uplift and supplement the perceived inadequate education in public schools in South Africa; and (c) indicate to policy-makers that they need to work even harder to ensure the quality of education in public schools.

In this study, the franchisor (as will be clarified in Chapter 3, who is from now on referred to as the 'franchise owner') translated her perception of *inadequate education* as a parent (see Chapter 4 Part 1) into a franchised for-profit business that other parents and learners currently recognise as an option to addressing their need to improve, learn, and use English as a second language in their environment. In addition, as will be established in Chapter 4 (see Part 3) the franchise owner has not designed an evaluation plan to inform her programme as to whether it is successful or needs improvement. Therefore, having participated in this study, the franchise owner expressed her interested in knowing whether or not her programme is working well and if necessary, how to improve the programme for those children who are enrolled, to achieve the desired educational objectives that they aim at.

There is a "perennial need", according to Lynch (1996:2), for language education programmes to be evaluated. Lynch (1996:168-169) explains that "…evaluation is interested in how a program[me] is working, as well as whether or not it has achieved some sort of standard for success. Admittedly, the motivation for wanting to know how a program[me] works usually stems from a desire to improve it, if possible".[23] In this study, *Active English* as a supplementary language programme will be evaluated; more specifically, the instructional method (as defined by Richards & Rodgers, 2001) for learning and teaching English as a second language will be the focus of this case study.

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[22] Notably, on a global scale, Bray (2006:526) reveals that tutoring "maintains and exacerbates social stratification". In other words, supplementary education may enhance inequalities and widen the gap, for instance, between high-income and low-income families, urban and rural areas as well as between boys and girls.

[23] Lynch (1996 & 2003) believes that programme evaluation is an activity that needs to be undertaken or articulated within the context of Applied Linguistics. Lynch (1996:168) states that there are "legitimate goals for evaluation that involve exploring [a] program[me] and describing it, rather than sitting in judgment".

On the basis of the above background, the main questions this study will address can be formulated as follows:

- What are the theoretical and methodological underpinnings of supplementary second language programmes?
- To what extent does the instructional method of supplementary programmes, offered by a tutorial franchise in South Africa, illustrate best practice?
- How can the limitations (if appropriate) of a supplementary programme for English as a second language best be addressed?

1.7 Aims of study

Based on the questions listed above, the aims of this study are to:

- identify the principles that inform the instructional method of supplementary languages programmes;
- evaluate the instructional method of the selected supplementary programme provided by a tutorial franchise in South Africa; and
- determine whether the supplementary programme requires redesign, given the findings of a set of empirical results regarding the approach, design and procedure of the programme to the teaching and learning of English as a second language.

1.8 Method of research

1.8.1 Research Design

> The main goal of most ethnographic research is to provide a 'thick description' of the target culture, that is, a narrative that describes richly and in great detail the daily life of the community as well as the cultural meanings and beliefs the participants attach to their activities, events, and behaviours (Dörnyei, 2007:130).

Research designs of studies derive primarily from the interpretivist (Lynch, 2003), or naturalistic (Lynch, 1996) paradigm. Within the context of applied linguistics, as a qualitative approach, one of the main features of an ethnographic study is a focus on participant meaning: "…the participants' subjective interpretation of their own behaviours and customs is seen as crucial to understanding the specific culture" (Dörnyei, 2007:131). In adapting this focus for this study, the researcher found other ways of looking at the teaching and learning of the *Active English*

programme through the “eyes of an insider” (Dörnyei, 2007:131), the learners, the parents, and the franchisor. “Cases are primarily people, but researchers can also explore in depth a programme, an institution, an organization, or a community” (Dörnyei, 2007:151). A case study approach[24] was used and this is an approach commonly used in doing qualitative research (Merriam, 2002:6); the assessment context focuses on one supplementary education centre (in this case, a well-resourced free-standing classroom, in a building that is adjacent to the franchise owner’s private residence) and for this study, the case study design is that of “the single-case design” (Cohen, Manion & Morrison, 2011:291). The evaluation design option selected for this part of the study is a one-teacher, one-classroom design (Lynch, 2003:38).

The aim for the researcher, in selecting this type of design, is for completeness (Cohen, *et al*., 2011:601) and accuracy. In this study, data were collected from multiple sources, the findings and interpretations of the case study are supported by more than a single source of evidence, and the researcher considered the reliability of the conclusions. In addition, the researcher interprets the complementary nature of supplementary education and therefore, naturally selected a classroom-like set-up that simulates a classroom in an ordinary primary school. This was also done in order to provide, as Dörnyei (2007:130) describes, “a ‘thick description’” of the environment for teaching and learning English as a second language in the *Active English* centre.

In Chapter 2, a “franchise agreement” as published in the Government Gazette No:32186 of 2009, describes an agreement or terms between a ‘franchisor’ and a ‘franchisee’. In undertaking this type of business, the franchisee would be required to implement or demonstrate the *direction* of the franchisor in terms of how she, to a certain extent, prescribes or interprets the different aspects of the *Active English* programme. As identified in the business plan for *Active English* (2013:15-16), there are 12 franchisees and four owner-operated franchises in South Africa (refer to Chapter 3). For the purposes of this study, the study was completed by observing the franchisor in her (own) owner-operated franchise. The franchise owner models the style of teaching she describes (for franchisees, as teachers) as contributory to learning English as a second language; therefore, the researcher describes first-hand *how* the franchise owner implements her programme, for instance, at the level of procedure.

[24] Seliger and Shohamy (1989:125) explain that the case study approach is used where the researcher is interested in describing “some aspect of the second language performance or development of one or more subjects as individuals, because it is believed that individual performance will be more revealing than studying large groups of subjects”.

The following diagram is an illustrative representation of the research design that will be followed for the rest of the thesis:

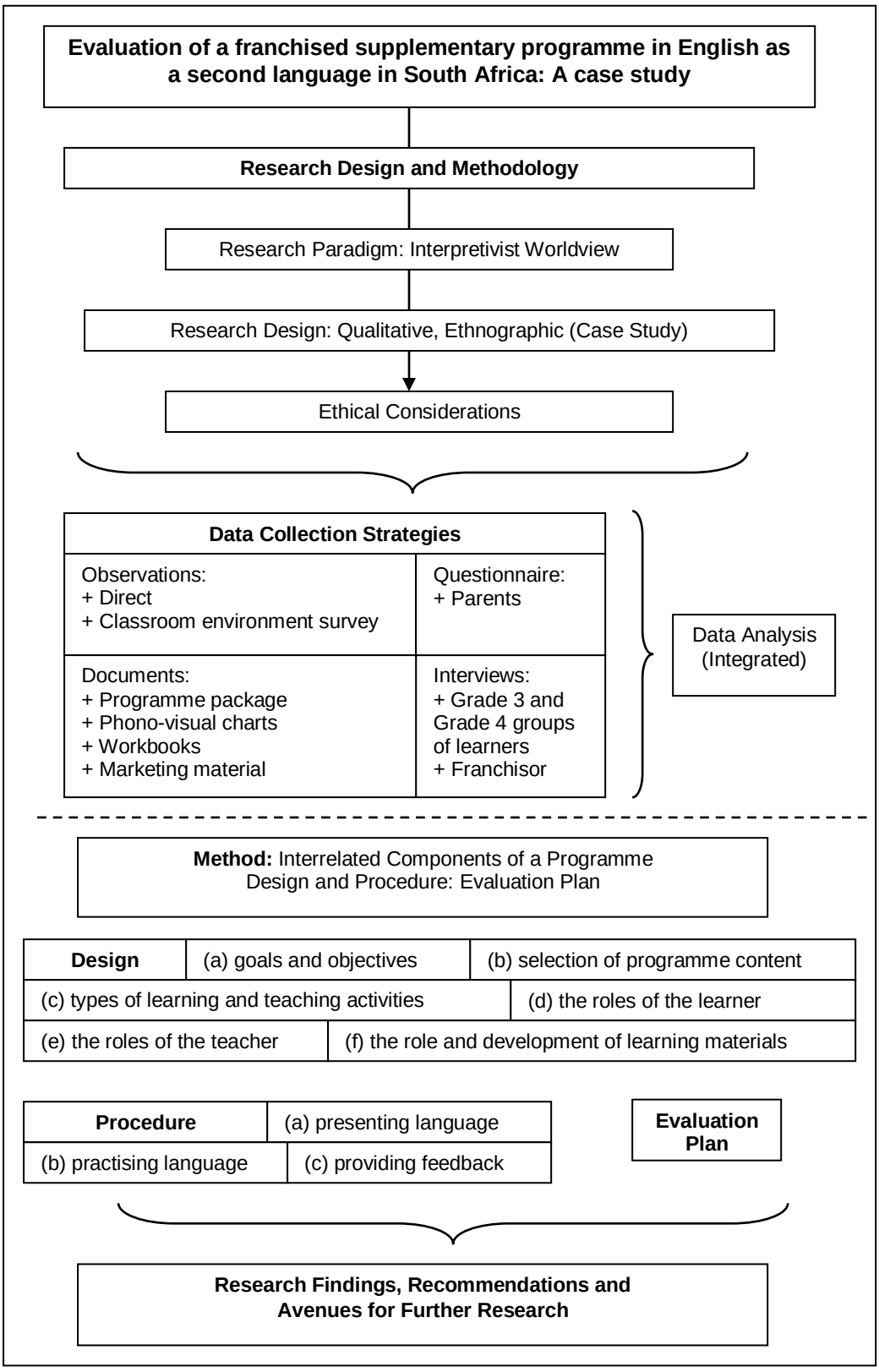


Figure 1.1: Research design.

Another main feature of an ethnographic study is the *prolonged engagement in the natural setting*: “The subtleties of the participants’ meaning (and most often, multiple meanings) cannot be uncovered unless the researcher immerses him/herself in the culture and spends an extended period living there, observing the participants and collecting data” (Dörnyei, 2007:131). Although the researcher did not, necessarily, observe the classroom setting at *Active English* continuously for six months to a year, she did observe lessons for learners enrolled in their grade group, coinciding with a school term. In addition to this engagement, the researcher met the franchise owner from time to time from 2012 to 2016 over a period of five years when she contemplated and conceptualised the study. During these meetings, the researcher observed the franchise owner as teacher and manager of her business in a variety of roles. These meetings assisted the researcher to immerse herself to some extent in the teaching and learning and business culture created by the franchise owner at the site of delivery where the study was conducted.

A final main feature of an ethnographic study is the *emergent nature*: “Because the ethnographer is entering a new culture, the exact focus of the research will evolve contextually and ‘emerge’ *in situ* only after some fieldwork has been done” (Dörnyei, 2007:131). As stated above, the researcher had informal visits to the *Active English* centre during a period from 2012 to 2016 in order to inform the protocol and design of the instruments that would be used to collect data. The researcher spent an initial period of time at the owner-operated franchise in order to become familiar with the set-up and programme before focusing on the programme with intent. Therefore, the model or design adapted for the purposes of programme evaluation is the illumination model[25] of Parlett and Hamilton (1976) as discussed in Lynch (1996:82-84).

1.8.2 Study population

> Qualitative research … focuses on describing, understanding, and clarifying a human experience and therefore qualitative studies are directed at describing the aspects that make up an idiosyncratic experience rather than determining the most likely, or mean experience, within a group… qualitative inquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so

[25] An illuminative evaluation is carried out in three phases (Lynch, 1996:82):
1. An initial period of observation in which the evaluator seeks to become acquainted with the day-to-day reality of the program[me] in its entirety.
2. A gradual focusing and more intensive look at program[me] issues, themes, and events.
3. A synthesis of the findings in an attempt to describe and explain the program[me] in terms of its general underlying principles.

> as to maximize what we can learn. This goal is best achieved by means of some sort of 'purposeful' or 'purposive' sampling (Dörnyei, 2007:126).

When the study was started in 2010, the researcher planned to evaluate the *Active English* programme (designed in South Africa) and the *Kumon English Programme* (designed in Japan) as examples of supplementary education (shadow education) that parallel the mainstream education system. However, the ethnographic approach taken would result in far too much data to analyse if two language programmes were involved in the study. Therefore, for the purpose of validity the focus of the study remained on the local programme – *Active English* – that was developed specifically for the South African context – as this would contribute data not yet presented and interpreted about this form of (franchised) supplementary education in South Africa. An avenue for future research would be to conduct a comparative study of the two programmes.

The case study focused on the number of students (Grade 3 and Grade 4 learners) enrolled in the *Active English* programme, during the second half of 2015, in the Vaal Triangle, Gauteng Province. Convenience samples (or "naturally formed groups" (Creswell, 2007:155) from within the centre) of school learners were used. Samples of five to ten learners (from one centre) from the target grade groups, Grade 3 and Grade 4, participated in the study. As described by South Africa's Department of Basic Education (DoE), language learning is organised as follows (DoE, 2007:1): In the Foundation Phase (Grade R to 3), the programme is called the *Literacy* Learning Programme and in the Intermediate Phase (Grades 4, 5 and 6), the programme is called the *Languages* Learning Programme. Essentially, the Languages Programme builds on the Literacy Programme. In the Literacy Programme, children are taught the foundations of reading, writing, and basic literacy. In the Languages Programme, the basic literacy skills that children learned in the earlier phase are developed together with their thinking skills. In other words, Grade 3 learners are generally being prepared to *move* from the Foundation phase to the Intermediate phase, whereas Grade 4 learners are starting the first year of the Intermediate phase. In addition, it is important to study these groups of learners because the assumption is that a supplementary programme would potentially be designed with an understanding of the principle of progression from improving literacy to developing language skills (an important transition point) for learning a second language.

The researcher conducted classroom observations and interviews with participating Grade 3 and 4 learners enrolled in *Active English*. The participants in the study also included the franchisor and the parents of the participating Grade 3 and 4 learners. The final size of the study population, in other words the number of participants (and altogether, the confidence in

the supplementary programmes), was determined during the initial process of data collection. These participants are not representative of an entire community and their responses as well as the research findings are not generalised, as is natural in a case study approach.

1.8.3 Instrumentation

For gathering information to evaluate the programme or data, the following research methods were used.

Classroom observations were done in the owner-operated *Active English* centre, using an observation checklist (or survey items included in a classroom environment survey), to determine the design and procedure used in the second language teaching-learning process. In addition, an indication of how the franchise owner assesses and records learner achievement and performance (or lack of performance) at the centre was also observed.

Open-ended interviews were held with:

- the franchise owner, in order to discuss a variety of issues related to the motivation for establishing and registration of the franchise, winning a national entrepreneurial award for contributing to the franchised educational sector, on how the *Active English* programme may have influences from other methods, and the methods used in teaching as outlined by the supplementary language programme, the franchise owner's view on the characteristics of a 'good' language programme, and opinion about educational franchises like *Active English* and their potential future in the broader South African educational system; and
- the participating Grade 3 and 4 learners, to establish how they experienced the lessons at the centre and to understand how they perceive their performance at school, based on their participation in *Active English*.

Questionnaires were completed by the participating parents that documented their biographical information and level of education as well as their language repertoire and their perceptions of their language proficiency. In addition, the questionnaire allowed participating parents to provide information about the school in which their child(ren) was enrolled and the motivation(s) for enrolling their child(ren) in the *Active English* programme. Parents also shared their experience of how they believed their child(ren) to be progressing because of their participation in the *Active English* programme and finally, parents were also asked to contribute to the evaluation of the programme.

Relevant programme documents (for example, that outline the programme, lesson formats, materials provided, manuals for teachers, and so on) were analysed to obtain basic information concerning the content, activities, and processes of the supplementary programme. Preliminary documentation (for example, regarding the franchise: brief history, mission statement, educational objectives, role of the teacher, learner, and parent as well as how the programme is implemented) was also analysed to obtain information of enrolment numbers, information about the purpose of the programme, and some indication of how the success of the programme is measured.

1.8.4 Data collection procedures

The questionnaires were completed voluntarily by participating parents or guardians (in Chapter 4 it is established that only parents completed the questionnaire). The franchise owner assisted the researcher in distributing the information letter with the questionnaire to learners after their lesson at *Active English*. The 30 minute questionnaire could be completed by parents at home and brought back to the *Active English* centre by the learner when they attended their next lesson the following week. In other words, as the learner only attends one lesson per week, the parent received the questionnaire during the first week and sent the completed questionnaire with the child the following week; the researcher received the completed questionnaires within a period of two weeks (10 working days) as from 24 August 2015 to 4 September 2015 at the *Active English* centre.

In Chapter 3 a summary grid presents the complete schedule of lesson observations that were video recorded and of interviews that were conducted during the second half of 2015 at *Active English*. Lesson observations and interviews with learners coincided with the third term of public schools (from 20 July 2015 to 2 October 2015). The researcher considered that learners would be able to reflect on their academic year parallel to their lessons at *Active English* and in this way, offer an interpretation of their perceived learning of English as well as candid answers on how they experienced the programme throughout the year. The researcher and franchise owner agreed on the best dates in September 2015 before the school holidays and after the school holidays when lessons would be video recorded without the researcher being present and when the researcher would visit the *Active English* centre. The assumption is that learners would become comfortable with having a camera set up in their classroom followed by the presence of the researcher at their learning centre as a *visiting teacher*.

Classroom observations were made from 7 to 28 September 2015 (approximately four weeks) of lessons for learners in Grade 1 to Grade 6. The interviews were also conducted during this period, with the researcher as interviewer for the Grade 1 to Grade 4 groups of learners and the franchise owner as the interviewer for the Grade 5 and Grade 6 groups of learners. The interview with the franchise owner was conducted on 8 December 2015, after *Active English* closed for the holiday period.

For the Grade 3 group, a typical lesson was attended on a Monday from 14:15 to 15:15. A video recording was made on 7 September 2015 without the researcher and a lesson was recorded on 19 September 2015 with the researcher present. The Grade 3 group of learners were interviewed by the researcher on 14 September 2015 (five of the 10 learners registered at *Active English* were present on the day of the group interview). For the Grade 4 group, a typical lesson was attended on a Tuesday from 14:15 to 15:15. A video recording was made on 8 September 2015 without the researcher and a lesson was recorded on 20 September 2015 with the researcher present. The researcher interviewed the Grade 4 group of learners on 15 September 2015 (five of the 11 learners registered at *Active English* were present on the day of the group interview).

The researcher's interview technique for her interview with the learners and the franchise owner was different. In preparation for the interview with the learners, the researcher developed a protocol adapted from the interview and observation guide established by Daniel, *et al*. (2008) for asking questions (as will be explained in Chapter 3). In this study, semi-structured interviews were conducted with groups of Grade 3 and Grade 4 learners. Open-ended questions were asked in order to encourage "natural conversation" (Wragg, 1999:115) with learners, for instance, in order for learners to describe the programme and their lessons at *Active English* "in their own words" (Lynch, 1996:131).

> Focus group interviews are sometimes treated as a subtype of interviewing […] The focus group format is based on the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emerging issues and points. This within-group interaction can yield high-quality data as it can create a synergistic environment that results in a deep and insightful discussion (Dörnyei, 2007:144).

The interviews were conducted at the time the learners ordinarily attended a lesson together. To foster a greater participation, understand the collective experience of learners, and continue in an environment that was familiar for the children (as opposed, for instance, to interview each learner individually, at their home or school in the presence of their parents or teachers) the franchise owner agreed that the group interviews could take place at the *Active English* centre.

The interview guide that was used during the group interviews allowed the researcher (as interviewer or visiting teacher) to specify a range of questions in advance but also allowed the researcher leeway to prompt learners as the group interview progressed.

Not all questions were answered by all the participating learners; this is a risk the researcher acknowledged during the respective group interviews. The researcher accepted the first responses to each question by the first learners who volunteered to answer the question. If the same learners kept answering following questions, the researcher prompted individual learners (often in the order they were seated for the interview) who did not volunteer, to answer the same question. There were also occasions where learners temporarily 'forgot' what they wanted to say and the researcher came back to the learner and offered them another opportunity to share their answer.

For her interview with the franchise owner, the researcher planned the interview questions in advance, organising them so they linked to one another to obtain the information needed "to complete a whole picture" (Rubin & Rubin, 2012:6). The researcher employed techniques for in-depth interviewing (Rubin & Rubin, 2012:3-4; see also Chapter 3) and focused the interview on a research question (Rubin & Rubin, 2012:5) in order to understand the franchise owner's ideas and meaning about supplementary education that define *Active English*.

For the interview with the franchise owner, the researcher's interview technique included three types of questions namely main questions, follow-up questions and probes (Rubin & Rubin, 2012:6). The main questions were designed to focus on the research statement and to address the method to teaching and learning English as a second language at *Active English*. The follow-up and probe questions ensured the researcher would pursue the depth required by qualitative work as the franchise owner elaborated on the programme at the level of design and procedure as well as the evaluation of the programme.

Different to the group interviews, the franchise owner was provided with the researcher's questions in advance, before her interview with the researcher and referred to her written notes during the interview. After the interview, the franchise owner provided the researcher with a written reply via e-mail to each of the interview questions and in this way, was able to augment her interview responses. Moreover, the franchise owner was also able to describe the programme in her own words as well as provide additional information or clarification that may not have been included during the interview.

Documentation was received from the franchise owner in order for the researcher to record the information that is provided by the franchise owner to potential franchisees interested in purchasing a programme package. The researcher collected the following documents from the franchise owner at the *Active English* centre:

- The *Disclosure Document of Active English* (2013), a manual that contains confidential information proprietary to *Active English*, a detailed description and operations of the business from 2001 to 2013.
- The *Business Plan for Active English* (2013), a document or plan that contains the edited version of the business format and objectives of *Active* English for 2013.
- The *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011), a teacher's (or franchisee) manual that briefly explains to the teacher how to use the *Phonovisual programme* as well as for the learner, the Grade 3 and Grade 4 workbooks.
- *The Face of Active English: An updated guide to the Active English methodology* (2015), an updated guide that introduces franchisees to example lessons for Grade 3 learners to Grade 7 learners (Slabbert, 2015:7-11) as well as a description on why learning phonics is important in Grade 1, Grade 2, and Grade 3 (Slabbert, 2015:11-13).
- Reference book for language skills: *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (2009).
- Marketing material: promotional flyer, enrolment form, and prize-giving programme.

Information, examples, and extracts from the selected *Active English* documentation are analysed and discussed in Chapter 4 and Chapter 5.

1.8.5 Data analysis procedures

From video recordings, the researcher transcribed the dialogue of the lessons and the interviews with the learners and the franchise owner. "There are many forms of data receptive to the coding process including interview transcripts, participant observation field notes, journals, documents, literature, email correspondences, etc." (Owen, 2014:15). The researcher made notes and summaries along the margins of the transcripts (as described by Owen (2014:15) for his study). Phrases were selected from the content, ordered and the themes that emerged naturally were then clustered and interpreted; this technique is part of what Saldaña (2016:292) describes as "descriptive coding" and will be expanded on in Chapter 3.

Questionnaire data were captured in an MS Excel spreadsheet and frequency distributions were calculated from responses. The questionnaire was originally compiled by using existing questionnaires or material in the public domain and was partly self-designed by the researcher. The researcher drew tables to represent the information visually for the following sections:

- Section A: Demographics and Education (designed using Census Metadata (2011)).
- Section B: Language Repertoire (part self-design but also, designed using an established questionnaire as published by Coetzee-Van Rooy (2012) on multilingualism).
- Section C: School and Programme (part self-design but also, designed with information from CAPS FAL (DBE, 2011a and 2011b) statement documents for the Foundation phase (Grade 1 to Grade 3) and the Intermediate phase (Grade 4 to Grade 6)).
- Section D: Concluding Questions (self-designed but also informed by the documents that describe the *Active English* programme, for example, promotional material).

Dörnyei (2007:24) explains that "qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods". Closed questions that were answered by participating parents were reported on as frequencies; no inferential statistics are relevant and no generalisations are possible – this is also, not the aim of the study. The analysis and reporting of open-ended questions that were answered by the participating parents at the end of the questionnaire were done through content analysis or interpretation (and will also be expanded on in Chapter 3).

Document analysis, as explained by Bowen (2009:33), already starts when the researcher considers "the original purpose of the document – the reason it was produced – and the target audience". For this study, documents were selected according to their availability; the franchise owner provided copies of the operational manual, lesson plans, workbooks, and guideline documents on how to implement the teaching-learning material as these are not in the public domain and only obtainable with the permission of the franchise owner. Table 3.2 (Chapter 3) identifies each document, briefly outlines the content of the document, and the relevant section in the document is described using Bowen's (2009:38) technique for working with documentation; by describing the existence and accessibility of the document, authenticity and usefulness of the particular document, purpose of the document, context in which the document

was produced, and the intended audience of the document. After a re-reading of the relevant sections of each document, the researcher objectively selected excerpts and coding was done manually in order to identify relevant themes which were then interpreted and discussed.

1.8.6 Ethical issues

The necessary permission was obtained from the franchise owner and the participating parents; parents gave written consent for their children to participate in this study (refer to Annexure F), as children are considered a "vulnerable" group (Mouton, 2001:245). Great care was taken not to identify or disadvantage any learner during the research and the reporting of research result process. The anonymity of the participating parents and children is protected; learners also gave written assent to participate in the study (refer to Annexure H):

> Informants have the right to remain anonymous. This right should be respected both where it has been promised explicitly and where no clear understanding to the contrary has been researched. The conditions of anonymity apply to the collection of data by means of cameras, tape recorders and other data gathering devices, as well as to data collected in face to face interviews or in participant observation. Those being studied should understand the workings of such devices and should be free to reject them if they so wish. If they accept them, the results obtained should be in harmony with the informant's right to welfare, dignity and privacy (Mouton, 2001:243).

The researcher would report on data anonymously but the franchise owner is comfortable with the researcher identifying her name when reporting on the franchise owner's intellectual property, for example, on *The Grade 1–7 Phonovisual Package* (as included in Chapter 4, in Excerpt 79 or the *Phono-visual charts* that are the primary trademarked resource the franchise owner has developed for *Active English* and also included in the package given to the researcher). In this case, at the request of this entrepreneurial educator, preferring the mention of her name, it would be unethical to apply regular ethical practices of anonymity.[26]

A research undertaking in favour of *Active English* (refer to Annexure B) was also signed by the franchise owner as well as the researcher. The request made by the researcher to access confidential documentation or information relating to the teaching and learning best practices applied in *Active English* operations was approved by the franchise owner for the purposes of this study. The researcher has only included material relating to the teaching-learning practices

[26] This is similar or related to good ethical practice concerning decisions about the right of participants in linguistics research to decide if they want to be identified in studies as reported by the influential Linguistics Society of America: "Research participants have the right to control whether their actions are recorded in such a way that they can be connected with their personal identity" (Linguistics Society of America, 2009:2-3).

and not, for example, reported on any financial information outlined in *Active English* documentation such as the financial projections or projected budget or cash flow analysis for the first year of operation, information on the total investment, and the earning potential for the franchisee (which includes, for instance, the royalty fee structure). Subsequently, written permission[27] was also obtained from the franchise owner for the researcher to include material that would illustrate the *Active English* programme in the thesis.[28]

1.9 Contribution of this study

In terms of expected results and benefits of participating in this study, ultimately, the case study describes the *Active English* franchise within the South African context. In terms of the design of the programme and the development of the lessons, the evaluation or analysis of the programme will inform the franchise owner whether to redesign the programme (informing sustainability) or add to the programme (in order for the programme to remain current). The franchise owner will also have a better understanding of whether the method to teaching and learning she has adopted and adapted, the aspects of the design element of the programme (the objectives, content, activities, the learner, and the materials), and the procedure (for example, a basic lesson plan), in terms of teaching the lessons in English informs the evaluation or analysis of the programme. The franchise owner will also have a clearer idea of parent's perceptions and impressions of the programme; and suggestions on how to improve delivery of the language programme.

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[27] The franchise owner's written permission was received via e-mail on 7 November 2016 and 8 November 2016.

[28] For instance, permission was extended to present the following material in the thesis:

- Photos of the owner-operated Active English centre (inside the classroom).
- Active English flyer (promotional brochure).
- Active English enrolment form (for parents to complete).
- Photos of the Active English reading chart and the Active English spelling ladder.
- Photos of the Phono-visual Charts on the wall as displayed for the children to learn phonics.
- One example of a lesson selected by a Grade 3 learner and one example of a lesson selected by a Grade 4 learner.
- Grade 3 and Grade 4 lesson plans from *The Face of Active English: An updated guide to the Active English methodology* (2015).
- Cover photo of *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers (2008)*.

Parents receive feedback that the programme contributes to their child's education, in terms of learning English as a second language. Parents will also be able to confirm their expectations in terms of their child's progress and the development of their language skills because of the programme. In addition, parents were able to say whether the programme delivers in terms of their child being able to communicate effectively in English, whether the programme builds on their child's ideas, curiosity and creativity, and whether their child demonstrates language development in terms of speaking, listening, reading, and writing skills. Also, parents are able to share their perceptions as to whether they believe their child has the confidence to speak English, has developed a positive self-esteem, and is encouraged to continue learning English.

For the children, ultimately, with the evaluation of the programme, future groups of learners will be able to understand the purpose of the programme and benefit from an updated programme (possibly even participating in the evaluation of the programme). During the process of evaluation, the children were allowed to express their views on the programme and identified activities they believed to be important for their learning of English as a second language.

In her research, Coetzee-Van Rooy (2013) concludes that in South Africa, there is "a lack of research that aims to describe the experiences of Afrikaans speaking people or Afrikaans-English bilingual people in the northern provinces in South Africa" (Coetzee-Van Rooy, 2013:181). The paucity of this type of research is "problematic at a global level because information about the most multilingual societies in the world, those in Africa and Asia, are underrepresented in published research" (Coetzee-Van Rooy, 2013:183). The researcher believes that from the evaluation of a locally developed endeavour, this study contributes, not only to the body of research that is needed in South Africa (see Chapter 6) but also that this study contributes to a wider understanding of franchised supplementary tuition, against the backdrop of a multilingual South Africa.

The findings from this context could complement the larger body of work on shadow education in the world. In describing and clarifying the logic of research of how research problems are usually translated and formulated to address "real-life problems" (Mouton, 2001:137), there is a structure that Mouton (2001:137-142) provides that describes the Three Worlds framework.[29]

[29] "The Three Worlds framework is a tool or instrument that helps to organise one's thinking about science and the practice of scientific research" (Mouton, 2001:141). The researcher is able to reflect about the world and ultimately try to "improve the nature of scientific inquiry" (Mouton, 2001:141).

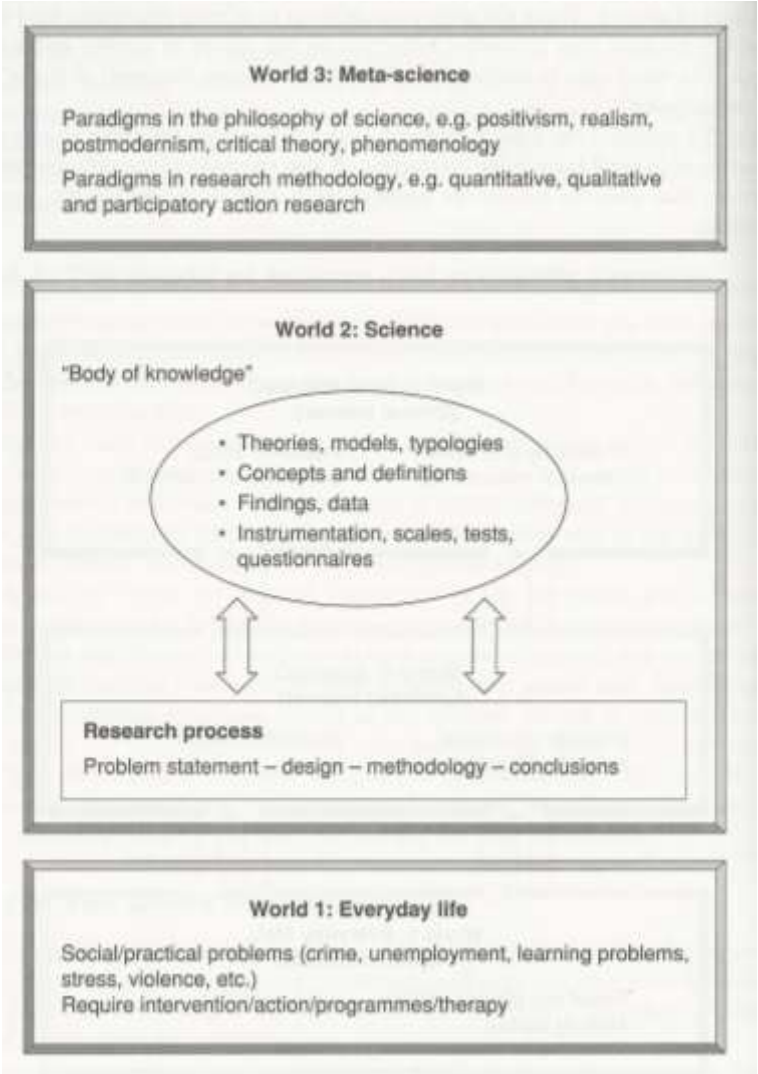


Figure 1.2: The relationship between meta-science, science, and everyday life knowledge (a focus on research problems) (Mouton, 2001:140).

For the purposes of this study, the scientific contribution of this research is relevant to the world of science and scientific research in that the researcher has selected a phenomenon – that of shadow education – and made this subject an object of inquiry (Mouton, 2001:138). In other words, in "doing research" (Mouton, 2001:140) and reflecting on the world at this level, in this case, evaluating a programme designed to teach and learn a language, this study contributes to

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The framework is based on a distinction between three "worlds" (or "frames" or "contexts"):
World 1: The world of everyday life and lay knowledge.
World 2: The world of science and scientific research.
World 3: The world of meta-science (Mouton, 2001:137).

the broader “body of knowledge” (Mouton, 2001:140) specifically, with findings and data (refer to Figure1.2) having employed the research process of starting with a research problem, selecting a design, outlining the methodology, and presenting the conclusions. The recommendations for improving the *Active English* programme (and evaluating other similar programmes or interventions) ultimately, form part of the discussion in addressing this challenge of every-day life for children in South Africa, beyond the formal hours of schooling, within our social world.

1.10 Summary of Chapters

Chapter 1 provided an overview of the study that will be presented. The overview included a brief introduction on the concept (and criticism) of the notion of method at the level of approach, design, and procedure as described by Richards and Rodgers (2001). In addition, this chapter introduced the phenomenon of shadow education as described by Bray (2006) and identified the English supplementary instruction programmes in South Africa that complement the formal public schooling system. This chapter also presented the research problem, the research questions, aims, and a brief description of the methodology that was used in the study. Lastly, this chapter established the potential contribution of this study to society and to the larger body of scientific knowledge and research.

Chapter 2 provides an overview of the theoretical and methodological underpinnings of supplementary second language programmes or shadow education. Chapter 2 identifies the principles that inform the teaching or instructional method of supplementary language programmes. The purpose of this part of the study is to highlight the need for supplementary education in subjects, like English for second language learners, in South Africa.

In Chapter 2, Part 1, background will be provided on the teaching of English in the South African primary school context. School learners are encouraged to learn languages and experience multilingual communities; therefore, it will be necessary to understand (a) the present situation regarding the multilingual and multicultural character of South Africa, (b) the learner as second language speaker (or non-native speakers (NNS) of English) in this context, (c) the context of English as a Second Language (ESL) in South Africa as translated by an outcomes-based education (OBE) that was introduced by the then South African Department of Education as a compulsory learning of a First Additional Language (FAL), and (d) the culture of and environment for learning and teaching in South African schools when teachers who teach

English are second language speakers themselves (or non-native English-speaking teachers (non-NESTs), as described by Medgyes (2001:432)).

The second section of this chapter (Part 2) introduces supplementary instruction or shadow education as a phenomenon of schooling and addresses the nature of private tutoring or supplementary instruction. The education market is being fuelled by emerging tutoring businesses that are franchising and offering language programmes to school learners. Cultural, societal, economical, and educational factors influencing the demand for and supply of supplementary instruction are outlined. It will also be necessary to investigate how researchers and policy-makers could potentially address the existence, the demand, and the impact of supplementary programmes, especially since schooling and the language curricula are developing. The researcher believes this study, in terms of a case study design, contributes to practice and partially, to policy.

In Chapter 2, Part 3, the process of planning and designing a supplementary language programme will be discussed. This section also provides a framework to evaluate supplementary language programmes for the teaching and learning of English as a second language.

Chapter 3 outlines the method of research; the process used for conducting qualitative research when employing the case study as an approach to conducting this type of research, for this study. Within the context of applied linguistics, Dörnyei (2007:129) believes ethnography is an approach that often "embodies" the essence of the qualitative enquiry and a main feature of ethnographic research is that it involves "firsthand 'participant observation' in a natural setting" (Dörnyei, 2007:131). This study employs a broad ethnographic approach with the focus on a case study to inform the paucity of qualitative data of programmes that offer English in South Africa and this chapter outlines the method of research and the framework to evaluate the franchise, *Active English (Pty) Ltd. (Lighting Up Young Minds)* that offers a supplementary programme for English as a second language to school learners.

The methodological approach focuses on how qualitative data was gathered to inform the evaluation of the language programme, by means of classroom observations (including a classroom environment survey), interviews (with Grade 3 and Grade 4 participating learners who were enrolled in the language programme and with the franchise owner), describing frequencies from responses following a questionnaire (for parents and interpreting their

perceptions about the programme), and document analysis (of *Active English* operational information and the workbooks developed for learners).

Chapter 4 explores to what extent the instructional method of a supplementary programme, offered by a tutorial franchise in South Africa, illustrates best practice. This chapter presents the findings from the evaluation of the *Active English* programme as an example of a South African supplementary language programme for English as a second language. Given the findings of the data that were collected regarding the design and procedure of the programme, this part of the study also determines the limitations of the *Active English* programme. Comparative to illustrate best practice, the researcher validates findings and interpretations through triangulation (as data were collected from multiple sources). In addition, when considering data saturation and the reliability of the conclusions reached, completeness and accuracy were important to sustain this case study.

In Part 1 of Chapter 4, a framework of the interrelated components of the design element of the programme (including the goals and objectives, selection of programme content, the types of teaching and learning activities, the roles of the learner, the roles of the teacher as well as the role and development of learning materials) used in the analysis is presented in the form of a representative grid. Evidence from the data collected (analysis of documents, transcription of interviews, examples illustrating the items of the classroom environment survey, and frequencies reported on from the questionnaire) are analysed and interpreted as examples of each component.

In Part 2 of Chapter 4, the procedure of the *Active English* programme is addressed. Similarly, sample lesson plans are included as examples of preparation, planning, and presentation; activities from the Grade 3 workbooks and Grade 4 workbooks as well as the *Phono-visual charts* that have been developed by the franchise owner are included as examples of process and practice (for learning phonics); and to reflect on assessment and feedback; and examples of the CLT and TPR methods to teaching English as a second language are analysed and interpreted.

In Part 3 of Chapter 4, a reflection on aspects that could inform an evaluation plan for *Active English* is offered. Part of programme evaluation is considering the learning environment and the franchise owner insists the programme is not an extension of school but a programme for the *continued* learning of English. In addition, the *Active English* language programme is marketed as a service that delivers on communicative aspects; therefore, it will be necessary to

understand the overall impressions and perceptions about the programme from parents and learners. In addition, an opportunity exists for the franchise owner to inform the current franchise package.

Chapter 5 discusses the findings and without any disregard for the political influence and pressure eventually leading to English being the medium of instruction within the first years of schooling, it is noted that the learners who would benefit the most from involvement in private supplementary tutoring opportunities or interventions are often not able to access these opportunities. Also, real changes have to be made to prepare learners for the linguistic challenges ahead, such as limited resources and untrained teachers. Therefore, this chapter also describes how the limitations of the *Active English* language programme for English as a second language can best be addressed as this case study is concerned with describing franchised supplementary instruction, provided by a private entrepreneur, in South Africa.

Chapter 6 concludes the case study by providing an overview and summative discussion of the key findings and conclusions drawn from the empirical part of the study as well as avenues for further research. This chapter also focuses on providing answers to the research questions of the study as outlined in Chapter 1.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of Chapter 2 is to identify the principles that inform the teaching or instructional method of supplementary language programmes. This chapter answers the research question: What are the theoretical and methodological underpinnings of supplementary second language programmes? The purpose of this part of the study is to highlight that there is a need for supplementary education (or shadow education) in academic subjects (like English) in South Africa. The chapter will consist of three parts.

In **Part 1**, background information on the teaching of English as a second language in the South African school context is presented. This includes the purpose of learning English in a multilingual environment and an account of the learners' English language level as prominent First Additional Language (FAL) in South African schools. South African society is multilingual and culturally diverse; therefore, in order to have a better understanding of the learning environment experienced by many of South Africa's children, it is necessary to focus on the present situation regarding schools as well as on the language of teaching and learning and the specific role of English in this context. In addition, an overview will also be provided on the reality of learning and teaching in South African schools when teachers who teach English are second language speakers themselves.

In **Part 2**, supplementary instruction as a worldwide or macro phenomenon of schooling is discussed and the chapter focuses on addressing the nature of private supplementary tutoring in general. In particular, supplementary instruction is considered to be a form of private education that is fuelling the educational market through the emergence of tutoring businesses that are franchising. These educational enterprises offer, amongst other academic subjects, language programmes to school learners. Factors of demand for and supply of supplementary instruction, including instances of cultural, societal, economical, and educational causes that influence the growth of supplementary instruction, are outlined. A brief overview will also be provided on how supplementary opportunities contribute positively and negatively as they are delivered parallel to mainstream schooling or the formal education system. In addition, this section will briefly discuss the potential role policy-makers could play in investigating the impact of supplementary programmes when they observe, monitor, and regulate this phenomenon, while they pay attention to raise the quality of state schooling.

In **Part 3**, the steps in planning for and developing a supplementary programme in English as a second language are described and explained. The outcome of the study is not to present a syllabus or curriculum for a supplementary language programme. The objective is also not to reflect on models of first language acquisition and then, to consider the implications for second language learning. The aim with this part of the chapter is to establish a framework against which a South African supplementary language programme for English second language learning could be evaluated.

PART 1

2.2 The South African multilingual context and the value of English

> In many countries of Africa and Asia, several languages co-exist and large sections of the population speak three or more languages. … Many people speak one or more local or ethnic languages, as well as another indigenous language which has become the medium of communication between different ethnic groups or speech communities. Such individuals may also speak a foreign language – such as English, French or Spanish – which has been introduced into the community during the process of colonisation. This latter language is often the language of education, bureaucracy and privilege (Wei, 2000:7-8).

English is an international language[30] and is regarded as the world's *lingua franca* because of its status and prestige as a language in communities and not as a dialect (Van der Walt, *et al.*, 2009:7; Wei, 2000:9; Nunan, 2003:591; Medgyes, 1994:1). In South Africa, English serves as the *lingua franca* "because it is the language of the government, business, the mass media and, for the majority of children, the [Language of Learning and Teaching] LoLT in schools" (Hugo, 2013:28-29). Setati, *et al*., (2009:67) also add that there is a view that "through English, learners gain access to social goods such as tertiary education, possibility of employment, business and participation in debates in the media. It is this symbolic power that makes parents, teachers and learners want to strive for proficiency in English".

[30] Considering English is the most widely spoken language in the world by people who use English as home language and those who use English as an additional language (considering the demand to learn English in non-English-speaking countries), English is also the national language of countries and also used as a foreign language in other countries. In the World Englishes paradigm, the different roles, functions performed by English, and forms of English spoken in different countries are described as "world Englishes" (Hugo, 2013:28). Nunan (2003:590) argues that by observing the "global status of the English language and English language education" one can accept that English has become "the universal language of communication".

The post-1994 period witnessed the development of policies[31] and new legislation on education, including a new curriculum[32] due to the apartheid legacy of a "dysfunctional education system" (Gumede, 2013:77) in South Africa. Government accepted the multilingual character of South Africa and in terms of language planning, also put in place supportive structures, institutions, and policies to acknowledge the complexity of the South African society (Gumede, 2013:72; Kanjee & Sayed, 2013:372-375; Beukus, 2009:36-37; Webb, 1999:352).

With focus, there have been seven education initiatives (or education quality improvement interventions) that have been introduced in the education sector since 1995 (Gallie, 2013:322&328). The education initiatives or projects are discussed and included in Sayed, *et al*., (2013:121-316, 412-413). These initiatives are the following (Gallie, 2013:322):

- Education Quality Improvement Partnership Programme (EQUIP)
- Imbewu Project/Programme (IP)
- District Development Support Programme (DDSP)
- Quality Learning Project (QLP)
- Learning for Living (LFL)
- Integrated Education Programme (IEP)
- Khanyisa Schools Programme (KSP)

These education initiatives are aimed at influencing and improving education delivery, in other words, on improving learner performance and success as well as the quality of the outcomes of South African schooling. The major question addressed in all these projects is: "How can we improve the learner performance (learning outcomes) of all learners?" (Schollar, 2013:329).

Kanjee and Sayed (2013:365) reflect on education reform-related changes or school reform in South Africa with focus on efforts to enhance the quality of education and highlight the extent to which reform is underpinned by a sound theoretical framework. Kanjee and Sayed (2013:365) believe informed and sustained policy, practice and research attention can overcome the legacy

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[31] Kanjee and Sayed (2013:371) have identified three policy phases in South Africa: the first phase (1994 – 1999) "focused on policy frameworks and documents concerning the historical legacy, creating the broad-based vision for a new South Africa and improving access"; the second phase (1999 – 2004) "focused on delivery, with the emphasis on achieving visible change and delivering education"; and the third phase (2004 – 2009) "targeted the improvement of quality, and ensuring greater impact, especially for the poor and marginalized" (Kanjee & Sayed, 2013:371). When entering the fourth phase, South Africa has seen "significant changes to how the national education department is managed and new policies emerging (and under way)" (Kanjee & Sayed, 2013:371). From 2008 to 2012 there were also education policies introduced and amendments made to legislation.

[32] In the context of the post-apartheid period in terms of the reform in the educational sector, in 1995 South Africa opted for and has implemented an outcomes-based curriculum in schools (Todd and Mason, 2005:224; Cross, *et al*., 2002:176), in order to embrace an integrated multilingual education system that will create conditions to learning and teaching.

of apartheid education. In spite of changes, there has been criticism of the language planning, language and education policies, the lack of an accompanying plan for implementation, and a call for a reform of current language practice in South African schools (De Sousa, 2012:305; Heugh, 2012:5; Ndlangamandla, 2010:62; Van der Walt, 2011:326; Banda, 2009:1-11; Evans, 2007:47; Motala, 2001:74) but these criticisms are not the focus of this study.

In South Africa, "English enjoys an unparalleled standing despite its colonial legacy" (Beukes, 2009:47). English (and to some extent Afrikaans) enjoys "high status" (Van der Walt & Ruiters, 2011:84; Van der Walt, 2011:324; Van der Walt, *et al*., 2009:6) as LoLT in South Africa (Hugo, 2013:27). Currently, there is "an attachment to and high value accorded to English" (Heugh, 2012:15) that in part, is maintained by parents who have the perception of English being "the language of international communication, business and a prerequisite for employment" (De Sousa, 2012:304).

The purpose of teaching English as a FAL is realised within the framework of policy. School language policies determine "whether English will be taught and learnt as Home Language (HL) or First Additional Language (FAL)" (Lenyai, 2013:7). In certain instances, English is not a FAL but a Second Additional Language (SAL) but learners are still taught through the medium of English:

> For many Afrikaans-speaking children English is a FAL or second language, although it may not be a language of learning (the medium of instruction). For Northern Sotho speakers, English may have been learned after Afrikaans (in other words, it is a [Second Additional Language] SAL or foreign language) but they are taught through the medium of English. In rural areas, Tswana or Zulu may be the FAL or second language for Afrikaans-speaking children ... (Walt, *et al*., 2009:6).

As established in Chapter 1, "[b]y law, all children in South African schools have to learn one of the official languages as FAL" (Hugo, 2013:27). Children are encouraged to learn additional languages and one of the prominent motivations for learning English, for instance, is socio-cultural:

> In an educational or career environment, learners will interact with people of different cultures. They have to understand and appreciate these cultures and function effectively in the multilingual environment. Knowledge of English can help raise sensitivity to people's cultures, since it enables individuals to communicate with others about sensitivity issues (Lenyai, 2013:7).

There are, however, seemingly, more opposing views on the "dominance" (Webb, 1999:355) of English and the disproportionate relationship between English as a home language and English as the language of teaching and learning. In South Africa, there are researchers who present a critical view of the perceived value of English:

> It is a serious mistake to believe that teaching and learning is taking place through English in township or rural schools where the majority of pupils are from African language speaking

> communities. Education planning can only be effective if based on the reality of the classroom. If it is based on erroneous assumptions, unsupported by evidence, it cannot possibly address the needs of pupils and it is likely to have serious ramifications, not least of which is financial (Heugh, 2012:19).
>
> In education the impact of the belief that African languages have little instrumental value while English is perceived as the language of aspiration, is significant. There is no indication of a move towards opting for African languages as languages of learning and teaching; quite the contrary – the use of English is increasing as more and more parents send their children to former 'Model C schools'[33] in pursuit of a better education for them. These schools are, generally speaking, still better equipped than township schools, since they have better resources (such as physical facilities) and often also better trained and more experienced teachers. … Inextricably linked to their quest for a 'better education' for their children is parents' aim to maximise their exposure to and mastery of the language of social mobility, English (Beukes, 2009:45-46).
>
> …since 1994 and the re-entry of South Africa into the global economy, English has in fact gained in power and status at the cost of Afrikaans and African languages also appear to have lost ground, judging by the drastic reduction in student numbers studying African languages at tertiary level… (Probyn, 2009:126).
>
> There is a general view in South Africa that most parents want their children to be educated in English and that most learners would like to be taught in English. While there is no systematic research evidence, it is also widely held that many schools with an African student body choose to use English as the language of learning and teaching (LoLT) from the first year of schooling… (Setati, 2008:104).
>
> Many schools and indeed parent communities now insist on English as a medium of instruction, for reasons that include perceptions of increased economic opportunity in this language (Evans, 2007:48).

Although it is apparent that learners come from diverse language communities, it is also clear from the different accounts by South African researchers that parents, seemingly, prefer their children learn in English at school. Within the context of supplementary education, the opportunity thus exists for second language service providers not only to become part of a learner's everyday life but also, contribute to the economic growth of the education sector (as will be discussed in Part 2).

The aim of this study is not to address the debate on the selection of a language for learning and teaching in South African schools or the "the potential language shift of speakers of African languages to English" (Coetzee-Van Rooy, 2012:88) in South Africa. This study, however, does take cognisance of the roles in which English functions in the education sector and in the English-speaking communities of South Africa. Specifically, a theme throughout the study will be the fact that parents perceive English to be of greater value for their children to learn. During her interview with the researcher, for instance, the franchise owner of *Active English* herself,

[33] "Open public schools for white learners in the apartheid era that were administered differently from so-called Bantu Education schools in townships and rural areas" (Beukes, 2009:45-46).

recognised that the parents who enroll their children "… know the importance of having their children … speak English" (see Chapter 4, Part 1, Excerpt 11).

Teachers and learners are emerged in a "multilingual teaching context" and in "linguistically complex environments" in South Africa (Van der Walt & Ruiters, 2011:86). EFAL is taught, acquired and learned in different ways and Phatudi and Motilal (2015) distinguish between English-orientated contexts and English-limited contexts in South Africa (see also the notes in Table 1.1, in Chapter 1).

In an English-orientated context, "the teacher and the learners from an English background provide additional support and motivation to second or additional language speakers. Thus EFAL can be learned with ease. … EFAL acquisition is not confined to formal classroom teaching" (Phatudi & Motilal, 2015:21). In other words, learners learn EFAL informally outside the classroom (for instance, on the playground), and peers are also able to assist with language learning. In these types of contexts, the learner does not only depend on the teacher for learning English.

In an English-limited context, "learners in a class come from a background where they speak a language other than English at home. The teacher, in most instances, is also an English second or additional language speaker. The main source of learning EFAL is from the teacher" (Phatudi & Motilal, 2015:21). In other words, learners have limited opportunities to engage with the language and learners communicate in English mostly in the classroom. Teachers are also not proficient in the language and "therefore their status as role models cannot be trusted" (Phatudi & Motilal, 2015:21). Probyn (2009:127) also explains that "regional African languages are widely spoken at home and community levels and are frequently the informal lingua francas in township and rural schools, so learners have little exposure to English outside the classroom". It is highly plausible that linguistic diversity impacts on learners' chances of success and teachers need to be prepared to teach in multilingual contexts (Van der Walt & Ruiters, 2011:96). Against this backdrop, the researcher also considers the global view of teaching English as a second language.

In the context of English as a Second Language (ESL), non-native speakers (NNS) of English are increasingly found to be teaching English. The NEST (native English-speaking teacher) or NNS professionals in TESOL embrace the work of Medgyes (1992 & 2001), Braine (2006) and Cook (1999, 2008, and 2016) and more recently, Mahboob (2005) in an area of study from the

1990s that began to address the relationship between native speakers (NS) and NNS (Llurda, 2006:1-2).

The characteristics of NS and NNS as teachers and their relationship with language teaching as well as differences in teaching cultures have defined the research to follow in the next decade. The researcher acknowledges that there has been a long-standing debate and research, on:

> (a) the preference of second language learners to be taught by a NEST or a non-NEST (Medgyes, 2001:432); and also, whether qualified NESTs are better teachers or more effective at teaching English as a second language than non-NESTs (or even NS of English without qualifications) to second language learners, offering them a learning experience akin to the classroom experience had they been taught by a NEST;
>
> (b) factors that influence a student's view of teaching and how the non-NEST teacher (or NNS English teacher) is perceived by their students (Braine, 2006:13); combined with these factors are the unique attributes and self-perception of NEST and non-NEST teachers (Mahboob, 2005:65-66);
>
> (c) looking at the business or professional level of ESL and EFL environments, for example, when considering hiring criteria (Mahboob, 2005:64), whether a NEST or non-NEST would most likely be hired to teach English (Medgyes, 1992:343-344; Medgyes, 2001:439); and
>
> (d) benchmarking studies in order to empower researchers to embark on further studies of NS and NNS language teachers classroom behaviour and how students observe "the differences in teaching behaviour of NS and NNS teachers" (Braine, 2006:21-22).

The debate continues because there is often a described discrepancy in language competence that impacts teaching practice. There are distinctions between how a NEST and a non-NEST would use English but proficiency and competence, for instance, are not the only variables in demonstrating teaching as a skill that relates to teaching efficiency (Medgyes, 1992:347). Medgyes (1992:349) for instance, concluded that "[t]he ideal NEST and the ideal non-NEST arrive from different directions but eventually stand quite close to each other". There are perceived differences in teaching behaviour between NESTs and non-NESTs. For instance, in their own use of English (in other words, in their own language proficiency), their general attitude, attitude to teaching and language (including the discrepancies in language proficiency), and attitude to teaching culture (Medgyes, 2001:434-435). Compared to NESTs, Medgyes

(2001:436) proposes that non-NESTs can provide a better learner model, teach language-learning strategies, supply more information about the English language, better anticipate and prevent language difficulties, be more sensitive to their students, and benefit from their ability to use the students' mother tongue. The presumption is, however, that "… the success of NESTs hinges on the extent to which they can acquire the distinguishing features of non-NESTs". (Medgyes, 2001:440). This implies that for the success of teaching and learning English as a second language, for instance, to a certain extent, the NEST would need to account for the language community from which the learner is a part of, in order to better understand the language needs of the learner.

The described discrepancy in language competence has also been noted by South African researchers that have investigated different facets of using English as the medium of instruction in the multilingual context of primary schools (Manyike & Lemmer, 2015:55; Hugo & Nieman, 2010:67). In their study, Hugo and Nieman (2010:59, 63) investigated the English second language abilities of primary school teachers (in both urban and rural areas) who are second language English-speakers themselves but use English as a medium of instruction. Interestingly, teachers identified learner-related problems as "the main reasons why they experience problems with ESL as the language of instruction in their classrooms" (Hugo & Nieman, 2010:65). Manyike and Lemmer (2015:54) considered teachers' adequate assessment of second language English learners' language proficiency. They report on the results of the usefulness of small-scale standardised testing of the English reading and writing performance of second language English learners, to provide benchmark data about the performance of learners, at a public fee-paying primary school compared to an independent for-profit primary school (Manyike & Lemmer, 2015:74).

In order to understand the role that English plays in the every-day lives of learners, it is necessary to describe the South African primary school context in terms of ordinary public schools. For this, statistics allow for a more comprehensive picture to be drawn when considering the dominant home languages spoken by the respective population groups in South Africa; and the fact that these population groups are also made up of children who attend schools and learn through the medium of English.

2.3 The South African primary school context

In March 2016, the DBE released *Education Statistics in South Africa 2014*[34] (EMIS, 2016); this publication provides an overview of the education system in South Africa. The most recent Census 2011 data from *Statistics South Africa* was also released (Statistics SA, 2012) and provides an overview on the demographics of the population in South Africa. The data collected, interpreted, and reported on from these two sources will be useful in understanding the broader primary school and language contexts faced by school-going learners in South Africa, within a five-year period of the publications being released, between 2011 and 2014.

Census 2011 (2012) data present the number of persons aged between five and 24 years who attend an educational institution and the type of institution, by province (Statistics SA, 2012:45) and by population group (Statistics SA, 2012:46). In 2011, of the 18 861 071 people between five and 24 years old, 13 837 961 were counted as attending an educational institution; of these people, 12 862 961 children were counted as attending schools. In terms of age distribution, in 2011, "[a]lmost one in three or 29.6% of the population of South Africa is aged between 0-14 years …" (Statistics SA, 2012:28). In terms of education, "[m]ore than 95% of children aged between 7 and 14 years were attending school" in 2011 (Statistics SA, 2012:47).

In 2014, of the 13 068 855 learners and students enrolled in all sectors of the basic education system, "12 117 015 (92.7%) were in ordinary public schools" (EMIS, 2016:2). In 2014, SNAP survey forms (Survey for Ordinary Schools and Special Need Education) were submitted by 30 500 established public and registered independent educational institutions. Of these, 25 741 were ordinary public schools and comprised the following (EMIS, 2016:2):

- 14 927 primary schools, with 6 655 171 learners and 201 673 educators;
- 6 068 secondary schools, with 3 910 643 learners and 143 990 educators; and
- 4 746 combined[35] and intermediate[36] schools, with 2 089 622 learners and 79 427 educators.

[34] This publication is based on data collected via the 2014 SNAP Survey for Ordinary Schools and Special Need Education (SNE)… The SNAP survey for ordinary schools is conducted on the tenth schooling day of every year whereas the Snap Survey for Special Schools and Annual Survey for Early Childhood Development are conducted on the first Tuesday in March of every year (EMIS, 2016:1).
[35] "An ordinary school offering at least one grade in each of the following four phases: foundation phase, intermediate phase, senior phase and FET band" (EMIS, 2016:39).
[36] "An ordinary school offering both upper primary grades and lower secondary grades" (EMIS, 2016:40).

In 2014, of the 12 117 015 (92.7%) learners and students enrolled in ordinary public schools, the highest proportion of learners (33.8%) in ordinary schools was located in the Foundation Phase (EMIS, 2016:10); in other words, there were more learners attending primary schools:

> … in 2014, the highest proportion of learners in ordinary schools was enrolled in Grade 1 (9.8%), while the lowest proportion was enrolled in Grade 12 (4.5%). The pattern of enrolment across grades reveals a steady decline in the proportion of learners from Grades 1 to 3, while the enrolment stayed almost the same from Grades 4 to 8. An anomaly occurs in Grade 10, where there is an unexpected increase in the proportion of learners. This could possibly be explained by higher levels of retention in Grade 10 than in other grades. The decline in the proportion of learners from Grade 11 to Grade 12 is significant, suggesting possible dropout or movement out of the schooling system to other education institutions (EMIS, 2016:12).

In addition, in the schooling system there were overall slightly more male (50.4%) than female (49.6%) learners in ordinary schools in South Africa (EMIS, 2016:10), in terms of the distribution of learners by phase and gender. In 2014, there were more males than females in the Foundation phase and the Intermediate phase (EMIS, 2016:10); there were fewer female (less than 50%) than male learners in Grades R to 9 (EMIS, 2016:11). In other words, there were more boys attending primary schools and enrolled in Grade 1 to Grade 3, than girls.

As this study focuses on learners in Grade 3 and Grade 4, in the Gauteng Province, data on these groups of learners are also relevant in the discussion of the South African primary school context. In 2014 as the most urbanised province,[37] "Gauteng had 10.6% of the national total of ordinary schools serving 17.3% of the country's learners" (EMIS, 2016:4). In the Gauteng province, more learners could potentially be accessing private tutoring; more households could potentially be allocating more financial resources to supplementary education. As Bray (2009:36) explains, "populations in cities tend to have higher incomes, and are therefore more easily able to afford tutoring … the population density in cities provides a sufficient market to encourage tutors to supply the service".

In 2011, 2 616 530 people between five and 24 years old indicated that they attend an education institution in the Gauteng Province; 2 242 167 children were counted as attending schools (Statistics SA, 2012:45). In 2011, in the Gauteng Province, 905 501 children were aged between five and nine (Statistics SA, 2012:28). This number is inclusive of potential learners in Grade 3 (learners aged eight) in the Foundation Phase and Grade 4 (learners aged nine) in the Intermediate Phase.

[37] "The mainly rural provinces tend to have proportionally more schools with fewer learners than the more urbanised provinces, which tend to have proportionally fewer schools with more learners, an indication of higher population density" (EMIS, 2016:4).

Of the 12 862 961 children that were counted as attending schools in South Africa, 10 969 936 children are from the Black African population group, 638 472 children are from the White population group, 1 006 896 children are from the Coloured population group, and 213 146 are from the Indian or Asian population group (Statistics SA, 2012:46). More specifically, of the 4 819 751 children aged between five and nine that were counted for the Census 2011, 4 054 019 children are from the Black African population group, 245 567 are from the White population group, 421 038 children are from the Coloured population group, and 82 584 children are from the Indian or Asian population group (Statistics SA, 2012:31). Generally speaking, more children from the Black African population group attend schools in South Africa and are enrolled in the Foundation and Intermediate Phases. The assumption is that there are more children who need to accelerate their progress in literacy and build on their language skills (as understood by the concept of additive bilingualism) in order to reach a higher level of competency and proficiency in English by the end of Grade 3.

The Census 2011 (2012) also presents home language[38] data by population group and province. This information is illustrated by number (Statistics SA, 2012:23) and by percentage (Statistics SA, 2012:25). The total population of South Africa as counted in Census 2011 was 51 770 560 people. In 2011, 50 961 443 people identified their home language to be one of the official languages of South Africa (Statistics SA, 2012:23): From this population, 6 855 082 people (13% of the population) indicated that Afrikaans is their home language and 4 892 23 people (9.6% of the population) indicated English is their home language. However, comparatively, IsiZulu is spoken as a home language by 11 587 374 people (22.7% of the population), followed by IsiXhosa (with 8 154 258 speakers or 16% of the population). In general, there are more IsiZulu home language speakers who are potentially English second language speakers compared to English home language speakers in South Africa.

[38] In the Census (2011) questionnaire, participating South Africans were asked: Which two languages does (name of the household member) speak most often in this household? Participants indicated a "first" and "second" language used most often per household member. In the reports about home language use from Census (2011) data, the language indicated "first" is the more prominent home language of the participants in that household. The languages selected as "first" languages used most of the time in the household is therefore regarded as the home languages of South Africans. The use of "first language" in Census (2011) reports should not be confused with the notion of "the first language" as the language "learnt first" by the participants. To the researcher's knowledge, no information about the "second" languages used in households have been released to date (December 2016). The data referred to as "the first language" that is used most often in the participating households is reported as the home languages of South Africans in this study.

When considering the number of speakers in Gauteng (the province where this study was conducted), 12 075 861 people identified their home language to be one of the official languages of South Africa, in the Gauteng Province (Statistics SA, 2012:23). This province is the province with the greatest number of speakers who identified their home language to be one of the official languages: IsiZulu is spoken as home language by 2 390 036 speakers or 19.8% of the population in this province), followed by English (with 1 603 464 home language speakers or 13.3% of the population in this province) and then, Afrikaans (with 1 502 940 speakers or 12.4% of the population in this province). From the Census 2011 data (2012:25), the following information has also been presented and is interpreted by the researcher to mean that English is, in fact, not the home language spoken by the different population groups in South Africa:

> More than half of the population of Northern Cape use Afrikaans as a first language [in the home].
> Just under half of the population of the Western Cape speak Afrikaans as their first language [in the home] and almost a quarter speak IsiXhosa [as a first language in the home].
> IsiXhosa is spoken as a first language [in the home] by more than three quarters of the population in the Eastern Cape.
> IsiZulu is spoken as a first language [in the home] by more than three quarters of the population in KwaZulu-Natal.
> More than six in ten people in North West speak Setswana, and more than six in ten in Free State speak Sesotho.
> In Limpopo, just over half the people speak Sepedi, followed by Xitsonga and Tshivenda.
> People in Gauteng and Mpumalanga speak a variety of languages as their first language [in the home].

The Census 2011 (2012) data is also presented by population group and home language use. This information is illustrated by number (Statistics SA, 2012:26) and by percentage (Statistics SA, 2012:27). In 2011, 40 413 408 people from the Black African population group identified their home language to be one of the official languages of South Africa: 1 167 913 people (2.9% of this population group) indicated that their home language is English and 602 166 people (1.5% of this population group) indicated their home language is Afrikaans. Comparatively, 4 461 409 people from the White population group identified their home language to be one of the official languages of South Africa: 1 603 575 people (35.9% of this population group) indicated their home language is English and 2 710 461 people (60.8% of this population group) indicated their home language is Afrikaans. However, 3 442 164 people (75.8%) from the Coloured population group identified their home language to be Afrikaans; this population group is, in fact, the group with the most home language speakers of Afrikaans. Comparatively, 1 094 317 people (86.1% of this population group) from the Indian or Asian population group indicated that their home language is English.

Reflecting on this data, the supposition is that over the past five years, learners at ordinary schools in South Africa have been attending schools concentrated in largely rural provinces (compared to attending schools in Gauteng as the most urbanised province in the country).

Tutoring is more readily available "in cities … than in rural areas" (Bray, 2006:523-524; Bray, 2009:72). With a noticeable pattern and gap where supplementary instruction is greater in urban than in rural areas, Bray (2009:36) reports that rural students without tutoring are less easily able to "keep up with the system" and most likely "drop out". Howie *et al*. (2008:30) for instance propose comparing advantaged and disadvantaged communities in terms of the available quality of education in South Africa. Advantaged communities include, "well-resourced, largely urban schools" (such as the community from which the children who are enrolled in *Active English* are from, in terms of this study); while disadvantaged communities include, "largely under resourced, mostly African rural schools" (Howie, *et al*., 2008:30).

The highest proportion of children attend public primary schools are enrolled in the Foundation Phase (with more boys than girls being enrolled in this and in the Intermediate Phases). There are also more children potentially attending primary schools from the Black African population group. IsiZulu (and not English) is spoken as a home language by a greater percentage of the South African population, including being a home language spoken by a greater percentage of the population in the Gauteng Province (where this study was concluded). Significantly, only 2.9% of the Black African population group (who are also the largest population group in South Africa) indicated that their home language is English (Statistics SA, 2012:27). As suggested earlier, there are potentially more second-language speakers of English (and this would naturally include households with learners in primary schools and teachers who are themselves, second-language English speakers) in South Africa. Unfortunately, the information about the "second languages" used by household members that participated in the Census in 2011 has not yet been released and currently there are no other sources of "second language" data at a national level.

> A recurring issue for educational policy in many countries has been the extent and nature of support that second language learners require to succeed academically. Students must learn the language of instruction at the same time as they are expected to learn academic content *through* the language of instruction. An obvious issue that arises is 'How much proficiency in a language is required to follow instruction through that language?' Clearly, this is not just a matter of students' language proficiency considered in isolation; rather, proficiency will interact with the instruction that students receive (Cummins, 2000:57).

The researcher does not aim to oversimplify the interpretation of the data but in effect, the presumption is that there are indeed significantly more second language speakers of English (or NNS) (and Afrikaans) in South Africa, than home language (or NS) speakers. The related number of speakers of home languages not only confirms the multilingual and multicultural status of South Africa, but also creates the condition for social multilingualism in South Africa. Coetzee-Van Rooy's (2012, 2013, 2014, 2016) work about the nature of the multilingual

repertoires of students in the Vaal Triangle region (where this study was also conducted) clearly indicates the important position of English as the most prominent second strongest language in the repertoires of the participants. Furthermore, multilingualism in South Africa (including the use of English as a second language) supports social cohesion in this complex context. Coetzee-Van Rooy (2016:255), for instance, explains that "as a result of one's multilingual repertoire, one is then able to build better relationships and to deepen one's understanding of people in the region and these elements foster social cohesion". Equally important, as viewed by Cummins (2000:57) the issue of support that learners (and teachers) require to succeed academically, including developing their proficiency in the FAL, outweighs the current offering in primary schools across South Africa. For the purpose of this study, a clear understanding of the complexities that impact the primary school landscape within the multilingual language context of South Africa is obvious.

2.4 English as a First Additional Language in South Africa

Schooling and literacy development in an African home language is initially provided from Grade 1 to Grade 3 (Foundation Phase) in South Africa. As from Grade 4 (Intermediate phase), schools often change to English (and in some instances, Afrikaans) as the language of learning and teaching, even though African languages may continue to be taught as a subject up to Grade 12 (Pretorius & Currin, 2010:68; Uys, *et al*., 2007:69). Although this study does not investigate how language proficiency is conceptualised and related to academic development as an issue of policy, it is important to recognise that for learners, in many South African schools, the home language differs from the language of teaching from Grade 4 onwards.

In the school environment, teachers introduce English as the FAL in the Foundation Phase (Grade R (reception year) and Grades 1 to 3). Section 2 of the CAPS English FAL curriculum states that in the Foundation Phase, the main skills in the FAL curriculum are (DBE, 2011a:8):

Listening and speaking	Thinking and Reasoning and Language Structure and Use, which are integrated into all 4 languages skills (listening, speaking, reading and writing)
Reading and phonics	
Writing and handwriting	

A strong focus is placed on literacy and vocabulary as contributing factors to a learner's language development in English (DBE, 2013a:12). Reading, in particular, exposes learners to their FAL and from Grade 1 to Grade 3. There are reading and writing activities that have been

outlined in the CAPS English FAL for the Foundation Phase. These activities include: exposure to environmental print (DBE, 2013a:12), shared reading (DBE, 2013a:13), group guided reading (DBE, 2013a:13), paired and independent reading (DBE, 2013a:15), and phonics (DBE, 2013a:15).

In the Foundation Phase, emphasis is placed on phonics and integrating phonics into the different activities for listening, speaking, reading, and writing on a daily and weekly basis. The CAPS English FAL curriculum states that "specific attention should be given to phonics throughout the Foundation Phase. A programme is provided in the First Additional Language CAPS. In Grade 1, the focus is on developing phonemic awareness. In Grades 2 and 3, a phonics programme is provided which builds on what learners have already done in their home language" (DBE, 2013a:16).

Phonics

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (**phonemic awareness**). The learner then has to relate the sounds to the letters that represent them (e.g 't', 'o', 'p' or 'sh') and then blend letters together to form words (e.g. 'top', 'shop') (**phonics**). The learner has to understand the words (**comprehension**) and encounter them so often in print that he/she recognises them automatically (**automaticity**). Finally, the learner has to be able to read the words in sentences quickly with comprehension (**fluency**) (DBE, 2013a:15).

Section 2 of the CAPS English FAL states in the Intermediate Phase, the FAL curriculum should focus on the following skills (DBE, 2011a:9):

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

According to the CAPS English FAL curriculum for the Foundation phase, language is used as a tool for communication[39] and the focus of the FAL is on basic interpersonal communication

[39] "Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is.

skills. With development, in terms of literacy, in the Intermediate Phase and Senior Phase, with more exposure, the learner is able to demonstrate competency and proficiency in interpersonal communication skills as well as cognitive academic skills.

In reality, learners demonstrate different language abilities and Lenyai (2013) is of the opinion that the responsibility, in terms of the type of learner that is described by the DBE, falls to the language teacher and curriculum designer. “[S]ince English is the FAL for many children in South Africa, it means that English teachers must be able to produce the type of learner described in the CAPS. There is no certainty, however, that curriculum designers have a clear understanding of the challenges that most teachers experience in teaching the FAL” (Lenyai, 2013:20). These challenges include the different language abilities but also, multilingualism in the classroom as well as varying classroom environments. “[I]t is up to the teachers to deal with the difficult situations and to come up with methods and strategies that will enable them to realise the goal of their lessons” (Lenyai, 2013:20).

In the South African context, Lenyai (2013:1) explains that the process of learning the FAL is not uniform for each child. Stated in the CAPS English FAL for the Foundation phase, is the idea that children transfer their literacy skills from their home language when learning the additional language: “Children come to school knowing their home language. They can speak it fluently, and already know several thousand words. … Fortunately, children can transfer many literacy skills from their home language” (DBE, 2011a:8-9). The statement documents prepared by the DBE outline how learners acquire English as FAL in Grade 3 and in Grade 4. These grade groups are the focus of this study.

CAPS English FAL (DBE, 2011a:17) for Grade 1 to Grade 3:

> A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. In Grade 1, vocabulary and grammar are learned incidentally through exposure to the spoken language. In Grades 2 and 3, learners also acquire vocabulary and grammar through reading English. In Grade 3, there are specific activities focused on Language Use. Vocabulary targets are set for each grade and a list of high frequency words in English is provided in … this document. It is essential for learners to reach these targets if they are going to be capable of using English as the LoLT in Grade 4.

It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined (DBE, 2011b:8).

CAPS English FAL (DBE, 2011b:12) for Grade 4 to Grade 6:

> A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. Intermediate Phase learners will build on the foundation that was laid in Grades R – 3.
> Learners will learn how **Language Structures and Conventions** [original emphasis] are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions** [original emphasis].

Schools are linguistically diverse (Van der Walt & Ruiters, 2011:84) and additive bilingual education as described by the DBE (refer to the clarification of terms in Chapter 1), allows for the South African learner to develop their literacy and language skills in their home language while building on and acquiring the additional language or second language (DBE, 2011a:8-9). This notion is supported by bilingual education scholars, who also note that "… native-speakers of any language come to school at age five or six so virtually fully competent users of their language" (Cummins, 2000:59). Lenyai (2013:20), however, adds a different viewpoint by suggesting that teachers consider a developmental approach[40] (Lenyai, 2013:10) to teaching the FAL:

> Designers of the curriculum for FAL assume that children come to school fluent in their HL and knowing several thousand words. They maintain that this language foundation could be used to build skills for the FAL, but this may not always be true. Many children come from families where the parents belong to different ethnic groups. These children often speak only one of their parents' languages. The children's language development can be further impeded by the immediate multicultural environment in which they live and the broader community, which may also be an unsupportive language environment. It is a challenge for teachers to deal with teaching English when they are still struggling to help children reach the expected literacy level in their HL. It is, however, the teachers' responsibility to ensure that children learn English.

For Lenyai (2013:21), in the Foundation Phase, the emphasis should be "on understanding and communication in the FAL". Although it is proposed that children transfer "some of the language skills acquired in the HL to learn literacy in the FAL" (Lenyai, 2013:5) teachers must know "some children create a language that is neither English nor their HL, in an attempt to express themselves" (Lenyai, 2013:21); this is what is referred to as interlanguage (Lenyai, 2013:21). Children who cannot communicate, "often cannot read and write efficiently, as speaking must

[40] When considering the four language skills – listening, speaking, reading and writing – the teacher must consider the child's developmental level and the appropriate approach to teaching the FAL to young children; "children may be the same age but function mentally at different ability levels" (Lenyai, 2013:10). The teacher needs to plan purposeful lessons and introduce the FAL and language skills, especially, listening and speaking in English, in Grade R (year of reception). In other words, teachers must create "a language-rich environment with media" as well as "planned measures in the classroom that will facilitate active and verbal language development" (Lenyai, 2013:22).

develop before reading. …They might also not be in the position to **decode** [original emphasis] the language of the English textbook and may experience learning challenges in Grade 4 and onwards" (Lenyai, 2013:24).

Research on FAL acquisition has been ongoing since the late 1990s and during the 21st century (Hugo, 2013:29). In order to foster English literacy, a key factor in the recommendation and implementation of an approach, method or technique to FAL teaching, is "the expertise that teachers display in selecting appropriate approaches, methods and techniques for fostering English literacy" (Lenyai, 2013:20). In order to encourage and develop a learner's language proficiency, teachers use appropriate methods of teaching the FAL as well as techniques (for example, repetition and scaffolding) to promote different learning content as well as the development of proficiency in listening, speaking, reading and writing in the FAL. When introducing the FAL and learning language skills, there are also different methods and approaches recommended in the CAPS English FAL (2011a & 2011b).

With the focus on language teaching methods, in the CAPS English FAL in the Foundation Phase, the TPR method[41] is used; this is also a method the franchise owner has identified for *Active English* (and will be discussed in Chapter 4, Part 1, Excerpt 21). This method is particularly used during the introduction of the FAL when children learn the additional language in terms of listening and speaking skills. At the Foundation Phase, the other two methods for teaching the FAL are listening to stories and shared reading (DBE, 2011a:11) which contribute to the learner's language development in English. With the focus on language teaching approaches, in the CAPS English FAL in the Intermediate phase, "the approaches to teaching language are text-based,[42], communicative[43] and process orientated" (DBE, 2011b:13). The

[41] The TPR method is defined as "a method of language teaching in which the teacher gives instructions, the learner responds physically, and the teacher provides feedback" (DBE, 2011a:95). Hugo (2013:47), however, observes that the TPR method "relies on the assumption that children have good listening abilities. … The method relies on the notion that, when an additional language is learnt, the language is internalised through a process of code breaking. The method allows for a long period of listening and developing comprehension prior to speaking the language". In other words, the teacher gives an instruction and is able to see immediately whether the child understands the instruction, how they react, or whether the teacher will need to repeat the instruction more slowly in order for the child to demonstrate they are able to carry out the instruction.

[42] "A **text-based approach** [original emphasis] explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences" (DBE, 2011b:13).

combination of CLT and TPR methods is evident in the design of the activities of the lessons offered in the *Active English* programme. The different types of learning and teaching activities will be described in Part 3 of this chapter and illustrated in Chapter 4, Part 1, in the discussion of Excerpts 18 to 29 and of Excerpt 75.

It has been important to describe the multilingual context in which learners are emerged in South African primary schools and consider that more teachers, who are second language English speakers themselves, are teaching English (a theme that will be discussed in Chapter 4 and Chapter 5 in more detail). In addition, it has also been useful to establish the methods and techniques recommended by the DBE to teach English as a second language to learners in the Foundation Phase and in the Intermediate Phase; the same methods and techniques are also designed into the *Active English* programme activities. Following and equally important, the background about what is known of supplementary instruction globally will be compared to what is available in South Africa as a way of addressing the complementary nature of supplementary education (or shadow education). The context of franchised education in South Africa is discussed in the next section.

PART 2

2.5 Franchised Education in South Africa

In their research, Stevenson and Baker (1992:1639) originally defined the term 'shadow education' as "…a set of educational activities that occur outside formal schooling and are designed to enhance the student's formal school career". Following, Baker *et al*. (2001:2) described the term as follows:

> The term shadow education conveys the image of outside-school learning activities paralleling features of formal schooling used by students to increase their own educational opportunities … These activities go well beyond routinely assigned homework; instead they are organized, structured learning opportunities that take on school-like processes.

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[43] "A **communicative approach** [original emphasis] suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing a range of writing" (DBE, 2011b:13).

Both definitions of shadow education have in common the premise that educational activities or learning opportunities occur outside formal schooling. In addition, the activities are purposefully designed to enhance or increase a student's educational opportunities and adopt school-like features and processes.

Other researchers expand on the definition of shadow education to include the terms 'private tutoring' and 'supplementary instruction'. Bray and Kwok (2003:612) define 'private supplementary tutoring' as "tutoring in academic subjects which is provided by the tutors for financial gain and which is additional to the provision by mainstream schooling". In their research, Dang and Rogers (2008:162) define 'private tutoring' as "fee-based tutoring that provides supplementary instruction to children in academic subjects they study in the mainstream education system". One also considers that the private tutoring sector "complements" (Dang & Rogers, 2008:163) or "mimics" (Bray, 2011:13) the public schooling system because "it supplements rather than replaces the public sector, the combination of public schooling and private tutoring is also more affordable for many households than private education would be" (Dang & Rogers, 2008:163).

Franchises, as investigated by Aurini and Davies (2004:433) are "the main force behind the dramatic growth and transformation of Canada's tutoring industry". Aurini and Davies (2004:424) state that studies have not focused on learning or study centres as the "new breed of private tutoring". Aurini and Davies (2004:433) explain that franchised tutoring is "more intensive" than is traditional shadow education, requiring "more financial and intellectual resources". Aurini and Davies (2004:423&424) ask the question: how does the franchising transform tutoring?

> …franchising pressures tutoring businesses to standardize and broaden their services. In the form of new "learning centres," franchises are increasingly transcending old-style test prep and homework support, and are bundling together a variety of offerings that sometimes encroach upon public school practices. A result is that learning centres are becoming increasingly "school-like" by providing an alternative to public education, rather than a mere supplement. We attribute this expansion to the logic of franchising that demands continual diversification of services to retain and build market share.

By definition, the *Active English* programme is already part of the phenomenon that is shadow education: *Active English* offers school-going learners lessons or activities outside of formal school hours. In addition, the franchise owner is adamant that the programme is not an extension of school. However, in Chapter 4 (Part 3, Excerpt 63), it will be established that the *Active English* owner-operated franchise centre and the *Active English* programme do take on school-like features and processes. During her interview with the researcher, the franchise owner was asked about educational franchises like *Active English* and their potential future in

the broader South African educational system (see Chapter 4, Part, 1, Excerpt 4). The franchise owner replied to the question by stating that she thinks that “franchises are the way forward” to enhance the quality of education (also language education) in South Africa.

In terms of addressing and developing independent programmes, in their study, Aurini and Davies (2004:427) found providers of private tuition typically use the scheme outlined by the formal schooling’s system (such as age or grade level) as well as school materials supplied by learners (such as textbooks, course outlines, test scores, or completed worksheets and so on) and generally provide a template for tutoring sessions (Aurini & Davies, 2004:427). In contrast, learning centres “develop their own lessons, workbooks and diagnostic tests, and use the latter to place students into a program[me], whether remedial or enrichment oriented. Learning centre-designed workbooks, lessons, and audio-visual aids are then assigned, along with audio-visual aids” (Aurini & Davies, 2004:427). Interestingly, in developing the *Active English* programme, the franchise owner originally had children working from books (see Chapter 4, Part 1, Excerpt 1) but the children “got bored very quickly”.

Typically, students are required to commit and accept a pre-set number of lessons offered on an hourly basis during weekly instruction, per subject, for a set number of scheduled sessions per month. The advantage is that tutoring services and learning centres become a source of revenue (Aurini & Davies, 2004:431) and with the goal of developing skills students undertake longer-term instruction after school hours, typically between 15:00 and 20:00, usually during school months in the Canadian context. In looking at reducing costs, programmes seldom involve “one-on-one instruction between student and tutor” (Aurini & Davies, 2004:431); learning centres usually have student-instructor ratios where the range is less than five students to every one instructor. In private tutoring centres, students work in individual spaces or workstations, with either tutors moving from one student to another or a tutor may work at a workstation, within a room. Resources that are used or unused (for example, rented space, office supplies, desks, advertising and tutors) contribute to overhead costs, which are incurred “all day long, all year round” (Aurini & Davies, 2004:431).

Tutorial centres also have independent methods of assessment and assess their own effectiveness differently; “traditional shadow education is usually directly measured by changes in school grades, report cards or teacher evaluations” (Aurini & Davies, 2004:427). In contrast, learning centres rely on their own methods of assessment. Their students are typically assessed after completing a specific number of lessons and are periodically retested; “parents are

consulted, and the student's work is reviewed in a short evaluation written by their tutor" (Aurini & Davies, 2004:427).

Aurini and Davies (2004:424) also investigate why forms of private education, like tutoring and franchised tutoring appear to do well and fuel markets for private education:

> There are two contemporary forces fuelling markets for private education: First, research suggests that many parents are increasingly taking a more proactive stance towards their children's education … Second, education is becoming increasingly competitive. Applications for universities are rising, despite greater costs. As entry into universities and professional careers grows increasingly competitive, more parents are seeking private education in various forms as a strategy for their children.

As introduced in Chapter 1, as a matter of "general public confidence" (Bray, 2009:76) when parents start to have limited confidence in the mainstream schooling system, they recognise the importance of private education, in the form of private tutoring or supplementary instruction for their children. However, although the franchise owner herself, as a parent, started *Active English* because she wanted her own children to "learn how to speak English properly and be bilingual" (see Chapter 4, Part 1, Excerpt 1), in this study, it will not be established that parents motivate the enrolment of their children in *Active English* because they have no confidence in the formal schooling system. Instead, there are other reasons parents indicate for their investment in *Active English* as an extra-curricular activity for their children (see Chapter 4, Part 1, Table 4.5 on the discussion of age, motivation and registration in Active English).

In summary of following Aurini and Davies' (2004) investigation, for the purposes of this study, it will be established that *Active English* is part of shadow education and it is already transforming private tutoring in South Africa. The activities offered outside of regular formal school hours as well as the franchise package (themes for the year, the workbooks and the decision to not focus on examination preparation and not presenting formal report cards based on assessment) have been considered, designed, or developed by the franchise owner, for each grade group. The franchise owner has also described an independent way of measuring the success of the *Active English* programme. These initiatives suggest that *Active English* moves away from the traditional way of support learners would expect after school. Ultimately, the franchise owner envisages expanding her franchise for learning other languages but not, necessarily, as an alternative to public education.

A further avenue for research would be for policy-makers and researchers to determine whether similar franchise opportunities in the South African educational sector, as outlined by Aurini and Davies (2004:433) in their study for Canada, are a real "force" of growth and transformation of

South Africa's tutoring industry. The mainstream education system is easier to "observe and monitor"[44] as Bray (2007:18) suggests and information on the educational process in government-controlled schools (also including, for example, the budget, enrolments, class size, curriculum and learner achievement) is readily available and public knowledge whereas, "the tutoring industry operates in an unregulated market that is unrecorded by government data collection methods" (Aurini & Davies, 2004:424).

In the document *South African Franchise Market* (2008), on franchising market research, published by the International Franchise Association (IFA), it is stated that South Africa's franchising sector "is one of the most successful business sectors in South Africa's diverse portfolio" (IFA, 2008:1). In 2008, this sector "contributed 12.5 percent to South Africa's GDP, and created 67,000 jobs. In total, franchisors and their franchisees employed over 460,000 people in 2008, up from 390,000 two years earlier" (IFA, 2008:1). As from 1978, Education was included as a sector in the franchising operations in South Africa (IFA, 2008:2).

In South Africa, popular opinion suggests there are opportunities for entrepreneurs in the education sector: Thulo (2015) writes on the Top 5 sectors for entrepreneurs in South Africa and reports that Education is at the top of the list. It is hinted at that franchises are "increasingly being established" (Thulo, 2015) in South Africa:

> Both Government and the private sector have allocated large budgets to improve this sector. More franchises are increasingly being established, especially Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training (FET) colleges), due to the demand for such facilities and skills in the country (Thulo, 2015).

Another editorial (Staff Writer, 2016) claims "the educational sector is booming" and there are "innovative educational programmes and business opportunities" available:

> Now more than ever, parents are willing to invest in their children's early learning and critical skills development through fun, educational programmes that build on the traditional school curriculum. These education-related businesses and franchises offer excellent work opportunities for former teachers, parents seeking flexible working hours and people focused on community development (Staff Writer, 2016).

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[44] The NESSE network of experts (Bray, 2011:15), for instance, recommends that policy-makers:

> …consider ways to *regulate and guide the shadow education system*. In some countries, anybody can become a tutor without professional qualifications or a business licence. Parents and young children are then subjected to services in the marketplace which may be unreliable. To avoid such abuses, at a minimum regulations might be needed for child safety in tutoring premises; and going further, governments might wish to promote codes of conduct and related forms of quality assurance.

In South Africa, there is a paucity of research and studies on these reported franchised educational opportunities. Although there is a perceived increase in private tutoring in South Africa, this study does not report on evidence on tutoring expenditures that support the claims that the private education sector is growing in South Africa or in Africa. This study, also, does not report on whether the percentage of students receiving tutoring is increasing in South Africa, on information or reports on data that suggest that private tutoring is expanding in the form of franchised programmes or on the ways policy makers could consider observing, monitoring, regulating, and guiding this form of private tutoring of the shadow education system in South Africa.

Setting aside the specific franchised business that is being evaluated in this study, an educational entrepreneur who has developed a language programme to teach and learn English as a second language, the explanation for not reporting on sources of evidence, data, and information is simply because there is no authentic research that directly informs records of the franchised tutoring sector specifically conducted for South Africa. Bray (2009:42) describes a category wherein tutoring, for instance, becomes a “market-driven enterprise”. Enterprises or tutoring businesses are “expected to deliver learning gains, without which demand for them would wither” (Bray, 2009:42). Much depends on the nature of the tutoring and evaluations of these initiatives show that some are “based more on impressions and marketing than on demonstrated evidence” (Bray, 2009:42) and also, on the readiness of students to take advantage of the tutoring sector.

In addition to a paucity of research on franchised educational opportunities in South Africa, the researcher proposes that there is also no information or studies on the evaluation of these franchised educational opportunities. There are descriptions of opportunities (in the form of business information) but no studies have currently documented evaluations and investigated whether the children who are enrolled benefit from these initiatives, or whether the children who would benefit from these initiatives are in fact able to access these forms of franchised tuition.

There are three pieces of legislation in place that impact the franchising sector in South Africa to promote fair business practices, and affect how business is done within the sector: “The Consumer Protection Act, the National Credit Act, and the Competition Act have strict guidelines for doing business in South Africa, and have important implications for the franchise sector” (IFA, 2008:3-4).

Government Gazette
Vol. 526 Cape Town, Kaapstad, 29 April 2009 No. 32186

ACT
To promote a fair, accessible and sustainable marketplace for consumer products and services and for that purpose to establish national norms and standards relating to consumer protection, to provide for improved standards of consumer information, to prohibit certain unfair marketing and business practices, to promote responsible consumer behaviour, to promote a consistent legislative and enforcement framework relating to consumer transactions and agreements, to establish the National Consumer Commission, to repeal sections 2 to 13 and sections 16 to 17 of the Merchandise Marks Act, 1941 (Act No. 17 of 1941), the Business NamesAct, 1960 (Act No. 27 of 1960), the Price Control Act, 1964 (Act No. 25 of 1964), the Sales and Service Matters Act, 1964 (Act No. 25 of 1964), the Trade Practices Act, 1976 (Act No. 76 of 1976), the Consumer Affairs (Unfair Business Practices) Act, 1988 (Act No. 71 of 1988), and to make consequential amendments to various other Acts; and to provide for related incidental matters.

CHAPTER 1
INTERPRETATION, PURPOSE AND APPLICATION
Part A
Interpretation

''franchise agreement'' means an agreement between two parties, being the franchisor and franchisee, respectively—
(a) in which, for consideration paid, or to be paid, by the franchisee to the franchisor, the franchisor grants the franchisee the right to carry on business within all or a specific part of the Republic under a system or marketing plan substantially determined or controlled by the franchisor or an associate of the franchisor;
(b) under which the operation of the business of the franchisee will be substantially or materially associated with advertising schemes or programmes or one or more trade marks, commercial symbols or logos or any similar marketing, branding, labelling or devices, or any combination of such schemes, programmes or devices, that are conducted, owned, used or licensed by the franchisor or an associate of the franchisor; and
(c) that governs the business relationship between the franchisor and the franchisee, including the relationship between them with respect to the goods or services to be supplied to the franchisee by or at the direction of the franchisor or an associate of the franchisor;

– South Africa (1996b).

Active English is registered with the Franchise Association of South Africa[45] (FASA), a non-profit company (FASA, 2012:2). From marketing material that is available online, it is possible, for instance, to compare the business information of the Kumon Education S.A. (Pty) Ltd. (http://www.kumon.com/) to the business information of Active English (Pty) Ltd. (http://www.activeenglish.co.za/). When comparing the two franchises, according to SA Franchise Warehouse (2015), a franchise directory (http://www.safw.co.za/), the following information is available for both franchises:

[45] "FASA represents franchisors, franchisees, and the professional organizations that service the franchise industry. They are the only recognized representative body of the rapidly growing franchise industry, and their aim is to facilitate and promote ethical franchising, and to be a resource to franchisors interested in starting a franchise in South Africa" (IFA, 2008:2).

Business Description	**Business Description**
Kumon is an after-school academic learning programme and the Kumon Method promotes students actively develop self-learning skills.	Active English offers formal English lessons or extra-curricular Academic English to second language speakers.
Toru Kumon (1958, Japan)	Antionette Slabbert (1993, South Africa)
Kumon Education CEO: Masaki Tsuda	
Network Detail	**Business Information**
	Industry sector: Education & Training
	Industry sub sector: Early childhood development
1st Franchise opened: 1991	1st Franchised outlet opened: 2002
Number of outlets: 200 +	Number of outlets: 14
Franchise Agreement Terms	**Franchise Detail**
Average setup cost: R60 000	Approximate setup cost (excl. vat): R60 000 to R150 000
Initial franchise fee: R7 000	Initial franchise fee (excl. vat): R10 000
Management services fee: None	Management services fee: R1 500 pm
Marketing fee %: None	Marketing fee: R3 500 pa (from year 3)
Initial agreement term: 3 Years	
Renewal term: 5 Years	
** Amounts quoted are VAT exclusive*	

– *Adapted*, SA Franchise Warehouse (30 July 2015).

An independent report prepared for the European Commission by the Network of Experts in Social Sciences of Education and training (NESSE) was authored by Bray (2011). The NESSE network of experts reported on their findings on fee-paying tutoring in academic subjects (mathematics, languages and sciences (NESSE, 2011:13)) in the European Union (EU) and in most EU Members States. Although this report does not focus on private tutoring in Africa, the network experts recommend that "[m]ore research on the phenomenon is necessary. The existing paucity of data reflects two factors: first, many of the actors deliberately avoid transparency; second, until recently shadow education has been barely on the agendas of either researchers or policy analysts" (NESSE, 2011:8).

The NESSE report for instance, states that policy makers should address whether shadow education has "acceptable implications for equality of opportunity" because "[t]he evidence suggests that shadow education is less about support to those who are in real need of help that cannot be provided by schools, and a lot more about maintaining competitive advantages for students who are already relatively successful and privileged" (Bray, 2011:14). Therefore, it will be necessary to continue the discussion on franchised education with a focus on supply and demand.

2.6 Supply and demand of supplementary tuition

> Shadow education is a contested issue. Its proponents claim that it can help low achievers to keep up with their peers, can further stretch the learning of high achievers, and can increase society's stock of human capital, thereby contributing to wider economic and social objectives. Its critics claim that it adds considerably to existing social and economic inequalities, that it is a mechanism for the already relatively privileged to extend their privilege, and that it may be a financial burden on low-income households (Bray, 2011:14).

> With the increasing number of studies on the demands for private tutoring and the different forms of participation, it is still difficult to develop generalized statements about the causes and effects of private tutoring (Lee, *et al.*, 2009:917).

The NESSE network of experts[46] report that the increased acceptability of "marketised supplementary education could constitute a threat to the social fabric that should not be permitted to occur by default and without question" (Bray, 2011:14). There is a clear debate, however, that "[t]he nature and extent of supplementary tuition is related to the nature and quality of the mainstream system" (Reddy, *et al.*, 2003:12) and that the demand for supplementary instruction is dependent on service delivery of the school's education system (Lee, *et al*., 2009:909).

Supplementary instruction is not considered a "passive entity" (Bray, 2007:18). Private tutoring, for instance, may help learners to understand the work that has been or will be presented during the ordinary school day. Supplementary instruction supports the mainstream by "providing supplementary avenues to learn school-related material" (Bray, 2009:38) and it can also "raise educational outcomes as a complement to formal school systems" (Dang & Rogers, 2008:184). Students are provided with learning, with constructive activities during out-of-school hours, and with other forms of "social space" (Bray, 2009:32) that they cannot find in schools or in the family. However, private supplementary tutoring "consumes human and financial resources"; it can also "distort the curriculum in the mainstream system, upsetting the sequence of learning planned by mainstream teachers"; and "commonly creates and perpetuates social inequalities" (Bray, 2007:18).

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[46] "The European Commission (EC) requested and financed this report because it had observed the expansion of shadow education in different parts of Europe and recognised that while the phenomenon brings support to many families and employment for tutors, it also raises major challenges. The European Commission is not itself a policy-making body in the field of education and training. However, it provides a forum in which policy makers can learn both from each other and from researchers and other professionals. As such, the European Commission can play a facilitative role to improve policies – raising questions, highlighting issues and the relevant evidence, and sharing experiences and fostering debate" (NESSE, 2011:65).

For the purposes of this study, the researcher acknowledges that researchers have reported on and described the causes or reasons for the demand for and supply of private tutoring as a form of private education. Bray (2006:517-518; 2007:24-25; 2009:18-19) for instance, expands on cross-national indicators and comparisons to show patterns for the provision of private supplementary tutoring in countries in Asia, North America, the Middle East and Africa. The researcher, however, considers the South African context and the devastating potential private tutoring or supplementary instruction has to widen the gap in an already unequal society. Therefore, the focus on supply and demand will be limited to the discussion on how franchised supplementary instruction would potentially increase social inequality in South Africa. Relevant insights into cultural, societal, economical, and educational factors are included in the discussion as well as some of the causes or reasons researchers propose that policies and policy-makers engage with when debating the "threat to the social fabric" (Bray, 2011:14) of South African society.

In East Asian societies such as Japan,[47] Hong Kong, South Korea and Taiwan, supplementary instruction is embedded in the culture due to the "emphasis placed on effort by Confucianism" (Lee, *et al*., 2009:906). Countries are influenced by Confucian cultural traditions or Confucian heritage culture. "This culture stresses effort for self-improvement rather than acceptance of in-born abilities and existing circumstances" (Bray & Kwok, 2003:618). In addition, Confucian traditions value education, place emphasis on diligence and consequently, tutoring is a "vigorous activity" and an "established part of daily life" (Bray, 2009:24).

Lee *et al*. (2009:907) suggest a hierarchical model of factors causing a demand for supplementary instruction. At a macro-level, the demand for credentials[48] such as diplomas and

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[47] "In Japan, tutoring centres which supplement the school system are known as *juku*. These are distinguished from *yobiko*, which mainly serve pupils who have left school but who want an extra 'block' of time to study intensively for examinations in order to gain higher grades for entrance to universities. A parallel phenomenon exists in the United Kingdom, where such institutions are called *crammers. … yobiko* and *crammers* … primarily serve pupils who have left school, some *yobiko* and *crammers* give supplementary tutoring to pupils who still attend school" (Bray, 2007:22).
Stevenson and Baker (1992:1644-1645) also present an overview in identifying and discussing the main types of shadow education activities that high school students in Japan can use: Practice examinations (*mogi shiken*); correspondence courses (*tsushin tensaku*); private tutors (*katei kyoshi*); private after-school classes (*juku*) that come in two types: remedial classes (*gakushu juku*) and classes for preparation for the university entrance examinations (*shingaku juku*); and full-time (a year or more) preparation following high school (*ronin*) for university entrance examinations (students attend a private examination preparation school, *yobiko*).

[48] "Credentialism is a perspective, or value system, that regards educational credentials as an important social value and an absolute standard in judging one's ability" (Lee, *et al.*, 2009:907). Students compete

certificates, the “achievement of meritocracy” (Lee, *et al.*, 2009:906&907), is linked to the social values, such as income and career opportunities. The combination of the potential “lifetime pay-offs” and the “meritocratic character” or “meritocratic contest” of university admission increases the potential for shadow education to “flourish” (Stevenson & Baker, 1992:1654-1655). Supplementary instruction is driven by a strong belief in “the value of education for social and economic advancement” (Bray, 2006:526).

Compared to East Asian societies, where the “effort of self-improvement” (Bray & Kwok, 2003:618) is stressed, the *Active English* programme and the South African curriculum highlight that the broader goal envisioned for South African learners is for the learner to “develop an understanding of self” and for “self-fulfilment” (DBE, 2011a:4) for lifelong learning. One of the educational goals, for instance, of *Active English* (see Chapter 4, Part 1, Excerpt 10) is to:

> enrich students’ ideas, stimulate thought and feeling to develop an understanding of themselves and their own emotional and moral responses to life and the world around themselves and to live more fully, more consciously and responsibly.

Therefore, it makes sense to consider that the design of the courses, programmes or private tutoring opportunities, in terms of goals and objectives, would focus on self-improvement for students in East Asian societies (where supplementary instruction is embedded in the culture (Lee, *et al*., 2009:906)) or self-fulfilment and self-understanding for learners enrolled in programmes in a country like South Africa.

At a meso-level, in general, as a result of parental decisions, a student’s participation in private tutoring is more evident (Lee, *et al*., 2009:914). Together with the drive of a “selection process” (Lee, *et al*., 2009:906-907), involving entrance examinations, greater preparation or “investment in studying” (Lee, *et al.*, 2009:911&912), increased potential through tutoring for higher education is undertaken by the student. In a competitive climate, the “consumption of specialized, tailored and personalized educational services” are increasingly “prized” over the mass “one best system” (Aurini & Davies, 2004:436). In other words, education becomes “the medium to advance upon or maintain a socioeconomic position as economic prospects for those without credentials deteriorate” (Aurini & Davies, 2004:424). Therefore, when student selection “is determined by test results (in school and on the entrance examination), the demand for test-preparation private tutoring increases” (Lee, *et al.*, 2009:906). The cost of

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over entering and attending prestigious universities; wanting a good educational background may be considered the “most influential factor behind the demand for private tutoring” (Lee, *et al.*, 2009:907).

supplementary tuition is viewed as “real” and as “an opportunity cost”. The cost is real as indicated by the costs that students incur “through fees payment, the purchase of stationery and travel related expenses among other things” (Reddy, *et al.,* 2003:21-22). The financial burden or opportunity undertaken by households is assumed in the belief that gaining entrance to prestigious universities, social values and more so, social status will be attained.

The introductory statements of this chapter (see Part 1) have already started the discussion on general public confidence in the quality of the South African education system. Parents recognise the potential influence of supplementary instruction, in the form of for example franchised programmes such as *Active English* or *Kumon English*, for the academic success and advancement of their children. As it will be established in Chapter 4, participating parents, however, did not enrol their children in the programme in order for their children to prepare for examinations. In Chapter 4, Part 1, Excerpt 62, the franchise owner is asked about the *Active English* programme including examination preparation; she replies: “For me, exam preparation is a total waste of time. Because, they [the children] learning these things like parrot fashion but they can’t apply what they’ve learned”. Instead, the franchise owner places importance on developing a learner’s language skills and designing for this in order for the learner to apply what they have learned (for example, to a comprehension test at school).

Aurini and Davies (2004:435-436) describe tutoring as a “core competitive strategy” for some families and refer to a “generalised culture of competition” that fuels the market for tutoring businesses:

> Parents generally view private schools as having superior resources, smaller classes, and a more academic environment. Rightly or wrongly, many deem private schools to be superior. For those who cannot afford full-time private education for their children, tutoring has emerged as a viable competitive strategy. … For an increasing number of families, tutoring has become a core competitive strategy, one that is affordable relative to other private alternatives. The ability of tutoring businesses to respond to these demands by promising personalized services resonates with these cultural changes (Aurini & Davies, 2004:435&436).

The *Active English* programme is not overtly marketed as offering a “competitive advantage” but learners who are enrolled in the programme share that they believe that they perform better than their peers at school in the English class because of their engagement with the *Active English* programme (see Chapter 4, Part 3, Excerpt 68.4). On the other hand, *Active English* may be regarded as a “tailored and personalised educational service” (Aurini & Davies, 2004:436) for bilingual Afrikaans-English learners (see Chapter 4, Part 1).

At a micro-level, considering individual characteristics, educational background and the “additional effort” (Lee, *et al.*, 2009:906-907) necessary for competing and successful academic

achievement is linked with individual participation and the expected benefit of contributing to society. Tutoring is, however, as explained by Dang and Rogers (2008:183) not necessarily productive from a societal perspective: “The analysis assumed that an increase in education units consumed not only increases a student’s future productivity (and hence wages) but also increases societal productivity by an equivalent amount”. In addressing the social costs of the tutoring industry, the explanation, for this assumption, is that “tutoring may not increase the productivity of tutored students, even though it increases their wages” (Dang & Rogers, 2008:183). In other words, later in life when students enter the workforce, for example, on their academic performance because it was in part, attributed to the impact of private tutoring received by the student, there is no correlation between having received tutoring and excelling academically and their actual performance in a work situation in terms of increased output.

With variations, children and students in higher socio-economic groups “generally receive more supplementary tutoring” than do children in lower socio-economic groups (Bray, 2007:32). Higher education, for instance, is increasingly being sought after and expectations are creating a “generalised culture of educational competition” (Aurini & Davies, 2004:424). A household, for instance, may invest in tutoring but households with higher income may invest in more tutoring; “… the presumption is that private tutoring must yield substantial increases in learning, because most students consider tutoring an investment rather than consumption” (Dang & Rogers, 2008:169-170).

Dang and Rogers (2008:180) who explain this view on the increase and intensity of private tutoring are, however, of the opinion that one should not, necessarily, “equate” tutoring with increasing inequality. In the absence of a private tutoring sector, “tutoring may not increase educational inequality by as much as suggested”. The rationale is that “productive tutoring may confer only a minor advantage on children from wealthier and more-educated households, because these households already give their children educational advantages in many other ways - by providing them with more books, more learning equipment, and even full-time private schooling, for example, or by teaching their children themselves” (Dang & Rogers, 2008:180). In the absence of a private tutoring sector, the assumption is that “private tutoring would likely simply redirect the education expenditures of better-off households into these other investments” (Dang & Rogers, 2008:180).

In societies where the demand for private tutoring remains high, educational inequality becomes evident and patterns of social stratification broaden (Dang & Rogers, 2008:180; Bray, 2006:526). Private supplementary tutoring indicates “what some segments of society want, but

also what they are prepared to pay for" (Bray, 2007:18). Conversely, "tutoring may be much more widespread in education systems that have high achievement, for example in East Asia, than in ones that have low achievement, for example in Africa" (Bray, 2009:77-78).

Supplementary instruction is becoming more evident in Africa (Bray, 2009:24). African systems of education are beginning to resemble those in South Asia: "In part, the trend reflects teachers' awareness of the revenue-generating opportunities [and] teachers see tutoring as a way to supplement inadequate incomes" (Bray, 2009:24). Reddy, *et al.* (2003:17-18) explain that providing extra tuition is "more rewarding" in developing countries (such as African, Asian and Latin American countries). Teachers who are also tutors "reduce their efforts in regular classes" (Bray & Kwo, 2013:9) and offer extra classes or lessons to learners, "for whom they already have responsibility in mainstream classes" (Bray, 2009:79) in an education system where there is "the absence of mechanisms to control teacher corruption" (Dang & Rogers, 2008:182). Considering the working conditions of teachers in the mainstream schooling system, supplementary education contributes to the livelihoods of these teachers as they gain extra income from giving supplementary lessons (Bray, 2006:516; Paviot, *et al.*, 2008:158).

In the area where the owner-operated franchise of *Active English* is located, there are over 50 ordinary public schools (as identified in the Gauteng Department of Education's schools list, 2015) and the predominant language in the area (also used by many of the schools as language of teaching) is Afrikaans[49] (see Chapter 3). According to the business plan for *Active English* (2013:15-16), there are currently franchises across South Africa, in the Gauteng Province, Free State Province, KwaZulu-Natal Province, and Limpopo Province. A further avenue for research would be to establish the prevalence and intensity of other forms of supplementary instruction in the different regions[50] and to assess the working conditions of teachers in the different areas and establish whether teachers, for instance are indeed offering private tutoring to augment their income, fueling the market and putting parents, middle-income and low-income households, "under pressure" (Bray, 2003:29) or "forced" (Bray & Kwo, 2013:7) to invest in tutoring opportunities for their children.

[49] Research conducted by Coetzee-Van Rooy (2012:92 & 2013:186) found that in the region, Afrikaans and Sesotho are the dominant languages.
[50] Probyn (2009:134) notes that "languages have clear regional bases".

When access to tutoring and "the quality and quantity of tutoring" (Bray, 2006:523) available to the learner depends on the disposable income of their family, issues of equity are involved. "There are differences in the amount of private tutoring and the expenditure on private tutoring among social classes" (Lee, *et al.*, 2009:915). When families feel social pressures, most forms of private tutoring "maintain or exacerbate social inequalities since higher-income households are more easily able to afford greater quantities and better qualities of tutoring compared with low-income households" (Bray, 2009:32). With an added dimension, as parents take their household income into account, supplementary education may even contribute to widening the gap between boys and girls in terms of equality and gender bias. The enrolment of a child in mainstream schooling is seen as an investment by families from specific income groups and "boys are considered a better investment than girls because boys are more likely to find wage-earning employment" (Bray, 2006:521-522). Where family resources are limited, often in poor families or those with many children, these children are expected to contribute to the household and significantly, "parents are less willing to provide additional educational resources to their daughters" (Bray, 2006:521-522).

In Part 1 of this chapter, it was established that overall, more male (50.4%) than female (49.6%) learners in ordinary schools in South Africa (EMIS, 2016:10) were enrolled in the Foundation and the Intermediate Phases in 2014. Given that a greater percentage of schools are located in rural provinces, it is plausible to speculate that in lower-income households a boy would be considered "a better investment" (Bray, 2006:521-522) to attend school and possibly, have other resources made available, such as tutoring. However, studies would need to be conducted in order to identify indicators to show whether there is a correlation between income groups in rural areas and the enrolment of boys and girls in schools in South Africa.

When reporting on the socio-economic status of the parents who have enrolled their children in the *Active English* programme (as described in Part 1 of Chapter 4), this study does not aim to compare, for instance, the amount invested by households that have enrolled their children at *Active English* in supplementary instruction (tuition) and other non-academic subjects or extra-curricular activities (for instance, like sporting, artistic or musical programmes) that are practised or learned for personal development or for pleasure but that also "consume" (Bray, 2007:20) financial and human resources. From the information provided by participating parents, however, it is clear that households are able to afford school fees as well as *Active English* fees (see information about school fees for 2014 / 2015 in Chapter 4, Part 1, after Excerpt 13). In general and in the second half of 2015, there were notably more girls enrolled in the *Active English* programme than boys. In the Grade 3 group there were a total of 10 girls but no boys

enrolled and in the Grade 4 group there were a total of 10 girls and one boy enrolled (see biographical information on the learner as reported on in Chapter 4, Part 1, after Excerpt 13).

A further avenue for research would be to establish whether in other provinces and regions where *Active English* is franchised, more boys are enrolled in the programme. For this case study, it was established that participating parents are mothers who completed the questionnaire (see level of parent education as reported on in Chapter 4, Part 1, after Excerpt 13). All completed high school and more than half also completed post-school qualifications (their level of education is seen as an indicator of the relative high socio-economic status of their household). The presumption is that females are more vested in their children's education (see Chapter 5) and therefore, the assumption could be made that females advocate for their daughters to access ordinary primary school and supplementary instruction.

Location (or in the South African context, what Lindeque *et al.* (2011:115&116) refer to as "the community") is a factor that enhances inequality when considering urban and rural areas (or communities). Supplementary instruction is more common in urban locations, like cities, than in rural locations. Tutoring is more readily available "in cities (and in the prosperous parts of those cities) than in rural areas" (Bray, 2006:523-524; Bray, 2009:72) because "populations in cities tend to have higher incomes, and are therefore more easily able to afford tutoring" (Bray, 2009:36). This is also true for South Africa:

> In the more affluent urban communities, there is a wealth of available resources, which includes libraries, museums, teachers' centres, industries, businesses, tertiary institutions, post offices, hospitals, tourist information bureaus and other resource centres. … Many schools in South Africa, and in most of Africa, are situated in rural areas. In rural environments, there are often fewer human resources, which can be a disadvantage (Lindeque, *et al*., 2011: 115&116).

In addition, cities are "commonly more competitive environments which are dominated by wage-earning labour markets that demand educational qualifications; and …the population density in cities provides sufficient market to encourage tutors to supply the service" (Bray, 2009:36). With a noticeable pattern and gap where supplementary instruction is greater in urban than in rural areas, rural students without tutoring are less easily able to continue in the system and most likely to "drop out" (Bray, 2009:36).

In the South African context, Van den Berg *et al.* (2011:3) present research that found that "by an early age there are already stark distinctions between the prospects of children from poorer communities and those from more affluent communities". When describing the role of education in the labour market and "pre-labour market inequalities", Van den Berg *et al* (2011:8) explain that poverty and income inequality in South Africa as well as "significant differences in school

quality" perpetuate instances of "low educational attainment" and "impedes social mobility". "Having left school early or having received a low-quality education, most children from poor households stand at the back of the job queue and are less likely to obtain stable and lucrative employment" (Van den Berg *et al*., 2011:8). The reality of South African children are radically affected by their social background as is also illustrated by Lindeque *et al*. (2011:101) in Chapter 6 (see Figure 6.1).

The franchise owner was asked about educational franchises like *Active English* and their potential future in the broader South African educational system. During her interview, the franchise owner noted (see Chapter 4, Part 1, Excerpt 3) the lack of quality of education in ordinary South African schools, especially for the learners she refers to as "our little black students". Reddy *et al.* (2003:22) state that "South Africa is living with the legacy of a poor quality education system for most of the African learners". The franchise owner recognised that for speakers of English as an additional language, it is a significant transition from the home language environment (where an African language or Afrikaans is mainly used) to the school environment (where English becomes the language of learning and teaching for many learners). In her view, franchises like *Active English* could address this shortcoming in the mainstream schooling system by supplementing the learning of English in schools (what Van den Berg *et al*. (2011:8) refer to as addressing "pre-labour market inequalities") by providing franchisees and communities in different areas with language programmes that could support the quality of English learning (and the learning of other languages if there is a demand in the market) as additional languages across South Africa.

Reddy, *et al.* (2003:22) suggest that "the provision of supplementary tuition to learners is increasing" in South Africa and offers reasons for the "emergence" of tutoring in spite of strategies to improve the state of formal public education. The educational projects, up until 1995, in the non-governmental and private sector, as stated by Reddy, *et al.* (2003:22) dealt with programmes that "interface with teachers while very few interface with learners". In addition, Reddy, *et al.* (2003:22) offer that:

> [r]easons explaining the emergence and re-emergence of supplementary tuition in various parts of the country include a growing middle class, changing aspirations across social strata, a poor mainstream education system, increased marketers and enhanced marketing strategies of the providers. It is against this backdrop that the demand for private tuition has continued to rise over time as a way of complementing those subjects offered in mainstream education.

The NESSE report states that tutoring takes "increasing proportions of what arguably should be the roles of good public education systems" (Bray, 2011:14). In other words, primarily, the focus and debate on addressing issues of social inequality and the quality of education in South Africa

should start with a continued evaluation of the current formal schooling system of public schools. By extension, there are issues that recur in the discourse of language in education policy debates and one such issue is the choice of selecting English as the medium of instruction for many schools in South Africa.[51]

A further avenue for research would be to interrogate the practical implications of implementing a multilingual education policy considering that English is valued while the other languages remain unequal in status. Chick (1996:33&34) describes the black communities (as described in Chapter 1) as having had the "right to choose *either* English *or* Afrikaans". Desai (2016:344-345) describes how despite the fact that English was primarily chosen and continues to be the language of learning and teaching in former African township schools,[52] "[s]ince there is no infrastructure in terms of teacher training or materials development to back parental decisions, choice becomes rather meaningless in practice. …most pupils have difficulty in coping with the demands of using English as a medium in primary schools... Such difficulties are usually carried into high school and tertiary institutions".

The researcher considers that the learners who would benefit from the *Active English* programme are not, necessarily, the learners who are currently enrolled in the programme. Dang and Rogers (2008:181) suggest that governments, by way of progressive financial subsidy, can use tutoring to improve equity; "governments and others can target special tutoring programs at underperforming students" (Dang & Rogers, 2008:181). In this way, the expenditure, of investing in supplementary tutoring for low-income households would decrease. A further avenue for research would be to canvas for government-sponsored initiatives or out-of-school interventions for low achievers or low-income families and in this way attempt to

[51] The effects of segregated education gained attention in 1976; "until the Nationalists came to power, the position of English as sole medium of instruction after the first few years of schooling was unchallenged" (Chick, 1996:33). In addition, in terms of professional qualifications, "teachers in schools for whites were professionally qualified in the sense of having at least matriculation or higher academic qualifications, as well as a teachers' certificate or diploma, only 20% of teachers in black primary schools and 10% in black secondary schools were professionally qualified" (Chick, 1996:33). With the "mission" that Afrikaans and English would be compulsory subjects in primary schools and media of instruction in secondary schooling, the separation of schools and rigid education policy led to the Soweto uprising of 1976: "As a consequence of the conflict, the government was forced to concede to the black community the right to choose ***either*** [original emphasis] English ***or*** [original emphasis] Afrikaans as medium in the high schools. In response to further pressure from the community, this right to choose was extended to the higher primary phase. English became overwhelmingly the chosen medium in black education after the first three years of schooling" (Chick, 1996:33).

[52] Probyn (2009:134) explains: "Townships are segregated dormitory suburbs on the urban peripheries, created to house urban blacks under apartheid".

reduce inequalities and have an impact on mainstream learning (Reddy, *et al*., 2003; Bray, 2009:38,41-42).

> In a world where more people probably speak two languages than one, the acquisition and the use of second languages are vital to the everyday lives of millions; monolinguals are nowadays almost an endangered species. Helping people acquire second language more effectively is an important task for the twenty-first century (Cook, 2016:1).

It has been necessary to describe supplementary instruction as a "macro phenomenon of modern schooling" (Lee, *et al.*, 2009:902). Part 2 of Chapter 2 identifies factors that contribute to the supply and demand of private tutoring both positively and negatively parallel to mainstream schooling or the formal education system. In South Africa, supplementary education may enhance inequalities between high-income and low-income families, urban and rural areas as well as between boys and girls. Social inequalities, it is proposed, will be mitigated to an extent with partnerships between private franchised businesses, policy-makers and other stakeholders. As described in Part 1 of this chapter, tutoring can become a "market-driven enterprise" (Bray, 2009:42). To make informed decisions on available types of tutoring opportunities it will be necessary to evaluate opportunities critically. Part 3 of this chapter outlines a possible framework for an evaluation of franchised supplementary instruction, primarily, to help learners "acquire second language more effectively" (Cook, 2016:1).

PART 3

2.7 The interrelated components of language programme design

> Instructional design refers to the systematic process of translating principles of teaching and learning into plans for learning resources and instructional strategies (Branch, 2009:186).

> Practicality is a key issue. A methodology that can readily be turned into teaching materials and textbooks and whose use requires no special training will generally be more readily adopted than one lacking these features (Richards & Rodgers, 2001:246).

> Course design is a system in the sense that planning for one component will contribute to others; changes to one component will influence all the others (Graves, 2000:4).

Richards and Rodgers (2001:32&33) identify different levels of conceptualisation and organisation within a method for a programme or an instructional system, namely: approach

(that includes the theory of language and theory of language learning); design; and procedure.[53] The relationship between these three elements is illustrated in White (1988:2) in Figure 2.1.

Graves (2000:15) suggests that "when you design a course, you design it for a specific group of people, in a specific setting, for a specific amount of time; in short, for a specific context". Branch describes "participating entities", which are themselves complex, that guide learning: "the learner, the content, the media, the teacher, peers, and the context, all interacting within a discrete period of time while moving toward a common goal" (Branch, 2009:6). Lindeque, *et al.* (2011:99) highlight "contextual factors" that, on a practical level, influence, for example, lesson preparation: learners, learning content, teacher, school, classroom, environment and community.

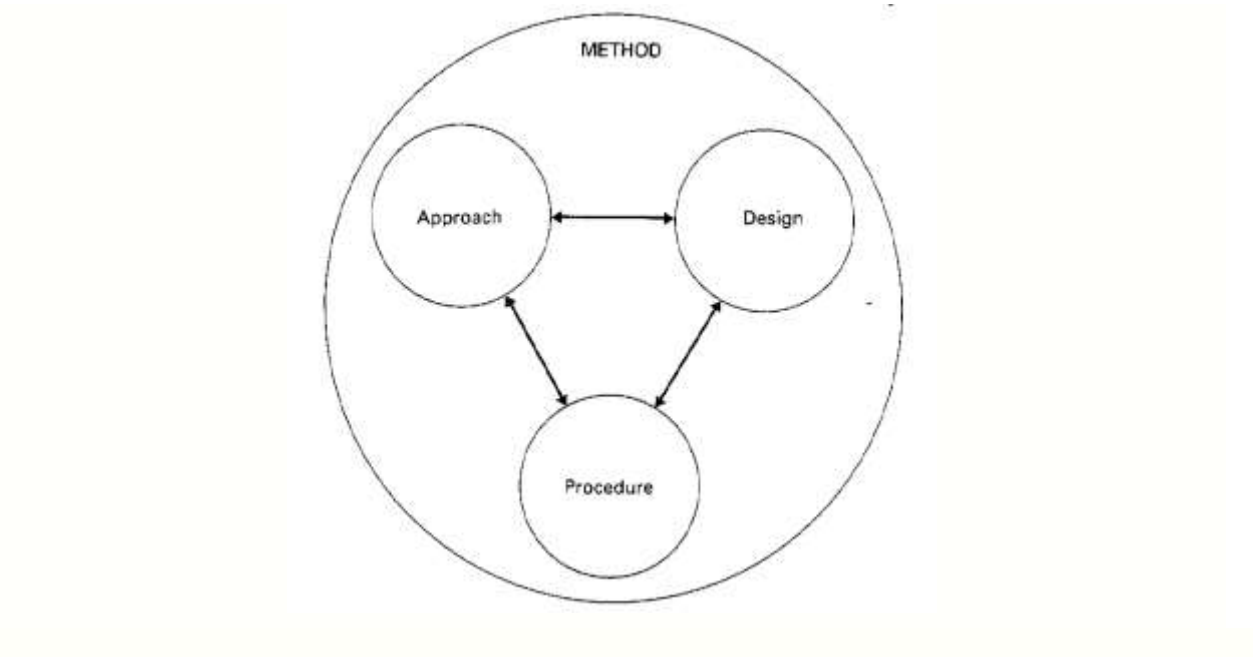


Figure 2.1: Approach, design, procedure (from Richards and Rodgers 1982 as represented in White, 1988:2).

Graves (2000:214-215) identifies aspects of language course design that can be addressed and evaluated and although the work is specifically outlined for designing language courses, Branch's (2009) work contributes to a broader understanding of the complexities associated with intentional learning but also, to a clearer understanding of how a systems approach to design, facilitates the complexities of a context (Branch, 2009:11) and provides opportunities to

[53] Although this study only focuses on method at the level of design and procedure, Richards and Rodgers (2001:33) offer a summary of elements and sub-elements that constitute a method.

plan approaches to learning or design for “student-centered instruction” (Branch, 2009:7). The instructional process itself focuses on a “learning moment” (Dick, *et al.,* 2009:2) or a “learning environment” (Gagné, *et al*., 2005:20) and is viewed as a system whose purpose it is to promote and support learning activities as well as “purposefully arranged information, human resources and environments” (Branch & Dousay, 2015:30) to bring about or facilitate learning.

An intentional learning space is illustrated by Branch (2009:6) in Figure 2.2. This figure illustrates how all the “participating entities” (Branch & Dousay, 2015:29) interact while, at the same time, move towards the goal of informing the space that creates guided learning for learners. The entities are also included in the framework for evaluating a supplementary programme (refer to Table 2.1).

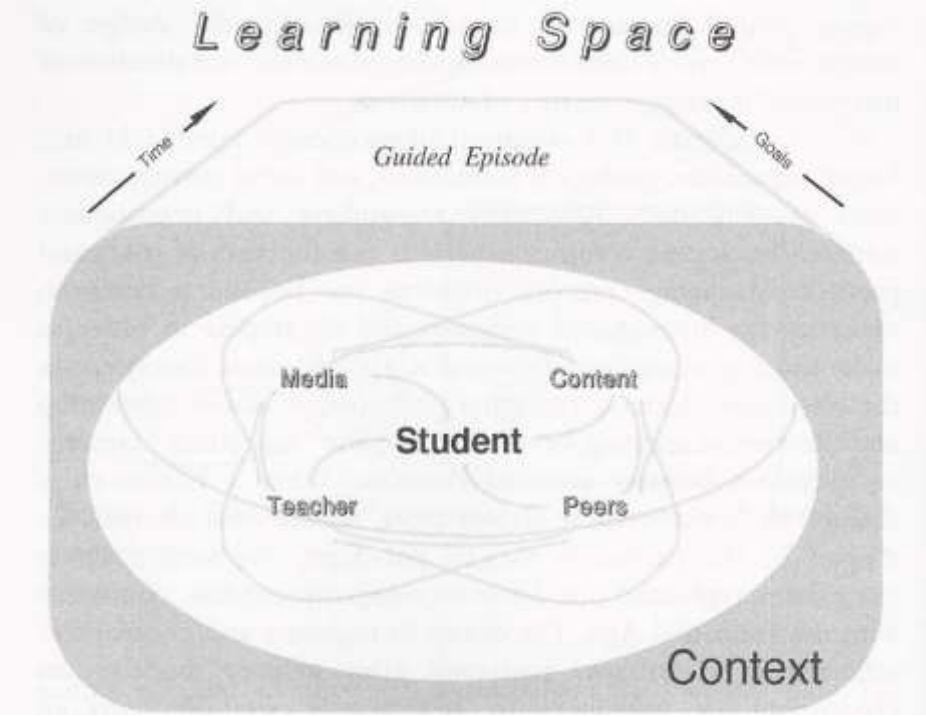


Figure 2.2: A visual depiction of the dyadic relationships within intentional space (Branch, 2009:6).

Branch (2009:5-8) proposes the concept of a “learning space” and suggests that models, like ADDIE, may be applied “to generate episodes of intentional learning” (Branch, 2009:17). Because intentional learning is complex, not only is the application of a model, like ADDIE, a way to address the complexities but “action learning” is a strategy that “mitigates some of the complexity of intentional learning” (Branch, 2009:7-8). Spaces, dedicated to intentional learning,

are arranged in a way that "reflects the spaces in which people will actually perform the knowledge and skills they have learned" (Branch, 2009:8).

> Effective instructional design focuses on performing authentic tasks, complex knowledge, and solving genuine problems. The contention is that intentional learning is effective when educational strategies use processes that move a student through learning space that approaches congruency with a corresponding performance space. The ADDIE process facilitates the ability of intentional learning modules to progress the student while increasing the fidelity between the learning space and the performance space. Thus, effective instructional design promotes high fidelity between learning environments and actual work settings. High fidelity between the learning and work environments is accomplished by instructional design through emphasis on measurable outcomes (Branch, 2009:10).

> Educators and trainers should regard a classroom as any *learning space* [original emphasis]. While each episode of guided learning is distinctive and separate, each remains part of a larger curricular scheme. Episodes of intentional learning are characterized by several participating entities which are themselves complex: the learner, the content, the media, the teacher, peers, and the context, all interacting within a discrete period of time while moving toward a common goal. Student-centered spaces, wherever they are located, represent an epistemological shift from regarding students as the occupants of learning spaces, to regarding the *actions* [original emphasis] of students during guided learning as the motivation for the design of instruction (Branch, 2009:6).

Graves (2000:3), on the other hand, presents a more traditional framework, specifically for, in this case, designing a language course or mapping out the processes of course development. Although the aim of this study is not to describe an application model, apply a model, or adapt a framework in order to describe the instructional design process, this study does take cognisance that there are models and frameworks that facilitate a systems approach to instructional design. For instance, language course (or programme) design processes within a framework are illustrated by Graves (2000:3) in Figure 2.3.

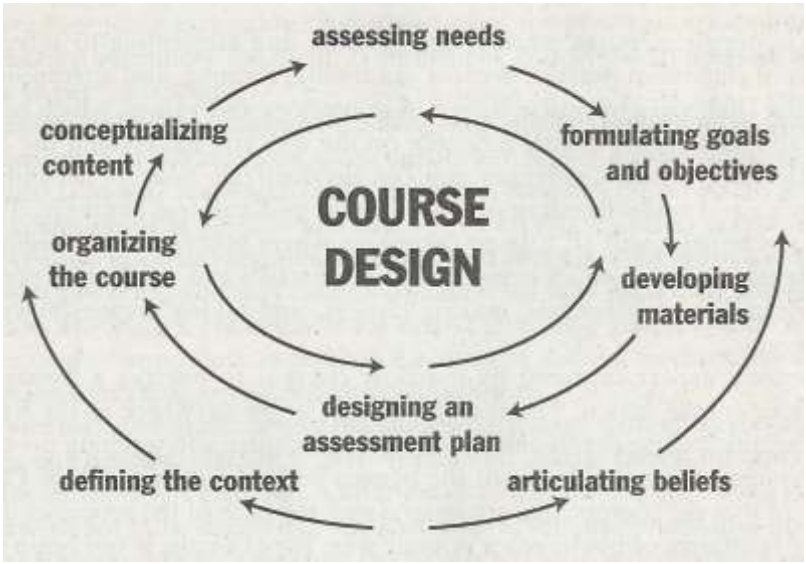


Figure 2.3: A framework of course development processes (Graves, 2000:3).

For the purposes of this study, to evaluate the *Active English* language programme, the researcher reverts back to the work of Richards and Rodgers (2001), as motivated in Chapter 1. The instructional designer, in this case, the franchise owner, is not starting the process of course development or programme design. In other words, the language programme has already been designed, developed, and taught but it has not been "reconceptualised" (Graves, 2000:10) that is, modified, replanned and retaught since its inception. In addition, designing an assessment plan is also a gap that the franchise owner could consider (see Chapter 4, Part 3) that would inform the components of the process of programme design and development:

> Designing a language course has several components. Classic models of curriculum design as well as more recent models agree on most of the components, although they may subdivide some of them and give them slightly different names. These components comprise, setting objectives based on some form of assessment; determining content, materials and method; and evaluation (Graves, 2000:3).

Design is the level of method analysis in which the following is considered: "(a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; and (f) the role of instructional materials" (Richards & Rodgers, 2001:24). When understanding the theory behind a method of how to approach teaching a language, the following aspects of the design element, in other words, the interrelated components of an instructional language programme, will be considered in this study (as adapted from the work of Richards and Rodgers, 2001):

(a) goals and objectives;
(b) selection of programme content;
(c) the types of teaching and learning activities;
(d) the roles of the learner;
(e) the roles of the teacher; and
(f) the role and development of learning materials.

(a) Goals and objectives

> [Goals and objectives] …are an informed guess as what you hope to accomplish given what you know about your context, your students' needs, your beliefs about how people learn, and your experience with the particular content (Graves, 2000:93).

For a (language) course or programme to be designed for the purpose of meeting the needs of students, it is necessary to gather information (Graves, 2000:101; Dubin & Olshtain, 1986:5) for

a needs assessment plan that will inform the goals and objectives of the (language) programme. This case study was completed at the owner-operated franchise centre in the Gauteng Province and a predominantly Afrikaans-speaking community makes up the population in the area where the centre is located. Participating parents and children are Afrikaans speakers and the children attend schools at which the medium of instruction is Afrikaans. From the questionnaire, participating parents indicated that Afrikaans is the language of instruction at their child's school and home language and the FAL at school is English (see Chapter 4, Part 1, after Excerpt 13, instructional language and time). Therefore, in order to meet the needs of the children when conducting a needs analysis, this would, in effect, mean considering the needs of bilingual Afrikaans–English learners. When initially gathering information to conduct a needs analysis, the franchise owner would have had to take into account that mostly Afrikaans-speaking children would be enrolling at her centre.

The franchise owner was asked about placement tests in order to establish whether she (and by extension, a franchisee) tests the language level and proficiency of a child during the process of enrolment (see Chapter 4, Part 1, Excerpt 61). Pre-course needs assessment (Lindeque, *et al.*, 2011:106; Graves, 2000:110-111) would allow the franchise owner to determine a child's language proficiency in English and placement in the programme. However, unless the franchise owner determines during her interview with the parents that there is a specific need for placement, children are automatically placed in their grade group from school once they enroll in the *Active English* language programme.

When designing and teaching a language programme or course, to meet the needs of students, Branch (2009:33) and Graves (2000:101) describe that the objective of generating goals is to respond to or bridge "a performance gap" between the current or actual performance and the desired performance. The goals that are formulated (and by extension the activities and tasks that are designed) state what the student will be able to do (or the progress the student needs to make) at the end of the programme or course.

The objectives of the *Active English* programme have not been stated to promote the programme as a programme or course where children acquire or develop English language skills as typically, the objective of certified language development courses. Learners do not obtain a certificate after completing the course from a certified institution. The *Active English* business plan (Slabbert, 2013:3) sets out the mission statement that "Active English fosters a love of the English language to both first and second foreign language students in an informal, progressive and fun way to further the students' education in all learning activities, thus enabling

them to become positive and confident individuals". In other words, the purpose of the *Active English* language programme is to offer learners the opportunity to continue attending lessons without obtaining certificates that endorse the learner as a novice, intermediate, or advanced second language English speaker.

Needs assessment includes a "partnership" and "dialogue" (Graves, 2000:99-100) between the teacher, students, parents, administrators, and community for decision-making. After conducting a needs assessment, the language programme or course designer has a "list" of learning goals (Smith & Ragan, 2005:76) as well as instructional objectives (Branch, 2009:188; Morrison, *et al.*, 2007:16). In her interview with prospective franchisees, the franchise owner may not have, necessarily, collected specific information on the context in which the franchisee would be operating an *Active English* franchise. In other words, there has not been a "partnership" for decision-making and the franchisee would need to consider indicators (such as gender, age, population group, location of residence, level of education, language attitudes, and so on) for parents and learners that will inform the ongoing process of needs analysis at their respective centres.

Branch (2009:60-61) refers to establishing the "line of sight" for progression during this period (or phase) of design. "Line of sight refers to an imaginary line from the eye to a perceived object. … Line-of-sight theory supposes that in order to view an object, you must sight along a line at that object; and when you do light will come from that object to your eye along the line of sight" (Branch, 2009:60). "Line of sight" in this study is a practical approach for maintaining an alignment of purpose, needs, goals and objectives, strategies, and assessments for a comprehensive analysis of the *Active English* teaching and learning context (what Lindeque, *et al.*, (2011:122) refer to as the "situation of teaching") and from this point onward, the instructional or course designer will focus on selecting content and developing activities for learning.

(b) Selection of programme content

> [Traditionally, the term 'syllabus' has been used to refer to] the form in which linguistic content is specified in a course or method (Richards & Rodgers, 2001:25).
>
> Content is the focal point for engaging the student during the process of knowledge construction. However, content should be strategically introduced during the teaching and learning sessions (Branch, 2009:85).

> Content is the *learning material* [original emphasis] or *subject matter* [original emphasis], which the government or some other educational authority prescribes that should be taught in a specific course. The learning content is chosen on the basis of its suitability to achieve the outcomes of the relevant course (Vakalisa & Gawe, 2011:128).

Since 1997, the South African school curriculum has been based on the socio-constructivist theory[54] (Jacobs, 2011:41). In designing the curriculum, "a collection of plans about teaching" (Jacobs, 2011:33), there are five components Jacobs (2011:33) identifies when planning the design. They involve "consulting *curriculum* statements issued by the government, defining *objectives* of lessons, finding *information* about topics, deciding on suitable teaching *methods* and choosing ways in which the learning would be *assessed*"[55] (Jacobs, 2011:33). These components are similar to the components that make up the framework Graves (2000:3) proposes for the process of course development illustrated earlier.

When designing a learning activity (or task), it is necessary to select learning content that fulfils a specific need and function (Lindeque, *et al*., 2011:106). Content needs to be ordered or sequenced as to facilitate the achievement of the learning outcome. The selection and ordering of content contributes to the success of the design of the programme or course. Graves (2000:125) explains a course (or programme) is organised on different levels: the level of the programme or course as a whole; the level of subsets of the whole (for example units and modules within a programme or course, or strands carried through the programme or course); and individual lessons. Gultig and Stielau (2012:200) explain that as learners advance through schools, we want them to demonstrate:

- An improved ability to do things (in other words, more advanced skills)
- A higher-level understanding of content knowledge (rather than knowing more content, but at the same low level of understanding)
- A more thoughtful and reflective attitude (in other words, an ability to make and defend value decisions).

Organising a programme or a course involves five overlapping processes that do not follow a specific order: The first and second aspects of organising a language programme or course are determining the organising principle(s) that drive(s) the programme and identifying the subsets or units based on the organising principle(s). "The content of a unit brings together the language and skills that will enable students to achieve the focus of the unit" (Graves, 2000:135). The

[54] Constructivism is based on the belief that learners "should be helped to construct knowledge that is meaningful and useful in their own lives. What is important is not so much *what* [original emphasis] learners learn, but *how* [original emphasis] they learn. The skills they learn are more important than the content" (Jacobs, 2010:41).
[55] Note: all instances are original emphases.

third aspect of organising a language programme or course is sequencing. Sequencing involves "deciding the order in which you will teach what" (Graves, 2000:135) and it is also making decisions about "the efficient ordering of content in such a way as to help the learner achieve the objectives" (Morrison, *et al.*, 2007:132). The fourth and fifth aspects of organising a language programme or course are determining unit content (activities, tasks, skills, functions, grammar) in line with the objectives for the unit, and determining how to organise the content within a unit.

When considering the organising principles of the curriculum prescribed by the DBE, a structure is presented in the CAPS English FAL (2011a & 2011b) that clearly outlines and presents sequences, in organised statement documents the description of the language skills, content, the time frame for the delivery of the content, teaching plans, suggested activities and recommended texts as well as assessment in order to facilitate the achievement of the learning outcomes. The CAPS English FAL identifies the subsets of curriculum content based on the organising principles (see Chapter 4, Part 1, before Excerpt 14). In comparison, the business plan for *Active English* (2013) sets out the list of materials supplied to the franchisee in the form of *The Grade 1–7 Phonovisual Package* (Slabbert, 2013:3). This package is analysed and reported on (in Chapter 1, Part 1, Excerpt 14 and Excerpt 79) and provides an introduction to the organising principles of the *Active English* programme.

(c) Types of learning and teaching activities

> In South African schools, a fair number of learner-centred methods should be used to balance teacher-directed methods. … Learner-centred methods are related to discovery learning… These methods are based on the belief that reality must be discovered by each individual himself or herself. …teachers should not simply transfer their own knowledge directly to learners through lectures and explanations, but that *learners should also discover some knowledge for themselves*. They should discover this knowledge by reading books, discussing, doing projects, conducting experiments and so forth (Gawe, *et al.*, 2011:186&187).

Although there is no single or "ideal" model (Stern, 1983:43) for second language teaching, different models have been published since the 1980s. The communicative approach has had "a bearing on second language curriculum, on teaching methodology and materials, and also on evaluation" (Stern 1992:13). The modern concept of CLT originated in the 1970s (Stern, 1992:11) as did the TPR method (Richards & Rodgers, 2001:78).

When designing activities and developing materials, specifically for language, Graves (2000:156) suggests that consideration should be given to targeting relevant aspects of language (such as grammar, functions, vocabulary), integrating four skills (listening, speaking,

reading, and writing) as well as understanding and using authentic texts for authentic communication.[56] The focus of communicative language teaching is on the activities or tasks (and not on the language or an aspect of language) that are directed at involving the learner in "authentic communication" or in "'real' communication" (Stern, 1992:177). Asher (as described in Richards and Rodgers, 2001:74-75) proposes that the learner, in the TPR method, acquires language through movement, listening that is accompanied by physical movement, and the focus is on meaning interpreted through movement when the learner is in a less stressful situation. In other words, the lower the stress, the greater the learning (Richards & Rodgers, 2001:74) and "the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning" (Richards & Rodgers, 2001:74-75).

As described in Chapter 1, the franchise owner combines the CLT and TPR methods and the combination is evident in the activities and tasks the learners complete in order to achieve the educational objectives. The types of learning and teaching activities designed during the process of content selection overlaps to a greater extent with the component of the role and development of learning materials. Therefore, the reporting of findings from the analysis of sources that describe the selection of programme content may also include descriptions of materials (but exclude the examples that illustrate the communicative method and total physical response method) developed by the franchise owner, as these would be discussed later.

In Chapter 4, the types of learning activities that are considered for the CLT method are: (a) activities and tasks that are communicative, (b) functional communication activities, and (c) social interaction activities. The types of learning activities that are considered for the TPR method are: (a) action-based drills. It will also be noted that while there are illustrative examples of activities that promote social interaction during a lesson, there are no functional communicative activities that the researcher reports on in this study (see Chapter 4, Part 1, after Excerpt 27).

The evaluation of the programme should be continuous in the teaching and learning process. However, as will be established in Chapter 4 (Part 3) the franchise owner has not designed for

[56] Graves (2000:156) describes tasks as 'authentic' and defines "authentic tasks" as those tasks "that native speakers engage in in the "real world"" and for the second language classroom, authentic material may be problematic because they contain more aspects of language than what the learner has been able to access or learn until that point. In a broader sense, when developing and incorporating activities and tasks in the design element of a language programme, it is important that activities and tasks are concerned with communicative language.

an overall evaluation plan that primarily involves the learners. Therefore, the researcher considers aspects of the *Active English* programme that would inform an evaluation plan. One such aspect is the learning environment at the owner-operated *Active English* centre. For instance, the general classroom atmosphere and other initiatives (such as incentives and rewards) that create a culture of learning are described in this part of the study.

(d) The roles of the learner

> A common error resulting from failure to analyze the characteristics of an audience is assuming that all learners are alike. ... It is critical that you create instruction with a particular audience in mind, rather than centering design around the content and then searching for an audience for which it is appropriate. ... There are occasions when you may find yourself developing instruction that is appropriate for more than one audience. In such a case, it is valuable to identify the **primary audience** [original emphasis] and the **secondary audience** [original emphasis], describing each as completely as possible (Smith & Ragan, 2005:58).

During the initial period of needs assessment and analysis, attempts are made at identifying the target audience, when the designer of a programme or course is describing the "group or groups of learners who will become the students" (Branch, 2009:38). The designer identifies the "qualities" (Gagné, *et al*., 2005:107,109-127), "learner characteristics" (Smith & Ragan, 2005:69-70, 72), "competencies" (Morrison, *et al.*, 2007:55-56), the "social profile" (Paviot, *et al.*, 2008:151) of the learner, and their "aptitude" in the use of language (Mackey, 2000:37-39) as well as the "factors" that influence language learning (Van der Walt, *et al*., 2009:10-14).

In South African public schools, the National Protocol for Assessment Grades R-12 (2012) makes provision for each learner to have a "learner profile" (DBE, 2012:28). Schools are required to keep a learner profile for each learner with confidential information about the learner, their performance, and their need for support that may have been identified. For *Active English* the franchise owner does not collect similar types of information to compile a profile[57] after the enrolment process. It is also not a requirement for franchisees to compile a profile for each child that is enrolled at their centre.

[57] The information or data about the learners the franchise owner may have collected at the start of her programme design or on learner enrollment may have included the following: age, interests, attitudes, motivation, creativity, learning preferences, and so on. On a more practical level, the franchise owner could also have become acquainted with the learners by *observing* them and gathering information about their social and cultural background (for example, their socio-economic status), developmental levels (for example, level of intellectual development, level of affective or emotional development, and level of physical and psychomotor development) and language (for example, their language proficiency in each of the four skills) (Lindeque, *et al.*, 2011:99-106).

The franchise owner becomes acquainted with the learners by observing them and asking learners a series of questions after they complete activities or a lesson (see Chapter 4, Part 2, Excerpt 60) such as “Did they enjoy the lesson today and why?”, “Did they tell their parents about what they learnt at Active English?”. As part of her written response to questions on assessment and reporting on learner performance to parents (see Chapter 4, Part 2, Excerpt 60), the franchise owner explained that “observation is non-intrusive because the children are not even aware they are being assessed”.

When describing the roles of the learner, the researcher’s lesson observations did not yield examples that illustrate the learner as “negotiator” (Richards & Rodgers, 2001:166) in the *Active English* context but more as contributor within the grade group and the classroom. The franchise owner has also highlighted that the learner’s attitude towards learning is important (see Chapter 4, Part 1, Excerpt 31 and Excerpt 32). Ultimately, the franchise owner believes learners take responsibility for their learning (see Chapter 4, Part 1, Excerpt 30) and interprets learning or to learn a new language (as described in the conditions for learning in Chapter 4, Part 1, Excerpt 44) to mean, learners “take ownership” for learning (as also described at the level of procedure in Chapter 4, Part 2, Excerpt 60).

In Chapter 4, Part 1, the roles of the learner (described from Excerpt 30 to Excerpt 32) overlap with the roles of the teacher (described from Excerpt 33 to Excerpt 43). Therefore, the researcher does not present, report, or discuss findings of specific moments or examples that illustrate the roles of the learner without the reaction of the teacher (which in this case, is the franchise owner).

(e) The roles of the teacher

> Problematizing is rooted in the assumption that the teacher who teaches the course is the best equipped to understand its challenges and to mobilize the resources available to meet those challenges. It is also based on my belief that there is not one way or “best way” to design a course. Rather, the course must work within the givens of the context and make use of the skills that the teacher brings to the course (Graves, 2000:20-21).

Yaden (1987:51) reflects that language teachers are seen “as people who assist the learner to develop a natural capacity to communicate in another language”. Richards and Rodgers (2001, 2001:167) propose that the main roles of the teacher are “to facilitate the communication process” between the participants, the learners, and the activities. They suggest that teacher and learner roles “define the type of interaction characteristic of classrooms in which a particular method is being used” (Richards & Rodgers, 2001:28). For this interaction, the assumed

teacher's roles include, organiser of objectives and resources; guide within the classroom during activities; counselor in order to communicate effective feedback; group process manager to organise the classroom as a setting for communication and communicative activities; as well as researcher and learner, in order to contribute appropriate knowledge, follow procedures, and offer observed experience (Richards & Rodgers, 2001:167-168). Nieuwoudt and Nieuwoudt (2011:312) also identify the teacher as "decision-maker".

However, the researcher considers the interpretation of the definition of the term 'franchise agreement' as published in the Government Gazette No:32186 of 2009. In undertaking this type of franchised business, the franchisee is required to implement or demonstrate the direction (as stated in the franchise agreement) of the franchise owner in terms of how she has designed and implements the different aspects of the programme. In this case, it would also include the roles of the teacher in order for learners to achieve the learning goals of the *Active English* programme.

In the South African context, the Revised Policy on the Minimum Requirements for Teacher Education Qualifications outlines the roles of teachers as follows (South Africa, 2015:60-61):

- Specialist in a phase, subject discipline or practice,
- Learning mediator,
- Interpreter and designer of learning programmes and materials,
- Leader, administrator and manager,
- Scholar, researcher and lifelong learner,
- Assessor, and
- Community, citizenship and pastoral role.

In terms of specialisations in language teaching, the revised policy (South Africa, 2015:66) also states that the teacher may specialise in HL teaching, FAL teaching or SAL teaching in any of the following languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, South African Sign Language. A teacher may also specialise in Foreign Language Teaching.[58]

Lindeque *et al.* (2011:106) as well as Vakalisa and Gawe (2011:140) are of the opinion that teachers have a responsibility to support the learner's "mother tongue" and to develop proficiency in English. Particularly, for language teaching, teachers have to be proficient in the

[58] Foreign Language Teaching may also be taken as a specialisation for teaching as a home language, first additional language or second additional language. These may include languages endorsed by the Pan South African Language Board (PanSALB) (South Africa, 2015:66).

target language (in this case, English) and assist learners to read and understand English texts (Vakalisa & Gawe, 2011:140); develop a sound grasp of content knowledge; communicate content knowledge in English both verbally and in writing; participate in classroom discussions and debates; and write tests and examinations in English. This way of assuming proficiency, however, places pressure on teachers who are English second language speakers themselves.

The business plan for *Active English* (Slabbert, 2013:3) describes the ideal characteristics of an *Active English* franchisee (and teacher) (see Chapter 4, Part 1, Excerpt 33). During her interview with the researcher, the franchise owner does not state that a potential franchisee (or teacher) is required to demonstrate that they are proficient in English, an NS of English, or a qualified NEST or non-NEST. *Active English* franchisees ideally, have to demonstrate a passion for teaching and the franchise owner believes a franchisee (or teacher) should also be a "good communicator", "prepared to adapt" and "extremely organised". More importantly, the "Active English teacher needs to have adequate training and knowledge of the *Active English* curriculum and methodology" and "confidence in *their* proficiency, so they can instil confidence in their learners" (see Chapter 4, Part 1, Excerpt 37 as part of the written response of the franchise owner to the researcher's question on how she sees the role of the teacher).

(f) The role and development of learning materials

> For a teacher designing a course, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course (Graves, 2000:150).

> [The role of instructional material within a method or instructional system will] … reflect decisions concerning the primary goal of materials (e.g., to present content, to practice content, to facilitate communication between learners, or to enable learners to practice content without the teacher's help), the form of materials (e.g., textbook, audiovisuals, computer software), the relation of materials to other sources of input (i.e., whether they serve as the major source of input or only as a minor component of it), and the abilities of teachers (e.g., their competence in the language or degree of training and experience) (Richards & Rodgers, 2001:29-30).

Graves (2000:149) proposes that although a view of language materials may have been to accept materials as "*what* [original emphasis] a teacher uses" and techniques as "*how* [original emphasis] she uses them", in terms of conceptualising content, in different ways, the boundaries between materials, techniques, and activities are "blurred" (Graves, 2000:149). When sketching a list of ideas for developing materials the following factors are considered: who the students are and what their needs are; the goals of the course; how students learn and their role in the classroom; and the activities students will do (Graves, 2000:151).

Content is also structured according to the principles of integration and progression (Nieuwoudt & Nieuwoudt, 2011:319; Vakalisa & Gawe, 2011:128). Based on the principle of integration, students are required "to use their knowledge and skills from other subjects, or from different parts of the same subject, to carry out tasks and activities …" (Nieuwoudt & Nieuwoudt, 2011:319). Based on the principle of progression, students are enabled "to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade" (Nieuwoudt & Nieuwoudt, 2011:321); "At the beginning of the year, a phase or a course, the content should be simple, but as it proceeds, the content becomes more and more complex" (Vakalisa & Gawe, 2011:128).

As described earlier, the *Active English* content, in terms of a syllabus, is not a matter of public record. Therefore, without a structured syllabus classifying or organising content it is a challenge to describe progression in the *Active English* programme. Policy-makers will need to recognise, as a matter of regulating the private tutoring industry, that private tutoring opportunities such as franchised supplementary programmes may not provide information, such as the curriculum and syllabus, as public record.

Materials development takes place on "a continuum" (Graves, 2000:170-171) and is inclusive of creativity, responsibility, and flexibility. The designer of the programme or course provides materials that are "engaging and appropriate" that allow students "to use them productively in the classroom" (Graves, 2000:170-171). Graves (2000) sees students as "collaborators" that together with the teacher chooses and develops learning or instructional material (Graves, 2000:170-171).

Specifically, for the *Active English* programme, the franchise owner describes her process of developing themes, lessons, and activities for each year as part of updating *The Grade 1-7 Phonovisual Package*, the main franchise package for franchisees and learners (see Chapter 4, Part 2, Excerpt 46). The franchise owner combines the communicative value and the principles of the TPR method in a lesson, for a learner to develop their language use and language skills through art, drama, and crafts that have also been incorporated into the design of the lessons. The franchise owner updates and develops the workbooks for each grade group. In particular, for the franchisee and the Grade 3 and Grade 4 groups the following working materials have been developed:

For the franchisee:

- How to use the Phonovisual programme for Grade 1, Grade 2, and Grade 3.
- Activity ideas

For the learner:

- Workbook for Grade 3
  - Book 1 (Five houses of the Phonovisual programme)
  - Book 2 (Language usage)
  - Book 3 (Comprehension)
- Workbook for Grade 4
  - Book 1 (Grammar: English usage)
  - Book 2 (Creative writing)
  - Book 3 (Comprehension)

The CAPS English FAL (DBE, 2011b:19) makes provision for the learning of phonics, in the overview of the language skills to be taught in the FAL from Grade 1 to Grade 3. Similarly, at the level of procedure, for the franchisee (or teacher), the *Phonovisual programme for Grade 1 – Grade 3, Part 1* (Slabbert, 2011), includes a detailed description of the Phono-visual charts for teaching phonics as part of *The Grade 1–7 Phonovisual Package*, the main franchise package (see Chapter 4, Part 2, Excerpt 55 to Excerpt 57). Although acknowledging there were and are other educational resources for the teaching of phonics, the franchise owner developed and trademarked her Phono-visual charts adding to the *Active English* brand as a franchise.

In addition, apart from developing the workbooks for each grade group as well as the Phono-visual charts, the franchise owner also developed a reference book, *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School*. *Effective and easy to use for students, parents and teachers* (2008). Compared to the motivation of starting and developing her own language programme (as described in Chapter 4, Part 1, Excerpt 2), the motivation for the franchise owner developing a reference book, or language book, as part of educational material, is similar. The franchise owner perceived that the existing material could be offered to learners in an innovative way and she identified a gap in the market. The franchise owner's contributions are commendable as they contribute to the educational resources in South Africa, for the learning of English as a second language (see Chapter 5).

The DBE (2016) includes information on Learning and Teaching Support Materials (LTSM) by providing the LTSM National Catalogue on the official website of the department. This catalogue includes the titles of reading books that are recommended for FAL teaching appropriate for the grade groups. The franchise owner does not have a similar catalogue of publications for each grade group but describes the process of how she selects books for learners to take home and

read from the library that is at the *Active English* centre (see Chapter 4, Part 1, Excerpt 16 and Excerpt 25).

The franchise owner could see a catalogue as a gap to address the future reading needs of students. Learners would be able to select from the centre's library, for instance, from a recommended list, without having to select books that are not appropriate. A further avenue for research would be to compare the reading books that influence the learning of English as a second language in the *Active English* programme with the list provided by the DBE.

When developing materials and incorporating activities and tasks into the programme or course, the role of instructional materials are primarily to promote communicative language use (Richards & Rodgers, 2001:168). Three kinds of materials are considered: text-based; task-based, and realia (Richards & Rodgers, 2001:169-170). With text-based materials language teaching texts are used for pair work activities. Also, a lesson consists of a theme; a task analysis for thematic development; a practice situation description; a stimulus presentation; comprehension questions; and paraphrase exercises (Richards & Rodgers, 2001:169). With task-based materials, task-based communication activities are used in class. These include, for example, pair-communication practice materials; a variety of games; activity cards; and exercise handbooks and practice booklets (Richards & Rodgers, 2001:169). With realia, artefacts from life are used as teaching and learning materials; communicative activities may be built around authentic language-based realia, such as magazines, advertisements, and newspapers as well as maps, pictures, symbols, graphs, and charts (graphic and visual sources) are used (Richards & Rodgers, 2001:170).

In the reporting and discussion of the role and development of learning materials for the *Active English* programme (in Chapter 4) the materials that are considered for the CLT method are: (a) text-based materials, (b) task-based materials (communication activities), and (c) realia. The types of materials that are considered for the TPR method are: (a) teacher's voice, actions, and gestures, (b) common classroom objects as well as supporting materials (pictures, slides, and word charts), and (c) realia.

2.8 Considering a *procedure* for a language programme

> When one has a new course to design, when a course needs to be revised or adapted, for whatever reason, should one concentrate on methodology to begin with, and look at classroom techniques as a priority? Or should a syllabus be mapped out in advance? This is a rather basic conflict, especially since there are few prepackaged methods or courses available that can meet

> everyone's needs. In fact, it appears that teachers will increasingly be called upon to design their own courses (Yaden, 1987:69).

At the level of procedure, the focus is on how activities and tasks are "integrated into lessons" and "used as the basis for teaching and learning" (Richards & Rodgers, 2001:31). When assessing for quality and effective teaching, the focus shifts to the three phases of teaching (or dimensions to a method) at the level of procedure (Richards & Rodgers, 2001:31; Wragg, 1999:61-64):

> (a) the use of teaching activities to *present* language; focus is on preparation and planning (for example, work schemes, lesson plans, and assessment);
>
> (b) the ways in which teaching activities are used for *practicing* language; focus is on the process (for example, qualitative feedback on the teacher's competence and how learners experienced the lesson); and
>
> (c) the procedures and techniques used in providing *feedback* to learners; the focus is on the outcome (for example, the observer's assessment and the results of the process of teaching and learning).

(a) Preparation, planning, and presentation

> Teachers' knowledge informs their actions when they plan to implement the written curriculum and when they actually implement their planning. … First, teachers have particular views and beliefs about the nature of the subject matter (content) and about how learners learn and how the content needs to be taught. … Second, teachers' beliefs about the purpose of schools and the goals learners need to achieve act like a lens that focuses thinking and planning decisions in particular ways (Nieuwoudt & Nieuwoudt, 2011:316).

When planning lessons, teachers will consider appropriate methods as well as learning and teaching support materials in order to create meaningful learning opportunities and experiences for learners to achieve the outcomes (Nieuwoudt & Nieuwoudt, 2011:314). On a practical level, lesson plans are created in order for the teacher to plan the activities around the objectives of what the students need to be able to demonstrate in order to achieve the objectives or outcomes. In other words, "a lesson plan guides the teacher in producing and delivering the instruction. A lesson plan relates learner outcomes to instructor and student activities for accomplishing the outcomes and to resources required supporting the activities (Branch, 2009:188).

Educational scholars identify different ways to represent or illustrate the format of a lesson plan. For instance, Jacobs (2011:90&91) identifies a "lesson sample", Nieuwoudt and Nieuwoudt (2011:327-331) describe "lesson formats", and Van der Walt *et al*. (2009:82) identify a "lesson plan template" typically adapted and used by South African teachers when planning lessons. Specifically for language teaching, Graves (2000:261) suggests the use of a "focus wheel" and the development of a matrix, not only to represent an approach to organising content but also, for the development of activities.

1. Objectives (aims) What learners should know, understand and be able to do by the end of the lesson
2. Rationale The content and purposes of the lesson. Provide motivation for and justify the importance of the content
3. Assessment procedures Assessment decisions must be aligned with the objectives and the rationale. The following questions (formative assessment) need to be considered: • How will learners be assessed? • How will feedback be provided during the lesson so that learners can see if they are attaining the outcomes? • What are the opportunities for re-teaching? • Have the objectives been attained? (summative assessment)
4. Instructional procedures Some of the questions to be answered are the following: • What teaching-learning approach will be used? • How will learners' prior knowledge be activated? • How will learners be engaged in the lesson? • What support will be provided to learners as they work towards the objectives of the lesson? • How will the learning needs of individual learners be met? (differentiation)
5. Materials and resources What materials and resources are needed to teach the lesson? Any visual material, books, websites or other media and materials should be listed.

Figure 2.4: Elements of lesson planning (Nieuwoudt & Nieuwoudt, 2011:323).

The National Protocol for Assessment Grades R-12 (2012:34-43) does not include an example of a lesson plan for teachers to adapt and/or use when they follow the teaching plans prescribed by the DBE (as described in Chapter 4, Part 1, Excerpt 14 and Excerpt 53). Therefore, the assumption is that there are no confirmed or official lesson plans and the teacher has the option to develop their own. Each teacher is responsible for preparing and integrating the objectives (outcomes) and syllabus (content) when designing and presenting a lesson to the learners. Nieuwoudt and Nieuwoudt (2011:323, 325), for example, outline the elements or "building blocks" of lesson planning in Figure 2.4.

The updated guide to the *Active English* methodology (2015) sets out example lesson plans for Grade 3 to Grade 7 learners (Slabbert, 2015:7-11). The idea is not to compare the elements presented by Nieuwoudt and Nieuwoudt (2011) or the elements included in Grave's (2000:261) "focus wheel" (that may be adapted) to the elements or prescribed elements of lesson planning included in a typical *Active English* lesson plan. The point is that, like other educational scholars and researchers that have identified elements of a lesson plan for teaching and learning, so too has the franchise owner identified specific elements that are part of the *Active English* way of, or plan for teaching and learning English as a second language. These elements include: preparation, language focus, skills focus, thinking focus, and teaching approach. Specifically for the lesson plan for Grade 3 (Slabbert, 2015:7) and for Grade 4 (Slabbert, 2015:8&9) learners respectively, the "classroom procedure" will be described in Chapter 4, Part 2, after Excerpt 80 and the overall assessment procedure that is used in the programme is described in Chapter 4, Part 2, after Excerpt 60.

(b) Process and practice

Learning, as explained by Graves (2000:30) can be perceived as an inductive process (problem solving and discovery by the learner); a deductive process (learner applies knowledge); a cognitive process (mental activity); an affective process (involving emotional connection); and learning can also be viewed as a social process (learning with others). Similar to identifying the elements of the *Active* English lesson plan, the operations manual of *Active English* (Slabbert, 2001) explains lesson preparation for a teacher (a franchisee) to teach the *Active English* programme (see Chapter 4, Part 2, Excerpt 80). The franchise owner also provides the franchisee with materials (such as the lesson plans) that have already been developed. Therefore, in this case, this part of the procedure of the programme is not so much about the ways in which teaching activities are used for practicing language but more so about the implementation of the lesson plans and activities as prescribed by the programme for practicing language. In other words, within the context of *Active English* being a franchise, the elements of a lesson plan already take into account the different processes for learning. The teacher (or franchisee) prepares for a lesson in order for learners to learn as planned, in order to achieve the objectives of the programme.

The process of teaching, and in this case, teaching a language, can also be viewed on a continuum: The teacher and students "negotiate the knowledge and skills and methods of learning" and the teacher "makes decisions about knowledge and skills to be learned, tells the students what to learn, or provides models or examples and expects or helps students to

internalize them" (Graves, 2000:30). Moving up the continuum, the process is viewed as "providing problem-solving activities and actively helping students to negotiate them"; learning may be viewed as "a process of shared decision making with the students" (Graves, 2000:30). Finally, continuing along the continuum, "students determine the problems to be solved and use the teacher as a language and culture resource" (Graves, 2000:30).

Active English does not provide a statement document (a syllabus identifying content) that teachers and parents may consult. Instead (as explained in Chapter 5, Part 1, Excerpt 15) only a basic outline (or curriculum) is available of what the learners will study in the programme. A comparison of content between the DBE curriculum for FAL and the *Active English* syllabus is beyond the scope of this study but the researcher tentatively draws a rough grid (see Table 4.13) based on the definitions included in the CAPS English HL for Grade 4 to Grade 6 (2011d:8-9), the outline of the HL and FAL curriculums (described in Chapter 4, Part 1, Excerpt 14), and the basic description of learning at *Active English* (described in Chapter 4, Part 1, Excerpt 15). In addition, the researcher also includes another table (see Table 4.14) that expands the primary grid to include the goals of effective communication stated for each of the language skills described in the *Active English* business plan (Slabbert, 2013:12-13) linked to the description of the section on the selection of programme content (text included in Chapter 4, Part 1, Excerpt 14 and Excerpt 15).

(c) Outcome and feedback

> Assessment and language learning are integrated because language proficiency is both an aim to achieve and a tool of assessment. The main purpose of language assessment is to understand the learner's language proficiency especially in EFAL (Joubert, 2015).

Assessment is an integral part of teaching and learning; it is a process that allows teachers to make decisions about a learner's performance. When the teacher collects evidence of a learners' performance (or proof of learning) and then makes a decision about whether learning has taken place (or what the learner has achieved), they are using assessment that will provide feedback to the learner (on their progress to reaching the required performance). As Lombard (2010b:34) explains:

> Fundamentally, assessment means to measure something by collecting information which will be used for some purpose. When considering the roots of the concept, it is interesting to note that it has its origin in the Latin verb assidere, meaning to sit with. Metaphorically speaking, one is thus supposed to "sit with" the learner when assessing. This implies that assessment is something done with and for learners, and not to learners … Therefore, the learner should be the beneficiary of assessment.

Black and William (2010:82) use the general term 'assessment' to refer to "all those activities undertaken by teachers — and by their students in assessing themselves — that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs". Lombard (2010) explains that teaching, learning and assessment are interrelated: "assessment is no longer regarded as an "add-on" to teaching and learning events, but as an integral part of these events. Furthermore, assessment should play a more dynamic role in enhancing learning" (Lombard, 2010b:17). The teacher, in their planning, will follow six steps (the cyclic process of assessment), irrespective of the intended purpose of the assessment (Lombard, 2010a:34-35). The steps proposed by Lombard (2010a:34-35) are adapted to *Active English* by the researcher (in Chapter 4, Part 2, after Excerpt 60).

In public schools in South Africa, the process of assessment has been formalised and the recording and reporting of the evidence of learner performance is regulated. The National Protocol for Assessment Grades R-12 (2012:15-16) describes recording and reporting learner performance. Reporting, in itself, is a process of communicating learner performance and there are different ways to report learner performance by using a "reporting tool" or "reporting mechanism" (2012:17). Reporting tools or mechanisms include "report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc." (2012:15).

Similar to the process and practice of teaching described earlier, for the franchised business, the franchise owner also developed and provides the reflective questions for assessment (as already mentioned in Chapter 4, Part 2, Excerpt 60) to the franchisee (the teacher). As explained by the franchise owner (in Chapter 4, Part 2, Excerpt 59): "I believe in more child-friendly assessment. OK. And not traditional assessments as such because the knowledge of learning English is not just written work. It's songs, participating in story-telling, the games, reading out aloud [looking at the written reply as guide] there's so much to cover and to do". In other words, the assumption is that whether the lesson plan or reflective assessment is implemented by the teacher (franchisee) or not, the teacher does not formally report on the performance of the learner, for instance, to the parents.

2.9 Framework to evaluate supplementary programme designs

> Designers of instruction want to know if their topics, or courses, or total systems of instruction meet learning needs, whether in schools or in employee education settings. This means that they wish to at least know whether a newly designed course or system works in the sense of achieving its learning objectives, and, more important perhaps, they are interested in finding out whether

their products have positive outcomes in regard to subsequent performances and attitudes of the learners and the overall performance of the organization in which they study and work (Gagné, *et al.*, 2005:346).

An evaluation of a programme provides evidence by the participants as to the effectiveness of the programme. Decisions can be made about whether to continue developing and offering the programme or whether to redesign and undertake efforts to bring about improvements to the programme. Graves (2000) refers to the process of course development as a cycle (Graves, 2000:10); this cycle is illustrated in Figure 2.5.

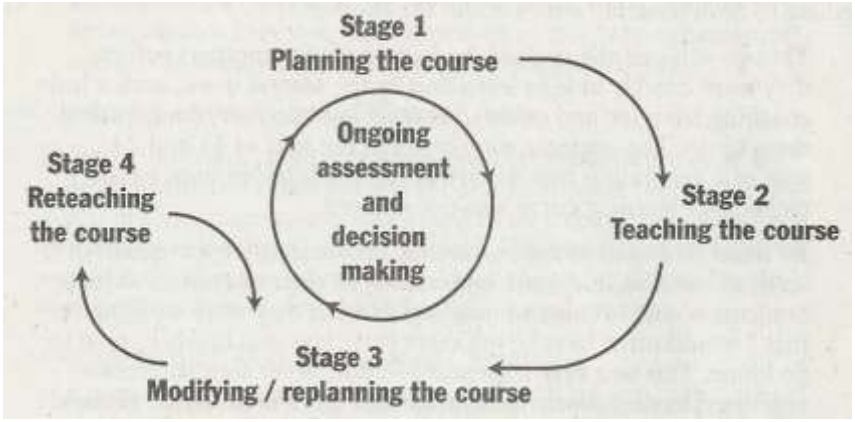


Figure 2.5: The cycle of course development (Graves, 2000:10).

Ultimately, the aim of evaluating a programme is for the quality of teaching and learning to improve. A programme evaluation plan shifts the focus to assessment of the course or programme design. There are three "levels" (Branch, 2009:154) and "types" (Morrison, *et al.*, 2007:236) of evaluation and at the same time, three interrelated and overlapping "roles" that assessment plays in course design (Graves, 2000:207).

The first interrelated and overlapping role that assessment plays is in assessing needs (Graves, 2000:207). Branch (2009:154) states that Level 1 evaluation measures the students' perceptions of the course content, resources used throughout the course, the comfort of the physical classroom environment, or the teacher's facilitation style. Morrison, *et al*., (2007:236) identify that with formative evaluation of the instructor (in this study, the franchise owner) this type of evaluation is informed by "how well the instructional program is serving the objectives as it progresses". For programme designers, the focus will be on the effectiveness of materials (Morrison, *et al.*, 2007:239).

The second role of assessment is focused on assessing students' learning (Graves, 2000:207). Similarly, Branch (2009:154) identifies that the second role of evaluation measures the student's learning and ability to perform the tasks indicated in each of the goals and objectives. Morrison *et al*. (2007:236) identify that with summative evaluation, the degree to which outcomes are attained is measured. Instructors focus on the effectiveness of learning or the students' learning achievements (do they use the knowledge, skills, and attitudes learned).

The third role of assessment is to evaluate the course itself (Graves, 2000:207). Branch (2009:154) states that this level of evaluation measures a student's performance, that is, the student's knowledge and skill as they are actually applied in an authentic work environment. Morrison *et al*. (2007:236) identify that with confirmative evaluation, the rationale is that, "evaluation needs to be continuous" (Morrison, *et al*., 2007:240). Confirmative evaluations rely on techniques or instruments for gathering and collecting data; for example, "questionnaires, interviews, performance assessments, self-reports, and knowledge tests" (Morrison, *et al*., 2007:240).

The interrelated components of the design element and the procedures for teaching and learning English as a second language inform the evaluation plan of the *Active English* programme. The participants of this study, the franchise owner, the parents, and the learners provide evidence as to the effectiveness of the *Active English* language programme. Data were also collected, analysed, interpreted, and reported on from documents, interviews, the classroom environment survey, and questionnaire information. The following framework will be used in order to connect the data sources relevant to the study to the curriculum design components and the procedure for teaching and learning at *Active English*. In other words, Table 2.1 represents the framework that will be used to evaluate the franchised supplementary programme *Active English*.

Richards and Rodgers (2001:248) propose that the starting point in language programme design is the choice of teaching method together with consideration of "the context" in which teaching and the learning process occurs. The context is constituted by the teachers and learners in their classroom. There are also other contexts that impact on the conditions for language learning: for instance, the linguistic context, the cultural context, the political context, the social context, and the local institutional context (Richards & Rodgers, 2001:248; Graves, 2000:29; Stern, 1983:391, 410).

Table 2.1: A framework for evaluating the franchised supplementary programme *Active English*

Curriculum design components	Data sources relevant to the study				
	Documents	Interview (students)	Interview (franchise owner)	Classroom Environment Survey	Questionnaire (parents)
A. Design					
(a) Goals and objectives					
i. Purpose of the programme					
ii. Goals and objectives of the second language programme					
iii. About the student					
iv. Needs assessment: Participatory process					
(b) Selection of programme content					
i. Organising of the programme					
ii. Selection of content					
(c) Types of learning and teaching activities					
CLT Method					
i. Communicative language teaching: Activities and tasks					
ii. Functional communication activities					
iii. Social interaction activities					
TPR Method					
iv. Action-based drills					
(d) The roles of the learner					
i. Language of the learner					
ii. Role as negotiator (CLT method)					
iii. Role as listener and performer (TPR method)					
(e) The roles of the teacher					
i. Role as decision-maker					
ii. Adapt teaching style to classroom context					
(f) The role and development of learning materials					
CLT Method					
i. Text-based materials					
ii. Task-based materials (communication activities)					

iii. Realia	
TPR Method	
iv. Teacher's voice, actions, and gestures	
v. Common classroom objects as well as supporting materials (pictures, slides, and word charts)	
vi. Realia	
B. Procedure	
Phase of teaching: Present language	
Preparation, planning, and presentation: i. Lesson plans	
Phase of teaching: Practice language	
Process and practice: i. Workbooks ii. Reference book iii. Phono-visual Charts	
Phase of teaching: Provide feedback	
Outcome and feedback: i. Assessment	
ii. Recording and reporting	
C. The Evaluation Plan	
Informing the evaluation plan	
i. Creating a learning environment	
ii. Incentives: Badges and prize giving	
iii. Competing with other extra-curricular activities	
iv. About the *Active English* programme (a) Active participation (b) Impression (c) Progress (d) Improvements	

For the purposes of this study, the contexts that have been described in this chapter are not regarded as separate elements. Instead, the contexts that have been described overlap and are important to consider when evaluating a programme designed for teaching and learning English as a second language in South Africa. The contexts that have been described and are

considered going forward, in this study, include: the South African multilingual context and the value of English as the LoLT in many South African schools; the purpose of English offered as a FAL as realised within the framework of policy and as the medium of instruction in the multilingual context of primary schools; the English-orientated contexts and English-limited contexts in South Africa including the bilingual approach to teaching English; the global context of ESL; and the franchised education context, including an understanding of supply and demand, within a country where there is a paucity of research on private supplementary tuition opportunities.

2.10 Summary

> Knowing another language may mean: getting a job; a chance to get educated; the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another; an expansion of one's literary and cultural horizons; the expression of one's political opinion or religious beliefs; the chance to talk to people on a foreign holiday. A second language affects people's careers and possible futures, their lives and their very identities (Cook, 2016:1).

Post-1994, an OBE system was introduced by the then DoE, partly, in an effort to address the legacy of apartheid education (Akoojee & Mcgrath, 2004; Cross, *et al*., 2002; Howie, *et al*., 2008; Todd & Mason, 2005). OBE in the form of a new curriculum also attempted to address the absence of a culture of learning and teaching. Todd and Mason (2005:222-223), however, put forward criticism of outcomes-based education as "an innovation that assumes that certain basic structures, such as functioning schools with qualified teachers and adequate classrooms, desks and textbooks, are already in place, which might be the case in the developed world, but is by no means guaranteed in developing world educational contexts". Within the South African context, Todd and Mason (2005:231-232) believe that in principle, a greater effort in transition will be evidenced by the poor rural and township schools. Howie, *et al*. (2008:28) state that poor communities and in particular, Black African people in rural contexts, "bear the brunt of the past inequalities, and these continue to be reflected in the national results of the final year examinations in Grade 12. …only 86% of South African students are enrolled in secondary[59] school, even though education in South Africa is compulsory and supposed to be free[60] for Grades 1 to 9". Inequalities are continued in contexts like South Africa and elsewhere in the world, where endeavours like *Active English* (which is a fee-paying and for-profit supplementary service), offer opportunities for private tutoring to those who can pay.

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[59] "Grade 8 is the first grade of most secondary schools" (Howie, *et al*., 2008:28).
[60] "Students are expected to pay fees only for Grades 10 to 12…" (Howie, *et al*., 2008:28).

It is necessary for researchers and policy-makers to give greater attention to the extent and impact of supplementary instruction as a worldwide phenomenon in providing tutoring to learners in school subjects, outside ordinary public school hours. Although the nature of possible regulatory structures will not be addressed in this study (although common themes may be identified from comparative policy analyses), Bray (2003:15) classifies four main policy responses for governments: ignore the phenomenon; prohibit private tutoring; recognise and regulate tutoring; and actively encourage tutoring.

Those governments that ignore the phenomenon (or employ the "laissez-faire approach" as described in Lee, *et al.* (2009:915-916)) may also be divided into two groups. In one group there are governments that are "weak and simply do not have the capacity to police tutorial operations" and in the view of scholars, "[m]any African governments are in this category" (Bray, 2003:63). In the other group there are some governments that are also too weak to regulate situations in which "mainstream teachers tutor the students for which they already have responsibility in their mainstream classes" (Bray, 2003:64) compared to situations in which "tutors (who may or may not also teach in mainstream schools) provide tutoring for pupils for whom they do not otherwise have responsibility" (Bray, 2003:64). There also exists a group in which governments that do have the capacity to monitor and regulate tutoring but which define it as "outside their sphere of responsibility" (Bray, 2003:64). This is done, either because the private tutoring sector is "small and considered insignificant, or they prefer to leave matters to market forces" (Bray, 2003:64) that control education systems; in which case, the market influences the "quality and price of private tutoring" (Lee, *et al.*, 2009:915-916). Governments may choose the "hands-off stance" (Bray, 2003:64-65), without a registration system and insist on responsibility only for the mainstream education system. Instructively, this approach is, case in point, adopted in Canada (as in the past, tutoring has not been a major phenomenon) and in Japan (where the role of supplementary instruction does have a long history, for example, authorities do require *Juku* to be registered) (Bray, 2003:65).

In general, the competitive nature of supplementary instruction, together with the aspirations of parents for their children to achieve educational and socio-economic benefits increase the demand for private tutoring. In a comparative context, South Africa is in the unique situation where the schooling and language curriculum are developing. It will be necessary to investigate the effects and impact of different forms of tutoring and intervention programmes in order to obtain a comprehensive outline of how language learning and teaching are approached. The focus of this study will be on the analysis of a specific language programme (*Active English*) available and offered through tutorial franchises and their approach to teaching and learning

English as a second language in the broader Vaal Triangle region (and selected regions where there are franchisees).

The aim of this chapter was not to present a simple account of the process or to address the complexity of second language learning (or second language acquisition) but to present an outline, a broad framework, for a possible approach to evaluate the teaching of English as a second language in the supplementary language programme. In other words, learning problems will only be solved empirically; the focus is on how the teacher can create the best conditions for language learning (and acquisition) to take place and in South Africa, the second language problem exists because in multilingual contexts not all languages are acquired in natural situations akin to first language acquisition. This chapter included an investigation of current curriculum practices, approaches to second language syllabus design, and it reviewed the literature on teaching and learning of English. In South Africa, curriculum studies have been undertaken with renewed interest. In terms of trends in curriculum design, the traditional view or concept of the curriculum was as course content, outcomes, or as a body of courses. However, a curriculum is no longer viewed in isolation, a multifaceted view of the curriculum should be taken; it is seen in terms of the learning experiences, for example, placing emphasis on the design of learning activities within a complex context. Furthermore, curriculum development is also not seen as an activity which is undertaken once and then completed. It is a continuous process, the model is circular in that each component in the model influences the other components, the components are interrelated, and with assessment, the feedback provides an opportunity for further development.

The researcher believes that this study, in terms of a case study design, contributes to practice and could potentially contribute to policy. “Qualitative research can be designed to contribute to theory, practice, policy, and social issues and action” (McMillan & Schumacher, 2001:399). This study makes use of the case study approach and investigates the relationship between teaching and learning English as a second language in South Africa. In an effort to evaluate the English programme offered by *Active English*, it will be necessary to account for the impact of this programme on the learners, parents, franchisees, and the larger multilingual community but most significantly, for the contribution by the franchise owner to the South African schooling landscape. The data collected by means of a questionnaire, interviews, classroom observations (including a classroom environment survey), and document analysis will be analysed, interpreted, and reported. Chapter 3 describes the methodology.

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter aims to describe the research methodology followed in this study that would lead to the evaluation and improvement of the language learning experience provided by *Active English,* which is a franchised supplementary language programme offered outside of a school setting. Broadly stated, this study is concerned with franchised supplementary instruction for learning English as a second language that is provided by a private entrepreneur for profit-making purposes.

There is a paucity of qualitative data on supplementary programmes that offer English as a second language, in South Africa. Therefore, it will be necessary to employ an ethnographic approach (that of a case study) in order to understand the relationships between the teaching and learning of a second language outside the classroom but within a small classroom-like environment (Lightbrown & Spada, 2006:137&138). The methodological approach focuses on gathering qualitative data for the evaluation of the programme, by means of classroom observations (including a classroom observation survey), interviews (with children who are enrolled in the language programme and with the franchise owner), describing frequencies from responses following a questionnaire for parents, and document analysis (of the business and the workbooks).

3.2 Qualitative study

> [Qualitative] research is an umbrella term that encompasses several philosophies or theoretical orientations, the most common being interpretive, critical, and postmodern. There are also several designs, types, or genres of qualitative research, including a basic interpretive study, phenomenology, grounded theory, case study, narrative analysis, ethnography, critical qualitative research, and postmodern or poststructural research. All these types of qualitative research have in common the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive analysis process, and a product that is a rich description of the phenomenon (Merriam, 2002:15).
>
> Qualitative work is judged on its freshness – its ability to discover new themes and new explanations – than on its generalizability. It is also evaluated for its richness, vividness, and accuracy in describing complex situations or cultures. The quality of evidence that supports the conclusions is important, as are the soundness of the design and the thoroughness of the data collection and analysis (Rubin and Rubin, 2012:16).

For this study, the design selected derives primarily from the interpretivist (Lynch, 2003) or naturalistic (Lynch, 1996) paradigm. “Naturalists focus more on themes that are true at some

point or in some places, while working to learn which elements of a complex environment affected what was seen or heard" (Rubin & Rubin, 2012:16). The following process was used for conducting qualitative research: select a particular design; select the population; determine method(s) for data collection; collect data; organise and analyse data; and interpret information and discuss findings. For gathering assessment information and evaluation information, a combination of both qualitative and quantitative data collection methods and analysis techniques were used.[61] The use of these methods to collect data will allow the researcher to validate[62] findings (for completeness) and conclusions through triangulation (to support the trustworthiness of the findings).[63]

The unit of analysis (Simons, 2014:461; Cohen, *et al*., 2011:289) is the language programme. The model or design adapted for the purposes of programme evaluation is the illumination model[64] of Parlett and Hamilton (1976) as discussed in Lynch (1996:82-84). The data that were collected were analysed in the following stages or steps: focusing (evaluation questions); organising data; coding the data; clarifying or classifying and reducing the data; and interpreting

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[61] Lynch (2003:27) states that it is possible "to have 'mixed strategies', where the design is primarily from one paradigm or the other, but to use data-gathering and analysis techniques from both […] A 'mixed design' […] attempts to combine the perspectives represented by the positivist and interpretivist paradigms". Mouton (2001:149) indicates that the strengths of ethnographic research, specifically, case studies that provide "an in-depth description of a small number (less than 50) of cases" are "high construct validity; in-depth insights; and establishing rapport with research subjects" (Mouton, 2001:150); and the limitations are "lack of generalisability of results; non-standardisation of measurement; data collection and analysis can be very time-consuming" (Mouton, 2001:150). The strengths and weaknesses of the selected approaches will be kept in mind during the study.

[62] Lynch (2003:149) explains that whatever the paradigm, validity "establishes what the relationship between assessor/evaluator and participant should be; what the participant can or should be asked to do; how the assessor/evaluator decides what counts as evidence for the validity argument". The concepts of 'validity' and 'reliability' have been used for both qualitative and quantitative research. "In order to introduce quality criteria that are more suitable for QUAL inquiries, several alternative terms have been proposed: validity has been referred to as 'trustworthiness', 'authenticity', 'credibility', 'rigour', and 'veracity'" (Dörnyei, 2007:49).

[63] Triangulation refers "to the gathering and reconciling of data from several sources and/or from different data-gathering techniques" (Lynch, 1996:59).

> Triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a qualitative study because if we come to the same conclusion about a phenomenon using a different data collection/analysis method or a different participant sample, the convergence offers strong validity evidence (Dörnyei, 2007:61).

[64] Illuminative evaluation developed from a paper written by Malcolm Parlett and David Hamilton (1977), (Brandon & Ah Sam, 2014:483). An illuminative evaluation is carried out in three phases (Lynch, 1996:82):

1. An initial period of observation in which the evaluator seeks to become acquainted with the day-to-day reality of the program[me] in its entirety
2. A gradual focusing and more intensive look at program[me] issues, themes, and events
3. A synthesis of the findings in an attempt to describe and explain the program[me] in terms of its general underlying principles

the data and forming conclusions. A thematic framework (as discussed in Lynch, 2003:134-146 and Seliger & Shohamy, 1989:204-211) was employed.

The evaluation design option selected for this part of the study is a one-teacher, one-classroom design (Lynch, 2003:38). This case study was completed by the researcher at the owner-operated franchise centre. The franchise owner is the developer of the programme and the "franchise agreement" (as published in the Government Gazette No:32186 of 2009 describing an agreement or terms between a 'franchisor' and a 'franchisee') is interpreted to mean that in undertaking this type of business, the franchisee would be required to implement the *Active English* programme (see Chapter 2, Part 2).

For this study, the design selected also derives from pragmatism as a paradigm. To an extent, the outcome of the evaluation of the supplementary programme in this study may be understood to contribute more as a consultative endeavour. However, the researcher aims for the research process towards evaluation to contribute to a conceptual understanding of the usefulness of the findings and not merely a representation of reality. For this, pragmatism as an alternative paradigm, philosophically, "orients itself toward solving practical problems in the ''real world''…" (Feilzer, 2010:8).

The researcher identified an opportunity for ethnographic research and what Dörnyei (2007:130) describes as "a 'thick description' of the target culture, that is, a narrative that describes richly and in great detail the daily life of the community as well as the cultural meanings and beliefs the participants attach to their activities, events, and behaviours". In this case, a complete description of a franchised classroom-like set up and language programme as planned, designed, developed, and implemented by an educational entrepreneur that complements the mainstream classroom.

This type of research approach is useful for "gaining insight into the life of organizations, institutions and communities" (Dörnyei, 2007:132-133). The main drawback, however, is that "the need for prolonged engagement with the participants in their natural setting requires an extensive time investment that few academic researchers can afford" (Dörnyei, 2007:133). In this case, although private supplementary tutoring is not totally unknown, there is a paucity of qualitative data of programmes that offer English as a second language, in South Africa. The researcher observed a small classroom-like environment in order to understand the relationships between the teaching and learning of a second language outside the school

classroom. The researcher primarily focused on three main characteristics or qualities of qualitative research as applicable to this study:

The characteristics of the research setting: "…qualitative research takes place in the *natural setting* [original emphasis]" (Dörnyei, 2007:38). The objective is to describe (social or cultural) phenomena as they occur naturally and not to manipulate the situation that is under study. In order to capture a sufficient level of detail, investigations are conducted through a lengthy contact or "immersion" in the research setting. As motivated in Chapter 1, although the researcher planned for a comparative study, to evaluate two programmes, the ethnographic approach[65] taken would result in far too much data to analyse and for the purpose of validity, the focus of the study remained on the local programme, *Active English*. The case study focused on the Grade 3 and Grade 4 learners enrolled in the programme, during the second half of 2015, at one franchise-owned *Active English* centre. This timeframe also coincided with the third term for public schools and also provided participants an opportunity to reflect on the academic year and their lessons at *Active English*.

Insider meaning: "…qualitative researchers strive to view social phenomena from the perspectives of the 'insiders' and the term 'insider perspective' has a special place …" (Dörnyei, 2007:38). The goal is to explore the individuals' behaviour and views of the situation being studied and the research is concerned with subjective opinions, experiences, perceptions, and feelings of the participant as well as the meaning that people attribute to and bring to situations. The participating learners, their parents as well as the franchise owner were invited to share their perceptions about the programme and provided information that would inform the evaluation plan of the programme. A variety of instruments were also used to collect data.

Interpretative analysis: "Qualitative research is fundamentally interpretive … the research outcome is ultimately the product of the researcher's subjective interpretation of the data" (Dörnyei, 2007:38). The phases in a qualitative research process and the design of a qualitative study focus on interpretation and include: a research problem appropriate for inquiry, excerpts or illustrative examples from which data are collected and analysed, and presentation of the

[65] Ethnographic research aims at "describing and analysing the practices and beliefs of cultures. 'Culture' is not limited to ethnic groups but can be related to any 'bounded units' … such as organizations, programmes, and even distinct communities. Thus, we can talk about the ethnography of the language classroom, or the ethnographic analysis of specific schools, or other language learning contexts" (Dörnyei, 2007:130).

findings (Merriam, 2002:11,15-16). It is possible to provide alternative interpretations but the researcher becomes, essentially, part of the inquiry. The data[66] were analysed and interpreted by the researcher. The context within which the franchisees implement *Active English* in order to teach English as a second language was considered as an integral part of the interpretation process that was used to compare and augment the analysis, interpretation, and reporting of findings. Dörnyei (2007:40) for instance, suggests that qualitative research offers a "good starting point" for longitudinal investigations and it would be possible to explore patterns and changes.

In opting to conduct qualitative research, there are strengths and weaknesses or criticisms of qualitative research, as acknowledged below.

Qualitative research aims "to broaden the repertoire of *possible interpretations* [original emphasis] of human experience" (Dörnyei, 2007:40). The data collected about the participants' perceptions and experience in this study widen the scope of our understanding of the phenomena that is shadow education in South Africa. It is important to make sense of complex situations but "there is a real danger for researchers in general to produce reduced and simplified interpretations that distort the bigger picture" (Dörnyei, 2007:39). The researcher does not seek a generalisable or correct interpretation of the findings and is aware that it is not uncommon in quantitative studies "to obtain surprising or contradictory results" (Dörnyei, 2007:40). Therefore, the researcher, for instance maintains the focus of study on the bilingual Afrikaans-English learners that are enrolled at the owner-operated franchise centre and considers that other locations where the franchise is implemented across South Africa will offer a different set of findings.

3.3 Case studies

> The case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context. It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us (Dörnyei, 2007:155).
>
> Qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive (Merriam, 2002:178-179).

[66] In this ethnographic study, the word "data" is referred to as a collection and therefore used in the plural sense; data were collected from a number of sources.

Case study research may be defined in terms of the process of doing a case study, in terms of the end product, or as an example of practice but researchers describe "the case" as a "single phenomenon", "unit of analysis", "entity" or "one" (Cohen, *et al*., 2011:302; Lightbrown & Spada, 2006:137-138; McMillan & Schumacher, 2001:398; Mackey & Gass, 2005:171; Merriam, 2002:8, 178; Simons, 2014:455). This approach seeks to document or describe a real-life case (a single classroom, a tutorial centre, a programme, or a policy) in depth; the unit of analysis characterises a case study. "Cases are primarily people, but researchers can also explore in depth a programme, an institution, an organization, or a community" (Dörnyei, 2007:151).

Merriam (2002:6) outlines case study research as a commonly used approach to doing qualitative research. A case study design, in other words, the one-teacher, one-classroom design (Lynch, 2003:38) means that data analysis focuses on describing an aspect of second language performance or development (Seliger & Shohamy, 1989:125) of one group of learners. A case study design informs the evaluation of the second language English programme described in this study. There are different types of case study but for this study, the case study design is that of "the single-case design" (Cohen, *et al*., 2011:291) and the aim of the case study is to provide "a holistic description of language learning or use" (Mackey & Gass, 2005:171) in this programme. This is an appropriate selection of a case study design because it allowed the researcher to learn about the classroom-like set-up at an *Active English* centre, what Simons (2014:459) refers to as an intrinsic case study[67] but also, afforded the researcher the opportunity to evaluate the language programme offered by *Active English* and report findings "to a range of stakeholders in ways that they can use" (Simons, 2014:459).

This case study is a case of the design aspect of the approach to teach and learn English as a second language employed by the franchise owner and includes a narrative told by children enrolled in the language programme (Grade 3 and Grade 4 learners). In other words, how they

[67] There are numerous types of case studies (Simons, 2014:459):
- an intrinsic case study (one that is to learn about the particular case itself);
- an instrumental case study (we choose a case to gain insight into a particular issue (i.e., the case is instrumental to understanding something else));
- the collective case study (an extension of the instrumental to several cases);
- theory-led or theory generated case study (the first starting from a specific theory that is tested through the case; the second constructing a theory through interpretation of data generated in the case); and
- evaluation case study (which has three essential features: to determine the value of the case, to include and balance different interests and values, and to report findings to a range of stakeholders in ways that they can use).

describe their learning experiences, and the language perceptions of their parents. The boundaries of this case are extended to evaluating the language programme, policy, and franchises as a business in South Africa (see Chapter 2, Part 2).

Qualitative data analysis merges analysis and interpretation by merging data collection with data analysis. A case study uses a range of complementary sources of evidence or methods for data collection and the major sources of data for a qualitative research study are observation, interviews, documents, surveys, archival records, and artefacts (Cohen, *et al*., 2011:296, 299; Merriam, 2002:12-13; Yin, 2009:99-113). With the exception of archival records and artefacts, the instruments used to collect data for this study are observation, interviews, documents, and a survey.

3.3.1 Strengths of this methodological approach

> Case study research is not method dependent … nor is it constrained by resources or time. Although it can be conducted over several years, which provides an opportunity to explore the process of change and explain how and why things happened, it can equally be carried out contemporaneously in a few days, weeks, or months. This flexibility is extremely useful in many contexts, particularly when a change in policy or unforeseen issues in the field require modifying the design. Flexibility extends to reporting. The case can be written up in different lengths and forms to meet different audience needs and to maximize use… Using the natural language of participants and familiar methods (like interview, observation, oral history) also enables participants to engage in the research process, thereby contributing significantly to the generation of knowledge of the case (Simons, 2014:458).

Researchers list the advantages, for educational evaluators or researchers, in case studies that can shed light on the second language learning process. These advantages include (Cohen, *et al*., 2011:292; Mackey & Gass, 2005:172-173):

- Case studies focus on the individual that is not always possible in group research.
- Case studies provide insights into the complexities and contexts of a case.
- How we gain insight is from an in-depth study of “the particular” and how we learn from a case is “particularization” (“a rich portrayal of insights and understandings interpreted in the particular context (Simons, 2014:466).
- Case studies highlight embedded conflicts between viewpoints or discrepancies held by participants.
- Case study material may be presented, interpreted and reinterpreted for multiple audiences.
- Case studies report on the uniqueness of the case or particularity and we may discover “something of universal significance” (Simons, 2014:466).

3.3.2 Weaknesses of this methodological approach

> … inferences are possible where the context and experience of the case is richly described so the reader can recognize and connect with the events and experiences portrayed. There are two ways to examine how to reach these generalized understandings. One is to generalize from the case to other cases of a similar or dissimilar nature. The other is to see what we learn in-depth from the uniqueness of the single case itself (Simons, 2014:465).

Researchers list the disadvantages, for educational evaluators or researchers, in case studies that can shed light on the second language learning process. These disadvantages include (Mackey & Gass, 2005:172; Simons, 2014:458):

- A sample size of "one" may worry those convinced that only large sample sizes contribute to valid research that informs policy.
- Participants (the individual or small group (or classroom) to the larger population of second language learners) are not randomly chosen, therefore, it is important to limit generalisations (but make inferences from a process of interpretation in context).
- From a single case study, it is a concern how inferences are drawn and it may be difficult to recognise idiosyncrasies that may be misinterpreted.

3.3.3 Managing weaknesses

> Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. There is no one single or correct way to analyse and present qualitative data; how one does it should abide by the issue of *fitness for purpose* (Cohen, *et al*., 2011:537).

In this study, the researcher validates findings and conclusions through the triangulation of different data sources (Cohen, *et al*., 2011:197; Yin, 2009:116) when considering the reliability of the conclusions reached (Seliger & Shohamy, 1989:123) and in terms of saturation, more specifically, completeness (Cohen, *et al*., 2011:601) and accuracy. Data were collected from multiple sources (Cohen, *et al*., 2011:195) and not only analysed separately, comparing conclusions but also, the findings and interpretations of the case study are supported by more than a single source of evidence. In terms of excerpts or illustrative examples, data were obtained from a smaller group of the total population (Cohen, *et al*., 2011:143).

Lynch (1996:108) notes that successful observation requires "something more than just sitting and watching"; it requires focus. As not everything will be the observational focus, it is necessary to focus on selected concepts in the second language classroom context (Lynch, 1996:123-124). Dörnyei (2007:38) describes qualitative research as "labour-intensive" and suggests that "qualitative studies typically use, of necessity, much smaller samples of

participants". Lynch (1996:124) proposes sampling to narrow the focus for observation and different types of sampling include convenience sampling, purposeful sampling, and random sampling (Lynch, 1996:125). McMillan and Schumache (2001:398) add that "Qualitative researchers investigate in-depth small, distinct groups … single-site studies where there is a natural sociocultural boundary and face-to-face interaction encompassing the person or group".

In this study, the sampling strategy is a combination: The sample is a non-probability sample (or purposive sample; Cohen *et al*., 2011:153) as the researcher targeted a specific franchise and a particular group (children enrolled in the franchise programme who were in Grade 3 and Grade 4) that represents itself and not the wider population (Cohen, *et al*., 2011:155). In addition, the sample is also a convenience sample (accidental or opportunity sampling) (Cohen, *et al*., 2011:155-156) as the researcher had access to the learners, parents, and franchise owner at specific occasions and the sample does not represent any group apart from itself and the generalisability of the sample about the wider population is negligible.

In terms of the study population, a registered tutorial franchise, *Active English,* offers a supplementary programme for English to school learners in South Africa. This franchise is in the Gauteng Province and was identified for the purpose of the empirical study. The case study focuses on the number of students that were enrolled in *Active English* in the Vaal Triangle in 2015. Convenience samples (or "naturally formed groups" (Creswell, 2007:155) from the tutorial centre) of school learners were used. Samples of five to ten learners from the target grade groups, Grade 3 and Grade 4, were drawn. Grade 3 learners are generally being prepared to progress from the Foundation Phase to the Intermediate Phase, whereas Grade 4 learners are starting the first year of the Intermediate Phase. Grades 3 and 4 learners constitute what Bray (2006:515-516) would define as "transition points" in the South African education system, because for most of the learners in primary schools in South Africa, Grade 4 introduces the use of English as the language of teaching and learning[68].

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[68] De Sousa (2012:316) explains:

> According to the South African national educational policy for Grade 1 through to Grade 3, children are taught the letters of the alphabet, short stories, songs and poems with an emphasis on repetition. Children are encouraged to read and spell on a daily basis both individually and in groups. Grade 3 is the last year of the Foundation Phase in South Africa. It marks the beginning of formal reading and writing instruction and comprehension of texts is introduced... In Grades 1 and 2, there is still variation in children's literacy levels, but by nine years of age, a significant amount of sight vocabulary should have developed and meaning should be easily derived from text.

In terms of completeness (internal validity) and accuracy (reliability), the case study is sustained by the data and the findings (Cohen, *et al*., 2011:183, 199). The results cannot be generalised to the wider population (Cohen, *et al*., 2011:186). Therefore, the issue of generalisation is a limitation of this study. The final size of the study population, in other words, the number of participants (and altogether, the confidence in the supplementary programme), was determined during the initial process of data collection. These participants are not representative of an entire community and their responses as well as the research findings are not generalised.

3.4 Empirical project

For gathering evaluation information, the following techniques (or instruments) were used, in this study: observations, interviews, programme documents, and a questionnaire. These instruments are described as follows:

Observations: Observations of lessons were conducted in the owner-operated centre. A classroom environment survey (refer to Annexure I) was also completed to determine the design and procedures used in the second language teaching and learning process. In addition, observations of how the franchise owner assessed and recorded student achievement and performance (or lack of performance) and how feedback was provided to the students and parents was also conducted by the researcher.

Open-ended interviews were held with:

- The learners, to establish how they experience the lessons and programme at the *Active English* centre and in order to identify their background characteristics (for example, more information about variables[69] like their home language, school location (urban / rural) and socio-economic status (SES) was discussed).
- The franchise owner in order to identify the number of school learners (in Grade 3 and Grade 4) who are currently enrolled in the programme; in order to discuss the method used in teaching as outlined by the supplementary language programme; and in order to discuss the undertaking of a business opportunity, offering of a supplementary English language programme, in South Africa.

[69] A variable refers to "a characteristic or attribute of an individual or an organisation" that can be "measured or observed and that varies among the people or organisation being studied" (Creswell, 2007:49-50).

Relevant programme documents (for example the outline of the English programme, lesson format and materials provided to franchisees) were analysed to obtain basic information concerning the content, activities and processes of the supplementary programme. Preliminary documentation (for example, regarding the history, mission statement and educational objectives of the franchise) was also analysed to obtain information like enrolment numbers.

A questionnaire was drawn up and sent to parents as well as to the franchise owner (the developer of the material) which offers a supplementary programme to Grade 3 and Grade 4 speakers of English. The aim of the questionnaire was to obtain information on the typical learner in the programme and to conduct a situation analysis for the present study. In addition, the aim of the questionnaire was also used to understand the motivation of parents for the enrolment of their children in the programme (including costs involved) and the perceived satisfaction (or dissatisfaction) of the parents with the language programme.

3.5 Observations

> … when someone new comes into a classroom to observe, then the very presence of an additional adult who is not normally present may influence what happens. It is not easy to say exactly how things might change, because this will depend on many factors, such as how common it is for visitors to arrive in the room, the status of the person concerned, even such matters as the age, dress and sex of the observer (Wragg, 1999:15).

> … true nonparticipant observation may occur only in the case of someone who observes from behind a one-way mirror, or someone who uses a videotape recording of a classroom for observation data (without having been present for the recording) (Lynch, 1996:120-121).

In terms of qualitative methods, the origins of some approaches, in the twentieth century, to classroom observation are influenced by the work of cultural and social anthropologists; this style of observation is often labeled “ethnographic” (Lightbrown & Spada, 2006:110; Wragg, 1999:8-10). In a similar way to which an anthropologist would study the life in a particular tribe, so too may some of the approaches to the observation be translated into the study of classroom observation that require of the observer (or researcher) to describe what happens in the classroom.

There are various methods about what sort of record observers keep of a lesson. When visiting a classroom and observing a lesson, there are four main methods of records: written account, video-cassette, sound cassette, and transcript and there are advantages and disadvantages in using each of these methods of records (Wragg, 1999:17). For observers wanting to conduct a detailed analysis of what happened and what was said in the classroom, it is important to

record, transcribe the lesson or part of the lesson, and review the written transcripts or written record for discussion of aspects of classroom interaction (Wragg, 1999:12-14).

Observers, in case study research, prefer to use a mixture of methods and apart from pages of transcript, it is important that the field notes of the observer are descriptive; this means that they need to be "detailed and clear" (Lynch, 1996:116). The most important goal of field notes is "to record as thoroughly as possible what is happening in the observed context" (Lynch, 1996:116). In addition to field notes, observers may form "impressions" (Seliger & Shohamy, 1989:164; Wragg, 1999:54-55), filtered perceptions about the course of "classroom life" (Wragg, 1999:12-14); for instance, to illustrate some aspect of the teacher's strategy and classroom management, to note the children's behaviour, their interpersonal relationships, and whether they appear to be working as well as non-verbal aspects such as body language, posture, movement, gestures, and facial expressions or also, to describe what is displayed on the classroom walls (Wragg, 1999:54,55,67,70-73).

In general, as a technique, observation is used when people, behaviours or qualities, facts, an activity, event, setting, routine, or situation can be observed "firsthand" (Merriam, 2002:13). In other words, what is being observed is "as it is" (Simons, 2014:462), "at close range" or "while it is going on" (Seliger & Shohamy, 1989:162). This allows for the observer or researcher "to gather 'live' data" (Cohen, *et al*., 2011:456) or observational data[70] from naturally occurring situations or setting of "the case" (Yin, 2009:109), which in this study is the classroom-like set-up and second language programme, instead of relying on second-hand accounts. Concurrently, observations are time-consuming, selective, and prone to bias as they depend on the observer's opportunity to observe (Cohen, *et al*., 2011:459).

More specifically, the purpose of observation in language is "to measure individual language abilities" and to "provide data[71] for language programme evaluation" (Lynch, 2003:72).

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[70] Cohen *et al*. (2011:457) suggest that observations enable the researcher to gather data on:

- the *physical setting* (e.g. the physical environment and its organization);
- the *human setting* (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class);
- the *interactional setting* (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal, etc.);
- the *programme setting* (e.g. the resources and their organization, pedagogic styles, curricula and their organization).

[71] The following represents a partial list of potential observational foci in second language classroom contexts (Lynch, 1996:124):

Observations are used to collect data on how learners use language in different settings, to study language teaching and learning processes in the classroom, and to study the behaviours of educators (teachers) and learners (students) (Seliger & Shohamy, 1989:162).

3.5.1 Direct classroom observations

The classification of researcher roles in observation and the different types of participant observation based on the level of involvement of the observer may be viewed along a continuum (Lynch, 1996:121; Cohen, *et al*., 2011:297, 457). On the one end there is non-participant observation and on the other end of the continuum, there is participant observation. In this study, the researcher was a moderate participant present for "on-site participant observation" (Lynch, 1996:121). As a moderate participant, the researcher alternated between "active and passive roles within the setting" (Lynch, 1996:121). For example, the researcher took on the role of visiting teacher or teacher's aide, occasionally participating in order to get more of an "insider" experience (Lynch, 1996:121) and stayed on the sidelines to observe without being involved in the classroom interactions or the work being completed by the learners. Also, the researcher was present "in the field or site for an extensive time" (McMillan & Schumacher, 2001:437) for lessons and interviews in the same classroom or centre for about 10 hours in total from 7 September 2015 to 28 October 2015.

For this study, the kind of observation that was captured was semi-structured (Cohen, *et al*., 2011:457) in nature. Ahead of the observations, the researcher decided on a schedule for the classroom and lesson observations and although the schedule was predetermined, additional observations provided insight into the interaction between the teacher and the learners, the

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- Student verbal behavior (when they speak, nature of language used, whom they speak to);
- Student nonverbal behavior (facial expressions, body language, seating patterns);
- Student use of native language;
- Teacher verbal behavior;
- Teacher nonverbal behavior;
- Teacher use of native language;
- Student—student interactions (language used, how initiated, group dynamics);
- Student—teacher interactions (language used, how and who initiates, relationship to instructional activity);
- Student questions (linguistic form, relationship to instructional activity);
- Teacher questions (linguistic form, relationship to instructional activity);
- Student questions concerning grammar;
- Teacher *display* versus *referential* questions; and
- Student responses to teacher display questions.

relationships and behaviour between the learners themselves as well as the use of language for communicative purposes within the context of the classroom as a whole.

The researcher also followed a process of observation (Cohen, *et al*., 2011:465): video recordings of the lessons were viewed and the researcher, before transcribing the lesson, described the lesson, interaction between the teacher and the children, and the communicative aspects of using English in the classroom setting (descriptive observation). "During data processing most data are transformed into a textual form (for example, interview recordings are transcribed) because most qualitative data analysis is done with words" (Dörnyei, 2007:37-38). The common objective is to make sense of a set of meanings from what has been observed; the data that is captured is rich and complex. The researcher transcribed the video clips (approximately 15 hours of video recording) of the lessons and interviews with the Grade 3 and Grade 4 groups of learners (focused observation). The researcher then selected excerpts of the transcription relevant to the examples discussed for reporting (in particular, when the use of English (and Afrikaans) as well as a discussion on reading was applicable) after the analysis of data (selective observation).

3.5.2 Classroom environment survey

> Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events (Cohen, *et al*., 2011:256).

For this study, the researcher also used the classroom observations as an opportunity to complete a classroom environment survey. Surveys are used to find out about attitudes, perceptions, experiences, judgments and opinions in order to answer questions about "groups of language learners or language programmes" (Lynch, 2003:67-68). In this case, the survey is based on the perceptions of the researcher about the classroom environment and how it would inform the evaluation plan of the *Active English* programme.

Surveys serve for assessment purposes (formative and summative decisions about the individual and the programme) and for evaluation ("for diagnosing and improving individual language learning and programme effectiveness") (Lynch, 2003:67). Surveys are more often used for programme evaluation rather than "individual language assessment" (Lynch, 2003:67). The question format of the survey is a combination of the checklist format and the ranking format (Lynch 2003:69-70). With the checklist, there may be more than one possible response from the survey participant, and the participant can indicate "the presence or absence of an ability or behaviour" (Lynch, 2003:69-70) as part of the measurement process. With the ranking

format, survey participants "are presented with a list that they are asked to rank-order"; for example, "from least to most important, from least to most frequent and so on" (Lynch, 2003:70). In this case, the researcher reports on the frequent occurrence of the survey item as described, and observed during the researcher's time at the *Active English* centre.

3.5.3 Participants

> **Participant observation** [original emphasis] is really a combination of particular data collection strategies: limited participation, field observation, interviewing, and artefact collection. Limited participation is necessary to obtain acceptance of the researcher's presence even though she or he is unobtrusive. Field observation is the researcher's technique of directly observing and recording without interaction. Interviewing may be in the form of casual conversations after an event with others, or a more formal interview with one person. Documents and artefacts are collected when available. Typically the researcher uses multiple strategies to corroborate data (McMillan & Schumacher, 2001:437).

The tutorial franchise, *Active English* is a registered business with FASA and offers a supplementary programme for English as a second language to school learners, in South Africa. According to the business plan for *Active English* (2013:15&16), there are currently 12 franchisees and four owner-operated franchises in the following areas of South Africa:

- Gauteng Province: Pretoria and Roodepoort / Krugersdorp as well as Vereeniging, Vanderbijlpark, Sasolburg, Vaalpark, and Meyerton.
- Free State Province: Bloemfontein, Kroonstad and Bethlehem.
- KwaZulu-Natal Province: Durban.
- Limpopo Province: Polokwane.

For the purposes of this study, the owner-operated franchise was selected because it is situated in the Gauteng Province and the case study focuses on the number of students enrolled in 2015, in the *Active English* centre in Three Rivers (to the east), a suburb of Vereeniging (in the southern part of the Gauteng Province), in the Vaal Triangle area.[72] Vanderbijlpark, Vereenging, and Sasolburg form part of the Vaal Triangle area, an industrial region[73] of South Africa. The

[72] In the Vaal Triangle region, Afrikaans and Sesotho are the dominant languages, according to research conducted by Coetzee-Van Rooy (2012:92 & 2013:186). Reporting on language repertoires of participants in her study, defined within the Vaal Triangle region, Coetzee-Van Rooy (2012:97) establishes that "Southern Sotho is the most dominant African language in the Vaal Triangle region" and Afrikaans is "a big home language in the region, as well as a language linked to economic opportunities". English is thus an additional language in the language repertoires of people in this region.

[73] "The Vaal region of South Africa is an industrial area that is situated approximately 70 kilometres south of Johannesburg in the Gauteng province" (Samuel, *et al*., 2010:2).

researcher is from Vanderbijlpark (to the west), one of the two main town centres of the local Emfuleni Municipality (the other being Vereeniging) in the Sedibeng district.

According to the Gauteng Department of Education's schools list database (2015), there are 101 schools in Sedibeng East and 149 schools in Sedibeng West. There are 44 ordinary schools[74] in Sedibeng East (Vereeniging) and five ordinary schools in Sedibeng West (Vereeniging). Convenience samples of school learners were used. Samples of learners from the target grade groups, Grade 3 and Grade 4, who were enrolled in *Active English* were drawn. In the second half of 2015, 10 children enrolled in the *Active English* programme were registered as Grade 3 learners, and 11 children enrolled in the *Active English* programme were registered as Grade 4 learners.

3.5.4 Instruments

Observational instruments (Yin, 2009:109) were developed as part of the case study protocol. In this study, classroom observations were video recorded and transcribed. More specifically, the observations included interviews that were transcribed and a classroom environment survey that was completed by the researcher in order to determine the approaches, design and procedures used in the second language teaching-learning process. The classroom observation procedure (refer to Annexure I) and the classroom environment survey (refer to Annexure J) were adapted from the interview and observation guide established by Daniel *et al*. (2008) for asking questions and in the case of the survey, used for observing moments that contributed towards a learning environment at *Active English*. The following areas from the guide were selected as relevant to the study:

Cognitive Development: Language and Literacy

- Reading Strategies and Purposes (adapted interview questions)

Socioemotional Development and Motivation in the Classroom:

- Classroom Environments and Learner Motivation (adapted survey items)
  - Views on *Active English* work
  - Classroom Environment

[74] According to the Gauteng Department of Education's schools list (2015), there are different types of schools: special schools, provincial schools (ordinary schools), independent schools, home schooling, Further Education and Training (FET) colleges, as well as ABET centres (AET) across the province.

3.5.5 Data collection

3.5.5.1 Observations

Classroom observations were conducted from 7 September to 28 September 2015; observations coincided with the third term for schools (from 20 July 2015 to 2 October 2015). In terms of scheduling, the following is a summary of lesson times at the *Active English* centre.

Grade 1 learners typically had a lesson at the *Active English* centre on a Monday from 13:15 to 14:15. Grade 2 learners typically had a lesson at the *Active English* centre on a Tuesday from 13:15 to 14:15. Grade 3 learners typically had a lesson at the *Active English* centre on a Monday from 14:15 to 15:15. Grade 4 learners typically had a lesson at the *Active English* centre on a Tuesday from 14:15 to 15:15. Grade 5 learners typically had a lesson at the *Active English* centre on a Wednesday from 13:45 to 14:45. Grade 6 and Grade 7 learners typically had a combined lesson from 14:45 to 15:45 on a Wednesday; learners in high school typically had a lesson from 15:45 to 16:45 also on a Wednesdays.

The researcher and franchise owner agreed on the following dates; the outline that worked well for the classroom observations was agreed on as follows: the best dates before the school holidays were 7, 8, and 9 September 2015 (video-recording) as well as 14, 15, and 16 September 2015 (video-recording and researcher visited *Active English*). The best dates after the school holidays were 19, 20, and 21 September 2015 (video-recording and Researcher visited *Active English*) and 28 September 2015 (video-recording and researcher visited Active English). The researcher visited *Active English* on 7 September 2015 (Monday) between 12:00 and 13:00 in order to set up the camera and discuss the basic planning of the observations with the franchise owner that would allow for good classroom observation to be recorded.

Table 3.1 reflects the complete schedule for lesson observations from 7 September 2015 to 28 September 2015 at *Active English* and the lessons that contributed to the researcher completing the classroom environment survey. The researcher completed the classroom environment survey during this time of lesson observation when students interacted, communicated and used English as a second language at the *Active English* centre.

Table 3.1: Schedule of lesson observations and interviews for September 2015

Monday	Tuesday	Wednesday
Date: 07/09/2015 Grade: 1 Number of children: 11 (boys and girls) Researcher not present; video recording of lesson. Note: One of the parents did not give permission for their child to take part in this study.	Date: 08/09/2015 Grade: 2 Number of children: 6 (boys and one girl) Researcher not present; video recording of lesson.	
Date: 07/09/2015 Grade: 3 Number of children: 11 (girls) Researcher not present; video recording of lesson.	Date: 08/09/2015 Grade: 4 Number of children: 6 (one boy) Researcher not present; video recording of lesson.	
Date: 14/09/2015 Grade: 1 Number of children: 11 Researcher present; video recording of lesson.	Date: 15/09/2015 Grade: 2 Number of children: 5 (one girl) Researcher present; video recording of interview.	Date: 16/09/2015 Grade 4 & Grade 5 Number of children: Grade 4, three children (Child 2, Child 3, and Child 5, girls) as well as Grade 5 two children (Child 1 and Child 4, boys). Researcher not present; interview conducted by the Teacher.
Date: 14/09/2015 Grade: 3 Number of children: 10 (girls) Researcher present; video recording of interview.	Date: 15/09/2015 Grade: 4 Number of children: 7 (one boy) Researcher present; video recording of interview.	Date: 16/09/2015 Grade: 6 Number of children: 5 (Child 1 boy; Child 2 boy; Child 3 boy; Child 4 girl; Child 5 girl). Researcher not present; interview conducted by the Teacher.
		16/09/2015 High School learners: Grade 7, Grade 8, and Grade 9. Researcher not present; interview conducted by the Teacher.
Date: 19/09/2015 Grade: 1 Number of children: 9 Researcher present; video recording of lesson. Note: One of the parents did not give permission for their child to take part in study.	Date: 20/09/2015 Grade: 2 Number of children: 4 (one girl) Researcher present; video recording of lesson.	Date: 21/09/2015 Grade: 4 & 5 Number of children: 7 (two boys) Researcher present; video recording of lesson.

Date: 19/09/2015 Grade: 3 Number of children: 8 (girls) Researcher present; video recording of lesson.	Date: 20/09/2015 Grade: 4 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Researcher present; video recording of lesson.	
Date: 28/09/2015 Grade: 4 & 5 Number of children: 5 (two boys) Researcher present; video recording of lesson.		

3.5.5.2 Classroom environment survey

Three lessons for the Grade 3 and for the Grade 4 groups, respectively, were originally observed and video-recorded and then transcribed. At the same time, the researcher identifies excerpts that are illustrative examples of the listed survey items. Observations were also conducted for other grade groups in order for the researcher to understand the teaching and learning environment at *Active English* during a typical week of classes. These video-recorded sessions were not transcribed for the purpose of the study.

Observations were conducted during a period of time that the franchise owner confirmed most of the children were in the classroom participating in the language programme. The results of this survey show how the researcher responds to each of the survey items by motivating how often the practice occurs on a scale. Lesson observations at *Active English* of the Grade 3 group of learners (on 7, 14, and 19 September 2015) and the Grade 4 group of learners (on 8, 15, and 20 September 2015) respectively contributed to the researcher completing the classroom environment survey.

The following survey items were originally adapted (Daniel, Beaumont & Doolin, 2008) and included in the classroom environment survey:

1. Child Choice / Initiative
2. Participation
3. Affiliation / Cooperation
4. Competition Emphasis
5. Inquiry Focus
6. Performance / Evaluation Emphasis
7. Classroom Management
8. Teacher Support
9. Classroom Materials / Displays

10. Teacher Structure of Academic Tasks
11. General Classroom Atmosphere

During the completion of the survey, the researcher found that certain items were not descriptive for the observations that were made and did not occur during the lesson. These items are discussed (see Chapter 4, Part 1) but no excerpts have been offered on how often the practice occurs in the classroom or during a lesson. In addition to the survey items, the researcher identified and described two additional survey items:

12. Researcher's additional survey item: Motivation and Reinforcement
13. Researcher's additional survey item: Afrikaans

These survey items identified and described by the researcher, are discussed (see Chapter 4, Part 3) as items that emerged during the observations. In addition, excerpts from transcription that illustrate examples of how often the practice occurs in the classroom or during a lesson are identified and analysed.

3.5.6 Data analysis

From video recordings, the researcher transcribed the dialogue from the lesson observations and the responses from the respective interviews. The researcher made notes and comments along the margins of the observation and interview transcripts (as described by Owen (2014:15) for his study), which helped the researcher to identify, interpret, and report on emerging themes. This technique is part of what Saldaña (2016:292) describes as "descriptive coding".[75] In qualitative inquiry, Saldaña (2016:4) describes a code as "most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, open-ended survey responses, drawings, artefacts, photographs, video, Internet sites, e-mail correspondence, academic and fictional literature, and so on". Saldaña (2016:292) as well as McMillan and Schumacher

[75] Descriptive coding "assigns labels to data to summarize in a word or short phrase – most often a noun – the basic topic of a passage of qualitative data. Provides an inventory of topics for indexing and categorizing. Appropriate for virtually all qualitative studies but particularly for … ethnographies, and studies with a wide variety of data forms" (Saldaña, 2016:292). Analysis is about organising data into categories and identifying patterns (relationships) among the categories. "Most categories and patterns emerge from the data, rather than being imposed on the data prior to data collection" (McMillan & Schumacher, 2001:461).

(2001:461) agree that coding and by extension, qualitative data analysis is primarily an inductive process. Saldaña (2016:4) explains that in qualitative data analysis, a code is "a researcher-generated construct that … attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, assertion or propositional development, theory building, and other analytical processes".

On each set of transcripts, of classroom observation dialogue and interview responses as well as on each page of text, from excerpts selected from *Active English* documentation, the researcher made a short summary along the margins with impressions and general observations. Following, a critical re-reading of each section of the transcription or text, the researcher selected phrases from the dialogue, interview or excerpt and arranged the information that emerged naturally from the content. Each phrase was assigned a numerical value and ordered along the margins. Common themes were then clustered and the researcher expanded on the cluster in the relevant arguments which link to the interrelated components of the programme design, procedure, and the evaluation plan. The analyses also contribute with relevant information to answer the research questions.

3.5.6.1 Classroom observations: Grade groups

The purpose of the observations was for the researcher to experience and describe the teaching and learning of English as a second language at *Active English*. In addition, it was to gather information, for programme evaluation, on how learners use language for the purpose of communication. The transcription of the dialogue, from the classroom observations, serves to identify examples of survey items in order to describe the classroom environment for learning and delivery of the *Active English* programme. The dialogue has been transcribed for two lessons and part of one lesson (due to the interview taking up part of the lesson time) for the Grade 3 group and the Grade 4 group, respectively.

In instances where parents gave permission for their child to participate in the study and the child had a conversation with the teacher, the transcription is available. In instances where parents did not give permission for their child to participate in the study, only the time code is available on the page, not the dialogue. There is also a description of what has taken place during this part of the lesson. In instances where there is a classroom discussion, the dialogue has been transcribed and analysed as described above.

3.5.6.2 Observations informing the classroom environment survey

Lessons were observed of Grade 3 classes (on 7, 19, and 28 September 2015) and Grade 4 classes (on 8, 20, and 21 September 2015) that inform the classroom environment survey. The researcher completed the classroom environment survey for both grade groups. The results of the observation presented information related to the interrelated components of the design and procedure of the *Active English* programme. The result of the observation is described for each grade group and excerpts are analysed as examples of the survey item that provide insight into the design component or phase of teaching as part of the procedure of the programme. Each survey item was rated by the researcher as a result of observation using the following scale.

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often

In addition, for the lesson observations that informed the classroom environment survey, the rating scale, description, and lesson excerpts are identified based on the transcript of the dialogue from the lessons that were observed by the researcher for the Grade 3 and the Grade 4 group respectively. In total, all 13 survey items are analysed for the Grade 3 and the Grade 4 group as described above.

3.5.6.3 Selected classroom observations: Phonics and language games

The transcription of the dialogue, from selected classroom observations, serves to identify illustrative excerpts of the dialogue from lessons. These include the Phono-visual charts and language games that have been developed for the *Active English* programme (see Chapter 4, Part 3).

Grade 1 and Grade 2: The lessons that were observed of Grade 3 classes did not include a session on the Phono-visual charts. Therefore, illustrative excerpts, from Grade 1 and Grade 2 lessons were transcribed for the purpose of including a planned lesson on how children learn the Phono-visual charts. The dialogue has been transcribed for two lessons that were observed for the Grade 1 group (on 7, 14, and 19 September 2015). The dialogue has been transcribed for one lesson for the Grade 2 group (on 8 and 20 September 2015). During the other two lessons, for both groups, the teacher (in this case, the franchise owner) did not cover the Phono-visual charts. One of the parents did not give permission for their child, who is in Grade 1, to take part in this study. Therefore, none of the dialogue with this child has been transcribed

or included in the study. The other parents all provided consent and the children provided assent to participate in the study.

Grade 4 and Grade 5: A section of dialogue has also been transcribed from the combined Grade 4 and Grade 5 class (on 28 September 2015). The selected dialogue has been transcribed for the purpose of including an illustrative excerpt of how children, in a higher grade, play a language game, the dictionary game. The analysis of the selected dialogue is completed also, as described above.

3.6 Interviews

> My interview technique included three types of questions: main questions, follow-up questions, and probes. The main questions were designed to focus on the substance of the research problem and to stay on target with addressing my research puzzle. The follow-up and probe questions helped ensure that I pursued depth, detail, vividness, richness, and nuance (Owen, 2014:9).

"An interview is not an ordinary, everyday conversation … The interview is a constructed and usually a specifically planned event rather than naturally occurring situation, and this renders it different from an everyday conversation" (Cohen, *et al*., 2011:409). The purpose of the interview, in this case, is for the researcher to prompt or probe and gather information from the Grade 3 and Grade 4 groups of learners as well as from the franchise owner according to a question protocol that was developed before the respective interviews. According to Yin (2009:106) the interviewer has two roles during the interview process: "(a) to follow your own line of inquiry, as reflected by your case study protocol, and (b) to ask your actual (conversational) questions in an unbiased manner that also serves the needs of your line of inquiry". For this case, the interview guide is followed for asking actual questions that serve to inform the broader research questions but the researcher also continued with a line of inquiry with the grade groups of learners and franchise owner as part of the natural conversastion of the respective interviews.

> … a set of questions that the interviewers want to cover with the interviewees. … the questions are not asked in any particular order, some of the questions may not be asked at all, and other questions may be added as the interview proceeds. The interview retains a conversational flow, but the interviewers use the guide to begin the process, and to keep it going when the interviewees have nothing further to say, or are not generating topics of their own (Lynch, 2003:127-128).

Interviews are "guided conversations" (Yin, 2009:106) and carried out using different formats along a structured to unstructured qualitative interview continuum (Lynch, 1996:125; Lynch, 2003:127). The researcher did not conduct a focused interview (taking place within a short

period of time; Yin, 2009:106). Instead, a semi-structured interview (Merriam, 2002:12-13; Wragg, 1999:115) from an interview protocol or guide (Lynch, 1996:128) was conducted with the Grade 3 and Grade 4 groups of learners respectively. The researcher employed techniques for an in-depth interview[76] (Rubin & Rubin, 2012:3-4; Yin, 2009:106) and focused the interview on a research question (Rubin & Rubin, 2012:5) in order to understand the franchise owner's ideas and meaning about supplementary education that define *Active English*. The researcher planned the interview questions in advance, for her interview with the franchise owner, organising the questions to link with one another in order to obtain the information.

3.6.1 Interviews with learners

> It is important to understand the world of children through their own eyes rather than the lens of the adult. Children differ from adults in cognitive and linguistic development, attention and concentration span, ability to recall, life experiences, what they consider to be important, status and power…
> Group interviewing can be useful with children, as it encourages interaction between the group rather than simply a response to an adult's question. Group interviews of children might also be less intimidating for them than individual interviews…
> Group interviewing with children enables their challenge each other and participate in a way that may not happen in a one-to-one, adult-child interview using language that the children themselves use (Cohen, *et al*., 2011:433).

A "small-group teaching/learning format" (Morrison, *et al*., 2007:224) offers advantages and disadvantages for the interview with the Grade 3 and Grade 4 groups of learners. For educational research, Morrison, *et al*. (2007:224) propose that with a small group format, "teachers and learners, or learners themselves, work together in groups of 2 to 10 or so individuals". Within small groups of participants, the advantage is that interviews, within the same period of time as a one-on-one interview, may be conducted with greater sample number of people (Lynch, 1996:129), group interviews are quicker and time-saving (Cohen, *et al*., 2011:432), and the participants "can question and clarify each other's responses" (Lynch, 1996:130).

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[76] Rubin and Rubin (2012:10) formalised their approach to interviewing into the "responsive interviewing model" which was followed by the researcher for her interview with the franchise owner:

> In this model, both the interviewer and the interviewee are treated as people, with feelings, opinions, and experiences. Rather than emphasizing detachment, responsive interviewing encourages building a relationship between researchers and conversational partners. This model encourages the researcher to adapt to new information and change directions if necessary to het greater depth on unanticipated insights. Responsive interviewing assumes that people interpret events and construct their own understanding of what happened, and that the researcher's job is to listen, balance, and analyze these constructions in order to understand how people see their worlds.

The disadvantage of a small group format is that individual group participants “may feel uncomfortable saying anything in a larger group, than individually, especially anything that might be controversial” (Lynch, 1996:130). Also, interviews can be “time-consuming, and often difficult to administer. … They may introduce elements of subjectivity and personal bias, and rapport may cause the interviewee to respond in a certain way to please the interviewer” (Seliger & Shohamy, 1989:166).

The interviews were conducted during a typical lesson at *Active English* when learners would ordinarily attend the hour together. This allowed the learners to continue in the familiar environment of their classroom and the franchise owner agreed that the group interviews could take place at the *Active English* centre. The interview guide that was used during the group interviews allowed the researcher (as interviewer and visiting teacher) to prompt learners as the group interview progressed. Learners were encouraged to express their thoughts and although not every question was answered by all the participating learners, this is a risk the researcher took into account during the respective group interviews. The researcher accepted the first responses to each question by the first learners who volunteered to answer the question. If the same learners kept answering the questions that followed, the researcher prompted individual learners who did not volunteer (in the order they were seated in the classroom) to answer the question. There were also occasions where learners temporarily forgot what they wanted to say and the researcher offered these learners another opportunity to share their answers.

For the purposes of this study, when considering the language development of a child and with specific reference to a learner at primary schools in South Africa, a learner in Grade 3 is eight years old and a learner in Grade 4 is nine years old. Teachers introduce EFAL in the Foundation Phase (Grade R, the reception year, and Grades 1 to 3) but as from the Intermediate Phase (Grade 4), schools often change to English (and in some instances, Afrikaans) as the language of teaching and learning. It has been established (see Chapter 2, Part 1) that in South Africa, a greater number of learners start school learning in their home language, an African language (or Afrikaans), and in vastly different resourced environments, depending on the location of their school.

Although the language proficiency of learners is not tested in this study, the researcher needed an indicator to describe the typical learner in Grade 3 and Grade 4 that is interviewed for this study. For this description on how learners acquire English as a FAL in Grade 3 and in Grade 4, the researcher refers to the statement documents prepared by the Department of Basic Education (as included in Chapter 2, Part 1).These descriptions offer insight into a similar

classroom environment than that of the participating learners that were interviewed for this study are afforded at their primary schools in comparison to the profile of the learner who would potentially benefit from access to the *Active English* environment.

The initial planning was for the researcher to use a protocol (adapted from the interview and observation guide established by Daniel, *et al*. (2008)) and interview learners individually. The interview protocol would include interviews specifically to collect data on: (a) cognitive development (language and literacy), specifically with a focus on interviewing learners to establish their reading strategies and purposes for reading; and (b) on learner motivation and socioemotional development and motivation in the classroom environment, specifically with a focus on interviewing learners to elaborate on their views on *Active English* work as well as the researcher's observations of the classroom environment. However, the interview protocol on the proficiency in reading as well as tests to determine the proficiency of learning in the other language skills is recommended as an avenue for further research. The focus of the interviews with the Grade 3 and Grade 4 groups of learners remained on the *Active English* programme.

3.6.2 Interview with the franchise owner

For the interview with the franchise owner, the researcher's interview technique included three types of questions namely main questions, follow-up questions, and probes (as described by Rubin and Rubin, 2016).[77] The main questions were focused on the research statement and addressed the method to teaching and learning English as a second language at *Active English*. The follow-up and probe questions pursued the depth required by qualitative work for the franchise owner to elaborate on the programme at the level of design and procedure as well as on the evaluation of the programme.

Before her interview with the researcher, the franchise owner was provided with the researcher's questions in advance and during the interview referred to her written notes. After

[77] Responsive interviewers structure an interview around these three types of linked questions in order get depth and detail (Rubin & Rubin, 2012:6):

> Main questions assure that each of the separate parts of a research question are answered. Probes are standard expressions that encourage interviewees to keep talking on the subject, providing examples and details. Follow-up questions ask interviewees to elaborate on key concepts, themes, ideas, or events that they have mentioned to provide the researcher with more depth.

the interview, the franchise owner provided the researcher with a written reply to each of the interview questions via e-mail and in this way, augmented her interview responses. The franchise owner described the *Active English* programme in her own words and provided additional information or clarification that may not have been included during the interview.

3.6.3 Data captured from the interviews

3.6.3.1 Participants

In the second half of 2015, when data were collected, there were 10 learners registered at *Active English* in the Grade 3 group; a group of five learners that were present on the day of the interview were interviewed from this group. In the second half of 2015, when data were collected, there were 11 learners (including twins) registered at *Active English* in the Grade 4 group; a group of five learners that were present on the day of the interview were interviewed from this group.

The franchise owner was interviewed by the researcher in her own franchise-owned *Active English* centre. The centre was closed and no children were present during the interview. The interview took place after the respective interviews with the Grade 3 and Grade 4 groups of learners as well as after the lesson observations had concluded. For the interview with the franchise owner, the franchise owner was comfortable, first, to receive the interview questions from the researcher and answer the questions by writing down her responses in preparation for the interview and after completing the notes, emailing them to the researcher after the interview.

3.6.3.2 Instruments

The interview guide with set questions was planned for learners by the researcher (refer to Annexure I for the classroom observation procedure). The focus of the initial questions for the learners was on their reading opportunities afforded by the programme (these questions were adapted and expanded on during the interviews). The initial and additional questions asked during the group interviews focus on the learner's perceptions of the *Active English* programme:

> 1. Tell me about the kinds of reading that *you* do. What kinds of reading do you like? Why? When and where do you read? With whom?
> 2. Older children: What kinds of reading do you do *just for fun* (not because you have to in school)? About how much time do you spend reading *just because you want to* each day? Each week?

2. Younger children: Do you choose to read sometimes at school when you don't have to? When do you get to read?
3. Do you think you are improving at school because of coming to *Active English*?
4. Do you like attending lessons at *Active English*? Why?
5. What do you like about coming to *Active English*?
6. What do you not like about *Active English*?
7. If you told a friend about *Active English* what are the three things you would say they would learn at *Active English*?
8. If you had to improve the *Active English*, what would you change?

The questions planned for use with the franchise owner are presented in Annexure D. The franchise owner is asked questions relating to the motivation for starting the *Active English* programme and the difference between the *Montessori Method of Education* and the approach and method to teaching English as a second language employed in the *Active English* programme. As a business, the aspect of franchises for language programmes is raised and information on the FASA Awards for Excellence in Franchising is included to prompt. Following, the focus of the interview shifts to the practical aspect of the programme. Questions are asked relating to the classroom environment created for learning and the development of the lessons. In addition, questions are asked as to how the programme is organised to include, for example, needs analysis of learners, assessment, and also, reporting or feedback to the parents, and the development of programme material.

Included in the interview is the statement that education in South Africa is governed by key policies and legislation. The franchise owner is asked about what she agrees to be the characteristics of a "good" language programme. In addition, the franchise owner is asked to describe and expand on how she understands the role of the learner, the role of the parent, and the role of the teacher (franchisee). To supplement the interview questions and answers from the franchise owner, the researcher uses the information provided by the franchise owner as part of the entry for the FASA Awards Questionnaire (2009), part of the Entrepreneur of the Year category entry. This document provides information on why the franchise owner considers the *Active English* programme to be an idea for enhancing the entrepreneurial culture in South Africa. Finally, questions about the strategy to improve on the programme, as a business, were asked.

3.6.3.3 Data collection

In this study, semi-structured interviews were conducted with the learners; written questions were asked to groups of learners as participants but with prompts and open-ended questions to encourage "natural conversation" (Wragg, 1999:115). Lynch (1996:131) explains that the aim of

gathering naturalistic interview data is “to arrive at the participants’ perspective on the program[me] *in their own words* [original emphasis]”. The interview guide is an approach that allowed the researcher (interviewer) to specify a range of questions to be covered in advance but also allowed the researcher to formulate the wording of the questions as well as the order for asking them as the interview progressed. The range of questions formed an outline; this outline acted as a “checklist” (Lynch, 1996:128).

A structured (or formal) interview was conducted with the franchise owner; the interview and the questions were set up “for the express purpose of collecting evaluation information” (Lynch, 2003:127). During the lesson observations, the franchise owner would offer explanations or elaborate on the learners’ or parents’ perception or an aspect of the programme; there was “free-ranging conversation” (Wragg, 1999:114) but it was not, necessarily, part of an unstructured (or informal) interview with questions arising “spontaneously” (Lynch, 1996:126) for a potential dialogue (Simons, 2014:462) between the researcher and the franchise owner. The planned questions for the interview with the franchise owner were presented earlier in this section.

3.6.3.4 Data analysis

> Transcriptions inevitably lose data from the original encounter. This problem is compounded, for a transcription represents the translation from one set of rule systems (oral and interpersonal) to another very remote rule system (written language). Hence there can be no single 'correct' transcription; rather the issue becomes whether, to what extent and how a transcription is useful for the research. Transcriptions are decontextualized, abstracted from time and space, from the dynamics of the situation, from the live form, and from the social, interactive, dynamic and fluid dimensions of their source; they are frozen. The words in transcripts are not necessarily as solid as they were in the social setting of the interview (Cohen, *et al*., 2011:426).

The transcriptions of the Grade 3 and the Grade 4 group interview serve to record the answers provided by the learners whose parents signed the consent form in order for their child to participate in the study. The researcher used the interview protocol as a guide during the interview with the respective grade groups. Excerpt 24 (in Chapter 4, Part 3) matches the questions and answers of the Grade 3 and Grade 4 group interviews. The franchise owner brought her written reply to the interview with the researcher and during the interview, the franchise owner referred to her written notes. The franchise owner sent the written replies to the interview questions after the interview, to the researcher. In both instances, after the interview with the learners and the franchise owner, the interviews were transcribed by the researcher from the video recordings of the interviews. The researcher used the same technique described earlier for the analysis of the lesson observations, for the analysis of the respective interviews.

3.7 Questionnaire

The questionnaire is an instrument, a printed form for collecting information. Questionnaires tend to encourage greater sharing of, for example, information more easily and honesty because questionnaires afford the respondent anonymity. Administered without the researcher being present (Cohen, *et al*., 2011:377), questionnaires are also "self-administered" (Seliger & Shohamy, 1989:172), for instance, to large groups of subjects at the same time and also, tend to be more accurate.

Questionnaires are used to collect data "on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts" (Seliger & Shohamy, 1989:172). Questionnaires are also used to collect data on the processes involved in using language and to obtain background information about the respondents, such as "age, previous background in language learning, number of languages spoken, and years of studying the language" (Seliger & Shohamy, 1989:172). On the other hand, there is a low percentage of returns or response rate (Seliger & Shohamy, 1989:172) that may influence the validity of the findings; and questionnaires are often filled in hurriedly. The researcher is unable to answer misunderstandings experienced by the respondent. In addition, questionnaires present problems to people of limited literacy (Cohen, *et al*., 2011:209).

> Though there is a large range of types of questionnaire, there is a simple rule of thumb: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be (Cohen, *et al*., 2011:381).

The researcher can select types of questionnaire, from structured to unstructured. Structured questionnaires include open and closed questions: Structured, closed questions generate frequencies of response that may be analysed whereas open-ended questions enable participants to use more time to explain and qualify their responses and not be limited by pre-set categories of response (Cohen, *et al*., 2011:382, 392). Unstructured questionnaires include open questions to which the participant responds in a "descriptive manner" (Seliger & Shohamy, 1989:172) such as to write an essay or narrative.

A number of techniques are used to collect data through questionnaires (Morrison, *et al*., 2007:297; Seliger & Shohamy, 1989:173&174) such as the inclusion of a rating scale. As this study is considered part of smaller scale research, open-ended questions allowed the respondents, in this case, the participating parents of the learners, to offer a free response to the questions. Similar to a survey format, for this study, self-report and other-report questions

were included in the questionnaire; parents were able to give information about their perceptions concerning their own experience (self-report), attitudes, and the perceived abilities (Lynch, 2003:69) of their children (other-report).

3.7.1 Design

The questionnaire (refer to Annexure G) for the parent(s) or the guardian is divided into the following sections: Section A focused on demographic data of the participants; Section B captured the language repertoire information of the participants; Section C gathered information about the schools that the learners attend and the *Active English* Programme; and Section D included a few concluding questions.

Section A requires biographical information from the participating parents (their gender, age, marital status, population group and levels of education completed. This part of the questionnaire was designed using Census Metadata (2011). Section B considers the information about the language repertoires of the participating parents, for example information about the languages that they know and use for different purposes); their perceptions of their language proficiency;[78] and also, the language attitudes of the participants (captured via statements about South African languages). This part of the questionnaire was in part self-design but also, designed using an established questionnaire as published by Coetzee-Van Rooy (2012) on the language repertoires of multilingual South Africans.

Section C allows the participating parents to provide information about the school in which their child(ren) is enrolled in and this includes information on: school fees, identifying the class size (teacher to learner ratio), describing the school their child attends, reasons for enrolment, as well as instructional language time. This part of the questionnaire was in part self-designed but also, designed with information from CAPS (2011) documents for the Foundation Phase and the Intermediate Phase. This section also includes questions on the parents' perceptions about the *Active English* programme. Similarly, the motivation(s) for enrolling their child(ren) in the *Active English* programme but also, whether they believe the programme to deliver on preparing their

[78] Mackey (2000:27) considers 'bilingualism' as "the alternate use of two or more languages by the same individual". Mackey (2000:27) states that "[t]he first and most obvious thing to do in describing a person's bilingualism is to determine how bilingual he is". For the purposes of this study, the skill in the use of each of the languages identified in the questionnaire and used by parents will not be tested. However, the description of the parent's bilingualism is information related to the needs assessment that informs the identification of goals and objectives of the *Active English* programme (as will be described in Chapter 4).

child(ren) to communicate in English. For this part of the questionnaire, self-designed items were used, as well as information from the marketing material for *Active English*. Provision has also been made for additional children enrolled in the *Active English* programme; a parent or guardian who has enrolled more than one child in the *Active English* programme, is able to complete the same set of questions for this section, for additional children they have enrolled in the programme.

Section D concludes the questionnaire. In this section, participating parents can share their experience of how they believe their child(ren) to be progressing with the learning of English because of being enrolled in the *Active English* programme. In addition, parents or guardians are also asked to contribute to the evaluation of the programme by providing their input as to what they would prefer to change or improve and see implemented within a year, in the *Active English* programme. This part of the questionnaire was self-designed but also informed by material from *Active English* programme. During July 2015, the franchise owner also had the opportunity to inform the questionnaire.

3.7.2 Data captured from the questionnaires provided by parents

3.7.2.1 Participants

Completing the questionnaire was voluntary for parents or guardians. In the second half of 2015, when the questionnaire was distributed, a total number of five (5) parents completed the questionnaire of the 10 children enrolled in the Grade 3 group. A total number of five (5) parents completed the questionnaire of the 11 children enrolled in the Grade 4 group.

3.7.2.2 Instruments

A letter of information, a letter of consent, the questionnaire and a contact sheet was provided to parents. The letter of consent gave the researcher permission to:

> (a) Gather information about the parent's or guardian's perception of the programme, *Active English* as well as the language(s) they know and use for different purposes. In addition, select samples of their child's work for this study.
> (b) Study the child participating in activities planned for in the *Active English* programme and for record purposes, video record the sessions.

(c) Report the data gathered about the parent or guardian and their child's involvement with *Active English* anonymously, in books, academic journals, and at academic conferences.

Apart from contact information (such as a contact number and e-mail address for a possible follow-up) the contact sheet requested the parent or guardian to identify their relationship to the child (for example, parent: mother or father, or guardian: male or female). The relationship between the child and the parent or guardian is reported on in Chapter 4.

3.7.2.3 Data collection

In terms of recruitment and voluntary participation, parents or guardians received a letter of information inviting them to participate in the study. The study is in English and the letter of information, the consent form, and the questionnaire is also in English; it was not necessary to translate or interpret the documents because the parents and participants use English regularly. The researcher's contact information was included in the letter and parents or guardians were able to contact the researcher.

Parents or guardians were afforded two weeks (10 working days) to complete the 30 minute questionnaire (as from 24 August 2015 to 4 September 2015); this coincided with the third term for schools (from 20 July 2015 to 2 October 2015). Children attended one lesson per week, the parent or guardian received the questionnaire during the first week and returned it with the child the following week. Alternatively, the researcher received an immediate e-mail with the attached questionnaire.

3.7.2.4 Data analysis

The data that were captured from the questionnaire were captured in an MS Excel spreadsheet and frequency distributions were calculated. The researcher described the frequencies from responses and created tables to represent the information visually. The responses to open-ended questions provided by parents whose children were in Grade 3 and Grade 4 respectively, were also captured in the Excel spreadsheet.

Closed questions were interpreted and reported as frequencies. No inferential statistics[79] are relevant and no generalisations are possible due to the small scale of the study – this is also, not the aim of the study. The analysis and reporting of open-ended questions were done through content analysis or interpretation. If the population sample consisted of a greater number of participants, the open-ended questions would have been analysed with, for example, ATLAS.ti (qualitative data analysis software). The small number of questionnaire data sets made this elaborate method unnecessary, because one could consider all the responses by participants with ease. There was no need to reduce the data in any way to make it comprehensible.

3.7.2.5 Transcription conventions

For the classroom observations and interviews that are described and transcribed in this study, the following transcription conventions were applied. There are also conditions for not transcribing dialogue.

1. To increase transcript reliability, the researcher went over the video recording and the transcript multiple times. The researcher first viewed the video recording of the lesson (or interview) and described the lesson before viewing the lesson again and transcribing the lesson observation. Following, the researcher reviewed sections of the video recording and reread the transcription for accuracy.
2. It was not necessary to send transcriptions to the franchise owner, for instance, for correctness because the franchise owner was present during the interviews with the Grade 3 and Grade 4 groups of learners. In addition, the franchise owner received her interview questions in advance and after her own interview, provided the researcher with a written response to the same interview questions.
3. It was also not necessary to use an independent transcriber, for instance, to identify bias or omissions from the transcripts. The video recordings of the lesson observations and interviews are records that clearly show the learners did not stop contributing or were hesitant to answer the researcher's questions because the franchise owner was present. On the contrary, the learners were specific, for instance, when they answered about

[79] Used in quantitative research, inferential statistics "are used to make inferences based on measured aspects of a sample about the characteristics of a population" and "estimate the probability of population characteristics being within a certain range of values" (McMillan & Schumacher, 2001:389).

what they enjoyed and did not enjoy about the *Active English* programme in the presence of the franchise owner.

4. The analysis of the content of the selected excerpts is done based on transcriptions and these include non-verbal communication cues to ensure complete transcriptions and clarity for the interpretation of utterances. In other words, the researcher considered what was said or written but also studied the non-verbal cues. For instance [pause], [smiles], [laughs] or a longer description [Using his hand to blow away invisible smell] or [smiling and nodding her head] means the researcher captured non-verbal information offered by the learner or franchise owner at the time they were speaking, answering a question or expressing themselves at that moment or for that experience. Where applicable, these non-verbal clues were incorporated in the interpretation.
5. In the transcription convention used in this study, the following also applies: (a) […] indicates the deletion of a portion of speech between the interviewee (learner or franchise owner) and the researcher that is not relevant to the point made in the argument or analysis of the excerpt. The portion of speech may also have been removed because it represents, for instance, learners preparing for their lesson by talking to their peers or laughing and this part of their preparation is not, necessarily, contributory to the excerpt that was analysed to warrant transcriptions of multiple conversations occurring at the same time. (b) [means to say…] indicates that the word the learner used is incorrect and the word in English has been included by the researcher; alternatively, the word used by the learner is in Afrikaans and the researcher translated the word into English. (c) for example, …j… indicates, for instance, that the speaker wanted to say a word but paused to rethink or their train-of-thought continued in another direction.

Other conventions include:

1. In Chapter 2, a “franchise agreement” describes an agreement or terms between a ‘franchisor’ and a ‘franchisee’. In Chapter 3 (at the section describing the participants of the study), as identified in the business plan for *Active English* (2013:15-16), there are 12 franchisees and four owner-operated franchises in South Africa. For the purposes of this study and clarification, the researcher refers to the franchisor as the ‘franchise owner’. The study was completed by observing the franchisor in her (own) owner-operated franchise in Vereeniging.
2. The franchise owner refers to the learners who are enrolled at *Active English* as “children” in the *Active English* documentation of her educational franchise.

3. In the interview with the researcher, the franchise owner continues to refer to the learners who are enrolled as “children” or “students”, unless she is referring to or describing a specific grade group of learners, for example, Grade 1 learners.
4. The researcher refers to the learners who are enrolled at *Active English* as “learners” because they are learners in a grade group in school and in the same grade group at *Active English*.
5. The researcher identifies the learners in transcriptions as “child” or “child [number]”. It is possible to discern who is in the interview group and in a classroom (or the lesson observation and the classroom environment survey) who is speaking, unless, of course, the children speak at once or it is not necessary for the purpose of the transcription to identify the number of learners speaking.

There is no transcription available in the following instances:

1. When a parent has not given permission for the child to participate in the study and the child is either reading a page from a book or telling the teacher about the book they read at home (in other words, the child is a stand-alone and not part of a classroom discussion).
2. The teacher reads a story from a book to the children or uses posters and the children chorus read words. Although the children do participate, this part of the lesson is teacher-driven and the purpose of the transcription is to identify examples where the children communicate in English with the teacher and with their peers. In addition, there may also be copyright issues because of not identifying the source of the material that was used during the lesson; the material has not been developed as part of the *Active English* programme.
3. Personal dialogue by the teacher not intended as part of the classroom environment or lesson observations but that was video-recorded because the camera was on for the duration of the lesson.

3.8 Documents

Documents are a data source and play a role in data collection in doing case studies as they already exist in the situation. Documents can be written, oral, visual (such as photographs), or cultural artefacts (Merriam, 2002:13). Examples of a variety of documents or types of

documentary information that may be relevant to collect and analyse for a case study (Yin, 2009:101-103; Merriam, 2002:13) may be listed as follows:

- public records;
- personal documents;
- letters, memoranda, e-mail correspondence, and other personal documents, such as diaries, calendars, and notes;
- agendas, announcements and minutes of meetings, and other written reports of events;
- administrative documents – proposals, progress reports, and other internal formal studies or evaluations of the same "case" that you are studying;
- news clippings and other articles appearing in the mass media or in community newspapers; and
- physical material.

Existing documents are relevant for understanding the policy context (Simons, 2014:463), used to corroborate and augment evidence from other sources (Yin, 2009:103), allow the researcher, for instance, to make inferences from documents (for example, by observing the distribution list for a specific document) (Yin, 2009:103), and are useful in verifying the correct information (for example, spellings and titles or names of organisations) that might have been mentioned in an interview (Yin, 2009:103).

According to Lynch (1996:139), collecting relevant documents for the programme being evaluated “give[s] the evaluator basic information concerning the activities and progress of the program[me] and can suggest important evaluation questions”. Documents include “program[me] brochures, official press releases, newspaper articles concerning the program[me], advertisements, curriculum descriptions, policy statements, memoranda, organizational charts, and correspondence” (Lynch, 1996:139). Bowen (2009:30-31) states that “documents provide background and context, additional questions to be asked, supplementary data, a means of tracking change and development, and verification of findings from other data sources. Moreover, documents may be the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details”.

The original letter of introduction was sent to the franchise owner of *Active English*, on 4 May 2010, when the researcher was in the process of formulating the research proposal. On 5 May 2010, the researcher received a positive reply and on 6 May 2010, the researcher received an electronic copy of the *Franchise Teaching Manual* (2010). On 7 May 2010, arrangements were made for the first centre visit and on 20 May 2010, the first informal centre visit was done by the researcher, from 09:00 to 14:00, in order to accompany the franchise owner on a typical day of lessons offered through the *Active English* programme. Alternatively, when not at the centre, the franchise owner presented the English lessons after school, in a classroom, at the pre-primary

school and primary school where some of the children are enrolled. During this first informal visit, marketing material (flyer and enrolment form) was obtained.

The *Active English* centre is a free-standing classroom, an adjacent building to the franchise owner's private residence. It is well-equipped and includes: tables, one table is a work area for the owner and assistants to work on the materials for each lesson and the other table is for the children to work on through the lesson. There are built-in open shelves with story books for reading and for the children to be able to leave their workbooks. One of the walls includes a reading chart that tracks the children's progress in terms of reading and on another wall, the franchise owner has included the Phono-visual charts which she developed (discussed as part of the data presented in Chapter 4). In addition, there is a printer and photocopying machine and the workbooks are printed and bound at the centre.



Figure 3.1: Inside the owner-operated classroom (2016).

Following, contact allowed for the researcher to build a rapport with the owner; e-mail correspondence continued on 25 May 2010 and an update on the progress of the research was sent on 18 October 2010, 29 July 2011, and 10 October 2012. Following, on 22 October 2012 another informal centre visit was done by the researcher. The franchise owner invited the researcher to attend the Prize Giving Evening, on 14 November 2012. Following, e-mail correspondence continued on 4 and 6 December 2012; during this period the researcher was completing a literature review.

On 8 June 2015, the *Active English* centre was visited and a face-to-face meeting was held. On 6 August 2015, the researcher received the following documents: Disclosure document of *Active English* (2013); Business plan for *Active English* (2013); Phonovisual Programme for Grade 1 – Grade 3 (2011); and Entry for FASA Awards Questionnaire 2009 / Entrepreneur of the Year / Category 8 (2009). The franchise owner also developed a workbook and reference book for language skills, *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (2008).

As motivated in Chapter 1, the ethnographic approach taken in evaluating the *Active English* programme and the *Kumon English Programme*[80] would result in too much data to analyse if two language programmes were involved in the study. Therefore, for the purpose of validity the focus of the study remained on the South African programme, *Active English* and how it informs franchised supplementary education in South Africa. An avenue for future research would be to conduct a comparative study of the two language programmes.

3.8.1 Document selection

> Document analysis is a low-cost way to obtain empirical data of a process that is unobtrusive and nonreactive. Often, documentary evidence is combined with data from interviews and observation to minimise bias and establish credibility (Bowen, 2009:38).

Documents were selected according to their availability; the franchise owner provided copies of the manuals, plans, workbooks, and guideline documents as these are not in the public domain and only obtainable with the permission of the franchise owner. The researcher received the following documents from the franchise owner at the *Active English* centre and selected content from the documents to be analysed:

- The *Disclosure Document of Active English* (2013).
- The *Business Plan for Active English* (2013).

[80] An original letter of introduction and request for an information package was sent to *Kumon Education, SA* on 5 May 2010. The basic structure of the English programme was received as well as information sent to prospective franchisees was received by the researcher on 6 May 2010. On 1 June 2010, the researcher received an e-mail confirming permission from management to continue with research. A visit to Kumon Head Office, Johannesburg was arranged for 15 June 2010. Following, e-mail correspondence continued on 17 June 2010, 18 October 2010, and 25 October 2010. An update e-mail with the main questions and aims of the research proposal was sent on 29 July 2011. At this point, the researcher accepted the *Kumon English Programme* to be designed and developed in Japan. Therefore, the decision was made to study the English programme offered by *Active English* as it is designed and developed in South Africa.

- The *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011).
- *The Face of Active English: An updated guide to the Active English methodology* (2015).
- *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (2009).
- Marketing material.

The researcher presents the documents in Table 3.2 and identifies which sections of the documents were analysed to inform the programme, at the level of design and procedure. For this, the researcher adapts a technique employed by Bowen (2009:38) in order to describe and analyse the different documents: existence and accessibility, authenticity and usefulness of the particular document, purpose of the document, context in which it was produced, and the intended audience of the document.

Table 3.2 Document selection and description

Documents selected	Data analysed
Disclosure document of *Active English* (2013), (50p): • Welcome letter to the prospective franchisee (1p) 1.1 Details of senior management (2p) 1. Disclosure details (2p) 2.1 Payment obligations of franchisees (2p) 3. Summary of major provisions in the franchise agreement (4p) 4. Financial obligation (½p) 5. Financial certificate (¼p) **Annexure A:** Auditors and directors statement (2p) **Annexure B:** Current list of franchisees (3p) **Annexure C:** Franchisee profitability statements (1p) **Annexure D:** Code of ethics and business practices and how to evaluate (FASA, 2005), (6p) **Annexure E:** Contents of operations manual and business plan (9p) • Operations manual of *Active English* (2001)	**Design:** • The list of materials supplied to the franchisee (2011) • The principles of learning (2001)

Annexure F: List of materials supplied to the franchisee (4p) **Annexure G:** Secrecy undertaking (1p) **Annexure H:** Example of logo and registration documentation (4p)	**Procedure:** • Lesson preparation (2001) by a teacher (a franchisee) • How the franchisee should present classes (lesson format) to pre-school children (4 to 7 year old)

Description of this document:

- Existence and accessibility

The *Disclosure Document of Active English* (2013) is a document that consists of 50 pages and it is a manual that contains confidential information proprietary to *Active English*, a detailed description and operations of the business from 2001 to 2013. *Active English* is "an owner operated company" (Slabbert, 2013) and the *Disclosure Document of Active English* (2013) is a written document documenting the franchise, English Activity Lessons (PTY) Ltd. but trading as *Active English*.

- Authenticity and usefulness of the particular document

The *Disclosure Document of Active English* (2013) is a compilation of documents (Annexure A to Annexure H) that describes the business opportunity. The document is useful for a potential franchisee and is authentic in that it contains certificates of registration of the business (for example, application for registration of a trade mark (2005)) and membership certificates (for example, copies certificates of FASA (2012) and APPETD (2011)) as well as the projected budget or cash flow analysis for the first year of operation and the breakdown of the franchise packages.

- Purpose of the document

"This Disclosure Document is being provided to you, the prospective Franchisee, for assistance in the evaluation of the franchise, as a potential investment and career opportunity. While this Document is based largely on information that can be found in the Franchise Agreement and the Business Plan of Active English, is also provides additional information that may be of assistance to those acquiring a franchise of Active English" (Slabbert, 2013).

- Context in which it was produced

In the disclosure details, the franchise owner states the context in which this document was produced: "This document is written and presented to prospective Franchisees in English" (Slabbert, 2013). The *Disclosure Document of Active English* (2013) is a manual "for the expressed purpose of successfully opening and operating the Franchise" (Slabbert, 2013).

- Intended audience

The *Disclosure Document of Active English* (2013) is a manual to assist the prospective franchisee in making their evaluation of *Active English*. The manual is not intended for parents or for the learners. The franchise owner permits the potential franchisee to review this document before signing a Franchisee Agreement but requires the potential franchisee to return a copy of this manual (and any other copies made) within 48 hours after signing 'The Secrecy Undertaking' of *Active English*.

The *Disclosure Document of Active English* (2013) may need to be reviewed and updated. In general, the researcher considers pagination but also, for example, the contact list and information about each of the franchisees may have changed (start-up date for one of the franchisees was 2002 and the last start up date was in 2012 with the option to re-sign that has not been indicated). More specifically, the researcher considers that Annexure E, *Operations Manual of Active English* (2001) and Annexure F, *List of Materials Supplied to the Franchisee* (date?) should be used in conjunction with the *Business Plan for Active English* (2013)

document. The information on the projected budget or cash flow analysis for the first year of operation in Annexure C, *Franchisees Profitability Statement* is augmented in the *Business Plan for Active English* under 'Financial Projections' (2013:8-10). The information included in the *List of Materials Supplied to the Franchisee*, for example, is also slightly different to the 'same' information included in the *Business Plan for Active English* (2013:4-6).

Documents selected	Data analysed
Business plan for *Active English* (2013), (18p): 1. Background and history of *Active English* (p2) 2. What do I get and what does it cost? (p2&3) 3. Educational values (p3) • The pre-school package (p4) • The Grade 1-7 phonovisual package (p5) • The total package – A full franchise (p6) […] (p7&8) • Earning potential of the teacher (p9&10) 13. Mission Statement (p11) 14. Values (p11) 15. Business objectives (p11) 16. Educational objectives (p11) 17. Implementation (p12&13) […] (p13&14) 21. Current list of franchisees (p15&16) • Owner operated franchises (p16) • What makes *Active English* sustainable and why would parents choose *Active English* as an extra mural? (p16) • Membership (p17)	**Design:** • The purpose of the programme and the educational values of the language programme (2013:3) • The business mission statement, values, business objectives, and educational objectives (2013:11) • The list of materials supplied to the franchisee (2013:2-7) • The materials supplied with the Grade 1-7 phonovisual package (2013:3) • How language skills are the focus of the language programme (2013:12&13) • How the language programme is implemented, in terms of the focus being on communication (2013:12&13): • Oral Communication • Reading and Literature • Written Communication • The ideal characteristics of an *Active English* Franchisee (and teacher) (2013:3)

<u>Description of this document:</u>

- Existence and accessibility

The *Business Plan for Active English* (2013) is a document that consists of 18 pages and it is a plan that contains the edited version of the business format and objectives of *Active* English for 2013.

- Authenticity and usefulness of the particular document

The *Business Plan for Active English* (2013) is a more descriptive document, compared to the *Disclosure Document of Active English* (2013). For instance, the franchise owner has included more information on the franchise material provided (2013:2&3) as well as on the implementation of the programme (2013:12&13). In addition, the mission statement and the educational objectives are clearly written (2013:11).

- Purpose of the document

The purpose of this document is still for the potential franchisee to evaluate the business. This document will inform the franchisee's decision whether to sign the Franchisee Agreement.

Similarly, the plan is not intended for parents or for the learners.

- Context in which it was produced

The *Business Plan for Active English* (2013) clearly sets out the operations of the business. The section on 'background and history', for instance, discloses the idea behind the potential benefit of investing: "Active English has been operating successfully since 1993. Due to an increasing demand for this service, it was decided that franchising was the best way to go for expansion purposes. So, in August 2001 the business was registered as a Pty (Ltd) and the franchising wheels were set into motion" (Slabbert, 2013:2).

- Intended audience

The *Business Plan for Active English* (2013) is a plan intended for the potential franchisee. It includes information on the operations of *Active English*, for instance, the business is structured around: i) Morning classes taken at pre-schools around the franchisee area. Ii) Afternoon classes taken at a fixed location/classroom (Slabbert, 2013:2).

The researcher considers that the *Business Plan for Active English* (2013) is not a 'stand-alone' document. The *Disclosure Document of Active English* (2013) states: "While this Document is based largely on information that can be found in the Franchise Agreement and Business Plan of Active English, it also provides additional information that may be of assistance to those acquiring a franchise of Active English" (Slabbert, 2013). However, the researcher considers the two documents need revision and to be updated by the franchise owner.

Documents selected	Data analysed

Phonovisual programme for Grade 1 – Grade 3, Part 1 (2011):
 	
• Phono-visual charts
  • The Quiet House (p f s t c k h "breathed")
  • The Noisy House (b w g z j v d "voiced")
  • The Humming House (m n) double-storey house with the vowels at the bottom
  • The Vowel House (a e i o u)
  • The Royal House (qu r l y x)
 	
• Activities (46p):
  • Song
  • Story
  • Riddle
  • Activities
	Procedure:
	
	• For the franchisee:
	  • How to use the Phonovisual Programme for Grade 1, Grade 2, and Grade 3 (2011:1-5)
	  • Activity ideas (2011:6)

• Workbooks: A workbook to develop your gifts and talents
 	
  • Workbook for Grade 3
  ○ **Book 1** (Five houses of the Phonovisual Programme), (26p)
  ▪ How About A House?
  ▪ Trace the letter
  ▪ Find the letter
  ▪ Find the words
  ▪ Make the word
	• For the learner:
	  • Workbook for Grade 3
	  ○ Examples
	
	  • Workbook for Grade 4
	  ○ Examples

- Choose a word
- Write the correct word under each picture
- Write your own sentences
- Underline the correct sentence
- Fill in the missing word
- Read the story
- Circle the correct word that matches
- Fill in the crossword puzzle
- Colour in the picture
- Word search

- **Book 2** (Language usage), (30p)
  - Word order / choose words
  - Word search
  - Fill in the blanks with words
  - Write sentences
  - Draw

- **Book 3** (Comprehension), (40p)
  - Comprehension / Poetry Comprehension
  - Questions
  - Discuss, write about and/or draw
  - Circle the correct word

- Workbook for Grade 4
  - **Book 1** (Grammar: English usage), (35p)
    - Grammar
    - Comprehension
    - English usage
    - Looking at words

  - **Book 2** (Creative writing), (40p)
    - Activities to help reluctant writers succeed! (Using 6 <u>easy</u> steps.):

    1. Facing the Blank Page.
    2. Don't Think – Just Write.
    3. Creating a Blueprint for a Mystery.
    4. Warming Up With Word Play.
    5. Finding the Music of Words.
    6. Collecting Colourful Characters.

    - Endings: Put a Finishing Touch on your Story
    - My Story Checklist
    - My Writer's Notebook – A Self-Assessment

  - **Book 3** (Comprehension), (33p)
    - Comprehension / Poem
    - Questions

▪ Some words to learn ▪ Something to do (draw) ▪ Something to write ▪ Something to talk about	

Description of this document:

- Existence and accessibility

The *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) is a teacher's (or franchisee) manual. The first six pages briefly explain to the teacher how to use the *Phonovisual Progamme*.

- Authenticity and usefulness of the particular document

The *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) already contains the songs, stories, riddles, and activities for the teacher to use when teaching Grade 1, Grade 2, and Grade 3 learners about the four houses of the *Phonovisual Programme*.

- Purpose of the document

The purpose of the *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) document is for the teacher to refer to the document when introducing the Quiet House, the Noisy House, the Humming House (or double-storey house), and the Royal House when using the *Phono-visual Charts*.

- Context in which it was produced

The *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) document is part of the *The Grade 1-7 Phonovisual Package* (Slabbert, 2013:5).

- Intended audience

Teachers are meant to refer to the *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) document. This document is not intended for parents or for the learners. The workbooks are intended for the learner and these workbooks are used during the lesson depending on the theme.

The researcher considers that the themes included in *The Grade 1-7 Phonovisual Package* (Slabbert, 2013:5) are updated annual. However, the *Phono-visual Charts* are registered and the explanation on how to use the *Phonovisual Progamme* in the *Phonovisual Programme for Grade 1 – Grade 3, Part 1* (2011) document does not need to be updated.

Documents selected	Data analysed
The Face of Active English: An updated guide to the *Active English* methodology (2015), (24p) • Introduction (p1-4) • The motivation of young learners (p4) • Well prepared - what 'exactly' does this mean? (p5) • How to implement task-based learning and what kind of activities to use? (p5) • Teachers (p5&6) • Example lesson for Grade 3 learners (p7) • Example lesson for Grade 4 learners (p8&9) • Example lesson for Grade 5	**Design:** • A distinction between language acquisition and language learning (2015:1&2), for franchisees (teachers) • Motivation as an important component of learning (2015:4) • The role of the teacher (2015:5&6) • How the an *Active English* teacher and franchisee can adapt more task-based learning skills in order to improve a students' language skills and ensure a better communicative experience (2015:2-4) • How to implement task-based learning and what kinds of activities to use (2015:5) **Procedure:** • What it means for a teacher (a franchisee) to be 'well prepared' (2015:5)

& 6 learners (p9&10) • Example lesson for Grade 7 learners (p10&11) • Grade 1, 2 and 3 (p11&12) • Why is learning phonics important • Teaching blends and dipgraphs (p12-18)	• Example lessons for Grade 3 to Grade 7 learners (2015:7-11). In particular, the procedure for example lessons for Grade 3 learners (2015:7) and for Grade 4 learners (2015:8&9) • Why learning phonics is important (2015:11&12)

Description of this document:

- Existence and accessibility

The Face of Active English: An updated guide to the Active English methodology (2015) is an updated guide that consists of 24 pages.

- Authenticity and usefulness of the particular document

The *updated guide to the Active English methodology* (2015) was distributed to franchisees during an annual workshop offered as part of a training opportunity.

- Purpose of the document

The purpose of the *updated guide to the Active English methodology* (2015) is to inform franchisees about introducing more 'task-based learning skills' (Slabbert, 2015:2) in order to 'promote students' language skills' (Slabbert, 2015:2). In addition, the guide includes example lessons for Grade 3 learners to Grade 7 learners (Slabbert, 2015:7-11) as well as a description on why learning phonics is important in Grade 1, Grade 2, and Grade 3 (Slabbert, 2015:11-13).

- Context in which it was produced

The franchise owner introduced the *updated guide to the Active English methodology* (2015) to discuss the perceptions of franchisees about the programme with the collective understanding of how learners acquire language 'naturally' in order to communicate (Slabbert, 2015:1&2).

- Intended audience

The *updated guide to the Active English methodology* (2015) is intended for franchisees to refer to when considering basic examples of lesson plans.

The researcher considers that the franchise owner is updating her workshop material for franchisees. However, this document is not intended for parents or for the learners.

Documents selected	Data analysed
Reference book for language skills (146p): *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (2008)	**Procedure:** For Grade 4 to Grade 8 learners, a user-friendly reference that explains a practical approach to learning language. A comprehensive educational resource, the franchise owner developed her own reference and has received positive feedback from stakeholders.

Description this document:

The franchise owner developed a reference guide and the reference book offers the following:

The workbook that:
+ will help you to remember and strengthen your language skills the book
+ that can be used as a reference book when studying for exams contains

+ practice exercises - for easy learning introduces the 'tools of the + trade' + the 'tools of the trade' are set out alphabetically will encourage you + to develop an interest and enthusiasm for learning * The aim of teaching a language lies in the enjoyment, but sometimes it is necessary to augment this approach with a certain amount of drill and practice * tried and tested on students * by using their own creative ideas, students are lead to a better understanding enabling them to enjoy and take pride in self-development * written in a plain, logical way that fosters a love for the English language * relates to English as First Language (Slabbert, 2008).

Documents selected	Data analysed
Promotional material and event programmes: • Promotional flyer • Enrolment form • Prize giving programme (2015)	**Design:** • Promotional flyer: The learning goal is introduced in the *Active English* registration form (2015)

3.8.2 Document analysis

> The researcher/analyst needs to determine not only the existence and accessibility but also the authenticity and usefulness of particular documents, taking into account the original purpose of each document, the context in which it was produced, and the intended audience (Bowen, 2009:38).

Document analysis, as explained by Bowen (2009:28) “entails finding, selecting, appraising (making sense of), and synthesising data contained in documents”. In particular, Bowen (2009:32) describes document analysis as involving “skimming (superficial examination), reading (thorough examination), and interpretation”. Bowen (2009:32) states that document analysis is an “iterative process [that] combines elements of content analysis and thematic analysis”.

“Content analysis is the process of organising information into categories related to the central questions of the research” (Bowen, 2009:32). Content analysis entails “a first-pass document review, in which meaningful and relevant passages of text or other data are identified”. Pertinent information to the study and about the *Active English* programme was selected by the researcher, described, analysed and interpreted in Chapter 4. “Thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis…” (Bowen, 2009:32). The process involves “a careful, more focused re-reading and review of the data. The reviewer takes a closer look at the selected data and performs coding and category construction, based on the data’s characteristics, to uncover themes pertinent to a phenomenon” (Bowen, 2009:32). For the limited number of documents available, the researcher

objectively selected and analysed data from the range of documents. Coding was done manually but had more documents been available, extracts from the documentation would have been analysed with, for example, ATLAS.ti (qualitative data analysis software) in order to identify more themes for analysis.

Each interrelated component of the design element as well as the teaching phases of the procedure are described and analysed in terms of information, illustrative examples, and extracts from the selected *Active English* documentation (business plan (2013), operations manual (2001), and the updated guide to the *Active English* methodology (2015) as well as Grade 3 and Grade 4 workbooks). The resulting framework (see Table 4.1) was compiled from the literature review presented in Chapter 2, Part 3, that will be used to evaluate the *Active English* programme.

3.9 Ethical considerations

The application for ethical clearance was completed in July and August 2015 (refer to Annexure A for the NWU ethics certificate). Permission was obtained from the franchise owner (refer to Annexure C) in order to use relevant programme documentation and to observe the teaching-learning process at the owner-operated *Active English* centre. A period of time was spent at the centre with the learners, who were enrolled in the language programme, in order to gain first-hand experience of the role that the *Active English* supplementary instruction plays in their lives and in their continual learning of English as a second language. Following, interviews were held with students and the franchise owner.

Parents or guardians received a letter of information inviting them to participate in the study (refer to Annexure E for the information letter attached to the letter of informed consent) so as to make their own decision whether they wanted to participate or not. The language of the letter of information, the consent form, and the questionnaire is English; the nature of the *Active English* franchise in which the parents and children participated indicated that it was not necessary to translate or interpret the documents. The researcher's contact information was included in the letter and parents or guardians were able to contact the researcher.

Participants were allowed to withdraw from the study at any time. The researcher obtained informed consent (refer to Annexure F for the example of the informed consent letter) from five of the 10 parents of the Grade 3 group of learners and five of the 11 parents of the Grade 4

group of learners enrolled in the second half of 2015. Parents do not usually enter the classroom; when the child goes home, after the lesson, the parent received a printed version of the questionnaire in the child's bag. The parent sent the completed questionnaire back to the researcher during the next session attended at the *Active English* centre.

In terms of assent, using age-appropriate language for their understanding, the motivation for the observations was explained to the groups of children orally by the researcher (as a visiting teacher) as well as by the franchise owner (as the children are more familiar with their teacher). Also, participants were allowed to withdraw from the lesson observations at any time. The researcher asked the written assent of the children in order for a child to give an indication of their willingness to participate (refer to Annexure H for the example of the written assent used with the participating children).

The learners as well as the parent or guardian were informed that apart from contributing information for research purposes, there were no obvious benefits; the observations, responses and information provided would not influence parents or the child's academic performance or standing in the *Active English* programme in any way. In other words, it was not good or bad whether a parent enrolled a child in the language programme; the researcher is interested in whether the child achieved the purpose for taking part.

The main risk related to the study could have been ensuring the anonymity of the participants (those who completed questionnaires, those with whom interviews were conducted, and those who participated in the classroom observation). The following processes for ensuring anonymity were followed: allocation of a case number to all participants; not using the names of the participants when reporting findings; and reporting aggregated data and frequencies where possible.

3.10 Summary

Apart from the expected results (described in Chapter 1), evaluating the *Active English* programme designed to teach and learn English as a second language, contributes to the broader "body of knowledge" (Mouton, 2001:140) with findings and data that have not yet been captured in South Africa. In part, this study also addresses the challenges of every-day life for children in South Africa, beyond the formal hours of schooling, within our social world. Chapter 3 has outlined the method of research, in other words conducting qualitative research by

employing an ethnographic approach (that of a case study) to conduct this type of research, for this study and to inform the paucity of qualitative data of franchised supplementary programmes and services that offer English as a second language to primary school learners in South Africa.

Instruments for collecting data consist of the classroom observations (direct lesson observations and observations that inform the classroom environment survey), interviews (with Grade 3 and Grade 4 participating learners and with the franchise owner), responses from the questionnaires (completed by participating parents), and excerpts from available documentation developed for the potential franchisee and learner. Ultimately, the findings inform the evaluation plan of the *Active English* programme and in turn, could create an awareness amongst policy makers and other entrepreneurs to take note that there is a "perennial need" (Lynch, 1996:2) for language education programmes to be evaluated. This study presents a framework that may be used to evaluate other marketed programmes and the findings of this study are presented, interpreted and discussed in Chapter 4 and Chapter 5.

CHAPTER 4: FINDINGS FROM THE EVALUATION OF THE *ACTIVE ENGLISH* PROGRAMME

4.1 Introduction

Chapter 4 presents the findings from the evaluation of the franchised supplementary language programme, *Active English*. The evaluation is completed based on the framework that was introduced in Chapter 2 and the outcome of this part of the study results in a discussion and recommendations for future improvement of the *Active English* language programme for teaching and learning English as a second language. The aim of this chapter is to evaluate the instructional method of the *Active English* programme and this chapter aims to answer the research question: To what extent does the instructional method of supplementary programmes, offered by a tutorial franchise in South Africa, illustrate best practice? Data were collected from multiple sources, as described in Chapter 3. The findings, the interpretations, and the limitations of the *Active English* programme will be validated through triangulation. In addition, when considering data saturation and the reliability of the conclusions reached, completeness and accuracy are important considerations that will be referred to in this chapter.

The findings will be presented in three parts. In **Part 1**, data related to each of the six interrelated components of the design element of the programme will be presented and interpreted. The components are: (a) goals and objectives, (b) selection of programme content, (c) types of learning and teaching activities, (d) the roles of the learner, (e) the roles of the teacher, and (f) the role and development of learning materials. Evidence from the data collected by means of the analysis of documents from the *Active English* programme, transcription of interviews conducted by the researcher with the franchise owner and the children that were enrolled in the language programme, excerpts from transcriptions of classroom observations that inform the classroom environment survey, and frequencies reported from relevant items on the questionnaire completed by participating parents will be analysed and interpreted as part of evaluating the design components of the programme.

In **Part 2**, the three phases of teaching at the level of procedure will be analysed. The phases of teaching are analysed in terms of: (a) preparation, planning, and presentation of lessons, (b) the process of teaching and learning, excerpt, and (c) the feedback on the outcome of the teaching and learning process. These analyses will include a brief review of the Grade 3 and Grade 4 lesson plans as illustrative examples of preparation, planning, and presentation of the *Active English* programme. The description of the Phono-visual charts that were developed by the

franchise owner and an extract from a transcription of a lesson observation where the children enrolled in the programme play language word games, will be included in the analysis as examples of the implementation of process and practice in the programme. Excerpts from documents and transcriptions of the dialogue from classroom observations that demonstrate the implementation of the CLT method and TPR method used in the programme to teach English as a second language will also be analysed and interpreted to reflect on assessment and feedback, as prescribed in the programme.

It is important to add that this study does not compare the design and procedure of the *Active English* programme, for example, the selection of content and lesson plans, to the syllabus as set out for Grade 3 and Grade 4 learners recommended in the South African CAPS, as discussed in Chapter 2. Such a comparison would require the gathering of comparative data from schools and is beyond the scope of this study. A longitudinal comparison may be completed and explained as an avenue for further research in the future. This section of the study presents a comparative analysis at the macro level that attempts to gauge how the goals of the *Active English* programme are aligned (or not) with the outcomes outlined in the CAPS English HL and FAL curriculums for the Foundation Phase (Grade 1 to Grade 3) and Intermediate Phase (Grade 4 to Grade 6).

In **Part 3** of the analysis, the evaluation plan for *Active English* will be studied. Evaluation measures different aspects of a programme. This analysis will include a reflection on the comments and perceptions made by the franchise owner in her interview on how she creates a learning environment at *Active English*. In addition, the researcher also captures the views from the parents on their perceptions of the experiences of their children in the *Active English* programme, and notes from the classroom observations and the franchise owner's interview, and the rewards and incentives (in the form of badges and prize givings) that the children receive for their participation in *Active English*. These include a reflection on the impact of participation in the *Active English* programme when competing with other extra-curricular activities offered at South African schools (like athletics, rugby, soccer, cricket, hockey, netball, chess and cultural activities like debating, public speaking, art festivals and concerts at school). Excerpts from the transcription of the interviews conducted between the researcher and the franchise owner and the respective grade groups as well as excerpts illustrating concepts present in the classroom environment survey will be analysed and interpreted. These aspects will also be analysed in order to inform the evaluation plan of the *Active English* programme.

Before the findings are presented, a brief section is included to provide some background information and contextualisation about the *Active English* programme. This information would facilitate the interpretation of findings reported in the rest of the chapter. The background to *Active English* is presented from an analysis of excerpts from the transcription of the researcher's interview with the franchise owner. In the background information section that follows, the researcher considers the franchise owner's motivation for starting the language programme, the purpose and rationale for registering *Active English* as a franchise, and the franchise owner's belief in quality of education and learning.

4.1.1 Background to *Active English*

The *Active English* business plan (2013), sets out that *Active English* has been operating since 1993 and in August 2001, the business was registered as a Pty (Ltd) because (according to the franchise owner) "due to an increasing demand for this service, it was decided that franchising was the best way to go for expansion purposes" (Slabbert, 2013:2). *Active English* is also an accredited member of the FASA as well as a member of the Association of Private Providers of Education and Training (APPETD).

An interview with the franchise owner, Ms Antionette Slabbert[81] was conducted in December 2015. Ms Slabbert completed her schooling in 1979 with a focus on Afrikaans, English, and Art. Following a career in education, Ms Slabbert completed her Montessori Teacher Training at the London Montessori Centre Teacher Training College (with Merit) in 1996, a Teaching English to Young Learners (TEYL) course at the Wits Language School and she attended the workshop *Teaching Grammar Creatively* at the Wits Language School in Johannesburg, in 2013.

As an introduction to the *Active English* programme, it is important to understand the motivation of the franchise owner for starting, developing, and then, registering her business as an educational franchise. The following excerpt from the interview transcription provides

[81] The report of the franchise owner's name in the study is upon her request. Usually, one would report data anonymously. In this case, where the intellectual property of an entrepreneurial educator is evaluated, and where she prefers the mention of her name, it would be unethical to apply regular ethical practices of anonymity. This is similar or related to good ethical practice concerning decisions about the right of participants in linguistics research to decide if they want to be identified in studies as reported by the influential Linguistics Society of America: "Research participants have the right to control whether their actions are recorded in such a way that they can be connected with their personal identity" (Linguistics Society of America, 2009:2-3).

background about the educational franchise, *Active English: Lighting Up Young Minds*,[82] the franchise's logo, *Sparky* as well as a profile on the franchise owner in order to understand what qualified her to venture into the educational sector in her view. Question 3 of the interview protocol (as described in Excerpt 1) probed the motivation for starting and registering *Active English* as a franchise. The franchise owner responded as follows to the question:

Excerpt 1[83]

M2U01144.MPG[84]
Date: 08/12/2015

00:58 Franchisor: OK. It did all start in 1993. Um, the main reasons was I wanted to have my own children learn how to speak English properly and be bilingual. So, then I started buying educational material and I started with my friend [corrects herself], well, two children and some friends. And then I just saw that the children got bored very quickly because we were only working in books. There wasn't any real communication or active learning going on and then I decided, no, now I have to go and write a new syllabus. One where it was both of, um, academic and achievement because you want them to improve and at the same time I want it to be creative and fun and they should look forward to their lessons. Um, when I initially started it was known as English Activity Lessons.

Researcher: OK.

Franchisor: So that is what it was and then I just decided maybe to take away the word 'lessons' and just bring in *Active English – Lighting Up Young Minds*.

Researcher: OK.

02:08 Franchisor: OK. Um, then, what I did was, I don't know if this is relevant but I phone the University of Pretoria and I wanted their best graphic and he came up. I paid for him to come here and look at the classroom and he sent me various logos which I then gave to the children and according to what they chose, I decided on the light bulb and they like the light bulb.

Researcher: So, *Sparky* is an original design.

02:32 Franchisor: It's an original design. And then, I registered Sparky in 2002 and I then I also thought, you know what, for something to have credibility and there are ethical values and things, it's good to belong to FASA.

The franchise owner started her business in 2002 (14 years ago) but she developed the first concept of English lessons in 1993 (23 years ago), when, as a mother (and educator) she wanted her children to learn how to communicate in English and in Afrikaans. Inadvertently, the

[82] In the thesis, the shortened form of the name of the franchise, *Active English*, is used for brevity purposes.
[83] All the data (interviews and e-mails) are presented verbatim. No changes have been made to spelling or grammar.
[84] The reference to the audio recording is provided as well as the date of the recording and the exact minute in the audio recording where the transcription started.

franchise owner had identified a gap (what Branch (2009:17) refers to as "a performance gap") in terms of providing for her children a learning environment as well as educational material that did not, necessarily, mirror the day-to-day experience available to learners in the public schooling system.

In addition to the interview, the franchise owner developed a document that included her written responses to the interview questions which she later e-mailed to the researcher[85]. The franchise owner used the document with written responses as a guide throughout the interview. The following is the franchise owner's written response to Question 3 of the interview (as described in Excerpt 2):

Excerpt 2

> In 1993 I tried out various educational programmes to teach English to my own children. I found most of the programmes used a non-communicative approach and the children got bored very quickly. So I decided to develop my own syllabus – one by which children could have fun, be creative and be actively involved. Within two years I was teaching 170 children.
>
> Back then it was known as English Activity Lessons. Later on the name was changed to *Active English – Lighting Up Young Minds*. In 2002 I registered the logo and applied to become a member of FASA.

The franchise owner was aware of existing language courses or programmes but decided to develop a new syllabus, "one by which children could have fun, be creative and be actively involved". Children were "bored very quickly" and the existing programmes used a "non-communicative approach", according to the franchise owner. The development of the *Active English* syllabus is not a documented process for the purposes of this study but the franchise owner conducted her own analysis of the "situation of teaching" (Lindeque, *et al*., 2011:122) and developed activities for learning English. In order to have the buy-in from others and "credibility" (see Excerpt 1) in the educational sector, the language programme along with the franchise logo was registered with FASA, a non-profit company (FASA, 2012:2).

From this data, it is clear that the franchise owner was of the opinion that there was a need for additional opportunities to learn English in an active way. This need was initially motivated by her personal goal for her children to be bilingual speakers of English and Afrikaans. The franchise owner could not find opportunities for her children to advance their English in a specific way in her environment and decided to create an opportunity for them and the children

[85] The franchise owner's written responses were received via email on 8 December 2015.

of friends at the time. The lessons incorporated the elements of creativity and fun for children to be actively involved and in order to keep children interested.

In addition to the background for the franchise owner's motivation to start with *Active English* provided above, her views about the importance of registering her franchise as an indicator of quality assurance are important. The franchise owner received the FASA award as entrepreneur for 2010 [see the information available at: http://www.whichfranchise.co.za/fasas-2010-awards-for-excellence-in-franchising/]. The motivation for her award (see Question 4 of the interview protocol) included the following description of her work (Excerpt 3):

Excerpt 3[86]

> FASA ENTREPRENEUR FOR 2010
> ANTIONETTE SLABBERT OF ACTIVE ENGLISH
> A true entrepreneur Antionette is a dedicated self-starter who is determined to succeed at everything she does. Her entrepreneurial spirit and mindset has seen her grow her franchise continually adding value to the brand by introducing new ideas and projects and ultimately making a difference in the lives of children of all races and ages.
> http://www.whichfranchise.co.za/fasas-2010-awards-for-excellence-in-franchising/

During the interview, the researcher asked the following question related to the award that the franchise owner received for *Active English* in South Africa:

> Researcher: You were awarded the FASA Entrepreneur of the Year Award 2010. Do you think franchises are the way forward, in particularly, for language programmes, in South Africa?
>
> M2U01144.MPG
> Date: 08/12/2015
>
> 13:48 Franchisor: I think, you know what, for me it's important because you are setting up little schools, franchises all over the country, where the standard and the quality of education is the same.

The franchise owner won a national award, the FASA Entrepreneur of the Year Award in 2010 and is praised as "making a difference in the lives of children of all races and ages" (as described above). The annual awards celebrate excellence in franchising but for this study, the significance is that nationally, *Active English* was recognised as "innovative" and "adding value" (see link above). In discussing the background of how the franchise started, the franchise owner was also asked about educational franchises like *Active English* and their potential future in the

[86] The numbers of the excerpts changed over time as the analyses deepened. To secure accuracy in the referencing and the discussion, the numbers of excerpts were not changed in the final document.

broader South African educational system. During this discussion (part of her reply to Question 4), the franchise owner notes:

> Franchisor: And I think what's sad about this is that, um, we've got lots of our little black[87] students who, um, they come from their home language and they go to this English school and some of them only get to the school when they in grade three or four and now they suddenly have to be able to write, speak, read English. And they haven't had that exposure to the language where, um, if we start with them when they're three years old, it would be so much easier and for that child.

The franchise owner is aware of the South African schooling system and in particular, a period or stage of "transition" (Bray, 2006:520) from Grade 3 (Foundation Phase), where English might not be the home language of a learner, to Grade 4 (Intermediate Phase), where English becomes the LoLT (DBE, 2013a:8) for many learners in South Africa. From this data, it is clear that the franchise owner recognised that for speakers of English as an additional language, it is a significant transition from the home language environment (where an African language or Afrikaans is used mainly) to the school environment (where English becomes the language of learning and teaching for many learners). In her view, franchises like *Active English* could address this shortcoming in the mainstream schooling system by augmenting or supplementing the learning of English (and potentially other languages) in schools by providing franchises with set language programmes that could support the quality of English learning (and the learning of other languages) as additional languages across South Africa.

In addition to the interview, the franchise owner included the following written response to Question 4 (as described in Excerpt 4) related to her view of the future of franchises like *Active English* in South Africa:

Excerpt 4

> I think franchises are the way forward, particularly for a language programme because the same, successful concept is employed so you know that all children are receiving the same quality education, something that is not happening in South Africa at this present time.

[87] A "racial dimension" (Van der Berg, *et al*., 2011:3) is retained when describing the inequality in income of the South African society. Race remains widely used as an indicator of group affiliation and reflective of "the linguistic ecology of South Africa" (Coetzee-Van Rooy & Van Rooy, 2005:1). The information or categories describing a population group presented in the national Census questionnaire is used widely in the community or "commonplace" (Coetzee-Van Rooy & Van Rooy, 2005:1), for example, 'black African learner' and 'white learner'. Researchers (for example, such as Van der Berg *et al.*, 2011:7) and teachers would typically (as a labelling practice) discuss the achievements of their participants in studies or progress of their learners along racial lines as done by the franchise owner in this statement.

The link between being a registered franchise as an indicator of the delivery of high quality programmes in a consistent way is clear from the extracts from the interview and the written response to Question 4 reported above. One of the principles upon which the National Curriculum Statement Grades R-12 (DBE, 2011a:4) is based, is: “Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries”. It is beyond the scope of this study to investigate the credibility, quality and efficiency of the South African curriculum.

However, in the evaluation of the *Active English* programme, the franchise owner has identified that quality education should be of the same quality for all learners. By nature, franchises are businesses that expand and market a product or a service. Franchise agreements prescribe how a franchisee is to operate the business in a vetted location and often, there is limited room for creativity and other restrictions. However, without going into the advantages and disadvantages of franchises, it is important to note that like any other business, people buy a franchise in order to create another source of income.

The franchise owner has developed a supplementary programme and she considers the development of these types of programmes as the future of schooling in South Africa. In the view of the franchise owner, these types of education contribute to the standard and quality of education in South Africa (a view Reddy *et al.* (2003:12) support when relating the nature and extent of supplementary tuition to the nature and extent of the mainstream system in the country). However, *Active English* is a franchise (a for-profit business) and the parents who have enrolled their children are part of the society prepared to pay for the lessons (Bray, 2007:18).

An issue to consider at this point is the interest of policy makers in the quality of education and their role in observing, monitoring, and regulating the tutoring industry (as will be discussed in Chapter 5), while continuing to improve the quality of public schools. In discussing the importance of benchmarking the language programme within the educational sector as a franchise, although the franchise owner is aware, for example, of *Kumon English*, she understands her programme package to be unique to the South African context. The following is an excerpt from the interview with the franchise owner commenting on comparing the *Active English* programme to other language programmes.

Excerpt 5

M2U01146.MPG
Date: 08/12/2015
Time: 09:06

Researcher: … would you want to benchmark your programme um, with other programmes in the world? Because as you know, this is the only one in South Africa, it's tailor-made for South African children. Do you ever feel you need to compete with *Kumon* for instance, which is a Japanese programme or are you interested in knowing what they [are] doing in Kenya or in America or anything like that. Are you happy with the South African context?

11:58 Franchisor: I think I am because I think this [the *Active English* programme] is different to what anybody else is doing and if I look at the enjoyment and the enthusiasm [smiles] of my students. And also, for me as a person, when I get up in the morning, I want to go to work [laughs]. Um, and I don't think there lots of people who can say that about job satisfaction today. So that for me is important and then, seeing results. Knowing that these children have benefitted from coming to *Active English*.

The franchise owner is confident that *Active English* is different enough, to offer parents, who are interested in supplementing their children's school learning experiences after school, a competitive option. The *Active English* programme has a different purpose than, for instance, *Kumon English*, an internationally recognised academic supplementary programme. As described in Chapter 3, the *Kumon English Programme* adopts a linear approach to learning and students progress through the curriculum at their own pace whereas the *Active English* programme is a learner-centred and activity-based approach to learning that includes thematic lessons (that are on-going for the student) for learning English as a second language.

The franchise owner is satisfied that *Active English* is a uniquely South African programme and she gauges the success of the programme from the enjoyment and enthusiasm (later described in detail in Excerpt 15) experienced by her learners and her own experiences. From Extract 5 it is clear that the franchise owner does not regard benchmarking her programme against other programmes in the field as a potential or important indicator of quality. The importance of benchmarking is well-known as a component of quality assurance (Cumming, 2009:92-94; Nunan, 2003:599-609). This is a potential gap in the franchise owner's knowledge about quality assurance in the educational context.

Apart from franchises specifically for learning English, the franchise owner is encouraged by the possibility of language franchises (compared to once-off summer language courses) to be developed for other languages where the student would continue to enjoy learning the language by participating actively, long-term, in the programme. Question 5 of the interview protocol (as described in Excerpt 6) explores the franchise owner's own language repertoire and her views on multilingualism associated with South African learners.

Excerpt 6

> Researcher: Do you think it is important to know more than one language in South Africa? In your opinion, how many languages should a child learn? Please list all the South African languages you know and also, other languages.
>
> M2U01144.MPG
> Date: 08/12/2015
>
> 17:55 Franchisor: [Franchisor and Researcher laugh a little] Oh, dear, no, I love language and I'm actually sorry that when I was at school I could've taken French but I took the easy way out and took Afrikaans. Because Afrikaans was my home language you see so. Um, I think it's possible for children to be multilingual and I think that it's, it's quite a sh, uh, um, it's unfortunate that there aren't more of like *Active English* but offering Spanish or French, or Portuguese or African languages. Can you imagine if you had an *Active English* Sotho, you know, *Active Sotho* or whatever and the, the Afrikaans children came to those classes. You know, and even Spanish and French.
>
> […]
>
> Researcher: So, your dream, is, is it to see that *Active English* becomes more than just for, for English, basically?
>
> 19:28 Franchisor: I think it would be fabulous if, I mean, have you heard of any franchises that offer Spanish or Portuguese or anything like that...
>
> Researcher: Or, or any of the other um, languages, South African languages.
>
> Franchisor: South African languages and you know what, children love learning other languages.

The franchise owner considers potentially expanding her franchise to include other languages. One of the components to developing other language franchises would remain activities for active participation. In comparison, one of the principles upon which the National Curriculum Statement Grades R-12 (2011a:4) is based, is also on "an active and critical approach to learning". The other component that continues to drive the franchise owner is the fact that "children love learning other languages" (the educational objectives of the programme are explained in Excerpt 10). This view by the franchise owner is also expressed by researchers who study the multilingual environment in which South African learners are immersed in on a daily basis at schools (Van der Walt & Ruiters, 2011:84).

In addition to the interview, the following is the franchise owner's written response to Question 5 (as described in Excerpt 7) related to her own views on multilingualism and the learning of additional languages in South Africa:

Excerpt 7

> I think it is very important to know as many languages as possible. In my opinion it is possible for a child to be multi-lingual. Unfortunately, there are not many, if any, extra-murals offering Spanish, French, Portuguese classes for children and certainly not African languages. The only languages I speak fluently are Afrikaans and English.

It is clear from her reply that the franchise owner has a love for the learning of languages, expresses the value of learning additional languages, in other words, the value of multilingualism, and she believes that the *Active English* programme (described in the mission statement discussed in Excerpt 10) “fosters a love” of the English language. The franchise owner acknowledges that the children she has observed in her programme enjoy language learning because (also as described in detail in Excerpt 32) children “want to make their own choices”, they “want to be ‘actively’ involved” and “all children are unique learners”. In this case, children enrolled in the *Active English* programme are actively involved in learning English as a language and in general, the franchise owner encourages language learning.

The background provided by the franchise owner provides the context to better understand how the need was identified to start a franchise focusing on the teaching and learning of English as a second language. In addition, the franchise owner reveals her dream for the future in terms of language learning. However, this study focuses on evaluating the *Active English* programme, a franchised supplementary instructional programme (or a “new breed of private tutoring” that includes educational activities that occur outside formal schooling, as described by Aurini and Davies, 2004:424).

In the rest of this chapter, Research Question 2 will be addressed: To what extent does the instructional method of supplementary programmes, offered by a tutorial franchise (*Active English*) in South Africa, illustrate good practice? In the rest of the chapter, the elements of good practice will be investigated as implemented in the *Active English* programme.

The evaluation is completed in order to address whether the instructional method (at the level of design and procedure) of this supplementary language programme incorporates the interrelated components of an effective curriculum (or best practice in terms of curriculum design), as designed to enhance a learner’s formal school career (Stevenson & Baker, 1992:1639) and in order to add value and contribute to the supplementary education (or shadow education) system. The findings from this chapter will be used to answer Research Question 3 (in Chapter 6): How can the limitations of a supplementary programme for English as a second language (in this study, *Active English*) best be addressed?

PART 1

4.2 The design of the *Active English* language programme

In this part of the study, the design components of effective curricula (representing best practice for curriculum design) that are present in the *Active English* programme are evaluated against the list of components identified from the literature survey conducted in Chapter 2 of the thesis. The relevant sources of the data gathered in this study related to each curriculum design component are presented first. Then the data related to each curriculum design component from the different data sources are presented and discussed. In the end a conclusion is presented to highlight a global impression of the extent of the implementation of the language curriculum design components as they are put into practice in the *Active English* programme.

4.2.1 Interrelated curriculum design components

For the purpose of this analysis, a table was prepared to indicate the curriculum design components that emerged from the literature review (that represents best practice in curriculum design) and the specific data sources from which information about curriculum design components present in the *Active English* programme were gathered. This information is presented in Table 4.1.

Table 4.1: The interrelated components of the design elements of the *Active English* language programme

Curriculum design components	Data sources relevant to the study				
	Documents	**Interview (students)**	**Interview (franchise owner)**	**Classroom Environment Survey**	**Questionnaire (parents)**
(a) Goals and objectives					
i. Purpose of the programme	√				
ii. Goals and objectives of the second language programme	√		√	√	
iii. About the student					√
iv. Needs assessment: Participatory process			√		√
(b) Selection of programme content					
i. Organising of the programme	√		√		
ii. Selection of content	√				

(c) Types of learning and teaching activities					
CLT Method					
i. Communicative language teaching: Activities and tasks	√	√	√		
ii. Functional communication activities					
iii. Social interaction activities				√	
TPR Method					
iv. Action-based drills				√	
(d) The roles of the learner					
i. Language of the learner	√		√		
ii. Role as negotiator (CLT method)					
iii. Role as listener and performer (TPR method)				√	
(e) The roles of the teacher					
i. Role as decision-maker	√		√	√	
ii. Adapt teaching style to classroom context				√	
(f) The role and development of learning materials					
CLT Method					
i. Text-based materials				√	
ii. Task-based materials (communication activities)	√		√	√	
iii. Realia				√	
TPR Method					
i. Teacher's voice, actions, and gestures				√	
ii. Common classroom objects as well as supporting materials (pictures, slides, and word charts)				√	
iii. Realia				√	

The conventions used to transcribe and refer to elements in the study are described in detail in the methodology chapter (see Chapter 3, Transcription Conventions). In the rest of this section, the findings from the data that provided information about the six curriculum design components present in effective curricula are discussed.

4.2.2 Goals and objectives

In this section, the relevant data from sources related to the goals and objectives that form part of the design components of the *Active English* programme are presented. The data sources from which information about these design elements were drawn include documents, interviews and the classroom environment survey.

4.2.2.1 Documents

There are several documents related to the *Active English* franchise which present information on the goals and objectives of the programme. The main findings aligned to the goals and objectives of the *Active English* programme include a purpose, learning goal and educational objectives of the programme to:

- Foster a love of the English language in an informal and fun way.
- Build a solid vocabulary of words used in the learner's environment.
- Develop the logic, reasoning and thinking skills of learners.
- Stimulate and develop language skills which contribute to effective expression and communication.
- Build on and use the learners' imaginative ideas, natural curiosity and creativity to stimulate English language development.
- Develop learners' ability to express their ideas, thoughts and feelings effectively through language.
- Build the learners' confidence to speak English and continue learning English.
- Develop a positive self-esteem and foster a positive approach or orientation towards life.
- Enhance formal school achievement by ensuring that students put the knowledge acquired to good use in all other school subjects to ensure success.
- Offer a natural, consistent and stimulating environment that encourages long term learning.

The franchise owner made an "informed guess" (Graves, 2000:93) when she formally outlined the learning goals and objectives of the *Active English* programme. These findings or objectives that have been formulated for the *Active English* programme are purposefully outlined in specific documents for the potential franchisee and in the marketing material (such as flyers and the registration form for enrolment) for parents and learners. The following documents that set out the educational values, the mission statement, business objectives, and educational objectives are also part of the design of the programme and these will be discussed as part of outlining the goals and educational objectives of *Active English*.

The business plan for *Active English* (Slabbert, 2013:3) sets out the educational values of *Active English* for the potential franchisee, as follows:

Excerpt 8

> *Active English* lessons provided skills of logic and reasoning that teach children **HOW** [original emphasis] to think. Workbooks and activities are aimed at gifted and talented children. When all children are taught [as if] they are gifted and talented, giftedness and talent have a good chance of emerging.

Excerpt 8 provides evidence that the educational values espoused by the *Active English* programme relate to broader educational goals and are not focused narrowly on language learning. The purpose of the *Active English* programme is to provide "gifted and talented children" with lessons that teach the child "**HOW** to think". Similarly, the South African National Curriculum Statement for Grades R-12 (2011a:5) also aims to produce learners that are able to use their critical and creative thinking and communicate using language skills.

The learning goals[88] or purpose of the programme is introduced in the *Active English* registration form (Slabbert, 2015), for parents to consider (as described in Excerpt 9) when enrolling their child:

Excerpt 9

> The lessons build on the student's imaginative ideas, natural curiosity and creativity. This in turn stimulates language development and the confidence to speak English and develop a positive self-esteem.

In Excerpt 9, it is clear that the learning goals are related to the lessons that are designed to "build on the student's imaginative ideas, natural curiosity and creativity". The purpose of the programme, then, is to stimulate "language development" in order for learners to have "confidence to speak English and develop a positive self-esteem". It is important to understand the purpose of the programme as envisioned by the franchise owner because in Part 3 of this chapter, the learner's understanding of the purpose of the programme will be presented. A comparison of the purpose of the programme as proposed by the franchise owner and the perception of the learners will provide an indication of the success of the programme to achieve its purpose.

The learning goals are also embedded in the mission statement and educational objectives (as described in detail in Excerpt 10) of the *Active English* programme. The mission statement, in

[88] Learners achieve the purpose of a programme when they attain the "learning goals" (Smith & Ragan, 2005:76). Instruction (or in this case, teaching) facilitates learners' attainment of intended learning goals. As described in Chapter 2, "intentional learning" (Branch, 2009:186) is "purposefully arranged information, human resources and environments" (Branch & Dousay, 2015:30) for the learner to achieve an objective.

particular, informs the purpose of the programme, as to foster “a love of the English language ... in an informal, progressive and fun way”. The *Active English* business plan (Slabbert, 2013:11) sets out the mission statement and educational objectives of the programme.

Excerpt 10

> Mission Statement
> Active English fosters a love of the English language to both first and second foreign language students in an informal, progressive and fun way to further the students’ education in all learning activities, thus enabling them to become positive and confident individuals.
>
> Educational Objectives
> - encourage natural enthusiasm, vitality, spontaneity and originality by **active** [original emphasis] participation in meaningful language activities.
> - enrich students’ ideas, stimulate thought and feeling to develop an understanding of themselves and their own emotional and moral responses to life and the world around themselves and to live more fully, more consciously and responsibly.
> - develop students’ ability to express their ideas, thoughts and feelings effectively through language.
> - help students develop language skills which contribute to effective expression and communication.
> - ensure students put the knowledge acquired to good use in all other school subjects to ensure success.

The *Active English* programme and the South African curriculum interpret what is meaningful to the learner and “worth” learning similarly. The educational objectives of *Active English* focus on exposing learners to interactive, meaningful learning activities and encouraging the participation of the learner in their own learning (to be able to express themselves, communicate, to have a better understanding of self, to develop confidence and a positive self-esteem, to have fun). One of the aims of the South African curriculum is also to ensure that the children of South Africa “acquire and apply knowledge and skills that are meaningful to their own lives” (DBE, 2011a:4). Also, one of the principles upon which the National Curriculum Statement Grades R-12 (DBE, 2011a:4) is based, is:

> equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country; …

The *Active English* programme and the South African curriculum highlight that the broader goal envisioned for South African learners is to “develop an understanding of self” and “self-fulfilment” (DBE, 2011a:4). The following aim of the National Curriculum Statement (NCS) Grades R-12 (2011a:4) is also significant:

> a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

Active English contributes to implementing the DBE's aims outlined in the NCS for Grade R to Grade 12, by offering lessons that develop the language skills of the learners who are enrolled in the programme, for effective expression and communication through language. The programme, however, goes beyond paralleling the mainstream schooling system because it also provides learners with the opportunity for "active participation" (Slabbert, 2013:11) for learning and "understanding of how it [language] works [and this] will help them [the learners] to adapt it to a circumstance and situation, and to develop the ability to formulate ideas and judge with insight the messages of others" (as further described in the *Active English* business plan (Slabbert, 2013:12&13), see Excerpt 15).

In Chapter 2 (Part 2), it was reported that in East Asian societies supplementary instruction is embedded in a culture (Lee, *et al*., 2009:906) that is not accepting of "in-born abilities and existing circumstances" (Bray & Kwok, 2003:618). Whereas, comparatively, in South Africa, the *Active English* language programme, for example, motivates learners (the learners look forward to the lessons, they approach the lessons with enthusiasm, the learners enjoy the lessons and the material, for instance, the workbooks are not boring). The programme also enhances the learners' natural attributes (ideas, creativity, and imagination) that will enable them to interact and communicate with others but also, to develop their social skills. Mackey (2000:33) in his investigation of a person's language contact as a bilingual learning a second language adds that there are bilinguals who try "to improve [their] knowledge of the second language through self-instruction". For the purposes of this study, however, it is meaningful to accept that the design of the *Active English* programme has been planned in order to encourage school-going learners to "become positive and confident individuals" (as the franchise owner establishes in the *Active English* mission statement as described in Excerpt 10) and "to develop an understanding of themselves" (as the franchise owner adds as part of the educational objectives of the programme, also described in Excerpt 10). In other words, part of the goals of the *Active English* programme is similar to the goal of the South African curriculum, to "develop an understanding of self" and "self-fulfilment" (DBE, 2011a:4).

The educational objectives that have been formulated (and by extension the lessons and activities that have been developed) as part of the design of the *Active English* programme do not focus on self-improvement (comparative to the goals and objectives of courses and programmes for students in East Asian societies where supplementary instruction is embedded in the culture according to Lee, *et al*., 2009:906). The goals and educational objectives of *Active English* have been formulated for the learner to develop an understanding of self, in other words, contributory to defining their identity through language. Chick (2001:42, 39), for instance,

describes this as an opportunity for learners to negotiate and "co-construct a truly multicultural identity" (Chick, 2001:42, 39).

The learning goals and the purpose of the programme are also summarised in the marketing material. *Active English* documents (such as the *Disclosure Document of Active English* (2013) and the *Business Plan for Active English* (2013)) are not intended for parents and learners. These documents are primarily for potential franchisees (as described in the section on document selection for an intended audience in Chapter 3). The parents (and learners), however, are informed about the purpose as well as the goals of *Active English* when they consider enrolling their children in this language programme (as part of the registration form for enrolment).



Figure 4.1: *Active English* franchise opportunity (Slabbert, 2016).

The background to the development of the *Active English* programme (as described in Excerpt 7) introduced the concept of an effective curriculum being designed to enhance a learner's formal school career (Stevenson & Baker, 1992:1639). It is clear that the mission statement of the *Active English* programme (as described in the *Active English* business plan, Slabbert, 2013:11) also has the purpose "to further the students' education in all learning activities". The

information in the marketing material of the *Active English* programme, the registration form and the registration flyer, was used in the form of statements in the questionnaire (refer to Annexure G), to probe parents about *Active English* and their children's experiences (reported on in Table 4.17, as described after Excerpt 74). Figure 4.1 is an illustration of the flyer for potential franchisees.

The *Active English* business plan (Slabbert, 2013:11) sets out the business objectives for the *Active English* franchise (as described in Excerpt 82). These objectives are also part of the design of the programme to "evolve" the franchise in South Africa and abroad.

Excerpt 82

Business Objectives

- To succeed as a business and make a good profit margin.
- In the long term, to "evolve" the franchise to encompass High School students, with ensuing higher charges and higher profits. If possible, adapt the concept for adult education and Business English.
- In the medium-term to expand further by employing others (part-time only) as required to assist in our original franchise area as our reputation grows.
- Later on, with the profits made, to purchase other franchise areas in SA and expand into other Southern African areas, such as Swaziland, Botswana and Zimbabwe, where there is an even greater need for English language teaching.
- In the longer term, to open up overseas, starting with France & definitely in China.

The business objective is to expand the franchise, as a future dream of the franchise owner. However, it is important to note that learners who are described by the franchise owner and other researchers who study the challenges of students learning in English as a second language in schools in South Africa (Hugo, 2013:28-29; Myburgh, *et al*., 2004:573), are not currently enrolled in *Active English*, or similar programmes like *Kumon English*. The main reason for this is that only learners whose parents are able and willing to pay for private supplementary tuition are involved in the programme. In general, these parents would form part of the middle and upper-middle class in South Africa. This is not different from research findings about tutoring businesses, private entrepreneurs or organisations for profit-making purposes in other parts of the world (Bray, 2007:22; Aurini & Davies, 2004:424; Nunan, 2003:606-608).

This situation warrants attention because of the potential of these programmes (and in this case, a franchised programme) to contribute to fostering even more inequalities, albeit unintentionally, in an already unequal society. Although one cannot hold a franchise owner of a shadow education enterprise responsible for uplifting and supplementing potential inadequate education in public schools in South Africa, it would make a lot of sense for policy-makers to identify areas or schools where learners are more vulnerable in terms of English being a barrier

to learning. It would be ideal, for instance, to sponsor or subsidise schools with learners who cannot afford access to private tutoring opportunities like *Active English* to get access to relevant sections of the programme as part of public education. In this way, the learner achievement reported for learners enrolled in *Active English* could potentially be distributed on a larger scale that would contribute to the diminishing of inequalities in some way.

4.2.2.2 Interview

For a language programme to be designed for the purpose of meeting the needs of students (or learners), it is necessary to gather information for a needs assessment plan (as described in Chapter 2, Part 3) that will inform the goals and objectives of the programme. From the interview data, when considering the participatory process (and what Graves (2000:99-100) describes as a "partnership" and "dialogue" for decision-making during the process of needs assessment) it is clear that learners, parents, and the community did not participate directly in the formulation of the goals and objectives of the *Active English* language programme.

There is a relationship between the purpose of a programme and needs assessment. After conducting a needs assessment, the programme or course designer has a "list" (Smith & Ragan, 2005:76) of learning goals and objectives that are then broken down into learnable and teachable units. It is important to gather information in order to assess the needs of the learner (Dubin & Olshtain, 1986:5). From the interview with the franchise owner and the learners as well as from the responses to the questionnaire completed by the participating parents, however, one would be able to infer some information about the perceived needs or expectations held about the learners and the programme that relate to the purpose of the programme.

In Chapter 2 (Part 1), it was important to affirm that this study takes cognisance of the roles in which English functions in the English-speaking communities of South Africa. Specifically, one of the themes throughout the study that is addressed is the fact that parents perceive English to be of value for their children to learn. Setting aside the direct purpose of the programme for learners; indirectly, the goals and educational objectives of the *Active English* programme are achieved because of the involvement of parents.

During the interview with the franchise owner, the researcher asked about placement tests in order to better understand how the franchise owner (and by extension, a franchisee) would test the language level and proficiency of the child during the process of enrolment. The assumption was that children were automatically placed in their grade group from school once they enrolled

in the *Active English* language programme. The following is an excerpt from the interview during which the franchise owner discusses placement of the learner after her interview with parents.

Excerpt 61

M2U01144.MPG
Date: 08/12/2015

Researcher: Is it important for the children, I noticed, to be in a specific grade already or for instance, the child is in grade three but you notice maybe they shouldn't start at grade three work, they should, maybe, start in grade one work or something like that. Is there a test that you perform or is there something specific that you, how do you advise the parent, um, that it's, it really has nothing to do with being in grade three or grade four, it has to be about the language that they are trying to learn. How do you manage that?

15:10 Franchisor: Ja, that has often happened because what I usually say is, does your child struggle at school, what are his marks like at school and everything. And from that, and the background, and what is your home language and, and, and…

Researcher: So you have an interview with the parent?

15:25 Franchisor: [nodding] I have an interview with the parent and then I'll say, you know what I'm going to recommend, that your child first come with, because they've now missed out on this phono-visual and let's start them in grade one. If they are improving or advancing we can always move them up to another class. And another thing that I discourage is because, you, once, you get some parents who are very competitive with their children [laughs a little] and now, they know that this child is pre-school but they want him to already come with the grade ones. So there's another thing. I have like, well, can your child do this, can your child do this [demonstrates on her fingers]. No, it's not going to make him much more clever to already be doing grade one work when he's only ready to be doing pre-school work. Because you want that child, you want to foster a love for English.

Researcher: Yes.

Franchisor: So if he comes in here and he can't cope, you're going to just get the opposite result.

Before learners start attending lessons at *Active English*, the franchise owner conducts a specific interview with the child's parents. This is an opportunity where the franchise owner could inform the parent of the purpose of the programme and also get to know the expectations of the parent more fully. The franchise owner determines placement by considering her experience and prompting parents: (a) to discuss "does your child struggle at school", (b) about their child's marks at school, (c) about the background of the child, and (d) to identify the family's home language.

For placement at *Active English*, there are no tests that have been developed that will place learners in the programme according to a need that may have been identified. Therefore, learners are most often placed in a group with other learners who are in the same grade group at school (unlike, for example, the individual placement according to, for example, a potential gap in language proficiency as part of the procedure of the Kumon after-school academic

learning programme). There is a relationship between the purpose of a programme and needs assessment. Therefore, the development of a placement instrument (as for example used by the *Kumon* programme)[89] is a potential gap in the franchise owner's design of the *Active English* programme.

Continuing with the idea that the educational objectives of the *Active English* programme will be achieved because of the involvement of parents, following their input in terms of the needs of their child, it was also important to ask the franchise owner about the role of the parents. In the interview with the franchise owner, the role of the parent was discussed as contributory to the child's success in their learning of English. The following is an excerpt from the transcription of the researcher's interview with the franchise owner (referring to Question 10 of the interview protocol):

Excerpt 11

> Researcher: In your opinion, as part of a 'good' language programme, how do you determine the needs of the learners? Describe and expand on how you understand the role of the learner, **the role of the parent**, and the role of the teacher (franchisee).[90]
>
> M2U01144.MPG
> Date: 08/12/2015
>
> Researcher: Um, uh, you mentioned parents, speak about maybe the range of, of parents that you get. Well, initially when they do come to you, what is their motivation for registering their children… that they tell you? That you later find out might be different but for the most part. Why do parents want to…
>
> 16:48 Franchisor: I think because they… or this is not their first language. [Researcher nods] and I know that the parents especially in this area, um, are mostly professionals and they know the importance of having their children, uh, speak English. Because, I mean, everything, business, university, everything is in English. And I think at school, there's a lot of emphasis on the written work but there is no communication [gestures with her hand back-and-forth] really going on. And you'll even hear that in the English class, the teacher will speak Afrikaans to the children.
>
> Researcher: While she's explaining an English concept.
>
> 17:30 Franchisor: Yes [nods her head], you know. So they [the children] don't have much opportunity, and, and social skills, to develop social skills in terms of using the English language.

---

[89] Compared to Kumon's *Enrolment Procedure*, parents are required to attend a *Parent Orientation* session to understand the Kumon Method and the child takes a *Diagnostic Test*. The Instructor will set work for the learner at the "right level of study" and the "Instructor will determine a suitable starting point and study plan based on the test results and observation during the test" (Kumon, 2016).

[90] Excerpt 11 describes and expands on how the franchise owner sees the role of the parent. Expert 31 and Excerpt 36 describe and expand on the roles of the learners and teacher respectively. The franchise owner offers three views as part of her answer to the researcher's Question 10 of the interview protocol.

From this part of the excerpt it is clear that, from her observations, the franchise owner has established an informal profile of the parents that contributes to a better understanding of the language spoken to learners at home. The franchise owner explains that "this [English] is not their first language" in other words, parents are also second language speakers of English but it is inferred by the franchise owner that the parents recognise that English is important, "they know the importance of having their children, uh, speak English". One could therefore say that parents aim to maximise their child's exposure (Beukes, 2009:45-46) to English by enrolling their child at *Active English*; and that they see this as the most important purpose of the programme.

The franchise owner also has a clear sense of the *required* role of parents in the programme, as described in Excerpt 81.

Excerpt 81

M2U01145.MPG
Date: 08/12/2015

[…]

18:40 The role of the parent: I wish the parents would do more in terms of checking that they've [the children] learned their spelling words and read their books. Because I think that's just two little things we [are] asking of them.

Researcher: Actually the minimum really…

Franchisor: It's minimum. We not giving them homework, um, and then, you know, if the parent's attitude to learning my words and reading my book is positive, then it's going to rub off on their child. But if they go, aghh, not the spelling tests again, what is the child going to say?

[…]

19:18 And then, also, [looking at the written reply as guide] I find that, um, a lot of children are not listened to. When they get home, and they want to, and I, and I understand it's part of, of what life is today, we rushing, want to make money, get home, tired, exhausted, and the child wants to tell you about what he did at *Active English* today, I think parents there really need to just slow down, and let the child come and say, but, OK you can tell me but you're going to tell me in English. Because I think second-language speakers find it hard to use it in their home as a home language.

The clear sense of the role of parents in the success of the *Active English* programme is not aligned with a formal process to invite parents to provide input to the *Active English* programme. This is identified as a limitation in the current programme design process for *Active English* and a potential gap for the franchise owner to address in revising the programme. The franchise owner indicates that she would prefer that parents become more involved in their child's learning by checking whether their child reads the books they choose and studies their spelling words, in order to practise English at home. The franchise owner believes the relationship

between the parent and the learner is one of attitude (also described in Excerpt 12). Parents, according to the franchise owner, do not necessarily speak English at home because their home language is not English. The franchise owner suggests that if the parent engaged more with their child ("what he did at *Active English* today", "OK you can tell me but you're going to tell me in English"), their child would also have a positive attitude toward their continuing learning of English outside of school and *Active English*.

In addition to the interview, the following is the franchise owner's written response to Question 10 (as described in Excerpt 12) on the role of the parent in the achievement of the purpose of the programme.

Excerpt 12

> Parents should be positive about the English language in general, also encouraging their children not to miss any classes. The parent's attitude has an influence on the child's confidence to read and express himself in English. I find that most of the students who attend have parents that motivate and encourage their offspring in a positive way.
>
> We would, however, like parents to keep a closer eye on the learning of the spelling test words and the library book reading, both which are a vital part of our programme. If parents feel it is not important and worthwhile to learn their words or read their books, children will feel the same.
>
> Children thrive on telling their parents what they did at school that day or what they did at *Active English* and I think it is very important that parents stop what they are doing and *actually* listen. They could tell their child to re-tell the happenings in English and so further enforce what they learnt that day.

The franchise owner has identified that the parent's attitude (also described as part of Excerpt 11) has an influence on how their child achieves the objectives of the programme. Firstly, the franchise owner would prefer if parents motivate and encourage their children to attend the *Active English* lessons. Secondly, the franchise owner believes that parents influence their child's confidence to read, learn their spelling, and to express themselves in English. Thirdly, the franchise owner states that it is important for the parent to listen to their child ("stop what they are doing and *actually* listen") when they express themselves in English about their day or what they learned at *Active English* as a form of reinforcement, "and so further enforce what they learnt that day".

The level of engagement of the parent (what the franchise owner terms, worthwhile (in Excerpt 12) to the parent) coincides indirectly with two educational objectives of the *Active English* programme (also described as part of Excerpt 10): develop the learner's ability to express their ideas, thoughts and feelings effectively through language; and develop language skills which contribute to effective expression and communication. In other words, learners will accomplish

the objectives of the programme but their success is, in part, according to the franchise owner, attributed to the involvement of the parent who is willing to create situations at home where children could re-cap their learning. These additional opportunities to communicate with parents about their *Active English* experiences at home are seen as a complementary strategy that facilitates the achievement of the relevant objectives of the programme.

The franchise owner affirms that the programme is not an extension of school (see Part 3, Excerpt 63) but the *Active English* programme does take on school-like features and processes. During the interview with the franchise owner, the researcher asked about examination readiness in order to better understand the design of the programme. The following is an excerpt from the interview during which the franchise owner discusses incorporating examination preparation and examination readiness as part of the purpose of the programme.

Excerpt 62

M2U01146.MPG
Date: 08/12/2015

Researcher: Um, in your class, just to end off, you mentioned one of the franchisees said maybe we should get them [the children] exam ready. Um, you were speaking about ownership now, of getting their things ready and how does that translate into exam ready and different to what you're offering.

03:35 Franchisor: OK.

Researcher: When parents even ask you.

Franchisor: For me, exam preparation is a total waste of time. Because, they [the children] learning these things like parrot fashion but they can't apply what they've learned. And I can't see why grade two, I mean, grade fours have to learn onomatopoeia and how to spell the word onomatopoeia. So they come and stand here, they haven't even done the basic tenses, then they already doing other tenses and, and there just rules to everything and they don't understand how these things are put together.

Researcher: The big picture.

Franchisor: The bigger picture. Yes. So, um, you can, I've done exam preparation privately, a parent, who obviously has a problem sitting try to, to get their children to be ready for exams and we will take the whole workbook the che..., teacher has set and work through that. I've sat here three hours with a child before but ultimately, what happens is he gets into the exam thing and he doesn't read the comprehension properly and he doesn't know what the words mean, and he can't say, he doesn't comprehend what he's gotta write about. So what is more important is developing his language skills, having him apply what he is learning and then, it's like when they in the Afrikaans schools, when they get to Matric [Grade 12] they do poetry. So for Matric exam the teacher gives them ten poems to learn plus all the questions and answers. So, I'm like, give them the tools [pauses]. Teach them what is irony, sarcasm [laughs] all those, onomatopoeia, metaphors. Teach them that. Then they have the tools to do the job. And they can take any poem because what if they get a totally different poem and not one of the ten because the teacher is just playing safe but what if they decide to give a totally different poem.

In Chapter 2, the intensity of supplementary instruction is described as varying due to several factors. In education systems and when the subjects in greatest demand of tutoring are ones where passing examinations is the only option for educational advancement, students receive tutoring more intensively (Bray, 2006:520). The franchise owner has offered private tuition for the purpose of examination preparation but she finds examination preparation "a total waste of time" (as described in Excerpt 62) and has not included this aspect in the design of the *Active English* programme. Instead, the franchise owner places importance on developing a learner's language skills in order for the learner to apply what they have learned (for example, to a comprehension test or poem at school).

Another aspect indirectly related to achieving the educational objectives of the programme that was also discussed during the interview with the franchise owner, is homework. In their research, Van der Berg, *et al*., (2011:4&5) conclude: "Many classroom practices are correlated with performance, such as the frequency of giving homework … and the extent of curriculum coverage. However, such correlations do not necessarily imply causation, i.e. that these classroom practices improve performance". This research does not support the idea that homework necessarily is related to improved achievement in school work.

The DBE argues from the premise that "South African children are exposed to a great deal of environmental print in English, for example in signage (traffic signs, shop signs, etc.) and packaging" (DBE, 2011a:12). Linking to the practice of English through reading, the CAPS English FAL (DBE, 2011a:45-67) outlines for "Reading" and "Phonics" indicate that reading should be included as part of homework:

> Learners should be encouraged to do independent reading in their First Additional Language when they have spare time in class (e.g. when they have finished an activity ahead of time) and at home (e.g. for homework). It is important that every opportunity in class is used to develop their reading.

In principle, at *Active English* the learners are not given homework (as reported by the franchise owner in Excerpt 81) but interestingly, homework includes the expectation by the franchise owner that the parents will be interested in their children and would therefore ask them to tell them and show them what they did in their *Active English* lesson. If this occurs as part of the ordinary activities where parents inquire about the things their children did during the day, it would result in additional opportunities for *Active English* learners to read their books and learn their spelling words when they tell their parents about their lessons. These language activities are not exclusive to the schooling system; in other words, at *Active English* there is also a minimum amount of homework for the learner to continue their learning and practise of English when they tell their parents about the lessons that they attended. Whatever the description of

homework, the franchise owner believes in developing a child's reading outside of the school environment and this view is also shared by the DBE (2011a). Stimulating and developing the learners' language skills is part of the educational objectives of the *Active English* programme.

4.2.2.3 Classroom Environment Survey

During the opportunities for lesson observation, the researcher also completed a classroom environment survey. The results of the observation also presented information related to the goals and objectives of the programme. The survey item that provides insight into whether the programme's overall goals and objectives are being reached is Survey item 5: Inquiry focus (Daniel, *et al*., 2008). An Inquiry Focus is defined as including the following teaching and learning activities used during a lesson:

- The children find out answers to questions through own investigations.
- The teacher emphasises thinking skills and processes of inquiry.
- The teacher provides clues, hints, examples to encourage problem-solving.
- The teacher encourages creative or novel ideas.

This item in the classroom environment survey relates directly to the purpose of the *Active English* programme as introduced to parents in the *Active English* registration form (Slabbert, 2015) to "build on the student's imaginative ideas, natural curiosity and creativity" (as also described in Excerpt 9). Inquiry in terms of the learner's natural curiosity was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 4 group	Grade 3 group

For the Grade 3 group, the researcher observed inquiry-based learning very often and for the Grade 4 group, the researcher observed inquiry-based learning often. For the Grade 3 group, from the classroom environment survey, it was clear that the teacher (in this case, the franchise owner) often supplemented the lessons with visual material linked to the theme of the lesson. For the Grade 4 group, the teacher (again, the franchise owner) often supplemented the lesson with a practical activity linked to the theme of the lesson.

Examples of the item inquiry focus did not occur overtly during the lesson observations attended by the researcher, for the Grade 4 group. Possible examples of this survey item are instead

included under Survey item 8: Teacher Support (as described in Excerpt 40 and Excerpt 41). The following are examples, from the researcher's observations of the Grade 3 group of lessons of how the programme's overall goals and objectives are being reached through inquiry-based learning at *Active English*. The franchise owner put a picture of a moon on the board and encouraged the learners to think creatively on how to advertise a trip to space.

Excerpt 13

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Inquiry Focus** and **Classroom Materials / Displays. Example 13.0** 02:52 – 04:05 Teacher: Before we start, I want you first to get your mind in the right mood. So, in other words, what do we see in this picture? Children: [together] The moon. Teacher: The moon. And we've put a picture on the board. So, I want your imagination to start thinking of questions. Alright. Now, let's, I'm going to read this to you this story and them I'm going to ask you questions and I want to hear if you were listening and whether you understood what I was reading about. Now, in English, when you get to grade four, you write comprehensions. Child: Teacher, we now already write them. Teacher: In English? Children: Yes. Teacher: OK. So comprehension is like, it's comprehend. Do you understand what did you read about. Now, to make, so you don't have to sit and write a whole lot of things. I'm going to ask you questions. Your memory, you have to turn it on [Teacher makes a turning motion with her hands by her head]. Turn on your memory [pause]. OK. Here goes.
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Inquiry Focus** 06:38 – 11:35 […] **Example 13.1** […] Teacher: Then I thought about, what if we write a little poem to put in our adverts something like: Have [writes on the board] you ever … Child: Seen… Teacher: Have you ever seen, yes, we can have, what does the word 'gazed' mean? Yes. Child: Guessed. Child: Look. Gaze. I don't know. Child: Look means you. [children say together] See. See something and start at you just. You star [means to say 'stare']. Child: Starting over. Teacher: Yes, if I gaze, I go [Teacher looks up showing how she is gazing]. OK. So you can either say, have you ever gazed or looked across the sky to, what is this word? Child: Space. Teacher: To space. To Saturn. And seen. Or have you ever watched at nigh time… You must now go and think what other words can we put on here. Have you ever travelled to space? Give me some more words. Child: Have you ever seen a moon? Child: Did you ever seen the planets?

	Child: Have you ever seen a planet? Teacher: Would you like to… Child: Visit a planet. Teacher: Visit a planet. Child: Go in a spaceship, ride in a spaceship? Teacher: Yes, go in a spaceship. Child: Have you ever been on space. Teacher: Have you ever been in to space. Child: Or would you like to ride on a moon buggy? Teacher: Would you like a ride on a moon buggy. Can you see how many words we can actually use with, 'have you ever' […] So now, you can decided what you're going to do, what you're going to write on your advert but what do you have to remember your? … Where… Children: [together] Where. When. Contact. Cost. Teacher: Right. Get scrap paper [children start getting up from the table to get paper]. Start designing your own advert. [Children are busy getting scrap paper and reading the words on the page in order to get started on their advertisement].

Excerpt 13.0 is an example selected to illustrate Survey item 5: Inquiry Focus as an item of the classroom environment survey. One of the objectives of the *Active English* language programme (also as described in Excerpt 10) is for the learner to participate actively in language activities. Example 13.1 is a good example of illustrating how learners participate in their own learning through inquiry, in the form of asking questions and expressing their ideas in English.

The learner has the task to design their own advertisement and communicate to the reader about a trip to travel to space. The teacher provides clues, for example: "Have you ever…", "Where", "When', and "Cost". The learners need to use their creativity for their design but their writing needs to be accurate because the learner will use the advertisement to communicate the opportunity of a trip. In terms of characteristics of TPR as included by the franchise owner in this lesson, to teach oral proficiency and attain the set goal (which in this case, is "develop students' ability to express their ideas, thoughts and feelings effectively through language", as introduced in Excerpt 10), when the teacher asks, "Have you ever…" or "Would you like to…" asking these types of questions over and over to complete the advertisement almost seems like a drill and reinforces the theme of the lesson, asking questions.

This lesson is a clear example of how the franchise owner has designed for the learner to achieve the learning goal of *Active English* (as described earlier and in Excerpt 9). By extension, the activities of this lesson have also been developed to achieve the overlapping educational objectives of the programme (Slabbert, 2013:11) as they "encourage natural enthusiasm … by **active** [original emphasis] participation" and "develop students' ability to express their ideas … effectively through language".

4.2.2.4 Questionnaire

From the literature review and as established from the data collected from the interview with the franchise owner, it is important to gather information in order to assess the needs of the learner. The data collected from the questionnaire for parents also provided some information about the needs assessment and although the data does not inform the goals and objectives of the programme directly, the responses to the closed and open-ended questions present a profile of the parents who have enrolled their children in the *Active English* programme. Based on these findings, one can make inferences about the expectations of parents of the programme goals and objectives for their children in the *Active English* programme. As described in Chapter 3, the interview data are reported and interpreted as frequencies for the closed questions in the questionnaire; and the open-ended questions were analysed through ordinary content analysis that identified the themes of the answers.

The profile of the student as inquired about in the questionnaire, includes indicators such as gender, age, the location of their school, class size, and information about school fees for 2014 / 2015 as well as the language of instruction at school. In addition, the student profile also includes indicators such as age of enrolment in *Active English* and initial motivation by parent(s) or guardian(s) to enrol their child(ren) in the language programme. Not all parents chose to reveal information for every response to the questionnaire and this would be indicated in the presentation and interpretation of the findings.

Participants were described in Chapter 3 and for the purposes of this study, when considering the language development of a child and with specific reference to a learner at school in South Africa, a learner in Grade 3 is eight years old and a learner in Grade 4 is nine years old. All of the respondents indicated their relationship to the child as “parent” in the questionnaire (and not, for instance, as guardian). Therefore, the respondents will be referred to as the parent in the rest of the discussion of the questionnaire results reported in this study.

Table 4.2: Biographical information of learners in Grade 3 and Grade 4

Question	Biographical Information (Learner)		Frequency Grade 3	Frequency Grade 4
C Q1.1.	Gender	(01) Male		
		(02) Female	4	2
C Q1.2.	Current age	(01) 6 years old		
		(02) 7 years old		
		(03) 8 years old		
		(04) 9 years old	4	1
		(05) other		3

Four of the five parents in the Grade 3 group completed this part of the questionnaire. One parent from the Grade 4 group indicated that her child was nine years old and three parents indicated that their children were older than nine years old; three of the five parents completed this part of the questionnaire but one parent chose not to indicate their child's gender for this section. The participating girls were in the appropriate age for Grade 3 and for Grade 4; and in general, there are more girls enrolled in the *Active English* programme than boys (Table 4.2). In the second half of 2015, in the Grade 3 group there were a total of 10 girls but no boys enrolled in *Active English* and in the Grade 4 group there were a total of 10 girls and one boy enrolled in *Active English*.

Table 4.3: School fees: Grade 3 and Grade 4

Question	School		Frequency Grade 3	Frequency Grade 4
C Q2.1.	Yearly School Fees (for **2014**)	(01) R8 000 – R20 000[91]	4	3
		(02) R30 000 – R50 000		
		(03) R50 000 +		
		(04) Other		
C Q2.2.	Yearly School Fees (for **2015**)	(01) R8 000 – R20 000	4	3
		(02) R30 000 – R50 000		
		(03) R50 000 +		
		(04) Other		
C Q2.3.	Same School for 2014 and 2015	(01) Yes	4	4
		(02) No		

The school fees of all the participating Grade 3 and Grade 4 girls whose parents completed questionnaires range between R8 000 and R20 000 per year (Table 4.3). In addition, all of the participating learners from both grade groups were in their same school for 2014 and 2015. Bray (2007:18) established that supplementary instruction is not considered a "passive entity"; private supplementary tutoring (in this case, in the form of a franchised supplementary programme) "consumes human and financial resources" (Bray, 2007:18). From the data it is clear that parents pay school fees but can also afford and are prepared to pay for their children to be enrolled in the *Active English* programme.

[91] In December 2015, 1 South African Rand (R1) was equal to 0.07 US Dollar ($0.07). For example, R8 000 in school fees would be equal to $568.99 for the 2015 academic year.

Table 4.4: Class size: Grade 3 and Grade 4

Question	Location of School, Type of School and Class Size		Frequency Grade 3	Frequency Grade 3
C Q2.5.	Location of School	(01) Vanderbijlpark		
		(02) Vereeniging	2	
		(03) Sasolburg		
		(04) Three Rivers	3	4
		(05) Meyerton		
		(06) Other		1
C Q2.6.	School	(01) Public school	4	4
		(02) Independent school		
		(03) Private school		
		(04) Boarding school		
		(05) Home school		
		(06) No school		
C Q2.7.	Class size	(01) Less than 20 learners		
		(02) 20 – 30 learners	4	5
		(03) 30 – 40 learners		
		(04) 40 – 50 learners		
		(05) More than 50 learners		

In the Grade 3 group, three of the parents indicated that their child attends a school in Three Rivers (a suburb in Vereeniging) and two parents indicated that their child attends a school in Vereeniging (Table 4.4). In the Grade 4 group, four of the parents indicated that their child attends a school in Three Rivers and only one parent indicated that their child attends a school outside the area of the listed schools. All the participating children attend public schools and their class sizes are between 20 and 30 learners.

All the participating learners are in schools where their class size is less than 30 learners (parents identify this as a factor for their child's continued enrolment at the school; other reasons are described in the section on motivation and registration below). In their research, Van der Berg, *et al*. (2011:3-4) note that "…children predominantly attend a school close to their home due to distance and transport costs". With the exception of one learner, most of the children attend schools in the areas close to the *Active English* centre (which is also in Three Rivers, as identified in Chapter 3). Therefore, this is an indicator that for most of the children, the *Active English* centre is located in the same area as their school and the assumption is that parents do not need to travel any additional distance to drop off their children, after school, at *Active English* (and this is confirmed, to an extent, in the following section when the reasons for enrolment in the programme are discussed).

Table 4.5: Age, motivation and registration in Active English: Grade 3 and Grade 4

Question	Programme		Frequency Grade 3	Frequency Grade 4
C Q4.1.	Age of Enrolment in *Active English*	(01) 5 years old		3
		(02) 6 years old	1	1
		(03) 7 years old		
		(04) 8 years old	1	
		(05) 9 years old		
		(06) Other	2	1
C Q4.2.	Motivation for enrolment in *Active English*	(01) To help improve school work	3	2
		(02) Reinforcement of language	1	
		(03) My child likes English		
		(04) Examination purposes		
		(05) Remedial		
		(06) My child's friend is enrolled		
		(07) Seemed like a good activity from the flyer		
		(08) Wanted my child to have fun, play and learn English	2	3
		(09) Other		
Question	**Active English**		**Frequency**	
C Q5.1.	Registration at *Active English*	(01) Recommended by the school	1	3
		(02) Through a friend		
		(03) Newspaper		
		(04) Flyer	1	
		(05) A relative told me		
		(06) Referral by a professional		
		(07) Other	1	1
Question	**Language at School**		**Frequency**	
C Q3.3.	Reasons for Enrolling Children in the School: The school …	(01) … is close to our house.	3	4
		(02) … is close to my work.		
		(03) …offers extra-curricular activities.		
		(04) … has affordable fees.		
		(05) … employs good language teachers.		1
		(06) …Other	1	

For the Grade 3 group, parents indicated their child's age of enrolment (Table 4.5) in *Active English* to be six or eight but there were parents who indicated that their children were other ages (these ages were not revealed in this section of the questionnaire). For the Grade 4 group, parents indicated their child's age of enrolment in *Active English* to be five or six and one parent indicated their child was another age (this age was also not revealed in this section of the questionnaire). The assumption is that the children who were enrolled at an early age have continued at *Active English* and this is consistent with part of the franchise owner's response to Question 10 (as described in Excerpt 31):

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Date: 08/12/2015

> 16:27 And then, um, I think from the long-term results that I am seeing from students who have been coming to me for years at a time, I can see that, that the language learning is comprehensive. And it's effective because they go to university and then, they say to me, actually what I learned at Active English, these things are things that are coming back to me and what I'm using now. 16:55

The franchise owner believes that continued language learning is "comprehensive", "effective", and reflected in long-term results; learners who have continued with the *Active English* programme "go to university". When describing the roles of the learner, in terms of the language of the learner (in Excerpt 32) part of the franchise owner's written response to Question 10 of the interview protocol was as follows:

> It is evident from the long term results that we are seeing, that our programme is comprehensive, effective and enjoyed, as children attend lessons regularly and most of them continue with classes for six years or more. Some have even attended from the age of four until they leave school – twelve years attendance!

One of the general aims of the South African curriculum is for the National Curriculum Statement Grades R-12 (DBE, 2011a:4) to provide "access to higher education". In other words, as a supplementary programme, the assumption is that *Active English* also contributes to this aim of the mainstream system.

For the **Grade 3** group, in the completion of the questionnaire (Table 4.5), three of the parents indicated that they enrolled their children to help improve school work, two parents indicated that they wanted their children to have fun, play and learn English, and one parent stated they enrolled their child in *Active English* to have reinforcement of language. Parents were also asked the reason(s) for enrolling their child in the school they have selected. In the completion of the questionnaire (Table 4.5), three of the parents indicate that the school is close to their house. One parent also provided additional reasons for enrolling their child in the school:

> [P3 3] Number of the children in classroom and it's an afrikaans med. school therefore education in home & close to house…

Parents were asked how they heard about *Active English*. In the completion of the questionnaire (Table 4.5), parents indicated the language programme was recommended by the school or they read a flyer; one parent indicated they came to hear about the programme through a different avenue. Two parents stated their motivations for enrolling their children in the programme as follows:

> [P3 1] 2 sons aged 25 + 23 attended Active English
>
> [P3 3] To improve their language skills, to communicate with ease and confidence.

For the **Grade 4** group, in the completion of the questionnaire (Table 4.5), three of the parents indicated they enrolled their children because they wanted their children to have fun, play and learn English as well as to help improve school work. Parents were also asked the reason(s) for enrolling their child in the school they have selected. In the completion of the questionnaire (Table 4.5), four of the parents indicate that the school is close to their house and one of the parents indicated that the school employs good language teachers as a reason for enrolling their child in the school.

Parents were asked how they heard about *Active English*. In the completion of the questionnaire (Table 4.5), three parents indicated that the language programme was recommended by the school; one parent indicated that they came to hear about the programme through a different avenue. Two parents stated their motivations for enrolling their children in the programme as follows:

> [P4 3] Saw at year end function of school
>
> [P4 5] Her brother was already there.

In both grade groups, it is clear from the data that most of the parents enrolled their children in the *Active English* programme "to help improve school work" and they wanted their children "to have fun, play and learn English". The assumption is that parents believe schools are not, necessarily, providing the type of quality education they perceive to be adequate, if as indicated by the parents of the children in the Grade 4 group, the programme was "recommended by the school" and as parents from both grade groups indicate, if they feel their children need help to improve on their school work.

To an extent, this is contradictory to the learners' perceptions of their language achievement because in Excerpt 68.4, the children state (when asked by the teacher, in this case, the franchise owner, "Who didn't do well at school with their English?") that they obtain consistently fairly high percentage marks (as described by the National Protocol for Assessment Grades R – 12, 2012:18-19) at school. Although performance may be attributed to the learners' participation in *Active English*, in general, parents enrol their children in the *Active English* programme in order to improve their children's school work even more.

In addition, the information in the marketing material (the flyer and registration form) of the *Active English* programme outlining the learning goals and the purpose of the programme (as discussed in relation to Excerpt 9) is also a strong reason parents identified for enrolling their children in *Active English* (later in the study, as described in relation to Excerpt 74, parents

share more about whether their expectations of the goals and objectives of the *Active* English programme have been met). Excerpt 10 describes the mission statement and the educational objectives of the *Active English* programme in detail. Part of the goal of *Active English* is to foster a love of the English language "in an informal, progressive and fun way". The objective is for the learner to be encouraged "by **active** [original emphasis] participation in meaningful language activities", in other words, apart from improving their school work, parents recognise that *Active English* offers a different approach to teaching (in this case, to teaching a language) and want their children "to have fun, play and learn English".

Table 4.6.1: School: Grade 3 and Grade 4

Question	Language at School	Frequency Grade 3	Frequency Grade 4
C Q3.1.	School & Language		
	(01) My child is English-speaking and attends an English-medium school.		
	(02) My child is English-speaking but attends an Afrikaans-medium school.		
	(03) My child is Afrikaans-speaking and attends an Afrikaans-medium school.	3	3
	(04) My child is Afrikaans-speaking but attends an English-medium school.		
	(05) My child attends an English/Afrikaans parallel medium (or dual medium) school and is in the English stream.		
	(06) My child attends an English/Afrikaans parallel medium (or dual medium) school and is in the Afrikaans stream.	1	2
	(07) Other		

For the Grade 3 group, parents were asked about the language of instruction at school. In the completion of the questionnaire (Table 4.6.1), three of the parents indicated their child is Afrikaans-speaking and attends an Afrikaans-medium school. One of the parents indicated their child attends an English/Afrikaans parallel medium school and is in the Afrikaans stream. At these schools there might be two classes in each grade that offer Afrikaans medium instruction and two classes that offer English medium instruction. For the Grade 4 group, in the completion of the questionnaire (Table 4.6.1), three of the parents indicated their child is Afrikaans-speaking and attends an Afrikaans-medium school. Two parents indicated their child attends an English/Afrikaans parallel medium school and that their children are in the Afrikaans stream.

Table 4.6.2: Instructional language at school: Grade 3 and Grade 4

Question	Language at School	Grade 3			Grade 4		
		Parent	Afrikaans	English	Parent	Afrikaans	English
C Q3.2.	CAPS: At the school where my child is enrolled …						
	a) _____ is the language of teaching.	3 1	1		4 1	1	
	b) _____ is the Home Language.		1			1	
	c) _____ is the First Additional Language.			1			1
	a) _____ is the language of teaching.	3 2	1		4 2	1	
	b) _____ is the Home Language.		1			1	
	c) _____ is the First Additional Language.			1		1	
	a) _____ is the language of teaching.	3 3	1		4 3	1	
	b) _____ is the Home Language.		1			1	
	c) _____ is the First Additional Language.			1			1
	a) _____ is the language of teaching.	3 4	1		4 4	1	
	b) _____ is the Home Language.		1			1	
	c) _____ is the First Additional Language.			1			1
	a) _____ is the language of teaching.	3 5			4 5	1	
	b) _____ is the Home Language.					1	
	c) _____ is the First Additional Language.						1

Parents were asked about the options related to the language of instruction, offerings for HL and FAL at their children's school. In the completion of the questionnaire (Table 4.6.2), four of the parents from the Grade 3 group (case number 3 1, 3 2, 3 3, and 3 4) indicate that Afrikaans is the language of instruction at their child's school and also their HL. The parents (case number 3 1, 3 2, 3 3, and 3 4) also indicate that English is the FAL of their children at school. One parent (case number 3 5) did not respond to the question.

In the completion of the questionnaire (Table 4.6.2), all of the parents of the Grade 4 group (case numbers 4 1, 4 2, 4 3, 4 4, and 4 5) indicate that Afrikaans is the language of instruction and the HL of their children. Four of the parents (case number 4 1, 4 3, 4 4, and 4 5) also indicate that English is the FAL taken by the children at school. One of the parents (case number 4 2) indicate that Afrikaans is the FAL.

Table 4.6.3: Time: Grade 3 and Grade 4

Question	Language at School	Grade 3		Grade 4	
		Parent	Time	Parent	Time
C Q3.4.	Instructional Language & Time				
	(01) All my child's school subjects are in English (except for when it is the Afrikaans class). My child has an Afrikaans class _____ times per week.	3 1		4 1	5
		3 2	5	4 2	
		3 3		4 3	
		3 4		4 4	
		3 5		4 5	
	(02) All my child's school subjects are in Afrikaans (except for when it is the English class). My child has an English class _____ times per week.	3 1	-5	4 1	5
		3 2	3	4 2	5
		3 3	?	4 3	
		3 4	5x	4 4	1
		3 5		4 5	5

According to the DBE (2011a:8), the instructional time for the HL and the FAL in the Foundation Phase is as follows: "… In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language". In the completion of the questionnaire (Table 4.6.3), for the Grade 3 group one parent (case number 3 2) indicated that their child has an Afrikaans class five times per week and other parents (case number 3 1 and 3 2) indicated that their children have an English class less than five times a week to three times a week; one parent (case number 3 4) indicated their child has an English class five times a week. Two parents (case number 3 3 and 3 5) did not answer this question.

According to the DBE (DBE, 2011b:13) the instructional time in the Intermediate Phase is as follows: "The teaching time for the First Additional Language in the Intermediate Phase is 5 hours per week. All language content is provided within a two-week cycle (10 hours)". In the completion of the questionnaire (Table 4.6.3), for the Grade 4 group, one parent (case number 4 1) indicated that their child has an Afrikaans class five times per week and three parents (case number 4 1, 4 2, and 4 5) indicated that their children have an English class five times a week. One parent (case number 4 4) indicated that their child has an English class once a week.

Learners, parents, and the community did not participate directly in the formulation of the goals and objectives of the *Active English* language programme. However, it is important to include a profile on the parents who have enrolled their child(ren) in *Active English*. Understanding the indicators, such as gender, age, population group, location of residence, level of education, their assessment of their own language level, and language attitudes, will inform the process of needs analysis. Similar to the description of the learner profile (and as described in Chapter 3), the reporting and interpreting of the data are reported on as relevant frequencies from responses following a questionnaire for parents.

Table 4.7: Biographical information (parents): Grade 3 and Grade 4

Question	Biographical Information (Parent)		Frequency Grade 3	Frequency Grade 4
A Q1.1.	Gender	(01) Male	0	0
		(02) Female	5	5
A Q1.2.	Age	(01) 20–24		
		(02) 25–29		
		(03) 30–34		
		(04) 35–39	4	3
		(05) 40–44		
		(06) 45–49	1	1
		(07) 50–54		1
		(08) 55–59		
		(09) 60–64		
A Q1.3.	Location of Residence	(01) Vanderbijlpark		
		(02) Vereeniging	3	
		(03) Sasolburg		
		(04) Three Rivers	2	4
		(05) Meyerton		
		(06) Other		
A Q1.4.	Marital Status	(01) Married	5	5
		(02) Living together like married partners		
		(03) Never married		
		(04) Widower / Widow		
		(05) Separated		
		(06) Divorced		
A Q1.5.	Population group	(01) Black African		
		(02) Coloured		
		(03) Indian or Asian		
		(04) White	5	5

In both the Grade 3 and Grade 4 groups, the two gender groups were not well represented in the completion of the questionnaire (Table 4.7). All parents who completed the questionnaire were female. It is important to note that an interest in a child's education and support of academic success has to a certain extent been the charge of mothers in many cultures. Yamamoto (2013:167), for instance, in her longitudinal study, in Japan, found that "a mothers' own school experiences, their perceptions about their skills, and available resources all affected

their decisions about and ways of supporting their children's education". In South Africa, Singh, *et al*. (2004:305) report that in their study, "it was usually the mothers' task to help their children with school work" (these studies will be discussed in greater detail in Chapter 5). All of the parents, from both grade groups also indicated that they are married (Table 4.7); and all the participants are white (Table 4.7).

In the Grade 3 group, four of the parents indicated they were in the age group 35 to 39 and one parent indicated that she falls in the age group of 45 to 49 (Table 4.7). In the Grade 4 group, three of the parents indicated they were in the age group 35 to 39, one parent indicated that she falls in the age group of 45 to 49, and one parent indicated that she is in the age group 50 to 54. In the Grade 3 group, three of the parents indicated they stay in Vereeniging and two indicated that they reside in Three Rivers (Table 4.7). In the Grade 4 group, four of the parents indicated they stay in Vereeniging and one of the parents did not complete this section of the questionnaire.

All participating parents who completed the questionnaire are female, married, white and they reside in Vereeniging or Three Rivers (which is a suburb of Vereeniging and as established earlier, close to the *Active English* centre). The data collected from the questionnaire for parents provided some information about the needs assessment and although the data does not inform the goals and objectives of the programme directly, the responses to the questions present a profile of the parents who have enrolled their children in the *Active English* programme.

Table 4.8: Level of education (parents): Grade 3 and Grade 4

Question	Education (Parent)		Frequency Grade 3	Frequency Grade 4
A Q2.1.	Educational Institution	(01) Pre-school		
		(02) School	2	1
		(03) College		
		(04) University / Technikon	3	4
		(05) ABET		
		(06) Home based education		
A Q2.2.	Level of Education	(01) No schooling		
		(02) Some primary		
		(03) Completed primary		
		(04) Some secondary		
		(05) Grade 12 / Std 10	2	1
		(06) Higher	3	3

In the Grade 3 group, three of the parents indicated that they attended university or technikon and two parents indicated that they attended school (Table 4.8). Three of the parents indicated that they completed a qualification after Grade 12 and two parents indicated that they completed school (Grade 12) (Table4.8).

In the Grade 4 group, four of the parents indicated that they attended university or technikon and one parent indicated that she had attended school (Table 4.8). Three of the parents indicated that they completed a qualification after Grade 12 (but the parent who had indicated they attended university or technikon did not complete this section of the questionnaire); and one parent indicate that she completed Grade 12 in school (Table 4.8). All of the participating parents therefore completed high school and six out of the nine parents that responded to the question indicated that they completed post-school qualifications. This could be seen as an indicator of the relative high socio-economic status of the participants, as indicated by the qualifications of the participating mothers.

Table 4.9: Language history (parents): Grade 3 and Grade 4

Question	Language History (Parent)		Frequency Grade 3	Frequency Grade 4
B Q1.1.	Languages known by the parent	(01) Afrikaans	5	5
		(02) English	5	5
		(03) IsiNdebele		
		(04) IsiXhosa		1
		(05) IsiZulu		
		(06) Sepedi		
		(07) Sesotho		1
		(08) Setswana		
		(09) Siswati		
		(10) Tshivenda		
		(11) Xitsonga		
		(12) Sign language		
B Q1.2.	Work Language of the parent	(01) Afrikaans	5	5
		(02) English	5	5
		(03) IsiNdebele		
		(04) IsiXhosa		
		(05) IsiZulu		
		(06) Sepedi		
		(07) Sesotho		1
		(08) Setswana		
		(09) Siswati		
		(10) Tshivenda		
		(11) Xitsonga		
		(12) Sign language		
Question	**Language History (Parent)**		**Frequency Grade 3**	**Frequency Grade 4**
B Q1.3.	Home Language of the parent	(01) Afrikaans	5	5
		(02) English		
		(03) IsiNdebele		
		(04) IsiXhosa		
		(05) IsiZulu		
		(06) Sepedi		
		(07) Sesotho		
		(08) Setswana		
		(09) Siswati		
		(10) Tshivenda		
		(11) Xitsonga		

		(12) Sign language		
B Q1.4.	Language at Home (when helping their children, for example, with school homework)	(01) Afrikaans	4	5
		(02) English	1	
		(03) IsiNdebele		
		(04) IsiXhosa		
		(05) IsiZulu		
		(06) Sepedi		
		(07) Sesotho		
		(08) Setswana		
		(09) Siswati		
		(10) Tshivenda		
		(11) Xitsonga		
		(12) Sign language		

Wei (2000:13) explains that typically, multilingual societies "tend to assign different roles to different languages; one language may be used in informal contexts with family and friends, while another for the more formal situations of work, education and government". All the parents, in both grade groups, indicated they know and use Afrikaans and English (Table 4.9). All of the parents, in both grade groups, also indicated that their home language is Afrikaans and the researcher considers that parents and learners are bilingual[92] Afrikaans-English speakers.

Myburgh *et al*. (2004:573) have found that "[t]eaching and learning in a second or third language has become a common phenomenon in South African schools". The franchise owner reflects on the perceptions of parents for wanting their children to learn English but also, on the motivations of parents for enrolling their children at *Active English* (see Chapter 4, Part 1, Excerpt 11). The franchise owner comments, "you'll even hear that in the English class, the teacher will speak Afrikaans to the children". Therefore, it is plausible that the teachers themselves, of the participating learners of this study, are NNS teachers of English or non-NESTs and this also provides a motivation for parents to enrol their children in the programme, thus continuing the debate of whether NESTs are better teachers or more effective at teaching English as a second language than non-NESTs, in a multilingual context.

[92] Wei (2000:7) describes a 'bilingual' as "someone with the possession of two languages" and is taken to include "the many people in the world who have varying degrees of proficiency in and interchangeably use three, four or even more languages". The more common usage of the term refers to "someone who can function in both languages in conversational interaction" (Wei, 2000:16). Coetzee-Van Rooy (2011:157) explains that "linguistically, Afrikaans is not regarded as an "African language", and typically Afrikaans respondents are only bilingual".

Four of the parents, in the Grade 3 group, indicated that they use Afrikaans when helping their child at home with schoolwork (Table 4.9). One parent in the Grade 3 group indicated that she used English when helping their child at home but the assumption is that the subject of the homework may be English. Five of the parents, in the Grade 4 group indicated that they use Afrikaans when helping their child at home with schoolwork (Table 4.9). All the parents, from both grade groups, indicated that they use Afrikaans and English in their work (Table 4.9). In the Grade 3 group, five of the parents indicated that they know and use Afrikaans and English as well as IsiXhosa and Sesotho (Table 4.9). Five of the parents, in the Grade 4 group, indicated that they know and use Afrikaans and English and one parent added that they also use Sesotho in their work (Table 4.9).

Table 4.10: Self-assessment by parents of their language skills in English: Grade 3 and Grade 4

Question	Thinking & Reasoning skills (Parent)		Frequency Grade 3	Frequency Grade 4
B Q2.1.	Self-assessment of parent's English skill: **Listening**	(01) No proficiency in this skill for this language		
		(02) Poor		
		(03) Below average		
		(04) Average		
		(05) Above average		1
		(06) Good	1	1
		(07) Proficient in this skill for this language	2	3
	Self-assessment of parent's English skill: **Speaking**	(01) No proficiency in this skill for this language		
		(02) Poor		
		(03) Below average		
		(04) Average	1	1
		(05) Above average		1
		(06) Good	2	
		(07) Proficient in this skill for this language	2	3
	Self-assessment of parent's English skill: **Reading & Viewing**	(01) No proficiency in this skill for this language		
		(02) Poor		
		(03) Below average		
		(04) Average		
		(05) Above average		1
		(06) Good	3	
		(07) Proficient in this skill for this language	2	4
	Self-assessment of parent's English skill: **Writing & Presenting**	(01) No proficiency in this skill for this language		
		(02) Poor		
		(03) Below average		
		(04) Average	1	1
		(05) Above average	1	1
		(06) Good	1	

		(07) Proficient in this skill for this language	2	3

Parents were asked to consider their language level in terms of listening, speaking and language usage skills (reading and writing skills) in English. Parents indicated the level of proficiency they believed that they are able to communicate effectively in English. The self-assessment of the language skills listening and speaking (understanding), reading and viewing as well as writing and presenting (usage) were included in the questionnaire. Coetzee-Van Rooy and Verhoef (2000:166) argue that "mono-, bi- and multilingual people will have different perceptions of language proficiency". "There are several ways in which second language learners' perceptions of their English proficiency could be investigated. Simply asking individuals to rate their perception of their second language proficiency is regarded as a very general assessment from which one should make careful inferences" (Coetzee-Van Rooy & Verhoef, 2000:166). In this study, parents were asked to rate their perceptions of their English proficiency. In general, the parents believe that they are average[93] in the productive or expressive skills when they use English for speaking and writing; and above average in the receptive skills (listening and reading).

In the Grade 3 group, two parents indicated that for listening they are proficient in this skill and one parent indicated that they are good. For speaking, two parents indicated that they are proficient in this skill, two parents indicated that they are good, and one parent indicated that they are average. For reading, three parents indicated that they are good in this skill and two parents indicated that they are proficient. For writing, two parents indicated that they are proficient in this skill, one parent indicated that they are good, one parent indicated that they are above average, and one parent indicated that they are average (Table 4.10).

In the Grade 4 group, three parents indicated that for listening they are proficient in this skill, one parent indicated that they are good, and one parent indicated that they are above average. For speaking, three parents indicated that they are proficient in this skill, one parent indicated that they are above average, and one parent indicated that they are average. For reading, four parents indicated that they are proficient in this skill and one parent indicated that they are above average. For writing three parents indicated that they are proficient in this skill, one

[93] Evans (2007:46-47), for instance, confirms that "it is common linguistic knowledge that second language learners' receptive skills (listening and reading) are more developed than their expressive skills (speaking and writing) until they achieve near-native proficiency in the target language".

parent indicated that they are above average, and one parent indicated that they are average (Table 4.10).

It would seem that parents perceive that they are good or proficient in reading English compared to speaking in English and the other language skills. One of the aspects (see Excerpt 74) that parents experience to be positive and contributory to how *Active English* has prepared their child(ren) to communicate in English, is whether their child has the confidence to speak English. Four parents from the Grade 3 group and five parents from the Grade 4 group agreed that *Active English* has prepared their child to speak in English with confidence. Part of the learning goal of the programme (as described in Excerpt 9) is to "stimulate language development and the confidence to speak English".

Table 4.11: Language attitudes (parent): Grade 3 and Grade 4

Question	Language Attitudes (Parent)		Frequency Grade 3	Frequency Grade 4
B Q3.1.	Importance of learning many languages	(01) Not important		
		(02) Slightly important		
		(03) Neutral		
		(04) Important	2	
		(05) Very important	3	5
B Q3.2.	Additional Languages to learn	(01) Learn only the home language		
		(02) Learn the home language and one additional language	1	2
		(03) Learn the home language and two additional languages	3	2
		(04) Learn the home language and three additional languages	1	1

In terms of their attitude towards language, parents were asked whether they think it is important to know more than one language in South Africa. In the completion of the questionnaire (Table 4.11), three of the parents, in the Grade 3 group, indicated that they think it is very important and two parents indicated that it is important for a child to know more than one language. Parents were asked to motivate their answer and the participating parents stated the following:

> [P3 2] We are working with different people every day and if you can speak there language there is more respect and work.
>
> [P3 4] If home language is not English you need English as 2nd language. If home language is Eng. then any other language.
>
> [P3 5] Yes, your home language and definitely English for work oppertunities.

In the completion of the questionnaire (Table 4.11), five of the parents, in the Grade 4 group, indicated that they think it is very important for a child to know more than one language. Parents were asked to motivate their answer and participating parents stated the following:

> [P4 3] Children need to learn a third language; it opens doors for you + I found it very valuable
>
> [P4 4] We are a country of diversity
>
> [P4 5] We live in a multi-cultural society.

It is clear from the additional responses of participating parents, who completed the questionnaire, that they attribute value to (learning) English (a concept that is acknowledged by researchers like Heugh, 2012:15; Van der Walt & Ruiters, 2011:84; Van der Walt, 2011:324; Van der Walt, *et al.*, 2009:6). Parents from the Grade 3 group focus more on using English, especially if the language is not a home language, as a second language at home and at work whereas from the Grade 4 group, parents focus more on the opportunities an additional language will bring to children in the South African context. Parents motivate their agreement for stating that it is important for children to know more than one language by recognising that South Africa is a diverse and multilingual society (a concept that is also expressed by researchers like Banda, 2009:2; Coetzee-Van Rooy, 2012:112; Mncwango, 2012:58; Pretorius & Currin, 2010:73; Van der Walt, *et al.*, 2009:5,19-40; Wei, 2000:7-8).

Included in the questionnaire, parents were also asked how many languages their children, in general, should learn. In the completion of the questionnaire (Table 4.11), from the Grade 3 group, three of the parents indicated that they believe that children in South Africa, should learn the home language and two additional languages; one parent indicated that children should learn the home language and one additional language and one parent indicated that children should learn the home language and three additional languages. Parents were asked to motivate their answer and the participating parents stated the following:

> [P3 3] Helps building better work relationships.
>
> [P3 4] If home language is not English you need English as 2nd language. If home language is Eng. then any other language.
>
> [P3 5] I think your home language and English and German/French. It's important for work and/or travel anywhere.

In the completion of the questionnaire (Table 4.11), from the Grade 4 group, two of the parents indicated that they believe children, in general, should learn the home language and one additional language and two parents indicated that children in South Africa, should learn the

home language and two additional languages. One parent indicated that children should learn the home language and three additional languages. Parents were asked to motivate their answer and the participating parents stated the following:

> [P4 3] I think it is important not only to learn about other cultures in South Africa but also to be able to converse in a native language
>
> [P4 4] Diverse country
>
> [P4 5] I think it is important to have mother tongue education and English is not our mother tongue.

Parents from both grade groups primarily agree that in South Africa, in general, children should learn their home language and two additional languages. The franchise owner was asked during her interview with the researcher (as described in Excerpt 6) what her view is on multilingualism that is associated with South African learners. In her response, the franchise owner acknowledges that “it’s possible for children to be multilingual” and recognises from her experience and observations that “children love learning other languages”. If this view is also fostered by parents because they too recognise that South Africa is multilingual and multicultural and that learning additional languages or learning English as a second language is positive, then, the researcher considers that the children enrolled at *Active English* will also share in and accept the importance of learning languages, including English, in the South African context.

4.2.2.5 Summary

The *Active English* programme is an on-going, after school, holistic language programme (for instance, compared to once-off summer language courses for learning English) that encompasses broader educational objectives. The programme is not limited to offering English as a second language for the purpose of developing language proficiency for academic achievement. The *Active English* programme (and subsequently, the activities and workbooks designed by the franchise owner), integrates the development of the language skills (speaking, listening, reading, and writing) with broader social and academic skills. In addition, the programme has clear general developmental goals (for example, the development of the self-esteem of the learners). Once learners have acquired knowledge and skills as well as a positive attitude towards learning English in the *Active English* programme, it is envisaged that they will apply what they have learned to other school subjects.

Participating parents use Afrikaans at home when helping their children with homework and Afrikaans and English in their work environment. When considering their own language skills in English, none of the parents indicated that they believe they have below average or poor proficiency in English. In their self-assessment, parents indicated they believe they have average or above average proficiency in their respective English language skills. In addition, all the parents indicated that it is important for children to learn languages in South Africa. Parents state that learning languages (and by extension English) will "open doors" in terms of work and it is beneficial to know more than one language as "there is more respect and work". Parents also recognise that South Africa is a country of "diversity", they live in "a multi-cultural society", and that it is important "to learn about other cultures".

One can infer that parents would also want their children to be proficient at some level in English, more so because they have enrolled their child in an English language programme. The expectations of parents are thus that the programme prepares their child to communicate in English and most of the parents agree that *Active English* has prepared their child to speak English with confidence (and this is an indication that their child has reached one of the learning goals of the programme). In addition, the expectations of parents are also that in knowing English or more than one language, their child will "build better work relationships" and they will be able to "work and/or travel anywhere". There are parents, however, who also believe that it is important "to have mother tongue education". In other words, the debate on the selection of a language for learning and teaching in South African schools, as proposed in Chapter 2 (Part 1) is also continued by some of the parents who enrol their children at *Active English*.

4.2.3 Selection of programme content

A course (or programme) is organised on different levels (as established by Graves, 2000:125): The level of the programme as a whole, the level of subsets of the whole (for example, units within a programme), and individual lessons. There are also overlapping processes or different aspects (also explored by Graves, 2000:135) of organising a language programme. These aspects range from determining the organising principle and identifying units, to ordering or sequencing the units in order to assist the learner to achieve the objectives and to determining the unit content (for example, the activities, tasks, skills, etc.) in line with the objectives.

The content of the teaching and learning materials are not discussed in this section, as it forms a separate component of the curriculum design framework adopted for this study. In Excerpt 10

and again, in Excerpt 15, the “enjoyment” of learning English is reiterated. However, for the purposes of selecting content, the *Active English* programme does not present a syllabus in the form of a statement document and if one were to compare the CAPS English HL and FAL an added aspect to consider would be levels of proficiency. In this section, the relevant data from sources related to the selection of programme content that form part of the design components of the *Active English* programme are presented. The data sources from which information about this design element were drawn, primarily, include documents and interviews.

4.2.3.1 Documents

The emphasis in this section will be on analysing documents and these include (as described in detail in Chapter 3) the operations manual of *Active English* (2001), the business plan for *Active English* (2013), and the *Active English* workbooks for Grade 3 and Grade 4 (also illustrated in the section describing the procedure of the programme) as well as the CAPS, provided by the DBE of South Africa, for English as a FAL in the Foundation Phase for Grade 1 to Grade 3 (2011a) and in the Intermediate Phase for Grade 4 to Grade 6 (2011b).

Apart from the intended audience of the *Active* English workbooks, in Chapter 3 it was established that the intended audience of the documents describing the *Active English* programme was the potential franchisee. Therefore, an outline and description of the content selected and included in these documents will be provided in order to understand the organising principles of the *Active English* programme as established by the franchise owner for the potential franchisee and not, for instance, as intended for parents and learners. As a starting point, however, the researcher outlines and describes the organising principles of the South African school curriculum before analysing and reporting on the organising principles of the *Active English* programme.

When considering the organising principles of the curriculum provided by the DBE for South Africa, the following structure is followed for CAPS English FAL (2011a & 2011b):

- CAPS English FAL (2011a) introduces and describes the language skills in the Foundation phase (2011a:10-17), describes the concept of additive bilingualism (2011a:8&9), provides an overview of the language skills to be taught in the FAL for Grade 1 to Grade 3 (2011a:18-22), provides teaching plans which include suggested contact time, activities, and assessment (2011a:23-89), and lists the text types covered in the Foundation Phase (2011a:90-92).

- CAPS English FAL (2011b) introduces and describes the language skills in the Intermediate Phase (2011b,9-13), outlines the content, skills, and strategies to be found in the teaching plans in the FAL for Grade 4 to Grade 6 (2011b:15-21), lists the variety or spread of texts across the grades (2011b:22-23) and the text types learners should be taught across the phase (2011b:24-29), provides the teaching plans that indicate the minimum content to be covered in the term (2011b:31-92), includes guidelines for assessment including a table for the range of cognitive levels (2011b:93-97) and the programme of assessment for examination purposes (2011b:99-107) as well as information on the recording and reporting process (2011b:108-109).

The CAPS English FAL also identifies the subsets of curriculum content based on the organising principles; for the purposes of this study, the focus is on learners in Grade 3 and Grade 4 and the subsets of the curriculum content for these grades were established as follows:

- Foundation Phase, Grade 3: CAPS English FAL (2011a) provides an overview of the language skills to be taught (2011a:18-22) and the requirements (content/concept/skills, activities, suggested contact time, and assessment) for each term (2011a:64-86) for Grade 3:
    - Term 1 to Term 4 (Week 1 – 5 and Week 6 – 10):
        - Listening and Speaking
        - Reading and Phonics
        - Writing / Language Use

The CAPS English FAL (DBE, 2011a:86) for Grade 1 to Grade 3 outlines recommended texts or resources for the language skills: Listening and Speaking (for example, pictures and posters, costumes for role-play and acting our stories, poems, songs and rhymes, language games), Reading and Phonics (for example, Big Books, flash cards, alphabet charts, picture dictionaries (monolingual and bilingual)), and Writing and Handwriting (for example, writing materials such as coloured pencils, wax crayons, paper). In addition, lists of High Frequency Words (DBE, 2011a:87-89), including the most common words found in English children's story books are included.

- Intermediate Phase, Grade 4: CAPS English FAL (2011b) provides the teaching plans that indicate the minimum content to be covered in the term (2011b:33-52) for Grade 4:
    - Term 1 to Term 4 (Week 1 – 10):
        - Listening and Speaking
        - Reading and Viewing
        - Writing and Presenting
        - Language Structures & Conventions

The CAPS English FAL (DBE, 2011b:14) for Grade 4 to Grade 6 outlines the learning and teaching support materials that learners should have access to in terms of core materials (prescribed FAL language textbook and dictionary), readers containing text types (for example, stories, drama, poetry, social texts), media materials (for example, newspapers, magazines, television and radio programmes), and classroom resources (texts and books for reading, a selection of readers to "accommodate different reading levels", a variety of media materials for example "newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.", and audio / visual aids).

CAPS English FAL (2011a & 2011b) for Grade 3 and for Grade 4 clearly outlines and presents, sequences, in organised statement documents the description of the language skills, content that has been selected, the time frame for the delivery of the content, teaching plans, suggested activities and recommended texts, assessment, and provides guidelines for the recording and reporting process in order to facilitate the achievement of the learning outcomes.

In order to provide a comprehensive understanding of how the franchise owner selected programme content, the researcher considers that this component of the design element of the programme, the selection of programme content, overlaps to a greater extent with the component of the role and development of learning materials. With a clear focus on and analysis of the materials that have been identified. Excerpt 44 to Excerpt 52 illustrate the role and development of learning materials to promote communicative language use and in association with the communicative method, to illustrate TPR. Therefore, the following reporting of findings from the analysis of documents that describe the selection of programme content may also include brief descriptions of materials (but exclude the examples that illustrate the communicative method and TPR method) developed by the franchise owner, as these would be discussed later.

The operations manual of *Active English* (2001) and the business plan for *Active English* (2013) set out the list of materials supplied to the franchisee (Slabbert, 2011; 2013:2-7) as follows:

- The pre-school package (to teach children from 3-6 years only)
- The Grade 1-3 phonovisual package (to teach children from 6-9 years)
- The Grade 4-7 senior package (to teach children from 10-12 years)
- The total package, full franchise (to teach children from 3-12 years) (Slabbert, 2001).

- The pre-school package
- The Grade 1-7 phonovisual package
- The total package, full franchise (Slabbert, 2013:4-6).

Over the course of a decade, the franchise owner has reviewed the franchise packages. However, the researcher considers that, for the most part, the basic outline and description of the packages have remained the same. For the purpose of this study, the descriptions of and the materials supplied with *The Grade 1-7 Phonovisual Package* (Slabbert, 2013:3) are analysed and reported on as follows (in Excerpt 14 and Excerpt 79 respectively) as they provide an introduction to the organising principles of the *Active English* programme.

Excerpt 14

> **The Phonovisual Programme for Grade 1-3** [original emphasis] is fun, creative and stimulating for both student and teacher. The activities have clear directions, motivating tasks, stimulating formats, and an exciting method for the teaching of phonics. The letters are divided into four houses, 4 wall charts, a workbook for each grade and a teaching manual is provided. The teaching manual offers clear instructions and provides a comprehensive list of activities for each letter of the alphabet. These activities are an integral component of the programme, hence the word **"Active** [original emphasis] English." Children are "active" learners, they need to be physically involved in lessons. This programme will benefit any child who demonstrates curiosity, imagination, a sense of fun and a desire to learn. **It will open a child's mind to new learning experiences and help fulfil their true potential.** [original emphasis]
>
> **The Senior Grades 4, 5, 6 and 7 programme** [original emphasis] consists of various workbooks for each grade. All books are curriculum based and develop all the necessary language skills. Grammar, vocabulary expansion, punctuation usage etc. All Active English workbooks have been carefully created to encourage children to develop an interest and enthusiasm for learning. The methods and skills used to teach English, reading and spelling will help students to think tasks through and discover exciting solutions. The writing and appreciation of poetry, together with educational games makes this programme challenging and stimulating.
>
> The general principles of reading, spelling, story telling, presentation of lessons, writing and much more is provided. Teacher's notes and answer books add to this **comprehensive educational package.** [original emphasis]

When considering the organising principles for the *Active* English programme, the franchise owner has developed a package for potential franchisees and describes the Phonovisual Programme for Grade 1 to 3 and the Senior Grades 4, 5, 6 and 7 programme in detail. The programme for learners from Grade 1 to 3 has a specific focus on phonics and active participation, “Children are “active” learners, they need to be physically involved in lessons”, while the programme for learners from Grade 4 onwards has a specific focus on language skills as well as ‘Grammar, vocabulary expansion, punctuation usage etc’.

Although there is a summary description of each package (as described in Excerpt 14), in terms of the organising of the packages, the criteria for the organisation of linguistic content, in other words, the subsets of the curriculum content of the *Active English* language programme are not outlined and available to the franchisee but more importantly, to the parent and learner in a separate statement document. This is a potential gap in the franchise owner’s description of programme content for the respective packages she has developed in comparison to the statement documents for mainstream schooling (as established earlier in the section) as provided by South Africa’s DBE (2011a & 2011b).

When considering the *Active English* programme, the franchisee receives *The Grade 1-7 Phonovisual Package* (as arranged in Excerpt 79 in the form of a table, Slabbert, 2013:5) and the listed materials included in the package are starter materials for teaching and learning English as a second language. The items include, for example, lessons (“phonetic motivated lessons”, “ready to use books”, “comprehensive lesson plans”), workbooks and learning material (“specialised workbooks”, “specialised wall charts”, “book of answers”), instruction manuals (“Phonovisual Instruction Manual”, “teaching manuals”, “manual with songs/poems/rhymes”), and craft material (branded material) as well as material for administrative purposes (“brochures with enrolment and indemnity forms”, “website advertising and FASA membership” as well as “training”). In addition, the quantity of the item that is released to the franchisee is also included in the table.

Excerpt 79

Table 4.12: The Grade 1-7 Phonovisual Package[94] that franchisees receive (Slabbert, 2013:5)

Quantity	Items
Phonovisual Programme	Easy to prepare **phonetic motivated lessons** for 6-9 year olds - 16 years of practical teaching has been put into the development of this programme.
90 Books in Total	**10 Ready to use books for each Grade 1-7** **All Master Copies Included** - make more books as you need them.
1	**Comprehensive lesson plans.** Teaching manuals that are FUN and easy to use covering the general principles of reading, writing etc.
4	Specialised wall charts that complement the Phonovisual Programme Grade 1-3
	Specialised workbooks focusing on tenses and comprehension skills
1	Phonovisual Instruction Manual – an academically sound, exciting Programme that fosters a love for English
1	**BOOK OF ANSWERS plus ...** Teaching manuals that are FUN and easy to use covering the general principles of reading, writing etc.
1000	**Full colour brochures with enrolment and indemnity forms**
	Training: 20 hours in total- hands on assistant teaching
	Ongoing research and support for 5 years plus FREE website advertising and FASA MEMBERSHIP (also for pre-school package)
	Researched, proven and put into practise for 15 years Excellent reputation – parent satisfaction guaranteed
	CD's, Manual with songs/poems/rhymes *
	Instruction manual
	Starter pack of craft material *
	Franchiser support
	Customised branded ink stamp * One hole punch and eyelet maker *

Active English material includes workbooks for the learners and these have been divided as follows (and described in detail in Chapter 3) for Grade 3 and Grade 4 learners enrolled in the programme:

Workbooks for Grade 3:

- Book 1 Five houses of the Phonovisual Programme
- Book 2 Language usage
- Book 3 Comprehension

[94] The sections of the text that are emphasised are presented exactly as it was printed in the original document, *The Grade 1-7 Phonovisual Package* (Slabbert, 2013:5).

Workbooks for Grade 4:

- Book 1 Grammar: English usage
- Book 2 Creative writing
- Book 3 Comprehension

For Grade 3 learners, Workbook 1 introduces phonics (the Phonovisual Programme) and includes activities such as tracing letters, word searchers, crossword puzzles, finding the correct word, and colouring in pictures; Workbooks 2 continues with language usage and includes activities such as word search and word order, filling in the blanks with words, writing sentences, and drawing; and Workbook 3 provides the learner with reading comprehension exercises (including poetry comprehension) and activities include questions, circling the correct word, writing about or drawing, and discussion. For Grade 4 learners, Workbook 1 starts with English usage with a focus on grammar and includes activities such as reading comprehension exercises; Workbooks 2 introduces creative writing and includes activities that focus on developing writing as a skill, and Workbook 3 also provides the learner with reading comprehension exercises and includes activities that allow the learner to integrate their language skills.

A syllabus typically "defines linguistic content" and "goals for language learning" (Richards & Rodgers, 2001:29&30). Graves (2000:170-171) sees students as "collaborators" and together with the teacher, choose and develop teaching material. However, in the introductory description of the roles of the teacher, it was clarified that the teacher (in this case, the franchisee) is not the designer of the language programme and it is also not a requirement that a teacher (franchisee) plans lessons. Therefore, the assumption is that teachers (franchisees) and learners were not collaborators when content was selected for the programme.

At this point, it is also valuable to address the principle of progression (as introduced in Chapter 2). The *Active English* programme (as clarified by the mission statement in Excerpt 10) is a programme that "fosters a love" of the English language in "an informal, progressive and fun way". Researchers propose the assumption that learners gradually develop, for instance, their language skills in each grade (Nieuwoudt & Nieuwoudt, 2011:321) and it is accepted that at the beginning of an academic year, a phase, or for example, a language course "the content should be simple, but as it proceeds, the content becomes more and more complex" (Vakalisa & Gawe, 2011:128). However, without a structured syllabus classifying or organising content (as clarified below) it is a challenge to describe progression. Gultig and Stielau (2012:200), for instance, also explain that "good teaching is about ensuring that learners learn conceptually" and "to push learners to make links between bits of information".

In the past, for instance, Gultig and Stielau (2012:200) explain that much of teaching involved learners "memorising fragments of information and then regurgitating them". This way of teaching resulted in "simply adding more content as learners move[d] through school" and "'difficulty' was defined as 'more content'" (Gultig & Stielau, 2012:200). The idea is to shift the focus of teaching towards the practice of organising systematic learning and developing a learner's understanding of concepts. A way that is suggested to accomplish the sequencing of teaching is to "spend less time teaching facts and content knowledge, and more time developing thinking and reflective abilities" (Gultig & Stielau, 2012:200).

Two of the educational objectives set out in the *Active English* documentation (Slabbert, 2013:11) include [researcher's emphasis underlined]:

- enrich students' ideas, stimulate thought and feeling to develop an understanding of themselves and their own emotional and moral responses to life and the world around themselves and to live more fully, more consciously and responsibly.
- develop students' ability to express their ideas, thoughts and feelings effectively through language.

In other words, it is an objective of the programme to stimulate thinking and develop the learner's ability to express their thinking. In addition, in Chapter 2 (Part 1, Excerpt 47) the franchise owner, in her written response to the interview question on the resources that she used to develop learning materials (including lessons), explains [researcher's emphasis underlined]:

> Developing lessons for each year is quite challenging as there are many processes one has to work through. Providing lesson content that motivates, provides incentives, teaches new and different concepts takes a long time to develop. My aim is to take what we know about children's development and the way in which a child thinks and then to create lessons that are interesting, challenging, beneficial and they need to be 'actively' involved.

Although the franchise owner uses different resources to develop the lessons and themes around concepts for the programme, she does not, for instance, make use of a taxonomy[95] directed at developing cognitive abilities (Jacobs, 2011:79). This is a potential area for the

[95] In developing or selecting an instrument that would serve to assess different types of cognitive demands, Umalusi considers using both the Revised Bloom's Taxonomy and Barrett's Taxonomy. "The Revised Bloom's and Barrett's taxonomies could be combined to complement the weaknesses and strengths of each other" (Reeves, 2012:3). Barrett's Taxonomy (Barrett, 1976) is adapted to measure reading comprehension. The taxonomy of levels of learning, for example, the six levels of thinking ability that develop all the cognitive abilities of learners, developed by Bloom (1956) and later revised, focuses on activities "that require learners to do more with the information" (Gultig & Stielau, 2012:201).

franchise owner to consider (and one that is discussed in Chapter 5) when designing and developing the lessons and annual themes for the franchisees and learners.

Bray (2007:18) established that the mainstream education system is easier to "observe and monitor" in that information on, for example, curriculum and learner achievement, budget, enrolments, class size as well as the educational process in government-controlled schools is available and public knowledge. In comparison, Aurini and Davies (2004:424) established that "the tutoring industry operates in an unregulated market that is unrecorded by government data collection methods". In other words, private tutoring opportunities such as franchised supplementary programmes do not provide information, such as the curriculum and syllabus, as public record. For the potential franchisee, the franchise owner of *Active English* describes a curriculum or "plans about teaching" (as explored by Jacobs, 2010:33) at an institutional-level when deciding on a teaching method and at a classroom-level when defining the objectives of lessons. However, compared to the information provided in the CAPS English FAL (2011a & 2011b) that is available, *Active English* does not offer a public record of the curriculum and (as established in Excerpt 14) lacks a structured syllabus classifying or organising content.

To report on what the franchise owner has described in the *Active English* documents but only indirectly related to the selection of progamme content, the researcher considers that the workbooks have been developed with the focus on developing language skills and analyses and reports on the fact that the *Active English* business plan (2013), sets out how language skills are the focus of the language programme (Slabbert, 2013:12-13) as follows.

Excerpt 15

> **Language Study**
> A study of language forms an integral part of all aspects of English – listening, speaking, reading and writing. As language is essentially creative and expressive, it must not only promote language confidence, but also the students' enjoyment of language activities.
> The students' experience of language will be extended and developed to allow growth to a higher level of competence. Increasingly students are led to discover that language is a means to an abstraction, and that some understanding of how it works will help them to adapt it to a circumstance and situation, and to develop the ability to formulate ideas and judge with insight the messages of others.
> Learners will study the structure of language and the correct use of grammar. This involves spelling, punctuation and vocabulary enrichment. The appreciation of correctness, of expression in writing and oral activities is an important skill. Learners will also develop editing skills as the teaching of grammar is largely through the contextual use of language and this is not taught in isolation.

In the description of Excerpt 21, the franchise owner admits that the TPR is a method used by *Active English*. Asher (as discussed in Richards and Rodgers, 2001:75-76) briefly concludes

that TPR requires attention to meaning and grammar that are taught inductively. The syllabus for a TPR course is a "sentence-based syllabus" but a course (or programme) designed around TPR "would not be expected to follow a TPR syllabus exclusively". Although a comprehensive syllabus is not available, the franchise owner values communication skills (discussed in Excerpt 16) and has included a broad description (or curriculum outline) of what the learners will learn at *Active English*: 1. the structure of language; 2. correct use of grammar (spelling, punctuation and vocabulary enrichment); 3. the appreciation of correctness; 4. being able to express yourself in writing; 5. learning by oral activities; 6. develop editing skills; 7. using language in the appropriate context.

One of the main differences between the *Active English* programme and the South African curriculum established by the DBE (2011a & 2011b) for English as an additional language, is the selection of content. Planned learning activities or tasks that the learner must complete help the learner connect the different types of content (knowledge, skills, and concepts) in order to achieve a goal. Therefore, content needs to be selected, analysed, ordered, and organised in such a way as to allow and facilitate for effective teaching and learning. In other words, the achievement of the objectives of the programme is, in a way, sustained by the "prescribed" learning material (Vakalisa & Gawe, 2011:128).

4.2.3.2 Interviews

During her interview and from her written response, the franchise owner states that she "consults" (Excerpt 16) and is aware of the Curriculum and Assessment Policy Statement (CAPS) documents provided by the DBE (2011a & 2011b) for English as an additional language. This section of the study analyses and reports on this awareness and it is indirectly related to the organising of the *Active English* programme content.

Excerpt 16

> Researcher: Education in South Africa is governed by key policies and legislation. In terms of schooling, do you consult documentation from the Department of Basic Education, use the Curriculum and Assessment Policy Statement (CAPS) documents for the Foundation Phase and Intermediate Phase: First Additional Language?
>
> M2U01145.MPG
> Date: 08/12/2015
>
> 03:08 Franchisor: I do consult some of the CAPS documentation. To see that there are guidelines and to see that what our language books are in line with the CAPS documentation but for me, learning all the general, um, I want them to have communication skills plus all the syllabus, we try and do everything [demonstrates with her hands].

> Researcher: But it's like you said, it's not an extension of school [Franchisor agrees]; it's a supplement to... 03:38

The franchise owner comments on the development of the English lessons as focusing on communication in her response to Question 9 of the interview protocol (as described in Excerpt 16). Part of selecting and organising content within a unit, for instance, is also presenting recommended material and resources (as described in Excerpt 14). CAPS English FAL for Grade 1 to Grade 3 (2011a:8) and for Grade 4 to Grade 6 (2011b:10) refers the teacher, for instance, to "large illustrated books (Big Books)". The researcher considers that it would be interesting to compare a catalogue of recommended reading books appropriate for Grade 3 and Grade 4 learners, identified by the DBE, to the library the franchise owner has systematically collected for learners at *Active English*.

As established earlier, without a structured syllabus classifying or organising content it is a challenge to identify and describe the subsets of the curriculum content based on the organising principles of the *Active English* programme. In addition to the interview, the following is the franchise owner's written response to Question 9 on whether she consults available information provided by the DBE (2011a & 2011b) on English for second language speakers:

Excerpt 17

> I do consult the documentation from the Department of Basic Education (CAPS) and follow some of their guidelines. The Active English language workbooks are mainly used for second language speakers but all material is First Language English.

Although the *Active English* programme has been designed for second language speakers, the franchise owner admits that "all material is First Language English". This is significant in that when considering the selection of content, a comparison would be made between the content selected for *Active English* (for Grade 3 and for Grade 4 learners) and the content included in the CAPS English HL for the Foundation Phase and the Intermediate Phase and not, necessarily, the content included in the CAPS English FAL.[96]

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[96] CAPS English HL for Grade 4 to Grade 6 (2011d:8) defines language levels and highlights that the essential difference between the HL and FAL is the level of proficiency. The HL level provides for language proficiency (2011d:8) whereas the FAL is strengthened as the learner progresses from the Foundation phase to the Intermediate phase and only once a learner enters the Senior phase are they "reasonably proficient" (2011d:9):

> Home Language is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First

4.2.3.3 Summary

A comparison of content is beyond the scope of this study and a comprehensive comparison would require more than, for instance, a comparative table between HL, FAL, and *Active English* content. Table 4.13 is tentatively based on the definitions included in the CAPS English HL for Grade 4 to Grade 6 (2011d:8-9), the outline of the HL and FAL curriculums (described in Excerpt 14), and the basic description of learning at *Active English* (described in Excerpt 15). Compared to the CAPS English documents, *Active English* does not provide a statement document (a syllabus identifying content) that teachers and parents may consult. Instead (as described in Excerpt 15), only a basic outline (or curriculum) is available of what the learners will study.

Table 4.13: Basic comparison of definitions and curriculums

Grade	Home Language	First Additional Language	Active English
Communication skills	Provides for language proficiency that reflects basic interpersonal communication skills required in social situations.	Use language effectively and with confidence for a variety of purposes, including learning. Develop ability to understand and speak the language – basic interpersonal communication skills. The aim is for the learner to become reasonably proficient with regard to interpersonal skills.	Some understanding of how language works will help learners to adapt language to a circumstance and situation. Objective: Contextual use of language.
Cognitive skills	Provides for language proficiency that reflects cognitive academic skills essential for learning across the curriculum.	The aim is for the learner to become reasonably proficient with regard to cognitive academic skills.	Language is a means to an abstraction. Objective: Appreciation of correctness.
Resources		Learners will get more exposure to the language. The curriculum enables learners to meet the standards required in further grades	

Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language.

		learners can use language at a high level of proficiency to prepare them for further or higher education or the world of work.	
Language skills:	Emphasis is placed on the teaching of skills.	The aim is to strengthen language skills. The aim is to build and apply literacy skills.	Some understanding of how language works will help learners to judge with insight the messages of others.
Grade 3			
	Listening and speaking	Listening and speaking	Learning by oral activities.
	Reading and phonics	Reading and phonics	Phono-visual charts
	Writing and handwriting	Writing and handwriting	Being able to express yourself in writing. Develop editing skills.
	Thinking and Reasoning and Language Structure and Use.	Thinking and Reasoning and Language Structure and Use.	The structure of language. Correct use of grammar (spelling, punctuation and vocabulary enrichment).
Grade 4			
	Listening and Speaking	Listening and Speaking	Learning by oral activities.
	Reading and Viewing	Reading and Viewing	Workbook comprehensions and library books for homework.
	Writing and Presenting	Writing and Presenting	Correct use of grammar (spelling, punctuation and vocabulary enrichment). Being able to express yourself in writing. Develop editing skills.
	Language Structures and Conventions	Language Structures & Conventions	The structure of language.

Table 4.13 is later adapted (as described in Excerpt 19) to include the goals of effective communication that are listed after each description of the language skills, included by the franchise owner, in the *Active English* business plan (2013).

4.2.4 Types of learning and teaching activities

It is possible to distinguish between the language a person learned first and other languages a person learns later in life. Usually, the language acquired first means the language was

acquired in childhood and the language is often referred to as the child's mother tongue (MT) or native language or home language. A child usually acquires his / her first language from his / her parents. Cook (2016:5) argues that one of the assumptions of second language learning is that "the role model for language students is the native speaker. Virtually all teachers, students and bilinguals have measured success by how closely a learner gets to a native speaker, in grammar, vocabulary and particularly pronunciation" (Cook, 2016:5).

In the context of acquiring language, Cook (1999:194) suggests that there are differences and not "deficits" between L2 users and L1 monolinguals. "However, teachers, researchers, and people in general have often taken for granted that L2 learners represent a special case that can be properly judged by the standards of another group. Grammar that differs from native speakers', pronunciation that betrays where L2 users come from, and vocabulary that differs from native usage are treated as signs of L2 users' failure to become native speakers, not of their accomplishments in learning to use the L2" (Cook, 1999:194-195). For Cook (2016:11) any teaching will incorporate a view of second language learning and of language. In considering communicative teaching methods, it will be important to keep in mind that these methods "require the students to talk to each other because they see L2 learning as growing out of the give-and-take of communication" (Cook, 2016:11).

In this section, the relevant data from sources related to the types of learning and teaching activities that form part of the design component of the *Active English* programme are presented. The data sources from which information were drawn include documents, interviews and the classroom environment survey. Excerpts illustrating the types of learning and teaching activities are analysed and reported on in terms of the CLT method to teaching a second language (for example, reading and language games, functional communication activities, and social interaction activities) and the TPR method to teaching a second language (including action-based drills).

4.2.4.1 Documents

i. Communicative language teaching: Activities and tasks

There is one document in particular (detailed in Chapter 3), *The Face of Active English: An updated guide to the Active English methodology* (2015) which presents information related to the types of learning and teaching activities of the programme. In this document, the franchise owner presents a distinction between language acquisition and language learning (Slabbert,

2015:1-2) for franchisees to consider; how an *Active English* teacher can adapt more task-based learning skills in order to improve a students' language skills and ensure a better communicative experience (Slabbert, 2015:2-4); and how to implement task-based learning and what kinds of activities to use (Slabbert, 2015:5). These aspects will be discussed in this section to reflect on the types of teaching and learning activities used in the *Active English* programme.

The focus of CLT is on the activities or meaningful tasks (Nunan, 1989:10) that learners perform while engaged in "authentic" or "real" communication (Graves, 2000:156; Stern, 1992:177) activities in the language classroom. The franchise owner has written a rationale for the teaching approach at *Active English* and the updated guide to the *Active English* methodology (2015) sets out a distinction between language acquisition and language learning (Slabbert, 2015:1-2) for franchisees (teachers) to consider:

Excerpt 18

> **According to linguists, there is an important distinction between language acquisition and language learning. Active English believes in 'acquiring' the English language 'naturally' and the following research will demonstrate to you as Franchisee why this is so important.** [original emphasis]
>
> […] By the time a child is five years old, she/he can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never sit with children to explain to them the workings of the language, their utterances show a superb command of intricate rules and patterns that would drive an adult crazy if s/he tried to memorize them and use them accurately. **This suggests that it is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. When it comes to second language learning in children, you will notice that this happens almost identically to their first language acquisition**. In order to acquire language, the learner needs a source of **natural communication**. [original emphasis]
>
> […] In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human go-between to interact with. The very same courses that promise you the ability to communicate upon completion of the courses do NOT offer you a single chance to engage in meaningful conversations. How many times have you read about "the ultimate language course on CD" in which the learner simply has to sit in front of a computer to listen to and repeat words over and over again. That is not communication. That is the way you train a parrot! The animal will definitely learn and repeat a few phrases, but it will never ever be able to communicate effectively. How could you be expected to communicate if you are never given the chance to speak with a real person? Language without real communication is useless.
>
> […] In language learning, older students have conscious knowledge of the language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly. As Active English teachers and franchisees, it is our duty to make sure that our students "acquire" rather than "learn" the language.

The franchise owner acknowledges that language acquisition is different from language learning, as she states in the *Active English* methodology (Slabbert, 2015:1-2) document, "it is

our duty to make sure that our students “acquire” rather than “learn” the language”. The franchise owner explains that language should be acquired “naturally” by exposure to the language, in this case, English, and through meaningful communication. When language is learned, through “grammatically-orientated” activities, language acquisition is “highly unnatural and devoid of meaning” (as written by the franchise owner above).

The researcher considers the slight comparison that the franchise owner is making between *Active English* and other language courses almost as a critique or point of contention. In the updated guide to the *Active English* methodology (Slabbert, 2015:5-6) the franchise owner mentions that “learners usually lose their excitement doing grammar tasks” (as described in Excerpt 35 as part of the understanding of the roles of the teacher). In Excerpt 18, the franchise owner also presents her view that a typical English course is not, necessarily, about communicative competence (“good speaking or writing”) but more about learning the language through “knowing grammar rules” (see paragraph 4 in Excerpt 18).

When defining teaching approaches, the CAPS English FAL (DBE, 2011b:13) for Grade 4 to Grade 6, identifies three approaches to teaching language: text-based, communicative and process orientated. For the purposes of this section, the communicative approach to teaching English was explored. The description of this approach is as follows in the *Active English* methodology (Slabbert, 2015:1-2) document:

Excerpt 83

> A **communicative approach** [researcher’s emphasis] suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a ‘natural’ way – learners read by doing a great deal of reading and learn to write by doing a range of writing.

In the CAPS English FAL (DBE, 2011b:13) for Grade 4 to Grade 6, language learning is described as a “natural” process and language skills are learned naturally. *Active English* parallels the communicative approach that is described for teaching language to learners in schools in that emphasis is placed on the “natural” acquisition of language.

The *Active English* business plan (2013) also sets out how the language programme is implemented, in terms of the focus being on communication, as follows (Slabbert, 2013:12-13):

Excerpt 19

Oral Communication
People are immersed in words which play upon issues that will affect their lives in a variety of ways. To an unprecedented extent, television and films have brought these issues into students' lives. As a student, consumer, worker, member of the community, each person has pressing reasons to listen with discrimination and equally pressing reasons to speak effectively. The goals of effective communication are:-

- To speak fluently, distinctly, with ease and enjoyment and acquire poise and confidence.
- To develop the ability to think independently and speak logically and to convey to others their observations, feelings and thoughts in an orderly, convincing and coherent manner.
- To grow in ability, to listen attentively, sensitively, and critically.

Reading and Literature
Besides the intensely personal response to literature in which students see their own experiences reflected, they are encouraged to extend their experience through facing ideas and feelings which are new to them, in order to develop an understanding of the world around them and an awareness of their own potential as human beings.

Reading skills must be developed to enable students to cope with the more sophisticated demands made by both literature as well as text books in all other subjects.

- Develop a love for and appreciation for the reading of suitable novels, poetry and drama.
- To develop a fluency and independence in reading
- Acquire the skill of comprehending and analysing the language.
- Appreciate that language is used for different purposes.
- Learn to acquire knowledge through reading.
- Learn discretion when selecting reading for personal interest and preference.

Written Communication
By listening, talking, reading, observing and feeling, the student experiences a multitude of impressions. Writing is a very effective method of ordering this experience, of consolidating it and helping students reflect upon it: of crystallising thoughts and feelings so that students become more aware and can enjoy communicating sincerely and competently.

Students are assisted and guided in their writing to move outwards, towards extending their knowledge of their world and other human beings and inwards to a deeper understanding of themselves.

- Master the skill of writing for a wide range of purposes and learn to express themselves accurately, creatively and convincingly.
- Learn the importance of planning, structure and editing.
- Develop skills of communicating emotions, experiences and the ability to give precise directions and definitions.

The goals stated for each of the language skills described in the *Active English* business plan (Slabbert, 2013:12-13) above were added to the comparative Table 4.14, by the researcher, and linked to the description of the section on the selection of programme content (Excerpt 14 and Excerpt 15). The inclusion of the goals of effective communication is presented in Table 4.14.

Table 4.14: *Active English* goals for language skills

Language skill	Active English	Goals of Effective Communication in the *Active English* business plan (2013)
Listening and Speaking	Learning by oral activities	• Develop a love for and appreciation for the reading of suitable novels, poetry and drama. • To develop a fluency and independence in reading • Acquire the skill of comprehending and analysing the language. • Appreciate that language is used for different purposes. • Learn to acquire knowledge through reading. • Learn discretion when selecting reading for personal interest and preference.
Grade 3: Reading and phonics Grade 4: Reading and Viewing	Phono-visual charts Workbook comprehensions and library books for homework	• Develop a love for and appreciation for the reading of suitable novels, poetry and drama. • To develop a fluency and independence in reading • Acquire the skill of comprehending and analysing the language. • Appreciate that language is used for different purposes. • Learn to acquire knowledge through reading. • Learn discretion when selecting reading for personal interest and preference
Grade 3: Writing and handwriting Grade 4: Writing and Presenting	Being able to express yourself in writing. Develop editing skills. Correct use of grammar (spelling, punctuation and vocabulary enrichment).	• Master the skill of writing for a wide range of purposes and learn to express themselves accurately, creatively and convincingly. • Learn the importance of planning, structure and editing. • Develop skills of communicating emotions, experiences and the ability to give precise directions and definitions.
Grade 3: Thinking and Reasoning and Language Structure and Use Grade 4: Language Structures and Conventions	The structure of language. Correct use of grammar (spelling, punctuation and vocabulary enrichment).	

The researcher considers that the descriptions of language skills (presented in Excerpt 19) could be translated into assessment opportunities. Instead, they are described by the franchise owner as goals and included in The *Active English* business plan (2013) on how the language programme is implemented, in terms of the focus being on communication.

4.2.4.2 Interviews

The interview with the franchise owner provides some information on how the *Active English* programme may have influences from the Montessori method. Question 2 and Question 7 of the interview protocol (as described in Excerpt 20) probed the franchise owner's background insight into the Montessori method which she is familiar with and the franchise owner responded as follows to the questions:

Excerpt 20

Researcher [Question 2]: You have background insight into the Montessori method and 'The Montessori Method of Education'. Please describe your method and approach to education and how is your method and approach to teaching English as a second language different from the Montessori approach to education?

> … an authentic Montessori classroom must have the following basic characteristics at all levels: (a) A classroom atmosphere which encourages social interaction for cooperative learning, peer teaching and emotional development. (b) Teachers educated in the Montessori philosophy and methodology for the age level they are teaching. (c) Multi-aged students, and a diverse set of Montessori materials, activities and experiences which are designed to foster physical, intellectual, creative and social independence. …
> http://www.samontessori.org.za/faqs.html

Researcher [Question 7]: How are the classrooms and lessons for *Active English* different from the Montessori classroom, using Montessori materials?

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22:04 Franchisor: What I put [looking at the written reply as guide], what I've said is that the Montessori influences that I've got is that there are activities involved with the learning process. We use, as you know, games, rhymes and all these things tie in with the language context. So, um, they very, sort of, exercises of life, if I can put it that way, you know, things they would do every day and then, what Maria Montessori called the Total Physical Response method. Um, how I understand that and how I bring that in is, for example, is by, um, demonstrating to the children and naming. So, I make a lot of use of hands, facial expressions, and as you say, aids. Show them things. You know, we go to some of the nursery schools in town and if we present a lesson on my holiday at the sea, some of those children have never even been to the coast. So we need to take the pictures and the aids along. A bucket, a spade, sand, shells, like you say, it's a lot of packing in that has to be done but so they can touch those shells, they can listen to the sea [puts her hand by her ear as if holding a shell]…
[…]

23:32 Franchisor: And then I would say [to the children] like, for example, [looking at the written reply as guide] this is a watermelon. A watermelon is green. And then I would test their non-verbal, uh, comprehension by saying, who is wearing the colour green? Stand up, if you are wearing green. So they know, OK, yes, stand up, and then I will ask them for a verbal response. What are you wearing that is the colour green? How many children in the class are wearing green? […] And then, I think, also, um, that the lesson needs to be interesting and to capture their um, interest, you know? If you go in and the boring is lesson for yourself, boring to yourself… [pauses]

Researcher: How is it …

Franchisor: Of course.

Researcher: …Supposed to be fun for the children?

Franchisor: Ja, exactly.

In Excerpt 20, the franchise owner states that the Montessori method to teaching as understood in combination with the TPR method as part of the learning process has influenced the activities of *Active English*. The franchise owner creates a context for learning and interprets the methods by designing activities (or a part of an activity) that include, for example, the use of games to develop vocabulary, rhymes, using hands and facial expressions, pictures and aids as well as repetition (drill-like exercises).

Asher (as discussed in Richards and Rodgers, 2001:76) briefly concludes that "imperative drills are the major classroom activity" in TPR and drills elicit physical actions. An example illustrating a drill-like exercise is included by the franchise owner in Excerpt 20: "A watermelon is green. …who is wearing the colour green? [non-verbal response] Stand up, if you are wearing green. … What are you wearing that is the colour green? [verbal response] How many children in the class are wearing green?".

In addition to the interview, the following is the franchise owner's written response to Question 2:

Excerpt 21

> With the Montessori Method of Education use is made of the Montessori apparatus which is not used by Active English i.e. pink tower, rods, cylinders, colour boxes etc.
>
> The knowledge that I gained through my Montessori background was the approach of using games to develop vocabulary.
>
> The Total Physical Response Approach was designed by James Asher and is used by Active English. We use games that all have a language acquisition purpose. Students only use their second language. I give orders whilst simultaneously performing an action. A good example game that we play is "Simon says." The exercises in practical life and classroom procedure give many opportunities for the meaningful use of language for 2nd language acquisition to take place. An effective and successful language acquisition method employed by Active English is through the making of crafts which provide a context for communication.
>
> For children from the age of thee the Active English programme makes use of role playing, stories and illustrations. Crafts and visual support as well as the songs help to develop vocabulary rapidly and most importantly, effortlessly. The programme involves much movement, so the name Active English.

Adding to the previous description (Excerpt 20), the franchise owner creates a context for communication, for example, by giving instructions while "simultaneously performing an action"

and designing activities based on TPR that include, for example, role play, illustrations, the making of crafts, songs that develop vocabulary, and offering visual support (from Excerpt 20, "a bucket, a spade, sand, shells") for the meaningful use of language for "successful language acquisition". More specifically, a task, as described by Nunan (1989:10), should also have "a sense of completeness, being able to stand alone as a communicative act in its own right". An example illustrating this point, for instance, is described in Excerpt 27 (word games).

In the description of the Phonovisual Programme for Grade 1 to 3 and the Senior Grades 4, 5, 6 and 7 programme (Excerpt 14) the franchise owner adds that "Children are "active" learners, they need to be physically involved in lessons". Each activity or task itself, designed for the *Active English* programme, is a combination of the franchise owner's interpretation of the principles of CLT and TPR.

In addition to the interview, the following is the franchise owner's written response to Question 7:

Excerpt 22

> As stated no Montessori materials are used. The classrooms are different and so are the lessons. All teaching material is unique to Active English and the lesson plans are original.
>
> The Montessori influences can be summed up as follows:-
> - Language is introduced in a context of activities for children
> - Provides a collection of games, rhymes and songs which tie in with language context
> - Exercises of practical life
> - Namely, The Total Physical Response Method
>
> The 'Three Period Lesson' was designed by Maria Montessori as a method of presentation and contains three elements:
> 1. The teacher introduces the topic, the features to be discriminated, or the activity by demonstration and naming i.e. 'This is a watermelon. A watermelon is green.
> 2. The child's non verbal comprehension is tested. "Who is wearing the colour green? Stand up if you are wearing something green." The action is performed.
> 3. Finally the teacher asks for a verbal response: "What are you wearing that is the colour green? How many children are wearing green?"
>
> Active English believes that children need to be offered opportunities to acquire language through communication. To ask for things, tell about things, give directions, ask questions and so on. It is important to provide activities which capture and maintain children's interest.
>
> The Phonovisual Programme for Grade 1 – 3 offer opportunities for hearing, building up and testing the language. The advantages of this programme is that it involves movement which is a necessary ingredient for learning language – for children, participation is very important.

The franchise owner believes in creating opportunities for learners "to acquire language through communication". For this, lessons should not be "boring" (introduced as an observation in Excerpt 1 and Excerpt 2) and "the lesson needs to be interesting" (Excerpt 20). Activities need

to “capture and maintain children’s interest” (Excerpt 22). Similarly, to being influenced when designing the activities (as described in Excerpt 20) for *Active English*, the franchise owner was also influenced by the lesson design of the Montessori method. Lesson plans are described at the level of procedure (Excerpt 53) for a language programme.

The assumption is that the franchise owner has designed activities based on some influence of the Montessori method and the combination of TPR in order to provide learners with opportunities for authentic communication and meaningful conversations. In other words, the researcher has reflected on the descriptions included in the *Active English* documentation and considers that the franchise owner has developed the *Active English* programme, more at the level of procedure (in terms of preparation and planning), based on designing lessons and activities and not, necessarily, on selecting linguistic content in order to present parents, learners, and franchisees with a syllabus or present a record (as compared to the available information in the South African curriculum, described before and after Excerpt 79).

In order for a learner to reach the goal of language teaching, which is communicative competence (Richards & Rodgers, 2001:155), teachers use appropriate methods of teaching the FAL. The communicative method integrates language activities (listening, speaking, reading and writing activities, Lenyai, 2013:9) and the focus is on students being able to use language appropriate to the social context. The TPR method is built around “the coordination of speech and action; it attempts to teach language through physical (motor) activity” (Richards & Rodgers, 2001:73).

The researcher considers the learning and teaching activities designed by the franchise owner for the *Active English* programme that integrate the language skills to be opportunities for reading and spelling (illustrated by Excerpt 23 to Excerpt 26) as well as language word games (illustrated by Excerpt 27). These activities will be analysed and reported on in the following section.

(a) Reading (and spelling)

In terms of integrating language skills, the franchise owner does place emphasis on reading. The following is an excerpt from the transcription of the interview between the researcher and the franchise owner, specifically, on how the franchise owner started the reading chart for the learners, her library collection, and how she or the children go about choosing their reading books for home reading, in order to improve their English:

Excerpt 23

M2U01145.MPG
Date: 08/12/2015

Researcher: Um, you mentioned reading. Can you maybe tell me a little bit about the reading chart and the spelling ladder.

Franchisor: OK.

Researcher: How did those come about?

04:46 Franchisor: Um, the reading chart I've had for years, and years, and years because children also need to do self-evaluation. So I want them to see what I've been reading [motions to the reading chart]. And I'll, often in class refer to, well, let's go and look at how many books you've read this year. Because if a child comes and says, you know, I didn't do very well in my comprehension I'll go, part of comprehension is understanding words, understanding is by reading. And then I'll come and say, come and look here now [motions to the reading chart] can you see? And I'll say this child is doing so well now because, look! They've read so many books.

Researcher: And choosing books, how did the library come about?

05:35 Franchisor: The library came about, I used to visit the public library and then it just got too… there wasn't time to go to the library and it would take hours [emphasises this word] to exchange the books. And then I just thought, you know what, start collecting your own books. So, when I used to go to Jo'burg, if there was a book sale going on [makes a 'swheeet' sound], I was there. If, I was just buying books, and books, and books.

Researcher: Um, is it through experience that you, um, know which books for which grades because I noticed when you were recommending books to the children it was so easy for you. Um, you, the first thing you said was, 'what does it look like inside?' Is it a big letter, small letter, are there lots of pictures? Um, how did you develop that technique, did you read about it or has it come over the years. How do you recommend books to, to the children?

06:30 Franchisor: You know, I think it's because I, myself have a love of books and I was a big reader as a young girl. So, that for me, um, meant a lot and I also, I've done research into, if you also look at the reading chart you'll find that your grade one to grade four, maybe grade five, they like reading. And that's the window period that we need to encourage them and provide the right reading material. Um, I think with boys, they are given wrong choices because they don't want to read a book about fairies or this or whatever. I find they like books like, Why's the desert dry? And the Bermuda Triangle, they want facts.

Researcher: Yes, animals.

Franchisor: Animals or whatever but so then you've gotta give them that sort of reading material. So you've gotta have a big variety and because you know the children and you have a connection with them that makes it easier to give them books. And when you've got, I'm not pro just reading to get a sticker. So, if you've read five books because you think you're gonna get five stickers, sorry. You're gonna get one sticker. But I make a mental note of the readers that are reading five books for the pleasure of reading. And come the end of the row, then I will, when they start doing the little faces [on the stickers they have already added to the chart] then I really boost them and promote them.

Researcher: Um, in terms of praise, is it different for, you mentioned the boys and the girls and um, how is it to, who's the 'biggest' reader? Boys, girls, both because you encourage them, how do you…?

08:28 Franchisor: [smiling and nodding her head] I think mostly the girls because the boys want to be more active, they want to be running around outside, climbing trees, and playing. And sport. So, I find that the girls are more diligent when it comes to reading.

Researcher: And spelling. The spelling ladder…

08:48 Franchisor: The spelling ladder, every year I would have a different spelling thing. Once I had, um, I would go have it running for about two years, change it and then something else so, for example, the one year I took a big map of Africa and I gave them flags from different countries and we put it onto a polystyrene board and then we would highlight the capitals of the countries in Africa. So they were learning spelling and they were learning about the places in Africa and I actually would draw [uses a finger to demonstrate] a, a line of the, what do you call it, the journey, and so they would go from Chad to here, to there, to there, to there and they didn't like that very much. I used to make them draw or write what the country was and the capital of that country and then, the other spelling thing I had was like, flags of the world… and then they would move their little flag to a different flag and then, say on number three there would be a little question and then they would answer that. Very much like the slides and the Sparky ladders and I found that whatever you have, whether it's the flags, whether it's Africa or the world or whatever, it's true source of motivation for them.



Figure 4.2: The *Active English* reading chart and spelling ladder (2015).

The franchise owner has designed part of the *Active English* programme to include opportunities for reading and spelling. For reading, the franchise owner has a library collection that includes books. For spelling, *Active English* provides the learner with spelling lists and the opportunity to improve their spelling through reading. For this, the franchise owner uses a reading chart and spelling ladder as instruments, not only for record purposes but also as a form of 'healthy competition' between learners. There are certain concepts or skills children

demonstrate as part of learning literacy skills. Lenyai (2013:3-5) adds "book knowledge" and "appreciation" to the list. For the franchise owner, reading is not meant to be completed by the learner to receive a reward (a sticker) but ultimately, for pleasure. The choice of reading books is also crucial for motivating a learner to read. *Sparky* is the *Active English* mascot and Figure 4.2 illustrates the *Sparky* sticker rewards the children receive for reading three books each week and for doing well on their spelling test.

Similarly, the CAPS English FAL for Grade 1 to Grade 3 (DBE, 2011a) describes how teachers can help learners to learn to read: "Providing opportunities for children to **read books on their own** [original emphasis] also develops fluency" and reading practice is done "**on a regular basis every day**" [original emphasis] (DBE, 2011a:15). The CAPS English FAL for Grade 4 to Grade 6 (DBE, 2011b) also includes "independent reading" as a sub-skill to be learned, "To demonstrate independent reading (reading widely for pleasure, information and learning)"[97] (DBE, 2011b:17).

During the interview with the learners, the researcher asked the Grade 3 learner group and the Grade 4 learner group what kinds of reading do they like, how much time they spend reading, and what kinds of books do they enjoy reading from the *Active English* library:

Excerpt 24

Grade 3	Grade 4	Grade 4
Date: 14/09/2015 Video clip: M2U01085.MPG Time started: 14:29 Duration: Camera recording from 00:05 to 19:30. **Grade: 3** Number of children: 10 (girls) Theme: Space advertisement Only responses from children whose parents signed consent forms are included in this	Date: 15/09/2015 Video clip: M2U01091.MPG Time started: 14:46 Duration: Camera recording from 06:02 to 21:52. **Grade: 4** Number of children: 7 (one boy) Theme: Comparatives and Adverbs Only responses from	Date: 16/09/2015 Video clip: M2U01094.MPG Time started: 14:19 Duration: Camera recording from 00:22 to 11:15. Grade: **Grade 4** & Grade 5 Number of children: Grade 4, three children (Child 2, Child 3, and Child 5, girls) as well as Grade 5 two children (Child 1 and Child 4, boys).

[97] The CAPS English FAL for Grade 1 to Grade 3 (DBE, 2011a:12-16) describes the following activities for Reading and Writing: Exposure to environmental print, Shared Reading, Group Guided Reading, Paired and Independent Reading, Phonics, Word recognition, and Comprehension. The CAPS English FAL for Grade 4 to Grade 6 (DBE, 2011b:10&11) describes the language skill Reading and Viewing in terms of the reading process (pre-reading, reading, and post-reading strategies) and describes sub-skills to include texts and types of reading (for example, prepared reading and unprepared reading), (DBE, 2011b:16-17).

transcript of the interview.	children whose parents signed consent forms are included in this transcript of the interview.	Only responses from children whose parents signed consent forms are included in this transcript of the interview. Note: Interview conducted by the Teacher.
00:05 Researcher: Why do think people read? 00:10 Child 1: Because it is fun and they learn new stuff.		
00:17 Researcher: What do you, uh, usually read? Is it at home that you read or at school that you read? 00:25 Child 1: Any place I read. 00:28 Child 8: Any place.		
00:29 Researcher: What kind of stories do you like? 00:36 Child 3: Uhm, [says an Afrikaans title] 00:47 Child 3: Beauty and the Beast.		Teacher: … and [Child's name] what sort of books do you like reading? 00:59 Child 5: I like silly books and I like aventure, and I like aventurous books and like the clue [?sic] and I love finding out stuff like that.
00:49 Researcher: Um, why do you think some people don't like to read? 00:51 Child 1: Because they think it's like, it's boring [shaking her head], you know, they don't really think it's fun. Child 1: Because it takes time to read… Child 1: You don't go blaaahhh [child pretends she is holding a book and shakes her head while demonstrating fast reading.] You have to take time. And you have to understand.		
Researcher: So how would you encourage somebody to read, that does not like to read? What would you say to them? How would you show them reading is fun? Child 3: Adding your imagine… Researcher: Imagination? Child 3: Imagination.	Researcher: … So if someone says that they don't like reading how would you encourage them to read. [Child's hand goes up.] What would you do to encourage them to read? [signalling to another child to answer]. 07:15 Child 3: Tell them of the books they write of their favourite movies they watch.	

01:30 Researcher: OK, is there anything else about reading that you enjoy? 01:34 Child 3: The pictures. 01:37 Child 3: Because it shows how to, it shows you what is going to happen. Child 1: Sometimes I feel like if I read a story I feel like it's true and then I place it sometimes so… 02:02 Child 9: I like reading because it can help me with my schoolwork and it's fascinating.	Researcher: Anything else you want to say about what you like to read or about Active English? Yes. [signalling to another child to answer]. 21:18 Child 2: My favourite book to read is Harry Potter. Researcher: Is it, OK. That's nice. Have you read all 'his' books? Child 2: Yes, I think there's twee [two] I haven't read. Researcher: And do you watch the film afterwards? Child 2: Yes. Researcher: And then you compare? You see what the book had and what the movie had? Child 2: Yes but the book is always, it has more…	
	08:24 Researcher: Do you prefer books with pictures or without pictures. Child 7: With pictures. Researcher: Why? [signalling to a child to answer]. 08:28 Child 7: Um, it gives you, [pause] it's more interesting. Researcher: OK. Why is it interesting? Do you, um, does the picture tell you something? Child 7: Yes. Researcher: OK. So, can you then predict what's going to happen or decide what's gonna happen? Child 7: Not always. 08:45 Researcher: OK. Good. Yes. [signalling to another child to answer]. 08:48 Child 2: I like books	

	with pictures because they you can make a picture in your mind. Researcher: OK. Very good. Yes. [signalling to another child to answer]. 08:55 Child 3: I take without pictures because, um, then you have more to read.	
03:41 To whom do you read? Yes [signalling for another child to answer.] 03:42 Child 4: I read to my sister and my mom and my dad. 04:00 Child 1: Sometimes when I come and after Active English and sometimes I go home early because I go to after care and when I go home early then my dad asks me, "Which book do you have, let's read". And then when he read it to me and then he tells me now I have to read to him.		

The researcher reflects that the learners agreed that people read because "it is fun and they learn new stuff" and they can also "find out stuff". People do not read because "they think it's like, it's boring [shaking her head], you know, they don't really think it's fun", "it takes time to read" and "you have to understand". The learners enjoy reading and are motivated to read because they prefer interesting books (some with pictures, "I like books with pictures"), they might be able to predict what will happen, they are able to use their imagination, it is "fascinating", you are able to compare the book you have read to the film adaptation, it is also fun to read. One learner also stated, "I like reading because it can help me with my schoolwork…".

During the researcher's lesson observations, the franchise owner also offered explanations about her choice of books for her library collection for learners as well as how appropriate books are chosen for home reading. The following are selected instances, not related to the lesson, where the franchise owner, as an aside, addresses the researcher, briefly, to explain book choice and selection:

Excerpt 25

Date: 14/09/2015
Video clip: M2U01082.MPG

Time started: 13:20
Grade: 1
Number of children: 11
Theme: Continuation of letter 'h'.
04:02 Researcher asks about books:

Researcher: Your books, how do you choose your English books for the grades?

Teacher: For the little ones? Um, I just go there [pointing to the library (books on the shelves)] and I just say to them, "Let's look at the books". "And like this one [taking a book from the child and flipping through the book] I wouldn't have chosen this one – it's too difficult. It's a bit too difficult for her but sometimes you say to them, "No, I think that's a bit difficult", then they say, no but they want to take this book. And because they only in Grade 1, I let them do that because mommy or someone else is going to read the story to them. But I think [child's name] and [child's name], [teacher gets up from behind the desk and walks towards the library] they can read these books. Will you read these books for the lady…" [child clears her throat] [teacher selects a few books]. 04:38

Researcher: So you have quite a collection, a library?

Teacher: I've gotta whooole library of books. [Teacher flips through a book to find a page for the child to read] OK. [Teacher selects a page from a book for the child to read].

Date: 20/09/2015
Video clip: M2U01120.MPG
Time started: Continuation
Grade: 4
Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children)
Theme: Comparisons

Teacher discusses books about Mr Gum with one of the children that enjoys reading the books.

Some of the children are not selecting appropriate books.

00:48 – 01:00 Teacher: … It's better people, listen to me quickly, it's better if you don't have time and you have a busy schedule, now you take a thick book and then, you don't get time to read so you leave it, and you leave it. So, I would rather you take something that's going to be a quick read and something that, the main thing about reading is, if you enjoy what you read then you'll want to read more of that book but if you just taking a book because you have to read then that doesn't help. …

The teacher continues to give the children ideas for books they would enjoy reading.

Earlier (in the description after Excerpt 16) the researcher introduces the recommendation for a comparison of the catalogues of recommended reading books appropriate for Grade 3 and Grade 4 learners. The franchise owner has not yet published a list of books for each grade group. However, the franchise owner does describe the process of how she selects appropriate books for the learners.

The first step in selecting a book is to look at the books that are available. The franchise owner allows the child to select a book of their choice and then, pages through the book. For a younger learner, the decision is then made by the franchise owner about the level of difficulty, is the book too easy, too difficult or the correct choice for the learner. For older learners, the franchise owner encourages learners to read regardless of time and a busy schedule: "the main thing about reading is, if you enjoy what you read then you'll want to read more of that book but if you just taking a book because you have to read then that doesn't help".

> Reading is, without doubt, the most important linguistic skill that needs to be developed in young children. Reading serves as a building block upon which all other learning takes place. Reading can also be fun. By developing a love for reading in young children, we will be giving them one of the greatest gifts of life, namely, life-long learning (National Reading Strategy, 2008:19).

The DBE has made available the National Reading Strategy document (2008). The document answers why it is necessary to improve reading, describes the challenges in implementing the National Reading Strategy, outlines South Africa's National Reading Strategy, and includes resources for "a text-rich environment in schools". The main goal of the National Reading Strategy is "to improve the reading competence of learners" (NRS, 2008:5). In addition, the following observations have also been made: "the language of home and school do not match in many cases" (NRS, 2008:7) and "if reading competence is poor, then learners' writing competence will be poor, and their comprehension (understanding) levels will equally be poor" (NRS, 2008:7). The intended outcome of the National Reading Strategy is "… that all learners must be able to read basic texts by the end of Grade 3" (NRS, 2008:11).

"This National Reading Strategy takes as its focus that reading failure begins in early grades, and it is at that level that interventions must be made" (NRS, 2008:19). In their research study, for example, Pretorius and Currin (2010) explore the effects of an intervention programme on school learners whose home language is not English and who are in a print-poor environment. Emphasis is placed on the development of a language skill, in particular, on reading, as a tool for learning. This intervention as well as other studies and campaigns may be explored in another study.

Two of the educational goals (listed in Excerpt 10) of the *Active English* programme are:

- encourage natural enthusiasm, vitality, spontaneity and originality by **active** participation in **meaningful language activities** [researcher's emphasis].
- help students **develop language skills** [researcher's emphasis] which contribute to effective expression and communication.

The franchise owner provides for a print-rich environment when emphasis is placed on the development of reading as a skill inside the classroom-like environment (through the choice of books) as well as outside the school environment (reading at home), through the programme, when she designed reading to be part of the learning activities. The learners are actively reading but during the interviews (with learners from Grade 6) a few of the learners discussed the use of tablets. Although not necessarily part of the immediate study, the researcher asked the franchise owner about bringing in media, like a tablet, for books and possibly, to replace the workbooks. The following is the franchise owner's reply to this type of change to the programme:

Excerpt 26

M2U01145.MPG
Date: 08/12/2015

Researcher: Um, there are some children that, uh, mentioned technology in one of the interviews, uh, one even said why doesn't teacher download the, the books. How do you feel about technology, online, bringing in that element, maybe a tablet. Do you think that will be a future aspect for your programme, having tablets instead of workbooks?

12:32 Franchisor: No, you know what, the first things is for me, there are not many hands-on educational franchises. It's where they come in, they've got a little book, they write, they write and it's more of a remedial sort of, improving marks at school.

Researcher: OK.

Franchisor: This [referring to *Active English*] is very hands-on, very practical way of teaching. And I think the children have enough of technology because at school they now working on tablets and I also find that, I mean, if you go Google and surf it takes you forever to get to something. And I think a lot of these children also sit and they [motions with her finger as if browsing on a tablet] you know, I think that you going to have to exercise more control over what they doing but it would be nice if, if because I know children are all into technology so, if you could, perhaps, offer a homework, like for them to go and do at home because they will be motivated to go and put this or do it on their tablet or whatever. But I wouldn't do it in class. 13:48

The franchise owner agrees that technology is useful and suggests that it be incorporated for homework and other uses. However, she is adamant that part of the method of teaching at *Active English* "is very hands-on, very practical way of teaching". Therefore, the franchise owner would not incorporate technology, for instance, downloading books for the children to read, in the *Active English* programme, "I wouldn't do it in class". In other words, books will remain tangible for the learners.

(b) Language games

A section of dialogue was transcribed from the combined Grade 4 and Grade 5 class. The selected dialogue has been transcribed for the purpose of including an example of how children,

in a higher grade, play a language game, the dictionary game. The following sample dialogue has been selected from the researcher's transcription of classroom observations specifically focusing on language games as taught to Grade 4 learners and Grade 5 learners in a combined class.

Excerpt 27

Date: 21/09/2015
Video clip: M2U01122.MPG

Time started: 14:13
Grade: 4 & 5
Number of children: 7 (two boys)
Theme: Updating workbooks

Teacher explains why the children from Grade 4 and Grade 5 are in one group. Sometimes the children have sports; therefore, in order to accommodate the children, they are in a group together.

08:55 Teacher: […] So, those three are grade five and these four over here are grade fours. OK. They should actually be in the other group of yesterday but then the netball started interfering so we moved them here and then I thought, you know, they are only three [learners in grade five] so we can have two smaller classes which will be better. 09:16

Date: 28/09/2015
Video clip: M2U01124.MPG

Time started: 14:17
Grade: 4 & 5
Number of children: 5 (two boys)
Theme: Language games

[…]

22:08 Teacher: The game that we are going to play is what we call our dictionary [a child knocks a container with pens and pencils accidently]. OK. […] So we have got [Teacher says children's names and writes them on the board]. So, we are going to look up words very quickly. The first person who finds the word first…
Child 1: Gets five points!
Teacher: Gets five points. Next one…
Child 2: Ten.
Teacher: No, no. Four, three, two, and one. And then the person who found the word, looks up the next, I mean, can read out the meaning of the word. 23:02 […] And then each one is going to have an opportunity to call out a word [Teacher sits down again by the children at the table]. OK. So, we are going to start with [Child's name]. [Child's name] will you call out a word, please. Close your dictionary. Close it. Put it down. OK. Give a word.
Child 2: Hmm.
Child 1: Kom vinnig [Come, quickly]. Snappy!
Child 2: Shht. I'm thinking, uh… Clown.
Teacher: Clown. There we are [writes on a smaller portable board] for those of you who don't know how to spell 'clown'. [Children start looking in the dictionary]. 'Cuh lown'. 'Clown'. [Children keep paging through their dictionary].
Child 2: C. L. [Child runs his finger down the page] C. L. O. Teach…
Child 1: Clown! [raises her hand] Got it, Teach!
Teacher: OK.

Child 2: Second, I'm second!
Teacher: Five [points] for [Child's name]. Four [points], show me [Child's name]. OK. Show me. Good. Who's gonna get a three, two, one? OK [Child's name] read the meaning, please.
Child 1: A perfect… [corrects herself] A performer who does c o m, I don't know what that word is… tricks…
Child 3: [inaudible] Teach! [Teacher writes down three points].
Child 1: Um, tricks and actions especially in a circus. A person who, whose clowns.
Teacher: OK [Childs' name]
Child 4: Got it, Teach! […]
25:14 […]
[Children continue to take turns choosing words from the dictionary and play the game.]
Teacher: He has to choose another word.
Child 2: Yes!
[Children agree and get ready for the word].
Child 5: Ah, apple. OK, no.
Teacher: Apple! Apple's not so easy to find as what you may think it is... […]
03:52 [Child 1 and Child 2 find the word at the same time and raise their hands; Child 2 jumps up excitedly] Child 2: Got it! Got it! I was first! […] [Teacher writes down the points as the children try to get her attention as to who was in third and fourth place].
04:42 Teacher: The score as it is now [Child's name] has nine points. [Child's name] eleven. [Child's name] sixteen. [Child's name] nineteen and [Child's name (Child 2)] twenty three. 04:58

M2U01125.MPG
04:58 The children will be playing another language game.
The boy team against the girl team. The children need to race to the board and spell the correct word, race back and then, if the word is correctly spelled, the team gets a point.

06:00 Child speaks to the camera. 07:02 Children bump the camera.

07:40 Teacher explains she will call out a word from their spelling list they have learning for the past few weeks. Teacher explains the points.

17:05 Teacher counts up the points.

17:28 – 18:32 End of the lesson.

The concept of a game being a communicative activity or task in itself was introduced in Excerpt 20. Games develop vocabulary and the dictionary game is a popular language game which the franchise owner has played with Grade 4 learners at *Active English*. The children took turns to choose a word and look up the meaning of the word. For this lesson, the learners also had the opportunity to play a spelling game during the lesson. These activities are illustrative examples of types of learning and teaching activities the franchise owner has designed for and incorporates into the programme.

Similarly, the CAPS English FAL for Grade 1 to Grade 3 (2011a:17) introduces "vocabulary games, e.g. word quizzes" as a strategy for teachers to develop learners' vocabulary. The CAPS English FAL for Grade 4 to Grade 6 (2011b:15) includes "language games" as part of the content for teaching Listening and Speaking skills that can be found in teaching plans. Learners

play a simple language game in order to develop their vocabulary and improve their listening and speaking skills.

ii. Functional communication activities

Richards and Rodgers (2001:166) identify two activity types in communicative language teaching: *functional communication activities* (for example, tasks where learners communicate in order to follow directions; solve problems from shared clues; work out a sequence of events in a set of pictures; give instructions on how to complete a map; compare sets of pictures and note the similarities and differences); and *social interaction activities* (for example, tasks where learners have a conversation or a discussion session; dialogue and role play; debate; do improvisations; skits; and simulations).

Lesson observations did not yield examples of intentional functional communication activities. However, in Excerpt 22 the franchise owner lists examples of opportunities for communication and language acquisition, these include: “To ask for things, tell about things, give directions, ask questions and so on”. Asher (as discussed in Richards and Rodgers, 2001:76) briefly concludes that in TPR role plays, as a type of activity, centre on everyday situations “such as at the restaurant, supermarket, or gas station”. Activities that present everyday situations are also examples of functional communication activities. The researcher considers that these types of activities are typically included in language courses designed for teaching English as a second language where learners are enrolled in a once-off summer course or courses for teaching English as a foreign language, for example.

4.2.4.3 Classroom Environment Survey

One of the educational goals (listed in Excerpt 10) of the *Active English* programme is: “develop students’ ability to express their ideas, thoughts and feelings effectively through language”. When describing the roles of the learner, in terms of the language of the learner (in Excerpt 31 - from an interview; and Excerpt 32 - from the written response of the franchise owner), part of the franchise owner’s response to Question 10 of the interview protocol was as follows: “Um, social, and a cultural environment needs to be created because that becomes important sources of learning” (Excerpt 31), “Social interaction is important” (Excerpt 32) for learners to be able to express themselves.

The communicative approach to teaching English was described by the franchise owner (related to Excerpt 18) in the *Active English* methodology (Slabbert, 2015:1-2) document. Part of the approach is described as follows: "…a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating **for social or practical purposes**" [researcher's emphasis].

During the opportunities for lesson observation, the researcher completed a classroom environment survey. The results of the observation presented information related to the teaching and learning activities of the programme that will be discussed in the next section.

iii. Social interaction activities

The survey item that provides insight into activities that lend a social aspect to the classroom environment is Survey item 3: Affiliation / Cooperation (Daniel, *et al*., 2008). The definition and description of this survey item includes the following actions or behaviour that can be observed:

- Children help each other, share materials.
- Children appear to know their classmates well.
- Children appear to enjoy working together.
- Peer assistance (help) with tasks is encouraged.

Cooperation and working with peers during a lesson was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
		Grade 4	Grade 3		

For the Grade 3 group, the researcher observed cooperation in learning sometimes and for the Grade 4 group, the researcher seldom observed cooperation in learners having shared materials. The following transcription of the lesson observations of a lesson presented to Grade 3 and Grade 4 groups of learners would illustrate the observations of the researcher.

Excerpt 28

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls)	Example of: **Affiliation / Cooperation** 18:15 – 20:08 Teacher: Let's look at this picture. Maybe there's some words on here [hands out the pages with the pictures] Let's read this together. Maybe there [there are] words on here

Theme: Asking questions	that you can ask that will help you to ask good questions. [Children read together] 20:15 – 20:30 Teacher: Make your questions interesting and your answers, just as interesting. [Teacher uses her voice to answer as a monster as a demonstration]. 20:30 – 29:23 [Children ask each other questions] Example of children asking questions and dramatising the role: 27:00 – 28:25 Teacher: Who hasn't asked yet? [Child's name] ask [Child's name]. Child to the child standing in front: Are you Tim? Child playing Tim: Yes! I am. Child: Let me see here… Child playing Tim: That's a boring question. Child: Um, have you ever drove a moon buggy? Child playing Tim: Once when I was small but now, I'm in a spaceship! Hahahahaha! [other children laugh at the dramatic delivery of the answer]. […] [The child playing Tim would like to play the Monster.] [Children want to ask questions.] Teacher: Let's listen to [Child's name] question. Child: Why are you so green? Child now playing the Monster: Because, I was in a bush before I came here then I hided in someone's boot and then I said, Yaaaaiiiiiiiigrahhh [children squeal with laughter] and then I build a little house and now I live here. And no one's aloud to come in. You understand me… [children laugh].

For the Grade 3 group, learners did not, necessarily, need to work together, for instance, in pairs, on a task. Learners work individually or as a group but they were encouraged to share with their peers any aspects of language that was not clear or that was related to the theme for the lesson. In this way, all the learners paid attention and the query served as an opportunity for everyone to learn together.

Excerpt 29

Lesson	Excerpt
Date: 15/09/2015 Video clip: M2U01092.MPG Time started: 14:46 Grade: 4 Lesson 2 Number of children: 7 (one boy) Theme: Comparatives and Adverbs	Example of: **Affiliation / Cooperation** 08:22 – 09:45 Teacher: […] How many are we in this class? [Counts the children] One, two, three, four, five, six, seven. So what I want to do is, I would like you to get into partners of two, two, OK. And [Child's name (Child 1) you are going to be on your own]. Child 1: Yes. Teacher: OK [laughs a little]. Then, you are going to choose one of these pictures together, as a team. OK. And I'm going to put this poster down on the table and you will be colouring in one of these um… Child 4: Pictures. Teacher: Pictures of action words, verbs, any, well you can choose how you want to colour in. So you have to find a space here [takes down the poster with the pictures from the board;

	children start to move around the poster on the table] and I don't want colouring in with highlighters. I like crayons. OK. So, find a space, bring your chairs around here. Uh, do what ever you need to do […] There's more crayons in that purple thing. [Children talk amongst themselves] 09:45

For the Grade 4 group, learners did not, necessarily, need to work together but at the end of the lesson, for instance, in pairs, learners were asked to finalise a theme together. Learners work individually and as a group, sometimes in chorus.

Richards and Rodgers (2001:166) identify social interaction activities as an activity type in communicative language teaching. Activities include, for example, tasks where learners have a conversation or a discussion session; dialogue and role play; debate; do improvisations; skits; and simulations. Excerpt 28 (Grade 3) and Excerpt 29 (Grade 4) are examples selected to illustrate Survey item 3: Affiliation / Cooperation as an item that was observed as part of the classroom environment survey but also as examples of social interaction activities.

For the Grade 3 group (Excerpt 28), role play is used and learners take turns to play a monster or a character while their peers ask questions. One learner, in particular, who enjoys drama, expresses herself to the delight of her peers:

Excerpt 28

> Child: Um, have you ever drove a moon buggy?
> Child playing Tim: Once when I was small but now, I'm in a spaceship! Hahahahaha! [other children laugh at the dramatic delivery of the answer].
> […]
> Child: Why are you so green?
> Child now playing the Monster: Because, I was in a bush before I came here then I hided in someone's boot and then I said, Yaaaaiiiiiiigrahhh [children squeal with laughter] and then I build a little house and now I live here. And no one's aloud to come in. You understand me… [children laugh].

For the Grade 4 group (Excerpt 29), the task is simple but learners need to work together; this creates an opportunity for social interaction and communication. The theme of the lesson is Comparatives and Adverbs and the learners need to select a picture together and colour it in to complete the last part of the lesson. The CAPS English FAL for Grade 1 to Grade 3 (2011a:86) in introducing the language skills, for Listening and Speaking, includes role play as a way for teachers to allow learners to act out stories. The CAPS English FAL for Grade 4 to Grade 6 (2011b:15) includes "Role-play" as part of the content for teaching Listening and Speaking skills that can be found in teaching plans.

iv. Action-based drills

In Excerpt 21, the franchise owner stated that the TPR is a method used by *Active English*. Asher (as discussed in Richards and Rodgers, 2001:75) briefly concludes that the objective of TPR is to "produce learners who are capable of an uninhibited communication that is intelligible to a native speaker". However, Asher also states that whatever goals are set "must be attainable through the use of action-based drills in the imperative form" (in Richards & Rodgers, 2001:75). TPR is "built around the coordination of speech and action" and "it attempts to teach language through physical (motor) activity" (Richards & Rodgers, 2001:73). The researcher observed how the franchise owner structures the activities and tasks of the lessons, for each grade group, by incorporating a physical activity and relating the learning of language, a word (in the case of the Grade 3 group) and grammar (in the case of the Grade 4 group) to the activity.

The survey item that provides insight into action-based drills is Survey item 10: Teacher Structure of Academic Tasks (Daniel, *et al.*, 2008). The description of this survey item includes:

- There is evidence of modifications of academic tasks for individual or small group of learners.
- Teacher presents instructional activities materials in a variety of forms (e.g. demonstration, discussion, brief lecture).
- Teacher adjusts challenge level of tasks for individual learners.

Although not observed at every lesson, physical activities (as examples of action-based drills) that are incorporated into language lessons were observed by the researcher during the lesson observations and are reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
		Grade 3	Grade 4		

The following transcription of the lesson observations of a lesson presented to Grade 3 and Grade 4 groups of learners would illustrate the observations of action-based drills.

Excerpt 84

Lesson	Excerpt
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2	Example of: **Inquiry Focus** 06:38 – 11:35 Teacher: Now, what do we call this? This little Sparky, yes.

Number of children: 10 (girls) Theme: Space advertisement	Child: Sparky. Teacher: Yes. But what is he called? Children: Sparky. Teacher: A … Child: Light. Teacher: Lo… Child: Globe! Children: Glow Child: Thinking globe! Teacher: A … shh, shh, say again. [asks one of the children] Child: Logo. Teacher: A logo. A logo. So you need to make a logo for your advertisement. What do we call those words [motions to the poster on the board], read there. Children: [read together] Lighting up your minds. Teacher: No. Children: Young minds. Teacher: What is, what's that, what is that sentence? Child: It's like, it's like… Child: It means, you learn them stuff they don't know. Teacher: Yes, you teach them things. Child: It means like, like when you were young you didn't what English is and then you learn them how to speak English… Teacher: OK. That's the meaning of the words but [going back to the poster] like this is a logo, what is that? A slo… Child: A slogo. Children: Slogo? [Teacher shakes her head]. Child: Slow go. Teacher: No. Child: It's like lights up your brain… Teacher: OK but we said that, that Sparky is called your logo and Lighting up young minds is called a slogan. Child: Slogan. [children laugh] Teacher: OK. Alright. It's like, what other well-known slogans do you know. [Child's name] Like Coke. What is Coke's slogan? Who's got a good slogan? […] Teacher: What about this [Teacher draws a mark on the board] What is that? Who is wearing Nike? Child: Uh, Puma. Child: I think … Child: I am wearing Willsons. Teacher: OK. Do you know the Nike's got a tick like that. Children: [answer together] Yes. Teacher: And then, what is their slogan. What do they say next to it? Children: Puma! Teacher: The right to do it. Isn't it? Child: Ah, teacher. Teacher: [points to a shoe held up by a child] There's a Nike, yes. A Nike because a tick is like a right mark and then their slogan is, The right to do it [Teacher writes on the board]. Child: Teacher, I have a, um, t-shirt. A Nik t-shirt. Teacher: A Nike t-shirt. Child: And it was in my, um, kas. What's a kas? Child: Ah my case. Child: Cupboard.

For the Grade 3 group of learners, the lesson that was observed does not include a full physical activity compared to the lesson for the Grade 4 group of learners. Learners only look for logos or slogans and most children look at their feet to see what brand of shoe they are wearing. On the other hand, Excerpt 75 is an example selected to illustrate Survey item 10: Teacher Structure of Academic Tasks as an item of the classroom environment survey but also as example of an action-based drill for the Grade 4 group of learners.

Excerpt 75

Lesson	Excerpt
Date: 08/09/2015 Video clip: M2U01071.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Teacher Structure of Academic Tasks** 25:08 – 26:40 Teacher: What I want you to do for me today is, what is this book [child's had goes up] that I've just given you? Child 1: A dictionary! Teacher: A dictionary. What do we use [child excitedly raises her hand] them for? Child 1: Uh, ah, if you don't know what a word means you go look up the word in the dictionary… Teacher: Yes. Child 1: And it will give you the word and meaning. Teacher: It will give you the word and the meaning. But, first thing you going to do for me today is you're going to take off your shoe, uh, your sock or whatever and on this piece of paper [holding up a page]. Child 1: I'm gonna draw my foot. Teacher: You going to draw the outline of your foot. Child 1: What did I tell you… Teacher: OK. And then we are going to compare our feet. Child 1: What? Teacher: We going to see whose got the looongest foot, the shortest foot, the biggest big toe, the smallest little toe. Only on the one half [shows on the paper]. Come and take a white paper and I'm gonna give you some khoki pens […] and draw around your foot. […] If you don't want your foot to, um, have black on it, then I would suggest you use a highlighter […]. If you don't mind having a black you can use a darker colour, who wants black? Child 1: On the one half of the page? Teacher: On the one half… […] OK. Draw around your foot. 27:18 – 27:28 Child 2: Teach, this is just embarrassing. Teacher: [laughs a little] Why? Why's it embarrassing [Child's name]? […] Child 2: [Using his hand to blow away invisible smell] Because our socks [laughs] Because all of our socks stink. [Teacher laughs a little]. […] Child 1: Must I draw in between my toes? Teacher: Yes. Not right in between them, just like, bump, bump, bump.
Date: 15/09/2015 Video clip: M2U01091.MPG Time started: 14:46 Grade: 4 Lesson 2 Number of children: 7 (one boy)	Example of: Teacher Structure of Academic Tasks and Classroom Materials / Displays 23:35 – 29:25 Teacher: Right, OK. [starts moving the writing board to the front of the class] Now, get, you know your workbooks that we were doing, what did we do last week when

Theme: Comparatives and Adverbs	you were here? Child 7: I wasn't here. Teacher: OK. Yes, you missed a good lesson. Teacher: What did we do last week. You had to take off your… Children: Shoes. Teacher: And… Child 2: Compare. Teacher: Yes, and what did we call that? Child 2: You compare your feet to a, to another person's. Teacher: Yes, and we said we did comparatives […] Teacher: […] Then on the other side of the paper, what did we write on the other side of the paper? [Two children remember at the same time]. Child 2: [Inaudible] Child 8: Verbs! Teacher: What? Child 8: Verbs. Teacher: Good girl, yes. [Child's name] you remember. We wrote verbs. So what are verbs? Child 1: Actions words. Teacher: Action words. OK. So, now, let's quickly look at these posters. [Takes posters to the front of the classroom]. Right. Now, over here [takes a piece of Prestik] OK. We've got comparatives and superlatives. OK. And these are very easy ones, like, read them together. Children: [Reading the words on the first poster] Big, bigger, biggest. [The children continue to chorus read from the posters; the teacher writes on the board a few words and the children answer the superlative]. […] 29:25
Date: 15/09/2015 Video clip: M2U01092.MPG Time started: 14:46 Grade: 4 Lesson 2 Number of children: 7 (one boy) Theme: Comparatives and Adverbs	00:00 – 08:21 Teacher: OK. You may sit my sweetie. [The children continue to chorus read from the posters.] 00:28 Teacher: OK. Good so we're not going to forget about what is a verb and that a verb is an action word. Now who can tell me what is an adverb? Child 7: [puts up her hand] I think it's a describing word. Teacher: No. Not quite. What is an adverb? Child 9: It describes the verb? Teacher: [looking for something in the cupboard at the back of the classroom] Where did I put, did I already take it there? … It does, who said it describes the verb? [Child 9 raises her hand]. Good. Give me an example. [pause] Give me an example. Child 4: The boy runs very fast. Teacher: The boy runs very fast. Oh, here it is, right at the top […] [Teacher finds her poster]. Let's look at this poster. [Child 1 cannot see the poster and asks the Teacher to sit closer. Teacher explains the different types of adverbs using the poster; children read in chorus the adverbs from the poster. 05:18 Teacher uses another poster with pictures]. 08:21

The theme of the Grade 4 lesson was Comparatives and Adverbs and the activity required the learners to draw and then compare their feet. The learners physically compared their drawings and feet size. One learner commented on his experience of this physical activity and non-verbal communication adds to his reaction (see the underlined words in Excerpt 75). Comparative to

the word that individual learners were trying to guess, by physically looking around for slogans and logos, in the Grade 3 lesson, the franchise owner does not often rely on action-based drills to teach language. However, the Grade 4 lesson provided the franchise owner with an opportunity to implement an action-based drill as part of the lesson.

In the following lesson, for the Grade 4 group, the teacher uses posters as supporting material to identify adverbs. However, the learners chorus read from the poster and this type of learning technique is different to the drill-like technique used in the previous lesson of combining speech and action, physically drawing their feet and then, comparing sizes, “smaller” and “smallest” and so on.

4.2.4.4 Summary

In South African schools, learner-centred methods allow learners to discover learning (Gawe, *et al.,* 2011:186-187). Asher (as discussed in Richards and Rodgers, 2001:75&76) stressed that the “Total Physical Response should be used in association with other methods and techniques” (Richards & Rodgers, 2001:79). For this study, the CLT method to teaching English as a second language is the method explored by the researcher and the TPR method is associated with the CLT method. Examples from the *Active English* programme and lesson observations illustrate the activities that have been designed to incorporate the characteristics or principles of the two methods. However, the researcher considers that primarily, the franchise owner has been influenced by the Montessori method for lesson presentation (described in Excerpt 22 and in detail in Excerpt 53).

4.2.5 The roles of the learner

In this section, the relevant data from sources related to the roles of the learner that form part of the design components of the *Active English* programme are presented. The data sources from which information about this design element were drawn include documents but primarily, interviews. The researcher considers how the roles of the learner (described from Excerpt 30 to Excerpt 32) overlap with the roles of the teacher (described from Excerpt 33 to Excerpt 43). One would infer the role of learner in the *Active English* programme from their participation and from the statements made from the transcription of interviews or extracts of the lesson observations.

4.2.5.1 Documents

There is one document in particular, the operations manual of *Active English* (2001), which presents information related to learning and the responsibility of the learner for participation in the programme. Excerpt 30 is an extract from the *Active English* operations manual (Slabbert, 2001) that focuses on the principles of learning. This extract was selected for analysis because it expresses the assumptions made about the role of the learner that participates in *Active English*. The sections of the text that are emphasised are presented exactly as it was printed in the original document, the *Active English* operational manual (2001).

Excerpt 30

> 1. Learning must start *with the student*. Teachers must put aside the fact that they know and remember ***only*** that their students ***do not***.
> 2. Learning is based on ***interest and attention***.
> 3. Learning is based on ***need***. We learn most quickly that for which we feel a sense of need.
> 4. Learning ***takes place through activity***. The teacher should do nothing that the student cannot do for himself.
> 5. ***LIKING HELPS*** learning. The teacher influences the student's attitude to the learning of the English language.

The "principles of learning" are listed in the operations manual of *Active English* (2001). The franchise owner highlighted the attitude and involvement of the parent in their child's learning and practice of English in Excerpt 12 but one of the principles of learning is that learning is also influenced by the teacher's attitude. In this excerpt, the responsibility is on the teacher to shift their mindset from a teacher-centered lesson to a learner-centered lesson. A principle of learning, at *Active English*, is that learning is primarily the responsibility of the learner and it is based on their "interest", "attention", and "need" of the learner. Related to identifying the need for learning as part of an informal needs assessment conducted by the franchise owner during her interview with the parents of the learner, later in this study, Excerpt 61 describes the franchise owner's discussion of placement tests at *Active English* during the interview with her.

4.2.5.2 Interviews

When describing the roles of the learner, in terms of the language of the learner (in Excerpt 11) part of the franchise owner's response to Question 10 of the interview protocol was that the learner's attitude towards learning was very important. This view was explained by the franchise owner during her interview as follows:

Excerpt 31

> Researcher: In your opinion, as part of a 'good' language programme, how do you determine the needs of the learners? Describe and expand on how you understand **the role of the learner**, the role of the parent, and the role of the teacher (franchisee).
>
> M2U01145.MPG
> Date: 08/12/2015
>
> 14:04 Franchisor: OK. I listed it all like, I'm starting with the child [looking at the written reply as guide]. First of all, children, want to make choices. OK. Then, they want to be actively involved. They want to try new things and explore. Um, they all unique; the way that they want to learn, the way that they absorb knowledge. Um, social, and a cultural environment needs to be created because that becomes important sources of learning. Um, then, for me, children are all natural pleasers. They don't want to upset you or make you angry or whatever but maybe if they behind with reading in school, so now they behind, now when the teacher says, take out your readers, he knows I can't read so, he can't just sit there doing nothing so he starts being naughty. But if you had to approach him and say, what is going on and sort the problem out instead of waiting for him to be the whole year in class. It should have been addressed the moment the teacher saw but because children want to read but if he is not reading it's because he can't. And then, social interaction is important. 15:35 Um, we, my philosophy is I teach all children as if they're gifted. Because today we know that giftedness is just much more than a high IQ score so, and they all have different talents and different things that, um, we want to develop in them. And then, communication is not just *me* standing in front of the class talking the whole time. I must listen to what they [the children] also have to say. And maybe it's easier in the set-up where there are few kids as opposed to school, where the teacher has to listen to 30 children.
>
> Researcher: Or more.
>
> Franchisor: Or more. 16:27

In addressing the role of the learner, the franchise owner has highlighted that the learner's attitude towards learning is important. The learner is also influenced by the attitude of their parents (as described in Excerpt 12) and by the teacher (as described in Excerpt 11 but also in Excerpt 30 and Excerpt 35) as well as by the learning environment described as follows: a "social, and a cultural environment needs to be created because that becomes important sources of learning".

Learners are "unique" in "the way that they want to learn". Learners do 1. want choices when they learn; 2. "want to be actively involved"; 3. "want to try new things and explore" (a summary is also included in Excerpt 32); 4. generally want to please their teachers. This would mean that the lessons that are planned need to be "stimulating", and the design of the activities need to be learner-centred (as also described in Excerpt 30) and the underlying assumption is that learners want to cooperate in class.

By way of illustrating a scenario in a school setting, the franchise owner describes a learner who needs attention (that would otherwise, be given in a smaller-size class of learners). The teacher's role is to listen, communicate, and to take action, for example, when the learner is not

developing their language skill of reading, “children want to read but if he is not reading it’s because he can’t”. Simplified, there is the assumption that children want to cooperate in class because they are “natural pleasers”. However, in cases where children struggle to achieve an outcome (for instance, reading a particular passage) and the child is not helped by the teacher, the child starts “being naughty” and neglects learning, “so now they behind”. The situation is compounded when the teacher does not give attention and addresses the learner’s need in a timely manner: “But if you had to approach him and say, what is going on and sort the problem out instead of waiting for him to be the whole year in class. It should have been addressed the moment the teacher saw…”

The perceptions about the unique abilities of learners (including the role of learners) discussed during the interview are also presented in the written answer that the franchise owner emailed to the researcher after the interview (in Excerpt 32):

Excerpt 32

> The needs of the children are obviously top priority and with twenty two years of practical teaching I have been able to observe many children and their ways in which they absorb and learn language. In my opinion:
>
> - They want to make their own choices
> - They want to be ‘actively’ involved
> - They are always open to trying new things through play and exploration
> - All children are unique learners
> - A social and cultural environment needs to be created within the classroom as they are important sources of learning
> - Children are ‘natural pleasers’ so they thrive on praise and encouragement
> - Social interaction is important
> - Our philosophy is to teach all children as if they are gifted. We know that giftedness is much more than a high IQ score and comes in many forms
> - Communicating with children and taking the time to listen to them is important
> - One needs to make sure that lessons are stimulating and offer something to all learner types and intelligences
>
> It is evident from the long term results that we are seeing, that our programme is comprehensive, effective and enjoyed, as children attend lessons regularly and most of them continue with classes for six years or more. Some have even attended from the age of four until they leave school – twelve years attendance!

Excerpt 32 is a more comprehensive statement of how the franchise owner understands the roles of the learner. The franchise owner’s written response is a summary of the ideas of the franchise owner about the nature of children as learners and how the natural inclinations of learners should be harnessed in educational contexts.

Apart from describing the language of the learner, the role of the learner is as “negotiator” (Richards & Rodgers, 2001:166) and the learner as contributor within the group, the classroom,

and to the activities is highlighted in the literature. Lesson observations did not yield examples that illustrate the learner as negotiator in the *Active English* context. However, Richards and Rodgers (2001:28) expand on the role of the learner and examples illustrating the following contributions of the learner to the *Active English* programme have been observed and described in the analyses:

(a) “Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom” (Richards & Rodgers, 2001:166). In *Active English*, learners do not plan their own learning programme but do take responsibility for their learning and completing the lessons in their workbooks (as described in Excerpt 30 and Excerpt 31).

(b) “Learners monitor and evaluate their own progress” (Richards & Rodgers, 2001:166). In *Active English*, learners take part in opportunities, for instance, for reading and spelling (as described in Excerpt 23 to Excerpt 26). There is a reading chart and spelling ladder that keeps track of their progress.

(c) “Learners are members of a group and learn by interacting with others” (Richards & Rodgers, 2001:166). In *Active English*, learners engage actively and participate with their peers in activities (as described in Excerpt 27 (language word games) as well as in Excerpt 50 and in Excerpt 51 (participation)).

(d) “Learners tutor other learners” (Richards & Rodgers, 2001:166). In *Active English*, learners do not tutor other learners but during a lesson, for instance, learners do contribute to a discussion when, for example, they enquire about the meaning or translation of a word from Afrikaans to English for a better understanding of the word or context (as described in Excerpt 42 and Excerpt 43).

(e) “Learners learn from the teacher, from other students, and from other teaching sources” (Richards & Rodgers, 2001:166). In *Active English*, learners are provided with other resources, for example, educational posters (as described in Excerpt 75) in order to learn.

Asher (as discussed in Richards and Rodgers, 2001:76) briefly concludes that learners in TPR have the primary roles of “listener and performer”, learners “listen attentively and respond physically to commands given by the teacher”. Learners are encouraged to speak when they “feel ready to speak” and “monitor and evaluate their own progress” (Richards & Rodgers, 2001:76). Examples illustrating the learner as listener and performer while producing other combinations have been identified during the lesson observations.

When focusing on the language skills, listening and speaking, the CAPS English FAL (DBE, 2011a) for Grade 1 to Grade 3 describes TPR and how this method focuses on learning language. The following is an illustration from the CAPS English FAL (DBE, 2011a:11) on how teachers in schools could implement the TPR for learning:

> [An]… excellent way of exposing children to the additional language is by giving simple instructions that they respond to physically; for example, the teacher says, 'Come here, Thabo,' with an accompanying gesture, and he responds. This method, known as Total Physical Response, has the advantage that the teacher can see immediately whether Thabo understands or not and she can provide feedback – either 'Well done, Thabo,' or she can repeat the instruction more slowly with the gesture emphasized more strongly. Classroom language (e.g. Come to the front of the class and sit on the mat) provides many opportunities for natural ways of introducing Total Physical Response. Action rhymes, too, are an excellent way of combining language with physical activity in a way that supports both understanding and memory of the language.
>
> The advantage of the … [method] Total Physical Response […] is that … [it focuses] … on learning language through listening comprehension. This takes the pressure off young learners having to speak, reduces anxiety and allows them to focus on understanding the language. However, in order to become competent users of the language, learners also have to practise speaking.

Excerpt 77 (Grade 3) and Excerpt 78 (Grade 4) are examples selected to illustrate Survey item 10: Teacher Structure of Academic Tasks and Survey item 2: Participation respectively. These observations emerged from the classroom environment survey. Apart from illustrating teacher structure of academic tasks and the facilitation of participation, the examples also illustrate how learners listen and then, physically perform the classroom activity.

Excerpt 77

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01066.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Teacher Structure of Academic Tasks** 27:34 Teacher: … And get out your spelling lists. So we can see what you have to do for … Children: Next week. […] [Teacher walks to the front of the class and sits at the table with the children] Teacher: OK, I want everybody at this table. [Children return from putting their spelling books on the teacher's table]. Come, come, come. Quickly, spelling papers out! And for next week you highlight the last row for me. Last row. 28:50 Example of: **Teacher Structure of Academic Tasks** 28:15 Teacher: Quickly sit. Books, books, books. […] 28:30 I want everybody at this table. Come, come. Quickly, spelling papers out. And for next week, you highlight the last row for me. Last row. [Teacher sits at the table with the children]. OK. Quickly. Child: OK teacherrrr. Example of: **Teacher Structure of Academic Tasks**

	29:05 Teacher: Get out your workbooks, quickly. I want us to see what we're doing today. Get out your workbooks…

For the Grade 3 group and the Grade 4 group of learners, the teacher (franchise owner) expects the learners to listen and then, physically perform an activity. For instance, Excerpt 77 illustrates the learners preparing for their spelling test. The teacher instructs the learners "get out your spelling lists" as a first instruction. The teacher then instructs the learners to come together, "I want everybody at this table". The teacher prompts the learners into action, "Come, come, come. Quickly, spelling papers out!" The next instruction is to "highlight the last row for me".

Excerpt 78

Lesson	Excerpt
Date: 08/09/2015 Video clip: M2U01073.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Participation** […] Child 3: Teacher, Teacher… Teacher: Yes… Child 3: Can we dance now? [Teacher looks at her watch]. Teacher: No. Mmm [thinks of changing her mind; continues to look in the dictionary] Let's quickly, um, how many, write your name on your paper. [Children write their name]. Child 1: Teach [approaches the teacher; other children want to hand in their page]. Teacher: OK, are we going to do the marching song? Child 2 and the other children: Yes, please! [jump up and down excitedly] Teacher: OK. Stand behind [Child's name] over there. Child 1: [tries again] Teacher … [inaudible] Teacher: Push in chairs, push in chairs. [looks at the book Child 1 is holding] Yes. Do it for homework. [Children hand in their pages and get ready for the song]. 05:25 Push in chairs! [finishes looking up a word and walks to the shelves on the other side of the classroom] OK, bring your, push in chairs and bring your dictionaries and put them away here. Child 3: Teacher I don't want to be in front. Teacher: Why not, it's your game… Child 2: I wan to! [starts marching on the spot] Child 1: Teacher, I want to… OK, I'll tell you what we'll do today, we going to be little butterflies. [children laugh and pretend to be butterflies, fluttery their arms]. [Teacher puts the dictionaries away, the children stand in a line talking to each other excitedly and making noises]. Now, when I say, you're going to just dance around or float around or what ever you want to do but then I'm going to go, butterflies, touch something and I want to see who of you know what the, what the furniture, what the stuff is in this classroom. Child 3: Yihoo! Child 2: I don't understand. So we must [grabs onto a chair] touch it and say, 'chair!' Teacher: Yes. Are you ready? OK. Child 2: Just [inaudible].

	[Teacher starts to play music from her radio]. Oops [false start]. You first gonna go round, fly, fly, fly [children are already moving their arms and hands like a butterfly]. [The music starts and the children flutter and hop in a row around the classroom. The girls giggle.] Teacher: Butterflies, touch the chair! [children laugh]. [Music continues and the game continues; with the final round, the child that touches the specific object last is out]. 11:25 Teacher: [Child's name] can have a badge. Alright, put your papers in your books. Next time, when you come, we going to go on with that. Put away the crayons nicely. I see a dictionary laying over there. [Children are packing up]. Child 4: That's [Child's name]. Teacher: Put it away [Child's name]. [In the meantime, Child 3 the winner of the game has selected her badge]. Child 2: Teacher, can't we do it again? Teacher: Not now, it's already past time to go home. You should have been gone five minutes ago. [pointing at the table] Whose paper is that? [Child's name] put your, that paper away with your book in your shelf. [Child 6 asks a question, inaudible] Yes, in your shelf. [Children continue to pack up]. 12:00 Right, what do we say when we go? Children [together]: Goodbye teacher, see you next week! Teacher: Right, goodbye everybody. 12:30

Excerpt 78 also includes instructions that require the learner to listen and physically perform the activity: "write your name on your paper" [Children write their name], 'Stand behind [Child's name] over there", "Push in chairs, push in chairs", 'bring your dictionaries and put them away here", "put your papers in your books", "Put away the crayons nicely". In addition, listening and the physical activity are integrated in order for the learner to learn language: "I'm going to go, butterflies, touch something and I want to see who of you know what the, what the furniture, what the stuff is in this classroom", "Butterflies, touch the chair!"

4.2.5.3 Summary

Researchers (identified in the literature review of Chapter 2) have listed the qualities, learner characteristics, competencies, social profiles, factors that influence language learning, information, and data that can be identified, described or collected about the learner that will influence the design or delivery of the programme. For the purpose of this study, information about the learner as collected by the franchise owner is limited; for instance, the franchise owner has not developed formal instruments to assess the level of language proficiency in each of the four skills of entering learners. However, on a practical level, the franchise owner describes how she sees the role of the learner and identifies the principles of learning at *Active English* (in particular, the learner's responsibility for learning and the influences that contribute to their learning).

The National Protocol for Assessment Grades R-12 (2012) includes a description of what is meant by a "learner profile" (Chapter 8: Management of School Learner Profiles) and an annexure of a learner's profile (DBE, 2012:37-41) is included in the document.

> A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner (DBE, 2012:28).

> (8) The pre-printed files/folders should be designed such that a Learner Profile includes the following information (See an example of a profile in Annexure D): (a) personal information; (b) medical history; (c) schools attended and record of attendance; (d) participation and achievements in extra-curricular activities; (e) areas needing additional support; and (f) learner performance (DBE, 2012:29).

Schools are required to keep a Learner Profile for each learner with confidential information about the learner, their performance, and their need for support that may have been identified. For *Active English* the franchise owner has developed the registration form but after enrolment, it is not a requirement for any teacher (franchisee) to collect similar type of information to compile a profile (the aspect of recording and reporting will be described in Excerpt 59 and Excerpt 60). However, it is important to highlight here that the inferred role of the learner, their learning of the language but also information about the learner will inform the design of this supplementary programme.

4.2.6 The roles of the teacher

In this section, the relevant data from sources related to the roles of the teacher that form part of the design components of the *Active English* programme are presented. The data sources from which information about this design element were drawn include documents, interviews, and the classroom environment survey. The researcher considers the roles of the teacher (described from Excerpts 11 and 33 to 43) to overlap with the roles of the learner (described from Excerpt 30 and Excerpt 32). In addition, in this section of the study, the examples that describe or illustrate the roles of the teacher are firstly, based on the descriptions included in the *Active English* documents from the perspective of the franchise owner and secondly, from the researcher's interviews and lesson observations.

Notably, for the process of needs assessment and decision-making, as established in literature (Graves, 2000:99-100), there would be cooperation between or input from parents, learners,

teachers, and members of the community. In this case, the teacher is the franchise owner and the observations have been conducted at the owner-operated *Active English* centre. In other words, the opportunity to observe how franchisees implement the roles of the teacher, the experiences of franchisees as teachers, and how franchisees would gather information about the children enrolled in their after school classroom-like setup, for instance, is not included in this study. Instead, the opportunity was presented for the researcher to observe the franchise owner's own classroom environment (as also established in Part 3 of this chapter).

At this point it is also important to be reminded that although the assumption is that data collection and the analysis and interpretations for the reporting of the findings would have been richer had the researcher engaged with franchisees, it is necessary to accept that franchisees must teach the materials and lessons as developed by the franchise owner. The researcher considers the interpretation of the definition of the term "franchise agreement" (see Chapter 2, Part 2) as published in the Government Gazette No:32186 of 2009 that a franchise agreement or in an undertaking of this type of business, the franchisee would also be required to implement or demonstrate the direction of the franchise owner in terms of how she, to a certain extent, prescribes or interprets the different aspects of the programme. In this case, it would include the roles of the teacher in order for learners to achieve the learning goals of the *Active English* programme.

Active English is a franchise supplementary programme. Therefore, the fact remains that the franchise package is bought by the franchisee (as described in Part 3 of this chapter in the *procedure* of the *Active English* language programme) and the franchise owner introduces and identifies the method of teaching (in the business plan, 2013) and includes material that has been developed (for *The Grade 1-7 Phonovisual Package* (Slabbert, 2013:3) and as described in Excerpt 46). The franchisee is not the designer of the language programme, as will be established, and it is also not a requirement that the franchisee plans lessons.

There are factors (such as the teacher's knowledge of the goals and objectives, information about the leaner, the content of the programme, and the teaching methods and learning and teaching support materials, described in Chapter 2) that influence a teacher's decision when planning a lesson. For the purpose of describing the roles of the teacher, the focus is on the teacher's role as decision-maker and the teacher as being able to adapt their teaching style to the classroom context.

4.2.6.1 Documents

The focus in this section will be on analysing documents and these include (as described in detail in Chapter 3) the business plan for *Active English* (2013) and the updated guide to the *Active English* methodology (2015) as well as the information presented by the Department of Basic Education of South Africa for teachers, currently available on the DBE's website (as accessed in 2016).

The franchise owner does not, necessarily, see the teacher (a franchisee) as a decision maker. The franchise owner sees the teacher as a motivator; there are characteristics or qualities that assure the franchise owner that a franchisee will encourage the learner to work through the activities and learn English. The business plan for *Active English* (2013) sets out the ideal characteristics of an *Active English* Franchisee (and teacher) as follows (Slabbert, 2013:3):

Excerpt 33

- outgoing and friendly
- self-disciplined and resilient
- prepared to adapt and absorb new ideas
- good communicator (written and verbal)
- high energy level
- extremely organized
- passion for teaching creatively
- hungry for success

The DBE also includes information for educators on its website (2016) about teaching:

> Teaching is a noble profession that requires passion, commitment, tolerance, perseverance, character and the dedication to make a difference in the lives of a diverse group of young and older children, depending on your choice of phase specialisation. This profession will afford you the opportunity to nurture and mould young and growing minds and to develop a variety of vital lifelong skills in children. Contributing to the academic and social development of children is a fulfilling experience that you should embrace (DBE, 2016).

The assumption, then, is that teachers are passionate, committed, tolerant, are able to persevere, show character, and are dedicated. Similarly, *Active English* franchisees also, ideally, have a passion for teaching and the franchise owner adds to the list of ideal characteristics of a franchisee (teacher) they should also be a "good communicator", "prepared to adapt" and "extremely organised".

The updated guide to the *Active English* methodology (2015) sets out motivation as an important component of learning (Slabbert, 2015:4) as follows:

Excerpt 34

> **Motivation and engagement** [original emphasis] are two of the most important components of learning. I have observed that children engage with physical activities such as action songs, games, describing pictures, making things useful for language learning. When children enjoy such tasks they ask for more, or they request to do it all over again. This is something we have all noticed through our own contact with children, they really do "learn through doing."
>
> One of the most effective ways to encourage young learners to learn a new language is to motivate them. The motivation of the Active English teacher plays a major role because it is observed that over time children do lose their enthusiasm, motivation and eagerness to learn.
> In this case the role of teacher is important as it is her job to encourage them by ensuring that the lessons are well prepared. There are many differences between young learners and adults.
> The attitudes of young learners are mainly influenced on how the lessons are taught (e.g. fun). I think I speak for all of us when I say that as educators we have three basic wishes:
> 1. we want our students to be happy 2. We want them to enjoy their lessons and learn English and no 3. we want them to behave appropriately. Positive parents usually have positive, happy children and it is our mission to make sure that these children stay positive and happy. The 2nd wish: 'learn as much English as possible' – is probably the easiest- if we teach in a manner which is enjoyable, relevant, purposeful and challenging. If children feel they are making progress, they experience a sense of achievement and personal satisfaction. This has a direct impact on their behavior in class - wish no 3 - 'appropriate behavior.' We need to develop each and every child's self-esteem, a child with good self-esteem is less likely to misbehave and seek negative attention. These 3 wishes form a 'triangle of influences.' At the top of the triangle - self-esteem which influences behaviour and ultimately achievement. These 3 things affects a child's academic, social and emotional well-being. Parents hold the key to children's self esteem ... teachers hold a spare one.

The "principles of learning" at *Active English* are described in Excerpt 30 and one of the principles is that learning is based on the learner's "interest", "attention", and "need". The franchise owner adds to the principles of learning and identifies two components of learning, "motivation" and "engagement". Children "learn through doing", in other words, by active participation and one of the ways to encourage learners to learn a new language is "to motivate them". When a leaner enjoys an activity or task, they will ask the teacher "to do it all over again" (as described in Excerpt 78). Not only does the attitude of the teacher (as described in Excerpt 30) influence the learner's attitude towards learning but their efforts to motivate the learner and "how the lessons are taught" also influence learning, the learner remains "more enthusiastic about learning a language" (as described in Excerpt 35). The role of teacher is important "as it is her job to encourage" (and to praise, as added in Excerpt 35) the learners by ensuring the lessons are well prepared.

The DBE (2016) includes information for educators on their website. Amongst other responsibilities, educators are also expected to:

- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country (DBE, 2016).

This expectation places emphasis on the quality of education in South Africa (that was briefly addressed in the introductory remarks of the franchise owner during her interview, in Excerpt 4)

but also confirms that “attitude” plays a role in teaching. In addition to attitude, the franchise owner believes a teacher’s style of teaching should be “enjoyable, relevant, purposeful and challenging”. Furthermore, in Excerpt 11 and Excerpt 12 a positive attitude was described as contributory to learning but also to developing positive self-esteem.

The franchise owner expresses that ideally, there is a “triangle of influences” that impact a learner’s decision to learn: 1. enjoyment of learning English (as described in Excerpt 35, ‘learners get motivated by different methods and techniques used by their teachers’); 2. learners feeling they are “making progress” and “experience a sense of achievement” and “personal satisfaction”; 3. self-esteem influences behaviour and achievement. These influences affect the learners’ “academic, social, and emotional well-bring”. One of the roles of the teacher as decision-maker is that the teacher needs to create a space where children are able to learn English (see the underlined section in Excerpt 37 that follows).

The updated guide to the *Active English* methodology (2015) sets out the role of the teacher (Slabbert, 2015:5-6) as follows:

Excerpt 35

> Teachers are crucial in the motivation of young learners. Nowadays, there are many ways of arousing the learners' interest especially when they are carrying out a task. First of all it is important to point out the goals of the tasks as it is necessary for learners to be aware of them.
> For instance a guessing game has a language learning goal of producing questions. The topics and tasks should be interesting in order to engage the learners. Game activities provide pleasure and fun. Young learners get motivated by different methods and techniques used by their teachers, for example by designing them enjoyable learning activities, playing educational games with them and encouraging them to participate in class by giving answers to as many questions as possible no matter how incorrect their answers are. Good teachers do anything they possibly can in order to capture the children's attention and maintain their interest throughout the lesson. They try to turn their classroom into positive learning environments. I have observed that young learners, especially between the ages of six to nine relate better to physical activities such as songs where they can be active, games, matching words to pictures, playing dictionary games etc. These types of activities trigger children's interest as they all enjoy them and always, always ask for more. Young learners from the age of 3 to 6 enjoy songs and stories.
> We know that a teacher's job is to praised and encourage. It is important to point out the benefits and the usefulness of learning English as a Second Language. … When teaching, one of the most important things is for a teacher to make the lessons come alive by using her voice, facial expressions and hands to engage their attention. Young learners love talking about their personal experiences, their families, food and animals, friends, hobbies etc., so it is a relatively easy task to motivate and promote them into becoming active participants in the classroom.
> Young learners usually lose their excitement doing grammar tasks. They get easily bored and become less engaged because they struggle with such tasks. Movement is a crucial element to motivating young learners. To prevent children from being bored in class, teachers must them up out of their seats and do activities involving movement. Children can be rewarded with stickers or badges when they do well with their work.
> Undoubtedly, there are many differences between young learners and adults. The attitudes of young learners are mainly influenced on how the lessons are taught (e.g. fun). Another important

difference found in their attitudes is that young learners are more enthusiastic about learning a language, while adults lose their interest over the years.

The franchise owner explains that “good teachers”: 1. motivate learners; 2. encourage learners to participate (and praise learners); 3. use different types of activities to ‘trigger’ a learner’s interest; 4. capture the learner’s attention; 5. maintain leaner’s interest throughout the lesson; 6. turn their classroom into positive learning environments (by making the lessons “come alive”, engaging the learner’s attention, and motivating learners to participate actively).

One way to “trigger interest” is through TPR, when the teacher uses “voice, facial expressions and hands” to engage the learner’s attention and also, motivates learners by using movement, “teachers must [get] them [the learners] up out of their seats and do activities involving movement”. TPR is a “method that is undemanding in terms of linguistic production and that involves gamelike movements reduces learner stress, … and creates a positive mood in the learner, which facilitates learning” (Richards & Rodgers, 2001:73). Although not, necessarily, part of TPR, interest can also be triggered by rewarding learners (with stickers or badges).

4.2.6.2 Interviews

When describing the roles of the teacher, in terms of the role as decision-maker (in Excerpt 36) part of the franchise owner’s response to Question 10 of the interview protocol was as follows:

Excerpt 36

Researcher: In your opinion, as part of a ‘good’ language programme, how do you determine the needs of the learners? Describe and expand on how you understand the role of the learner, the role of the parent, **and the role of the teacher** (franchisee).

M2U01144.MPG
Date: 08/12/2015

24:52 Franchisor: OK, um, [looking at the written reply as guide] what I’ve said, I’m going to start with the teacher [the role of the teacher] first of all. I think, a very, very important ingredient is humour. [both smile and laugh a little] OK. If you don’t have a sense of humour you are not going to have very far with your students. Because for me also, um, humour is not inherited by a child. It’s something that a child is taught. So, um, that, and if you do, something is fun and they [the children are] laughing, they become so much more creative. So for me laughter and humour has the power, that we can harness to teach these children. Because they remember things better if they laughed about it. And then I say that, um, [looking at the written reply as guide] they like being silly children. And then it’s, you know, you the normal thing would be, sit down, behave yourself, stop being silly. But this is just the child’s way of expressing themselves. Because, I think, if you get a teacher whose very strict [pauses] and I’ve had a franchisee or two that have moved on, they were too strict with the children.

26:11 Researcher: It was like school. Franchisor: It was like school. Sit down, you know, work, and that. And I think that, um, when they are being silly, this is a part of their development and

> the silliness is sometimes being very creative. [pauses] OK. And then, children that are creative have got better mental flexibility than, um, so, later on, they become better problem solvers.
>
> M2U01145.MPG
> Date: 08/12/2015
>
> […]
>
> 16:55 The teacher, [looking at the written reply as guide] I said, first of all, the teacher has to have confidence in *her* proficiency. Because if she doesn't have that, how is she going to pass it on to the children? Um, she's gotta be pleasant and friendly, and cheerful. Um, her, whatever goes on at home or whatever has got absolutely nothing to do with the children that day. And she's a role model for the children. So, um, she also needs say to the children that there are class rules and that we have to give, be tolerant of each other. So that, those are important things, you know, it's no use shouting at a child the whole time. You don't get nothing out of it. We've had difficult children and [Teacher's name] [the franchise owner acknowledges another teacher who is present at the *Active* English centre during the interview but not part of the interview] will say to me, I'm at this nursery school and this child is doing this, and this, and this. And then I say, you know what, when you go there next week, call him [the child] and give him little jobs to do for you. And usually that children just changes [uses her hand to demonstrate changing] like that. Because maybe at home he's never doing anything right. 18:08 Um, then I said, it's important that the teacher um, also explains to the children how many different languages there are in the world. How many, um, there's a bigger world out there. And I think that's something that children also need know and the environment needs to be informal and relaxed. Where the children feel, I can communicate here and nobody's going to over correct me the whole time. 18:40

The main quality that the teacher draws on to connect with learners is "confidence". The teacher "has to have confidence in *her* [emphasis from interview] proficiency" in order to "pass it on" to the learner. The teacher also needs to incorporate other qualities in their teaching style in order to engage the learner: They have to be pleasant, friendly, cheerful, a role model, teach tolerance, provide discipline, explain well, and create an 'informal and relaxed' classroom environment. In this way, the learners, not only expresses themselves but "children that are creative have got better mental flexibility … so, later on, they become better problem solvers". For the franchise owner, the role of the teacher encompasses more than, for example, someone rigid when it comes to discipline. When a child is learning through fun, they are more creative and "they remember things better if they laughed about it" (as described in Example 47, "laughter and fun bring out their growing powers of reasoning and creativity") and if a child is "silly", it is the "child's way of expressing themselves".

In comparison, the National Curriculum Statement Grades R-12 (2011a:5) aims to produce learners that are able to "demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation". For the franchise owner it is important learners are able to express themselves, have fun while learning, be confident and be creative because later on, these learners are able to do well in problem solving contexts.

In addition to the interview, the following is the franchise owner's written response to Question 10 on the roles of the teacher:

Excerpt 37

> The Active English teacher needs to have adequate training and knowledge of the Active English curriculum and methodology. Furthermore, the teachers' roles are:-
>
> - To have confidence in *their* proficiency, so they can instil confidence in their learners
> - To be a constant force of motivation
> - To create a positive learning environment full of encouragement
> - To be an important role model, always displaying cheerful behavior and friendliness
> - It is important for teachers to listen to what their learners have to say
> - The teachers needs to let the children know that there are class rules and they need to be tolerant of one another
> - It is important for the teacher to raise awareness about other languages or how many languages are spoken in the world and particularly in Africa
> - The Active English curriculum lends itself to different cultures and discoveries and in so doing creates awareness that there is a big world out there waiting to be discovered
> - The use of facial expression, gestures, visual aids and the demonstration of actions by the teacher herself are important because we want learners to be able to understand English without having to explain everything to them in their mother-tongue
> - **Teachers need to ensure that the learning environment is informal and relaxed as children learn much more language naturally when they feel they can speak freely without being over corrected** [researcher's emphasis]

Teacher quality plays a crucial role in learner performance (Van der Berg, *et al*. 2011:5). The franchise owner has mapped out the qualities and attributes of a teacher when writing about the role of the teacher at *Active English*. For instance, a teacher needs to have confidence, be "a force of motivation", encourage learners, be a role model, be friendly and pleasant, listen to learners, provide discipline, and raise awareness, for instance, about other languages.

By incorporating these attributes into their teaching style, the teacher is better equipped to engage the learner in order for the learner to "understand English", "speak freely", and be aware there is a "big world out there waiting to be discovered". More specifically, the teacher uses communicative techniques and TPR, "facial expression, gestures, visual aids and the demonstration of actions" to engage the learner. Ultimately, a teacher contributes to creating a classroom environment that is conducive for the learner to learn English, "children learn much more language naturally when they feel they can speak freely without being over corrected".

4.2.6.3 Classroom Environment Survey

During the opportunities for lesson observation, the researcher completed a classroom environment survey. The results of the observation presented information related to the role of the teacher as decision-maker.

The survey items that provide insight into the role of the teacher as decision-maker are Survey item 7: Classroom Management (Daniel, *et al*., 2008) and Survey item 8: Teacher Support (described later). The description of Survey item 7: Classroom Management includes:

- There appears to be a clear set of rules for students to follow.
- Teacher deals consistently with students who break rules.
- Children appear to understand what they are expected to do.
- Most children demonstrate positive behaviour.

The way the franchise owner (as teacher) managed her classroom consistently was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 3 & Grade 4	

For both the Grade 3 and Grade 4 groups, the researcher observed the teacher's (in this case, franchise owner) management of her classroom often. The following transcription of the lesson observations in Excerpt 38 (Grade 3) and Excerpt 39 (Grade 4) are examples selected to illustrate Survey item 7: Classroom Management as an item of the classroom environment survey but also as examples of the teacher's role at *Active English* as described by the franchise owner. These examples also illustrate the role of the teacher (in this case, the franchise owner) as decision-maker when she naturally applies the qualities, attributes, and skills described and listed in the *Active English* documentation in order to engage with her learners and create an informal classroom-like environment for learning English.

Excerpt 38

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01066.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Classroom Management** 07:58 Teacher: Alright, guys, listen. Get ready for your spelling test, please. Example of: **Classroom Management** 08:10 Child: Teacher, teacher… Teacher: No, [Child's name] is the only voice I want to hear.
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Classroom Management** 10:32 Teacher: Question time. You put up your hand, you don't shout out.
Date: 07/09/2015 Video clip: M2U01068.MPG	Example of: **Classroom Management** [Children start becoming upset because they would also like a

Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	turn; they would like to play both roles and ask questions too]. 00:54 Teacher: Let's sit down. Sit, sit, sit. Let's give the person in the front, I want to only hear that person's voice and the one asking the question.
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Classroom Management** 12:29 – 12:52 Child: Teacher… Teacher: Yes. Child 1: May I borrow a pencil? Teacher: Ja, penciiils. We had a big pencil palaver just now… Guys, when you borrow my pencils… Child 2: Bring it back! Teacher: You don't always give them back to me and then the next class comes and then I struggle to find pencils…
Date: 19/09/2015 Video clip: M2U01117.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Classroom Management** [Parents have given permission for this child to take part in the study] 09:02 – 09:38 Teacher: OK, here's somebody who did not learn [looks at the name on the spelling book] [Child's name] Child: I didn't learn. Teacher: Why not? Child: Because I went, I am going to play tomorrow in a concert. Of piano. And I practised my, um, piece because I only got it on Saturday and tomorrow night is the concert. Teacher: But you had this last week. Child: But I studied on a Saturday. Teacher: Well you should study in the week too. Child: Sorry, it's too busy… Way to busy…

For the Grade 3 group, the teacher has the respect of the learners and there are basic classroom rules. The teacher gave clear instructions, for example, for learners to take out their workbooks, for learners to pay attention, or for learners to settle down. The assumption is also that because it is a small group of learners (from five to eleven learners) it is easier to ensure that all learners know what is expected. Learners demonstrated positive behaviour (although some, as expected, are not always in favour of spelling tests).

For the Grade 4 group, the learners also respect the teacher. The same basic classroom rules also applied during this lesson; for instance, this included bringing spelling books to class and packing reading books. The teacher gave clear instructions, for example, for learners to take out their workbook and had conditions for receiving rewards (stickers and badges).

Excerpt 39

Lesson	Excerpt
Date: 08/09/2015 Video clip: M2U01071.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Classroom Management** 09:18 – 10:42 Teacher: Darling where's your spelling book? You can't come here every week and ask, can I have a piece of paper. It's your responsibility to look after your spelling book and to make sure you bring it to class every week. Where is it? Child: Ma'am I left it at home. Teacher: Why? Child: I forgot to put it in my bag, ma'am. Teacher: But my sweetie, you've gotta make sure you bring it to

	English you know we write spelling tests every week. Did you look in your shelf nicely [points to the shelf], if it's there? Child: Ma'am I left it at home. Teacher: Did you? Child: [nods] Teacher: OK. There's [pointing to the paper] paper over there. Next time you make sure you bring it back. Child: Over here? [motions to the paper] Teacher: Yes. OK. Now, guys remember what I told you last week [addresses the group of children], at the end of the year, when I have my prize giving, I can't remember who learned their words and who didn't. So what do I do? I take your spelling book and I go and check your spelling book and according to that, I decide whether you getting a certificate for spelling or not. So if I don't have your book, because when we write on pieces of paper, we usually throw the pieces of paper away, am I right? Child 2: Yes. Teacher: And then? Child 3: Gone. Gone. Gone and gone. Teacher: OK.
Date: 20/09/2015 Video clip: M2U01121.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Classroom Management** 25:49 Teacher: You may go, bye bye. What do we say, when we go? Children [together]: Goodbye teacher, see you next week! Child: Have a lovely week. Teacher: [A child gives the teacher a hug] Bye bye sweetie and learn your words, please. I'm not saying it's you, you always learn. […] You do too! You were all good today. Most of you only got one wrong. […] Child 4: I, I just made a simple mistake. Teacher: A silly mistake. Child 2: Me too. Teacher: Yes. 26:18

The learners understood what they were expected to do (for instance, learn their spelling words, keep their spelling book at *Active English*) but they did not always remember or followed what they were instructed to do. The teacher remained positive and reinforced some of the rules at *Active English*, for instance, as is seen in the bold and underlined sections in Excerpt 38.

Although there appears to be discipline, the learners have the freedom to express themselves and the teacher (in this case, the franchise owner) listened to the learner. The underlined and bold section in Excerpt 37 illustrates how the teacher listened to the learner without creating a negative or tense atmosphere even when the learner did not learn their spelling words due to pressure with her / his piano lessons. The teacher is also friendly, for instance, addressing individual learners with terms of affection and she also creates an informal and relaxed classroom atmosphere (see the underlined and bold sections in Excerpt 39).

The other survey item that provides insight into the role of the teacher as decision-maker is Survey item 8: Teacher Support (Daniel, *et al*., 2008). The description of this survey item includes:

- The teacher takes personal interest in the learners.
- The teacher listens to and respects each child's point of view.
- Teacher appears to have high expectations for all students to perform and behave.
- Teacher attends appropriately to all students, not just a few.
- Teacher appears to accept and be responsive to individual differences in students.

The clear way the franchise owner (as teacher) has created rapport with her learners was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 3 & Grade 4	

The teacher (in this case, the franchise owner) creates an informal and relaxed learning environment at *Active English*. One way of creating a positive learning atmosphere is by supporting the learner. Excerpt 40 (Grade 3) and Excerpt 41 (Grade 4) are examples selected to illustrate Survey item 8: Teacher Support as an item of the classroom environment survey but also as examples of how the teacher supports the learners, for instance, by taking a personal interest in the learners, listening, and allowing the learner to express themselves in a conversation in English.

Excerpt 40

Lesson	Excerpt
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Teacher Support** 00:08 Child: How much stickers must we have for… Another child: 21 Teacher: 21 for the reading.
Date: 19/09/2015 Video clip: M2U01115.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Teacher Support** 18:32 – 18:48 Teacher: […] So that means I don't want to see spelling mistakes. I've fixed this one up [looking at a rough draft design] Who does this one belong to? Child: [Child's name] Child: [Child's name] Teacher: Where's she today? Child 1: She's very sick. Teacher: Why? Child: Don't know. Child: Teacher [meaning a teacher at school] told us. Child: She's sick.

	Child 2: Teacher told us she's sick. Child: She's sick. Teacher: OK. Has she got flu or what? Put this [handing the page to one of the children] in her shelf just now.

In the Grade 3 group, the teacher asks about learners who are absent. When a learner is absent from the Grade 3 group, for instance, the teacher asks the learner's peers about the learner and is interested in why the learner is sick. The teacher encourages learners to participate, to work, and to read; at the end of the year, there are certificates that are awarded during prize giving as well as over 40 trophies.

Excerpt 41

Lesson	Excerpt
Date: 08/09/2015 Video clip: M2U01072.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Teacher Support** and **Afrikaans** [Parents have given permission for this child to take part in the study] [Teacher continues typing on her laptop. Children are doing their work.] 13:52 – 16:38 Teacher: I'm enjoying my chocolate [Child's name] Child: [inaudible] … It's marvellous! Teacher: How's your dad doing. Child: Good. Teacher: What did he tell you about [Country's name]. Child: There it's different clothes that you wear. Teacher: Hmm. Child: It's other matcherts, uh, materiaal. Teacher: Material. Child: Yes. Teacher: Is it like cotton? Child: Yes, Teacher but it's thick. Teacher: Is it? But isn't it very hot there? Child: Yes, Teacher but they wear it. And there is a thing, like, a road der [there]. Teacher: Hmm? Child: Yes, Teacher. Teacher: What, did he bring you anything? Child: Yes, Teacher! I'll, I'll, next week I'll [inaudible] Teacher.
Date: 20/09/2015 Video clip: M2U01120.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Teacher Support** [Teacher is assisting a child (Child 10) to look for a reading book; she recommends some of the books on the shelf appropriate for the child to read]: 01:15 – 02:02 Teacher: … So I would go for something, um, [looks at the titles of the books] I would go for like, Nancy Drew. Have you read Nancy Drew books? Child: I have. Child 10: The one. Teacher: OK. Um, have you read the Hardy Boys? Child 10: [inaudible] Teacher: OK, the Hardy Boy books are not just for boys. But they're really exciting because there all sorts of things that happen [flips through the book and shows the child] and look there, this will read much faster than that other book. Child 10: [inaudible]

	Teacher: Try Hardy Boys. 01:48 And then… [Keeps look at other books] Child 2: Teacher, where's… [inaudible] Teacher: The Secret Seven are good. Child 10: I've heard of it. Teacher: The Secret Seven are good. And then, my favourite were always Nancy Drew books. 02:02
Date: 20/09/2015 Video clip: M2U01120.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Teacher Support** 02:20 – 03:30 Teacher: Oh and by the way, if you look at these books here [selects a collection] OK, let me tell you about them… [another child comes closer]. These books are what we call classical books. […] 03:45 Teacher: Remember one thing, we can't get ideas for stories by playing video games. […] We can only get ideas for story, for, for to write things by reading. OK? So, that's where we get our words from that's where we see how people describe things by what we read.

In the Grade 4 group, sometimes, learners will have a conversation with the teacher about someone they know or a place they have been. When a learner in the Grade 4 group brings a gift for the teacher from her father who has returned from another country, the teacher asks the learner to share more about the country the learner's father has visited. The teacher seems genuinely interested and does not dismiss the opportunity to have a conversation, in English, with the learner. The teacher also shares her experience, especially, in selecting appropriate reading books.

The teacher attends to learners in both grade groups in the same way when she assists individual learners to select an appropriate book for reading at home. For instance, the teacher explains options that may be interesting for the learner when she discusses choices of books. Later on, the teacher explains what is meant by books and stories that are considered classics to all the learners. With this explanation, learners have greater insight and will be able to make a better choice when selecting a book for reading at home.

A programme or course can be taught in a number of ways and the assumption is that the teacher is equipped to use the resources to assist the learner to learn (in this case, a language) (Graves, 2000:20-21; Yaden, 1987:51). Teachers should know their teaching style, their competence, and their teaching expertise (Lindeque, *et al*., 2011:108&110) amongst other abilities, adapt their teaching style to the classroom context, and use different methods and techniques when teaching a lesson. Particularly, for language teaching, teachers have to be proficient in the target language (in this case, English). This is also supported in the *Active English approach* (see the underlined and bold sections in Excerpts 36 and 37).

Included in her written response to Question 10 about the role of the teacher, the franchise owner summarises (as described in Excerpt 37) her understanding of the roles of a teacher (and the assumption is that the qualities and attributes listed are also what the franchise owner considers when a franchisee applies to purchase the franchise package). Included in the franchise package that is bought by the franchisee, the franchise owner also offers additional training opportunities for the franchisee ("20 hours in total - hands on assistant teaching" as stated in the outline of the franchise package, in Excerpt 79).

Apart from the survey items that were originally adapted and included in the classroom environment survey, the researcher identified and described two additional items (described in Chapter 3) that emerged during the classroom and lesson observations, motivation and reinforcement and the Afrikaans-English bilingual abilities of the teacher. The following examples illustrate the language proficiency of the teacher (in this case, the franchise owner) but also, her ability to adapt her teaching style to the classroom context during a lesson. The survey item that provided insight and illustrated the proficiency of the franchise owner in the home language in order to communicate content knowledge in English is Survey item 13: Afrikaans (researcher's own description). The description of this survey item includes:

- Children try to answer a question or try to explain but cannot remember the English word.
- Child will express her/himself but uses an Afrikaans word when she/he is trying to remember the English word.
- The teacher corrects or does not correct the child but understands the meaning of the explanation with the Afrikaans word being used to substitute the English word.

Code-switching[98] was observed by the researcher during the lesson observations and is reported on as follows:

[98] Code-switching is described as a dimension of bilingualism and Wei (2000:16) explains that there is "a widespread impression that bilingual speakers code-switch because they cannot express themselves adequately in one language. This may be true to some extent when a bilingual is momentarily lost for words in one of his or her languages. However, code-switching is an extremely common practice among bilinguals and takes many forms". In this case, the assumption is that the learners could be using Afrikaans in order to understand a word or phrase in English because they either do not know the word or phrase in English or cannot remember the word or phrase in English. Probyn (2009:129) suggests "as teachers and learners generally share a common home language, a natural communicative response is for both teachers and learners to codeswitch. However, this has not been sanctioned in teacher training in the past and many teachers regard codeswitching as illicit, a sign of linguistic and pedagogic incompetence, rather than a valid communicative strategy". At *Active English*, code-switching is accepted.

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 3 & Grade 4	

For the Grade 3 and Grade 4 groups, the researcher often observed the bilingual abilities of the teacher. *Active English* is mainly attended by Afrikaans–English bilingual children (as established earlier, in the description of the language history of learners and parents). Excerpt 42 (Grade 3) and Excerpt 43 (Grade 4) are examples selected to illustrate Survey item 13: Afrikaans as an item of the classroom environment survey but also as an example of the teacher's role at *Active English* adapting their teaching style to facilitate the communication process for learners to learn English. In other words, using Afrikaans during a lesson is an example of adaptation but it is a specific adaptation to a bilingual group.

Excerpt 42

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Afrikaans** 08:19 Teacher: …Sometimes we get, like, we call, what is that shape? Children: Sekelmaan, sekelmaan [Crescent moon, crescent moon]. Teacher: Yes, in English? [pause] It's called a crescent moon. A crescent moon. But it [the moon] doesn't really change shape…
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Afrikaans** 19:14 [addressing the group] Remember, what's that important thing when we ask a question? Child: 'n Vraagteken [A question mark]. Teacher and other children: A question mark. Good. […] Example of: **Afrikaans** 19:26 – 19:40 Child: Teacher, what is that word. It's in Cape Town. Die waterval [The waterfall]. Teacher: The Waterfront. Child: Ja. [light nervous laugh] Teacher: [writing] Waterfront. Example of: **Afrikaans** 19:52 Child: Teacher, teacher, <u>hoe spel 'n mens, ek ry op a boot?</u> [Teacher, teacher, how do you spell, I ride on a boat?] Teacher: I ride, I travel by boat. It depends how you want to do it.
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Afrikaans** 25:26 – 25:52 Child: Teacher, what is 'volwassene' in Aff, uh, in English? [Teacher, what is 'adult' in Aff, uh, in English?] Teacher: Oh, that's a good one! What is 'volwassene', somebody? [What is 'adult' somebody?] Child: Um… Child: Parent. Child: Adult. Teacher: Mmm, adults. Good. Adults.

In general, when learners tried to express themselves in English there was a pause when they were struggling to find the English word, and it was clear that they knew the word in Afrikaans. The teacher did not allow a learner to speak in Afrikaans but asked the other learners in the class if they knew the English word. In other instances, the teacher would provide the English word and allow the learner to continue with the expression of their thoughts. Earlier in this chapter (in the discussion of Excerpt 11) the concept of code-switching is described as part of bilingualism and Meisel (2000:345) explains that "codeswitching is a common phenomenon, among young bilinguals… Bilingual children often appear to use it as a kind of "relief strategy" when the necessary linguistic material is more easily available in the other language…".

Excerpt 43

Lesson	Excerpt
Date: 08/09/2015 Video clip: M2U01072.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Afrikaans** 16:38 – 17:16 Child 1: Teacher how did you, uh, rugby is mos [actually] in Afrikaans, so how do you say it in English? Teacher: How do you spell it, uh, in English? Rugby is a English word. Child 1: Oh. Teacher: In Afrikaans it's called, ook rugby. Child 2: Rig bei [In Afrikaans the pronunciation sounds like 'rig' [back] and 'bei' [bee]]. Teacher: [laughs] I think it's still. It's rugby in Afrikaans and in English it's rugby. I don't know what in Afrikaans… Ja, it's rugby. Child 3: R u b. Child 1: Same. [laughs] Teacher: Same. Child 3: y. Child 2: Don't use my language...

There is a history of understanding the concept of language proficiency in bilingual education (Cummins, 2000:76). Afrikaans-English bilingualism in South Africa is described in terms of how speech communities (Stell, 2009:103) contribute to a better understanding of how bilinguals identify with a speech community. For example, through their language contacts or areas of language contacts such as "languages used in the home, in the community, in the school, in the mass media of communication, and in his correspondence" (Mackey, 2000:29).

Without venturing into linguistic identity-marking (Stell, 2009:103-104), for the purposes of this study, the assumption is that the learners enrolled in the Grade 3 and Grade 4 groups and most plausibly, in the owner-operated *Active English* centre, are part of an Afrikaans speech community that hold high levels of proficiency in English as an additional language. In addition, the researcher considers that the teacher, in this case, the franchise owner (who is, herself, a bilingual with Afrikaans as her home language, see Excerpt 6) uses Afrikaans to support the

learner as they build on and acquire English as a second language in terms of literacy and language skills (as understood by the concept of “additive bilingualism” (included in the analysis of Excerpt 3 from the DBE’s description DBE, 2011a:8-9)).

When learners use Afrikaans words or phrases, the teacher allows the learners to develop their speaking ability at their own pace. For example, the teacher does not interrupt the learner when they ask a question in Afrikaans or when they express their thoughts and cannot think of the English word but ask for clarification. For example, in the underlined section in Excerpt 41 that relates to the child’s search for the English translation of the word “materiaal” (“fabric” in English). The teacher also does not correct mistakes in speech when the learner tries to pronounce a word in English but understands the meaning and context in which the learner is using the language. For example, in the underlined section in Excerpt 42 where the teacher responds in English to the child’s Afrikaans question related to the verb used to describe travelling by boat.

The teacher also plays an active and direct role in teaching when she provides opportunities during the lesson for learning as learners are exposed to new English words. For instance, the introduction of the words “sekelmaan” (“crescent moon” in English) and “vraagteken” (“question mark” in English) (in Excerpt 42). In another case, the teacher points out that the spelling of the term “rugby” is the same in Afrikaans and English (see Excerpt 43).

4.2.6.4 Summary

The main role of the teacher is “to facilitate the communication process” and the classroom activities (Richards & Rodgers, 2001:167), and the teacher plays the role as a “decision-maker” (Nieuwoudt & Nieuwoudt, 2011:312). Similar to the communicative method, Asher (as discussed in Richards and Rodgers, 2001:76) briefly concludes that teachers in TPR play “an active and direct role” in teaching but more so “provide opportunities for learning”, exposure to the language, and “allow speaking abilities to develop in learners at the learners’ own natural pace”. Teachers refrain from interrupting and correcting mistakes in speech in the beginning but intervene more when the learner’s speech becomes “fine-tuned” (Richards & Rodgers, 2001:76).

The franchise owner describes the roles of the teacher (for the franchisee) clearly in her written response to the researcher’s interview question but has also incorporated what she lists as the “components of learning”, motivation, encouragement, and praise in lessons she presents to

Grade 3 and Grade 4 learners at *Active English*. As a teacher, the franchise owner applies and adapts the qualities that a teacher should draw on to connect with learners, “humour” and “confidence” in her own teaching style and proficiency in English. She also facilitates the communication process and is involved in teaching when, during a lesson, she creates a positive (classroom-like) learning environment (as illustrated in Excerpt 35) as well as opportunities for learners to be exposed to English and in turn, develop their use of English naturally, for instance, in informal conversations with the teacher.

4.2.7 The role and development of learning materials

In this section, the relevant data from sources related to the role and development of learning materials that form part of the design component of the *Active English* programme are presented. The data sources from which information were drawn include documents, interviews and the classroom environment survey. Examples illustrating the role and development of learning materials are analysed and reported on in terms of the CLT method to teaching a second language (including text-based materials, task-based materials aimed at communication activities, and realia) and the TPR method to teaching a second language (for example, teacher's voice, actions, and gestures as well as common classroom objects and supporting materials, and realia).

> …language and content [in the instruction of second language learners] will be acquired most successfully when students are challenged cognitively but provided with the contextual and linguistic supports or scaffolds required for successful task completion (Cummins, 2000:71).

The decisions about the primary goal of materials (to present and practice content, see for example the underlined and bold parts in Excerpt 14) and to facilitate communicative language use (see for example the underlined and bold parts in Excerpt 36), the form of materials (for example, workbooks as described in Chapter 3 and in Excerpt 54), and the abilities of the teacher (as clarified in Excerpt 37) have already been described in this study and contribute to the role of instructional material within a method (Richards & Rodgers, 2001:29-30; Graves, 2000:150). It has been established that *Active English* does not offer a public record of the curriculum (as described in Excerpt 74) or offer a formal syllabus (as described in Excerpt 14). However, the franchise owner has developed the programme and materials (such as the Phono-visual charts, the annual themed lessons, the workbooks, the crafts, the incentives (badges) and a language reference book) as part of the planned design of *Active English*.

These materials are a matter of record for the franchisees, parents, and the learners in South Africa who are enrolled in this supplementary programme.

The role of instructional materials “are primarily to promote communicative language use” (Richards & Rodgers, 2001:168) and three kinds of materials (text-based, task-based, and realia, as described in Richards and Rodgers, 2001:169&170) are identified. Excerpts that illustrate materials and activities at *Active English* were noted during the lesson observations and are analysed to show how learners can achieve the educational objectives and reach the goal of the programme. In association with the communicative method, excerpts have also been selected that illustrate TPR. Asher (as discussed in Richards and Rodgers, 2001:76-77) briefly concludes that “there is generally no basic text” in TPR. In the beginning, “lessons may not require the use of materials” because the teacher will use their “voice, actions, and gestures” and then classroom objects (books, pens, and furniture) as the basis for classroom activities. Later, the teacher will make or collect supporting materials (pictures, word posters, and realia) to reinforce teaching points.

4.2.7.1 Documents

In order to provide a comprehensive understanding of how the franchise owner viewed the role and development of learning materials, the researcher considers that this component of the design element of the programme overlaps to an extent with the component on the selection of programme content. With a clear focus on and analysis of the learning materials that have been identified, Excerpt 14 to Excerpt 17 and Excerpt 79 illustrate the selection of programme content for communicative language use in association with the communicative method, to illustrate TPR. Therefore, the following reporting of findings from the analysis of documents that describe the role and development of learning materials may also include brief descriptions of materials (but exclude the excerpts that illustrate the content) selected by the franchise owner.

ii. Task-based materials (communication activities)

With task-based materials, task-based communication activities are used in class. These include, for example, pair-communication practice materials; a variety of games; activity cards; and exercise handbooks and practice booklets (Richards & Rodgers, 2001:169). The updated guide to the *Active English* methodology (2015) sets out how an *Active English* teacher and franchisee can adapt more task-based learning skills in order to improve a students’ language skills and ensure a better communicative experience (Slabbert, 2015:2-4) as follows:

Excerpt 44

> More **task-based** [original emphasis] learning skills should be adapted in order to promote students' language skills. Young learners show more enthusiasm in class than older learners as they are less likely to lose their excitement and become bored.
>
> We have seen that young learners learn a second language better than older learners. They are enthusiastic, interested in experiencing a new language and always prepared to enjoy activities, such as games, songs, tasks in which they can create things and also enjoy speaking tasks that have a communicative value. Most researchers agree that if someone wants to learn a new language with efficiency, he has to follow three important conditions rules: the exposure of the language, the use of it and the motivation. It is therefore, important to encourage learners, especially when they are young, to interact in class by using the target language. Interaction offers the opportunity to students to acquire a variety of speaking skills they need in order to manage conversations on their own. Second language acquisition takes place when the input has a meaning, when it can be understood and when it is interesting to the learners. There are many advantages when children start learning a second language at a very young age. When they are still young their language and personality are still developing and this allows them to have more positive attitudes towards learning a new language than adults.
>
> 'Tasks' can be perceived as activities that include the practise of grammar, reading and writing. But there is another definition where 'task' is considered as an activity that has a communicative purpose and a specific outcome, such as using the target language not only in the limits of a classroom, but also in real life situations. In such tasks where there is a communicative purpose, the importance is on understanding and carrying out the meanings in order to accomplish the task as well as can be. Learners can then practice the target language in a meaningful way.
>
> Learning English is very important, it is the most commonly used language in the world. We have established that the best time to start learning English is at a very young age, because young learners can acquire a new language much easier in contrast to an adult learner.
>
> Learning should not be limited within the confinements of a classroom. Lessons can also be taught outdoors sometimes e.g. when we do the 'scavenger hunt.' From this we saw how the children enjoyed running around outside collecting herbs, feathers etc. We have seen that young learners can learn a language through different circumstances; they have a great ability in enjoying themselves and can learn by having fun. For instance, experience has taught us that when children enjoy themselves in an activity they get completely focused and they want to carry on with it.
>
> We know that young learners are full of energy, eagerness and enthusiasm and enjoy things like pictures, stories and games which increase their interest in learning. They have a positive attitude towards learning and it is very important to praise them and point out the usefulness of learning. There are so many kinds of activities that are suitable for young learners we just need to create or find them. Use games and songs with actions, total physical response activities, tasks that involve colouring, cutting and sticking and repetitive speaking activities that have obvious communicative value. Children enjoy lots of repetition, in particular when they learn stories or when they learn new skills. They like to ask questions all the time, they are curious about everything. They like working with others and also learn from them.

The updated guide to the *Active English* methodology (2015) sets out how an *Active English* teacher and franchisee can adapt more task-based learning skills in order to improve a students' language skills and ensure a better communicative experience (Slabbert, 2015:2-4). The franchise owner interprets conditions for learning a new language efficiently as follows: "the exposure of the language, the use of it and the motivation". Similarly, the franchise owner also interprets that a second language is learned when: 1. learners interact in class using the target

language; 2. acquire “a variety of speaking skills” to manage conversations on their own; 3. input has meaning; 4. input can be understood; 5. input is interesting to the learner; 6. a learner is young and can develop their language and have a positive attitude towards learning a new language.

The franchise owner explains that learners practice the target language in a meaningful way when tasks are: 1. perceived as activities (include the practice of grammar, reading and writing). 2. activities have “a communicative purpose and a specific outcome” (that allows the learner to use ‘the target language not only in the limits of a classroom, but also in real life situations’). 3. understood (within the communicative purpose) and the meanings are carried out “in order to accomplish the task as well as can be”. In association with the communicative method, the franchise owner also describes different kinds of activities in TPR: “Use games and songs with actions”, “tasks that involve colouring, cutting and sticking and repetitive speaking activities that have obvious communicative value”. In combination, activities can be learning stories and new skills where the learner has the opportunity to “enjoy lots of repetition” and ask questions as well as activities that allow for social interaction, “they like working with others and also learn from them”.

The updated guide to the *Active English* methodology (2015) also sets out how to implement task-based learning and what kinds of activities to use (Slabbert, 2015:5) as follows:

Excerpt 45

> Children love pictures and are always drawn to activities where one uses pictures. Use pictures to illicit questions e.g. 'I can see a present, what can you see in the picture?', 'I can see a star' 'Where is the star?' etc. The pictures should include the words that correspond to the lesson e.g. if you are teaching prepositions you would ask prepositional questions. By associating these words with the items in the picture it is a lot easier for students to memorise and remember them. Children at the age of 6 and 7 like experimenting with fun activities, such as solving crosswords, learning the letters and numbers by listening to the songs, matching words to their corresponding pictures and many other enjoyable tasks. Your aim as a teacher is to teach young learners the appropriate vocabulary in each lesson. Children at this age also love listening to songs or watching video clips, therefore, in order to satisfy and motivate them, you can apply all of these methods in each of their lessons. In our classes we want children to be physically active in the classroom. For example, allow the children to stand in front of the class and do some activities on the whiteboard, such as writing down the meanings of words that they have looked up in the dictionary.

The franchise owner explains that at *Active English* the classes require learners “to be physically active in the classroom” (a combination of the communicative value of the activities and also a principle of the TPR method). In general, the franchise owner recommends task-based activities that include pictures, “pictures should include the words that correspond to the

lesson", and are fun and enjoyable but also used to teach vocabulary ("such as solving crosswords, learning the letters and numbers by listening to the songs, matching words to their corresponding pictures" and "watching video clips").

4.2.7.2 Interviews

During her interview and from her written response, the franchise owner states that she develops material using various resources. This section of the study analyses and reports on learning materials and on the basic process of developing the materials that the franchise owner undertakes in order to include learning materials in the franchisee's package and the *Active English* programme. In the interview with the researcher, the franchise owner was asked to describe the process in order to develop material, the themes and lessons for each year. The process is illustrated in Excerpt 46, (referring to Question 8 of the interview protocol):

Excerpt 46

> Researcher: Describe the environment that is created for learning and the main characteristics of a lesson. Identify the resources you use and describe the process in order to develop material, the themes and lessons for each year.
>
> M2U01144.MPG
> Date: 08/12/2015
>
> 26:44 Franchisor: And then the developing lessons, um, that's quite a challenge because you, there's a whole process that you go through before you can say, well this lesson is what we're going to do and um, [looking at the written reply as guide] I want to, I want to be able to see what level that child is and then round about what their abilities are, then you create a lesson that is interesting, challenging, where they are actively involved. Um, and we know that they learn through play and this motiva[stops], and we want them to try out new ideas. […] OK. And then I think, also, children have different learning styles.
>
> Researcher: Yes, yes.
>
> Franchisor: Um, the one child will sit on his feet [motions to the chair], on top of the chair and work. I, I don't have a problem with that. That's his way of writing or working or whatever. One of them will say, well, can I stand? I'll say, it's very uncomfortable and I'll let him stand and after a few minutes he'll say, no, I rather sit. OK, then, you rather sit [laughs a little]. And then I say [looking at the written reply as guide] I try to research a lot on the internet to keep up with latest teaching techniques and discoveries. And then, of course, my main source of, um, my knowledge and things are books. And I've written down some of my resources like, I don't know if you know Paul Torrance, he's a big guru on creativity in the UK, I mean, in America. And, you kno, I don't know if you've heard of Dr Kobus Neethling?
>
> Researcher: Yes, yes.
>
> Franchisor: He's a big guru but Kobus Neethling studied under Paul Torrance. He went to America and that's where all his inspiration came from for writing his books and everything. And then, of course, I've got, I've just written [looking at the written reply as guide] some of the main ones and then, um, craft ideas, I take a thing from the internet. But now you can't use something as it is. Because number one, there's no, nothing interesting, challenging going on. So, for

example, [looking at the written reply as guide] if I see a, a picture on a website about a paper plate duck, I will say, alright, print it and look at the picture. Then I'll have to go now and I need to create a theme discussion about the duck. So I bring in basic terminology like the 29:32

M2U01145.MPG

00:00 Franchisor: bill, the webbed feet, the feathers, quack, duckling, bla, bla, bla, [looking at the written reply as guide] and then I look for songs related to ducks like, Five little ducks went swimming one day. And the, now you have to redesign this whole craft because the franchisee has to read your file and now assemble this craft… and it's got to mean something to the child as well. So there are some fabulous things but they're not practical. [looking at the written reply as guide] So that's what you have to do. And then, for me, and then, you want to bring in now activity [pause] 'cause you've got the [counts using fingers] craft, you've got the discussion, what is your activity going to be? So I would say, alright, let's take a piece of rope and tie it loosely around their ankles and they can have a duck waddle.

Researcher: OK.

Franchisor: So we bringing in the waddling word and this is the way the ducks walk. OK. [looking at the written reply as guide] And then, the lessons for the grades, I've got in that [motions to the document] book over there. And then, what, obviously with *Active English* art and drama, crafts have all been incorporated into learning. And then, concrete plans, step-by-step process that involves various strategies and of course, tasting, touching, feeling, those are important for me.

In her discussion of the role materials play at *Active English*, the franchise owner explains: (a) the processes she goes through in order to develop a lesson using a resource, for example, from the Internet ("a picture on a website about a paper plate duck"), (b) how she develops activities that will involve the learners in active participation ("you've got the [counts using fingers] craft, you've got the discussion, what is your activity going to be?"), and (c) how she combines the communicative value and TPR for a learner to develop their language use and language skills through "art", "drama", and "crafts" that have been incorporated into learning.

In addition to the interview, the following is the franchise owner's written response to Question 8; the written version of the response includes a past list of the resources the franchise owner used to develop learning materials:

Excerpt 47

The learning environment is the most important and so too the attitude of the teacher. The most important quality of a good teacher is a sense of humour. Laughter has the power to teach children. A sense of humour is not inherited it is learned, children model themselves after the adults in their lives. I have found that laughter and fun bring out their growing powers of reasoning and creativity.

When creating new themes each year a strong element of fun is generated through physical activities. We have found that when children enjoy their lessons they retain more of what you teach them. Young children enjoy being silly, this has important developmental benefits for developing cognitive thinking and creativity. Creative thinkers have a type of mental flexibility that translates to creative problem solving later in life.

> Developing lessons for each year is quite challenging as there are many processes one has to work through. Providing lesson content that motivates, provides incentives, teaches new and different concepts takes a long time to develop. My aim is to take what we know about children's development and the way in which a child thinks and then to create lessons that are interesting, challenging, beneficial and they need to be 'actively' involved. We know that they learn through play and this motivates them to try new things, come up with different ideas and thoughts. One also has to take into account the different 'learning styles' of the children.
>
> I make use of many resources. By researching topics on the internet I keep up to date with the latest teaching techniques and there are wonderful things to discover. Books have always been a great source of knowledge too. [Franchise owner adds a list of books she consults.]
>
> Craft ideas are generated through material taken from the internet and various books. Mostly they are not suitable to use as they are, so one has to basically think out and write each theme from scratch. For example:-
>
> - You find an idea of a paper plate duck and you think that can work, then you need to create a theme discussion involving the duck. You would do this by showing pictures and by introducing basic vocabulary e.g. bill, webbed feet, feathers, duckling etc. Then you look for songs about ducks like "Five Little Ducks Went Swimming One Day." Then you re-design the duck craft so it is easy to assemble and cost effective in terms of material and time.
>
> You use actions when performing and teaching the songs, so children know what they are singing about. The next step is to think of a creative activity e.g. tie their ankles together and have a duck waddle race. The craft activity is the biggest challenge because it also needs to be age appropriate. All the instructions need to be logical and easy to understand as this needs to be passed onto the franchisees.
>
> […] Activities need to be teacher-led and involves social aspects of learning too.
>
> Art, drama and crafts have been incorporated into the learning of the English language. The use of real concrete objects helps to focus children's attention and allows them to touch, taste, smell, listen and feel their lessons.

The franchise owner explains the process of creating new themes each year ("one has to basically think out and write each theme from scratch") after researching topics and using resources as follows: 1. "a strong element of fun is generated through physical activities"; 2. enjoyment of the lesson allows learner to retain what is taught; 3. creative thinkers have mental flexibility that later will allow them to become better problem solvers (also described in Excerpt 36).

The franchise owner explains the process of developing a lesson by: 1. providing lesson content that: (a) motivates, (b) provides incentives, and (c) teaches new and different concepts; 2. creating lessons that are: (a) interesting, (b) challenging, (c) beneficial, and (d) allow for the learner to be "actively" involved e) motivating. In addition, create an activity as well as create a craft activity (that is age-appropriate); 3. consider the different learning styles of learners. For the franchise owner, the aim when developing a lesson is done through experience, an understanding of a) what we know about children's development and b) the way in which a child thinks, will inform the lesson.

Included in her written response to the question about the role of materials, the franchise owner also lists (as described in Excerpt 47) her resources in terms of books. The books are not exclusively English language learning books. Instead, the 'go-to collection' is a mix of books on creativity and how children learn language. There is a potential opportunity for the franchise owner to add to her collection of resources. Also, as an avenue for further research, it would be interesting to explore reviewed resources of other language programmes and courses in order to acknowledge the sources that are being used parallel to the resources available to school learners in South Africa.

On the website, the DBE (2016) includes information on Learning and Teaching Support Materials (LTSM) by providing the LTSM National Catalogue. This catalogue includes the titles of publications appropriate for the grade group, for instance, of reading books that are recommended for FAL. Excerpt 16 and Excerpt 25 describe the process of how the franchise owner selects books for learners to take home and read. However, without a similar catalogue of recommended reading books appropriate for Grade 3 and Grade 4 learners it is not possible to compare and describe the reading books that influence the learning of English as a second language in the *Active English* programme with the list provided by the DBE.

4.2.7.3 Classroom Environment Survey

With text-based materials language teaching texts are used for pair work activities. Also, a lesson consists of a theme; a task analysis for thematic development; a practice situation description; a stimulus presentation; comprehension questions; and paraphrase exercises (Richards & Rodgers, 2001:169). The planning of a lesson, for the *Active English* programme, is extensive and intensive on delivery; an hourly long lesson includes: feedback on reading books, a spelling test, introduction of a theme (demonstration / craft / discussion / language game), an activity, and learners also complete the lesson in the workbook. In order to complete the activities, the learners will work on the theme over two lessons (the description of the duration of a lesson is included in Excerpt 73).

During the opportunities for lesson observation, the researcher completed a classroom environment survey. The results of the observation presented information related to the learning materials of the programme. The survey item that provides insight into text-based materials is Survey item 10: Teacher Structure of Academic Tasks (Daniel, *et al*., 2008) (see the description of this survey item after Excerpt 28). The franchise owner very often augments the lessons for

the grade groups with materials and this was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
					Grade 3 & Grade 4

For the Grade 3 and Grade 4 groups, the researcher very often observed activity materials and materials developed for the completion of tasks. The following transcription of the lesson observations of a lesson presented to Grade 3 and Grade 4 groups of learners would illustrate the observations of the researcher.

Excerpt 48.1

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Teacher Structure of Academic Tasks** 01:25 Teacher: Let's look at which page we're on. [Teacher goes through the workbook] We are on this page. Go there. It says at the top there, read for me… Children: [together] Asking questions! Teacher: Asking questions. Good. I'm going to write some questions on the board. Child 1: Teacher, I know all the planet's names but in Afrikaans. Teacher: OK. But you know what, I think they stay exactly the same, um, even if it's in Afrikaans or whether it's English. It stays the same. Child 2: Yesterday, I Googled the planets and their names. Teacher: Oh, OK. [sits down] Alright but we're not going to learn necessarily about planets [children have settled down] we are going to learn about asking questions. How to ask the right questions in the right way…
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Teacher Structure of Academic Tasks** 07:35 – 10:28 Teacher: We said, right, here's the earth [draws on the board] right? And what is our continent called? Children: [answer together] Teacher: Africa. Africa. Down here is South Africa [motions to the drawing on the board] but the whole continent is called Africa. Now what happens is, that the moon, what does the moon do? Child: It, it turns slooowly. Teacher: Does the earth go around the moon or moon go around the earth? Children: [in chorus] The moon goes round the earth. [Teacher continues to explain the shape of the moon].
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Teacher Structure of Academic Tasks** and **General Classroom Atmosphere** 11:55 – 14:45 Teacher: I want to read you, and then you going to read for me or show me but look at this story… [holds up pages of a story] OK. We ready. [Teacher reads the story to the children by using her voice for the different characters; the children enjoy the expressive way the Teacher tells the story].

Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Teacher Structure of Academic Tasks** 04:00 Teacher: Today we are going to learn, well not learn, we are going to design something… a poster. [children are excited]. Children: Wow! Child: A poster! Teacher: Yes. Child: Yaaay! Teacher: But that poster is about space travel. Child 1: Space travel? […] 04:50 – 06:36 Teacher: Now, we are going to design a poster advertising that you are going to send people to, on space trips. Child 1: So, we can make like space trip, R20? Teacher: Yes, you going to look at these words on this paper and like, there are words like, going to the moon, going to the stars, going home to earth, countdown, liftoff, splashdown, you don't have to use they are just to help you. But look at that poster there [on the writing board] and tell me, what is the most important information that you think that's on that page that you need to put on your advertisement? A few children speak at the same time: When, where, contact. […] Teacher: Now what will make people want to go on a trip? Child 5: Uuum, giving them food. Teacher: Maybe. Maybe you can include some food in your trip. What else? If I'm looking at this advert… [motions to the poster on the board] Child 6: Where, where you are going. Teacher: Yes. Child 7: Fun things. Teacher: Yes! It must look like you want people to do this [more children put up their hands].

The updated guide to the *Active English* methodology (2015:7) includes an example lesson plan on the theme, *Travelling to Space*. Although a basic outline of a lesson plan for an *Active English* lesson will be described at the level of procedure (preparation, planning, and presentation), the following outline briefly summarises the Grade 3 lesson for the franchisee:

> **Workbook:** Grade 3 Workbook No 2 (page 19) Lesson on questions
> **Theme:** Travelling to Space
> **Preparation:** Ask yourself what the aim of your lesson is going to be
> **Language focus:** Asking questions to find out information
> **Skills focus:** Speaking
> **Thinking focus:** Imagining and creating
> **Teaching approach:** Promoting vocabulary and creativity

In this lesson, there are four activities. The first activity required the learners to listen to information on "the moon, planets" and discuss the pictures on an information sheet. The second activity required the learners to listen to a story, role play and ask questions (as described in Excerpt 50). The third activity required the learners to ask questions when they "design a poster advertising that you are going to send people to, on space trips". See the underlined and bold section in Excerpt 48.1.

The learners used the text with the pictures, *Where is the spaceman going?* (an example of text-based material) to draw their own advertisement advertising a trip to a planet; the learners completed the advert by laminating it. The final activity required the learners to complete the questions in the workbook.

Excerpt 49.2

Lesson	Excerpt
Date: 20/09/2015 Video clip: M2U01120.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Teacher Structure of Academic Tasks** 20:58 – 28:32 Teacher: … Right, get out your workbooks quickly, we want to do some work in them, we're al little bit behind. [Children start to take out their workbooks] We were busy with comparisons. Am I right? […] Teacher: [paging through a workbook] Uhhh, we already finished singular and plural. We had, as cold as ice, as soft as silk. Am I right, are we there? […] Teacher: OK. Good, you're still busy. I want you all to go to comparisons page. […] Teacher: […] When we… look at me quickly, please. When we compare things, in other words, she is as lazy as… Child 5: Sloth. Child 2: As a, as a… lion. Teacher: Not as lazy as a lion. What would you use for lion? Child 4: As strong as a lion. Teacher: As strong as a lion. As brave as a lion. Now, as you get older you'll learn that when we use a comparison and we say something is, 'she is as', it is, we liken her to something else and we call that a … [asks the new learner] New learner: She is… comparison. Teacher: What's another word for a, for a comparison when we use 'as' or 'like'? New learner: A metaphor. Teacher: A metaphor is when we say, not she is as fat as a pig. She is a pig. That is a metaphor. So where, what is it she is as fat as a pig? New learner: A simile. Teacher: A simile. Good girl. So, now we comparing one thing to the other we saying, as cold as … Child: Ice! Teacher: As soft as … Child 6: Clouds. Teacher: What was the one in your book? As soft as … [children look at their workbooks] Up here. [Child 1 raises his hand.] Child 5: Silk. Teacher: Silk. As easy as … Child 2: Pie. Teacher: As easy as pie is good … Child: a, b, c. Teacher: Or as easy as a, b, c. […] Child 1: Teacher, where are we now? Teacher: Right at the bottom there where you had to make your

	own comparisons. [Child 1 looks at his page] As bright as … Child 1: As bright as [pause] uh, um, teacher, I wrote there 'lion' but it was wrong. Teacher: OK. [Child's name (Child 2)] What did you write? Child 2: Where? Teacher: As bright as … Child 2: …the sun. Teacher: The sun. OK. So, again, when lots of people use 'as bright as the sun', we have to think of something else… We gotta be different. [Child raises their hand]. Yes… Child 1: As bright as a star. Teacher: As bright as a star. Child 5: As bright as glass in the sun. Teacher: As bright as glass in the sun. [Another child (Child 4) raises their hand]. Child 2: As bright as green grass. Teacher: As bright as green grass. [Does not ask Child 4] Now what I want you to do, on this paper here [holds up a page] um, Teacher [Teacher's name] for homework, she had to go and find us some more synonyms and I want you, there's, some difficult ones on here and there's some easy ones. So what I want you to do is, you've gotta join up the easy, the, the ones. So here it says, 'as blind as a whistle' would that be correct? Child 3 and Child 6: No. Teacher: As blind as a … Child: Bat. Child 4: Mole. […] Child 2: Teacher, as happy as … Teacher: As happy as … Right, let's see, I'm gonna give you about ten minutes to do this [starts handing out the pages to the children] and then we quickly going to see how many of these you know. 28:28 OK. […]

The updated guide to the *Active English* methodology (2015:8-9) includes an example lesson plan on the theme, *Footprints*. Although a basic outline of a lesson plan for an *Active English* lesson will be described at the level of procedure (preparation, planning, and presentation), the following outline briefly summarises the Grade 4 lesson for the franchisee:

> **Workbook:** Grade 4 Workbook – Grammar page (verbs) singular / plural / comparisons
> **Theme:** Footprints
> **Preparation:** Ask yourself what the aim of your lesson is going to be
> **Language focus:** Vocabulary, nouns – things we wear on our feet / verbs – what our feet can do / comparing feet
> **Skills focus:** Dictionary work
> **Thinking focus:** Selecting / investigating / comparing
> **Teaching approach:** Promoting vocabulary and creativity

In this lesson, there are five activities: the first activity required learners to draw and compare their feet (and is described in Excerpt 75 illustrating an action-based drill). The second activity required learners to use a poster (an example of text-based material) and describe actions (use

adverbs). The third activity (follow-up lesson) required the learners to work together and colour in a picture (as described in Excerpt 29 illustrating social interaction). The fourth activity required the learners to “compare things” (as described in Excerpt 49.2) on a worksheet (an example of text-based material). The last activity required the learners to play a dictionary game (as described in Excerpt 27 illustrating a language game).

Excerpt 48.1 (Grade 3) and Excerpt 49.2 (Grade 4) are examples selected to illustrate Survey item 10: Teacher Structure of Academic Tasks as an item of the classroom environment survey but also as examples illustrating the role of material, text-based materials, at *Active English*. Learners did not work from Workbook 3 which is typically the book that includes comprehensions but the teacher presented the activities in a variety of forms. At the beginning of the lesson, the teacher introduced the theme with a discussion (Grade 3 lesson, information on the moon) or interesting challenge (Grade 4 lesson, tracing feet). During the course of the lesson, the teacher used text-based materials in an activity for the learners to complete another task. For the Grade 3 group, the learners used a text with the pictures to (ask questions and) draw an advertisement; for the Grade 4 group, the learners used a worksheet to “compare things” and a poster to describe people performing actions (adverbs).

The survey items that provide insight into communicative activities and whether the learners actively participate in the activities is Survey item 1: Child Choice / Initiative (Daniel, *et al*., 2008) and Survey item 2: Participation (described later). The description of Survey item 1: Child Choice / Initiative includes:

- Children choose tasks from a variety of options, challenge levels.
- Children choose who they want to work with.
- Children choose how and where to conduct various tasks.
- Children can work at their own pace.
- Children can determine when they have completed a task.

Learners working at their own pace are not part of the design of the programme (compared to, for instance, the design of the *Kumon English Programme* which makes provision for students to work at their own pace), and was not observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
	Grade 3 & Grade 4				

For the Grade 3 and Grade 4 groups, the researcher almost never observed a learner's choice as described by this survey item. Possible examples of this survey item are instead, included under Survey item 10: Teacher Structure of Academic Tasks. At this point, the researcher reflects on the purpose of a programme and information collected in order to address the needs of the learner (as described in Part 1 of this chapter). In the literature it was established that after conducting a needs assessment, the programme designer identifies the programme's goals and objectives in order to plan for learnable and teachable units. It was noted that learners do not inform the initial decision-making process and as observed from the description of this survey item, learners at *Active English* also do not make choices around the teaching activities.

As established earlier, in this case, the teacher is the franchise owner and the observations by the researcher were conducted at the owner-operated *Active English* centre. The researcher reflected on the lesson observations and for both the Grade 3 and Grade 4 groups, the learners were guided by the franchise owner to complete planned activities. The workbook was primarily used and the learners worked within a given time period and not, necessarily, at their own pace. Although the teacher encourages learners to take ownership and responsibility for packing in their reading book, the teacher is reluctant to allow a learner to take their workbook home should they need to complete work because the learner may only remember, once at *Active English* that they did not bring their workbook. While completing a task, learners often approach the teacher individually, especially when the teacher is sitting at her desk, if they have doubt, particularly, as to their spelling.

The other survey item that provides insight into communicative activities and whether the learners actively participate in the activities is Survey item 2: Participation (Daniel, *et al*., 2008). The description of the survey items include:

- Teacher encourages children to ask questions rather than listen passively.
- Most children participate in class discussions.
- Most children participate actively in class activities (i.e. appear engaged in tasks).

Active participation in meaningful activities is not only an educational objective (as described in Excerpt 10) included in the *Active English* business plan (Slabbert, 2013:11) but was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 3 & Grade 4	

For the Grade 3 and Grade 4 groups, the researcher often observed participation in learning. The following transcription of the lesson observations of a lesson presented to Grade 3 and Grade 4 groups of learners would illustrate the observations of the researcher. Excerpt 50 (Grade 3) and Excerpt 51 (Grade 4) are examples selected to illustrate Survey item 2: Participation as an item of the classroom environment survey (but also as examples illustrating the role of materials, task-based materials) at *Active English*.

Excerpt 50

Lesson	Sample
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Participation** and **Inquiry Focus**06:42 – 07:30 Teacher: Does the moon change shape? Children: Yes. No. [children answer together, some saying, yes and some saying, no]. Child 1: [puts her hand up] Teacher, Teacher it doesn't change shape. It's only, like, I don't know. It's I think something that cotha, covers it. It's like dark on it. And then only, then only a piece that still has, that still has light that, that that piece can sometime be in the shape, then you think it changes shape but it actually doesn't. Child 2: Teacher, teacher… Teacher: Who says the moon changes shape? Children: [are excited about answering the question and try to give their answer].
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **Participation** 14:45 – 18:15 Teacher: I would like you to ask each other questions. So, I'm going to ask you to come and stand here, in front here and we are going to, some of you are going to be Tim and some of you are going to be Ugtak. 15:02 Children: [hands go up as the children would like to take on the roles]. 15:15 Teacher: We don't want to ask everybody the same question. We want to ask different questions. So now, here we have Tim [writes on the board]. Child: That's me! Teacher: Right. Here we have the monster [writes on the board]. Children: [a few in chorus put up their hand and shout, monster! And make noises like a monster]. Teacher: I'm not going to give you all the answers, you are going to think them out for me but if we were asking questions, we would talk about like, we would say to Tim [writes on the board] Where did you go? What else? [Children contribute with option questions].

For the Grade 3 group, the teacher encourages participation (drama) and discussion (speech) during a lesson (examples of combining the communicative method to teaching and the TPR method). The teacher does not always provide the answer to the learner but provides examples of answers and encourages the learners to participate during the lesson. The teacher also does not correct language errors immediately. Instead, the teacher will either repeat what the learner said, using the correct word, or, for reinforcement, ask the group of learners to repeat the correct phrase or the correct word (aligned with the TPR focus on drilling activities).

Task-based communication activities are incorporated into the lesson. In Excerpt 47, the franchise owner explained that “art”, “drama”, and “crafts” have been incorporated into learning and during the Grade 3 lesson, the learners are instructed to role play by taking turns to be a character and a monster (as described in Excerpt 28 that was presented earlier also to illustrate social interaction). The communicative task is for learners to participate actively and ask questions. The learners appeared to enjoy taking turns and asking different questions to the character and monster.

For the Grade 4 group, Excerpt 51 illustrates the participation of the learners in the lesson on comparisons but also, how the learners participate actively in working together comparing, in English, the size of their feet. The advantage of the small group of learners also allows for every learner to participate; no learner is on the periphery or forgotten in the class.

Excerpt 51

Lesson	Sample
Date: 08/09/2015 Video clip: M2U01072.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Participation** 03:12 – 19:16 Teacher: Right, let’s look at our feet. Hold up your foot [Child’s name]. [Children hold up their page with their traced feet] Sjoe [Phew], OK, who, I think what you need to do for me is you all need to stand next to each other and hold your feet next to each other. Come make a row over here [indicates to the children to stand in front of the classroom]. So, we can compare feet. [Children move to the front, the Teacher sits down] Hold them up like that, yes. [One of the children sits on one of the chairs in front] [Child’s name] stand up. OK. Right [Teacher takes a moment to look at the pages]. Uhm, [Child’s name] come and stand here. Now when you look at those feet, what can you see there? Child 1: They big. They’re long [laughs a little]. Teacher: Make me a sentence. Child 1: Uh… [Cell phone rings] Teacher: With feet. Comparing. You have to compare one to the other. […] 04:05 04:35 Child 2: Teacher, if we finish…

	Teacher: No, who are, who can look at these feet and make me a sentence? [Child raises her hand.] [Child's name]. Stand there. [Child 1 goes back to the line and Child 2 comes to the front]. Child 1: Teacher I'm too old to look. Teacher: To what? Child 1: Too old to look. Child 3: He said he's too old to look. Child 2: [Child's name] and [Child's name] feet are [pauses to think] almost the same. Teacher: Are almost the same. If we compare them, they are almost the same. Good [Child's name] come make a sentence. [Child's name] go back there. Child 4: [Child's name] and [Child's name] feet are also almost the same. Child: What? Teacher: OK. Try make me a different sentence. Come, uh, [Child's name]. Hold up. Child 5: Um… Teacher: There lots of things you can say. [Children raise their hands and some say, Ah! To get the Teacher's attention.] Child 2: I have another sentence! Child 6: I have two, Teach, I have two! Child 2: I have another sentence. […] Teacher: Do you know what bossy means? OK. Now, sit down [children start moving to the tables], in your foot, you are going to write down for me all sort of words of things that you can wear on your feet. Child: Wear! Teacher: That is, [picks up a page with the traced drawing] You're going to write those words in here [shows one side of the page]. And over here [shows the other side of the page] you are going to write me action words that you can do with your feet. Child: Ah! […]
Date: 08/09/2015 Video clip: M2U01072.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	Example of: **Participation** [Teacher continues typing on her laptop and cell phone.] 22:44 […] Teacher: [wipes the writing board] OK. And also, some of you wrote, tekkie [pronounces techie] Is that English? Child 2: No! Teacher: How do we spell tekkie? [writes on the board] Child 2: Ta e ka ka ie. Teacher: And another word for a tekkie is a … Child 1: Trekkie. [children laugh] Teacher: A trainer. Children: Trainer. Teacher: A trainer. Give me some of your words. How do we write 'slippers'? Child 2: S! Teacher and Child 2: L. Child 2: E, Po, Po… Teacher: I, P, P [some of the other children also say, 'P' with the teacher]. Children: E, R … Child: S. Teacher: Slippers. Good. So, if we're writing, 'flippers'… Child 2: I've got flip flops!

	Teacher: How do we write 'flippers'? Child 2: Ff, Ee, Rrrr, Suh… Teacher: The same as 'slippers'. And flip flops, what are flip flops? Child 2: Shoe, um, sandals! Teacher: Yes, and how do we spell 'sandals'? Child 2: S, L, N, D, E, L. Child 4: Sandals. Teacher: Sandels… [walks over to see how Child 2 spelled the word]. Let's see, umum [meaning, not spelled like that]. Child 4: Sandals. [pronouncing the word correctly but spelled the word incorrectly]. Teacher: No, did you all look it up in the dictionary? Child 2: Nooo! Child 4: [inaudible]. Teacher: How do you spell it [Child's name]? [Walks around to the where Child 5 is sitting] Yes, go write it on the board [Child's name]. [Child 5 gets up and the Teacher hands her a marker to write on the board] Finish it there… OK. [Child 5 writes on the board]. Sandals, Lll, Ee, Suh. Sandals. Right, let's see, she has got [looking at Child 5's page] shoe, socks, boots, gumboots, good one! School shoes, sandals, slippers, sneakers. Sneakers is wrong, why? Child 3: She didn't look up, up in the dictionary. Teacher: Look for 'sneakers'. The first there letters are right, only that part is wrong. Child 2: You [inaudible] me with a 'ayi'! Teacher: Ballet shoes, good! Snow boots, slippers, spikes, good girl! What are spikes? Child 2: Teacher, is, um, … Teacher: Tell me what are 'spikes'. […] Teacher: Rugby, we, we've got [uses her hands to demonstrate] those other round things. What are they called… under the rugby boots. But spikes are just on the point and they sharp. They are mostly for… Child 2: Cricket. Teacher: Running. Athletics. We use spikes. Whose got spikes? […] Teacher: Come on girls, the fashion girls, what other sort of shoes do you get? [a child raises her hand]. Child 3: Heels. Teacher: Yes. What do we call these, sh, type of shoes [draw on the board]. Child 2: Hak skoene [high heel shoes] Child: High heels. Teacher: Oh [inaudible] Teacher, please, please, please. [Teacher continues drawing on the board]. Another child: Someone with high heels. Teacher: These, with the block in the front here, are called? Child: Summer shoes. 29:23
Date: 08/09/2015 Video clip: M2U01073.MPG Grade: 4 Lesson 1 Number of children: 6 (one boy) Theme: Comparisons	00:00 – 12:30 Teacher: Read the word. Child 2 and another child: Platfoons. Child 1: Platforms. Teacher: Platforms. Draw them and write the word. Platforms. Child 2: Hey, um, um, um, um, um, um, um, um, pom poms! Pomps. Pumps!

	Teacher: Yes. There's another one. Pump. Can you draw them and write the word [the child goes to the board]. [Child's name] is going to do pumps for us. Pumps. [Child begins on the board] […]

For the Grade 4 group, the teacher encourages participation (activity) to practice a language skill (writing) during a lesson. The teacher encourages the learners to participate during the lesson and an activity accommodates the learners' individual learning styles. In the Grade 4 lesson, the learners are instructed to trace and then compare their feet. The learners make sentences in order to compare each other's feet. Following, the learners are instructed to write down different types of shoes, "write down for me all sort of words of things that you can wear on your feet". Learners are encouraged to use a dictionary for the correct spelling of the type of shoe they are adding to their list; some learners are asked to write the word or even draw on the board for the other learners to have a better idea of the shoe (see the underlined and bold sections in Excerpt 51). Together, learners add to the lists they have already started in describing different types of footwear.

With realia, "from-life" materials are used; communicative activities may be "built" around "authentic" language-based realia, such as magazines, advertisements, and newspapers as well as maps, pictures, symbols, graphs, and charts (graphic and visual sources) are used (Richards & Rodgers, 2001:170). The survey item that provides insight into authentic and language-based materials is Survey item 9: Classroom Materials / Displays (Daniel, *et al*., 2008). The description of this survey item includes:

- A variety of materials are available for children's use.
- Displays show a variety of children's work.

Activities are described by the franchise owner, in Excerpt 47 as follows (from the franchise owner's written response to Question 8 of her interview with the researcher):

> Art, drama and crafts have been incorporated into the learning of the English language. The use of real concrete objects helps to focus children's attention and allows them to touch, taste, smell, listen and feel their lessons.

The *Active English* classroom and lessons providing learners with materials was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 4	Grade 3

For the Grade 3 group, the researcher observed the use or display of learning materials very often and for the Grade 4 group, the researcher observed these types of learning materials often. However, examples of the item classroom materials / displays, for the Grade 4 group did not occur overtly during the lesson observations for the researcher, for this group. Possible examples of this survey item are instead, included under Survey item 10: Teacher Structure of Academic Tasks. Therefore, the following are excerpts, from the researcher's observations of the Grade 3 group of lessons of how the classroom materials are used or displayed at *Active English*.

Excerpt 52

Lesson	Sample
Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Classroom Materials / Displays** 13:00 – 13:39 Child: Teacher, [inaudible; what must I draw?] Teacher: Anything. When I look at your poster I must want to go and travel to space. Look at those pictures there that we did. Remember this? This is just… Yes. It's gotta be… Remember that story we did about Tim going to space? Children: Yes. Teacher: And what did we learn about the moon. [pause] What did we learn about the moon? Child 1: It has a dark side … Teacher: And did we say can the moon change shape? Children: No! Child 2: Teacher, um, it's the earth that throws, that throws a dark piece on the moon and you just don't see that piece of the moon. Teacher: Yes, a shadow.
Date: 19/09/2015 Video clip: M2U01115.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Classroom Materials / Displays** 18:48 – 20:00 Teacher: OK. So, while I'm busy, doing the books, getting you ready for spelling test, you go on with your adverts. Child 1: Teacher can I have a cardboard? Teacher: I'm going to give you cardboard now. […] Teacher: I'm quickly going in the house. [A child has lined up at the Teacher's desk with her reading book] Listen, I'll call you for your [reading] book. Go and do what I tell you to do. Child 2: But I'm first [in line] remember that… Child 1: Teacher, where's the cardboard? Teacher: Ja, I told teacher [Teacher's name] to actually put it out for me. I'm quickly going to go fetch it. You just wait here. […] Child 3: Teacher, you told me that you would put that thingy up on the board so I could see the when and where and how… Teacher: Oh, OK the poster? Child 3: Ja.

	Teacher: OK. Here it is. I'll put it right next to you even [puts the poster on the table]. Child 3: Thank you. Teacher: Get your crayons out so long and remember I said to you, you can use some of those stars at the back if you want to use them for decoration.

The researcher reflects on the lesson observations and for both the Grade 3 and Grade 4 groups, the *Active English* programme includes additional material apart from the workbooks that have been developed for each grade group. The teacher often supplements the lesson material (for example, with a craft) linked to the theme of the lesson before instructing the learners to work in their workbooks. The work of learners is not on display; however, there is a reading chart and a spelling ladder with the names and progress of each learner and this may be considered as a display of the learner's progress and achievement.

Excerpt 52 (Grade 3 lesson) is an example selected to illustrate Survey item 9: Classroom Materials / Displays as an item of the classroom environment survey but also as an example illustrating the role of materials, realia, at *Active English*. The communicative and TPR activities are created around "authentic" language-based realia, such as the factual information that was read by the teacher about the moon. Following, the teacher used her voice (as described in Excerpt 48.1, see the underlined and bold sections) to support a teaching point.

Based on the factual information and the additional material (the text with the pictures, *Where is the spaceman going?* in Excerpt 48.1): Learners first draw their advertisement and write down questions that will give people more information about the trip to the moon; this copy allows the learner to communicate their questions and also, check their language (for example, spelling). Afterward, the learners use other materials, such as cardboard, to create their advertisement and decorate their work. The advertisements will then be laminated and ultimately, displayed in the classroom when the learners complete this activity.

4.2.7.4 Summary

Included in her written response to the question about the role of materials (Excerpt 47), the franchise owner includes step-by-step processes for creating the themes, developing lessons, and planning activities for the *Active English* programme. Lesson plans also involve a step-by-step process but this process is described in greater detail at the level of procedure (preparation, planning, and presentation) in Part 2 of this chapter.

PART 2

4.3 The *procedure* of the *Active English* language programme

At the level of procedure, the focus shifts to the three phases of teaching as described in Chapter 2 (Richards & Rodgers, 2001:31-33; Wragg, 1999:61-64): presentation, practicing and providing feedback on language learning. Following, the three phases of teaching in terms of preparation, planning, and presentation (lesson plans), the process (practice), and outcome (feedback) will be described at the level of procedure. Extracts from the *Active English* documentation and excerpts from transcriptions of the lesson observations and interviews between the researcher and the Grade 3 and Grade 4 groups of learners and the franchise owner will be analysed. In addition, relevant frequencies reported from items on the questionnaire that was completed by parents will also be analysed. The extracts, excerpts, and frequencies illustrate each of the three phases and inform recommendations after the evaluation of the *Active English* programme.

4.3.1 Preparation, planning, and presentation

On a practical level, lesson plans are created in order for the teacher to prepare and plan the activities or tasks around the content of what the learner will learn in order to achieve the objectives. The CAPS English FAL (DBE, 2011b:31) for Grade 4 to Grade 6 defines a teaching plan as follows:

> The teaching plan indicates the minimum content to be covered every two weeks per term. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their Work Schedules using the teaching plans, their textbooks and other resources to teach the content using appropriate sequence and pace. Teachers are encouraged to also use content or concepts that are contextual to their environment.

The National Protocol for Assessment Grades R-12 (2012:34-43) includes templates that may be adapted[99] in order to record and report information (as described in Excerpt 53). A template that is not included is an example of a lesson plan for teachers to adapt and/or use when they

[99] The National Protocol for Assessment Grades R-12 (2012:22) includes the following templates:
- Annexure A: Example of a record sheet for grades 10-12 (DBE, 2012:34).
- Annexure B: Example of a report card for grades 10-12 (DBE, 2012:35).
- Annexure C: Example of a promotion schedule for grades 10-12 (DBE, 2012:36).
- Annexure D: Example of a learner's profile (DBE, 2012:37-41).
- Cumulative record card (DBE, 2012:42-43).

follow the teaching plans (as described in Excerpt 14). There are examples of templates available of lesson plans for the teacher identified in Chapter 2 (Jacobs, 2011:90-91; Nieuwoudt & Nieuwoudt, 2011:327-331; Van der Walt, *et al*., 2009:82). Therefore, the assumption is that each teacher is responsible for preparing and integrating the objectives (outcomes) and syllabus (content) in order to present a lesson to the learners. The assumption is, then, for teaching and learning a language, there is also no confirmed lesson plan but the teacher has the option to develop their own.

The guide to the *Active English* methodology (2015), as updated by the franchise owner, sets out what it means for a teacher (a franchisee) to be "well prepared" (Slabbert, 2015:5) for a lesson:

Excerpt 53

> **Well prepared- what 'exactly' does this mean?**
> It means that the teacher must look at her lesson content and create a classroom environment around that lesson. This can be done by either using an attractive display or by introducing a challenging and enjoyable task to captivate their attention. Teachers need to emphasise what young learners can do whilst learning a language instead of what they cannot do and at the same time encouraging them not to be afraid of making mistakes because this is a part of learning. Problem solving, hidden information tasks, puzzles, identifying and matching tasks or working in pairs or groups. Always remember that when a teacher is motivated, a learner is motivated and the teaching and learning becomes easier and at the same time more enjoyable and effective.

Lindeque, *et al.* (2011:99) highlight contextual factors that influence lesson preparation (as described in Chapter 2). The learning process, including the learning context, is recognised by the franchise owner. To be prepared at *Active English*, in general, means the teacher creates a classroom environment around lesson content by: 1. "using an attractive display"; 2. introducing "a challenge" to captivate the learner's attention; 3. introducing an "enjoyable task" to captivate learner's attention. To be prepared at *Active English*, specifically for language teaching and learning, means the teacher needs to reassure the learner that making mistakes is "part of learning". Teaching and learning a language becomes: (a) easier, (b) more enjoyable, and (c) effective when the teacher and learner are motivated (as described in Excerpt 12, Excerpt 34 and Excerpt 35).

The focus, for the franchise owner, is on language learning through motivation and enjoyment. The learning goal described in the purpose statement of the programme is to foster language development and encourage confidence in using English in order to express thinking and ideas. The following section of the study includes sample lesson plans designed by the franchise owner and examples of lessons from the Grade 3 and Grade 4 workbooks. These examples are

part of the franchise package; a recipe that has been worked out and the franchisee need only execute the lesson plan, in other words, follow the classroom procedure in order to deliver the content of the programme. In the design of the lesson plan, the franchise owner includes the development of a language skill as well as an activity for thinking and using English to communicate; in addition, the lesson is designed for the learner to continue learning English.

4.3.1.1 Lesson plans

The operations manual of *Active English* (2001) sets out lesson preparation (Slabbert, 2001) by a teacher (a franchisee) as follows:

Excerpt 80

> **P**assion: cannot be dressed up, remember a student's eagerness, interest and enthusiasm for Active English depends upon your ability to communicate your own eagerness to teach the lesson, your interest in each individual child and your passion for what you are doing.
>
> **R**ead: you play a crucial role in fostering a love for books. Books are like food, children 'eat' what they are given, so let them see your enthusiasm for the books that you provide.
>
> **E**nrich: your background by keeping up to date with new and exciting educational material.
>
> **P**raise: I have found by far the most effective way to teach is through praise and encouragement. They are the magic potions that bring out the best qualities in children, making them want to learn.
>
> **A**im: the aim of the lesson should be that it must be remembered.
>
> **R**each: all the children on their level.
>
> **E**valuate: the lesson once it has been taught. Ask yourself questions relating to each of the following aspects:
>
> 1. Did I gain and hold their attention?
> 2. Was the aim achieved?
> 3. Did they understand the relevant terminology I used?
> 4. Did I broaden the children's vocabulary?
> 5. Did the children respond positively to my lesson?

At *Active English*, the mission statement and educational objectives (described in Excerpt 10) are also reflected in lesson preparation. The franchise owner has used the acronym PREPARE to explain the elements of preparation. Notably, part of the mission statement, fostering "a love of the English language" is also adapted for reading, "fostering a love for books". As described in earlier examples: 1. if the teacher is motivated, the learner is motivated; 2. If the teacher communicates their eagerness and enthusiasm, the learner will be eager to learn and enthusiastic about participating and being actively involved; 3. If the teacher brings in the element of enjoyment and laughter, the learner will remember the lesson.

Although *Active English* is a franchise, the teacher (in this case, the franchisee) is encouraged to enrich their background by "keeping up to date" with educational material. Also, after the lesson, the franchise owner requires the teacher to reflect on the lesson by answering a series of questions (as described in the extract above). However, within the context of a franchise, as a business, the franchise owner provides the franchisee with material (such as themes and lesson plans) that has already been developed. Contrary to the National Protocol for Assessment Grades R-12 (2012), the franchise owner does not provide templates for or formalises the recording and reporting of information (and this includes an instrument for informal assessment, like the questions for self-reflection). In other words, the assumption is that whether the lesson continued according to the lesson plan or not, the teacher (franchisee) does not, necessarily, share or report their evaluation of the teaching and learning experience to the franchise owner (or to the parents) formally.

The updated guide to the *Active English* methodology (2015) sets out example lessons for Grade 3 to Grade 7 learners (Slabbert, 2015:7-11). In particular, the following is the procedure for example lessons for Grade 3 (Slabbert, 2015:7) and for Grade 4 (Slabbert, 2015:8-9) learners:

> **Example lesson for Grade 3 learners**
>
> **Page 19 Grade 3 Workbook No 2 (lesson on questions)**
> **Preparation:** ask yourself what the aim of your lesson is going to be
> **Language Focus:** asking questions to find out information
> **Skills focus:** speaking
> **Thinking Focus:** imagining and creating
> **Teaching Approach:** promoting vocabulary and creativity
>
> **Classroom Procedure:**
> 1. Find a book on the moon, planets etc and show and discuss the pictures.
> 2. In your pre-school file there was a story of Tim who went to the moon and the monster of Uktar. Read that story to them.
> 3. I found a picture of 'Where is the spaceman going?' and gave a copy to each child. We read all the words together. I told the children to imagine that they were going to the moon.
> 4. On the board I wrote the following questions: where did you go? / how long did it take? cost? / eat? / taste?/ smell? etc. We read the questions together and they added questions.
> 5. Every child was given the opportunity to stand in front of the class and answer questions about their proposed trip. As a teacher you will need to initiate new lines of questioning.
> 6. I took an Active English poster that advertises lessons and placed it on the board and explained what information is required to advertise something. We discussed what a logo was and a slogan.
> 7. I asked them to design their own poster advertising a trip to the moon/planet etc.
> 8. Write words on the board that they can use in their advert.
> 9. Suggest a rhyming poem or a catchy slogan:

Have you ever ..... (gazed,looked,stared) across the sky to Saturn?
And seen (a ballerina/pirate etc) spinning round in space?
Do you wish you could travel to this place?
10. Once we had completed our advert by decorating it, laminating etc we went back to our books and completed the 'questions' exercise in the workbook.

Example lesson for Grade 4 learners

Grade 4 Workbook- grammar page (verbs) singular/plural/ comparisons

Theme: Footprints

Preparation: ask yourself what the aim of your lesson is going to be

Language Focus: vocabulary, nouns - things we wear on our feet/verbs - what our feet can do/comparing feet

Skills focus: dictionary work

Thinking Focus: selecting/investigating/comparing

Teaching Approach: promoting vocabulary and creativity

Classroom Procedure:
1. Give each child a blank piece of paper and explain to them to divide the paper in two.
2. On the one half they must trace around one of their feet. Provide black markers. Be sure to use words like one foot/two feet.
3. Ask the children to all hold up their feet and display their drawings. Compare the size of everyone's feet, shape, toes etc.
4. Hand a dictionary to each child.
5. In the outline of their foot they must write all the things their feet can do? (run, stand, bounce, jump, skip, kick, hop, climb, slide, skate, ski etc) So we are writing 'doing words - verbs' in our foot.
6. On the other blank side, write things that we can wear on our feet? (shoes, socks, boots, roller skates, flippers, flip flops, trainers, sandals etc)
7. Children can use their dictionaries to find more words.
8. Once the verbs have been written down they can demonstrate the actions.

Follow–up lesson
You will need to find some pictures of people performing actions; I used a colouring book, copied the pictures, drew a black frame around each picture, cut it out and stuck it onto a large poster cardboard. You will also be using this poster at the end of the lesson for group work.
You should include a picture of someone smiling or standing because usually verbs are only associated with someone jumping etc.

1. Place your poster on the board and ask each child to make a sentence with the verb.
Now we add 'adverbs' to our lesson. You can either make or buy a poster. We start by explaining what an adverb is, use the blue Active English language book for easy explanations. Only do 'adverbs of manner, place and time' to start with. Ask each child to make a sentence using manner, place and time. The following week you can add the other adverbs.
2. At the end of the lesson, put the children into pairs and give each pair a picture on the poster to colour in, so now everyone is working together in a group on the same poster.
3. Play the dictionary game. Give each child a dictionary. Give each child an opportunity to call out a word, write the word on the board. Keep score. If 7 children are playing the 1st one to find the word gets 7 points, next one 6, 5, 4, 3, 2, 1. The winner gets to read out the meaning of the word. Spice up the game by using a timer, when the time is up you score nothing.

Graves (2000:30) explains that learning is perceived in terms of processes (as described in Chapter 2). In the example lesson plans included in the *Active English* methodology (Slabbert, 2015:7-9), for instance, the franchise owner includes a "Thinking focus" as part of recognising the cognitive process (as introduced in Excerpt 47 and described in Excerpt 48.1 and Excerpt 49.2). The franchise owner includes motivation, interest, enjoyment, and laughter (as described in Excerpt 36) as part of recognising an affective process, and social interaction within the classroom (as included in a summary of the roles of the learner, in Excerpt 32) when considering a social process. Most importantly, the franchise owner recognises the inductive process and the deductive process when she includes, for instance, a "Language focus" and "Skills focus" in the outline of a lesson plan in order for the teacher to prepare how they will guide the learner to discover and apply or in this case, practice the language.

4.3.2 Process and practice

In Chapter 2 (Part 1) it was established that the DBE (2013a:12) places emphasis on the development of literacy and vocabulary as contributing factors to a learner's language development in English. The focus, in the Foundation Phase, is placed on phonics and integrating phonics into the activities for listening, speaking, reading, and writing on a daily and weekly basis. For the *Active English* programme, the franchise owner also places an emphasis on phonics and developed the Phono-visual charts for learners from Grade 1 to Grade 3 to learn phonics and improve their vocabulary and spelling. As will be discussed in Chapter 5, this contribution by the franchise owner is commendable as *Active English* has potentially developed and increased the reading proficiency of the children who are enrolled and have access to the programme.

4.3.2.1 Phono-visual charts

The CAPS English FAL (DBE, 2011b:21) provides an overview of skills, content and strategies for Grade 4 to Grade 6. At a Grade 4 level (Spelling and Spelling Rules) a learner "builds on phonic knowledge from the Foundation Phase to spell words". The CAPS English FAL (DBE, 2011a:15&16) for Grade 1 to Grade 3 describes phonics as follows:

> When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). […]

> Specific attention should be given to phonics throughout the Foundation Phase. A programme is provided in the First Additional Language CAPS. In Grade 1, the focus is on developing phonemic awareness. In Grades 2 and 3, a phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

The CAPS English FAL (DBE, 2011b:19) outlines over ten outcomes for Grade 3 learners specifically for phonics, in the overview of the language skills to be taught in the FAL from Grade 1 to Grade 3. Similarly, at the level of procedure, for the franchisee, the Phonovisual Programme for Grade 1 – Grade 3, Part 1 (Slabbert, 2011), as described in Chapter 3 and Excerpt 57, includes an explanation on: how to use the Phonovisual Programme for Grade 1, Grade 2, and Grade 3 (Slabbert, 2011:1-5) and activity ideas (Slabbert, 2011:6). In comparison to the CAPS English FAL (2011a), the objectives of the Phonovisual Programme are not stated as outcomes but as lessons that have been developed and included in the workbooks for Grade 1 to Grade 3 learners and offer the following (Slabbert, 2011:1-6): 1. teaches upper and lower case letters shapes; 2. Teaches the association of letter sounds with letter names; 3. Encourages letter substitution to make whole words; 4. Teaches auditory discrimination of letter and word sounds.

The updated guide to the *Active English* methodology (2015) sets out why learning phonics is important (Slabbert, 2015:11-12) in the programme, as follows:

Excerpt 56

> Phonics is a branch of linguistics where the sounds of human speech sounds are studied. Phonics reading is very important in every child's education. In the first instance, phonics reading is very important in helping children to learn how to spell words. It will be impossible for a person to spell any word correctly if the person is not able to recognize the sounds of the letters used in forming the words. When a child is taught phonics, the child will be able to recognize sounds in words and will be able to spell them correctly.
>
> Children who experience problems with reading do so because they are not able to recognize the sounds of the letters of the alphabet in the words they read. Phonics reading will help children to recognize and associate sounds of the letters of the alphabet in the word they read. This will help them to improve in their reading skills and efficiency. In other words, it will be difficult for a child to improve in his reading skills if the teaching of phonics is removed from their curriculum.
>
> Phonics reading helps to increase a child's fluency in reading. Fluency in this context is not limited to reading fast. It also means reading text accurately. When a child is taught phonics properly, the child will find reading easy. The child will not only read accurately but also quickly. Reading quickly and correctly is another benefit of phonics reading.
>
> Phonics reading is also necessary for the improvement of a child's reading comprehension. It is impossible for somebody to understand a word that is not properly pronounced. When a child learns how to pronounce a word very well, the child will be able to comprehend what he or she reads. Reading comprehension is another benefit that can be derived from phonics reading.
> Phonics reading will also help a child in acquiring more vocabulary on daily basis. When a child is able to pronounce a word correctly, the child will be able to understand the word. Children

normally use words that they understand in their daily speech. So, if we want children to develop confidence and become more vocal in the future, we need to continue teaching them phonics.

The franchise owner explains the benefits of including phonics in the *Active English* curriculum. Phonics reading: 1. “is very important in helping children to learn how to spell words”; 2. helps a child “to recognize sounds in words”, children will be able to spell the words correctly; 3. “will help children to recognize and associate sounds of the letters of the alphabet in the word they read. This will help them to improve in their reading skills and efficiency”; 4. “helps to increase a child's fluency in reading”, “reading text accurately”, “reading quickly and correctly”, and children “find reading easy”; 5. phonics improves “a child's reading comprehension”; 6. “will also help a child in acquiring more vocabulary on daily basis”.

The Phono-visual charts are the primary trademarked resource the franchise owner has developed for *Active English*. Identifying an alternative method to teaching English, the charts are part of *The Grade 1–7 Phonovisual Package* (as described in Excerpt 79 in the form of a table), the main franchise package. During the interview with the franchise owner, the idea behind the charts as well as the development and registration of the Phono-visual charts was explained by the franchise owner:

Excerpt 55

M2U01145.MPG
Date: 08/12/2015

Researcher: Uh, you have trademarked your Phono-visual charts, um, how did that come about; how did the charts, uh, come about?

01:32 Franchisor: When I started and I wanted to do the phonics, I thought to myself, do you go like, ‘a for apple’, ‘b for book’, ‘c for cat’ and take the alphabet? And then I thought that’s quite difficult because your sounds are changing the whole time. And then I said to myself, OK, what are the letters that are soft-sounding, what are the letters that are louder, the more ‘ba’, ‘wa’ as opposed to ‘pa’, ‘fa’, ‘sa’. And then, it was quite nice because all the soft sounds fitted into, like I said, one house [demonstrates with her hands], and the noisy sounds, and then the humming house, where you have your ‘m’ and your ‘n’, and then I put the vowels underneath and then the rest of the consonants were left over, like, ‘q’, ‘r’, ‘l’, ‘x’, ‘y’ and ‘z’ I put into the last house. And then there was a thing about what, what do these letters now mean and somebody came to me afterwards and said there’s a thing called Letterland where they also have little characters or whatever but my thing, well, I didn’t know about Letterland but if I look in my old [points to files] they all hand drawn posters. That I just put on cardboard. And then, later on I introduced this little character, the song, the story and everything about that.



Figure 4.3: **The *Phono-visual charts* of *Active English* for children in Grade 1 to Grade 3.**

The franchise owner developed and trademarked her Phono-visual charts. Although she was aware of other products, including Letterland, the franchise owner continued developing new educational material. *Letterland*[100] is based on "a story-telling approach" and includes an ESL

[100] *Letterland* and *Fix-it Phonics* are described respectively has follows:

package, *Fix-it Phonics* which is a course designed for learning English as a second language. Letterland, a "family-owned independent publisher" started around 1968 (48 years ago) and is a registered company in England that has developed phonics resources that are also available to South African children. The *Fix-it Phonics* product is an option for South African parents to invest in but for this study, the focus is not on comparing the learning material.

The operations manual of *Active English* (2001) sets out how the franchisee should present classes (lesson format) to pre-school children (4 to 7 year old). The following is a summary of the Phono-visual charts that are available at *Active English*:[101]

- The Quiet House (p f s t c k h "breathed")
- The Noisy House (b w g z j v d "voiced")
- The Humming House (m n) double-storey house with the vowels at the bottom
- The Vowel House (a e i o u)
- The Royal House (qu r l y x)

The Phonovisual Programme document (2011) sets out, for the teacher (in this case, the franchisee) how to use the Phonovisual Programme for Grade 1 to Grade 3 learners (Slabbert, 2011:1-6) and includes activity ideas:

Excerpt 57

How to use the Phonovisual Programme for Grade 1 - Grade 2 & Grade 3

The lessons provide four unique features:

1. Teaches upper and lower case letters shapes.
2. Teaches the association of letter sounds with letter names.
3. Encourages letter substitution to make whole words.
4. Teaches auditory discrimination of letter and word sounds.

Letterland is a unique, phonics-based approach to teaching reading, writing and spelling to 3-8 year olds. The Letterland characters transform plain black letter shapes into child-friendly pictograms and they all live in an imaginary place called Letterland [http://www.letterland.com/what-is-letterland] Date of access: 13 September 2016.

Fix-it Phonics is a structured course that uses the tried and tested Letterland system to teach phonics. The course has been especially designed for learning English as a second language. Levels consisting of Student Books, Workbooks, Audio CDs, Big Books and Software will help your child quickly master all the English letter shapes and sounds as well as reading, writing and communcation [sic] skills [http://www.letterland.com/products/esl] Date of access: 13 September 2016.

[101] The franchise owner's written permission, to include this trademarked and copyrighted material, was received via e-mail on 11 November 2016.

How about a house?

> Four houses are the basis upon which the Phonovisual Programme is taught. Songs, stories, riddles and activities provide stimulating and creative thinking skills.
>
> Each sound lives on a floor in one of these houses. For example; the 'breathed' sounds live in the Quiet House (p, f, s, t, c, k, h). These sounds are always whispered when taught. It should be noted that 'c' and 'k' are treated as separate characters even though they have the same sound. They should be introduced as the 'small c' and the 'kicking k'.
>
> The 'voiced' sounds live in the Noisy House, they are the b, w, g, z, j, v, d.
>
> The Humming House is a double-storey house with the 'm' and 'n' living at the top and the vowels at the bottom. (a, e, i, o, u.)
>
> The last house is the Royal House; this is where the left over letters are grouped together (q, r, l, y, x.)
>
> A character and its sound move into a particular house each week and becomes the focal point of all activities for that unit of work. The character becomes a personality to the children.

Once the character has been introduced and placed in the house, there are additional steps described in the Phono-visual Programme for Grade 1 to Grade 3 (Slabbert, 2011:1-5) to reinforce the sounds of the letters as well as a motivation for activity ideas (Slabbert, 2011:6). The franchise owner explains that “each letter sound is provided with a selection of follow-up activities” (these include a song, story, riddles as well as “games, crafts and many other ideas”) and the activities are “designed to enhance creative thinking skills”.

The lessons that were observed by the researcher for the Grade 3 group did not include a session on the Phono-visual charts. Therefore, as an illustrative example of how the Phono-visual charts are taught and designed into a lesson for Grade 1 and Grade 2 learners, selected dialogue was transcribed for the purpose of including excerpts from lessons on how children learn the Phono-visual charts. The dialogue was transcribed for two lessons that were observed for the Grade 1 group and for one lesson for the Grade 2 group. The teacher in these lessons is the franchise owner and the observations were conducted at the owner-operated *Active English* centre.

One of the parents did not give permission for their child, who is in Grade 1 to take part in this study. Therefore, none of the dialogue from this child has been transcribed or included in the excerpts. The following excerpt of dialogue has been selected from the researcher’s transcription of classroom observations, specifically focusing on the Phono-visual charts, as taught to Grade 1 and Grade 2 learners. For the purpose of brevity, the researcher includes

selected dialogue of how the houses are taught and not the complete transcription of the lesson as experienced by the learners.

The Grade 1 and Grade 2 lessons are examples that illustrate the ways in which teaching activities are used for *practicing* language. The teacher (in this case, the franchise owner) combines the CLT method and the TPR method in order for the learners to learn sounds in English. The teacher refers to the Phono-visual charts during the lesson and each letter in a house. The teacher also uses her voice to associate with the type of house (as described in the role and development of learning materials), for example, for the Quite House, the teacher whispers to the children (Excerpt 58.1) and for the Noisy House, the children speak loudly in describing this noisy, naughty letters of the house (Excerpt 58.2):

Excerpt 58.1

Date: 07/09/2015
Video clip: M2U01064.MPG

Time started: 13:31
Grade: 1
Number of children: 11 (boys and girls)
Theme: Letter 'h'.

12:28 Teacher: […] Who can tell me, and no shouting out, what do we call this house here?
[Child gasps and raises his hand. More children raise their hands.]
Child 1: Teacher…
Teacher: Yes?
Child 1: Quiet house.
Teacher: Why is it called the quiet house?
[…]
Teacher: [whispers] Because all the good little letters, they live in that house.

Excerpt 58.2

Date: 14/09/2015
Video clip: M2U01082.MPG

Time started: 13:20
Grade: 1
Number of children: 11
Theme: Continuation of letter 'h'.

Teacher: […] What do we call this house? [Points to the next chart].
Children [together]: The noisy house!
Teacher: Why is it called the noisy house? [Children speak over each other] Who's they? [inaudible] The letters of…
Child: Naughty! The letters of naughty.
Teacher: They make a big noise. They naughty. So, we say [goes back to the chart].
Child: They don't do their homework.
Teacher: They don't do their homework. Yes.
Another child: And they don't listen.

Teacher: They don't listen. So we say, 'buh' for…
Child: Bumping buffaloes. [Teacher laughs].
Another child: Billy bear!
Teacher: [Child's name] 'Buh' for [children also say] 'Billy bear'.

The teacher also uses facial expressions as well as repetition or a drill-like activity (as described in Excerpt 58.3) in order for the children (Grade 1 group) to practise learning the sounds:

Excerpt 58.3

Date: 07/09/2015
Video clip: M2U01064.MPG

Time started: 13:31
Grade: 1
Number of children: 11 (boys and girls)
Theme: Letter 'h'.

Teacher: Goood. Yes, everybody let's say, 'Wuh'.
[Children say together]: 'Wuh'.
Teacher: [using a raspy voice] 'Wuh' for wicked witch! […] Show me a wicked witch face.
[Children snarl and pull their faces with their hands curled]: Arrghhh!
Teacher: Good. Oooh, terrible. [Children continue to pull faces and want to show the Teacher their face].

[…]

Teacher: Now this, we going to do this house. It's called a double-storey. What's a double-storey house? [Children want to guess].
Child: It has two floors!
Teacher: There are two floors, yes. Good! One at the top and who lives in the double-storey house?
Another child: Wha, what's a double…?
Teacher: A double-storey is when you got steps going up and at the top there're rooms and at the bottom. [Children speak over each other] Like in Afrikaans [Children speak over each other] 'n dubbel-verdieping, yes. Good. Now, at the top, here, and I want your lips to go all tickly, when you go, mmmmm.
Children: Mmmmm.
Teacher: Mmmmm. Children: Mmmmm. 18:48 Teacher: Mmm and nnnn.

Alternatively, the teacher gives each learner a turn (Grade 2 group) to sound out each letter as she moves through the letters of the Phono-visual charts. The children listen to the correct pronunciation of the sound for each letter, in English:

Excerpt 58.4

Date: 08/09/2015
Video clip: M2U01069.MPG

Time started: 13:31
Grade: 2
Number of children: 6 (boys and one girl)
Theme: Letter 'i'

Teacher: The quiet letters of the alphabet. They live here. So now, I want you to say these letters for me.
Children [together]: 'Puh'. 'Fuh'. 'Suh'. 'Tuh'. 'Cuh'. 'Kuh'. 'Huh'.
Teacher: OK. Now [Child's name] can you say them to me, nice and loud.
Child: 'Pah', 'f'…
Teacher: 'Fuh'.
Child: 'Fuh'.
Teacher: Yes.
Child: 'S'. 'Suh'.
Teacher: 'Suh'. 'Suh'. 'Suh' for 'Sammy seal'. 'Tuh'.
Child: 'Tuh'. 'Cuh'. King, king [sounds like kicking], 'Kuh'. 'Huh'.
Teacher: OK. I want to just hear [Another Child's name]. 24:38
Another child: 'Buh'. 'Wuh'. 'Guh'. 'Zed'.
Teacher: 'Zuh'. 'Zuh'. 'Zuh'.
Another Child: 'Zuh'. 'Juh'. 'Fuh'.

The franchise owner, as a teacher herself, is a "good communicator" and creates rapport with the learners by being "friendly"; for instance, she addresses learners by "my sweetheart" and "my sweetie". Moreover, the franchise owner has a "passion for teaching creatively" (as described in the role of the teacher in Excerpt 22) and this contributes to a positive classroom environment for learning. The franchise owner also uses classroom objects as described when applying the TPR method, like a pen or pencil to teach vowels creatively and the children enjoy performing the actions while having fun sounding out the vowels (this was observed for the Grade 1 and Grade 2 groups of learners):

Excerpt 58.5

Date: 07/09/2015
Video clip: M2U01064.MPG

Time started: 13:31
Grade: 1
Number of children: 11 (boys and girls)
Theme: Letter 'h'.

23:42 Teacher: Vowels are the letters that make the sound in the words. So let's try again [walks to the charts] let's do the 'ah' again. Are you ready? Hold your pen. 'Ah'!
Children: [using their pen to poke their tummy and sides] 'Ah'!
Teacher: 'Eh'!
Children: 'Eh'!
Teacher: 'Ih'!
Children: 'Ih'!
Teacher: 'Oh'!
Children: 'Oh'!
Teacher: 'Uh'!
Children: 'Uh'!
[…] 24:24

Date: 08/09/2015
Video clip: M2U01069.MPG

Time started: 13:31

Grade: 2
Number of children: 6 (boys and one girl)
Theme: Letter 'i'

Teacher: […] Remember we said, these are called our vowels and we go, can you remember? Take a pencil. You ready? Let me hear you go…
Teacher: 'Ah'!
Children: [using their pencil to poke their tummy and sides] 'Ah'!
Teacher: 'Eh'!
Children: 'Eh'!
Teacher: 'Ih'!
Children: 'Ih'!
Teacher: 'Oh'!
Children: 'Oh'!
Teacher: 'Uh'!
Children: 'Uh'!

The franchise owner clearly demonstrates process and practice of how to apply the instructions on how to teach the Phono-visual charts in the *Active English* classroom. For a future study, it would be interesting to compare how franchisees interpret the instructions and activity ideas in order to teach the phonics lesson for children to learn and practice in English, the sounds of the letters.

The *Active English* programme promotes learning, as an inductive process, a discovery by the learner during a lesson; a deductive process, the learner applies the new knowledge to an activity, often working in their workbook; a cognitive process, the activity designed to use and learn English; an affective process, involving a connection to the relatable theme of the lesson; and learning can also be viewed as a social process, learning with peers, or other learners. For this, the franchise owner has developed workbooks for each grade group in order to ensure the different process for learning English as a second language. The following section of the study includes an overview of the Grade 3 and Grade 4 workbooks (the complete description and content of these workbooks is included in Chapter 3 and also referred to in Excerpt 79) as well as the franchise owner's response (Excerpt 54) to developing the language reference book as part of the materials offered by the *Active English* franchise.

4.3.2.2 Workbooks

(a) Grade 3 and Grade 4 Workbooks

A learner's section of the DBE's (2016) website offers learners additional resources "useful in supplementing the resources you get at school". These include the 2016 Workbooks for Grades R to 9. The workbooks provide the learner with worksheets to practise the language. For the

purposes of this study, no selection or review has been made of these workbooks but the recommendation for future research could be to conduct a comparison between the content of the workbooks developed for English as FAL as endorsed by the DBE and the workbooks for learners at *Active English*.



Figure 4.4: Workbook 1 for Grade 3 and Grade 4 (Term 3 & Term 4) English FAL (DBE, 2016).

(b) Reference Book

Apart from developing the *Active English* workbooks, the franchise owner also developed a reference book. The following is an excerpt from a conversation after the interview between the researcher and the franchise owner on how the development of the reference book came about:

Excerpt 54

M2U01146.MPG
Date: 08/12/2015

15:05 Researcher: … But you have written a, a book.

Franchisor: Mm.

Researcher: You have written a language book.

Franchisor: My language book. Ja.

Researcher: How long did that take you?

Franchisor: It took me about two years to write because it was a lot of, you know, you've still got the teaching going on and everything but the motivation for writing that book, I have shown it to you?

Researcher: Yes.

Franchisor: … is that I was always looking for teaching material in various bookstores and then, I would get things that are fabulous but not child-friendly. And then one day I decided, no [gives out a sigh] stop looking! [laughs] Just write your own.

Researcher: That's true.

Franchisor: And then I j, because that's what I want. I want an easy explanation with a practical exercise and then with lists with what you can go and learn. 15:58 […] 18:40

The researcher reflected on the conversation after the interview about educational resources, in particular the reference book developed by the franchise owner. For the purpose of brevity, the researcher summarises her reflection of how successful the reference book has become as perceived by the franchise owner: The franchise owner believes her language book is successful and at the time of the interview, the franchise owner explained that a primary school in Vereeniging had ordered 500 copies of *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (2008). Another primary school in Vanderbijlpark had the interest of teachers in that it was being used in their lessons but unfortunately, the book was being used as a resource without being acknowledged. The franchise owner remains positive because the book is being recommended by teachers in schools in the area.

Compared to the introductory background and motivation of the franchise owner in starting and developing her own language programme (as described in Excerpt 2), the motivation for developing a reference book, or language book, as part of educational material, is similar. The franchise owner was considering reference books and identified a gap in terms of providing learners with an English language resource. The franchise owner developed a language book that is, 1. child-friendly; 2. with 'easy explanation'; 3. includes practical exercises; 4. and can be used as a resource for learning.

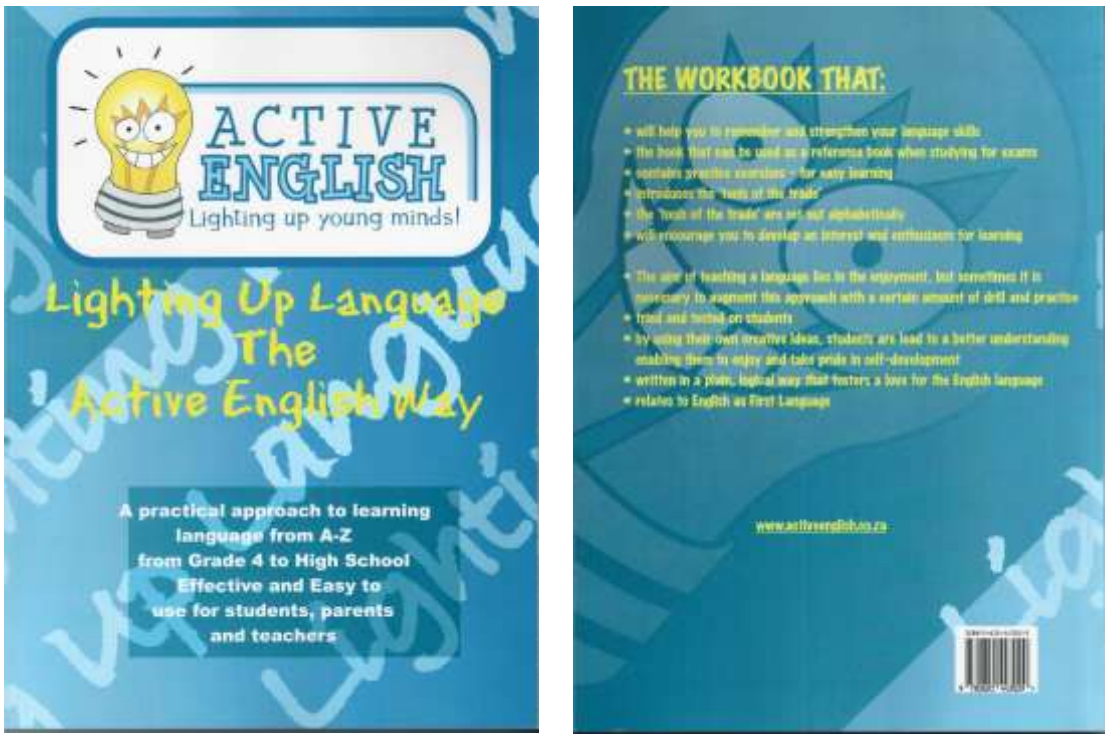


Figure 4.5: Lighting up English the *Active English* way (Slabbert, 2008).

In the description of the goals and objectives of the *Active English* programme as an interrelated component of the design element of the programme, the educational objectives are identified and described (in Excerpt 10). Similarly, the reference book *Lighting Up Language the Active English Way* (Slabbert, 2008) describes the reference book as a workbook and the franchise owner continues to add her understanding of learning and teaching a language to the back cover of the book; "the reference book offers the following" (Slabbert, 2008):

- The aim of teaching a language lies in the enjoyment, but sometimes it is necessary to augment this approach with a certain amount of drill and practice
- tried and tested on students
- by using their own creative ideas, students are lead to a better understanding enabling them to enjoy and take pride in self-development
- written in a plain, logical way that fosters a love for the English language
- relates to English as First Language

For the primary school context, for learners up to Grade 8, a user-friendly reference that explains "a practical approach to learning language" was not, according to the franchise owner, necessarily available when she was considering language reference books. Therefore, in identifying a need for a comprehensive educational resource, the franchise owner developed her own reference and has received positive feedback from stakeholders.

4.3.3 Outcome and feedback

The National Protocol for Assessment Grades R-12 (2012) includes a summary on the importance of assessment (Chapter 2: Assessment of the National Curriculum Statement Grades R – 12, 2012:3) and described the purpose and ways of recording and reporting (Chapter 5: Recording and reporting learner performance, 2012:15&16). The National Protocol for Assessment Grades R-12 (NPA, 2012:3) motivates the importance of assessment as follows:

3. THE IMPORTANCE OF ASSESSMENT

(1). Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The National Curriculum Statement Grades R – 12 is the formal curriculum in South African schools.
(2) Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. The intention of this document is to regulate how evidence of learner performance is recorded and reported.

In public schools in South Africa, the process of assessment has been formalised and the recording and reporting of the evidence of learner performance is regulated. In addition, when learner performance is documented, records of learner performance are used to "verify the progress made by teachers and learners in the teaching and learning process" (NPA, 2012:15) as well as "used to monitor learning and to plan ahead" (NPA, 2012:15).

Reporting, in itself, is a process of communicating learner performance and there are different ways to report learner performance by using a "reporting tool" or "reporting mechanism" (NPA, 2012:17). Reporting tools or mechanisms "include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc." (NPA, 2012:15). The National Protocol for Assessment Grades R-12 (NPA, 2012:15-16) lists the purpose and use of reporting as follows:

(2) The main purpose of reporting is to:
(a) provide learners with regular feedback, this feedback should be developmental;
(b) inform parents/guardians on the progress of the individual learner; and
(c) give information to schools and districts or regional offices on the current level of performance of learners.

(3) Recorded information should:
(a) inform teachers and others about the performance of learners;
(b) be used to provide constructive feedback to learners about their progress;
(c) be used to provide feedback about the performance of learners to parents, and other role-players;
(d) inform the planning of teaching and learning activities; and (e) inform intervention strategies.

On a practical level, Lombard (2010b:17) explains that teaching, learning and assessment are interrelated (as described in Chapter 2). Assessment is a process that allows teachers to make decisions about a learner's performance. The teacher collects evidence or information (Lombard, 2010b:34) of a learners' performance (proof of learning). The teacher makes a decision about whether learning has taken place, provides feedback to the learner (on their progress, for instance), and uses assessment to enhance learning or in order to modify teaching and learning activities (Black & William, 2010:82).

The teacher, in their planning, will follow six steps, irrespective of the intended purpose of the assessment (Lombard, 2010a:34-35).

- The first step, gather or collect information: Evidence of the learners' "knowledge or understanding of a given task" or "their ability to perform that given task" (Lombard, 2010a:34).
- The second step, analyse; and the third step, interpret the evidence (or data) of learning provided by the learners: The teacher "makes sense' of the learners" responses in order to be able to gauge whether the learner has gained "mastery" of the task (Lombard, 2010a:34).
- The fourth step, recording: The data are now recorded as "documentary proof of learners' achievement in a given assessment task" (Lombard, 2010a:35).
- The fifth step, reporting or communicating learner achievement: This could be done in the form of report cards, or "by disclosing learner achievement to learners or parents in an informal manner, whether verbally or in writing" (Lombard, 2010a:35).
- The sixth step, using information about learner achievement: The teacher can use learner achievement "as a point of departure to diagnose barriers to learning, or to move learning forward" (Lombard, 2010a:35).

The assumption is that with a set franchise package, the franchisee would not, necessarily, change or adjust the programme or course in order to meet the needs of students; therefore, ongoing needs assessment is limited. However, the franchisee is expected to communicate effective feedback and the franchise owner designed the lessons (activities) and developed the workbooks in order to collect evidence of performance (other evidence, for instance, would be the reading chart, spelling books and spelling ladder, and lesson crafts), in other words, proof of learning.

The franchise owner makes decisions about learner performance, about whether learning has taken place (what the learner has achieved) and using assessment to provide feedback to the learner on their progress. The *Active English* programme, for the franchisee, remains a set franchise package but the franchise owner uses the information from assessment, after the learners complete the activities or the lesson, to inform and modify the teaching and learning activities. Considering learner performance, the data collected from the questionnaire for parents also provided some information about the academic performance of the learners (Table 4.15) and although the data does not inform the feedback procedure of the *Active English* programme, the responses to the closed and open-ended questions present a record of the learners' performance at school, according to the parents' interpretation of the mark / symbol awarded for their child's overall performance in English. The data are reported on from the information provided by the parents at the time of completing the questionnaire.

Table 4.15 Academic performance: Grade 3 and Grade 4

Question	Grade		Grade 2 & 3				Grade 3 & 4			
			Parent	Grade*	%	Symbol	Parent	Grade*	%	Symbol
C Q2.4.	Assessment of English									
	Grade (2014)		3 1	2			4 1	3		
		(01) Fourth term 2014 (October to December)							80+	7
	Grade (2015)							4		
		(02) First term 2015 (January to March)							95%	A+
		(03) Second term 2015 (April to June)							97%	A+
	Grade (2014)		3 2	3?			4 2	3		
		(01) Fourth term 2014 (October to December)			85	85			90	A / 7
	Grade (2015)			3				4		
		(02) First term 2015 (January to March)			90	90			94	A / 7
		(03) Second term 2015 (April to June)			90	90			96	A / 7
	Grade (2014)		3 3	2			4 3	12?		
		(01) Fourth term 2014 (October to December)							70	
	Grade (2015)			3				4		
		(02) First								5

		term 2015 (January to March)								
		(03) Second term 2015 (April to June)								
	Grade (2014)		3 4	2			4 4	3		
		(01) Fourth term 2014 (October to December)			equals 80% and above	equals 80% and above			70	
	Grade (2015)			3				4		
		(02) First term 2015 (January to March)			equals 80% and above	equals 80% and above			70	
		(03) Second term 2015 (April to June)			equals 80% and above	equals 80% and above			70	
	Grade (2014)		3 5				4 5	3		
		(01) Fourth term 2014 (October to December)								7
	Grade (2015)							4		
		(02) First term 2015 (January to March)							87	7
		(03) Second term 2015 (April to June)							81	7
Grade*	Confirmation of the grade of the child indicated by the parent in the year 2014 / 2015. In the fourth term of 2014 a learner in Grade 3 would have been in Grade 2. In the fourth term of 2014 a learner in Grade 4 would have been in Grade 3.									

Parents were asked to indicate the mark / symbol[102] of their child's performance as it was awarded, for English, at school (Table 4.15). In terms of reporting on assessment of English at school, for the Grade 3 group, four parents (case number 3 1, 3 2, 3 3, and 3 4) indicated that

[102] According to the National Protocol for Assessment Grades R – 12 document, the national codes and their descriptions should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3) and in the Intermediate Phase (Grades 4 – 6). The codes and descriptions for recording and reporting are as follows (DBE, 2012:18):

RATING CODE	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

for 2014 (when their child was in Grade 2) and for 2015 (when their child was in Grade 3), their child received a rating code (symbol) of 7 for Outstanding Achievement (80% – 100%) as a learner, for English, in school. One participant (case number 3 5) did not respond to the question.

In the completion of the questionnaire (Table 4.15), for the Grade 4 group, all of the parents (case number 4 1, 4 2, 4 3, 4 4, and 4 5) indicated that for 2014 (when their child was in Grade 3) and for 2015 (when their child was in Grade 4), their child received a rating code (symbol) of 7 for Outstanding Achievement (80% – 100%) as a learner, for English, in school. One parent (case number 4 3) indicated that for 2015, their child received a rating code (symbol) of 5 for Substantial Achievement (60% – 69%) as a learner, for English, in school.

The information provided by the parents on their child's performance in English at school supports the learner's perception of their own language achievement when asked by the franchise owner (see Excerpt 68.4) "Who didn't do well at school with their English?". All but one learner did not obtain consistently fairly high percentage marks (as described by the National Protocol for Assessment Grades R – 12, 2012:18-19) at school according to the parents who participated in the study.

At this point, the researcher considers learners participating in this study are not vulnerable in terms of English. English is not a barrier to their learning, first of all, because Afrikaans is the medium of instruction for these learners at school. They learn English as a FAL at school. In addition, as established earlier, in Part 1 of this section of the chapter (in the description of the profile of the parent, after Excerpt 13), parents pay school fees but can also afford to pay for their children to be enrolled in the *Active English* programme. The assumption is that these learners are performing well academically in English at school (an observation also made by the franchise owner, as described in Excerpt 59) and can afford access to private tutoring opportunities like *Active English*.

During the interview with the franchise owner, the researcher asked about assessment and reporting of learner performance. The following is an excerpt from the transcription of the interview and response of the franchise owner to Question 11 of the interview protocol (as described in Excerpt 59) on the procedure for feedback as part of the *Active English* programme:

Excerpt 59

Researcher: In terms of implementation and improvement, once the materials have been developed and the learning activities are included in the lessons, how has the programme been organised to include assessment, reporting or feedback to the parents and also, the evaluation of the programme.

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Researcher: Um, getting back to the questions, um, in terms of implementation and improvement, once the materials have been developed and the learning activities are included in the lessons, how has the programme been organised to include assessment, reporting or feedback to the parents and also, the evaluation of the programme. How often do you look at the, I, I remember at a stage you said there's no report card that goes out.

Franchisor: Ja. […]

21:48 Franchisor: What I want to say here is that for me, I believe in more child-friendly assessment. OK. And not traditional assessments as such because the knowledge of learning English is not just written work. It's songs, participating in story-telling, the games, reading out aloud [looking at the written reply as guide] there's so much to cover and to do. So when it comes to writing a traditional test, like an exam, for example, most of people and school and that they favour that because it is quantifiable, you know, but where as when you just um, observing these children but it is quantifiable but not just as in, I got 80% or 90% for my test. Then, [looking at the written reply as guide] I think that traditional tests, and I've seen that with these children, become very stressful and very tiring. And um, when the children also get lower grades, it discourages them um, from losing, they lose that enthusiasm and motivation for English.

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24:14 And then I've also said [looking at the written reply as guide] if I had to assess a young child, and send a report home saying to the mother, your child can't pronounce 'the' properly. What is going to happen? That parent is going to day, "Hah, my child is behind!" and say [to their child], "Say 'the', say 'the', say 'the'". Now the pressure is on so come next week, I don't wanna go to Active English because this lady is going to say to my mom, I can't do this and I can't do that. And then at home, and then, that doesn't just create that I don't want to go to Active English but I think it creates a mental block towards English. 25:03 And then [looking at the written reply as guide] I just said um, for grade one to sevens, I said observation is non-intrusive, um, then not even aware they being assessed um, and then we can also look at their skills like their interest and enthusiasm, motivation. 25:25 And then learning to learn, we often ask them afterwards like, did you enjoy your lesson today? Why? um, what activities did you find difficult? Um, have you told your parents what we did or if we learn a new word, I'll say, write this down and when you get home tonight, ask your mommy and daddy do they know what this word means. 25:50 Um, then, I also think, I ask them like, what do you think are your skills? Do you think you're good at English? Of course they are [smiles]. They all say, "Yes! We are very, very good". 26:02 And then, methods that I use is a lot of brainstorming on the board. So, when we doing for example, their and there, I'll say, how are we going to remember which one is which and then they'll come out with ideas.

Researcher: Uh, you mentioned that they'll say, that they're doing very well what I noticed, uh, is that most of the children that were interviewed do get in the 80s and 90s. They are not students that are, just, you know getting 30s and 40s and coming to Active English. So, you have a range of children, um, coming with all different levels of achievement from school. Um, do you, how does that influence uh, the culture here, because none of them actually said, oh, I'm smarter than you, or I finish uh, in the school better. They, they are really not that competitive, they just enjoying it here. […]

In this context, the franchise owner refers to “traditional assessments”, described as “summative assessment” in the CAPS English FAL documentation (DBE, 2011b:94), “which could take the form of a test or examination, at the end of every term”. The franchise owner believes that traditional assessment is: 1. quantifiable; 2. stressful; 3. can be very tiring; 4. used for tests and examination purposes (writing of examinations) because results are quantifiable. In other words, these types of assessment instruments for summative assessment have a negative impact on the learner, “and can result in a child getting a lower grade”.

When this happens or when “wrong assessment methods” are used, the child becomes: 1. discouraged; 2. they lose enthusiasm; 3. they lose motivation for English (in other words, the learner will not achieve the educational objectives as described in Excerpt 10); and d) parents “express their displeasure at poor results”. The influence of “traditional assessment” on the learner is that: 1. it creates pressure (and in some cases, pressure to practice the language by the parent); 2. the child does not want to go to *Active English* (learn English); 3. creates a mental block towards English.

In addition to the interview, the following is the franchise owner’s written response to Question 11 on assessment and reporting of learner performance as part of the procedure of the *Active English* programme:

Excerpt 60

> Assessment of the learning process is very important but just as important is that it is handled with care. Active English believes in child-friendly methods and not the traditional assessments.
>
> Young children’s knowledge of English often comprises of learning songs, participating in story-telling, games, miming and reading out aloud etc. Traditional testing as in the writing of exams is often favoured because the results are quantifiable. My opinion is that traditional tests can be stressful and tiring and when the wrong assessment methods are used and possibly lower grades this would discourage children and cause them to lose their enthusiasm and motivation to learn English. If we had to, for example, send an assessment to the parent of a young child saying that he was unable to say the ‘th’ sound correctly, that parent would then pressurize the child into practicing that sound over and over again, ultimately resulting in that child not wanting to attend their Active English classes, creating a mental block directly related to the English language. This would be the same for older learners. Parents would, quite naturally of course, express their displeasure at poor results.
>
> **<u>What evaluation, assessment is used in the Active English programme for Grade 1 – 7?</u>**
>
> Observation is non-intrusive because the children are not even aware they are being assessed. It is also good for gauging non-linguistic skills, such as engagement, interest, enthusiasm and motivation.
>
> As mentioned before, we believe in the principles of ‘learning to learn’. After completing a task we ask the children the following questions:-

- Did they enjoy the lesson today and why?
- Which activities did they find difficult?
- Did they tell their parents about what they learnt at Active English?
- What do *they* think about their *own* knowledge and skills? (According to most students their English language skills are very, very good!)
- Brainstorming strategies are used on the board to explore and expand vocabulary and suggestions from the children on how to remember and spell new words is very effective. In this way the teacher can also see and hear what the children know and what still needs to be addressed.

> A collection of the child's work, whether it be work done in their workbooks or additional work related to the curriculum is gathered and assessed regularly by the students and the teacher.
> […]
> The workbooks, worksheets and tasks work offer concrete evidence of what a learner can or cannot do. The self-assessment of their books, combined with the teacher's guidance, motivates the learner by getting them to focus on what they are good at what they need to improve on. They need to take 'ownership'.

Considering assessment and reporting of learner performance as part of the procedure of the *Active English* programme, the franchise owner believes that assessment: 1. should be "handled with care"; 2. should be child-friendly; 3. and the traditional assessments should not be used. Therefore, at *Active English*, the type of assessment that is implemented is based on 1. observation (non-intrusive, "the children are not even aware they are being assessed") and via; 2. a "collection of child's work".

Observation is used to gauge (non-linguistic) skills: 1. engagement (as described in the roles of the teacher in Excerpt 34); 2. interest (as introduced in the description of the selection of programme content in Excerpt 14 and as described by the types of learning and teaching activities in Excerpt 22); 3. enthusiasm (as introduced in the description of goals and objectives in Excerpt 10); 4. motivation (as introduced in description of goals and objectives in Excerpt 12 and as described in the roles of the teacher in Excerpt 34, Excerpt 35 and Excerpt 37). In terms of collecting a learner's work for assessment, the franchise owner described the process as follows: "A collection of the child's work, whether it be work done in their workbooks or additional work related to the curriculum is gathered and assessed regularly by the students and the teacher". The work that is collected is displayed and there is an opportunity for peers to ask questions about the work.

The steps or principles of "learning to learn" (as introduced in the description of the roles of the learner in Excerpt 30 and of the teacher in Excerpt 34) that inform planning and the *Active English* language programme are described by the franchise owner: 1. collect information about how the learners experienced the activities; 2. ask questions for feedback from the learners; 3. use techniques (brainstorming strategies) and suggestions to address language, e.g. "explore

and expand vocabulary" and how to remember and spell words; 4. teacher listens to the learner in order to "see and hear what the children know and what still needs to be addressed".

The assumption is that providing feedback to learners during the lesson, for instance, is part of the teaching and learning process of a lesson. However, similar to the observations made by the researcher in describing preparation, planning, and presentation (as introduced in the description of lesson plans in Excerpt 53), whether franchisees follow the principles of "learning to learn" that inform planning or not and although they are encouraged to adapt their teaching style (as described in the role of the teacher as decision-maker in Excerpt 33), they are teaching within the context of a franchise and do not, necessarily, have input in designing future or improving current lessons (as introduced in the summary of needs assessment in Excerpt 11 and as described in the summary of the role and development of learning materials after Excerpt 47).

When applying the principles that will inform planning and feedback, the steps proposed by Lombard (2010a:34-35) may be adapted to *Active English* as follows:

Step 1: Gather or collect information

The franchise owner recommends asking the children follow-up questions after the lesson in order to understand how learners experienced the lesson and how they learn:

- Did they enjoy the lesson today and why?
- Which activities did they find difficult?
- Did they tell their parents about what they learnt at Active English?
- What do *they* think about their *own* knowledge and skills? (According to most students their English language skills are very, very good!)
- Brainstorming strategies are used on the board to explore and expand vocabulary and suggestions from the children on how to remember and spell new words is very effective. In this way the teacher can also see and hear what the children know and what still needs to be addressed.

Step 2: Analyse

Analyse the evidence (or data) of learning provided by the learners.

Step 3: Interpret

Interpret the evidence (or data) of learning provided by the learners: The activities that are included in a lesson will inform the teacher's interpretation of whether the teaching and learning process was effective. Activities (knowledge of learning or knowledge of English) include: written work, learning songs, participating in story-telling, games, miming, reading out aloud and more.

Step 4: Recording

Learners work from a workbook and have a spelling book. The teacher is able to collect the workbook and the spelling book. The teacher can also make observations, assess learners informally during a lesson or activity, and provide learners with feedback in the classroom-like environment.

Step 5: Reporting or communicating learner achievement

The franchise owner expressly believes (as described in the of pressure of practicing language in Excerpt 55) that no formal reporting is done whereby the parents receive a report or any other formal recording of assessment and feedback as described, for instance, in the National Protocol for Assessment Grades R-12 (2012:34-43).

Step 6: Informing

Information about learner achievement is used and the teacher (in this case, the franchisee) can discuss any barriers to learning or progress with the learner, parent, and other lessons with the franchise owner in order to inform future planning.

Notably, recording and reporting on performance (or lack of performance) is not a component in terms of feedback that is part of the procedure of the *Active English* programme. In other words, assessment is not translated, for parents, for instance, into a report card. Compared to the National Protocol for Assessment Grades R – 12 (DBE, 2012:18), the franchise owner has developed a basic protocol for assessment after a lesson but has not developed a conventional instrument similar to the national codes and their descriptions used for recording and reporting learner performance. For the *Active English* programme, the franchise owner places emphasis on the natural performance and progress of the learner, collects evidence of learning, and assesses against the educational outcomes of the programme. Assessment information is typically part of a language course and ultimately, informs the evaluation plan of the course for redesign and improvement.

The principle of recording and reporting (as described in the National Protocol for Assessment Grades R-12, 2012:17) requires South African schools “to provide feedback to parents on the programme of assessment”. In addition, on a practical level, the National Protocol for Assessment Grades R-12 (2012:22) describes the Requirements for Teacher’s Files (Chapter 6: Teacher’s Files) as follows:

> 22. REQUIREMENTS FOR TEACHERS’ FILES
>
> (1) All teachers are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and

> memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.
> (2) A teacher assessment file may be a file, a folder, a box, or any other suitable storage system.
> (3) The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.
> (4) Teachers' files should be available on request at all times for moderation and accountability purposes.

The franchisee receives *The Grade 1–7 Phonovisual Package* (as described in Excerpt 79). The materials included in the package are starter materials for teaching and learning English. However, other than the evidence that can be collected (workbooks and other work by the learner) and comparative to the Teacher's Files (as described in the National Protocol for Assessment Grades R-12 (2012)) the franchise package does not include formal reporting tools or mechanisms for recording and reporting of the learner's achievement and progress, for instance, in order to communicate learner performance, formally, to the parent or to the franchise owner if needed.

4.3.4 Summary

The three phases of teaching, preparation, planning, and presentation, the process or learning of the language, and outcome (feedback) are described at the level of procedure. At *Active English*, the franchise owner describes what is meant by preparation (as described in Excerpt 53) and the responsibility of a teacher to prepare for the lesson. In terms of practice, learners have the opportunity to learn, use, and practice the language (as described before Excerpt 54 (workbooks) and in Excerpt 55 (Phono-visual charts)), in this case, English, when they learn phonics (from Grade 1 to Grade 3) and complete activities in their workbooks.

Ultimately, the franchise owner believes learners take responsibility for their learning (as introduced in the description of the roles of the learners in Excerpt 30) and interprets learning or to learn a new language (as described in the conditions for learning in Excerpt 44) to mean, learners "take ownership" for learning (as described at the level of procedure in Excerpt 60). In Part 3 of this chapter, it will be important to understand how the learner's ownership of learning informs and is translated in the evaluation plan for the *Active English* programme.

PART 3

4.4 Evaluation plan

> …evaluation is interested in how a program[me] is working, as well as whether or not it has achieved some sort of standard for success. Admittedly, the motivation for wanting to know how a program[me] works usually stems from a desire to improve it, if possible (Lynch, 1996:168-169).

Graves (2000:207) explains that assessment "plays three interrelated and overlapping roles in course design": The first role is assessing needs (as described, at the level of design, in the description of the goals and objectives of *Active English* in Excerpt 11). The second is assessing students' learning (as described, at the level of procedure, as one of the phases of teaching used in providing *feedback* to learners). The third role is "evaluating the course itself" (as described in Part 3 of this chapter) by analysing selected examples of how the franchise owner creates a learning environment at *Active English*.

Graves (2000:215) describes a course "evaluation plan" and Branch (2009:154) describes three "levels of evaluation" that measure different aspects of the course (or in this case, programme). The focus, in both views, remains on how the student understands the course is being evaluated, the purpose of programme evaluation and their role. This includes the students' perception of the programme content, resources used throughout the programme, the "comfort" of the physical classroom environment, or the teacher's facilitation style. Branch (2009:154) adds that evaluation also measures the student's ability to perform tasks indicated in the goals and objectives of the course and evaluation measures a student's knowledge and skill as they are applied in an "authentic work environment".

As motivated in Chapter 3, the evaluation design option selected for this study is a one-teacher, one-classroom design (Lynch, 2003:38). This study is based on the researcher's observations of the franchise owner's own classroom (owner-operated franchise). In evaluating the *Active English* programme, the researcher interviewed learners in Grade 3 and Grade 4 and asked learners their perceptions about the *Active English* programme (as described in Excerpt 74) and the researcher also considers the responses of parents based on statements about *Active English* and their children's experiences (as described after Excerpt 74).

The franchise owner has used the acronym PREPARE to explain the elements of preparation (as described in the phase of teaching, *preparation, planning, and presentation*, at the level of procedure, in Excerpt 53 (lesson plans)). The last 'E' stands for "Evaluate" and a teacher (in this case, the franchisee) is asked to evaluate a lesson by answering self-reflective questions.

Similarly, after completing tasks, the learners are also asked a series of investigative questions by the teacher (as described in the phase of teaching, outcome and feedback, at the level of procedure, in Excerpt 60: “What evaluation, assessment is used in the Active English programme for Grade 1 – 7?”) in order to inform the “principles of learning” (as described in Excerpt 60).

Other than the set of reflective questions for the teacher to collect information from learners, the franchise owner does not present a separate evaluation plan for the “continuous evaluation” (Morrison, *et al*., 2007:240) and improvement of the *Active English* language programme with the focus on how the learner understands the purpose of programme evaluation and their role. Therefore, in order to expand on the existing understanding of the method of teaching and learning English as a second language at *Active English* and the motivating factor for the franchise owner to continue with her language programme, the researcher uses a classroom environment survey for observing moments that contribute towards creating a learning environment at *Active English* and to inform the evaluation of the *Active English* programme (as motivated by the researcher in Chapter 3 and also, as described in Chapter 3, by Lynch, 2003:67-68).

Part 2 of this chapter investigated the overlapping roles of assessment, as part of the procedure of the *Active English* programme and it was established that the franchise owner has not developed or incorporated formal assessment procedures into the franchise package in order to evaluate the programme itself. Assessment, for example, in the form of feedback for the franchise owner to measure the learner’s perceptions of the programme (for example, on content, resources, the classroom environment, and so on) and assessment, for example, in the form of instruments, that measures the learners’ knowledge and skills as well as their ability to perform the tasks as set out in each of the goals and objectives; is investigated.

An evaluation determines how well the language programme has served the goals and objectives it set, and whether the educational goals have been attained for learning. The evaluation of the programme should be a continuous feature in the teaching and learning process.

4.4.1 Informing the evaluation plan

The interrelated components of the design element of the programme as well as the selected procedures for teaching and learning English as a second language, ultimately, inform the

evaluation plan that would potentially be used to improve the quality of teaching and learning. As participants of this study, the franchise owner, the parents, and the learners provided evidence as to the effectiveness of the *Active English* language programme and data were collected in order to evaluate the programme.

Part of programme evaluation is considering the learning environment. The general classroom atmosphere as well as incentives and rewards as part of creating a culture of learning are described in this part of the study. An additional aspect that is described is the programme's competition with other extra-curricular activities. When including concluding questions to parents in the questionnaire, the researcher asked parents to share their overall impression of the *Active English* programme, to share their experience in terms of their child progressing and developing his/her language skills because of *Active English*, and parents were asked to list the top three changes or improvements they would prefer to see be implemented in the coming year for *Active English*. This information is also added to this part of the study.

4.4.1.1 Creating a learning environment

The franchise owner is adamant that the *Active English* language programme is not an extension of school. During the interview with the franchise owner, the researcher asked about the culture of learning at *Active English* and for instance, encouraging shy students to participate in the language activities to learn English. The following is an excerpt from the interview response of the franchise owner's view on the intensity of the programme.

Excerpt 63

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Researcher: Uh, you mentioned that they'll say, that they're doing very well what I noticed, uh, is that most of the children that were interviewed do get in the 80s and 90s. They are not students that are, just, you know getting 30s and 40s and coming to Active English. So, you have a range of children, um, coming with all different levels of achievement from school. Um, do you, how does that influence uh, the culture here, because none of them actually said, oh, I'm smarter than you, or I finish uh, in the school better. They, they are really not that competitive, they just enjoying it here. […]

27:01 Franchisor: It's true what you say and I, you know what, what sometimes also happens is like, if there are children that have been coming to me, say for five years and the newbie comes in. And then, that new child sometimes gets discouraged because they feel, these other children know more than what I do. But then I hay, say, just remember one thing, he's [motions to a pretend child] been coming for five years, you've only just started. Give yourself some time. OK. And then, obviously, the slower learners, when we work together like in group rotation, um, then, I would put the slower people here by me. Because if they sitting over there, they'll just say, they'll look at the next person's and give that answer and I'll say, no, no, no, read slowly. Tell me what

you think. Verbal response is much esh, easier to do comprehensions verbally. You can, if the kids come here and I put a comprehension test out, I wonder if they'll all answer four questions in an hour. Whereas I go, OK, you read a piece [pointing to a pretend child and then another] you read a piece and then we answer the questions together.

Researcher: So, the smaller groups actually work very, very well? 28:22

Franchisor: Especially with the older children. Then I just also said here [looking at the written reply as guide] that then, the work that we assess, is basically the work in their workbooks. Which they self-assess because they mark their own books and then afterwards, I will go check and say what… and I find that, 'cause I say to them, you need to bring a red pen to class when you start at the beginning of the year. Because if you just mark that book, they, who goes back and looks [pretends to look in a spelling book] oh, teacher marked this right and that wrong. They don't. So but if they marking it themselves, they can correct it and self-assess their work. 29:05 And then I just also said that they love combining written work with art. And this is when we do the poetry and the do the decoration on the poem and then they laminate it [smiles].

In Chapter 1, it was established that at "transition points" (Bray, 2006:515-516), especially for examination purposes, private tutoring is intensive and in demand. The assumption is that educational advancement ultimately means socio-economic advancement; therefore, it stands to reason, with variations, "children in higher socio-economic groups generally receive more supplementary tutoring" (Bray, 2007:32). Contrary to this view, one of the purposes of the National Curriculum Statement Grades R-12 (DBE, 2011a:4) is:

- equipping learners, **irrespective of their socio-economic background** [researcher's emphasis], race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.

Excerpt 59 includes the same observation made by the researcher on the fact that most of the learners (for example, in the Grade 3 group and the Grade 4 group) enrolled at *Active English* are excelling at school but continue at *Active English*. The learners are not, seemingly, learners who do not perform well and the assumption is also that learners, in this case, in Grade 3 and Grade 4, are children of affluent parents (as described in detail in Part 1 of this chapter in the description of school fees, the level of education of parents as marker of socio-economic status, as well as when describing whether parents have enrolled their children in extra-curricular activities, in Excerpt 73). In other words, these learners are not considered to be low achievers or from low-income families; they have the opportunity to learn in smaller groups and in an additional environment created for learning that supplements and complements their school learning experiences.

Excerpt 69.1 confirms the same observation made by the researcher in Excerpt 59 that learners enrolled at *Active English* are excelling at school but continue at *Active English*. During a Grade 4 lesson, the teacher asks the learners about whether they are performing well at school in

English (see the underlined and bold parts in Excerpt 59). As discussed above, the learners all indicate that they do well at school.

Excerpt 68.1 also provides insight into the socio-economic background of learners, in Grade 3. The franchise owner recognises that other extra-curricular activities, such as art and drama, are more popular but the researcher considers that this is also an indication that parents may have the financial means in order to enrol their children in other activities (see the underlined and bold parts in Excerpt 68.1).

In Excerpt 69.1 the franchise owner herself confirms the socio-economic background of some of the learners when she discusses some of the learners' attitudes towards the rewards that she hands out for learners how perform well. The learners indicate that they can buy the reward for themselves. The franchise owner maintains that at *Active English* a learning environment is created where learners need to work for any rewards that may be given for their achievements.

Excerpt 64

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Date: 08/12/2015

Researcher: I think none of the children really, there's one or two that were shy. There were one or two that were really, really shy, um, when we were doing the interviews but most of them whether the tense is correct or not, they go for it! [Franchisor laughs] You'll correct the tense, that's fine but the point is that they're speaking. And that's what you want them to do, to communicate. 20:24

Franchisor: And confident. Ja.

Researcher: How do you encourage the shy children, though?

20:30 Franchisor: You know, I accommodate them in terms of, that I don't push them. So when they ready, they will participate. And usually when it's fun and when they see but nobody's going to laugh at me because I say something wrong then they start relaxing and becoming part of, especially when [motions to the carpet] when we doing role-play or um, a bit of drama or something like that, that they'll sit here and look at me and then I'll say, do you want to [shakes her head, pretends to be the shy child] and I'll say, OK fine. And then, later on in the year it's so nice when they actually do out of their own say, I want to do this.

Asher (as discussed in Richards and Rodgers, 2001:76) briefly concludes that learners in TPR "monitor and evaluate their own progress" and "they are encouraged to speak when they feel ready to speak". In Excerpt 63, the franchise owner confirms that learners "self-assess" their own work and in Excerpt 64, the franchise owner explains that a shy learner is not pushed to participate, "[s]o when they ready, they will participate". A condition for language learning is the absence of stress (MacIntyre, 2007:566; MacIntyre, *et al*., 1997:269-278; Richards & Rodgers, 2001:74) and when there is an element of fun and the learner feels their peers will not laugh at

them, the learner will feel less anxiety about speaking in the language, start relaxing and participate.

During the opportunities for lesson observation, the researcher completed a classroom environment survey. The results of the observation presented information related to creating a classroom-like environment conducive for learning English as a second language. The survey item that provides insight into how the franchise owner creates a learning environment and encourages a culture of participation for learning English is Survey item 11: General Classroom Atmosphere (Daniel, *et al*., 2008). The description of this survey item includes:

- Children appear comfortable, relaxed (few appear tense or nervous).
- Classroom atmosphere is *not* characterised by silence, tentative responding by children.
- Classroom atmosphere is characterised by cheerful voices of children.

Children enjoy the English lessons at the *Active English* centre and their active participation was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
				Grade 4	Grade 3

For the Grade 3 group, the researcher observed a purposeful learning atmosphere very often and for the Grade 4 group, the researcher observed a relaxed atmosphere for learning often. For both the Grade 3 and Grade 4 groups, the researcher considers that the general classroom atmosphere was one of participation. When learners were excited about a theme, their willingness to participate[103] showed when they raised their hands or shouted out an answer. The learners did not laugh at each other if they made a language mistake; they laughed with each other and learned from the mistake. Every learner had an opportunity to participate at a point during the lesson. For instance, learners were asked individually to think of sentences for the spelling list they needed to learn for the following lesson. During a theme, learners would also be encouraged to participate in a discussion or to complete an activity. Often during this time,

[103] MacIntyre (2007:564) explains the concept of Willingness to Communicate (WTC): In the language learning process, attitudes (for instance, towards the teacher and the course or towards learning) and the motivation of students in the learning situation are aspects that explain why some students have a drive to learn and communicate in the second language (MacIntyre, 2007:566). MacIntyre (2007:566) explains "a truly motivated student shows a desire to learn the language, expends effort in learning, and enjoys the task". This concept will be discussed in greater detail in Chapter 5.

the teacher was at her desk, marking spelling books. The teacher preferred to have conversations with learners in English, during this time, instead of demanding silence.

Excerpt 65 (Grade 3 lesson) and Excerpt 66 (Grade 4 lesson) are selected to illustrate Survey item 11: General Classroom Atmosphere, in general, as an item of the classroom environment survey but also as indicators of how the franchise owner creates a learning environment at her *Active English* centre. The following transcription of the lesson observations of a lesson presented to Grade 3 and Grade 4 groups of learners would illustrate the observations of the researcher.

Excerpt 65

Lesson	Excerpt
Date: 07/09/2015 Video clip: M2U01066.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **General Classroom Atmosphere** and **Teacher Support (Marketing)** 05:20 Child: Teacher, I have my bag, my t-shirt, and my cap. Teacher: Oooh, you're all kitted out!
Date: 07/09/2015 Video clip: M2U01067.MPG Grade: 3 Lesson 1 Number of children: 11 (girls) Theme: Asking questions	Example of: **General Classroom Atmosphere** 00:32 Teacher: Workbooks out. Quick, quick. 00:45 OK. Now. [Teacher positions the writing board.] OK. Have you got your workbooks out? [During this time, there is a 'busy' atmosphere as the teacher puts pictures / posters up on the board].
Date: 19/09/2015 Video clip: M2U01115.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **General Classroom Atmosphere** 23:58 – 24:44 Child 1: Teacher… Teacher: Yes, darling. Child 1: I want to do something fun on the end of the year. Teacher: We are. We always do something in the last week. Child 1: But like what? Child 2: What are we doing this Christmas? Teacher: I still have to think of something… Child 3: What are we doing this Christmas? Child 1: Teacher, we can paint for Christmas. Child 2: Noooo. Child 3: Again! Again for the second time. Teacher: You didn't paint last year. Child 4: Teacher, I know. We can like use [gets up from the desk and goes to the one part of the class] you know with that painting of that thing, there was that board thingy. You, we can make a portrait. Or… Teacher: Something like that…

For the Grade 3 group, the general classroom atmosphere is at times relaxed but busy. The teacher (in this case, the franchise owner) is in favour of a "little buzz going on … I don't like it silent" (as described in Excerpt 67). The franchise owner believes in active participation, for example, when learners start practicing their language skills by working from their workbooks. There is also room for negotiation when learners approach their teacher to offer ideas on what they could do for a special lesson. This type of negotiation is different from the contributions of

the learner to the *Active English* programme (as described in the roles of the learner in Excerpt 32).

Excerpt 66

Lesson	Excerpt
Date: 20/09/2015 Video clip: M2U01119.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **General Classroom Atmosphere** [Teacher has been recording the reading books, she is seated at her table in the classroom]. 28:08 – 29:29 Teacher: [Title of the book] Did you read the whole thing? Child 1: Yes, Teach. Teacher: Did you enjoy it? Child 1: Yes. Teacher: OK, I can't say I am a Star Wars fan, sorry. [Gives the child a sticker to add to the reading chart] It's just one thing I never got in to. [Child leave the table] OK, [Child's name (Child 1)] [writes in the record book]. And [Child's name (Child 3)] Did you bring a book? Child 3: No, ma'am I'm still busy with that book. Teacher: OK. And [Child's name (Child 4)]? Child 4: Teacher, I just have to read two more, um… Child: Pages. Teacher: Chapters. Child 4: Chapters. Teacher: OK. Do you want to take a new book? Child 4: No, I already have one at home to read. Teacher: OK. [Child's name (Child 2)] what are you taking today? Child 2: Teacher, um, I'm taking, what books [inaudible; child is looking for a book] Teacher: [Child's name (Child 5)] what are you taking? Child 5: I still have a book Teach. Child 1: Teach… Teacher: Yes. [Takes a sip of a soft drink] Child 1: Do you know that book where you have, called Goosebumps? Teacher: Hmm [nods her head]. Child 1: They making a movie about it. Teacher: Oh, are they! Child 1: Yes, Teach. Child: Do you have books about Goosebumps? Child 1: Yes [points to the reading shelf]. Teacher: I've got lots of Goosebumps books. […] --- M2U01120.MPG [Later on, as the Teacher looks through the reading books, she is trying to look for books for a child to read but she also talks about the different kinds of books; this part refers to the discussion on Goosebumps]: 02:10 – 02:18 Teacher: You know what they do with the, the um, I don't know, I've never read a Goosebump book. They always make the covers soo lovely. I don't know if the books are so good. --- M2U01120.MPG

	00:48 – 01:00 Teacher: … It's better people, listen to me quickly, it's better if you don't have time and you have a busy schedule, now you take a thick book and then, you don't get time to read so you leave it, and you leave it. So, I would rather you take something that's going to be a quick read and something that, the main thing about reading is, if you enjoy what you read then you'll want to read more of that book but if you just taking a book because you have to read then that doesn't help. … The teacher continues to give the children ideas for books they would enjoy reading.
Date: 20/09/2015 Video clip: M2U01121.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **General Classroom Atmosphere** 20:30 – 22:24 New learner: What's a [inaudible] Teacher: I don't know. [Sitting at her desk] Child 2: Teacher's very naughty today. Teacher: Who? Child 2: Teacher. Teacher: Why? Child 2: You're not giving us the answers if we ask nicely. Teacher: Do I ever give you the answers? Child 2: Ja [Yes]. Teacher: [Child's name]? Child 6: Not always. Teacher: No, what do I always… Child 2: Ja, but sometimes. Teacher: What do you say [Child's name]? Child 1: Um… Teacher: Do I give you the answers or do I say you have to… Child 1: Think… Child 2: Use your imgbshantion [imagination] do it your own. Child 1: That's why you're at *Active English*! [Reading from his bag] Um, Light up your young minds. […] New learner: Teacher, what's a muuule. Is this like a donkey? Teacher: A mule. What is a mule? [sings] A mule is an animal with long fuzzy ears. He picks up [inaudible] everything he hears. Child 4: Oh, that's a mule! Teacher: [continues singing] His back is brawny but his brain is weak. [Focuses on the spelling book she is marking; addresses Child 1] Number sixty nine and that means that today you are going, oh ninety one! Sorry [Child's name] You're going to ninety two. [Child 1 goes to the spelling board] And what is ninety two? Child 1: Nothing! [Meaning: Does not climb or slide down a ladder, just moves one on]. Teacher: OK. But you still ahead of everybody. Well done. 22:24

For the Grade 4 group, the teacher (in this case, the franchise owner) creates a routine and a classroom atmosphere that on a practical level, provides learners with the opportunity to practise reading and speaking in English. During the lesson observation, the researcher was also able to observe how learners have conversations with the teacher. When learners want to

share something interesting with the teacher, like a book that is being made into a film (see the underlined and bold sections in Excerpt 66).

With each lesson, the teacher also asks learners about the reading books they chose for reading at home. The idea is not to force learners to read books and this is noted when the teacher records the reading progress of learners (on the reading chart, for record purposes but also as a form of healthy competition between learners, as described in Excerpt 23 when the franchise owner explains about the reading chart and spelling ladder).

In addition, asking about their reading is an opportunity for the teacher to evaluate this part of the programme from the feedback of the learner, "Did you read the whole thing?" and "Did you enjoy it?" The teacher also takes opportunities for explaining the importance of selecting a book for reading (as described in Excerpt 25 when the franchise owner explains how she goes about selecting a book from the *Active English* library for a learner to read at home) and the motivation for practicing this language skill: "… the main thing about reading is, if you enjoy what you read then you'll want to read more of that book but if you just taking a book because you have to read then that doesn't help…".

The *Active English* programme integrates language activities (listening, speaking, reading, and writing activities) in order for learners to practise communicating meaningfully. Emphasis is placed on the function of language, in other words, the use of English rather than its structure. During the interview with the franchise owner, the researcher asked about the programme goals of achieving effective communication, to communicate in English with confidence, as being part of the outcome. The following is an excerpt (Excerpt 67) from the transcription of the interview and the franchise owner's response to Question 6 of the interview protocol:

Excerpt 67

> Researcher: Elaborate on the basic principle of the *Active English* philosophy of education. Identify the primary goal of the *Active English* programme. Why is confidence to communicate in English important in the *Active English* programme?
>
> M2U01144.MPG
> Date: 08/12/2015
>
> 20:30 Franchisor: I think, you know what, at the end of the day if you can't express yourself, how are you gonna [laughs a little] get by?
>
> Researcher: Most of the parents they actually said, my child can stand confidently and give a speech. And before, they could not, before coming to *Active English* they couldn't so...
>
> 20:52 Franchisor: You know when you interviewed the children in the classroom, I was actually amazed by with what ease they communicated with and in English and some of the words they

> used, you know 'cause you, you ask them like more, um, OK, tell me about this or do this, there's no sort of relaxed [motions with her hands], when they working and I'm sitting there I'll say, OK everybody, while you busy working tell me where are you going on holiday and, or something like that and then I give everyone, they'll work and talk 'cause I like [motions with her hands] the classroom, there's gotta be like a little buzz going on [laughs a little]. I don't like it silent.

The franchise owner believes "at the end of the day if you can't express yourself, how are you gonna [laughs a little] get by?". During the interviews with the Grade 3 and Grade 4 learners, the franchise owner had the opportunity to observe how the learners expressed themselves when they answered the researcher's questions. The franchise owner confirms that in the classroom, learners are more relaxed when they have different opportunities to speak in English during the lesson while they are working (similarly described in Excerpt 65).

Apart from the survey items that were originally adapted and included in the classroom environment survey, the researcher identified and described two additional items (described in Chapter 3) that emerged during the classroom and lesson observations, Survey item 12: Motivation and Reinforcement and Survey item 13: Afrikaans. The following examples illustrate how the teacher (in this case, the franchise owner) motivated learners and positively reinforced their effort when learners expressed themselves in English during their lesson. The survey item that provided insight into whether there is a culture of fostering learning is Survey item 12: Motivation and Reinforcement (researcher's own description). The description of this survey item includes:

- Child(ren) is praised by the teacher for voluntary actions and 'good' behaviour.
- Teacher praises the child(ren) for their effort.
- Children ask the teacher questions unrelated to an activity or task; mostly, out of curiosity.
- Teacher explains certain concepts to the children (for example, the importance of choosing and reading books, having original ideas, recycling, and so on).

When learners tried to communicate in English, they were praised and encouraged. The researcher observed praise of a learner's efforts during the lesson observations and this is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
					Grade 3 & Grade 4

For the Grade 3 and Grade 4 groups, the researcher very often observed motivation and reinforcement as part of the learning culture at *Active English* during lessons. Excerpt 68 (Grade 3) and Excerpt 69 (Grade 4) are examples selected to illustrate Survey item 12: Motivation and Reinforcement as an item of the classroom environment survey. In addition, the examples also serve to illustrate how the teacher (in this case, the franchise owner) simultaneously applies the ideal characteristics of a teacher (as described in the role of the teacher as decision-maker, in Excerpt 33) when motivating learners and reinforcing their effort, actions, behaviour, and even their curiosity and creativity.

Excerpt 68

Lesson	Excerpt
Excerpt 68.1 Date: 14/09/2015 Video clip: M2U01086.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Motivation and Reinforcement** 17:32 – 18:05 Child: Teacher, how do you write 'space'? […] Teacher: If you want to know how to write a word, you get a piece of scrap paper, you write that word on the scrap paper, you bring it to me hear [Teacher is sitting at her desk] and I'll check it to see if you got it right or wrong. I'm just not going to give you words. You must try and write them yourself. [Children settle down and are designing their advertisements.] 18:05 Child: Teacher. [Holds up her draft design] Teacher: On the moon. The earth in your hands. That's nice. I like that. Good. 18:25 – 19:18 Child: Teacher [brings a page with a word to the Teacher] is travelling spelled right? Teacher: Travelling [reads the word] Nearly, nearly. Look. You got the travel just that [write on the page] stays an 'e' and here, we do travelling with two 'l's. So it's tra-va-lling. [addressing the group] Be careful of saying, 'travelling'. Um, rather say, 'travel to space'. Would you like to travel to space? How you going to make your sentence with travelling? Say it to me. Child: Travelling to the moon. Teacher: OK. That's alright.
Excerpt 68.2 Date: 19/09/2015 Video clip: M2U01117.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Motivation and Reinforcement** 03:35 – 03:58 Teacher: OK. Good work here by [Child's name] Come here, sweetie. OK [Child's name] for homework, you are going to write out 'while' for me twenty times and then next week, you can move. OK? Don't forget to do it otherwise you won't move. 04:00 – 04:20 Teacher: Wow! Well done to [Child's name] [child goes to the Teacher's desk]. [Child's name] you do, doing well now, you going to keep it up hey. Child: OK. Teacher: Every week.
Excerpt 68.3 Date: 19/09/2015 Video clip: M2U01117.MPG Grade: 3 Lesson 3 Number of children: 8 (girls)	Example of: **Motivation and Reinforcement (Marketing)** 06:22 Child 1 [standing at the Teacher's desk while the Teacher is marking spelling books]: Teacher is a lot of work to do Active English? Teacher: Why?

Theme: Continuation of advertisements	Child 1: Just asking… Teacher: It is rather a lot of work we do. But, you know what, it doesn't feel like work when you doing something you love. Child 1: Ja but when are we going to do something more fun. Teacher: [laughs] Child 1: Teach! Teacher: Aren't you doing something you love now? Child 1: But I mean [laughs a little] when are we going to *do* something? Child 2: We are doing something now… Teacher: I could, I could have like a thousand kids here if I just said: *Active English* drama and art! Child 1: Ja, drama and art! Teacher: Then I would be like so popular, you wouldn't. I would have like a waiting list and everybody would just want to come. Am I right people? Child 1: That would be better teacher! Teacher: And if I took away spelling tests. Children: [some children say, yes and other children say, no]. Child 2: Then I will come and do it… Teacher: Ja. Child 2: Next year I will beg mom and dad.
Excerpt 68.4 Date: 19/09/2015 Video clip: M2U01117.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Motivation and Reinforcement** 10:30 – 11:25 Child 1: Teacher, am I good in my Active English? Teacher: I think so, what do you think? Child 1: [laughs a little] I think so… Teacher: Who didn't do well at school with their English? Child 2: Not me. Child 1: Never, never. Child 3: I get sevens for everything. Child 2: We had to write out English words if we had it wrong and I had nothing wrong. I was the only one in the class who didn't have to write out English words. I'm the only one in the class. Teacher: And then sometimes you moan you don't want to come… And see how good you are getting [Child's name].
Excerpt 68.5 Date: 19/09/2015 Video clip: M2U01117.MPG Grade: 3 Lesson 3 Number of children: 8 (girls) Theme: Continuation of advertisements	Example of: **Motivation and Reinforcement (Marketing)** 11:42 – 14:15 Teacher: I want [Child's name] to come to the spelling surprise box [Child's name, Child's name] quickly. […] [Child comes to the box] Right, this is Sparky Spelling Surprise Box and if they [the children] get full points [for spelling] they move onto our spelling chart over there [point to the chart] Sometimes they go up a ladder. Sometimes [Child's name] they go … [Teacher and child say together] down a slide. And I'm so proud of [Child's name] today because she didn't even feel sad when she went down a slide. She just took the bumps. OK. Now, [Child's name] is on number forty-two and that means [opens the box] we are going to take a little card, a little bag out of here […] and on this bag it says forty-two and we open it up […] Alright [Child's name] and your question for today is this: What is the opposite of 'above'? Yes, the opposite. So, in other words, I, uhm, put the, I hold the box above the table. Child: Um… Teacher: I put the box [puts the box below the table]. Child: Under… Teacher: Not under. Child: I know, um…

	Teacher: Above and … […] Above and … Child: Um… [pause] Teacher: No. You got three chances. Quickly… Child: Two more… Teacher: Two more. Above, look here [taking the spelling box] I hold the ba, the box above my head [put the box above her head]. Now I'm holding the box something my knee [places the box below her knee]. Child: At the bottom. Teacher: Nooo. [both laugh a little] Above [shows again with the box going up] and … [shows again with the box going down] Above and… Child 2: Can I tell? Teacher: Yes. Child 2: Underneath. Teacher: No. Above and? Child 3: [putting up her hand] Below. Teacher: Above and below. Next time better luck!

For the Grade 3 group, the teacher (in this case, the franchise owner) often praises children for their answers and provides opportunities for learners to participate in using English. The teacher is generous with praise and the opportunity for reinforcement of certain concepts and ideas. Learners are made to feel that they can make a mistake and that they will learn with everyone, instead of being singled out. The shy learner is given time to think about what they would like to say and they are not hurried or cut off in favour of another learner who might know the answer, for instance. If a learner cannot remember what they wanted to say, the teacher will come back to the learner.

The researcher observed how the franchise owner reinforced the fact, throughout different lessons, that learners need to use the resources (for example, the dictionary) available when learning, for instance, how to spell their words by practising to search through the dictionary. The franchise owner explains how to implement more task-based learning in Excerpt 45, when addressing the role and development of learning materials: "allow the children to stand in front of the class and do some activities on the whiteboard, such as writing down the meanings of words that they have looked up in the dictionary". Excerpt 51, illustrates how the Grade 4 learners participate in more task-based activities with the use of materials, such as dictionaries. The teacher asks whether learners used the dictionary and for a learner to write the word on the board (see the underlined and bold sections in Excerpt 51).

Similarly, in Excerpt 68.1, the teacher reinforces the fact that learners must make an effort to write a word down but not simply ask how the word is spelled, "I'm just not going to give you words. You must try and write them yourself". This "unwritten classroom rule" was also reinforced with the Grade 4 group of learners in a previous example, in Excerpt 66, by the

learners as they have come to know the teacher as someone who encourages them to think (see the underlined and bold sections in Excerpt 68.1).

The perceptions of learners, about the *Active English* programme, are described in Excerpt 74. However, in Excerpt 68.3 a learner makes an observation and acknowledges that *Active English* is "a lot of work". The teacher enjoys her work and teaches creatively (as described in Excerpt 33 when considering the characteristics of a teacher): "It is rather a lot of work we do. But, you know what, it doesn't feel like work when you doing something you love".

In Excerpt 68.4 (see the underlined and bold sections) the learner seeks reassurance from the teacher about whether she believes the learner is performing well at *Active English*. The teacher motivates the learner and this type of motivation will reinforce the future effort by the learner. Similarly, in Excerpt 68.2 the teacher instructs the learner to "write out 'while' for me twenty times and then next week, you can move". The activity is a type of drill (aligned with the TPR method) and the teacher motivates the learner to perform better at their spelling in future.

Excerpt 68.2 and Excerpt 68.5 also illustrate how the teacher continues to motivate and praise learners. In Excerpt 68.2 the teacher provides positive reinforcement when she announces that a learner has done well in their spelling test: "Wow! Well done to [Child's name] [child goes to the Teacher's desk]. [Child's name] you do, doing well now, you going to keep it up hey". In Excerpt 68.5 the franchise owner explains the *Sparky Spelling Surprise Box* and how motivating it is for learners to learn their spelling words: "…if they [the children] get full points [for spelling] they move onto our spelling chart over there [point to the chart]. Sometimes they go up a ladder. Sometimes [Child's name] they go [down] … [Teacher and child say together] down a slide. And I'm so proud of [Child's name] today because she didn't even feel sad when she went down a slide. She just took the bumps".

Excerpt 69

Lesson	Excerpt
Excerpt 69.1 Date: 15/09/2015 Video clip: M2U01092.MPG Time started: 14:46 Grade: 4 Lesson 2 Number of children: 7 (one boy) Theme: Comparatives and Adverbs	Example of: **Motivation and Reinforcement** [Parents have given permission for this child to take part in the study] 10:58 – 12:00 Teacher: […] Will you open your book and read me a page. Nice and loud and full of feeling. Child: Any page? Teacher: Yes and I want some feeling when you read, OK. Child: Teacher, I just want to go to that page… [Child looks for the page she wants to read.] Teacher: Did you read the whole book? Child: The whole book, Teacher [smiles]. Teacher: Good girl. Child: [Reads excerpt out aloud from her book.]

	[…] Teacher: Nice. Good reading. Good girl. Child: Thank you, Teacher. Teacher: Will you get a new book out. Child: Yes, Teacher. [Teacher continues with the record of reading books]. 12:02 – 16:00. [Teacher continues with the spelling ladder]. 16:02 – 18:00. 19:18 – 20:02 Teacher: … Sometimes they [children] come here and like, I've got rewards for them and then some of these children, and I'm not talking about this class, but some of these other children, they're very spoilt, and they go like, "How much does this cost?" So I'm like, "I don't sell it! You got to work for it". And then they go, "Where did you buy it?" So my standard answer is like, "In Jo'burg. In Jo'burg". Because I know if I say where I bought it, that same afternoon that mommy will go there and just buy this for them and I'm sorry, if you want it you work for it.
Excerpt 69.2 Date: 20/09/2015 Video clip: M2U01121.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Motivation and Reinforcement** 04:35 Teacher: […] I'm marking books now. Don't please talk to me so I can do this… Child 1 (boy): Teacher, I'm done. Teacher: Have you done the whole page? OK. Go on with your work in your book, then. [Children are working]. OK [Child's name (Child 2)] Well done! And then a word like 'straw' you get wrong. Child 2: Yes, I know. [Child skips to the teacher's desk]. Teacher: How's that possible? Where was 'stall'? Child 2: There wasn't a…[laughs a little] Teacher: Oh that's for next week. 'Straw' you get everything right. Good girl. Much better. Um, fourteen out of fifteen. Great. 05:52 […] 06:44 Teacher: [Child's name]. Child 3: Ja [Yes]. Teacher: You need to learn my dear. Child 3: Yes, ma'am. Teacher: Come fetch your book my sweetie. [Child goes to the teacher's desk to collect her spelling book]. Next week I want full points [marks] hey? Child 3: Yes ma'am. Teacher: That means you have to start learning tonight. Child 3: Yes ma'am. 07:01
Excerpt 69.3 Date: 20/09/2015 Video clip: M2U01121.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Motivation and Reinforcement** [Parents have given permission for this child to take part in the study] 12:32 – 13:50 Teacher: Right, [Child's name (Child 4)] OK, you were on forty eight. Am I right? Child 4: Yes, Teacher. Teacher: Look over there forty eight [looks at the spelling board]. So today you're going to number forty nine. What is forty nine? [Child goes to the spelling board to see what her new place looks like] Is a dice. [The child is happy]. Child 2: How do you spell 'because'? Teacher: OK, get the dice. 'Because' spell it. Remember I showed you on the board. Betty eats … […] Child 4: I can say it, teacher. Teacher: Tell her. [Takes a sip of a soft drink]

	Child 4: Betty eats cake and uncle sells eggs. Child 3: I used that today, in English class. Teacher: Did you? Child 2 [seated]: Betty… Betty… Teacher: OK throw, [Child's name]. [Child 4 throws the dice on the floor] Teacher: Five. So, forty nine … [Counts the points] so fifty four for you. [In the background, the New learner is telling Child 2 the rhyme of Betty eats cake and uncle sells eggs, while Child 2 is writing the word 'because']. [Teacher continues to mark the spelling books at her desk.] Anybody else finished with their spelling, writing out? Child 4: Number what, teacher? Teacher: Fifty four. Child 4: OK. Child 1: Teach, um [inaudible] Teacher: Are you going to finish that page? That's fine, you can do it for homework. Child 1: Yes, Teach.
Excerpt 69.4 Date: 20/09/2015 Video clip: M2U01121.MPG Time started: Continuation Grade: 4 Lesson 3 Number of children: 6 (an additional learner from Grade 6 has also sat in the lesson, 7 children) Theme: Comparisons	Example of: **Motivation and Reinforcement (Marketing)** [For this section only, the children are entered as Child 1 and Child 2 as there are only these two children that participate for this sample of dialogue] [Child 2 is entered as Child 5 in previous transcripts; Child 1 is entered as Child 6 in previous transcripts] [Child 3 is entered as Child 1 in previous transcripts; Child 4 is entered as Child 4 in previous transcripts] 13:52 – 16:05 Teacher: Right, [Child's name] and [Child's name] come. [Teacher and the children go to the shelf where the box is placed]. In the Sparky Box. Right, come stand this side sweeties. OK, number thirty six for [Child's name (Child 1)] no, for [Child's name (Child 2)]. Right [Child's name (Child 2)], [reads from a card] what is the longest river in the world? [pause] It's a very short name of a river, it's only got four letters. [pause] and it's a river that's in Egypt. Child 2: Nile. Teacher: The Nile. Good girl. Right, [Child's name] for that, you may choose a badge. Well done. [gives the child the container with badges] And [Child's name (Child 1)] you are going to number sixty three [looks for the card in the box]. OK. Here goes. Sjoe [Child's name] you're travelling far! OK. [addressing the other children] Sixty three, people, how about that? OK, oh [sings] Hey ho, Hey ho! [shows the child the card] On the way you go. And you take a trip to number sixty nine. Child 3: What?! Teacher: [Child's name] is she catching up to you? [The children are at the spelling board]. Child 4: Where are you? Child 3: I'm on ninety one. Teacher: [Child's name] getting nervous. […] Teacher: That's what the box said, she can move to sixty nine. 15:44 Bring your book to me so I can just make a note of that. 18:48 [Writes in the book] Right, sixty nine. Good girl.

For the Grade 4 group, the teacher (in this case, the franchise owner) often praises children for their reading or when they are able to express themselves in English. The teacher is generous with praise and the opportunity for reinforcement of certain concepts and ideas. Learners at this grade group understand that hard work is rewarding; the rewards at *Active English* are an added confirmation for the learner that they are actively participating.

As introduced in Excerpt 58, the franchise owner continues to create a rapport with the learners by being "friendly", for instance, she addresses learners by "sweetie" and "good girl" (Excerpt 69.1, Excerpt 69.2, and Excerpt 69.4). In addition, in the examples selected for the Grade 4 group of learners, the researcher observed how the teacher praises the learners for their efforts or as a form of motivation for their future efforts. Excerpt 69.1 illustrates how the teacher praises a learner for reading well, "Nice. Good reading. Good girl" and for reading: "Teacher: Did you read the whole book? Child: The whole book, Teacher [smiles]. Teacher: Good girl". Excerpt 69.2 illustrates how the teacher praises a learner for their improvement, "Good girl. Much better" and motivates another learner to try harder, "You need to learn my dear".

One of the educational objectives set out in the *Active English* business plan (Slabbert, 2013:11) and as described in Excerpt 10, is to: "ensure students put the knowledge acquired to good use in all other school subjects to ensure success". Excerpt 69.3 illustrates how a learner has "put the knowledge acquired" at *Active English* in English at school (see the underlined and bold sections in Excerpt 69.3).

The opportunity to observe how franchisees would implement the roles of the teacher and in particular, use motivation and reinforcement to promote a culture of learning English, for instance, is not included in this section. In this case, the teacher is the franchise owner and the observations by the researcher were conducted at the owner-operated *Active English* centre. Therefore, an avenue for further research would be to explore how franchisees motivate and reinforce the learners at their respective franchise *Active English* centres. The franchise owner would also have the opportunity to establish whether the teachers take motivation into consideration as a component of learning (as set out in the updated guide to the *Active English* methodology (Slabbert, 2015:4); and described in Excerpt 34).

4.4.1.2 Incentives: badges and prize giving

At school, the assumption is that learners receive recognition during prize giving ceremonies for performing well during the year. The minister of the DBE, for instance, honours the national top

achievers in Grade 12 for their academic achievement. Similarly, for the franchise owner, part of creating a learning environment is including incentives, such as rewards (in the form of badges and stickers) and awards (certificates and trophies at prize giving) as part of the design and procedure of the *Active English* programme. In addition, the researcher considers that brand loyalty (as described in Excerpt 65 and in Excerpt 76) is also a way, not only for the franchise owner to build the *Active English* brand but for the parent and learner to continue affiliating with this service provider instead of enrolling at a competing programme, such as, for example, the *Kumon English Programme*.

The following is an excerpt from the transcription of the interview with the franchise owner. The researcher asks about the *Active English* logo *Sparky* when awarding badges to the learners for reading books and performing well in spelling tests. In addition, at the end of the *Active English* year (which coincides with the academic year of public schools in the mainstream), there is also a prize giving ceremony. The franchise owner does not only recognise the top achievers but also, those who have improved as well as learners who contribute to the programme by demonstrating their talent, enjoyment, and motivation for continuing to learn English. For instance, according to the 2015 prize giving programme, the diploma awards from Grade 1 to High School included: Improvement, Merit, Merit Plus, Bookworm, Spelling Merit, and Loyalty Awards. The trophy awards included: Junior Speller of the year, Speller of the year, Most Improved Junior Reader, Best Junior Reader, Most Improved Senior Reader, Best Senior Reader, Most Humorous and Witty, Most Dramatic Student, Bright Sparky, Most Talented Grade 3 Student, Most Talented Grade 4 Students, Most Improved Junior Newcomer, Most Improved Senior Newcomer, Most Creative Thinker, and Student of the year.

The researcher reflected on a question that was asked about praise and rewards as a form of motivation for learning. The following is an excerpt from the interview between the researcher and the franchise owner on how the franchise owner sees this aspect of the *Active English* culture.

Excerpt 70

M2U01145.MPG
Date: 08/12/2015

Researcher: Yes. Um, what about that, the praise that you give and the rewards; I know you will have that child that only does it for the badge or the sticker or whatever, how did that come about, how did that motivating, um, aspect come about in your programme.

10:32 Franchisor: OK. You know what, if you think to yourself, we all do things for incentives. OK [both laugh a little] so, whether it be, my incentive is to diet and tomorrow I can have a piece of cake [nods] that's so… and then, children are master negotiators. You know, they'll go like, can't

we play today and I'll say, no but we can next week. So if we finish this [shows with her hands] we can do that. And they [the children] quite happy to do that. So that's where the whole motivation thing came from is, you can't actually motivate a child but you can say, if you do this, you can achieve this. Because if you take your Matric [Grade 12] son or daughter and you go lock them in the bedroom and you say, now you will learn! Are they going to learn?

Researcher: No.

Franchisor: If they don't want to, so if they want to do stuff, like when I do the spelling, I'll say to them, at the beginning of the year, this is what happens here but it is your choice. If you want to learn your words you will have fun and you are part of the spelling. If you don't… and then, when they see the other children are doing so well with spelling and having fun, then they want to be part of that.

M2U01146.MPG
Date: 08/12/2015

Researcher: Speaking of poems, your, one of your students, the children, uh, said a poem at prize giving so, I wanted to ask about prize giving. How important is that at the end of the year and um, for the children, for the parents, what does it mean to you.

06:20 Franchisor: I think prize giving for me is, is a form of recognition and uh, self-esteem builder [smiles]. I think as you saw, and the trophies [motions to the trophies] that are still standing here why those children didn't attend because they were learning. And this is just my opinion […] but for me your child getting up on that stage, getting recognition does so much more for their self-esteem than, learning for a little primary school test that they may or may not get 80% for tomorrow. […] 07:10 You know what, when I was, I wanted to say that at my prize giving and I thought, no, maybe you'll be stepping on some toes here but when I, on Saturday, I always have a lunch for my mothers that have been attending. You saw me give out the invites and I said this to them because I've got one mother that was there, her little girl is very clever but she's not going to be good with English in the long term because she comes once a term. But she [the mother] drills her [the child] with exam time. It's pages and pages and learn, learn, learn, learn. But now what happens is I asked them, I said what I just said to you about self-esteem and [says a parent's name] said to me […] and she said exactly what you said now, she says you can't believe how big an influence that trophy had on her little girl's [self-esteem] um, she now has just decided, I can. And she did so well in the last exam and she thank you for, to the trophy. It just gave her such as boost. And that she can now believe in herself. 08:40 So, ja, that sort of answered my question. 08:48 I'm, I don't give trophies to pre-schoolers [counting on her fingers], I don't give trophies to grade one and I don't give trophies to grade twos. Because my point is that if they already start getting a trophy in pre-school, they want one every year. Researcher: And you mentioned they have to work hard to get one. Franchisor: Ja, it's not just, I give it to you 'cause I like you [laughs a little]. You have to work.

In Excerpt 70, the franchise owner admits that "we all do things for incentives". In this aspect, she considers that "children are master negotiators" (a role that has not, until now, been explored and that is different from the contributions of the learner to the *Active English* programme, as described in the roles of the learner in Excerpt 32). The franchise owner believes that "you can't actually motivate a child but you can say, if you do this, you can achieve this". A condition for learning is also presented to the learner (and has been described at the level of procedure in Part 2 of this chapter when reporting on why the franchise owner believes learners take responsibility for their learning), "at the beginning of the year, this is what happens here but it is your choice" (see the underlined section in Excerpt 70).

The franchise owner advocates for active participation, a principle belief of the *Active English* programme (as introduced in Excerpt 2 and described in the mission statement of *Active English* in Excerpt 10). Similarly, the updated guide to the *Active English* methodology (2015) sets out motivation as an important component of learning (as described in Excerpt 34, Slabbert, 2015:4). The view on attitudes of learners was also described as contributory to learning and to developing positive self-esteem (described in Excerpt 11 and Excerpt 12).

For the franchise owner, prize giving: 1. is a form of recognition; 2. builds self-esteem for the children that are enrolled in the *Active English* programme. The franchise owner explains, "I think prize giving for me is, is a form of recognition and uh, self-esteem builder [smiles]". The franchise owner also believes that "parents hold the key to children's self-esteem ... teachers hold a spare one". Ultimately, prize giving has also contributed to the continued enrolment at *Active English* (as described in Part 1 of this chapter when presenting the motivation for parents enrolling their children in this programme) and received support from parents: "And this is just my opinion […] but for me your child getting up on that stage, getting recognition does so much more for their self-esteem than, learning for a little primary school test that they may or may not get 80% for tomorrow". The franchise owner recounts how one parent, for example, acknowledged how recognition had a positive impact on her child's self-esteem (see the underlined part in Excerpt 70).

The franchise owner has indicated before (as described in Excerpt 66 and Excerpt 68.1) that learners need to make an effort to learn. The franchise owner rewards learners as from Grade 3 (after pre-school) and continues to believe that in order for a learner to receive a trophy, the learner needs to work for the reward. Coincidentally, trophies are awarded as from Grade 3 (perhaps considered the year of transition in the mainstream schooling system from the Foundation Phase to the Intermediate Phase) when English becomes the language of learning and teaching for many learners (not the learners that participated in the study who attend the Afrikaans stream in parallel medium schools) in South Africa. The franchise owner motivates her decision in Excerpt 70 (see the underlined and bold sections).

As established earlier, during the opportunities for lesson observation, the researcher completed a classroom environment survey. The results of the observation presented information related to whether learners needed to compete for recognition during a lesson as part of the learning culture at *Active English*. The survey item that provides insight into expanding an understanding of incentives is Survey item 4: Competition Emphasis (Daniel, *et al*., 2008). The description of this survey item includes:

- Children compete for teacher recognition.
- Children compete for grades, rewards, or positive evaluation signs (e.g. stars on chart).
- Children compete for peer recognition.

Learners seeking attention and vying for approval from the teacher was not observed but healthy competition between peers was observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
		Grade 4	Grade 3		

For the Grade 3 group, the researcher sometimes observed healthy competition for recognition (or attention) between learners but for the Grade 4 group, the researcher seldom observed learners having to compete for recognition during a lesson. Excerpt 76 for the Grade 3 group is an example that was selected to illustrate Survey item 4: Competition Emphasis and Survey item 12: Motivation and Reinforcement respectively. This observation emerged during the researcher's completion of the classroom environment survey. The transcription (Excerpt 76) of a lesson presented to Grade 3 learners would illustrate the observations of the researcher. Excerpts of this survey item, for the Grade 4 group did not occur overtly during the lesson observations for the researcher, for this group. Therefore, Excerpt 76 is an example only from the researcher's observations of the Grade 3 group of lessons of how the learners demonstrated a healthy competition for attention during their lesson at *Active English*.

Learners are not aggressively competing for the teacher's attention or for rewards. The classroom environment was not one that fostered competiveness; instead there was a culture of reinforcement and positive attitudes that encourage performance that was observed by the researcher. In general, grade groups have a limited number of learners (from five to eleven children) during a lesson (as established earlier, in Part 1 of this chapter in the description of Excerpt 38); therefore, there is opportunity for each learner to have the teacher's attention.

Excerpt 76

Date: 14/09/2015 Video clip: M2U01087.MPG Grade: 3 Lesson 2 Number of children: 10 (girls) Theme: Space advertisement	Example of: **Motivation and Reinforcement (Marketing)** 07:30 – 08:06 Teacher: Who got a sticker right at the end? […] Child 1: Teacher, I got this [touches her cap], this [touches her t-shirt] and this [touches her bag] on. [teacher laughs a little] Child 2: Me too, teacher [waving for attention] me too! Teacher: You can have a badge [to Child 1]. You can have a badge [to Child 2]. Child 1: Thank you!

	Child 2: Yes! Yes, yes, yes! I get a badge. Child 3: What about [Child's name] she did also… Child 2: That's my badge. [Child 1 and Child 2 pick a badge each from the jar]. Teacher: Was she wearing her cap? Child 3: Yes. Child 2: I wanted this badge for almost three weeks! Teacher: Who brought their caps? [asking the children outside the classroom] […] People who brought caps can have a badge… Only one. […]

Excerpt 76 (and also, earlier, Excerpt 65) illustrates how the franchise owner ensures brand marketing for her franchise and brand loyalty. When learners receive stickers to record their progress on the reading chart in the classroom, the stickers are branded with *Sparky* the *Active English* logo. Parents may also purchase *Active English* merchandise, such as a cap, a T-shirt, or a bag and if the learner wears or uses these items for a period of time, they receive a badge that is coveted by learners (badges, like the other items, are also branded with *Sparky*) (see the underlined and bold sections in Excerpt 76).

The results of the researcher's lesson observations presented information related to whether individual learner performance was rewarded at *Active English*. The survey item that provides insight into rewarding performance is Survey item 6: Performance / Evaluation Emphasis (Daniel, *et al*., 2008). The description of this survey item includes:

- Individual student performance is significant (e.g. marks, 'correct' and 'incorrect' answers are publicised).
- Teacher emphasises comparison of student performance and behaviour.
- Praise and other rewards are given mainly to high achievers.

Comparing one learner to another or the performance of one learner to another was not observed by the researcher during the lesson observations and is reported on as follows:

Result of observation

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often
Grade 3 & Grade 4					

For the Grade 3 and the Grade 4 groups, comparisons made by the franchise owner between individual learner performances were not observed during lessons. Possible examples to illustrate this survey item are instead included under Survey item 12: Motivation and Reinforcement.

The researcher reflects on her observations and the description of this survey item and considers that for both the Grade 3 and Grade 4 groups, although a learner receives stickers (for the reading chart or the spelling ladder) and badges (for wearing *Active English* branded clothing and other activities), the teacher does not make a point of comparing the performance of one learner or their behaviour to the performance or behaviour of another learner. The teacher makes a point of rewarding learners who work; the teacher does not only reward high achievers.

During the researcher's lesson observations, the franchise owner, during the course of a lesson, offered an informal explanation as to the fact that learners need to earn their rewards. The following is an excerpt from the transcription of the franchise owner's explanation during a lesson observation:

Excerpt 85

> Date: 15/09/2015
> Video clip: M2U01092.MPG
>
> Time started: 14:46
> Grade: 4
> Number of children: 7 (one boy)
> Theme: Comparatives and Adverbs
>
> 19:22 Teacher talks about rewards.
>
> 19:18 – 20:02 Teacher:
> … Sometimes they [children] come here and like, I've got rewards for them and then some of these children, and I'm not talking about this class, but some of these other children, they're very spoilt, and they go like, "How much does this cost?" So I'm like, "I don't sell it! You got to work for it". And then they go, "Where did you buy it?" So my standard answer is like, "In Jo'burg. In Jo'burg". Because I know if I say where I bought it, that same afternoon that mommy will go there and just buy this for them and I'm sorry, if you want it you work for it.

The franchise owner fosters a learning environment for healthy competition between learners. This aspect of the *Active English* programme is described, to a greater extent, in Part 1 and Part 2 of this chapter, for instance, in Excerpt 23 and Excerpt 66 when the franchise owner explained about recording the progress of the learners, in terms of their reading on the reading chart and in terms of their spelling, on a spelling ladder. The learners also participate in a culture that fosters learning, in part, because of the incentives offered. For instance, learners enjoy negotiating for stickers (for the reading chart or the spelling ladder) and badges (for example, for wearing *Active English* branded clothing). However, the franchise owner incorporates aspects in the *Active English* language programme that in a way, parallel how the mainstream schooling system celebrates academic achievement, by incorporating a prize-giving ceremony at the end of the year.

4.4.1.3 Competing with other extra-curricular activities

In terms of undertaking the intensity of tutoring, Reddy *et al*. (2003:18) explain that the intensity of tutoring is measured by "the number of hours that scholars spend per day or week on a particular subject". Similarly, the number of subjects in which students receive supplementary tuition may be considered an alternative indicator to measure intensity (Bray, 2007:32; Reddy, *et al*., 2003:18). During the interview, the researcher asked the franchise owner about the programme's competition with other extra-curricular activities that parents typically enrol their children in after school. Excerpt 73 (and earlier, Excerpt 27) from the transcription of the interview with the franchise owner explains how the programme's hours were impacted by the learners' participation in other after-school activities:

Excerpt 73

M2U01145.MPG
Date: 08/12/2015

Researcher: Um, you mentioned art and, and drama. You once said you are competing against the other activities, like sport. [Franchisor agrees and nods her head] how does that influence the

M2U01146.MPG

attendance, for instance, and um, the level of completeness as in coming every week and completing the programme. Do you like sport […] ?

00:14 Franchisor: [smiles] You know, it's difficult because I was a sportswoman [laughs] believe it or not in my day and I loved sport. So, I was very active myself so I have a lot of respect in terms […] children need to be able to do sport.

Researcher: Or extra-curricular activities.

Franchisor nods in agreement. 00:35

Franchisor: They have to. Unfortunately, what's happening is that this has become the everything and you've got [counting on fingers] grade one learners who are playing rugby every single day. They practising. Which for me, at that level, is not acceptable. I mean they can go rugby practice once or twice a week that's *more* than enough. But now the schools are run like businesses and they in major competition with each other. So they all are wanting to have these young rugby stars [emphasises the word and smiles] […] and that drives me mad, because that rugby is not going to help your child later on in life. So, a good balance of everything is important and we try to accommodate the students. So if they've missed a class, they can come, in a different timeslot and … where you can come and make up classes as well.

Researcher: So, is it only an hour class? You wouldn't consider an hour and a half or longer. How did you decide on an hour, for instance?

01:50 Franchisor: Initially, the classes were twice a week. They'd come on a Monday and on a Wednesday, Tuesday – Thursday. But then with all the extra murals, all the sport there just wasn't time enough. But the results [makes a point] were better. Because they [the children] had more exposure. They were here more regularly. And then, what was also nice about that, now, as you saw in the lessons we've gotta do the books, we've gotta do the spelling, we've got a lot to do in an hour where then, it was so relaxed because the one lesson would be the books and the

spelling and a little bit of the work and then the follow-up lesson just focus on, on the language and the grammar and everything. 02:38 [looking at the written reply as guide] And then also the workbooks and the worksheets that we do. There we also have concrete evidence of what they [the children] have done and what they've achieved. But I think for me, the bottom line is that children need to take ownership 02:52. [pause] Even as young as what they are because you'll find that they'll come in here and they'll go, oh my mom didn't pack in my spelling book and my library book. And I'm saying, you know what,

Researcher: It's your responsibility.

Franchisor: It's your [nods], because they spoon-fed and so… take ownership.

The CAPS English FAL (2011a & 2011b) expands on the instructional time in the Foundation Phase (Grade 1 to Grade 3) and in the Intermediate Phase (Grade 4 to Grade 6). The instructional time in the Foundation Phase is as follows: "In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language" (DBE, 2011a:6). The instructional time in the Intermediate Phase is as follows: "The teaching time for the First Additional Language in the Intermediate Phase is 5 hours per week. All language content is provided within a two-week cycle (10 hours)" (DBE, 2011b:13).

In the completion of the questionnaire (Table 4.6.2), parents were asked about the options related to the language of instruction, offerings for HL and FAL at their children's school. Therefore, this section of this part of the chapter overlaps slightly with the section described earlier, in Part 1 of the chapter on the information provided by parents. Comparatively, with *Active English,* a learner attends a one hour lesson, once a week, as explained in the underlined and bold sections in Excerpt 73. There are extra-curricular activities that are offered after school in South Africa but there are also extra-curricular activities that parents are prepared to pay for, like private supplementary lessons, as established by Bray (2007:18) and introduced in Excerpt 3.

The franchise owner believes learners should take responsibility for their learning (as introduced in the description of the roles of the learners in Excerpt 30) and learners should "take ownership" for learning (as described at the level of procedure in Excerpt 60). This is again reiterated by the franchise owner in Excerpt 73 (see the underlined part). The researcher considers what the franchise owner says about balance (see the underlined part in Excerpt 73). The franchise owner is not concerned (as confirmed in the introductory background and motivation for starting *Active English* as described in Excerpt 5) about competing with other language programmes, such as the *Kumon English Programme* because the franchise owner believes that *Active English* "is different to what anybody else is doing".

However, the assumption is that *Active English* is not only competing with other extra-curricular activities but also, in order to survive as a business the franchise owner had to compromise the intensity of lessons (in terms of time) but in so doing, has tried to accommodate learners ("you can come and make up classes") when possible. In other words, the franchise owner had to create a similar type of relaxed learning environment (including opportunities for exposure to English) and deliver a service without compromising on quality.

The data collected from the questionnaire for parents also provided some information about enrolment activities. The questionnaire for parents probed whether, apart from *Active English*, parents enrolled their children in other extra-curricular activities (outside school hours).

Table 4.16 Extra-curricular activities: Grade 3 and Grade 4

Question	Active English		Frequency Grade 3	Frequency Grade 4
C Q5.2.	Enrolment in Activities	(01) Yes	3	3
		(02) No	1	2

In the completion of the questionnaire (Table 4.16), for the Grade 3 group, three of the parents indicated their child is enrolled in additional activities after school; one parent indicated that their child is not enrolled in additional activities after school. Three parents list the additional activities as follows:

[P3 1] Karate
[P3 3] Dance
[P3 4] Sports (cross country, netbal, hockey)

In the completion of the questionnaire (Table 4.16), for the Grade 4 group, three of the parents indicated their child is enrolled in additional activities after school. Two parents indicated their children are not enrolled in additional activities after school. Three parents list the additional activities as follows:

[P4 2] Chess and Kumon Maths
[P4 3] Except netball
[P4 5] Music lessons - piano, dance lessons

In general, apart from *Active English*, parents also enrolled their children in other extra-curricular activities (outside school hours). In Part 1 of this chapter, it was established from the information offered by the parents and from their responses to the questionnaire that parents paid school fees but were also able to afford other extra-curricular activities, like *Active English*. The

assumption is that these parents would form part of the middle and upper-middle class in South Africa and this is not different from research findings related to international studies of shadow education (for example, as reported by Dang and Rogers (2008:180) and Bray (2007:32)).

4.4.1.4 About the *Active English* programme

At the beginning of Part 3 of this chapter, it was established that part of programme evaluation is considering how the student understands the purpose of programme evaluation, how the programme is being evaluated, and the role of the students. Although the franchise owner has not formalised an evaluation plan, as described by Graves (2000:214&215) and Branch (2009:154) in order to measure different aspects of the programme, in informing the evaluation of the *Active English* programme, the researcher provided participating learners in the Grade 3 and Grade 4 groups an informal opportunity, during their respective interviews, to share their perceptions about the *Active English* programme (as described in Excerpt 74). In addition, the researcher also considered the responses of parents based on statements about *Active English* (as described after Excerpt 74 and earlier, in Excerpt 9).

During the interview with the learners, the researcher asked the Grade 3 and Grade 4 groups about the *Active English* programme, whether they thought they did well in school because of the English lessons. The children were also asked to offer suggestions for potentially improving the programme:

Excerpt 74

Grade 3	Grade 4	Grade 4
Date: 14/09/2015 Video clip: M2U01085.MPG Time started: 14:29 Duration: Camera recording from 00:05 to 19:30. **Grade: 3** Number of children: 10 (girls) Theme: Space advertisement Only responses from children whose parents signed consent forms are included in this transcript of the interview.	Date: 15/09/2015 Video clip: M2U01091.MPG Time started: 14:46 Duration: Camera recording from 06:02 to 21:52. **Grade: 4** Number of children: 7 (one boy) Theme: Comparatives and Adverbs Only responses from children whose parents signed consent forms are included in this transcript of the interview.	Date: 16/09/2015 Video clip: M2U01094.MPG Time started: 14:19 Duration: Camera recording from 00:22 to 11:15. Grade: **Grade 4 & Grade 5** Number of children: Grade 4, three children (Child 2, Child 3, and Child 5, girls) as well as Grade 5 two children (Child 1 and Child 4, boys). Only responses from children whose parents signed consent forms are included in this transcript of the interview.

		Note: Interview conducted by the Teacher.

Excerpt 74.1		
02:10 Researcher: And, um, since coming to *Active English*, are you doing better at school? Do you think so? Group of girls nod their head in agreement. Researcher: How do you know? 02:35 Child 9: Now I understand English a lot better. 02:45 Child 3: That's why we got our teacher [motions to the teacher] to learn us.	Researcher: …Do you notice, for yourself, do you think you are improving at school because of coming to Active English or are you improving just because you are improving? 20:35 Child 3: I think I'm improving because I'm coming to Active English. Researcher: Is it? OK. [signalling to another child to answer]. 20:40 Child 7: I'm improving because I'm coming to Active English. […] Researcher: Whether you come to Active English or not, um, do you think you will do well at school? [A child shakes her head; another child nods their head]. 21:08 Child 7: No. Researcher: So you like coming to Active English? Group: Yes. [nod] […]	08:52 OK, now, quickly tell me something, since you've been coming to Active English, I want you to tell me how you've been doing at school [pause] and is there anything that you still struggle with at school [pause] to do with English? 09:32 Child 5: Um, I went from 80 percent to 93 percent with my English. I really like Active English and it helps me improve.

Excerpt 74.1 provides insight into the perceptions of Grade 3 and Grade 4 learners enrolled at *Active English*. Both groups of learners agree that they have improved because of their participation in the *Active English* language programme. Learners in Grade 3 and Grade 4 believe they are performing better at school because of attending *Active English* lessons. This perception is also shared by parents later in Part 3 of this chapter.

One learner in Grade 4 endorses their participation in *Active English* as contributory to their improvement in English at school, as follows: "I went from 80 percent to 93 percent with my English. I really like Active English and it helps me improve". The researcher considers that the learner was not a low achiever to begin with before attending *Active English* (also as observed

in the description of learner achievement in general, in Excerpt 63). Interestingly, learners in the Grade 3 group state that their ability to speak in English is not solely attributed to their participation in *Active English*. One learner responds, “I learned it from my cousin because she’s just English” (this learner is exposed to English outside of *Active English* from having to speak in English to a family member). Another states, “my dad is very good with language and he learned me from I was, I was like three and the TV helped me” (this learner is also exposed to English outside of *Active English* because of the influence of a parent and television). While another learner explains, “When I watch TV I learn how to talk English. I talk sometimes with my dog and my mom” (this learner is also exposed to English outside of *Active English* because of accessing television and practises the language with a parent and a pet). Another learner offers, “my friends is English” (in other words, this learner is also exposed to English outside of *Active English* because their peers and English).

Excerpt 74.2		
09:30 If you were to say, we want to improve Active English or we want to keep it the same, what are some of the things, first, that you like doing? [Hands go up.] 09:44 Child 3: Word searches. Researcher: Word search? Child 3: Yes. Researcher: OK. [signalling for another child to answer.] 09:52 Child 4: I like the games we play because that learns me also a lot of things and I like the workbook because that learns me also lots of things. 10:14 Child 1: What I like is the games and I love the books we read and what do I like the most is the end of the year when we go to, um, Emerald and then we go swim there. It’s my fun part. 10:50 Child 9: I like all the fun activities and to play the games outside with teacher and when we sing songs on the board [motions to the board] and we sit on the mat [motions to the carpet], teacher sits there [motions to the chair], she	Researcher: … What would you say, what do you like about Active English? [signalling to a child to answer]. 16:28 Child 4: Uh, the games we play. 16:46 Child 7: Um, I like Active English um, teachers tell us interesting things like, um, how do you know it’s a common noun and how do you know it’s a noun. And where do you put a noun. Researcher: OK. Why is the board important? 17:32 – 17:48 Child 2: I like when we get, when we have full points at spelling. Sometimes we go to the Sparky spelling box. Then we need to answer a question or something like that and then you can get something or move to a higher number on the board [points to the board]. 17:52 Child 7: Um, because on the end of the year, it is, um, arts festival, and then you, um, can get a trophy for spelling. Researcher: OK. Yes… [signalling to another child to	Teacher: … Tell me something, um, [pause] now you have to tell me, what do you like about coming to Active English? And how long have you been coming? [One of the children is a bit worried because she does not know]. 03:05 Child 5: I like, um, I like Active English ‘cause when, we aren’t just learning the whole time we also playing and is making, and Teacher is making it fun for us.

writes the… songs on the board. 11:25 Child 8: I really like the books to read and I like to do the spelling tests.	answer]. 18:06 Child 3: Um [what did I want to say? laughs] um, I like Active English because we write spelling tests, we read books, and to be by teacher the whole time.	
Researcher: Do you like doing the crosswords and word search? Group: Yes. Yes. [The children nod their heads.] Child 3: I'm always first.		
Excerpt 74.3		
	Researcher: OK, if you had to recommend to your friend or to tell your friend about Active English what are the three most important things that you'd say that they learn here, at Active English. [One child's hand goes up to answer the question]. Think about it; do you already know? [Child nods her head]. OK. Yes… [signalling to the child to answer]. 19:50 Child 3: How to spell English words. […] Researcher: Yes… [signalling to another child to answer]. 20:02 Child 4: How to, how to get your tenses right in English. 20:05 Child 7: Um, um, if I tell my friends about Active English it will put your English grades higher.	
Excerpt 74.4		
12:37 Researcher: … Is it now easier that you in Active English you can now speak to someone in English or do you still go to Afrikaans or another language… 13:40 – 14:05 Child 1: It's not that much easier for me because I learned it from my cousin because she's just English but her mom and everything is Afrikaans but she went to a English school and	Researcher: OK. When you reading, um, do you find that you are able to tell the teacher what you read about very easily? [11:31 Child 3 nods her head.] Can you use English very easily or are you always stuck sometimes and you use Afrikaans words? Is it easier and easier as you read and talk in English, speak in English? 11:42 Child 3: It's easy for me to speak in English. I mix my	

then they learned her English and that's why she's English so I had to when I was small, I had to speak English with her, otherwise she won't talk back to… she will understand but she won't talk back to me because she doesn't like it. Researcher: OK. Yes... [signalling for another child to answer.] 14:06 Child 9: I have talked good English because my dad is very good with language and he learned me from I was, I was like three and the TV helped me [laughs a little]. 14:32 Child 3: When I watch TV I learn how to talk English. I talk sometimes with my dog and my mom. 14:58 – 15:19 Child 4: I, I learned English because my friends is English and when go visit them, we must talk English otherwise they can't understand us and when did I come to Active English I talk English much better than when I did before. 15:44 Child 9: I don't like it when we do, um, spelling and I forgot to learn. Researcher: Oh, OK. […] But do you think spelling is important? Child 9: Yes. Researcher: So, it's just when you're not prepared. Child 9: Yes. Researcher: OK, that's fair.	English with Afrikaans most of the time. Researcher: OK. And does reading help you? Child 3: [nods her head]. Yes, it does.	

Excerpt 74.2 lists the activities that learners enjoy participating in at *Active English*: "games", "word search", "singing songs", "crosswords", "reading books", "workbooks" (as described in the workbooks for learners in Excerpt 79 and in the description of the combination of the CLT method and the TPR method as presented in Excerpt 45). A learner in Grade 4 admits that they enjoy earning a trophy for spelling and another learner believes they "[l]earn interesting things about the English language". Another learner admits, "I like Active English because we write spelling tests, we read books, and to be by teacher the whole time"; in other words, the teacher

also influences the learner's participation in *Active English*. Activities are described at the level of design, in the role and development of learning material, in Excerpt 47, as follows: "Art, drama and crafts have been incorporated into the learning of the English language. The use of real concrete objects helps to focus children's attention and allows them to touch, taste, smell, listen and feel their lessons". A learner in Grade 4, during another interview in Excerpt 74.5, candidly adds, "I like, um, when Teacher give us stuff to taste".

Excerpt 74.5		
15:38 Researcher: OK so, what are some of the things you don't want to do in Active English? [Child puts up her hand] Yes... [signalling for another child to answer.] 16:27 Child 4: I don't like English when the children is naughty because then I can't, I can't hear teacher and then I can't understand everything. 17:08 Child 3: I can spell very good English but not Afrikaans. 17:13 Child 1: Sometimes when I forgot to, to um, like, practice and things for my spelling test, then, then, I get angry. And the fun part I *don't* like is spelling tests *either* that's why. 17:33 Child 9: I like it. I like it. 17:35 Child 8: I love spelling. 17:38 Child 9: Because not if I didn't learn.		Teacher: OK. Good. Now, you have to tell me, and I don't mind what you say, what don't you like about Active English and what would you like to do more at Active English? [Child puts up his hand.] Teacher: Yes… [signals to the child]. 04:15 Child 5: Um, sometimes I don't like Active English because, um, because we sometimes just work and never play a bit. 05:05 Child 5: What I think we can improve is that, um, [thinks] Teach can maybe give us food [children smile] and I like um, I like, um, when Teacher give us stuff to taste and we can say if we like it or we don't like it.

Excerpt 74.5 identifies what learners do not enjoy about the *Active English* programme and why (in their view) the classroom atmosphere is sometimes not conducive for them to learn during a lesson. Learners in Grade 3 admit that they do not all like spelling tests and there are learners that do not like spelling tests when they have not prepared and learned their words. For one of the learners in Grade 4, "we sometimes just work and never play a bit" and another learner in Grade 3 explains, "I don't like English when the children is naughty because then I can't, I can't hear teacher and then I can't understand everything".

Excerpt 74.3 identifies "the three most important things" a peer would learn at *Active English* if asked by learners who are currently enrolled in the language programme. Learners from the

Grade 4 group state: 1. how to spell English words; 2. how to get your tenses right in English; 3. *Active English* will put your English grades higher.

The data collected from the questionnaire for parents also provided some information about whether parents experienced the selected aspects to be positive and contributory to how *Active English* has prepared their child(ren) to communicate in English. Although the data do not inform the evaluation of the programme directly, as described in Chapter 3, the reporting and interpreting of the data are viewed as relevant indicators of the parents' satisfaction with the *Active English* programme.

The *Active English* language programme is marketed as a service that delivers on key communicative aspects. As part of the questionnaire, parents were asked to respond to statements about Active English and their children's experiences (Table 4.17).

Table 4.17 Effective communication: Grade 3 and Grade 4

Question	English as a Second Language		Frequency Grade 3	Frequency Grade 4
D Q1.1.	Effective Communication			
	(01) In general, the activities and environment created at *Active English*, encourages my child to communicate effectively in English.	(01) 1 = neg sign (-)		
		(01) 2 = pos sign (+)	3	5
	(02) My child is stimulated: The lessons build on my child's ideas, curiosity and creativity.	(02) 1 = neg sign (-)		
		(02) 2 = pos sign (+)	3	5
	(03) My child demonstrates language development in terms of speaking, listening, reading, and writing skills.	(03) 1 = neg sign (-)		
		(03) 2 = pos sign (+)	3	5
	(04) My child has the confidence to speak English.	(04) 1 = neg sign (-)		
		(04) 2 = pos sign (+)	4	5
	(05) My child has developed a positive self-esteem.	(05) 1 = neg sign (-)		
		(05) 2 = pos sign (+)	3	5
	(06) My child has been encouraged to continue learning English.	(06) 1 = neg sign (-)		
		(06) 2 = pos sign (+)	3	5

In the completion of the questionnaire (Table 4.17), none of the parents from either of the Grade 3 or Grade 4 group indicated any of the aspects to be negative or not having been contributory to how *Active English* has prepared their child(ren) to communicate in English effectively. The researcher considers whether the perceptions of parents on their children's experiences

correlate with the educational objectives (as described in Excerpt 10, in Part 1 of this chapter) as outlined in the *Active English* programme.

To the statement, “In general, the activities and environment created at *Active English*, encourages my child to communicate effectively in English”, three parents from the Grade 3 group and five parents from the Grade 4 group agreed that the activities and the learning environment that has been created, contributed to their children being able to express themselves in English. The educational objective that best corresponds to the statement is, “encourage natural enthusiasm, vitality, spontaneity and originality by **active** [original emphasis] participation in meaningful language activities”.

To the statements, “My child is stimulated: The lessons build on my child’s ideas, curiosity and creativity” and “My child has developed a positive self-esteem”, three parents from the Grade 3 group and five parents from the Grade 4 group agreed that lessons build on stimulating their children to communicate effectively and develop a positive self-esteem. The educational objective that best corresponds to the combined statements is, “enrich students’ ideas, stimulate thought and feeling to develop an understanding of themselves and their own emotional and moral responses to life and the world around themselves and to live more fully, more consciously and responsibly”.

To the statement, “My child demonstrates language development in terms of speaking, listening, reading, and writing skills”, three parents from the Grade 3 group and five parents from the Grade 4 group agreed that their children are able to communicate effectively. The educational objective that best corresponds to the statement is, “help students develop language skills which contribute to effective expression and communication”.

To the statement, “My child has the confidence to speak English”, four parents from the Grade 3 group and five parents from the Grade 4 group agreed that their children are able to speak in English with confidence. The educational objective that best corresponds to the statement is, “develop students’ ability to express their ideas, thoughts and feelings effectively through language”.

To the statement, “My child has been encouraged to continue learning English”, three parents from the Grade 3 group and five parents from the Grade 4 group agreed that their children enjoy the *Active English* language programme and it contributes to their perceived academic performance. The educational objective that best corresponds to the statement is, “ensure

students put the knowledge acquired to good use in all other school subjects to ensure success".

The concluding questions in the questionnaire for the parents are about their overall impression of the *Active English* programme, their experience in terms of their child progressing at school and developing language skills because of *Active English*. In addition, parents were asked to share changes or improvements they would prefer to see be implemented in the coming year for *Active English*. The following are the parent's responses to the open-ended questions for the Grade 3 group and Grade 4 group of parents. The contributions from parents have been written out and not modified by the researcher to correct any overt language errors.

Parents were asked to share their overall **impression** of the *Active English* programme and why they enrolled their child(ren). In the completion of the questionnaire, from the Grade 3 group, three parents shared their impression of the language programme as follows:

> [P3 1] Fun & playful whilst learning English.
>
> [P3 3] Love it! My kids are not shy or afraid to speak English. How they speak the language is amazing for the their age. When I was their age I struggled speaking English and even today are afraid of teasing because of my use of tenses…
>
> [P3 4] English is the main business language and possibly also the language of tuition by the time my kids get to University level. Also in an Afrikaans school you have Afr. Teachers teaching English and we felt that our kids need additional assistance in English to reinforce the language from a young age. Early language development is key to success in second language studies.

Notably, only one of the participating parents from the Grade 3 group acknowledges English may still be the medium of instruction by the time she envisages her child will attend university; therefore, it may be seen as a "strategy" (Aurini & Davies, 2004:424) for this parent to keep her child enrolled at *Active English*. More significantly, however, this parent confirms that the teacher who teaches her child English is herself, a second-language English speaker.

In the completion of the questionnaire, from the Grade 4 group, five parents shared their impression of the language programme as follows:

> [P4 1] It is a fun and creative way for kids to learn the English languge!
>
> [P4 2] Excellent program. We will continue with Active English until Grade 12.
>
> [P4 3] English Active is an excellent programme The fact that children learn through experiential learning is great I have seen my son grow & develop in English from a pre-schooler to where he could confidently do a speech at his last English prizegiving

> [P4 4] Wonderfull program. Can see [Child's name] enjoys it a lot.
>
> [P4 5] Children have the opportunity to learn in a creative environment. They get exposed to ideas and learn to build on it. They learn proper English and also get to exercise basic skills like spelling. They are motivated and rewarded for reading and thinking "out of the box".

The learning goals of the *Active English* programme are embedded in the mission statement and educational objectives (as described in detail in Excerpt 10).

It is clear from their contributions that participating parents endorse the *Active English* language programme. Three of the participating parents refer to the language programme as being fun and enjoyable for their children. Two parents highlight that their children are able to speak English with confidence. One parent acknowledges that reinforcement allows for children to be successful in learning a second language. Another parent recognises that the children are immersed in an environment that prompts and motivates them to learn and build on their learning through meaningful activities with rewards. One parent states they their child will continue to be enrolled at *Active English* until the end of Grade 12.

Parents were asked to share their experience in terms of their child's **progress** and the perceived development of their language skills because of *Active English*; parents were encouraged to include evidence that their child(ren)'s English learning improved because of *Active English*. In the completion of the questionnaire, from the Grade 3 group, three parents included their understanding of their child's progress in communicating in English as a result of attending *Active English* lessons as follows:

> [P3 2] My child enjoys Active English because of the way they present the class. She wants to learn her spelling word and read her books. She can speak English very well for a afrikaans cild.
>
> [P3 3] They will speak out with ease. Not shy to answer questions. They participate in class and you can see they enjoy it very much.
>
> [P3 4] [Child's name] has improved in her self confidence and this has influenced not only her language skills but also other parts of her life.

In the completion of the questionnaire, from the Grade 4 group, five parents included their understanding of their child's progress in communicating in English as follows:

> [P4 1] My kids have developed a love for English and they have grawn in confidence to communicate with others in English as well.
>
> [P4 2] My child has always received 7's for English in all her Grades.

> [P4 3] With my son I see he has developed a keen interest in reading newspapers. My daughter would express difficult English words which she learnt at active English.
>
> [P4 4] [Child's name] could speak English from a young age because of AE. She also likes to read.
>
> [P4 5] She is confident speaking English when she is in a situation where it is required.

In the completion of the questionnaire (Table 4.15), parents were asked to indicate the mark / symbol of their child's academic performance at school. The information provided by the parents and the learner's admission of their own perceived achievement (as described in Excerpt 68.4 and Excerpt 69.1) of obtaining fairly high percentage marks (as described by the National Protocol for Assessment Grades R – 12, 2012b:18&19) is attributed to their continued enrolment in the *Active English* (as described in Excerpt 59). It is clear from their contributions that participating parents attribute their children's success to the *Active English* language programme.

Parents were asked to list the top three changes or **improvements** they would prefer to see implemented in the coming year for *Active English*. In the completion of the questionnaire, from the Grade 3 group, two parents included their suggestions for the improvement of the language programme as follows:

> [P3 2] Speaking English. Spelling English. Reading English.
>
> [P3 3] 1) Better use of tenses. 2) Reading english books that are more difficult (more words). 3) Broader vocabulary.

In the completion of the questionnaire, from the Grade 4 group, four parents included their suggestions for the improvement of the language programme as follows:

> [P4 2] I am satisfied with the program as it is.
>
> [P4 3] Programme is excellent!
>
> [P4 4] Spelling, more reading, and working faster.
>
> [P4 5] For the younger ones, I think reinforcement at the grammar they learn at school will be helpful. I find that with the CAPS system the children become a bit overwhelmed when a lot of new ideas are introduced, but not enough time is spent on practising what they learned.

It is clear from their contributions that participating parents attribute their children's success to the *Active English* language programme. Two parents agree that the programme is well designed and developed. Three parents identify a need for more opportunities for their children to read more English books in order to improve their spelling and build their vocabulary. One

parent highlighted reinforcement as a need because of a gap she has identified in the delivery of the English content at school.

When considering the design of the *Active English* programme, specifically the relationship between assessing the needs of learning and the purpose of the programme (as described in Excerpt 8, Excerpt 11, and Excerpt 62), Part 1 of this chapter established that the starting point to determine the goals and objectives of the programme would be from a "partnership" and "dialogue" (Graves, 2000:99-100) between the franchise owner, the learners, their parents, the franchisees, and the community to support decision-making. Although *Active English* is a franchise, the researcher considers that whether in the process of collecting information about parents and learners at the beginning of the enrollment process or in order to inform the evaluation plan, parents provide the franchise owner with insight into their understanding of the purpose of the programme. This recommendation will be discussed more fully in the next chapter.

4.5 Summary

Active English is a franchise and a programme that has been designed by the franchise owner for the South African context. Like other private tutorial centres and supplementary programmes, *Active English* is independent of the school system and employs a method of "standardising" a service (Aurini & Davies, 2004:430). As described in Chapter 2, supplementary instruction supports the mainstream by "providing supplementary avenues to learn school-related material" (Bray, 2009:38). However, private supplementary tutoring "commonly creates and perpetuates social inequalities" (Bray, 2007:18). One of the principles upon which the National Curriculum Statement Grades R-12 (DBE, 2011a:4) is based is:

> Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

The South African curriculum is meant to provide "equal educational opportunities". However, understanding the principle outlined above in a broader sense, the perception exists that the quality of education (as described in Excerpt 3, 4 and 10) offered to South African learners is a motivating factor for the franchise owner to continue with her language programme. However, the researcher considers that although the *Active English* language programme may be offered parallel to the CAPS English FAL curriculum offered in schools due to the nature of a franchise (a for-profit business) and the assumption that a part of society is prepared and able to pay for a private supplementary programme, as confirmed in research conducted by Bray (2007:18),

Active English and other similar supplementary academic programmes, one can speculate, contribute to the inequality of educational opportunities for sections of the population that would, perhaps, have benefitted more from its implementation.

The ideal characteristics of an *Active English* teacher are listed in the business plan for *Active English* (Slabbert, 2013:3) and described in Excerpt 33 but ultimately, if a teacher is able to create a positive classroom atmosphere (and provide a positive learning experience in a positive learning environment), the assumption is that learners will learn better and engage more. Excerpts illustrating the classroom environment observed in the owner-operated *Active* English centre have been integrated in the description of each interrelated component of the design element of the programme. However, the survey item General Classroom Atmosphere is described in Part 3 of this chapter and illustrates how the franchise owner creates a learning environment and provides learners with incentives while at the same time, for example, competing with other extra-curricular activities and reducing the intensity (number of hours in a week) of lessons, in order to provide learners with a sustainable supplementary programme. The additional findings reported on in Part 3 of this chapter inform the evaluation of the *Active English* language programme.

This case study is concerned with describing franchised supplementary instruction, provided by a private entrepreneur (for profit), in South Africa. This study shows that educational activities (lessons for English as a second language) offered by the *Active English* programme that occur outside formal schooling are designed for the student to be able to communicate effectively in English, to build the student's confidence to speak English (and by extension, develop a positive self-esteem), to build on the student's ideas, curiosity and creativity, and encourage the student to continue learning English (educational objectives identified in Part 1 of this chapter).

This study shows that *Active English*, as part of the supplementary education sector exists in South Africa and makes both positive and negative contributions parallel to mainstream schooling or the formal education system. *Active English* may be seen as a language programme aimed at influencing and improving education delivery, in other words, on improving learner performance and success in terms of using English as a second language.

Secondary to the primary contributions, this programme, in future, may be studied (and developed) to establish whether the enrolled student demonstrates language proficiency in terms of speaking, listening, reading, and writing skills that correlates directly to the enhancement of the student's formal school career (perceived achievement in comparison to

recorded achievement or lack of progression). Also, as this study does not expand on national indicators or compare the provision of supplementary tutoring in South Africa, as an avenue for future research, this programme may be studied in order to inform the decisions of policy-makers in order to improve the quality of the outcomes of South African schooling.

In the next chapter, a summary of the findings regarding the design and procedure of the *Active English* programme is provided against the components used in the framework that was introduced in Chapter 2 and established in Chapter 4. Each component of the programme that was evaluated will also receive an overall rating statement that captures the essence of the findings for the component. A discussion will also be continued in order to determine whether the *Active English* programme requires redesign as informed by the aspects described in the evaluation plan of the programme as described in Chapter 4.

CHAPTER 5 DISCUSSION OF FINDINGS

5.1 Introduction

In Chapter 4, an impression was presented of the extent of the implementation of the interrelated components of the teaching and learning method as they have been developed for the *Active English* programme. Chapter 5 presents a summary of the evaluation of the findings regarding the approach, design, and procedure of the *Active English* programme. The aim of this chapter is to determine whether the *Active English* programme for teaching and learning English as a second language requires redesign. This chapter answers the research question: How can the limitations of this (franchised) supplementary programme best be addressed? In addition, this chapter supports the discussion of findings as recommendations that will be proposed in Chapter 6.

5.2 Conventions used to summarise the main findings of the thesis

This part of the chapter presents a summary of the overall findings of the evaluation of the *Active English* programme against the components used in the framework that was established in Chapter 4. For the purpose of this summary, tables were prepared to indicate the main findings that emerged from the analyses and interpretation of the components that inform the evaluation of a language programme. This information is presented in Table 5.1 to Table 5.8 and the tables direct the discussions of the findings in the chapter. In addition, every component of the *Active English* programme that was evaluated in the thesis will receive an overall rating statement that captures the essence of the findings across all elements of evaluated for the component. The overall rating statements that will be used are defined as follows:

- **Commendation:** This part of the supplementary programme has been well designed and the main finding is recognised as a significant contribution by the franchisor to teaching and learning English as a second language.
- **Meets Minimum Criteria:** The principles that inform programme design and procedure are evident in the *Active English* programme. The main finding reflects the characteristics of a 'good' language programme.
- **Area for Development:** The principles that inform programme design and procedure or the characteristics of a 'traditional' language programme are not evident or poorly evident in this part of the supplementary programme. The recommendation is for the franchisor to consider a potential gap or redesign this part of the programme for a more comprehensive outcome or supplementary language programme.

5.3 Main findings at the level of design, procedure and the evaluation plan

The following interrelated components of the design element of the *Active English* language programme have been evaluated: (a) goals and objectives; (b) selection of programme content; (c) types of learning and teaching activities; (d) the roles of the learner; (e) the roles of the teacher; and (f) the role and development of learning materials. At the level of procedure, the following instructional characteristics focusing on the phases of teaching have also been evaluated: (a) preparation, planning, and presentation (the design of lesson plans); (b) process and practice (the ways in which particular activities are used for practising language, for example, workbooks, a reference book, and the Phono-visual charts); and (c) outcome and feedback (the procedures and techniques used in assessing learning, recording and reporting performance, and giving feedback to learners on their work).

In addition, aspects the researcher understood to inform an evaluation plan have also been investigated and these include a focus on how the learner would understand the programme was being evaluated. For example, how the teacher (in this case, the franchise owner) creates a learning environment, the role of incentives (badges and prize giving) to encourage learning, how the programme competes with other extra-curricular activities and the influence on intensity and delivery of the programme as well as the *Active English* programme itself (for instance, the perceptions and input from parents and learners on their active participation, impression, progress, and improvements related to the *Active English* programme). A visual representation of the summary of the main findings of the elements of a method to teaching and learning the *Active English* programme that were evaluated is presented from Table 5.1 to Table 5.8.

For every table the positive (+) sign indicates the main finding: (a) emerged from one or more sources of data; and (b) should be considered by policy-makers when investigating other franchised language programmes in South Africa. The plus-minus (+ / -) sign indicates the finding: (a) has bearing on the programme and, by extension, the South African context both positively or negatively; and (b) is neither ‘good’ nor ‘bad’ but should be noted by the franchise owner during the review of the programme. The negative (-) sign indicates there is: (a) a potential gap for the franchise owner to address when reviewing the *Active English* programme; or (b) a component or an aspect of the programme that needs to be considered when developing an evaluation plan; or (c) no finding and this reflects on the South African formal schooling system negatively but offers policy-makers the opportunity to engage with and address this aspect of private supplementary tuition.

Table 5.1: The summary of the main findings related to the *goals and objectives* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(a) Goals and objectives		
i. Purpose of the programme <u>Educational values:</u> "*Active English* lessons provid skills of logic and reasoning that teach children **HOW** [original emphasis] to think. Workbooks and activities are aimed at gifted and talented children. When all children are taught [as if] they are gifted and talented, giftedness and talent have a good chance of emerging" (Slabbert, 2013:3). <u>Mission Statement:</u> "Active English fosters a love of the English language to both first and second foreign language students in an informal, progressive and fun way to further the students' education in all learning activities, thus enabling them to become positive and confident individuals" (Slabbert, 2013:11).	+ The purpose of the *Active English* programme is clearly communicated in the *Active English* documentation for potential franchisees and in the marketing material (promotional flyer and enrolment form) for parents and students. + The target group of learners for which this programme was and is designed is not solely based on language. The programme is designed for "gifted and talented" children and not only for children who need to improve or learn English as a second language for academic purposes. + The franchise owner is satisfied that *Active English* is a uniquely South African programme different enough to offer parents (who are interested in supplementing their children's school learning experiences after school) a competitive option. + The franchise owner gauges the success of the programme from the enjoyment and enthusiasm experienced by learners. + The franchise owner is encouraged by the possibility of language franchises (compared to once-off summer language courses) to be developed for other languages where the student would continue to enjoy learning the language by participating actively, long-term, in the programme.	Develop a separate statement document for parents and learners. Information about the purpose and learning goals of the programme is included for parents and learners in the *Active English* flyer and enrolment form but not in a separate statement document. The 'intended audience' of the franchises' information is the potential franchisee. The importance of benchmarking is well-known as a component of quality assurance. The franchise owner does not regard benchmarking her programme against other programmes in the field as a potential or important indicator of quality. This is a potential gap in the franchise owner's knowledge about quality assurance in the educational context.
ii. Goals and objectives of the second language programme <u>Educational Objectives:</u> • Encourage natural enthusiasm, vitality,	+ Evidence of learning goals embedded in the mission statement and educational objectives. + Business objectives are included in the *Active English* documentation, for the franchisee,	Investigate the concept of 'quality education' and the quality of schooling, in particular, 'teacher quality' provided in communities that have a direct impact on resources (such as access to private tutoring) and stimulation accessible to children in South

spontaneity and originality by **active** [original emphasis] participation in meaningful language activities. • Enrich students' ideas, stimulate thought and feeling to develop an understanding of themselves and their own emotional and moral responses to life and the world around themselves and to live more fully, more consciously and responsibly. • Develop students' ability to express their ideas, thoughts and feelings effectively through language. • Help students develop language skills which contribute to effective expression and communication. • Ensure students put the knowledge acquired to good use in all other school subjects to ensure success (Slabbert, 2013:11).	for the franchise to expand. + The design is focused on language proficiency by integrating the development of the language skills (speaking, listening, reading, and writing) with broader social and academic skills as well as developmental goals (the self-fulfilment and self-understanding of the learner and not only for self-improvement of their language skills). + The objective is for the learner to be encouraged "by **active** [original emphasis] participation in meaningful language activities"; apart from improving their school work, parents recognize that *Active English* offers a different approach to teaching English as a second language. + Once learners have acquired knowledge and skills as well as a positive attitude towards learning English, it is envisaged that they will apply what they have learned to other school subjects. + The franchise owner believes continued language learning is reflected in long-term results; learners who have continued with the *Active English* programme 'go to university'. - The franchise owner and parents perceive teacher quality (knowledge and the ability to teach well) in schools, for learner performance, is important but currently inadequate. Teachers are themselves second language English speakers trying to teach learners English as a second language. - Similar courses or programmes (as forms of supplementary private tutoring), although unintentionally, potentially contribute to fostering more inequalities in society.	Africa. The programme is not limited to offering English as a second language for the purpose of developing language proficiency for academic achievement. Parents believe schools are not providing the type of quality education they perceive to be adequate; parents have enrolled their children in the *Active English* programme primarily "to help improve school work" but also "to have fun, play and learn English". Policy makers need to identify areas or schools where learners are more 'vulnerable' in terms of English being a barrier to learning. Conduct a feasibility study for the sponsorship or subsidy of schools for learners to get access to relevant sections of the programme; achievement reported could potentially be distributed on a larger scale that would contribute to the diminishing of inequalities. Investigate the long-term impact of private supplementary tuition in South Africa. One of the general aims of the South African curriculum is for the National Curriculum Statement Grades R-12 to provide 'access to higher education'. A supplementary programme also contributes to this aim of the mainstream system.
iii. About the student <u>Indicators (learners):</u> ▪ gender	+ The *Active English* centre is located in the same area as the learner's school and parents do not need to travel additional	The franchise owner believes the level of engagement of parents could improve (attitude, motivation, allowing their child to

▪ age ▪ location of school ▪ class size ▪ information about school fees for 2014 / 2015 ▪ language of instruction at school ▪ age of enrolment in *Active English* ▪ initial motivation by parent(s) to enrol their child(ren) in the language programme <u>Indicators (parents):</u> ▪ gender ▪ age ▪ location of residence ▪ marital status ▪ population group ▪ level of education ▪ language repertoire ▪ self-assessment of language skills in English	distances to drop off their children, after school. + More girls than boys were enrolled in the *Active English* programme (in the second half of 2015). + Learners enrolled in the Grade 3 and Grade 4 groups in the owner-operated *Active English* centre are part of an Afrikaans speech community that hold high levels of proficiency in English as an additional language. + Participating parents completed high school and others completed post-school qualifications. This is an indicator of the relative high socio-economic status of the participants. Parents pay school fees as well as for extra-curricular activities, like a supplementary programme, to 'maximise' their child's exposure to the English language. + Parents from both grade groups indicated that their home language is Afrikaans; parents are bilingual Afrikaans-English speakers. + / - Participating parents attribute value to (learning) English (a concept that is acknowledged by researchers as positive and negative). - All parents who completed the questionnaire were female.	express themselves in English, listening to their child) in order for their child to practise and reinforce the second language.
iv. Needs assessment: participatory process	+ The franchise owner acknowledges contributions made by franchisees during training opportunities where they are exposed to the *Active English* "curriculum and methodology". - No participatory process in the formulation of the goals and objectives; it is informal and based on the franchise owner's profile of the parents, learners, potential franchisees, and the community in which the learners attend schools.	Invite parents, learners, franchisees, and members of the community for their input and to inform the evaluation plan of the programme. Although there is a 'franchise agreement', in undertaking this type of business, the franchise owner does not only need to rely on her own informal market research in order to conduct a needs analysis and an evaluation of the programme. Develop formal instruments to assess the level of language proficiency in each of the four language skills when enrolling

		children / learners as students into the *Active English* programme. The development of a placement instrument is a potential gap in the franchise owner's design of the *Active English* programme. Learners perceive their language achievement to be high because they obtain consistently fairly high percentage marks at school. Although performance may be attributed to the learner's participation in *Active English*, in general, parents enrol their children in the *Active English* programme in order to improve their children's school work. Investigate the correlation between enrolment in a supplementary language programme and actual performance in academic subjects, like English, in school.

The franchise owner is confident that *Active English* is a uniquely South African programme that offers parents and learners a competitive option to learn English as a second language. The franchise owner is also adamant that *Active English* is not an extension of school. Compared to the principles that inform the design of a language programme, the design of the *Active English* programme meets the minimum criteria in that a purpose, goals, and objectives have been clearly formulated by the franchise owner and included in the *Active English* documentation.

The purpose of the *Active English* programme is indeed distinctive because the target group of learners for which this programme was designed is not solely based on language. The programme is designed for "gifted and talented" children and the lessons "teach children **HOW** [original emphasis] to think" (Slabbert, 2013:3). The programme is not only for children who need to improve or learn English as a second language for academic purposes. In addition, the purpose of the programme is also not exclusively written for the programme to complement the formal schooling system. In fact, the mission statement makes provision for the programme to foster "a love of the English language to both first and second foreign language students", the programme is "informal" but "progressive" and "fun"; ultimately, the programme is meant to enable learners "to become positive and confident individuals" (Slabbert, 2013:11). The franchise owner gauges the success of the programme from the enjoyment and enthusiasm experienced by her learners.

The information about the programme that is included in *Active English* documentation is primarily intended for the potential franchisee and not for the parent and learner; parents only have access to marketing material, the promotional flyer and the enrolment form which present the purpose and learning goals of the programme. Therefore, an area for development would be for the franchise owner to review the current documents that describe the *Active English* language programme for potential franchisees and to create separate statement documents for parents and learners about the purpose, goals, and objectives as well as present the curriculum and the syllabus of the *Active English* programme.

Another main finding and area for development would be for the franchise owner to conduct a needs assessment. The participatory process of inviting parents, learners, and members of the community is traditionally a way of collecting information in order to compile "a list" of learning goals and assessment opportunities for a programme (Smith & Ragan, 2005:76) as well as a profile of the learner and determine, with more detail, the gap in their learning. At *Active English*, the franchise owner, during her interview with the parents, collects information informally. The franchise owner has not developed a placement test, for example, that has been designed to evaluate the language proficiency of learners; learners are typically enrolled in their grade group. Therefore, the assumption is that a child enrols and starts the programme in their grade group instead of with the focus on a specific language skill or level of proficiency. In other words, whether a learner has a specific need or gap in their learning of English, the researcher considers that this language need may be addressed through the continuous and active participation by the learner in the programme.

A main finding and perhaps, the most important relating to the educational sector of South Africa, was the concern by the franchise owner and participating parents of the quality education and teacher quality currently being spotlighted in the South African public schooling system. Schooling and literacy in an African home language or mother tongue education is initially provided from Grade 1 to Grade 3 (Foundation Phase). As from Grade 4 (Intermediate Phase), schools in South Africa often change to English (and in some instances, Afrikaans) as the language of teaching and learning, even though African languages may continue to be taught as a subject up to Grade 12 (Pretorius & Currin, 2010:68; Uys, *et al*., 2007:69). The franchise owner stated her awareness of learners in public schools learning in their home language and having to learn in English as from Grade 4. The franchise owner is of the opinion that franchised programmes would augment or supplement the learning of English and address any shortcoming in the mainstream schooling system. The franchise owner also notes that teachers that teach English as a second language are not English speakers themselves. It was

established, in Chapter 4, that the franchise owner, the participating parents, and the learners are bilingual Afrikaans-English speakers.

Participating parents, firstly, place value on English and believe that it is important for their children to learn English. In Chapter 2 it was established that although South Africa is a multilingual country, English and to a large extent, Afrikaans have been attributed value as LoLT (Hugo, 2013:27) in South Africa. Secondly, participating parents at some point experienced that their children needed to improve their school work and enrolled their children in *Active English*; parents aimed to "maximise" their child's exposure to English (Beukes, 2009:45-46) by enrolling their children in the programme.

Participating parents and learners stated that the learners are excelling in English at school, in part because of the *Active English* lessons. This is an indication that these learners are not low achievers or considered vulnerable in terms of English being a barrier to learning. The learners may have needed to attend lessons in order to improve their school work but now, they continue at *Active English* because they and their parents acknowledge other benefits to attending. In other words, the learners are reaching the learning goals of the programme and achieving the purpose of the programme as envisaged by the franchise owner.

Thirdly, participating parents have achieved a higher level of education (see Table 4.8). As proposed, this could be seen as an indicator of the relatively high socio-economic status that would allow these parents to be able to afford school fees as well as extra-curricular activities. These activities would include *Active English* but also, other cultural and sporting activities for their children. In other words, the resources of participating families have been invested in their children's education and with variations, "children in higher socio-economic groups generally receive more supplementary tutoring" (Bray, 2007:32).

Although Bray (2007:18) reports that supplementary instruction "commonly creates and perpetuates social inequalities", if more parents are concerned with the quality of education in public schools in South Africa and are able to afford private tutoring opportunities for their children, then the assumption is that parents would be interested in supplementary instruction to complement what they perceive to be the inadequate quality of education. The concept of supplementary instruction, in this case, a supplementary language programme complementing the mainstream schooling system is, in itself, an interpretation of supplementary education (or shadow education (Dang & Rogers, 2008:163).

Parallel to the perceptions of parents, concerns about the quality of education in poor communities in South Africa have also been raised (Van der Berg, *et al*. 2000:1) as established in Chapter 2. The quality of schooling provided in communities (and especially in poor communities) has a direct impact on the kind of resources (in this case, private supplementary tuition) and stimulation accessible to children (Van der Berg, *et al*., 2011:7). In these communities supplementary instruction would potentially make a difference but in general, lower income socio-economic families would not, necessarily, be able to afford extra-curricular activities, such as supplementary language programmes. Despite this hindrance, the expectation is that the potential for supplementary private tutoring or instruction to complement or supplement the quality of teaching and learning at public schools in South Africa, exists. As introduced in Chapter 1, parents perceiving the inadequate quality of education in the mainstream schooling system could be more interested in a supplementary service provider. Policy makers need to identify areas or schools where learners are more vulnerable in terms of English being a barrier to learning and investigate the feasibility for and long-term impact of supplementary instruction in South Africa that would contribute to the diminishing of inequalities.

Apart from the importance attributed to education and specifically, in this case, to learning English as a second language, an aspect that was briefly noted in the description of the participating parents in Chapter 4 (Part 1, after Excerpt 13) is the fact that the parents who completed the questionnaire were female. Although there is suggested evidence that the role of parents in their children's education makes a difference in their academic success, there are only a few studies that show the importance of parental involvement.

Yamamoto's (2013) study is an example of parental involvement in young children's education, especially in East Asian contexts. In her longitudinal qualitative study, Yamamoto (2013:165) examined social class differences and investigated "middle-class and working-class mothers' beliefs related to education and processes through which they support their children's education from preschool to second grade in Japan". From in-depth interviews, Yamamoto (2013:165) found that both middle-class and working-class mothers hoped that their children would perform well academically, "but their beliefs related to parenting roles and development of the children's learning interest differed. Such distinctive maternal beliefs affected their ways of supporting their children's education in everyday contexts". The premise from which Yamamoto (2013:166) conducted her study is that other studies in early childhood education conducted in Asia, Africa, Europe, and the United States had demonstrated that "middle-class parents tend to provide more academic support for their young children, such as cultural and music lessons, literacy and cognitive activities, and extracurricular academic classes, than working-class parents".

In her research, Yamamoto (2013:166) claims that despite Japan's emphasis on egalitarianism and regardless of social conditions, "young children's educational experiences are distinct depending on their families' social class backgrounds". With a focus on how mothers from these two social classes are involved in their children's education, Yamamoto (2013:168) examined continuity and discontinuity in mothers' beliefs about and attitudes toward education in relation to their socio-economic contexts:

> Middle-class mothers in this study tended to provide continuous support and enriched their children's educational environments from an early stage. They felt comfortable about teaching and engaging their children with cognitive and literacy activities, and believed that these activities would benefit their children's schooling. Many working-class mothers also tried to support and teach their young children. However, without professionals to consult with and without confidence in their ability to teach their children, they tended to abort teaching especially when their children were not motivated to study. Middle-class mothers tended to be attuned to how children learned at school and created connections between home and school lives (Yamamoto, 2013:176).

In the South African context, Singh, *et al*. (2004:303) investigated the role of black parental involvement in education and identified strategies to enhance black parental involvement in historically disadvantaged secondary schools (HDSS), in Port Elizabeth. Specifically, the study of learners in Grade 10 continuing to Grade 11 showed that "it was usually the mothers' task to help their children with school work. In 80% of the participating households, it was clear that the female parents were the ones who attended school meetings and were keen to know about their children's progress" (Singh, *et al*., 2004:305).

Although the focus of their study was not on social class or specifically, the contribution mothers make towards their child's academic success but rather, more general, on parental involvement, Singh, *et al*. (2004:303) report that the findings of the research show that "parents who spent some quality time with their children each day tend to be good motivators to their children. …the learners who received attention from their parents early in their school lives were more empowered to deal with school work independently later on in life than those who never received this attention at home". These findings are similar to those alluded to by Yamamoto (2013) in her research in Japan:

> We investigated the extent to which personal characteristics such as age, marital status, education level, living standard measure (LSM), environmental milieu, race, gender and employment status predict parents' participation in the activities of their children's schools. The data used for analysis were drawn from 5,734 South Africans aged 16+ years who participated in the Human Sciences Research Council's (HSRC) annual South African Social Attitudes Survey (SASAS) (Mmotlane, *et al*., 2009:527).

Similar to the recommendation of Singh *et al*. (2004) of promoting parental involvement, Mmotlane *et al*. (2009:527) also found that there is a need to increase parental participation. In reporting on the data they analysed, Mmotlane *et al*. (2009:528) note that "low parental

participation in activities of the school [such as volunteering, attending school events, for example] has been detected in South African black schools in recent years". Parental participation, however, improves a learner's academic skills and "enhances children's social and interpersonal relations" with their peers and school staff (Mmotlane, *et al*., 2009:537). By making parents more aware of the need to improve education for their children (regardless of social class or whether there is greater involvement by the mother), parents need to increase their participation in their children's schools and "promote and improve the image of school and standard of education in general" (Mmotlane, *et al*., 2009:537).

Table 5.2: The summary of the main findings related to the *selection of programme content* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(b) Selection of programme content		
i. Organising of the programme	+ A curriculum or plans about teaching is described by the franchise owner for franchisees. - *Active English* does not offer a public record of the curriculum and lacks a structured syllabus classifying or organising content.	Investigate whether a supplementary language curriculum should be designed to enhance a learner's formal school career.
ii. Selection of content Note: The selection of programme content overlaps to a greater extent with the component of the role and development of learning materials.	+ The franchise owner designed and developed *The Grade 1-7 Phonovisual Package* (Slabbert, 2013) for potential franchisees and describes the Phono-visual programme for Grade 1 to 3 and the Senior Grades 4, 5, 6 and 7 programme. + / - The franchise owner has developed the *Active English* programme, more at the level of procedure (in terms of preparation and planning), based on designing lessons and activities and not on selecting linguistic content. - *Active English* does not provide a statement document (a syllabus identifying content) that teachers and parents may consult. Instead, only a basic outline (or curriculum) is available of what the learners will study.	In order for the learner to continue achieving the objectives of the programme, review the franchise packages. Content needs to be selected, analysed, ordered, and organised to allow and facilitate for effective teaching and learning. Outline the subsets of the curriculum content (a syllabus classifying or organising content and that addresses the principle of progression) for the respective packages of the *Active English* language programme in a statement document for parents and learners. Conduct a comprehensive comparison between content (knowledge, skills, and concepts) included in the mainstream schooling statement documents and the *Active English* content.

	- The intended audience of the documents describing the *Active English* programme is the potential franchisee but not the parents or learners.	Policy makers should start collaborating with (for-profit) business and entrepreneurs (such as franchisors) in order to understand the service that is being provided after formal school hours in South Africa. The mainstream education system is easier to "observe and monitor" because information about the curriculum and the education process in schools is available and public knowledge. Private tutoring opportunities (like supplementary programmes) do not provide information, such as the curriculum and syllabus, as public record.

Compared to the principles that inform the design of a language programme, the design of the *Active English* programme is a potential area for development in that although a curriculum is available and outlined by the franchise owner in the *Active English* documentation, the syllabus of *Active English* is not a matter of public record. However, the researcher considers whether this is an area for development because of the nature of franchised supplementary education. This study is concerned with investigating how learners supplement their learning of English after school but it is beyond the scope of this study to investigate the effectiveness of the existing school curriculum in South Africa.

In South Africa, *Umalusi* is one of the councils that plays a role in the certification of qualifications but also, in agreement with the South African Qualifications Authority (SAQA), is responsible for monitoring standards for general and further education as well as "the development of the content of the level descriptors for each level of the [National Qualifications Framework] NQF" (SAQA, 2012:3). As established in earlier chapters, the mainstream education system is easier to "observe and monitor" (Bray, 2007:18) compared to the tutoring industry that "operates in an unregulated market" (Aurini & Davies, 2004:424). For example, information such as the curriculum and syllabus are often not a matter of public record whereas in government-controlled schools, the curriculum and the educational process is available and public knowledge. *Active English* is a franchise and as established by Aurini and Davies (2004:430) franchises are independent of the formal schooling system and employ a method of standardising a service or the "delivery of a product" that is designed and controlled by the franchisor.

Yet, some form of quality assurance or benchmarking, is important because as a for-profit business, the franchise owner would like to expand her brand. The assumption is that if this product, in this case, the programme is credible and of a high quality in the South African educational sector, then, more franchisees would purchase a franchise and more parents would enrol their children in the programme. In this case, the franchise owner has ensured that her business is registered with the Franchise Association of South Africa (FASA).

Comparatively, the assumption is also that the *Active English* programme would be different in design to the curriculum as outlined by South Africa's DBE and set out in the National Curriculum Statement for Grades R to 12 (2011). More specifically, the method to teaching and learning English as a second language as well as the content of the *Active English* language programme would also be different to the syllabus as set out, in this case, for Grade 3 and Grade 4 learners recommended in the CAPS for English FAL (DBE, 2011a & 2011b).

In Chapter 4, however, it was established (as represented in Table 4.13 and later, in Table 4.14) that the basic description of learning at *Active English* espoused in documentation as well as the goals of effective communication stated for each of the language skills (which the researcher considers could be translated into assessment opportunities) also outlined in documentation are comparable to the definitions included in the CAPS English HL for Grade 4 to Grade 6 and the outline of the HL and FAL curriculums. It was also established that *Active English* does not provide a syllabus (a statement document identifying content) that teachers and parents may consult; only a basic outline (or curriculum of what learners will study), compared to the CAPS English documents.

The criteria for the organisation of linguistic content of the *Active English* language programme are not outlined and available in a statement document. In comparison to the statement documents for mainstream schooling as provided by South Africa's DBE, this area may also be seen as a potential gap in the franchise owner's description of programme content. Therefore, the researcher considers that the franchise owner has intentionally focused on the development of themes, lessons, and workbooks for the teachers (in this case, the franchisee) and learners.

Table 5.3: The summary of the main findings related to the *types of learning and teaching activities* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(c) Types of learning and teaching activities		
CLT Method: i. Communicative language teaching: Activities and tasks (a) Reading (and spelling) (b) Language games ii. Social interaction activities iii. Functional communication activities TPR Method: iv. Action-based drills	+ The franchise owner does not see *Active English* as 'a once-off summer language course' that is design for students to complete more grammar-based tasks in order to improve their language proficiency. + The Communicative Language Teaching (CLT) or communicative approach to teaching English as a second language was explored together with the Total Physical Response (TPR) method of learning a language, by the franchise owner in developing the *Active English* programme. + *Active English* documentation presents information related to the types of learning and teaching activities of the programme, for franchisees: • The franchise owner plans for the teacher (franchisee) to adapt and implement more task-based learning skills in order to improve students' language skills and ensure a better communicative experience. • The franchise owner has designed part of the *Active English* programme to include a variety of communicative opportunities and activities for learners to improve and practise their language skills as well as to foster 'healthy competition' between learners (these include, reading books, spelling lists, and language games). • The franchise owner has designed part of the *Active*	Continue developing and designing activities to incorporate the characteristics or principles of the two methods, the communicative approach and the TPR method to teaching and learning English as a second language. In South African schools, learner-centred methods allow learners to discover learning. In the *Active English* documentation, the franchise owner describes the responsibility is on the teacher to 'shift' their mindset from a teacher-centered lesson to a learner-centered lesson. The researcher considers that the descriptions of language skills (the goals stated for each of the language skills) in the *Active* English documentation could be translated into assessment opportunities. Currently, language skills are described by the franchise owner as goals and how the language programme should be implemented, in terms of the focus being on communication. Compare a catalogue of recommended reading books appropriate for Grade 3 and Grade 4 learners, identified by the Department of Basic Education, to the library the franchise owner has collected for learners at *Active English*. The aim of providing resources for a 'print-rich environment' is for learners to improve their reading competence (increase vocabulary and improve spelling) and their writing skill in order to improve their comprehension levels.

	English programme to include a variety of social interaction activities (for example, communicative tasks where learners have a conversation or a discussion, dialogue, and role play). + The franchise owner has designed activities based on some influence of the Montessori method and the combination of TPR in order to provide learners with opportunities for authentic communication and meaningful conversations. - *Active English* does not provide learners with a catalogue with the titles of publications, of recommended reading books, appropriate for the grade group.	

Compared to the principles that inform the design of a language programme, the design of the *Active English* programme in terms of the types of learning and teaching activities as well as learning materials (discussed later in this section) that have been developed by the franchise owner deserve commendation. This part of the supplementary programme which has been developed by the franchise owner has made a significant impact on enriching the learning environment and contributing to the increased literacy development in her students. The researcher considers that as a component of the design element of the programme the types of activities that have been developed for the programme overlap, to an extent, with the learning materials that have also been developed for the *Active English* programme.

In attempts at specifying the qualities of the "good language learner" studies have been based on personal and general factors of the learner. Ellis (1985), for instance, draws on the work of other researchers in order to create a list of the characteristics of good language learning. One of the characteristics of the "good language learner" according to Ellis (1985:122) will be to "possess a strong reason for learning the [second language] and also develop a strong "task motivation" (i.e. respond positively to the learning tasks chosen or provided)". The participating learners are in a learning environment where in the *Active English* classroom, they actively participate in "meaningful language activities" (see Chapter 4, Part 1, Excerpt 10; Slabbert, 2013:11). As described in Chapter 3, the owner-operated *Active English* centre is also well-equipped. For instance, learners often make crafts as part of their lesson and the franchise owner explains in her written response (after her interview with the researcher) that:

> Art, drama and crafts have been incorporated into the learning of the English language. The use of real concrete objects helps to focus children's attention and allows them to touch, taste, smell, listen and feel their lessons. [see Chapter 4, Part 1, Excerpt 47]

> An effective and successful language acquisition method employed by Active English is through the making of crafts which provide a context for communication. [see Chapter 4, Part 1, Excerpt 21]

As crafts and reading, for instance, are part of the *Active English* lessons, the learners have access to materials in order to make the crafts as part of their task, and to reading books in order to read as an activity. Compared to the franchised centre, Pretorius and Mampuru (2007:39) state that "[v]ariables such as poorly resourced schools, inappropriate instructional methods, printpoor environments, overcrowded classrooms, reduced time-on-task and poorly trained teachers are consistently identified as impacting negatively on literacy accomplishment". It is interesting to note that in 2009 across all provinces in South Africa, in terms of libraries, the DoE established that out of 24 460 ordinary schools, 5 221 schools (21%) were equipped with libraries and only 1 837 schools (8%) reported stocked libraries. Significantly, in 2009, 19 239 schools (79%) across South Africa were without libraries (NEMIS, 2009).[104]

Pretorius and Currin (2010) explored the effects of an intervention programme that promotes the development of reading in the home and school language in a high poverty multilingual context (at a disadvantaged primary school in a large urban township in Gauteng) with the aim of improving the overall language and academic performance of the learners at the school. In their discussion, Pretorius and Currin (2010:75) outline five key lessons pertinent to reading intervention programmes. Notably, reading, as a tool for learning, is not properly developed in South African public schools.[105] "In multilingual contexts poor reading performance in English can easily be rationalised on the grounds that the learners do not really know the language properly. In other words, reading is seen to be mainly a language problem" (Pretorius & Currin, 2010:73). One phenomenon that has been observed in reading development, which Pretorius

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[104] The School Register of Needs Survey (SRN) conducted in 1996 and 2000 resulted in the first comprehensive database on school infrastructure in the history of education in South Africa, providing information on physical facilities, basic services, learning material and equipment. During 2006, another assessment was conducted, expanding on the two previous surveys. The report, namely the National Education Infrastructure Management System (NEIMS) was published in September 2007. Subsequent to the publication of NEIMS in 2007, data clean-up and update was conducted and new reports generated. These reports will be updated on a quarterly basis based on assessment received from Provincial Education Departments (NEMIS, 2009:3).

[105] Pretorius and Mampuru (2007:56) clearly state that "literacy development cannot occur in a print vacuum. Learners need to read in order to become good readers, and in order to read, they need exposure to a variety of print material".

and Currin (2010:67) touch on (as well as Pretorius and Mampuru, 2007:53), is what K.E. Stanovich (1986) calls, the Matthew effect:[106]

> If the development of vocabulary knowledge substantially facilitates reading comprehension, and if reading itself is a major mechanism leading to vocabulary growth which in turn will enable more efficient reading then we truly have a reciprocal relationship that should continue to drive further growth in reading throughout a person's development (Stanovich, 1986:380).

Stanovich (1986) questions how the Matthew effects are generated when there are "individual differences in levels of acquired reading skill" (Stanovich, 1986:396) caused by the "volume of reading experience" (Stanovich, 1986:380); in other words, when individuals (and in this case, children) have access to resources and a print-rich environment. Stanovich (1986) suggests that future research will determine "whether instructional differences are a factor in generating Matthew effects" (Stanovich, 1986:396); but the ongoing research will be on how the cycle of negative Matthew effects can be broken and how the effects of interventions to facilitate reading achievement are evaluated (Stanovich, 1986:392).

The franchise owner has made resources available for her learners for a print-rich environment at *Active English*, that will have an impact on literacy, specifically for learners to improve their reading competence and their writing skill. For this, the franchise owner has systematically collected books for learners at *Active English* to take home and read in order to improve their reading ability. Learners keep track of their progress on a reading chart and are awarded with stickers for reading three books at home. The researcher also observed how the franchise owner praises and rewards learners for reading, for explaining what the book is about, in English, and often asks learners to read an excerpt from their favourite book they took to read. In addition, the franchise owner has developed spelling lists and encourages healthy competition between learners by providing learners with the opportunity to play language games in order for learners to increase their vocabulary.

This area of expertise is also recognised by how the franchise owner has merged the CLT or communicative approach to teaching English as a second language with the TPR method of learning a language through the activities and materials developed for the *Active English* programme. The *Active English* documentation, for instance, sets out how the teacher can

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[106] The term comes from the book of Matthew in the New Testament, 25:29: For unto everyone that hath shall be given, and he shall have in abundance, but from him that hath not shall be taken away even that which he hath. A situation, as explained by Pretorius and Currin (2010:67) "where good readers get better while weak readers get weaker in relation to their good reading peers".

incorporate and adapt more task-based activities to improve the students' language skills and ensure a better communicative experience.

Compared to once-off summer language courses, the *Active English* programme offers children the opportunity to learn English through active participation continuously, over a long-term period of time and not through, for example, the traditional method of teaching and learning a language course, by completing grammar-based drills and functional communication activities. The researcher's lesson observations, for instance, did not yield examples of intentional functional communication activities that centre on everyday situations, and that are typical of language courses, for example, "such as at the restaurant, supermarket, or gas station" (Richards & Rodgers, 2001:76-166).

Table 5.4: The summary of the main findings related to the *roles of the learner* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(d) The roles of the learner		
i. Language of the learner Note: The researcher considers how the roles of the learner overlap with the roles of the teacher. The inferred role of the learner, their learning of the language but also information about the learner informs the design of this supplementary programme.	+ The 'principles of learning' are listed in the *Active English* documentation. Learning is primarily the responsibility of the learner and it is based on their "interest", "attention", and "need' of the learner (Slabbert, 2001). + The franchise owner highlights the attitude and involvement of the parent in their child's learning and practice of English but also that the learner's attitude towards learning is influenced by the teacher's attitude and the learning environment.	There is a relationship between the purpose of a programme and needs assessment. Relate identifying the need for learning as part of needs assessment. Compare the learner profiles (confidential information about the learner, their performance, and their need for support that may have been identified) of children in areas or schools where they are more 'vulnerable' in terms of English being a barrier to learning to the profiles of children / learners who are enrolled in private tutoring opportunities in South Africa. Investigate the factors that influence language learning in South African schools.
ii. Role as negotiator (CLT method)	- Lesson observations did not yield examples that illustrate the learner as 'negotiator' in the *Active English* context. + In *Active English*, learners: • Do not plan their own learning programme but do	

		take responsibility for their learning and completing the lessons in their workbooks. • Take part in opportunities, reading and spelling; there is a reading chart and spelling ladder that keeps track of their progress. • Engage actively and participate with their peers in activities (e.g. language games). • Do not tutor other learners but during a lesson, for instance, learners do contribute to a discussion when, for example, they enquire about the meaning or translation of a word from Afrikaans to English for a better understanding of the word or context. • Are provided with other resources, for example, educational posters in order to learn.	
iii.	Role as listener and performer (TPR method)	+ Examples illustrating the learner as listener and performer (while producing other combinations) have been identified during the lesson observations. + Learners are encouraged to speak when they "feel ready to speak".	

Compared to the principles that inform the design of a language programme, the design of the *Active English* programme in terms of roles of the learner and the roles of the teacher, both meet the minimum criteria and include potential areas for development. The researcher considers that these interrelated components of the design of the programme overlap and the researcher also considers the interpretation of the legal definition of the term "franchise agreement", as established in Chapter 4.

The roles of the learner are often inferred because of their unique way of learning a language. Firstly, the franchise owner has designed the programme primarily with the intention of the learner taking responsibility for their learning based on the "interest", "attention", and "need" of the learner (Slabbert, 2001). A main finding from the analysis of the roles of the learner was that a learner's attitude towards learning is influenced by the teacher's attitude and the learning environment as well as the involvement of the parent in their child's learning and practice of English.

In their work, researchers like Stern (1983) as well as Dubin and Olshtain (1986) explored attitudes towards learning. Attitudes to second language learning are classified into three types: 1. attitudes towards the language, the community and people who speak the second language and the culture which it represents (i.e. "group specific attitudes", Stern, 1983:376-7); 2. attitudes towards learning the language as well as individual or group attitudes towards "the learning/acquisition process itself, its relevance to individually perceived needs, its efficacy as represented by the teachers, the materials and the school system as a whole" (Dubin & Olshtain, 1986:13-14); 3. "attitudes towards languages and language learning in general" (Stern, 1983:376-3777). In recent work, Branch (2009:39), for instance, broadens the discovery of a learner's attitude to include: 4. determining the attitude of the learner toward the learning environment (discovering, for instance, how the current political or economic climate "may impact the learning environment"). Dubin and Olshtain (1986:14) expand on positive and negative attitudes towards learning and explain attitudes as follows:

> Positive attitudes towards the language will reflect a high regard and appreciation of both the language and the culture it represents. Positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self fulfillment and success and an overall enthusiasm about the language course. A combination of positive group attitudes towards the language with positive individual attitudes towards the process is believed to bring about the best results in terms of language acquisition.
> Negative group attitudes towards a language are often related to historical factors, political and national trends, or social conflicts. In a country that was colonized, for instance, the attitude of the members of the community might be anti-LWC[107] because it represents the earlier colonizing power. This might create a clash between such group attitudes and the real needs of the nation for an increased use of the LWC for instrumental purposes.

It is clear that the participating parents and the learners at *Active English* have a positive attitude towards learning and in keeping with the franchise owner's purpose of the programme, the children have also expressed or demonstrated their enjoyment of and for learning English. Learners continue at *Active English* and the assumption is that they are enrolled in order to improve on their academic performance at school but it is also plausible that they continue in the programme because their parents accept the learning engagement and added value their child will experience in the classroom-like environment. Parents did not convey negative attitudes towards the learning of English because of, for example, the political or historical aspects of the past, in South Africa. The researcher, however, considers that if this study were

[107] Dubin and Olshtain (1986:7) explore the existence of "language of wider community" (LWC) (often called English as a second language or ESL). The phenomenon of a "shrinking world", however, has intensified the already existing need for a common world language - an international language - often referred to as a "language of wider communication" (LWC). An LWC or world language is vital for communities whose primary languages are not widely used outside their own area". This includes, for instance, in the South African context, the official African languages.

replicated at other *Active English* centres across South Africa, parents could present a different attitude towards learning and reasons for enrolling their children in *Active English*. In the South African context, Hugo (2013:27) adds that "teachers should remember that the children in our schools do not have a choice about whether or not to learn an FAL, in this case English. … Thus it is important that children master the language well. They should be **constantly motivated** [researcher's emphasis] by their teachers, parents and guardians to put effort into all the tasks they are required to perform in order to learn English as FAL" (Hugo, 2013:27).

For the learner to evaluate the effectiveness of the *Active English* programme, the franchise owner would need the contributory participation of the learner. Firstly, in order to inform the process of needs assessment (as described earlier) and secondly, to understand how the programme is being evaluated and their role (as described later). A better understanding of their motivation but also the learner's gap in proficiency and their needs is linked to what the DBE (2012:28-29) has described as the "learner profile" (information about the learner, their performance, and their need for support that may have been identified). Therefore, a point on the agenda for development for policy makers would be to identify areas or schools where children are more vulnerable in terms of English being a barrier to learning; a comprehensive study could also determine the needs and profiles of children and learners who are enrolled in private tutoring opportunities in South Africa.

Table 5.5: The summary of the main findings related to the *roles of the teacher* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(e) The roles of the teacher		
i. Role as decision-maker Note: (a) The researcher considers the roles of the teacher overlap with the roles of the learner. (b) The researcher considers the interpretation of the legal definition of the term 'franchise agreement' when a franchisee undertakes this type of business.	+ The franchise owner has mapped out the qualities and attributes of a teacher and identifies the method of teaching English as a second language in the *Active English* documentation. + / - The researcher observed the franchise owner as teacher in her own owner-operated after-school *Active English* centre. + The franchise owner demonstrates the roles of the teacher (by two additional components of learning, 'motivation' and 'engagement') also as described in her	Study whether and how franchisees implement the roles of the teacher as described by the franchise owner in *Active English* documentation in order to create a space, a positive learning environment, where children are able to learn English (express themselves, have fun while learning, be confident, and be creative). Learn about the experiences of franchisees as teachers and engage franchisees about the franchise package. Investigate the 'teaching skills' of

		programme. The franchise owner: • is well prepared and demonstrates how lessons should be taught; • encourages learners to learn English by active participation; and • motivates learners with a positive attitude. + / - Franchisees must use the materials and teach the lessons as developed by the franchise owner in themes as well as implement or demonstrate the 'direction' of the programme as prescribed in order for learners to achieve the learning goals of the *Active English* programme. - The franchise owner does not, necessarily, see the teacher (a franchisee) as a decision maker; it is not a requirement that the franchisee plans lessons.	the franchisee as teacher, their language repertoire, and how they adapt their teaching style, to a bilingual group of learners, for instance, by code switching to 'facilitate' the communication process for learners to learn English. Gauge whether franchisees reflect on the lesson by answering a series of questions after the lesson has been taught as part of lesson preparation.
ii.	Adapt teaching style to classroom context	+ The franchise owner models the style of teaching she describes (for franchisees, as teachers, to adapt for their context) as contributory to learning, making learners feel they are progressing and achieving but also to developing a learner's self-esteem. + The researcher identified and describes two additional items that emerged during the completion of the classroom environment survey and lesson observations, 'motivation and reinforcement' and the 'Afrikaans–English bilingual abilities of the teacher' that allow the teacher to adapt her teaching style to the classroom context during a lesson. + The franchise owner (who is, herself, a bilingual with Afrikaans as her home language) uses Afrikaans to support the learners as they build on and acquire English as a second language in terms of literacy and language skills (as understood by the concept of 'additive bilingualism').	More research in South Africa needs to be conducted on how bilingual education impacts 'shadow' education. Investigate whether franchisees: • adapt their teaching style to the classroom context; • incorporate qualities in their teaching style to engage the learner; • connect with their learners through confidence; • follow the procedure outlined in the *Active English* documentation when teaching a lesson; and • believe the franchise package equips them to use the resources to assist the learner to learn English.

Continuing from the previous discussion on the roles of the learner, the franchise owner describes that the responsibility is on the teacher to shift their mindset from a teacher-centered lesson to a learner-centered lesson. For this, the franchise owner maps out the qualities and attributes of a teacher and identifies the method of teaching English as a second language in the *Active English* documentation.

The researcher observed the franchise owner as teacher in her own owner-operated *Active English* centre. Therefore, to inform the effectiveness of the programme, it would be interesting to establish the language proficiency and repertoire[108] of the franchisee as teacher and to investigate the ability of the franchisee as teacher to teach English as a second language (how they adapt their teaching style, to a bilingual[109] group of learners, for instance, by code switching[110] to facilitate the communication process).

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[108] Coetzee-Van Rooy (2012:89) defines a "language repertoire" as "the range of languages known from which multilingual people draw the resources they need to communicate in multilingual societies".

[109] Wei (2000:16) explains that bilingual speakers choose to use their different languages depending on a variety of factors, "including the type of person addressed (e.g. members of the family, school-mates, colleagues, superiors, friends, shop-keepers, officials, transport personnel, neighbours), the subject matter of the conversation (e.g. family concerns, schoolwork, politics, entertainment), location or social setting (e.g. at home, in the street, in church, in the office, having lunch, attending a lecture, negotiating business deals), and relationship with the addressee (e.g. kin, neighbours, colleagues, superior–inferior, strangers)". In addition, bilinguals in their speech production, for example, in the course of a conversation (or in their profession, for example, when interpreting or translating) can choose to talk in one language and change to another language; this is what is known as "code-switching" (Wei, 2000:16).
Speech communities (Stell, 2009:103) contribute to a better understanding of bilingualism (Koch, 2009:302; Mackey, 2000:27; Wei, 2000:7) and why for example, bilingual learners use code-switching (CS) or interactive mixing of languages in informal speech (Finlayson & Slabbert, 2003:66; Genesee, 2000:328-330). Mackey (2000:29-36) for instance, explains that the degree of language proficiency in each language depends on its function and he has identified the bilingual's language contacts or areas of contact as a function of bilingualism. These areas of contact include "all media through which the languages were acquired and used: the language-usage of the home, the community, the school, and the mass media of radio, television, and the printed word".

[110] Moodley (2007) and Paxton (2009) explore the strategic use of code switching (CS) in the classroom. Learners make use of their home languages as a "scaffolding tool" to broaden their understanding and to "build on their primary languages to make sense of new concepts which they are learning through the medium of English" (Paxton, 2009:347-456). Moodley (2007:708-709) states that code switching will not only "foster multilingualism as coveted by DoE", but also "promote the acquisition of English as a first language". The use of code switching, during group-work, for instance, in a classroom, by groups that comprise bi- and multilingual learners, fulfil social and academic functions (Moodley, 2007:713). The most frequent purposes of code switching are for: seeking clarification (grasping difficult ideas and concepts, to clarify questions and instructions to facilitate progress of the discussion) and providing explanations (learners enhance their vocabulary and provide equivalents, synonyms or explanations), elaboration (learners provide other learners with meaningful and significant additional information), reiteration, group management and influencing peer behaviour, and expressing learner answers and points of view (Moodley, 2007:713-718).
Considering a broader point of view, Cook (1999:193) explains that "[c]ode switching is the most obvious achievement of the multicompetent user that monolingual native speakers cannot duplicate, as they have no language to switch into. It shows the intricate links between the two language systems in

Mbatha (2015) for instance, identifies the bilingual approach as a method of teaching a second language by drawing on the learner's experiences of their first language. "It is a way of advancing learners' bilingualism in that children do not only speak two languages fluently but use the two languages (on of which is their mother tongue) systematically for learning literacy. This method views mother tongue as the bedrock for learning an additional language" (Mbatha, 2015:82). The discussion on language used for learning becoming a barrier is mitigated in this study by the franchise owner's belief that *Active English*, to some extent, would supplement the learning of English having the language programme complement the mainstream schooling system. The issue, however, is that together with the unfamiliar language that becomes a barrier to learning, learners are also faced with teachers who are "not adequately proficient in the language of instruction" (Desai, 2016:344); and who are not trained to be effective English teachers to bi- and multilingual learners in South Africa.

In the South African context, Hindle (2013:353) purports that the most valuable resource and "perhaps the biggest impediment to the achievement of greater quality" is teaching skills. "The best trained, most qualified and experienced teachers are inevitably attracted to the best resourced schools, where facilities are abundant and there are layers of support" (Hindle, 2013:353). There are studies that have been conducted with a specific focus on proficiency and training of second language English teachers in South African schools:

> African languages have historically been used by the apartheid state as a means of educational closure, so it is no surprise that parents view mother tongue instruction with suspicion. ... The only way to address this fear is to ensure that pupils who use an African language as their language of learning are given access to a language of wider communication, English. It is not sufficient that such pupils are taught English. They need to be taught English by teachers who are proficient in the language and with the necessary resources. These pupils also need to be exposed to situations where they can use English in meaningful ways so that the language does not remain a 'foreign' language (Desai, 2016:345).

In her study, Desai (2016:344) describes the introduction of English as the medium of instruction for many African children in South Africa as abrupt. A "disjuncture" that is faced between home and school, and widened, especially because the child is not familiar with the language as from the fourth year of schooling. Desai (2016:349) profiled the writing abilities of

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multicompetence: In the mind, the L1 [first language] is not insulated from the L2 [second language]". In other words, the mind of a second language speaker contains the first language (L1) and the second language (L2). "The term multicompetence implies that at some level the sum of the language knowledge in the mind is relevant, not just the portions dedicated to the L1 or the L2. Language teaching is concerned with developing an L2 in a mind that already contains an L1. … Multicompetent minds that know two languages are qualitatively different from those of the monolingual native speaker" (Cook, 1999:190-191).

Grade 4 and Grade 7 learners in their mother tongue, Xhosa and in English at a primary school where English is the medium of instruction since Grade 4. The study primarily reports "poor performance in English, particularly at Grade 4 level". Desai (2016:346-349) describes the context in which English is learned in the primary school in Cape Town. Similar to Chick's (1996) study of Zulu-English speakers (as described in Chapter 1), Desai (2016:347) found that "approximately 99% of the pupils at Themba Primary in Khayelitsha are Xhosa-speaking. All the teachers and the principal too are Xhosa-speaking". The presumption, then, is that the language teachers are second language English speakers and that they are not trained or proficient enough to teach English as an additional language to learners at the primary school.

In their study, Manyike and Lemmer (2010:54) speculate that "teachers in multilingual classrooms where English is the LoLT may not be English native speakers or they may not have received the necessary preparation to reach ESL students effectively". Manyike and Lemmer (2015:54) considered that "poor proficiency in English frequently compromises the academic achievement of ESL learners". In other words, if second language English teachers (who are themselves second language English speakers) did not have the necessary training (for their own language proficiency and language pedagogy in teaching a second language) and do not use English effectively in their multilingual classrooms, this will influence the academic performance (and the development of literacy) of second language English learners.

Uys *et al*. (2007) focused their research on English as a medium of instruction and spotlighted subject content teachers and teaching of language skills in Second Language Medium of Instruction (L2MI) classrooms in southern Africa. A comparison was made between the assumed responsibility and the actual practice of language teaching. The researchers found that there are factors and reasons for these teachers' "inability to assist their learners in the acquisition of academic literacy"[111] (Uys, *et al*., 2007:77). Pretorius and Mampuru (2007:39) state that "many of [the] findings point to much the same conclusion: the formal accomplishment of literacy does not happen easily for many learners in Africa. … The language factor is regularly cited as a reason for literacy underachievement in developing countries".

[111] Uys *et al*. (2007:7) explain 'academic literacy' as follows:

> [Academic literacy] entails more than the conventional notion of literacy as the ability to read and write. Academic literacy requires the ability to understand how language construes meanings in content-area texts and how meanings and concepts are realised in language... When a learner can demonstrate ability to translate his or her knowledge of a subject and knowledge of the conventions of language into a concrete, meaningful action and requires infusion of all his or her knowledge and opinions, one can say that such a learner has attained academic literacy…

The researcher also considers the findings presented by Hugo and Nieman (2010) to be relevant to this case study. Linked to the assumption that was made by the franchise owner (in Chapter 4, Part 1, in the description of Example 11), in her perceived motivation for parents enrolling their children in *Active English* and from her own observations, the franchise owner stated that parents are aware of the importance of English. She also commented on the feedback she has received (be it informally) from her students, on Afrikaans-speaking teachers who teach English and the franchise owner inferred that the teachers switch to Afrikaans when teaching English. Code-switching supports language development but in this case, the franchise owner perceived code-switching as detrimental because as she describes it, "there is no communication really going on" and the understanding, then, is that learners are not really learning (or enjoying) learning English as the franchise owner explains during her interview:

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> Date: 08/12/2015
>
> 16:48 Franchisor: … everything, business, university, everything is in English. And I think at school, there's a lot of emphasis on the written work but there is no communication [gestures with her hand back-and-forth] really going on. And you'll even hear that in the English class, the teacher will speak Afrikaans to the children.
>
> Researcher: While she's explaining an English concept.
>
> 17:30 Franchisor: Yes [nods her head], you know. So they [the children] don't have much opportunity, and, and social skills, to develop social skills in terms of using the English language.

Hugo and Nieman (2010:61) state that the presumption is that when teachers in South Africa can speak English (or their command of English is presumed to be good), they "know the language" and are able to use it as the language of instruction but not effectively. "Basic knowledge of English grammar and vocabulary is not sufficient to properly teach in English as a second language" (Hugo & Nieman, 2010:68). Hugo and Nieman (2010:62) report that "when it comes to the subtle and more complex language skills in English, especially in academic language usage, there is a significant lack in knowledge". This understanding is also explained by the franchise owner of *Active English* during her interview with the researcher.

Hugo and Nieman (2010:61) consider that the English proficiency of Afrikaans-speaking teachers who teach through the medium of English is inadequate as "these teachers learned English as a second language at school, often taught by teachers whose home language is not English" (Hugo & Nieman, 2010:61). Hugo and Nieman (2010:60) state that teaching a second language through the medium of a second language requires the teacher to be competent in the second language and this means:

- The ability to listen, read, speak and write in the language to be taught
- Knowledge about language, language use and culture and their interrelationship
- Knowledge of how second languages are learned and acquired …

Mahboob (2005:63) states that "considering that there are a limited number of native speakers who choose to be English teachers, it can be concluded that the large majority of English language teachers are non-native speakers". Although beyond the scope of this study, the researcher acknowledges that statistically in South Africa, individuals from the Black[112] *African* population group and the White population group indicated that their first language to be one of the official languages of South Africa. Only 2.9% of the Black African population group, however, indicated their first language is English compared to 35.9% of the White population group that indicated their first language is English (as established in more detail in Chapter 2; see Census 2011 (2012) data). The deduction is, then, that in the South African context, the majority of English language teachers are NNS. This figure, however, does not automatically translate to affirming that teachers who are second language English speakers themselves are not competent to teach English as a second language and this aspect of the NS / NNS debate still needs attention in the South African context. This discussion also ignores that bilingual or multilingual teachers of English in South Africa might be very effective teachers of English; if they are trained appropriately in the principles of bi- and multilingual education.

Table 5.6: The summary of the main findings related to the *role and development of learning materials* evaluated for the design of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
A. Design		
(f) The role and development of learning materials Note: The researcher considers that this component of the design element of the programme overlaps to an extent with the component on the selection of programme content.		
CLT Method: i. Text-based materials ii. Task-based materials (communication activities) iii. Realia ('from-life' materials)	+ The franchise owner has a process for creating new themes and creates new themes each year. + The franchise owner combines the communicative method to teaching and the total physical response method in the design of	Compare the reading books and other material (e.g. Phono-visual charts) that influence the learning of English as a second language in the *Active English* programme with the list provided by the Department of Basic Education on Learning and Teaching Support Materials (LTSM) in the

[112] "The term "black" refers specifically to the traditional African person in South Africa..." (Singh, *et al*., 2004:302). Also see the earlier discussion of the racial divides that linger in South African education.

TPR Method: iv. Teacher's voice, actions, and gestures v. Common classroom objects as well as supporting materials (pictures, slides, and word charts) vi. Realia ('from-life' materials)	the materials. - The planning of a lesson, for the *Active English* programme is extensive but intensive on delivery; an hourly lesson includes: • feedback on reading books • a spelling test • introduction of a theme (demonstration / craft / discussion / language game) • an activity, and • learners also complete the lesson in the workbook. + The *Active English* programme includes additional material apart from the workbooks that have been developed for each grade group. Task-based communication activities (e.g. art, drama, and crafts) are incorporated into a lesson. The franchise owner often supplements the lesson material with these activities and links them to the theme of the lesson before instructing the learners to work in their workbooks.	LTSM National Catalogue.

The learning materials and the types of learning and teaching activities (discussed earlier in this section) that have been developed by the franchise owner for the *Active English* programme deserve commendation. The franchise owner has firstly, focused her attention on phonics and the CAPS English FAL (DBE, 2011a) also highlights phonics as contributory to increased reading proficiency in terms of fluency and comprehension:

> …a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read. When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words) (DBE, 2011a:15).

Specifically, for teaching phonics, the Phono-visual charts are the primary trademarked resource the franchise owner has developed for *Active English* children who are in Grade 1 to Grade 3. As described earlier, in the discussion on the types of learning activities that have been developed for the *Active English* programme, it would be interesting to compare resources, like the workbooks that have been specifically designed for grade groups and the

Phono-visual charts that contribute to the learning of English as a second language with the list provided by the DBE for LTSM in the LTSM National Catalogue (2016).

Table 5.7: The summary of the main findings related to the *phases of teaching* evaluated for the procedure of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
B. Procedure		
Phase of teaching: Present language		
Preparation, planning, and presentation: i. Lesson plans	+ The *Active English* documentation sets out what it means for a teacher (a franchisee) to be 'well prepared' for a lesson. + / - The franchise owner provides the franchisee with material (such as themes and lesson plans) that has already been developed. + / - The franchise owner creates lesson plans in order for the teacher (in this case, the franchisee) to prepare the activities or tasks around the objectives of what the learner will learn in order to achieve the broader educational objectives of the programme. - Franchisees do not have the option of designing and developing their own lesson plan; they are not responsible for integrating the objectives (outcomes) and syllabus (content) in order to present a lesson to the learners. + Although *Active English* is a franchise, the franchisee is encouraged by the franchise owner to enrich their background by 'keeping up to date' with educational material.	Invite the franchisee to adapt the lesson plan outline or 'recipe' that has been worked out and contribute with material to the programme. Learn whether the franchisee 'executes' the lesson plan, in other words, follows the classroom procedure in order to deliver the content of the programme.
Phase of teaching: Practice language		
Process and practice: i. Workbooks ii. Reference book iii. Phono-visual charts	+ Workbooks have been developed with the focus on developing language skills and *Active English* documentation sets out how language skills are the focus of the language programme. + The franchise owner developed	Compare the outcomes outlined in the CAPS FAL for phonics prescribed by the Department of Basic Education to the Letterland products and to the objectives of the *Active English* programme for learning phonics.

	a reference book as an educational resource for school learners that explains 'a practical approach to learning language'. + The franchise owner has designed and developed *The Grade 1-7 Phonovisual Package* (Slabbert, 2013) and included a description on how franchisees should use the Phono-visual programme, in *Active English* documentation. + The Phono-visual charts are the primary trademarked resource the franchise owner has developed for *Active English*. - Only children who are enrolled in the *Active English* programme have access to the Phono-visual charts as a resource to improve their vocabulary and spelling.	
Phase of teaching: Provide feedback		
Outcome and feedback: i. Assessment	+ The franchise owner believes learners take responsibility for their learning and interprets learning or to learn a new language to mean, learners "take ownership" for learning. + The franchise owner makes decisions about learner performance, about whether learning has taken place (what the learner has achieved) and uses informal assessment to provide feedback to the learner on their progress. + The franchise owner designed the lessons (activities) and developed the workbooks in order to collect 'evidence' of performance (other evidence, for instance, would be the reading chart, spelling books and spelling ladder, and lesson crafts), in other words, proof of learning. + The franchise owner understands 'traditional assessment' or "summative assessment" (along with the assessment instruments, such as tests) to have a negative impact on the learner, discouraging them from learning English, adding	In public schools in South Africa, the process of assessment has been formalised and the recording and reporting (communicating learner performance) of the evidence of learner performance is regulated. Consider reviewing the criteria for needs assessment because the learners are performing well academically in English at school and can afford access to private tutoring opportunities like *Active English*.

	unnecessary pressure, “and can result in a child getting a lower grade”. In other words, the learner would not achieve the educational objectives of the *Active English* programme. + The responses to the closed and open-ended questions present a record of the learners’ performance at school according to the parents’ interpretation of the mark / symbol awarded for their child’s overall performance in English. The information provided by the parents supports the learner’s perception of their own language achievement; learners agreed they obtained consistently fairly high percentage marks for English at school. + / - Learners participating in this study are not ‘vulnerable’ in terms of English. English is not a barrier to their learning. Afrikaans is the medium of instruction for learners at school. They learn English as a FAL at school. Parents pay school fees but can also afford to pay for their children to be enrolled in the *Active English* programme. - The franchise package is not designed with the focus on including assessment instruments for formal feedback. Therefore, ongoing needs assessment is limited but the franchisee is expected to communicate feedback to learners.	
ii. Recording and reporting	+ / - *The Grade 1-7 Phonovisual Package* (Slabbert, 2013) does not include formal reporting tools or mechanisms for recording and reporting of the learner’s achievement and progress, for instance, in order to communicate learner performance, formally, to the parent or to the franchise owner if needed. + As part of the procedure of the *Active English* programme, considering the reporting of learner performance, the franchise owner believes that assessment at *Active English* should be:	When learner performance is assessed and documented in the formal schooling system, records of learner performance or reporting tools (e.g. report cards) are used to provide feedback, “verify the progress made by teachers and learners in the teaching and learning process”, used to monitor learning, enhance learning, modify teaching and learning activities, and used to plan ahead. The franchisees are teaching within the context of a franchise and do not, necessarily, have input in designing future or

	• observation (non-intrusive, the children are not aware they are being assessed) to gauge (non-linguistic) skills (engagement, interest, enthusiasm, enjoyment, and motivation); • done from a collection of the child's work (e.g. work done in their workbooks or additional work related to the curriculum is gathered and assessed regularly) + The steps or principles of 'learning to learn' that inform planning and the *Active English* language programme are described by the franchise owner: 1. collect information about how the learners experienced the activities. 2. ask questions for feedback from the learners. 3. use techniques (brainstorming strategies) and suggestions to address language. 4. teacher listens to the learner in order to "see and hear what the children know and what still needs to be addressed". + The franchise owner uses the information after the learners complete the activities or the lesson, to inform and modify the teaching and learning activities.	improving current lessons; therefore, it is necessary to determine whether they implement the informal assessment methods outlined by the franchise owner in order to collect information as part of ongoing needs assessment, and provide feedback to learners.

Compared to the principles for the analysis of language teaching and learning that inform the procedure of a language programme, the procedure of the *Active English* programme in terms of establishing the three phases of teaching (see the headings in the table above) (Richards & Rodgers, 2001:31-33; Wragg, 1999:61-64), meets the minimum criteria. However, as established in Chapter 4, the teacher (in this case, the franchisee) was not a collaborator when content was selected for the programme and it is also not a requirement by the franchise owner, for a teacher (franchisee) to design their own lesson plans for teaching and learning English at *Active English*.

The franchisee is limited to a "franchise agreement" (Government Gazette No:32186 of 2009). In other words, in undertaking this type of franchised supplementary opportunity, the franchisee is required to implement the *Active English* programme as developed and described by the franchise owner. In this case, it would include the procedure (the use of teaching activities to

present language, the ways in which teaching activities are used for practicing language, and the procedures and techniques used in providing feedback to learners) for teachers and learners to achieve the educational objectives of the *Active English* programme.

As established in Chapter 2, in their study, Aurini and Davies (2004:427) reported on independent programmes and found that providers of private tuition typically use the scheme outlined by the formal schooling system (such as age or grade level) and school materials supplied by learners (such as textbooks, course outlines, completed worksheets and so on) and generally provide a template for tutoring sessions (Aurini & Davies, 2004:427). In contrast, learning centres "develop their own lessons, workbooks and diagnostic tests, and use the latter to place students into a program, whether remedial or enrichment oriented. Learning centre-designed workbooks, lessons, and audio-visual aids are then assigned, along with audio-visual aids" (Aurini & Davies, 2004:427).

The main finding in this section that is perhaps uncharacteristic of private supplementary tutoring but characteristic of franchised supplementary education is that the franchise owner has designed and developed *The Grade 1-7 Phonovisual Package*. The franchise owner provides potential franchisees with material that has already been developed and a programme that participating parents endorse. Significantly, however, only children who are enrolled in the *Active English* programme have access to this material (such as the Phono-visual charts as described earlier or the workbooks) as a resource to improve and develop their language skills and benefit from the communicative activities and experiences in English with other children who are also enrolled in the language programme.

In addition, learners participating in this study are not, necessarily, considered to be vulnerable in terms of English being a barrier to their learning. Afrikaans is the medium of instruction for these participating learners at school and they learn English as a FAL at school. As established in Chapter 4, these learners have been enrolled at *Active English* from an early age (having been able to experience the Phono-visual charts, for instance) and have continued at *Active English* to improve their school work but also, during the transition from Grade 3 to Grade 4 when English in most public schools becomes the language of instruction.

It is plausible that learners no longer continue at *Active English* only to improve their school work but more so, because they enjoy and have fun learning the English language, want to participate in the activities actively, and voluntarily want to continue developing their language skills in order to express themselves through language with confidence. Ultimately, these

students are achieving, as outlined by the franchise owner, the purpose, mission, and educational goals of the *Active English* programme. This is also, to a large extent, the difference between the typical tutoring service that is rendered and the franchised service that is being provided to learners.

The franchise owner did not, for instance, focus on examination preparation in the *Active English* programme as a specific educational goal. In other words, although in general there is an increase and demand for tutoring around each "stage of transition" (Bray, 2006:520) for educational advancement, where students may feel obligated to 'consume' tutoring opportunities, these participating learners in this programme volunteer and want to participate in the programme and it is not because they are required by the examination system. The parents of the participating learners are also in a financial position to enable them to experience the benefits of the *Active English* programme.

Aurini and Davies (2004:427) report that traditional shadow education is "usually directly measured by changes in school grades, report cards or teacher evaluations". Learning centres have their own independent methods of assessment in order to assess their own effectiveness. Students are typically assessed after completing a specific number of lessons and are periodically retested; "parents are consulted, and the student's work is reviewed in a short evaluation written by their tutor" (Aurini & Davies, 2004:427).

One also needs to consider that in the mainstream schooling system, emphasis is placed on formal assessment and the reporting of formal results in the form of report cards. This is potentially an area for development that was identified by the evaluation process conducted in this study; but the franchise owner intentionally, did not include this component in the *Active English* programme. The franchise owner understands "traditional assessment" (along with the assessment instruments, such as tests) to have a negative impact on the learner, discouraging them from learning English, and adding unnecessary pressure. Therefore, although ongoing needs assessment is limited, the franchise owner has not focused the procedure of the *Active English* programme to include formal assessment instruments or reporting tools (such as report cards, for instance) for recording and reporting of the learner's achievement and progress for formal feedback to parents.

Table 5.8: The summary of the main findings related to informing the *evaluation plan* of the *Active English* language programme

Component Evaluated	Summary of Main Findings	Recommendation (general / specific)
C. The Evaluation Plan		
Informing the evaluation plan Note on overlapping roles of assessment: • assessing needs (at the level of design: goals and objectives) • assessing students' learning (at the level of procedure: one of the phases of teaching used in providing *feedback* to learners) • evaluating the programme itself (the focus is on how the student understands the course is being evaluated).		
Programme evaluation measures the learner's perceptions of the programme (for example, on content, resources, the classroom environment) and assessment, for example, in the form of instruments, to measure the learners' knowledge and skills as well as their ability to perform the tasks as set out in each of the goals and objectives. To inform the evaluation plan, the researcher considered: • The learning environment (the general classroom atmosphere as well as incentives and rewards as part of creating a culture of learning). • The programme's competition with other extra-curricular activities. • Parent's overall *impression* of the *Active English* programme, their experience in terms of their child *progressing* and developing his/her language skills because of *Active English*, and *improvements* parents would prefer to see be implemented in the coming year for *Active English*.	- Students enrolled in the *Active English* programme do not, necessarily, understand the purpose of programme evaluation and their role. Learners have not been formally invited to offer input or their perception of the programme content, resources used throughout the programme, the 'comfort' of the physical classroom environment, or the teacher's facilitation style. + The franchisee is asked to 'evaluate' a lesson by answering self-reflective questions. Similarly, after completing tasks, the learners are also asked a series of probative questions by the teacher in order to inform the 'principles of learning'. - The franchise owner does not present a separate evaluation plan for the 'continuous evaluation' and improvement of the *Active English* language programme with the focus on how the learner understands the purpose of programme evaluation and their role.	An evaluation determines how well the language programme has served the goals and objectives it set, and whether the educational goals have been attained for learning. The evaluation of the programme should be a continuous feature in the teaching and learning process. The evaluation design option selected for this study is a one-teacher, one-classroom design and this study is based on the researcher's observations of the franchise owner's own classroom (owner-operated franchise). A future study could be conducted on the classroom-like setup of franchisees in different areas of the country in order to determine whether the franchisees present the *Active English* programme as designed. In evaluating the *Active English* programme, the researcher conducted lesson observations of lessons and interviewed learners in Grade 3 and Grade 4. Lesson observations and interviews with other grade groups could yield additional information that could inform the evaluation plan. In order to expand on the existing understanding of the method of teaching and learning English as a second language at *Active English* the franchise owner could develop an instrument that would determine how franchisees contribute towards creating a

		learning environment at their *Active English* centres and to inform the evaluation of the *Active English* programme.
i. Creating a learning environment	+ The franchise owner is adamant that the *Active English* language programme is not an extension of school. - The parents, learners, and franchisees do not provide evidence as to the effectiveness of the *Active English* language programme in order for the franchise owner to evaluate and improve or update the programme. - The socio-economic status of parents determines whether children enrol in *Active English* or not. Learners in the Grade 3 group and the Grade 4 group enrolled at *Active English* are excelling at school but continue with *Active English*. The learners are not learners who do not perform well and they are also of affluent parents. Learners are not considered to be 'low achievers' or from low-income families; they have the opportunity to learn in smaller groups and in an additional environment created for learning that supplements and complements their school learning experiences. + / - The franchise owner recognises that other extra-curricular activities, such as art and drama, are more popular but the researcher considers that this is also an indication that parents may have the financial means in order to enrol their children in other activities. + Grade groups have a limited number of learners (from five to eleven children) during a lesson; therefore, there is opportunity for each learner to have the teacher's attention. + The franchise owner maintains that at *Active English* a learning environment is created where learners need to work for any	The interrelated components of the design element of the programme as well as the selected procedures for teaching and learning English as a second language, ultimately, inform the evaluation plan that would potentially be used to improve the quality of teaching and learning. Parents form part of the middle and upper-middle class in South Africa and this is not different from research findings related to international studies of shadow education. Research needs to be done on whether this is the case when investigating the profile of the parents who enrol their children at centres operated by franchisees.

	rewards that may be given for their achievements. + The franchise owner confirms that learners self-assess their own work, communicate in English with confidence, and when learners are excited about a theme, their willingness to participate increases (e.g. learners raised their hands or shouted out an answer). + The *Active English* programme integrates language activities (listening, speaking, reading, and writing activities) in order for learners to practise communicating meaningfully; emphasis is placed on the function of language, in order words, the use of English rather than its structure. + The franchise owner reinforces the fact, throughout different lessons, that learners need to use the resources (for example, the dictionary) available when learning, for instance, how to spell their words by practising to search through the dictionary.	
ii. Incentives: Badges and prize giving	+ Learners receive recognition during prize giving ceremonies for performing well during the year. Part of creating a learning environment is including incentives, such as rewards (in the form of badges and stickers) and awards (certificates and trophies at prize giving) as part of the design and procedure of the *Active English* programme. + Brand loyalty is also a way, not only for the franchise owner to build the *Active English* brand but for the parent and learner to continue affiliating with this service provider instead of enrolling at a competing programme. + When learners receive stickers to record their progress on the reading chart in the classroom, the stickers are branded with *Sparky* the *Active English* logo. Parents may also purchase *Active*	

	English merchandise, such as a cap, a T-shirt, or a bag and if the learner wears or uses these items for a period of time, they receive a badge that is coveted by learners (badges, like the other items, are also branded with *Sparky*). + / - The franchise owner does not only recognise the top achievers but also, those who have improved as well as learners who contribute to the programme by demonstrating their talent, enjoyment, and motivation for continuing to learn English. + For the franchise owner, prize giving is a form of recognition and builds self-esteem for the children that are enrolled in the *Active English* programme. + The franchise owner rewards learners as from Grade 3 (after 'pre-school'). Trophies are awarded as from Grade 3 when English becomes the language of learning and teaching for many learners in South African schools. + Learners are not aggressively competing for the teacher's attention or for rewards. The classroom environment was not one that fostered competiveness; instead there is a culture of reinforcement and positive attitudes that encourage performance that was observed by the researcher. + The franchise owner fosters a learning environment for 'healthy competition' between learners and they also participate in a culture that fosters learning, in part, because of the incentives offered. + The franchise owner incorporates aspects in the *Active English* language programme that parallel how the mainstream schooling system celebrates academic achievement, by incorporating a prize-giving ceremony at the end of the year.	
iii. Competing with other	- A learner attends a one hour	

extra-curricular activities	lesson, once a week. *Active English* is not only competing with other extra-curricular activities but also, in order to 'survive' as a business the franchise owner had to compromise the intensity of lessons (in terms of time). + The franchise owner has tried to accommodate learners when possible if they cannot attend on the day their grade group has class. + The franchise owner has created a type of 'relaxed' learning environment (including opportunities for 'exposure' to English) and tries to deliver a service without compromising on quality.	
iv. About the *Active English* programme Note: The researcher provided participating parents and learners (in the Grade 3 and Grade 4 groups) an informal opportunity, during their respective interviews, to share their perceptions about the *Active English* programme. (a) Active participation (b) Impression (c) Progress (d) Improvements	+ Both groups of learners agree that they have improved because of their participation in the *Active English* language programme. Learners in Grade 3 and Grade 4 believe they are performing better at school because of attending *Active English* lessons. This perception is also shared by parents. However, learners in the Grade 3 group state that their ability to speak in English is not solely attributed to their participation in *Active English*. + Participating parents endorse the *Active English* language programme. Parents agree that the programme is well designed and developed. - Parents identified a need for more opportunities for their children to read more English books in order to improve their spelling and build their vocabulary as well as for reinforcement because of a gap identified in the delivery of the English content at school.	The franchise owner should consider the process of collecting information about parents and learners at the beginning of the enrollment process or in order to inform the evaluation plan.

In Chapter 4 it was established that the franchise owner has not developed an evaluation plan for the *Active English* programme. Therefore, it is a challenge for the researcher to determine whether this part of the method to teaching and learning English as a second language employed by the *Active English* programme meets the minimum criteria as set, compared to the

process of programme development. However, the researcher has identified aspects of the *Active English* programme that would inform an evaluation plan and it is possible to consider whether these aspects are sufficient in order to establish whether the franchise owner has created a learning environment for children to learn English as a second language at her *Active English* centre.

> Evaluation is an ongoing process. Evaluation aids the instructional design team in judging the quality of the learning resources as well as judging the quality of the process that was used to generate those learning resources (Branch, 2009:162).

A continuous evaluation of the teaching and learning process determines how well the programme has served the set goals and objectives and whether the goals have been attained for learning. The main finding in this section addressing evaluation is that the franchise owner has not designed an evaluation plan for the programme or "evaluation tools" (Branch, 2009:160), for example, such as interviews, questionnaire, a scale for learners or franchisees in order to conduct the evaluation.

Another finding in this section addressing the procedure of the *Active English* programme is the intensity of the supplementary opportunity. Typically, the intensity of tutoring is measured by "the number of hours that scholars spend per day or week on a particular subject" (Reddy, *et al*., 2003:18). Aurini and Davies (2004:431) found that Canadian students undertake longer-term instruction with tutoring services and at learning centres after school hours, typically between 15:00 and 18:00. Depending on the service or programme, the goal is to develop skills and students are required to commit and accept a pre-set number of lessons offered on an hourly basis during weekly instruction, per subjects, for a total of a number of scheduled sessions per month.

In Chapter 4, it was determined that the DBE outlines the instructional or teaching time and content for the FAL in the Foundation Phase at 4 hours per week for Grade 3 (2011a:8) and the Intermediate Phase (DBE, 2011b:13) at 5 hours per week within a two-week (10 hour) cycle. Comparatively, with *Active English,* a learner attends a one-hour lesson, once a week and in Excerpt 73, the franchise owner explains the arrangements for teaching time as follows: "Initially, the classes were twice a week. They'd [the learners would] come on a Monday and on a Wednesday, Tuesday – Thursday. But then with all the extra murals, all the sport there just wasn't time enough". In other words, *Active English* is competing with other extra-curricular activities but in order to remain a relevant extra-curricular activity itself, the *Active English* programme could no longer complement the instructional time offered for the English FAL

during regular school hours and also, the franchise owner had to decrease the number of days during the week in order to deliver the same content of the programme without compromising on quality.

Regardless of the intensity of the programme as experienced by the learners, learners credit their time at *Active English* to their performance at school. Learners, to a certain extent, indicated that they perceive themselves to be good in English because in part, they are enrolled in the *Active English* language programme. In Chapter 4, Excerpt 69.1 and Excerpt 59 describe how the franchise owner asked learners during a Grade 4 lesson about their performance in English at school. This view is also corroborated by parents when they share their children's marks from the last term in 2014 compared to the marks achieved during the school terms in 2015 on the questionnaire (in the fourth term of 2014; for example, a learner in Grade 3 would have been in Grade 2 and a learner in Grade 4 would have been in Grade 3.). More specifically, in the completion of the questionnaire, from the Grade 4 group, one parent included their understanding of their child's progress in communicating in English as follows: [P4 2] "My child has always received 7's for English in all her Grades". The information provided by the parents supports the learner's perception of their own language achievement.

Setati *et al*., (2009:65) present a review of research on multilingualism in mathematics education in South Africa in the years 2000 to 2007. Their study offers the following finding: "There is a view that through English, learners gain access to social goods such as tertiary education, possibility of employment, business and participation in debates in the media. It is this symbolic power that makes parents, teachers and learners want to strive for proficiency in English…" (Setati, *et al*., 2009:67). In their earlier research, Coetzee-Van Rooy and Verhoef (2000) investigated the perceptions of English second language proficiency of Southern Sotho respondents, particularly, their English reading proficiency. In later research, Coetzee-Van Rooy (2011:153) also investigated the relationship between the perceptions of English proficiency and the actual English proficiency levels of Afrikaans speakers and for African language speakers (Southern Sotho, Zulu and Tswana).

Coetzee-Van Rooy (2011:153) explains that "language "proficiency" is used in a broad sense depicting the ability of language users in the context where they [the respondents] are asked to evaluate their skills at listening, speaking, reading and writing a language or the languages they

know".[113] After administering indicators of English proficiency (such as standardised proficiency tests or considering the final marks of the Grade 12 FAL examinations), the findings of the "subjective self-evaluation" (Coetzee-Van Rooy & Verhoef, 2000:164-165) or the "self-reported perceptions" (Coetzee-Van Rooy, 2011:153) of second language proficiency informed the implications for teaching English as a second language and the English usage of these respondents. Although the research was not specifically aimed at collecting data on the perceptions of English second language learners at primary schools and the languages they know, it is plausible to compare the overall findings of Coetzee-Van Rooy and Verhoef (2000) and Coetzee-Van Rooy (2011) to the general findings of this section of this chapter.

Coetzee-Van Rooy (2011:158) reported that the main finding related to the self-reported perceptions of the English proficiency of the Afrikaans and African language speakers "is that both groups believe that they are proficient in English"; this was also reported on in the earlier study for the Southern Sotho speakers (Coetzee-Van Rooy & Verhoef, 2000:173). From the different measures of English proficiency used, however, the finding was that "the English proficiency of the participants is average or below average" (Coetzee-Van Rooy, 2011:162); a similar finding was also reported on in the earlier research (Coetzee-Van Rooy & Verhoef, 2000:172). In other words, participants understood their English skills, particularly in reading, to be good. Coetzee-Van Rooy (2011:168) found that perceptions of English proficiency of the Afrikaans speakers were "better aligned with their performances on the English proficiency test and their marks in the Grade 12 English Additional Language examination". Comparatively, Coetzee-Van Rooy (2011:169) found that the bilingual Afrikaans group of participants were better at gauging their skills as English second language speakers.

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[113] "Unskilled readers are less able to assess their text comprehension than are more skilled readers…" (Kruger & Dunning, 1999:1122). In their research, Kruger and Dunning (1999:1122) focused on metacognitive skills ("the ability to know how well one is performing, when one is likely to be accurate in judgment, and when one is likely to be in error") or more specifically, "metacognitive deficits" in order to explain the overall tendency toward "inflated self-appraisals" or "inflated self-assessment"; why people tend to hold "overly optimistic and miscalibrated views about themselves" (Kruger & Dunning, 1999:1132). Kruger and Dunning (1999:1121-1122) argued that people who are "unaccomplished", "unskilled", and "incompetent" believe they are 'above-average' and adopt strategies or make choices that to them are the "most reasonable" or "optimal" in order "to achieve success and satisfaction"; in other words, "people systematically overestimate their ability and performance" (Kruger & Dunning, 1999:1132). These people assume they perform well and overestimate their skills and abilities, they are "miscalibrated" (Kruger & Dunning, 1999:1122), "unaware of their incompetence" (Kruger & Dunning, 1999:1132), and fail to recognise they performed poorly; they are not able to realise that they "reach erroneous conclusions and make unfortunate choices" (Kruger & Dunning, 1999:1121) about their performance, skills, or abilities.
Kruger and Dunning (1999:1121) propose that "the skills that engender competence in a particular domain are often the very same skills necessary to evaluate competence in that domain—one's own or anyone else's".

Although the data confirmed that it is possible that learners of English as a second language "elsewhere in South Africa often overestimate their language abilities" (Coetzee-Van Rooy, 2011:168), for this study the participating Afrikaans-speaking learners at *Active English* during their informal conversation, held high perceptions of their own proficiency in English. Although this was to an extent reflected in the information provided by the parents of the learners it would be interesting, in another study, to determine the perceptions of English as a second language and actual proficiency of learners in primary schools, based on some form of appropriate language tests.

MacIntyre *et al*. (1997:267) researched objective and subjective indices of competence that estimate linguistic proficiency differently and argued that "given appropriate, specific assessment tools, learners should be able to accurately rate their own abilities". MacIntyre *et al*. (1997:270) expected that perceived (or "self-rated proficiency") and actual second language competence to be related when trying to understand levels of language anxiety in students. In other studies and their own, they (MacIntyre, *et* al., 1997:269-270) noted that "rather than selfenhancement, some individuals systematically underestimate their abilities, what we may call "self-derogation"". Specifically, they (MacIntyre, *et* al., 1997:269-278) revealed that they found "systematic biases in the perception of competence"; in other words, there was a tendency "for anxious students to underestimate their level of ability and for relaxed students to overestimate theirs evidence that "selfenhancement" occurs in less anxious students and "selfderogation" in more anxious students".

In later research, MacIntyre (2007:564) continued to focus on language anxiety and language learning motivation; "[a] significant number of L2 learners around the world brace themselves to the resolve, they learn another language, and they choose to speak in that language. …others seem destined to remain in the condition of wish and not will" (MacIntyre, 2007:569). MacIntyre (2007:564) addresses the concept of Willingness to Communicate (WTC) and asks, "Why is it that, even after studying a language for many years, some L2 learners will not turn into L2 speakers?". MacIntyre (2007:565) explains that language anxiety "captures the worry and usually negative emotional reaction aroused when learning or using an L2". In the language learning process, attitudes and the motivation to learn (MacIntyre, 2007:566) become important aspects that explain why some students have a drive to learn and communicate in the second language. MacIntyre (2007:566) explains "[a]ttitudes toward the learning situation reflect the attitudes that language students have toward their teacher and the course" and "a truly motivated student shows a desire to learn the language, expends effort in learning, and enjoys the task".

The language learners in this study have a similar way of responding to the notion of self-reported perceptions. Firstly, the participating learners are bilingual Afrikaans-English speakers and would identify themselves as part of an Afrikaans speech community (Stell, 2009:103) that perceives to hold a high level of proficiency in English (confirmed by the results of the studies discussed above). Secondly, parents were asked to share their overall impression of the *Active English* programme in the completion of the questionnaire, from the Grade 3 and Grade 4 groups, two parents highlight that their children do not 'struggle' to speak and want to speak English:

> [P3 3] Love it! **My kids are not shy or afraid to speak English** [researcher's emphasis]. How they speak the language is amazing for the their age. When I was their age I struggled speaking English and even today are afraid of teasing because of my use of tenses…
>
> [P4 3] English Active is an excellent programme The fact that children learn through experiential learning is great I have seen my son grow & develop in English from a pre-schooler to where **he could confidently do a speech at his last English prizegiving** [researcher's emphasis].

Parents were also asked to share their experience in terms of their child's progress and the perceived development of their language skills and in the completion of the questionnaire, from the Grade 3 group, three parents stated their child is able to communicate in English as a result of attending *Active English* lessons as follows:

> [P3 2] My child enjoys Active English because of the way they present the class. **She wants to learn** her spelling word and read her books. **She can speak English very well for a afrikaans cild** [researcher's emphasis].
>
> [P3 3] **They will speak out with ease**. Not shy to answer questions. They participate in class and you can see they enjoy it very much. [researcher's emphasis]
>
> [P3 4] [Child's name] has **improved in her self confidence** and **this has influenced not only her language skills but also other parts of her life.** [researcher's emphasis]

In the completion of the questionnaire, from the Grade 4 group, four parents stated their children are able to speak English with confidence and are able to express themselves well without any hesitation, as follows:

> [P4 1] My kids have developed a love for English and **they have grawn in confidence to communicate with others in English as well.** [researcher's emphasis]
>
> [P4 3] With my son I see he has developed a keen interest in reading newspapers. **My daughter would express difficult English words which she learnt at active English.** [researcher's emphasis]
>
> [P4 4] **[Child's name] could speak English from a young age because of AE.** She also likes to read. [researcher's emphasis]

> [P4 5] **She is confident speaking English when she is in a situation where it is required.** [researcher's emphasis]

For the participating parents, their children have improved their language proficiency in English and have a positive attitude towards learning. This is significant because parents believe their children will be able to communicate with peers and others in different situations with confidence and these situations will not be limited to their every-day classroom environment. In addition, the children will also continue to have a positive attitude towards other areas of their life because of the way they have been able to approach learning English as a second language. In other words, parents have ascribed various "benefits" (Coetzee-Van Rooy & Verhoef, 2000:164) to their children not only knowing but also learning English.

Thirdly, three of the educational objectives of *Active English* partly focus on helping learners understand themselves (the assumption is to build confidence) and to develop their ability to express themselves (well) in order to be able to communicate more effectively with others (as described in Excerpt 10. In the multilingual context at schools, in which these children also find themselves, parents perceive that their children are able to express themselves and communicate effectively in English. Although Chick (2001) has argued against the communicative method to teaching English as a second language in South Africa (see Chapter 1), the researcher is confident that Chick (2001:42-39) would propose that these children are co-constructing a multicultural identity in South Africa.

The following section of this part of the chapter summarises the main findings represented in Table 5.8. These findings were identified as part of the *evaluation* of the *Active English* programme.

5.4 Summary of the main findings

This part of Chapter 5 presents a brief discussion on both the strengths of the programme (from the commendations or areas of expertise and the criteria for good language programmes that were met in the evaluation process) as well as the limitations of the *Active English* programme that denote the areas identified for development.

5.4.1 Commendations identified in the *Active English* programme

Compared to the principles that inform the method of a language programme, at the level of design, with specific reference to the types of learning and teaching activities as well as learning materials that have been developed by the franchise owner, the *Active English* programme deserves a commendation. In particular, the Phono-visual charts for learning phonics and developing reading proficiency should be mentioned as strengths of the programme. *Active English* has contributed to the development of language skills and enriched the learning experiences of the participating children enrolled in the language programme. In addition, the programme has contributed to the increased literacy development of the Grade 3 and Grade 4 participating learner groups that will impact their performance at school. However, the researcher considers that only learners who have access to the *Active English* programme and are enrolled benefit from continuous participation in the learning activities and being exposed to the learning materials that facilitate the learning of English as a second language.

For the *Active* English programme, the franchise owner has also successfully merged the CLT or communicative approach to teaching English as a second language with the TPR method of learning a language through the activities and materials that have been developed for *Active English* to ensure a better communicative learning experience. Therefore, it would be interesting to compare the resources that have been developed for the *Active English* programme to the material provided by the South African DBE on LTSM in the LTSM National Catalogue (2016) in a future research project.

The areas of teaching and learning materials and teaching and learning pedagogies used in *Active English* receive commendations as a result of the evaluation process conducted in this thesis.

5.4.2 Areas in the *Active English* programme that meet the minimum criteria for effective language programmes

Compared to the principles that inform the method of a language programme, at the level of design the *Active English* programme meets the minimum criteria in that a purpose, goals, and objectives have been formulated by the franchise owner for Active English. In terms of the analysis of language teaching and learning at the level of procedure (establishing the three phases of teaching), the *Active English* programme also the meets the minimum criteria.

However, there are areas for development that the franchise owner could consider given that the form in which this tutoring service is being offered to learners is as a franchise complementing the mainstream schooling system. In other words, although the franchise owner has designed and developed a package to teach and learn English and does not see her programme as an extension of school, she has included familiar aspects of the formal schooling system for learners to be comfortable in their physical classroom-like environment or learning space (as described by Branch, 2009:5-154) at the *Active English* centre.

An aspect the franchise owner could adopt from the education system is the usefulness of rubrics. "Rubrics have become very popular, a recognizable trend in education" (Goodrich Andrade, 2000). The most conventional types of rubrics are the holistic and analytic rubrics[114] although Goodrich Andrade (2000) also describes an instructional rubric[115] as a teaching tool that supports student learning and "the development of sophisticated thinking skills" or "good thinking". Essentially, a rubric is an instrument that is mostly developed in order to provide feedback to the learner and in other instances, for parents to use when assessing their children's homework. In other words, a rubric supports learning and the development of skills but it is also a tool to communicate "criteria and gradations of quality" (Goodrich Andrade, 2000). Lombard (2001:368) states that "feedback emerges as a fundamental component of successful assessment" because it informs students about "the status of their performance" (Lombard, 2001:375) and by extension, enhances the quality of a student's learning (Lombard, 2001:377).

The idea is not, necessarily, to report on the learner's performance directly to parents or provide feedback (whether part of formative assessment or not) to learners or even to communicate the expectations of the language programme. Instead, the researcher proposes that before planning and developing the next set of annual themes for the franchisee, the franchise owner develops a rubric for franchisees to use in order to collect information. The researcher believes

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[114] "With a holistic rubric an assessment task is assessed in its totality and performance levels serve as guidelines to arrive at an overall quality judgement. With analytic rubrics an assessment task is assessed by using several categories of performance indicators which are rated separately and different performance levels within categories" (Lombard, 2011:370).

[115] "Rubrics make assessing student work quick and efficient, and they help teachers justify to parents and others the grades that they assign to students. At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability. Like portfolios, exhibitions, and other authentic approaches to assessment, rubrics blur the distinction between instruction and assessment. For this reason, I refer to them as instructional rubrics" (Goodrich Andrade, 2000).

that the franchise owner would not be inclined to develop an instrument for placement or a reporting tool, like a report card to formalise assessment. As established, children are placed in their grade groups and classes at *Active English* accommodate typically small groups[116] of children (between five to 12 learners each lesson) and the environment in which the learners find themselves is conducive for direct feedback.

The researcher, however, speculates whether the franchise owner would not want to receive feedback from franchisees on the needs of their learner groups nationally, at the different locations to identify the language communities from which the learners attend *Active English*. "A rubric that reflects and reveals problems that students experience is more informative than one that either describes mistakes they don't recognize or defines levels of quality so vaguely that it is practically meaningless" (Goodrich Andrade, 2000). The effectiveness of instruction at the different centres would also emerge for the franchise owner and whether the franchisee (as teacher) is indeed implementing the programme for teaching and learning English as a second language as developed in *Active English*.

Alternatively, when considering the aspects that inform the evaluation plan, an area for development would be for the franchise owner to create separate statement documents for parents and learners (and not only for potential franchisees) that describe the purpose, goals, and objectives as well as present the curriculum (and the syllabus) of the *Active English* programme. A starting point, to reviewing but not to redesign the programme, would be to conduct a needs assessment and as part of the participatory process invite parents, learners, and members of the community to provide their input and reflect on their concerns over quality education and teacher quality in the South African public schooling system; and what their expectations are for *Active English* teaching and learning.

The franchise owner believes her programme augments or supplements the learning of English and addresses shortcomings in the mainstream schooling system for second language learners. It has been established, however, that the *Active English* programme implemented at the owner-operated centre, where this study was conducted, provides a supplementary service

[116] Gultig and Stielau (2012:473) for instance, comment on analysing and improving existing learning spaces in schools and explain that the problem most teachers face is the size of the room: "… standard classrooms are too small to cope with the larger class size that most teachers have to deal with these days. Although it would be suitable for 24 learners, the typical classroom of 36 m² (6 m x 6 m) cannot cope with a class of 50 or 60 learners. It is unlikely that you will be allocated a bigger classroom or that you will have fewer learners in your class".

primarily to bilingual Afrikaans-English speakers. Considering the broader multilingual landscape in South Africa, a recommendation would be for policy makers to identify areas or schools where learners are more vulnerable in terms of English being a barrier to learning and conduct a feasibility study in order to collect data on the long-term impact of supplementary instruction in South Africa and how tutoring services like *Active English* contribute to addressing social inequalities. More specifically, such an investigation should probe how the offering of programmes like *Active English* could be expanded in more contexts in South Africa.

5.4.3 Areas for development in the *Active English* programme

Compared to the principles that inform the method of a language programme, at the level of design, the *Active English* programme offers the franchise owner a potential area for development in that the syllabus of *Active English* is not a matter of public record. Also, the franchise owner has not developed assessment instruments for testing the proficiency level of a child when they enrol or for recording and reporting on the performance of the child to parents in a more formal way.

The franchise owner has intentionally reconsidered these aspects typically available for the mainstream schooling system because of the fact that her franchise is a for-profit business. In other words, if the syllabus of the *Active English* programme were a matter of public record, it would be a challenge for the franchise owner to interest potential franchisees to purchase a franchise. It is also the intention of the franchise owner to expand the brand and business to include the learning of more languages and implementation of the *Active English* programme in more contexts in South Africa. In addition, the franchise owner believes in observation that is "non-intrusive" in order to gauge (non-linguistic) skills (as described in Chapter 4, Part 2, Excerpt 60) and that assessment instruments for summative assessment have a negative impact on the learner (supported by some of the research discussed in this chapter that related anxiety and language learning). In this case, the researcher considers that the franchise owner has intentionally focused on developing themes, lessons, and workbooks (to develop the learner's understanding of concepts in order for the learner to express their thinking) as part of the *Active English* package. The researcher, however, recommends that a form of quality assurance would be to benchmark the *Active English* package. An aspect to consider during this process would be to investigate, for instance, a taxonomy of levels of learning (to address progression) as well as the intensity of lessons (in terms of time).

Compared to the principles that inform the method of a language programme, at the level of design the Active English programme in terms of the roles of the learner and the roles of the teacher, both meet the minimum criteria but are also potential areas for development. For practical purposes, as established in Chapter 4 (Part 1), the researcher considers that these interrelated components do overlap and the researcher only observed the Grade 3 and Grade 4 learner groups at the owner-operated *Active English* centre.

Although there is a franchise agreement, a recommendation would be to collect data from *Active English* centres managed by franchisees across South Africa and determine: 1. the learner profiles of children; 2. the language proficiency and the ability of the franchisee as teacher to teach English as a second language; 3. the ability of the franchisee to function as a bi- or multilingual teacher of English; and 4. the effectiveness of the *Active English* programme at that site of delivery. The recommendation is also for policy makers to identify areas or schools where children are more vulnerable in terms of English being a barrier to learning and evaluate the option for the sponsorship or subsidy of schools for learners to get access to relevant sections of the programme. As stated earlier, without a structured evaluation plan, it is a challenge for the researcher to determine whether this part of the method to teaching and learning English as a second language employed by the *Active English* programme meets the minimum criteria in terms of completing the process of programme development. However, as established in Chapter 4 (Part 3), the researcher has identified aspects of the *Active English* programme that would inform an evaluation plan because a continuous evaluation of the teaching and learning process determines how well the programme has served the goals and objectives and whether the goals have been achieved by students for learning. An evaluation plan would offer the franchise owner the opportunity to determine how the learners understand the programme is evaluated as well as their role.

5.5 Conclusion

> Models help us conceptualize representations of reality. A model is a simple representation of more complex forms, processes, and functions of physical phenomena or ideas. Models of necessity simplify reality because often it is too complex to portray and because much of that complexity is unique to specific situations. Thus, models typically seek to identify what is generic and applicable across multiple contexts (Branch & Dousay, 2015:24).

Branch and Dousay (2015:24) explain that “models typically seek to identify what is generic and applicable across multiple contexts”. In Chapter 1, the researcher motivated her selection of Richards and Rodgers’ (2001:18-35) model for the analysis of language teaching and learning. In addition, in Chapter 2, a view of a systems approach of interrelated components to course

design (Branch, 2009:11; Graves, 2000:4) as well as a framework of course development processes (as illustrated by Graves, 2000:3) were selected. The selection of the model for analysis specifically for developing and evaluating language courses or programmes is widely used by many ESL researchers in the broad field of applied linguistics because they agree that the elements and sub-elements that constitute a method (Richards & Rodgers, 2001:33) remain useful. The model also proved to be flexible enough to apply in the context of an evaluation of the language teaching approach embedded in the *Active English* programme.

After Branch and Dousay (2015) reviewed a variety of representative instructional design models (including four classroom-orientated models, or classroom instructional design (ID) models applicable in the classroom environment; product-orientated models, and system-orientated models), they conclude that:

> [t]he literature is replete with models, many claiming to be unique and deserving of our attention. However, while there are hundreds of models, until recently there have been only a few major distinctions among them. Many of the models are simply restatements of earlier models by other authors using somewhat different terminology. … There is a disturbingly small volume of literature describing any testing of the models. While no one can be certain, it appears that many have never actually been applied, much less rigorously evaluated (Branch & Dousay, 2015:93).

Figure 5.1 illustrates the core elements of instructional design (Branch & Dousay, 2015:16; Branch, 2009:2).

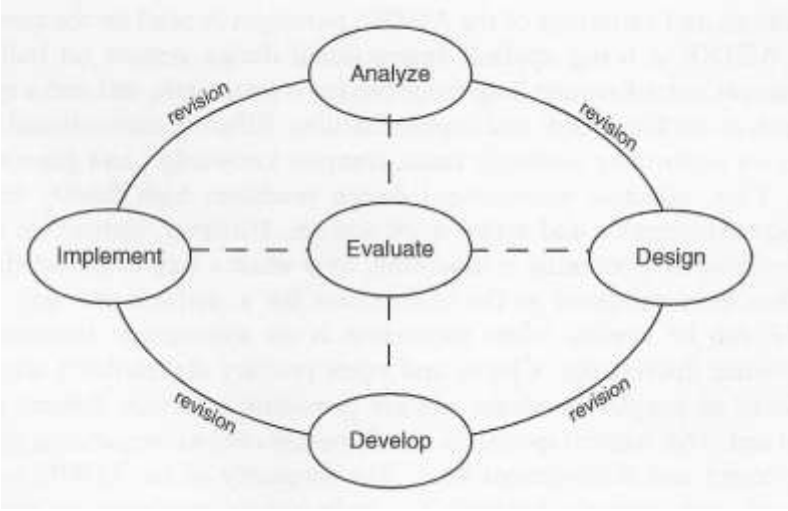


Figure 5.1: The ADDIE concept (Branch, 2009:2).

One of the contributions of this thesis was the application of this widely accepted model for curriculum evaluation in South Africa in the context of a private supplementary tuition franchise. The lack of evaluation of language teaching curricula in general (stated by Branch and Dousay, 2015:93), and of marketed franchises in South Africa specifically, indicates the contribution of

the thesis in this respect. One of the outcomes of the study is the confirmation that this broad and well-established framework is effective as an instrument to evaluate other supplementary language programmes in South Africa and in other contexts successfully. The researcher considers the concepts used in this evaluation process and those proposed and described by Branch (2009:6) to be of value to contemplate before a franchisor, entrepreneur, or tutor starts to develop a language programme but more accurately, starts instructional design. In addition to an application of the components for curriculum design used in this study, the concept of "learning space" or "student-centered spaces" as well as the relationships within the intentional learning spaces as identified by Branch (2009) are important to add to the pre-franchise design and evaluation process.

> The success of quality teaching and learning depends on a comprehensive context analysis, which is also called an *analysis of the situation of teaching*. Context analysis is a continuous process carried out by teachers. There are a number of contextual factors that play a significant role in the lesson preparation: the learners, the teacher, the environment, the community, the school, the learning content and the classroom, which are all interrelated and connected (Lindeque, *et al*., 2011:122).

"Episodes of intentional learning" are characterised by the following participating "entities" (Branch, 2009:6): "the learner, the content, the media, the teacher, peers, and the context, all interacting within a discrete period of time while moving toward a common goal" (Branch, 2009:6). As described by Richards and Rodgers (2001:24) as well as by Graves (2000: 214-215), "the learner", "the teacher", "the content", and to a certain extent, "the instructional media" have been described in this study but entities such as "peers", "time", and "the context" also need to be investigated, for instance, by the potential entrepreneur or instructional designer. Lindeque *et al*. (2011:122) add to this list by identifying other "contextual factors" (such as "the environment", "the classroom", and "the school") that inform a "context analysis". These contextual factors (for example the sociolinguistic reality of English second language learners in South Africa) have been described and analysed; and used in the evaluation of the *Active English* programme in this study.

"Intentional learning is complex" because each "entity" is complex (as described by Branch, 2009:6-7). For Branch (2009:8), a way to address the complexities associated with learning space is to apply the ADDIE paradigm to instructional design (Branch, 2009:10,13&14 and as briefly described in Chapter 2). When applying ADDIE or perhaps another relevant and appropriate ID model, the potential franchisor will also go through the process of instructional design (or ID process). Branch and Dousay (2015:17) explain that this process is characterised by "major activities":

- analysis of the contexts and the needs of the learners;
- design of a set of specifications for an effective, efficient, and relevant learning environment;
- development of all student and course management materials;
- implementation of the planned instruction;
- evaluation of the results of the design processes, both formative and summative; and
- distribution or dissemination and monitoring of the learning environment across varied contexts and perhaps over an extended period of time.

The franchise owner undertook a process of instructional design before making the *Active English* programme available to potential franchisees and to learners in South Africa. In reviewing the programme, the franchise owner would be able to give attention to the activities that are described within a system's approach but that may not have been fully considered in the instructional design of the current programme. This also will afford the franchise owner the opportunity to revaluate not only each individual but interrelated component of the design of the programme but also, the process of instructional design for intentional or planned learning of the *Active English* programme.

> Instructional design is a complex process that, when appropriately applied, promotes creativity during development and results in instruction that is both effective and appealing to learners. Instructional design models convey the guiding principles for analysing, producing, and revising learning environments (Branch & Dousay, 2015:24).

As established in Chapter 1 and Chapter 2, while no single model is useful for all purposes and educational environments, for this study it has been important to identify a framework of course development processes in order to evaluate the franchised *Active English* programme. In addition to this contribution, the study also adds descriptive data of this supplementary language programme that offers English as a second language, in South Africa. The case study approach employed in the study will, therefore, also assist other researchers to understand the relationships (Lightbrown & Spada, 2006:137-138) between the teaching and learning of a second language within a classroom-like environment or classroom-like set up, as established by the franchise owner of *Active English*. The description or insight (what Dörnyei (2007:130) describes as a "thick description") is valuable in a context like South Africa, where the education system has received criticism about its lack of quality (see Chapter 2, Part 1). The case study approach creates awareness for English teachers in primary schools and potential supplementary franchisors or entrepreneurs as well as independent instructional designers of the principles that inform the instructional method of supplementary languages programmes (note, one of the aims of this study). By extension, the case study approach also prompts policy makers to take note that provision, outside formal school hours, is being made for the teaching and learning of English as a second language in South Africa.

During the interpretation of the data that was collected to describe the interrelated design components, the procedure, and to inform the evaluation plan of the programme, it was established that the current children enrolled in the programme are Afrikaans-English bilingual learners from a dominant Afrikaans-speaking community. In other words, the outcome of the evaluation of the programme is that *Active English* is a supplementary tutoring service working effectively but primarily for bilingual Afrikaans-English speakers at this moment in time.

The programme holds the potential to be effective in other language contexts but the commendable bilingual Afrikaans-English teaching conducted at this stage would then have to be adapted to include a sufficiently multilingual teacher that could accommodate African home languages too. This is an important over-arching finding that confirms the history of co-existence of Afrikaans and English communities in contact[117] (Coetzee-Van Rooy, 2013:203). However, it also confirms the Matthew effect: there is evidence that Afrikaans-speaking learners and bilingual Afrikaans-English speaking learners acquire English as an additional language with some success in South Africa. For instance, in her study on Grade 3 children at schools with English as LoLT (monolingual English group of learners and emergent bilingual Zulu-English group) and Afrikaans-English as LoTL (biliterate Afrikaans-English bilingual group), De Sousa (2012:316) reports: "a good L1 reader is highly likely to be a good L2 and vice versa".[118]

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[117] Coetzee-Van Rooy (2013:203) concludes that "it is important to acknowledge the Afrikaans-English bilingualism established as a result of the history of Afrikaans in contact with English for such a long period in South Africa". Researchers, like De Sousa (2012:327), for instance, would even suggest (a) the importance of the "biliteracy classroom" because teachers of biliterate Afrikaans-English bilinguals draw attention to the fact that they identify with and understand learner's challenges in English, and (b) "biliteracy programs" because they "may have a positive impact on English (L2) academic outcomes, through emphasizing interdependence of a strong first language while developing a second, … and fostering home-school connections (De Sousa, 2012:328).
Coetzee-Van Rooy (2016:246), for instance, comments that "South Africans who use African home languages are typically multilingual (with an average of four languages in the repertoire …) and it is widely accepted that Afrikaans home language users are bilingual (usually knowing Afrikaans and English …). In this study, it is not the case where learners are biliterate Afrikaans-English blingual learners. In other words, learners attend schools where the LoLT is Afrikaans and English is the additional language (see Chapter 4, Part 1, after Excerpt 13, in the discussion of instructional language and time).

[118] In fact, De Sousa (2012:323) reports that "English (L2) learners tend to perform poorly on English decoding and reading comprehension measures when compared to monolinguals" but when compared to their English (L1) monolingual peers, biliterate Afrikaans(1)-English(2) bilingual learners: "performed similarly on English word reading and English expressive vocabulary tasks... Additionally, these children demonstrated significantly higher performance on … English comprehension measures" (De Sousa, 2012:322). In addition, "biliterate Afrikaans-English bilinguals, but not the emergent Zulu-English bilinguals, excelled on a measure of reading comprehension when compared to their English (L1) monolingual peers" (De Sousa, 2012:326). The assumption is that African language speakers do not necessarily aim for biliteracy in English.
In terms of investing in their child's education (as described by Dang and Rogers, 2008:180, see Chapter 2, Part 2) De Sousa (2012:316) also reports:

Similarly, Pretorius and Currin (2010:74) also report on the Matthew effect, in their study in which reading develops, in both Northern Sotho (used as a home language) and English (used as the language of schooling or LoLT) of Grade 7 learners in a high poverty (but multilingual) context of a school. Pretorius and Currin (2010:74) found that:

> …very weak readers in NS were also very weak readers in English, and relatively strong readers in English tended to be relatively strong readers in NS too. When given encouragement, access to books and opportunities to read more in both languages, the stronger readers became much better in both languages, but especially in English. They could build on their reading skills and become better at what they were doing. In contrast, the poor readers still struggled to read in both languages.
> Because these weak readers had failed to develop foundational skills in reading in their earlier grades, they had very little means at their disposal of bootstrapping themselves into a higher literacy level in either NS or English while they were being pushed up the educational ladder.

An avenue for further research would be to investigate why some learners fail to develop foundational readings skills while other learners (who are in the same schooling context) manage to develop and improve these skills. In terms of the case study, the learners are from households with parents who are in an economic position that allow them to attend supplementary instruction to improve their English and even other extra-curricular activities. The task to implement private supplementary programmes in more socio-economic contexts in South Africa (also noted by the franchise owner) remains a challenge. The franchise owner envisages expanding her business abroad (as described in Excerpt 10 from the business objectives) but she is also encouraged by the possibility of language franchises to be developed for other languages in South Africa (and possibly Southern Africa). Students would be able to continue learning the language by participating actively, and long-term, in the programme.

Chapter 5 presented a summary of the overall findings of the evaluation of the *Active English* programme. The recommendations introduced in this chapter will now be expanded on in Chapter 6 and avenues for further research will also be explored and presented.

> …Afrikaans-English speaking families tended to have more books in the home in their child's first language than Zulu-English speaking families. Afrikaans-English speaking families tended to read with their children more frequently in both English and their child's first-language than Zulu-English speaking families. Afrikaans-English speaking families reported that their children read more English and Afrikaans books on their own than reported by Zulu-English speaking families. Afrikaans-English speaking families responded that they chose their child's Afrikaans-English dual-medium school because of the biliteracy programme it offered, while Zulu-English speaking parents responded that they chose their child's English-only school because of their own disadvantaging experience if they did not speak and understand English. Book reading, which is important in preparing a child for formal literacy instruction … was not a common practice in Zulu-English families. This implied that parents of emergent Zulu-English bilingual children saw speaking English at school as the best way for their children to learn and do well in school.

CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS, AND AVENUES FOR FURTHER RESEARCH

6.1 Introduction

This chapter provides an overview and summative discussion of the key findings and conclusions drawn from the empirical part of the study. The conclusions will outline the contribution of this case study to shadow education, and will present the researcher's personal reflection on the research journey. The findings were discussed in detail in the previous chapter. In Chapter 6, the resultant conclusions will focus on providing answers to the research questions of the study. In addition, the chapter will include recommendations and avenues for further research. The chapter will be presented in three parts.

In **Part 1**, a summary of the main findings and the resultant conclusions that followed from the empirical study will be presented. The section will address Research Question 2 of the study: *To what extent does the instructional method of supplementary programmes, offered by a tutorial franchise in South Africa, illustrate best practice?* This section will also include the recommendations made for improvement of the *Active English* programme.

In **Part 2**, two main conclusions that follow from Part 1 will be discussed. **Conclusion 1** relates to the South African education context, the status of English teaching in this context and the potential role that private supplementary education could play to enhance English teaching. The findings related to the context of Afrikaans-English bilinguals that are the main consumers of the *Active English* programme would also be addressed in this section; compared to the potential need for programmes like *Active English* to be implemented in a wider context in South Africa. **Conclusion 2** relates specifically to the findings of the evaluation of the *Active English* programme conducted in this study: highlighting the successes achieved by the programme as evidenced by the evaluation conducted in the study; and discussing the improvements that could be made to the evaluation processes related to the programme.

In **Part 3**, the contributions of the current study and avenues for future research will be presented. Parts 2 and 3 of this chapter will address Research Question 3 of the study: *How can the limitations of a supplementary programme for English as a second language best be addressed?* A brief conclusion that outlines the researcher's reflection on the research journey will be offered at the end of the chapter.

PART 1

6.2 Summary of findings in terms of the research questions

Research Question 1:

- What are the theoretical and methodological underpinnings of supplementary second language programmes?

Chapter 2 attempted to identify the principles that inform the instructional method of supplementary language programmes. In **Part 1** of Chapter 2, it was necessary to offer background information on the teaching of English as a FAL in the South African school context. Schooling and literacy in an African home language education is initially provided from Grade 1 to Grade 3. As from Grade 4, schools often change to English (and in some instances, Afrikaans) as the language of teaching and learning. Even though teachers and learners are emerged in a multilingual and multicultural context and by extension, in "linguistically complex environments" (Van der Walt & Ruiters, 2011:86), it is important to note that parents perceive English to be of great value for their children to learn because of the increased economic and educational opportunities (Evans, 2007:48). This finding on the efforts of parents or households placing emphasis on the economic and social opportunities for their children is no different from the research published by Bray (2009:32) in international contexts.

In **Part 2** of Chapter 2, supplementary instruction as a worldwide or macro phenomenon of schooling was discussed and the chapter explored the factors of demand for and supply of supplementary instruction. It was established that the private tutoring sector "complements" (Dang & Rogers, 2008:163) the public schooling system because it "supplements rather than replaces the public sector" and the combination of public schooling and private tutoring seems more affordable for households (Dang & Rogers, 2008:163). By definition, it was established that the *Active English* programme is part of the phenomenon that is shadow education: *Active English* offers school-going learners lessons or activities outside of formal school hours and the programme is fee-based as parents pay for this extra-curricular activity for the children. Although the franchise owner is adamant that the programme is not an extension of school, it was also established that the *Active English* owner-operated franchise centre and the *Active English* programme do take on school-like features and processes.

In **Part 3** of Chapter 2, the steps in planning for and developing a supplementary programme in English as a second language were described. In order to start the evaluation of the *Active*

English programme, this case study focused on the method concept to language teaching. In Chapter 1, the researcher motivated that the work of Jack Richards and Ted Rodgers (2001) has been referenced because of the framework these researchers presented early on in the debate of approaches and methods[119] to learning and teaching a second language.

Richards and Rodgers (2001:24) propose that in order for an approach to lead to a method, it is necessary "to develop a design for an instructional system". The instructional process is viewed as a system whose purpose is to promote and support learning activities as well as arrange resources and procedures in order to bring about or facilitate learning. Instructional design is an interactive process and researchers,[120] educational scholars,[121] and instructional designers[122] have identified frameworks and components of this process for designing a course (or programme), a unit, or lesson:

> Instructional design is an iterative process [nonlinear] of planning performance objectives, selecting instructional strategies, choosing media and selecting or creating materials, and evaluation (Branch, 2009:8).

As a starting point, Richards and Rodgers' (2001:18-35) model for the analysis of language teaching and learning, the view of a systems approach of interrelated components to course design as described by Branch (2009:11) and Graves (2000:4) as well as a framework of course development processes illustrated by Graves (2000:3) were selected by the researcher. The franchise owner of *Active English* did not evaluate methods when designing and developing the programme but selected and combined methods that she understood to be appropriate to teach and learn English as a second language at *Active English*. The main method that influenced the development of the activities and tasks of the *Active English* programme is the TPR method and the franchise owner associates TPR with the CLT method in order to deliver the content of the programme.

Research Question 2:

- To what extent does the instructional method of supplementary programmes, offered by a tutorial franchise in South Africa, illustrate best practice?

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[119] Despite criticism from contemporary researchers such as Kumaravadivelu (2006b:162), Block and Cameron (2002:10).
[120] Such as, Ellis and Shintani (2014:341), Gagné *et al*. (2005:38), Driscoll (2005:353), Graves (2000:127) and Stern (1992:55).
[121] Such as Phatudi and Motilal (2015:21), Gultig and Stielau (2012:39), and Jacobs (2010:50).
[122] Such as Branch (2009:8), Dick *et al*. (2009:2) and Morrison *et al*. (2007:14-15).

In this section, the main findings of the empirical part of the study are summarised and conclusions are presented and discussed. The main aim of the section is to highlight the curriculum areas that deserve commendations as a result of the evaluation; and to present and discuss the areas that need improvement, captured by recommendations. Ultimately, this section provides an answer to the main empirical research question of the study.

Chapter 3 described the research methodology followed in this study that would lead to the evaluation and improvement of the language learning experience provided by *Active English* offered outside of a school setting to learners enrolled in the programme. Data were collected by means of a questionnaire, interviews, classroom observations (including a classroom environment survey), and document analysis that were analysed, interpreted, and reported.

Chapter 4 presented the findings from the evaluation of the instructional method for teaching and learning English as a second language of the franchised supplementary language programme, *Active English*. The evaluation was completed based on the framework that was introduced in Chapter 2. **Chapter 5** presented a summary of the evaluation and discussion on the impressions regarding the design and the procedure of the *Active English* programme.

The key findings that were highlighted as elements related to the implementation of the interrelated components of the teaching and learning method as they have been developed for the *Active English* programme: the areas of teaching and learning in the *Active English* programme in terms of the types of learning and teaching activities as well as learning materials that have been developed by the franchise owner deserve commendation. In particular, the Phono-visual charts for learning phonics have contributed to the development of language skills (specifically reading) and enriched the learning experiences of the participating children enrolled in the language programme. The component of the design element of the programme that is the selection of programme content, overlaps to a great extent with the component of the role and development of learning materials. The franchise owner intentionally focuses on developing themes, lessons, and workbooks to develop the learner's understanding of concepts for the practise of English and for active participation, as part of the *Active English* package.

At the level of design, the areas in the programme that meet the minimum criteria for an effective language programme that have been formulated by the franchise owner for *Active English* are; the purpose, goals, and objectives. At the level of procedure, the areas in the programme that meet the minimum criteria for an effective language programme are the three

phases of teaching: preparation and lesson planning (the use of teaching activities to present language); process and procedure (the use of teaching activities for practicing language); and outcomes (the procedures and techniques used in providing feedback to learners).

However, there are areas for development within the programme that the franchise owner could consider giving attention. At the level of design, the *Active English* programme in terms of the roles of the learner and the roles of the teacher, both meet the minimum criteria but are also potential areas for development. The roles of the teacher overlap with the roles of the learner. The franchise owner has formulated "principles of learning" or "learning to learn" for the *Active English* programme and designed the programme for the teacher to encourage learners, through their attitude, to take responsibility for their learning but ultimately, for the learner to take "ownership" of their learning (see Chapter 2, Part 1, Excerpt 30 and Excerpt 60). The teacher (in this case, the franchisee) is not the designer of the language programme and it is also not a requirement that a teacher (franchisee) plan lessons; therefore, the researcher was not able to determine the extent to which franchisees implement the principles of the *Active English* programme. In addition, without a planned evaluation plan, it was a challenge for the researcher to determine whether this part of the method to teaching and learning English as a second language employed by the *Active English* programme, meet the minimum criteria in terms of being part of the process of programme development.

Research Question 3:

- How can the limitations of a supplementary programme for English as a second language best be addressed?

Chapter 6 determines whether the supplementary programme requires redesign, given the findings of a set of empirical results regarding the design and procedure as well as the evaluation plan of the *Active English* programme to teaching and learning English as a second language in South Africa. First, it is important to reflect on the potential limitations of this study.

> During the 1990s, the TESOL profession took a decidedly critical turn. …the critical turn is about connecting the word with the world. It is about recognizing language as ideology; not just as system. It is about extending the educational space to the social, cultural, and political dynamics of language use, not just limiting it to the phonological, syntactic, and pragmatic domains of language usage. It is about realizing that language learning and teaching is more than learning and teaching language. It is about creating cultural forms and interested knowledge that give meaning to the lived experiences of teachers and learners (Kumaravadivelu, 2006a:70).

Case study research is defined in terms of the process of doing a case study as an example of practice but researchers only describe "the case". Although there are *Active English* franchises

across South Africa, for practical reasons, this study is based on the researcher's observations of the franchise owner's own classroom at her own owner-operated *Active English* centre, in the Vaal Triangle area of the Gauteng Province. This case study focused on the Grade 3 and Grade 4 learners enrolled in the programme, and not on the other grade groups of learners whose contribution, at a future opportunity, would add to the description of the *Active English* programme.

By extension, only learners who had access to the *Active English* programme and were enrolled are described as benefitting from their participation in the learning activities because they were exposed to the learning materials that facilitated the learning of English as a second language. Data were collected from willing learners and parents who were identified during the course of the study as Afrikaans-English bilinguals. The case study design, for this study, in other words, the one-teacher, one-classroom design (Lynch, 2003:38) meant that data analysis focused on describing an aspect of second language performance or development for this specific group of language speakers within their community.

The researcher considers the interpretation of the term "franchise agreement" as published in the Government Gazette No:32186 of 2009. This study is based solely on the *Active English* owner-operated franchise that is meant to model how franchisees are to offer learners the opportunity to learn English as a second language. A longitudinal study was not conducted on how the franchisees implement or demonstrate the prescriptive direction of the programme. How the franchisees interpret the operations of the *Active English* programme in their respective contexts thus remains an avenue for future research that would also add to the description of the study.

A continuous evaluation of the teaching and learning process determines how well the programme serves the objectives and whether the goals were achieved by students for learning. An evaluation plan would have offered the franchise owner (and the study) the opportunity to determine how the learners understand the programme is evaluated as well as their role in this process. Without a formal evaluation plan, to inform potential changes and improvement of the programme, the researcher identified aspects of the *Active English* programme that emerged during the analyses that would inform a potential evaluation plan. The franchise owner, in a "partnership" and "dialogue" (Graves, 2000:99-100) between the franchisees, learners, parents, and members of the community would need to give attention to a needs assessment plan and an evaluation plan for possible decision-making about the programme.

Active English does not offer a public record of the curriculum of the programme and this could be a gap for the franchise owner to consider. The researcher notes the difficulties of doing this without disclosing one's intellectual efforts (for example, via descriptions of trademarked elements of the programme) that lead to one's potential advantage in a business context. A further avenue for research would be to compare the content selected for each grade or phase as outlined in the CAPS English FAL (2011a & 2011b) for the mainstream to the linguistic content for the respective packages the franchise owner has developed for *Active English*. This type of study would need to consider the implication of not having access to the curriculum and syllabus of franchised businesses that do not provide information, as a matter of public record, because they protect their unique programmes (or trade-marked elements in their programmes) to enable them to have an advantage in the market.

As there is no official mandate in South Africa for observing, monitoring, and regulating private or marketed (franchised) supplementary tuition, the researcher was only able to draw on the resources provided so generously by the franchise owner, resources of South Africa's DBE and limited information from FASA that is publically available on the education sector. Despite the educational interventions, in the form of projects (particularly for literacy development in terms of reading) that may have been launched in the non-governmental and private sector (Reddy, *et al.*, 2003:22), there has been criticism of the language planning, language and education policies, and the lack of an accompanying plan for implementation by educational scholars. Therefore, it was not possible to draw from and add a clear understanding of how shadow education is being addressed by policy-makers in South Africa. In other words, for the most part, the tutoring industry in South Africa continues to operate, as described by Aurini and Davies (2004:424) in "an unregulated market that is unrecorded by government data collection methods".

6.3 Recommendations

Recommendations and avenues for future research identified in the following sections of this chapter are described on a macro level. In other words, these recommendations could be considered by the franchise owner as broad or overall steps that could be taken toward improving the *Active English* programme. For policy makers, the recommendations could be considered as agenda points for addressing the contribution of shadow education in South Africa.

6.3.1 Design

The following components of the design element of the *Active English* language programme that were evaluated as part of the method to teaching and learning English as a second language, are interrelated (Richards & Rodgers, 2001:24) but also, complex (Branch, 2009:6-7): (a) goals and objectives, (b) selection of programme content, (c) types of learning and teaching activities, (d) the roles of the learner, (e) the roles of the teacher, and (f) the role and development of learning materials.

A recommendation is for the franchise owner to update all the *Active English* documentation. Potential franchisees are afforded information, for a limited time, on the franchise such as the: *Disclosure Document of Active English* (2013), *Business Plan for Active English* (2013), *Phonovisual Programme for Grade 1 – Grade 3* (2011), and *The Face of Active English: An updated guide to the Active English methodology* (2015). Other than the programme flyers and the marketing information on the enrolment form, parents and learners, do not have separate statement documents that inform them of the purpose, mission, and educational objectives of the *Active English* programme.

In the context of CLT, the study raised interesting issues. In his earlier work, the South African researcher, Chick (1996:22) already started to question whether the "choice of communicative language teaching as a goal" was appropriate for teachers and learners to teach and learn an additional language in South African schools. The *Active English* programme engages with communicative language teaching in combination with the TPR method, and it is evident from the data that the Afrikaans-English bilingual learners seamlessly take to these methods for learning English as a second language. However, a recommendation for evaluating other language programmes would be for researchers (and by extension the instructional designer) to explore, for example, the bilingual approach or the literacy-based approach[123] to teaching English by drawing on the learner's experiences of their first language but to address the complexities associated with learning space, in particular, the context.

> One of the biggest problems in South African classrooms is that most learners are forced to communicate and learn in a language that is not their home language. This can cause a lack of confidence when they talk in class. Being forced to speak in a language they don't understand can cause their ideas to become blocked so they cannot express them.

[123] See for instance, the work of Joubert, *et al*. (2015).

> The problem is that in order to unblock these ideas, they have to begin speaking. While the difficulties of second-language users of English are far greater than those of first-language users, this basic principle holds for all learners: we must hear and use language in order to improve both our confidence and our language abilities.
> Classrooms in which there is a lot of appropriate talking provide a model of language use as wellas a space in which to practise using English (Gultig & Stielau, 2012:183).

Language has become situated in and is used within areas of social context that are relevant to community. Therefore, for this study, the communicative approach was selected as a starting point for understanding language teaching and learning together with the role of the classroom environment in the teaching-learning process. When considering a communicative view of language, the data that were collected was presented as evidence of language being used by participating learners of the *Active English* programme, to express meaning, allowing for communication and interaction, and reflecting communicative and functional uses. When considering the learning principles of the communicative approach, the data that were collected included descriptions of activities that involved real communication to promote learning, activities in which language was used for carrying out meaningful tasks to promote learning, and excerpts of dialogue from the lesson observations of language meaningful to the learner in support of the learning process.

When focusing on the levels of conceptualisation within a method for a language programme, there are different models that can be used to design and analyse language teaching and learning. The method informs the use of language and in this study, the focus was on using language appropriate to the social context. This study adopted a communicative view of language learning and described and evaluated the elements that constitute a method within a programme at the levels of approach, design, and procedure as presented in the *Active English* programme, a supplementary language programme within the South African context.

Moving away from the “method concept” used to teach and learn a language, the idea is to prompt “new ways of looking at classroom practices” (Kumaravadivelu, 2006a:70) that inform participatory pedagogy, bringing learners, teachers, and members of the community to collaborate. Branch (2009:10,13-14), for instance, proposes applying the ADDIE paradigm to instructional design and that “action learning” is a strategy that “mitigates some of the complexity of intentional learning” (Branch, 2009:7-8). In other words, spaces, dedicated to intentional or planned learning, are arranged in a way that “reflects the spaces in which people will actually perform the knowledge and skills they have learned” (Branch, 2009:8). Notably, the learning process becomes important and Gagné, *et al*. (2005:4) for instance add that “learning is affected by sociocultural expectations, values, and declared or public knowledge. The learner

is not an isolated being, and the context in which learning takes place interacts with what is being learned, and the processes of learning". In terms of the broader conception of context, Smith and Ragan (2005:43) explain that: "[a]ll learning environments come with a context, whether the context is a school, a place of business, a home, or elsewhere. But context is not just a place. Context includes not only the physical realities within which learning takes place but also the temporal and social environment that is a part of the learning process itself ...".

In a short period of time it will not be possible to change the perceptions of parents about attributing value to English but the researcher considers that it will be possible to change the way parents become involved in their children's learning. A starting point, would be for the franchise owner to consider a participatory process and invite parents, learners, and members of the community to provide their input and reflect on their concerns over quality education and teacher quality in the South African public schooling system; and what their expectations are for *Active English* teaching and learning. The franchise owner believes her programme augments or supplements the learning of English and addresses shortcomings in the mainstream schooling system for second language learners. It has been established, however, that the *Active English* programme implemented at the owner-operated centre in the Vaal Triangle area, where this study was conducted, provides a supplementary service primarily to bilingual Afrikaans-English speakers.

> The important role that parents play in their children's education cannot be underestimated. This is critical because educational achievement is a socially-mediated phenomenon that enables children to transition between home, community and formal educational institutions (De Sousa, 2012:309).

Considering the broader target of young learners in primary schools across South Africa, a recommendation would also be for policy makers to identify areas or schools where learners are more vulnerable in terms of English being a barrier to learning and start addressing social inequalities, by involving parents and guardians. Parental participation improves a learner's academic skills and "enhances children's social and interpersonal relations" with their peers and school staff (Mmotlane, *et al*., 2009:537). By making parents more aware of the need to improve education for their children (regardless of social class), parents need to increase their participation in their children's schools and "promote and improve the image of school and standard of education in general" (Mmotlane, *et al*., 2009:537).

The *Active English* programme does not (a) offer learners a test[124] (or make use of another assessment instrument) to identify the learners' language proficiency in order to place them in the programme (children are placed in their grade groups from school once their parents complete their interview with the franchise owner), (b) present the syllabus for the different grade groups to parents or as a matter of public record (compared to the curriculum and content published in the CAPS English FAL for the different phases), (c) formalise the recording and reporting on learner performance (the franchise owner cites that observation is used to gauge (non-linguistic) skills and that assessment instruments for summative assessment have a negative impact on the learner).

Considering the nature of a franchise business (the reality for the franchisor is that *Active English* is a for-profit business and for the parents a fee-paying service) but also, that it is complementary to the schooling system, it is unlikely that in this case, the content of the *Active English* programme will become a matter of public record or that parents will receive formalised feedback on learner performance, such as report cards. Also, considering that the *Active English* programme (described in the mission statement discussed in Chapter 2, Part 1, Excerpt 10) "fosters a love" of the English language, it would seem that the idea when enrolling at *Active English* is not to test proficiency and place the learners in the programme only to improve their academic performance at schools.

There are trademarked materials, for instance, such as the annual themed lessons, activities in the workbooks, the rewards and incentives (in the form of badges and prize giving) the children receive for their participation in *Active English*, and the logo *Sparky* that is synonymous with the brand as well as the Phono-visual charts (for the teaching of phonics to Grade 1 to Grade 3 children enrolled in the programme) that the franchisee purchases as part of the franchise package. There is, however, a reference book, *Lighting Up Language the Active English Way: A practical approach to learning language from A-Z from Grade 4 to High School. Effective and easy to use for students, parents and teachers* (Slabbert, 2008) that the franchise owner has published which teachers at primary schools are currently making use of as a resource for their planning of lessons and teaching of English. The recommendation, then, would be for the resources that have been developed for the *Active English* programme to be compared to the

[124] "Language tests are based on the four skills areas of reading, listening, writing and speaking" (Lynch, 2003:46). For each individual skill area, there are different types of tests; tests may also involve a "combination" (Lynch, 2003:46) of language skills.

material provided by the South African DBE for LTSM or to be compared to the materials of other language programmes, for instance, such as the worksheets[125] of the *Kumon English Programme* in a future research project.

6.3.2 Procedure

The following components of the procedure of the *Active English* language programme that were evaluated as part the method to teaching and learning English as a second language, are: (a) preparation and lesson planning to present language, (b) the process and procedure of the programme for practicing language, and (c) the outcomes and techniques used to provide feedback to learners.

> Teachers, ultimately, are the most important resources in teaching. Many studies have shown that teachers – not resources or money – make the biggest difference in the quality of a learner's school experience. In order to make a difference, teachers must exhibit both technical competence, and an enthusiastic and humane attitude. A technically competent teacher who isn't interested or an enthusiastic teacher who isn't competent are both regarded poorly by learners (Gultig & Stielau, 2012:478).

Van der Berg *et al*. (2011:4) are concerned with teacher quality at schools in South Africa, not only in terms of teacher knowledge but simply, "the ability to teach students well". Hindle (2013:353) purports that the most valuable resource and "perhaps the biggest impediment to the achievement of greater quality" is teaching skills. In their research, Hugo and Nieman (2010:66) conclude that learners "who use English as a second or third language as their language of instruction are predominantly taught by teachers who are ESL speakers themselves. Most of these teachers have not undergone proper training in the theory of second language teaching".

The business plan for *Active English* (Slabbert, 2013:3) describes the ideal characteristics of an *Active English* franchisee and during her interview with the researcher, the franchise owner does not state that a potential franchisee (or teacher) is required to demonstrate that they are a qualified NEST or non-NEST. *Active English* franchisees have to demonstrate a passion for teaching and the franchise owner believes a teacher should also be a "good communicator

[125] Comparative to the Kumon curriculum that focuses on self-learning skills, the Kumon worksheets are designed for the *Kumon English Programme*. The programme includes an extensive recommended reading list as well as a detailed syllabus with the following outline of selected linguistic content: word building, sentence building, paragraph building, summarisation, and critique (Kumon, 2016).

(written and verbal)", "prepared to adapt", be "extremely organised", and have a "passion for teaching creatively" (see Chapter 2, Part 1, Excerpt 33). More importantly, however, the "Active English teacher needs to have adequate training and knowledge of the *Active English* curriculum and methodology" and "confidence in *their* [original emphasis] proficiency, so they can instil confidence in their learners" (see Chapter 4, Part 1, Excerpt 37).

"Teacher quality, and specifically teacher knowledge, has often been thought to play a crucial role in learner performance" (Van der Berg *et al*., 2011:4). Foley (2002:57-58) suggests firstly, that we accept: "(1) that English is expressly desired as a language of learning and teaching by the majority of parents and learners; (2) that it is in actuality already being used as a language of learning and teaching throughout the education system; (3) that it is on the whole being used badly by most educators; and (4) that the situation therefore needs to be remedied". Following this, Foley (2002:57-58) proposes that what is needed is "a massive campaign to improve the English language skills of educators nation-wide through a variety of modes of intervention, support and development".[126]

The recommendation is for the franchise owner to develop instruments that would: (a) test the language proficiency and the ability of the franchisee as teacher to teach English as a second language, and (b) inform the franchise owner of whether the franchisee (as teacher) is indeed implementing the programme for teaching and learning English as a second language as developed and prescribed in the *Active English* documentation and training. The effectiveness of the *Active English* programme at that site of delivery affords the franchise owner information for other decision-making process should the franchisee's centre not be performing as expected.

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[126] Foley (2002:57-58) presents a selection of "practically manageable and sustainable" projects that would include:

- mandatory English proficiency programmes for pre-service student teachers
- incentive-based proficiency programmes for in-service teachers
- establishment of on-site language laboratories and other self-help facilities
- provision of TESOL, TEFL, and other English second-language acquisition materials
- programmes of English language acquisition, development, guidance and reference in the print and electronic media (including the internet if economically feasible)
- incentives for educators proficient in English to be located in the township and rural schools
- community service programmes for senior students and graduates in areas of need
- corporate-funded ABET English proficiency programmes for workers and their families

6.3.3 Improving the *Active English* programme

In reviewing the aspects that potentially inform an evaluation plan, for the *Active English* programme, the franchise owner would be able to make changes and improve the programme. No redesign is recommended by the researcher following the evaluation of the method employed to teach and learning English as a second language but the following are recommendations for improving the overall programme.

A needs assessment plan could be compiled to determine the proficiency of the learners but more so, an evaluation plan would offer the franchise owner the opportunity to determine how the learners understand the programme is evaluated as well as their role in the process. Apart from receiving feedback from franchisees, during the annual workshops and training opportunities which are part of the franchise package, the recommendation would be for the franchise owner to consider input from learners and parents about the *Active English* programme.

A recommendation would also be for the franchisees to provide the franchise owner with a profile of the learners and feedback on the needs of their learner groups at the different locations. By identifying the language communities from which the learners attend *Active English* it would be possible to address the learning needs of the children and measure the effectiveness of instruction at the different centres.

It is the intention of the franchise owner to expand the brand and business to include the learning of more languages and implement the *Active English* programme in more contexts in South Africa. The researcher recommends that a form of quality assurance would be implemented to benchmark the *Active English* programme package.

In Chapter 2, Part 1, Excerpt 26 the researcher introduced the fact that one of the children from another grade group had suggested that the franchise owner make the reading books that are available from the *Active English* collection, downloadable. The researcher asked the franchise owner about bringing in media in the form of technology (tablets) as a future aspect of the programme. The franchise owner acknowledged that technology is useful and suggested that it be incorporated for homework or for other uses but that for reading and the lessons at *Active English*, the franchise owner would want the format to continue to be “hands-on” and “practical”. Gultig and Stielau (2012:386) outline the benefits of ICT in education. “The use of ICT in education is regarded as one of the best practices for the development of a range

of complex competencies as it helps prepare learners for life in an ever-changing world" (Gultig & Stielau, 2012:386). ICT offers learners the opportunity to improve their learning and their efficiency and for most teachers, "it is a tool that can be used to integrate the curriculum into everyday life" (Gultig & Stielau, 2012:386).

ICT can be incorporated in teaching in various ways and the recommendation would be for the franchise owner to consider: (a) encouraging learners at *Active English* to experiment, for example, to practise writing in English by starting their own blogs (an electronic journal) or for more advanced learners, the opportunity to join a wiki (a community of users sharing ideas) and the teacher (in this case, the franchise owner or the franchisees) could be available to moderate the English because "incorrect information can be easily corrected" (Gultig & Stielau, 2012:398); and (b) joining ICT networks and exploring the possibility of partnering or incorporating other LTSMs when developing the lessons for teaching and learning English as a second language but more importantly, for promoting the *Active English* brand.

PART 2

6.4 Avenues for future research

Bray (2009:101) states that "policymakers and planners must confront shadow education systems in order to identify appropriate responses and proactive measures for their own contexts. The objective should not only be to control and steer: policymakers and planners can also learn much from the shadow". The shadow education system and in particular, supplementary instruction as a form of private tutoring, often complements the mainstream schooling system and currently is an under-researched educational phenomenon (Bray, 2007:7) also receiving "much less attention" (Bray, 2009:11) from policy makers and educational planners. This is also true for South Africa. "Private tutoring is a phenomenon that has escaped the attention of researchers, educational planners, and decision-makers" (Bray, 2007:7). The connection between these two education systems has been translated into avenues of revenue or for-profit opportunities by tutors, entrepreneurs, and service providers. Notably, there is a history of research on English as a second language in South African schools but to date, there has been no qualitative or quantitative research conducted and reported on the teaching and learning of English as a second language (or as an additional language) in franchised supplementary programmes.

More so, in South Africa, not only is there a paucity of data and research on shadow education as a phenomenon in the context of a multilingual society, there is also no mandate for policy makers to observe, monitor, and possibly regulate forms of private tutoring in South Africa. In addition, the question on evidence that franchised supplementary tuition, in South Africa's education sector is "growing" is also considered by the researcher (unlike, as suggested, in other contexts, such as in Japan, where "private tutoring is a flourishing activity" (Bray, 2007:84) because of the recorded supply and demand for private tutoring). Bray (2007:84) suggests that the growth of private supplementary tutoring could be seen in the context of "a worldwide shift toward the marketization of education and reduced government control".

Bray and Kwo (2013:1-2) also add that "the spread of shadow education has become a hidden form of privatisation in many education systems. In some societies, payment for shadow education has in effect become obligatory even for low-income families because of the demands of the school system and society". In South Africa, the franchising sector may be successful, as established by IFA (2008:1) but currently, only popular opinion suggests there are opportunities for entrepreneurs in the education sector. Whether these opportunities are, for example, affordable to a broader population would be another avenue for further research beyond the scope of this study.

During the same period of research, Wong Fillmore (1991) and Chick (1996), in their respective studies, document the impact of acquiring English and to a certain degree, the school-going learner's participation (or lack of participation) in their own language. Comparatively, the two studies are different and based on the interpretation of the data that was collected, for instance, the findings are also different.[127]

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[127] In her research on bilingual education, Wong Fillmore (1991:323) introduced the phenomenon of "subtractive bilingualism" in the context of children acquiring English in school and 'losing' their primary or first language (what is also referred to as home language). She (Wong Fillmore, 1991:324) explains that in the United States, American immigrant children and adults "lost their ethnic languages in the process of becoming linguistically assimilated into the English-speaking world of the school and society".

Wong Fillmore (1991:332-333) and other researchers interviewed immigrant families (or language-minority speakers) and began the process of relating to change or understanding this language shift. The researchers viewed "the home language being displaced by English as a negative change… whereas, an increase in home language usage represents a positive change". In the study, in most cases, families were not bilingual but "non-English-speaking monolinguals in other languages" (Wong Fillmore, 1991:337). The different interview groups of families were made up of Spanish speakers, east and southeast Asian families (including Chinese, Japanese, Koreans, Cambodians, and Vietnamese), American-Indian families (including Navahos, Yaquis, Apaches, Papago, and Pascua as well as Arab families and "assorted others" (Wong Fillmore, 1991:327-328).

On the surface, a simple comparison reveals that in the USA, children of immigrant families are introduced to a monolingual society whereas in South Africa, children are immersed in a multilingual society. In the USA, although there are diverse populations, representatively, they are the linguistic minority. In South Africa, African speakers and households make up the linguistic majority (see the Census 2011 (2012) data in Chapter 2). Wong Fillmore's (1991) research was based on investigating why children (whether in bilingual or all-English classes) during the process of linguistic assimilation (or learning English), learn English but stop using their home language because of societal pressure. Chick's (1996) research was about broaching social justice and how, under the former political system in South Africa, learners and teachers, resisted learning English, to some extent, in order to preserve their dignity.

Wong Fillmore (1991:342) refers to "assimilative forces" and explains that "acceptance" is what language-minority children discover. "English is the high-status language; it is the societal language. Although young children neither know nor care about prestige and status, they do care about belonging and acceptance. They quickly sense that without English they will not be able to participate in the English-speaking world of the school, and so they learn it, and they give up their primary language". In the South African context, Chick (1996:34-35) refers to "the ideology of prescriptivism" in having English as the medium of instruction and the resulting

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In answering the question, "Why are so many children dropping their home languages as they learn English?" Wong Fillmore, (1991:341) explains:

> This question can be answered only in reference to the societal context in which the children are learning English. Second language learning does not result in the loss of the primary language everywhere. But it does often enough in societies like the United States and Canada where linguistic or ethnic diversity are not especially valued. Despite our considerable pride in our diverse multicultural origins, Americans are not comfortable with either kind of diversity in our society.

In other words, children enter English-speaking classrooms and to a large extent, social pressures influence their experience away from home. In order to be 'accepted' they learn English because others will not learn their language and at the same time, they stop using their primary languages. The researchers of this study "believe that the consequences of losing a primary language are far reaching, and it does affect the social, emotional, cognitive, and educational development of language-minority children, as well as the integrity of their families and the society they live in" (Wong Fillmore, 1991:342). Parents, for instance, as Wong Fillmore (1991:343) explains:

> …cannot easily convey to them [their children] their values, beliefs, understandings, or wisdom about how to cope with their experiences. They cannot teach them about the meaning of work, or about personal responsibility, or what it means to be a moral or ethical person in a world with too many choices and too few guideposts to follow. … Talk is a crucial link between parents and children: It is how parents impart their cultures to their children and enable them to become the kind of men and women they want them to be. When parents lose the means for socializing and influencing their children, rifts develop and families lose the intimacy that comes from shared beliefs and understandings.

“trauma” of high drop-out rates in black schools after the fourth year of schooling. “Teachers tended to resort to providing notes that the students were required to memorise. This gave the impression of real learning taking place, but … the students often learnt what they did not understand, and were usually unable to use what they had learnt because this mode of education did not allow the integration of new information with what had been learnt before” (Chick, 1996:35). In both instances, however, apart from the spotlight on the different interactive processes of learning (or seemingly learning of) English, the underlying issue that is comparatively the same is that of defining one’s identity through language.

Researchers, such as Probyn (2009:128) state that language use in the classroom is “closely tied to issues of language loyalty and cultural identity”. However, other researchers, such as Leibowitz (2015:44) contend that there is a popularly-held view in South Africa that “speakers of African indigenous languages do not lobby for the use and status of their languages”. In her study, Coetzee-van Rooy (2013) found that the current discourses around language as a marker of cultural identity describe Afrikaans as “losing position as a language used in high status functions” (Coetzee-van Rooy, 2013:201). It is with these views that the researcher proposes that there is a need to investigate other contexts in South Africa.

PART 3

6.5 Concluding statements

> Your view of what **language** is or what **being proficient in a language** means affects what you teach and how you teach it. … Your beliefs about which view of language should be emphasized will translate into beliefs about how the language should be learned (Graves, 2000:28).

> In a world where more people probably speak two languages than one, the acquisition and the use of second languages are vital to the everyday lives of millions; monolinguals are nowadays almost an endangered species. Helping people acquire second language more effectively is an important task for the twenty-first century (Cook, 2016:1).

6.5.1 Final reflections: The South African context

> The socio-economic environment in which the child is raised has important implications for the child’s achievement at school, level of aspiration, motivational level and attitude towards school. It is important for teachers to be aware of the implications of the socio-economic background of the learners when preparing lessons in order to cater for their aspirations – to know how motivated they will be and what kind of attitude can be expected during lessons (Lindeque, *et al*., 2011:102).

Private supplementary tutoring indicates “what some segments of society want, but also what they are prepared to pay for” (Bray, 2007:18). Researchers have described the South African context as one where we are “living with the legacy of a poor quality education system for most of the African learners” (Reddy, *et al*., 2003:22) and the choice of language-medium of instruction “has been found to impact on a child's level of academic achievement” (De Sousa, 2012:303).

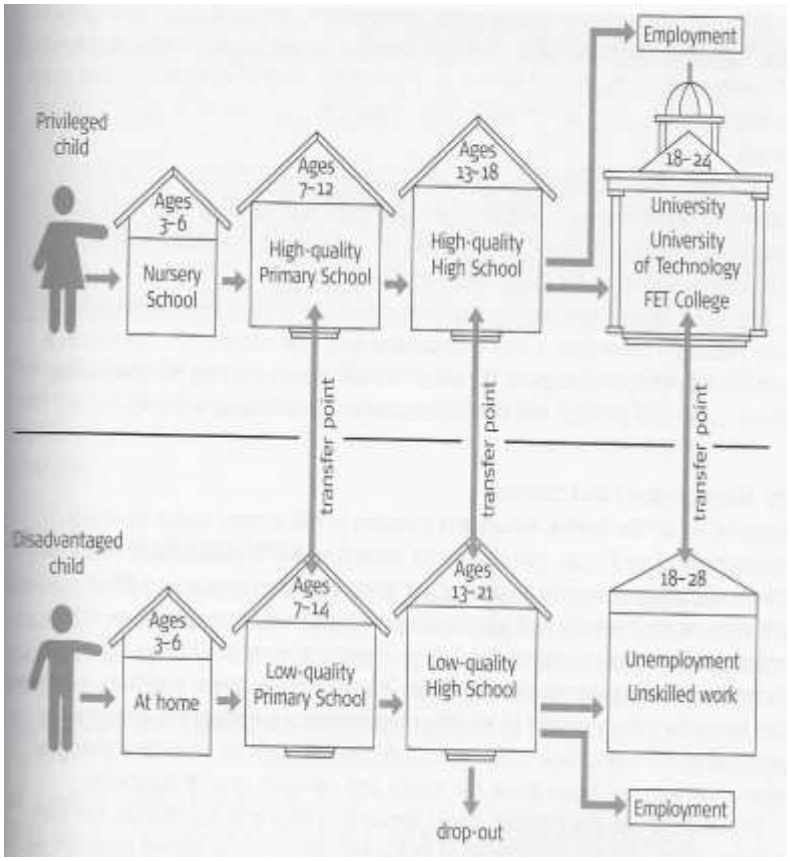


Figure 6.1: The reality of the South African school system (Lindeque, Gawe and Vandeyar (2011:101).

Lindeque, *et al*. (2011:101) offer an illustration of “The reality of the South African school system” (Figure 6.1) and state that the figure shows “how radically the lives of South African children are affected by their social background” (Lindeque, *et al*., 2011:100). Van den Berg *et al.* (2011:8) explain that poverty and income inequality in South Africa as well as “significant differences in school quality” perpetuate instances of social inequality (see also Chapter 2, Part 2). Private tutoring, for instance, would be markedly evident at “transition points” (Bray, 2006:515-516) or a “transfer point” (Lindeque, *et al*., 2011:101) as included in the illustration above (Figure 6.1). Supplementary instruction has an effect on the labour market which “helps to harness human resources” (Bray, 2007:65&66) and considering the demand for and supply

of private tutoring, it is also at these points were tutoring would create and perpetuate social inequalities (Bray, 2007:18).

Apartheid education was characterised by racial inequalities as schools were segregated, primarily, according to race. Principally, black schools provided their students with limited skills necessary to join the (manual) labour market, and white schools prepared their students predominantly for tertiary education and professional careers (Todd & Mason, 2005:224). White schools also enjoyed low student to teacher ratios as well as high expenditure per learner and in teacher salaries, compared to black schools which were left "virtually crippled, with almost no resources and with demotivated teachers and learners" (Todd & Mason, 2005:223). An OBE system was introduced by the, then, South African DoE (as reflected on by Akoojee & Mcgrath, 2004; Cross, *et al*., 2002; Howie, *et al*., 2008; Todd & Mason, 2005) partly, in an effort to address the legacy of apartheid education but also as an attempt to address the *absence* of a culture of teaching and learning.

> Education plays an important role in determining labour market prospects. Having left school early or having received a low-quality education, most children from poor households stand at the back of the job queue and are less likely to obtain stable and lucrative employment. As the most important source of income for the great majority of households is wages, lucrative employment is one of the main ways to escape poverty. Poverty can perpetuate itself via low educational attainment and low-quality education, resulting in dire labour market prospects, creating a vicious cycle that impedes social mobility.
> Income inequality in South Africa is being driven not only by differences in the number of years of education attained, but also, to a large extent, by the quality thereof. Policies that address inequality by intervening in the labour market will have limited success as long as considerable pre-labour market inequalities in the form of significant differences in school quality persist (Van den Berg, *et al*., 2011:8).

The nature of a case study in qualitative research does not allow the researcher the opportunity to generalise findings and interpretations of data. It does, however, afford the researcher the ability to "discover" (Rubin & Rubin, 2012:16) new explanations and "search for meaning and understanding" (Merriam, 2002:15) of the phenomenon. In this case, for the participating learners enrolled at the owner-operated centre in the Vaal Triangle area, the *Active English* programme, as a form of franchised private tutoring complements the learner's formal schooling. From the evidence, the programme as well as the classroom-like environment that is created also addresses the learner's culture of learning.

Bray (2009:76) proposes that policies that focus on the demand for private tutoring should address the causes or reasons of the demand. Aspects, for instance, such as examinations, transition rates (when only "a limited proportion of applicants can move from one level of education to the next" (Bray, 2009:77)), quality in teaching in the mainstream education system,

parents' aspirations for their children, and general public confidence should be considered as some of the factors that bring about market reaction and drive the demand for supplementary instruction. It is plausible, then, to see *Active English* as a form of private tuition that will also "maintain or exacerbate social inequalities" (Bray, 2009:32) in South Africa. For instance, in this case study:

- Parents' perception of the programme resulted in their decision to invest in this extra-curricular activity, using financial resources of the household.
- The activities and learning materials work exceptionally well for the bilingual Afrikaans-English learners (thus, offering educational advantages to children from an Afrikaans-speaking community) observed in this study.
- The programme contributes to the Matthew effect: good readers in Afrikaans will most likely continue to be good readers in English because of the books they take home to read in their second language (while learners, who are perhaps more vulnerable in terms of English being a barrier to learning and who do not have resources such as print-rich environments are not considered to be good reads in their home language and will mostly likely continue to read poorly in English as their second language).
- The learning materials are only accessible to learners who are enrolled in the programme and *Active English* continues to compete with other programmes, such as the *Kumon English Programme* thus driving the supply of private tutoring in South Africa.

However, this local and successful franchised supplementary language programme is also seen in the light of contributing to the learning experiences of the children and learners that are enrolled in the programme. The programme:

- acknowledges the multilingual, second language, and foreign language learner and offers materials that contribute not only to their learning of English in an environment that is conducive for learning but the materials also add to the larger body of resources for the teaching of English as a second language;
- offers potential franchisees an investment opportunity and an avenue for employment thus contributing to the socio-economic well-being of the immediate community;
- prescribes how teachers (franchisees) and learners are to teach and learn English as a second language with success, for instance, by active participation and for the account of the learners to take responsibility for their learning;
- rewards and offers incentives (in the form of badges and prize giving) to learners for their participation in *Active English* but not, necessarily, as seen conventionally at

schools, only for the top performers (for instance, there is a trophy for the *Most Humorous and Witty* student, the *Bright Sparky* student, and the *Most Dedicated Student*).

Max du Preez, who is considered one of South Africa's prolific political commentators and also a celebrated journalist, has also weighed in on the state of South Africa's formal education system. Du Preez (2013:151) provides this strongly worded statement about the state and quality of education in township and rural schools: "the state of the township and rural schools is a bloody scandal and should be fixed urgently". From these and other statements about the poor state of education in many South African schools, one could infer that initiatives such as *Active English* could contribute a lot to supplement poor formal or state education. Unfortunately, the findings of this study concur with the findings in international contexts that the learners who would have benefited the most from involvement in *Active English* and similar programmes, are often not able to access these programmes because households are not in a position to pay for these activities, and/or may also not be aware of the existence of these activities because they are not offered in their community.

Desai (2016:361) considers the medium of English in multilingual South Africa and explains that "medium of instruction" should take on "a dynamic role" of engaging learners in the learning process. This is also, to a certain extent, how the Active English approaches language teaching and learning by prompting active participation in learning English.

> In multilingual societies people tend to use their linguistic repertoires as resources, not impediments. Educational institutions have to take this as their starting point, instead of ignoring the existing language proficiencies of students. Languages develop through use and creative solutions will emerge if there is a commitment to inclusive education, which accommodates linguistic diversity as a challenge rather than a threat.[128]

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[128] Desai (2016:351) suggests that:

> There is often a tendency to adopt an 'all or nothing' approach. This leads to the term medium of instruction being seen in rigid terms. If, for example, English is used as a medium of instruction the assumption is that only English must be used for all teaching and learning activities. The term can, however, be broken up into different aspects, for example:
>
> - Language/s used for teaching
> - Language/s used in the setting of tasks, assignments and exams
> - Language/s used or allowed in the writing of assignments and exams
> - Language/s in which text material is available
> - Language/s pupils use in their self-directed learning processes and activities
>
> The question of medium of instruction then takes on a dynamic role. What guides the teacher is how to ensure pupils are engaged in the learning process. Such an approach is being implemented

Continuing the argument, other researchers, like Van der Walt (2010:335) who consider the multilingual nature of the South African context, also support "a dynamic systems approach to curriculum design" and promote that attention should be paid to language teacher education. The question, however, still remains: *How can the curriculum become a better companion to language learning and teaching, while remaining a document that guides the 'public' endeavour of schooling?*

> A view of language learning as a complex system that is socially situated is important if schooling is to benefit the whole of society. … By acknowledging the social situatedness of learning, educators can focus on the learner as the generator of the curriculum rather than the passive receiver. The language that we use to describe educational success would not be about learner deficits in terms of the curriculum but of curriculum deficits with regard to the learner (Van der Walt, 2010:332).

Van der Walt (2010:332) argues that "the mismatch between curriculum and language learning processes can be addressed in small steps that may open our minds to become more adventurous". The franchise owner of *Active English* and in future, other South African entrepreneurs like her, have and will respond to Van der Walt's (2010) call "to become more adventurous" by offering an alternative (but complementary) option to addressing language learning in South Africa.

Throughout this study, there have also been other themes that have been addressed. Interrelated to the concerns of parents, the issue of quality continues and will continue to be an important point for the mainstream discussions on improving quality in education, in South Africa. For policy makers, quality will not only be debated around how private supplementary tuition opportunities, like *Active English* inform the notion of quality but apart from paralleling the mainstream concerns, policy makers will also need to take into account the quality of the supplementary opportunities, in this case, language programmes for the teaching and learning of English as a second language.

There is a widespread concern about the quality of public school education in South Africa, that is perceived by parents (a theme introduced in Chapter 1), what Bray (2009:76) would identify as "general [negative] public confidence". In other words, when parents have "limited confidence in the ability of mainstream education systems" (Bray, 2009:77-78) the demand for tutoring as a way to supplement instruction for their children is recognised.

> informally in many contexts, but it needs to happen on a more systematic basis. If teachers interpret the term 'medium of instruction' dynamically, English as medium will not be so restricting as teachers will draw on pupils' HLs to facilitate understanding and to enable greater participation in the learning process.

> … South African education is facing some central and complex dilemmas. These dilemmas arise from two contradictions of an essentially linguistic nature which lie at the heart of the country's current educational policies and practices. The first contradiction is that the South African education system purports to be multilingual, and yet most educational institutions do not use the learners' mother tongues as languages of learning and teaching. The second contradiction is that the majority of parents expressly prefers their children to be taught through the medium of English, and yet most teachers have been inadequately prepared to teach in English (Foley, 2002:54).

Researchers, such as Coetzee and Le Roux (2001), Van der Walt (2010), and Motala (2001), attempt to address quality and quality education in South Africa, in their work. Coetzee and Le Roux (2001:209) add to the debate on quality by offering a philosophical reflection on quality education and schooling in the South Africa context that is driven by a number of principles. In particular, Coetzee and Le Roux (2001:208) explain that there are viewpoints on the quality and relevance of education and one of the discourses or viewpoints comes from "those who fear the lowering of quality and academic standards when institutions of education are decolonised from the dominant Western influence with the objective of developing a true African character". Although beyond the scope of this study, to continue the discussion on decolonisation of the curriculum, perceptions are not easily changed given the present state of quality in education.

Van der Walt (2010:326) is critical of the FAL curriculum, offered by South Africa's DBE, for all South African languages. Van der Walt (2010:333) explains: "All South African languages are used by bi- or multilinguals in multilingual contexts but the curriculum subscribes to a monolingual conception of language use whereby learners need to develop an additional language…". Van der Walt's (2010:326) view is perhaps, a caution to the franchise owner who at the beginning of her interview with the franchise owner states: "Can you imagine if you had an *Active English* Sotho, you know, *Active Sotho* or whatever and the, the Afrikaans children came to those classes" (see Chapter 4, Part 1, Excerpt 6). It seems that a type of "one size fits all" approach is not the answer to teaching an additional language in the mainstream schooling system in South Africa. Although the researcher considers that the franchise owner meant that active participation is the key to learning another language, to design a programme for learning a second language should not be approached with the idea that a programme on how to teach and learn English should be replicated in order to teach and learn any of the African languages.

Concluding the debate on quality, Motala[129] (2001:74) states that the apparent decline in education quality and for instance, inequalities in the provision of school opportunities are concerns "not only in South Africa but in Africa as a whole". Motala (2001:74) argues that there continues to be "a linear conception of the policy process", in which there is an expectation that national policy will be "smoothly" implemented at a local level and by extension, in school practice (Motala, 2001:72). Motala (2001:75-76) describes three strategic areas for enhancing quality within the school setting; these are adapted as follows, with the view on the teacher as an agent undertaking quality teaching:

- There is a need to foreground teaching and learning. Thus, while school policies have emphasised democratic governance and adequate resourcing, these need to be linked to pedagogical concerns with quality improvement.
- Building a sense of agency, responsibility, and accountability within the school appears to be a major factor in "working schools". The crucial issue is for schools to utilise whatever resources they have within themselves, and within the local community.
- The most important but neglected resource in teaching and learning is the teacher. While teacher salaries and working conditions have occupied much attention, it is necessary to emphasise the role of teachers as pedagogical agents who want to undertake quality teaching.

An area of innovation to enhance quality in schools that Motala (2001:72&75) reports on as an attempt to restore "the culture of teaching and learning" (Motala, 2001:75), is the NGO partnerships with schools to undertake "whole school improvement strategies" (Motala, 2001:72). The relevance of whole school improvement is that "it challenges the assumption that policy change at a macro level leads to school level change":

> The aims of whole school development are, amongst others, to develop strategies to improve teaching and learning, to engage in teacher development, to improve leadership and management capacity, and to assist schools with strategic planning.
> The challenge remains whether these experiences can be extrapolated and articulated with coordinated policy interventions on a larger scale, and whether the political will exists, particularly at regional and district levels, to continue to strengthen some very innovative initiatives (Motala, 2001:72).

Following the evaluation of this programme, parents will experience the validation that the programme contributes to their child's education, in terms of learning English as a second language. Parents initially stated their expectations in terms of their child's progress and the development of their language skills because of the programme. In addition, parents affirmed that the programme "delivers" in terms of their child being able to communicate effectively in

[129] Motala (2001) expands on quality (along with access, redress and equity) in the context education reform, the policy and legislative context at the different periods of time in South Africa, in the form of a chronicle review from the late 1980s and early 1990s (Motala, 2001:65-66), the early 1990s to the first democratic elections in 1994 and government (Motala, 2001:66-68), and from Post-apartheid – 1994 to the present (Motala, 2001:68-70).

English, that the programme builds on their child's ideas, curiosity and creativity, and that their child demonstrates language development in terms of improved speaking, listening, reading, and writing skills. Also, parents shared their perceptions as to whether they believed their child has the confidence to speak English, has developed a positive self-esteem, and is encouraged to continue learning English.

During the process of collecting evidence, the children expressed their views on the programme and identified activities they believed to be important for their learning of English as a second language. Ultimately, with the evaluation of the programme, the future groups of learners that enrol in *Active English* will benefit from an updated programme.

Addressing the issue of quality in schools through the availability of private tutoring programmes, policy makers would be in a position to evaluate the option for the sponsorship or subsidy of schools for learners to gain access, for example, to relevant sections of the *Active English* programme. In addition, considering a feasibility study, policy makers could also investigate how the offering of programmes like *Active English* could be expanded to more communities to improve the culture of teaching and learning in South Africa.

6.5.2 Contributions of the study

The contributions made by this study were introduced in Chapter 1. There are, however, specific areas where this case study has contributed with findings and data in the broader "body of knowledge" (Mouton, 2001:140) of shadow education and research on teaching and learning English in South Africa.

Throughout this study, it has been suggested that the supply and demand as well as the provision for franchised education is fairly undocumented in South Africa, compared to the embedded culture of private tuition and provision of private tutoring offered in, for example, East Asian countries, such as Japan. The researcher highlighted the work of Aurini and Davies (2004:433) who report on their investigation of the Canadian context and it is hoped that this case study adds to the paucity of findings and data in qualitative research that addresses marketed franchised programmes directly, in the South African context.

The researcher is aware of the studies conducted by Coetzee-Van Rooy (2013) in the Vaal Triangle region, where there are language communities of bilingual Afrikaans-English speakers.

The questionnaire that was distributed, for instance, in order to collect data on the language repertoires of the participating parents was in part self-design but also, designed using an established questionnaire as published by Coetzee-Van Rooy (2012) on multilingualism (as introduced in Chapter 1 and described in Chapter 3. Aspects included: language history (languages the parent knows and uses for different purposes); parent perceptions of their language proficiency; and also, parent language attitudes (statements about South African languages).

In earlier research that highlighted factors that contribute to the acquisition and use of languages in the language repertoires[130] of multilingual participants, Coetzee-Van Rooy (2012:144) observed that "perceptions of the importance of English do not interfere with the acquisition and day to day use of home languages". In other words, what was observed by Coetzee-Van Rooy (2012:144) was not "language shift"[131] to English but "language maintenance".[132] From her observations, Coetzee-Van Rooy (2012:144) noted that it would be important to conduct "larger scale and systematic research" to understand and report on the phenomenon of language maintenance in South Africa. Following, in other research, Coetzee-Van Rooy (2013:183,185,187-188) specified that she aimed to evaluate the usefulness of macro-level quantitative data gathered by means of a larger scale survey related to the multilingual or language repertoires of urban South Africans living in the Vaal Triangle region in order to understand new language maintenance and potential language shift patterns among Afrikaans home language users.

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[130] Coetzee-Van Rooy (2013:184) explains:
…a "language repertoire" is defined as range of languages known from which multilingual people draw the resources they need to communicate in multilingual societies … It is accepted that people with multilingual language repertoires would possess different levels of proficiency and knowledge for the range of languages included in their language repertoires and that these levels of proficiency and knowledge would be dynamic, in other words, would change over time, dependent on changes in the context.

[131] Language shift is "a complex linguistic phenomenon" and is usually associated with bilingualism and multilingualism (Ndlangamandla, 2010:63). Coetzee-Van Rooy (2013:184) explains that "language shift" is defined as "any change in the dominant language of an individual, especially with reference to the home domain". De Klerk (2000:88) explains that linguistic communities find themselves in contact with a language that offers socio-economic "rewards" or "carries higher prestige" (in this case, such as English), and "when the mother tongue (MT) is different from the economically dominant language of a given region, shifts in usage and attitude are observed. These shifts are accelerated when a child moves to a school with a medium of instruction (MOI) other than his/her MT". The child may continue to speak the home language at home but the language of the school and the influence of peers influence the child's language preferences and there is a possibility that there will be a change or "break" in the language of daily use.

[132] Ndlangamandla (2010:62) explains that "the opposite of language shift is language maintenance. It is important that each generation represents and also passes on the language to other generations in order to maintain a language".

In a subsequent longitudinal study, over a period of years, a language repertoire survey was conducted among learners in secondary or high school and students at university in the Vaal Triangle area. The studies were conducted in order to investigate: language shift and language maintenance in the region; that there is not a "widespread use of African languages in high status functions" (Coetzee-Van Rooy, 2013:180) such as language of instruction in higher education; perceptions about multilingualism and social cohesion; and to report on the multilingual repertoires of participants of the region (Coetzee-Van Rooy, 2016:244, 255).

Ultimately, Coetzee-Van Rooy (2013:198, 203) reports and concludes that based on the larger scale survey and analysis of the data, there is "no evidence" of language shift for participating Afrikaans home language users. In addition, the participants of the study, which included African home language speakers, offered a description of the benefits of multilingualism and the importance of adding languages in multilingual repertoires (Coetzee-Van Rooy, 2016:257) in this region: "…it is important to learn additional languages because it enables communication through which one can build improved relationships and understanding that directly facilitates social cohesion" (Coetzee-Van Rooy, 2016:255).

From Coetzee-Van Rooy's (2013) research, the researcher of this study notes that although Afrikaans-English bilingualism has been studied[133] in other provinces of South Africa, there is:

(a) "a lack of research that aims to describe the experiences of Afrikaans speaking people or Afrikaans-English bilingual people in the northern provinces in South Africa" (Coetzee-Van Rooy, 2013:181);
(b) "a lack of studies that focus on simply documenting the language repertoires of South Africans on a larger scale" (Coetzee-Van Rooy, 2013:183);
(c) a need to investigate more cases of Afrikaans-English bilingualism in different contexts of South Africa because: (a) Afrikaans-English bilingualism is "a potentially unique form of high-level bilingualism and bi-literacy", and (b) "it is only as a result of studies from different contexts that conclusive statements about the stability of Afrikaans-English

[133] See for instance, the work of Ndlangamandla (2010) and De Klerk (2000). Also, Coetzee-van Rooy (2013:199) is aware of the findings of studies conducted in the Western and Eastern Cape about the maintenance of Afrikaans in the repertoires of participants, "Afrikaans remains a dominant language within a bilingual Afrikaans-English repertoire" (Coetzee-van Rooy, 2013:199).

bilingualism could be made" (Coetzee-Van Rooy, 2013:204) as current discourses describe Afrikaans as "losing position" as a language used in high status functions (Coetzee-van Rooy, 2013:201);

(d) an opportunity "**to design appropriate language in education interventions for this group**" [researcher's emphasis] (Coetzee-Van Rooy, 2013:204) of learners; and

(e) that the paucity of this research is also "problematic at a global level because information about the most multilingual societies in the world, those in Africa and Asia, are underrepresented in published research" (Coetzee-Van Rooy, 2013:183).

The researcher believes that the *Active English* programme is an appropriate language in education intervention for bilingual Afrikaans-English learners, in the Vaal Triangle region. In addition, the data collected, analysed and interpreted as well as the findings and discussions contribute to what Coetzee-Van Rooy (2013:181) describes as a lack of research in the northern provinces of South Africa. By describing the experiences of this group of speakers, in this case, learners who are bilingual Afrikaans-English speakers, the researcher offers a better understanding of the context in which these children learn English as second language that in turn, will contribute to their language literacy and proficiency in English as a first additional language at school.

As a brief comparison, in a broader context, there are critical views on the debate on the potential language shift of speakers of Afrikaans and African languages to English. Two of these views are offered by Ndlangamandla (2010), who conducted his study in former Model-C schools in the Johannesburg context (Gauteng Province) and De Klerk (2000), who conducted her study in the Grahamstown context (the Eastern Cape Province).

In his study, Ndlangamandla (2010:63) reports on the fact that the choice of middle-class African parents sending their children to English medium schools is "threatening the survival of African languages and leading to language shift" in the Johannesburg context. Ndlangamandla (2010:63) examines language practices in desegregated schools which he refers to as "unofficial multilingualism". Ndlangamandla (2010:63) reports that learners who speak English "are not integrated into the language-social milieu of the township where an African language is predominantly spoken". In other words, the children do not maintain use of African languages alongside their English schools.

However, he (Ndlangamandla, 2010:63) does not believe that in provinces such as Gauteng, bilingualism will necessarily lead to language shift because of the "urban societal multilingualism

and the multiple identities" of learners in multilingual locations, such as in the Johannesburg context. In his view, Ndlangamandla (2010:71) explains that our understanding of "maintenance and loss of indigenous African languages" will be shaped by urbanisation and language contact, "the coming together of African indigenous languages with each other as well as with the English language"; "forces" that continue to shape bilingualism and multilingualism in multilingual contexts, "as exemplified in desegregated suburban schools".

Researchers in the area of language shift and language maintenance that describe the process of linguistic change, try to discover the "intervening variables" and to determine the factors that influence shift or maintenance. "… [S]tudies are particularly important for language planners and institute preventative measures" (De Klerk, 2000:90). There are variables or factors influencing the "pace" or rate of possible language shift[134] (De Klerk, 2000:90).

One variable or factor that is commonly associated with rapid language shift is education and literacy levels (De Klerk, 2000:97). Specifically, the focus of De Klerk's (2000:97) discussion is on the higher education level of parents: "…the higher the educational level the higher the likelihood of a shift to English". In other words, parents (including the participating parents in this study) who have a higher educational level will relate to the retention or maintenance of their home language (which in this case is, Afrikaans) but might also, "increase the pace of language shift" because they instil in their children "a high level of commitment to improving literacy" (De Klerk, 2000:97) in the other language (which in this case, is English). In fact, in her study, De Klerk (2000:97) reported that parents took measures to improve their child's English:

> 41 percent encouraged the reading of English, by buying materials, getting the child to join a library, or actually reading to them; 31 percent **arranged extra English lessons of various kinds** [researcher's emphasis] for their children, helped with homework, and provided more practice in writing and spelling; more opportunities to speak English at home or with mother-tongue speakers were seen as desirable by 19 percent of respondents; only 1 percent mentioned using the MT [mother tongue] to get concepts across.

In other words, from the interpretation of the findings, shift to English is evidenced in the study (De Klerk, 2000:105) and parents contribute to the shift by taking measures to improve their child's English outside of formal schooling. De Klerk (2000:105) summaries that although socio-economic factors, for instance, in terms of parents investing in their child's education by choosing English in tandem with the parent's high level of education levels, are the start to

[134] De Klerk (2000:87&90) lists and assess the primary factors which include: economic factors, levels of institutional support, the educational environment, education and literacy levels, existing linguistic networks, language attitudes, language status and functions, mass media, and gender.

language shift: “language shift has to start from somewhere, and in the Grahamstown context, the seeds are sown in the minds of the parents, not in the children whose language will ultimately shift” (De Klerk, 2000:105). The parent’s decision and the child’s language shift will have “a significant effect on the future function, status, and development of Xhosa”[135] (De Klerk, 2000:106). Similar to Coetzee-Van Rooy’s (2012:144) view, De Klerk (2000:107) advocates for repeated longitudinal studies on a larger scale. In the case of De Klerk (2000), “the rate and future pattern of language shift in the province” (De Klerk, 2000:106) is the target of the studies. In the case of Coetzee-Van Rooy (2012), the aim is to document new patterns of language maintenance in the complex language repertoires of the participants in the Vaal Triangle region that she studies.

6.6 Vignettes

Although the franchise owner was awarded FASA’s national award (see Chapter 4, Part 1, Excerpt 3) the FASA Entrepreneur of the Year Award in 2010, I am left with the impressions made by two children: Learner in Grade 3 and Learner in Grade 4 who participated with enjoyment in the *Active English* programme, as documented by the observations of the researcher and the additional information provided by the franchise owner.[136]

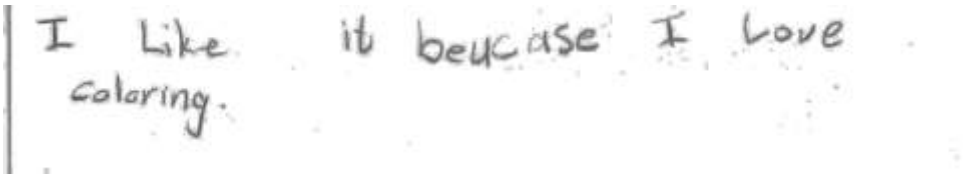
The learners were also afforded the opportunity to select an activity they enjoyed completing and instructed to motivate why they selected the activity. The written motivation is part of the learner’s experience of using English as a second language. The illustrative example of their work, however, is not analysed with the same detail as other sources of data that were collected for the purposes of this study.

Learner in Grade 3 has been enrolled at *Active English* for two years. The franchise owner describes Learner in Grade 3 as a learner who enjoys drama and embraces role-playing during a lesson; she is somewhat of a “drama queen”. Learner in Grade 3 also enjoys lessons that include puppet shows and in her selection of a lesson, it is not a surprise that Learner in Grade 3 selected a lesson where she had to draw a colourful parrot as shown in the illustration (Figure

[135] From the Census 2011 (2012:25), it is established that “IsiXhosa is spoken as a first language by more than three quarters of the population in the Eastern Cape”.
[136] The franchise owner’s additional information was received via email on 10 January 2016.

6.2). In 2015, Learner in Grade 3 received a *Merit Certificate* and a *Best Bookworm* certificate as well as the trophy for the *Most Talented Grade 3 Student* during the prize giving ceremony.

Motivation: I enjoyed this lesson at *Active English* because…



Workbook activity (*adapted*):

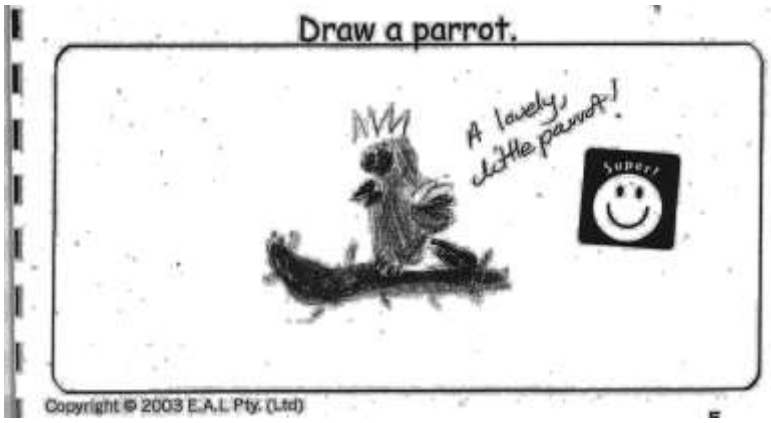


Figure 6.2: Selected lesson: Learner in Grade 3 (Slabbert, 2013).

Learner in Grade 4 has been enrolled at *Active English* for four years. The franchise owner describes Learner in Grade 4 as a learner who enjoys reading. As a "ferocious reader", this learner reads books above her age-group. She also enjoys participating in the *Sparky spelling surprise box* (as described in Chapter 2, Part 3, Excerpt 68.5). During the 2015 prize giving, Learner in Grade 4 received a *Merit Certificate*, a *Best Bookworm* certificate, a *Spelling Merit* trophy as well as trophies for *Best Manners* and *Most Enthusiastic Senior*. Learner in Grade 4 selected a more complex lesson to showcase and it is clear from her own design (Figure 6.3) that she is a creative learner.

Motivation: I enjoyed this lesson at *Active English* because…



Workbook activity (*adapted*):



Figure 6.3: Selected lesson: Learner in Grade 4 (Slabbert, 2013).

For me, Learner in Grade 3 and Learner in Grade 4, the two children who are still enrolled in the *Active English* programme stood out during my time at the *Active English* centre, as a visiting teacher. These children are the learners for whom the franchise owner originally conceptualised and designed the *Active English* programme. At this time, in South Africa, there are also opportunities for other educational entrepreneurs to design language programmes for learners within their multilingual communities.

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ANNEXURES

Annexure A: NWU ethics certificate

Annexure B: Research undertaking in favour of *Active English*

Annexure C: Letter of permission from franchisor

Annexure D: Interview questions for the franchisor

Annexure E: Letter of information to parents

Annexure F: Letter of parental consent

Annexure G: Questionnaire for parents

Annexure H: Letter of child assent

Annexure I: Classroom observation procedure

Annexure J: Classroom environment survey

ANNEXURE A

NORTH-WEST UNIVERSITY
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Institutional Research Ethics Regulatory Committee
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ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **NWU Ethics Committee of the Language Matters**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: An evaluation of franchised supplementary programmes in English as a second language in South Africa: A case study.

Project Leader: MM Fernandes-Martins & AS Coetzee-Van Rooy

Ethics number:

N	W	U	-	0	0	3	1	5	-	1	5	-	A	8
Institution				Project Number						Year			Status	

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Approval date: 2015-08-01 **Expiry date**: 2015-12-31 **Category** N/A

Special conditions of the approval (if any): None

General conditions:

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

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

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

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU, ou=Vaal Triangle Campus, email=linda.duplessis@nwu.ac.za, c=ZA
Date: 2015.11.09 22:45:51 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ANNEXURE B

Research Undertaking in Favour of
Active English – Lighting Up Young Minds!

14 Sandpiper Street
Three Rivers East
Telephone (016) 423 5270
Facsimile (016) 454 8974
Cellular 082 714 1155
E-mail antionette@activeenglish.co.za
Website www.activeenglish.co.za

P O Box 2372
Three Rivers
1935

I/We, the undersigned, enter into a research agreement with **Active English trading as English Activity Lessons (Pty) Ltd. Registration Number: 2001/024923/07.** To enable me/us to base my/our decision regarding this opportunity on facts, I/we request Active English to permit me/us access to confidential documentation / information relating to the teaching and learning best practices applied in Active English operations. To protect Active English interests, I/we herewith declare the following:

1. I/We acknowledge that Active English has developed business systems and procedures, hereinafter referred to as the Material / Information. I/We understand that it would be prejudicial to the legitimate business interests of Active English and its existing and future franchisees, should the material become accessible to unauthorised parties.

2. I/We acknowledge that the Material / Information, or any part thereof, was made accessible to me/us on the express understanding that the knowledge derived from that is to be used exclusively for the purpose of research. This includes the publication of results in theses as well as reporting of data collected in books, academic journals, and at academic conferences.

3. I/We undertake to request written permission from the franchise owner for samples of Material / Information relevant to the Active English programme, to be published in theses and in books, academic journals, and to present at academic conferences. I/We acknowledge the intellectual property of the franchise owner having developed the Active English programme.

    a. It is agreed that a complete PhD thesis with all the relevant Material / Information will be disclosed to three (3) examiners appointed by the NWU. These examiners will undertake to sign a confidentiality agreement and all texts will be returned to the NWU.
    b. It is agreed that after examination, a PhD thesis excluding specific Material / Information relating to the teaching and learning material developed for the Active English programme be published, in accordance with meeting the requirements set by the NWU, and that this version of the thesis be available in the public domain.

4. I/We understand that by signing this undertaking, we do not enter into any binding obligation other than to maintain the confidentiality agreed upon. I/We further understand that it will not be considered a breach of this Research Undertaking if I/we have the Material / Information evaluated by my/our *bona fide* examiners in accordance with meeting the requirements set by the NWU for postgraduate studies; and if after obtaining written permission from the franchise owner, for the publication of some Material / Information to be included in academic articles and conference presentations.

Declaration by researcher:

I/We confirm that I/we understand the contents of the above document and am/are aware of the consequences of signing it. I/We further confirm that I/we have received a copy of Active English's Business Plan / Franchise Agreement.

Signed at Vereeniging, on this the 7th day of September 2015.

Franchise owner: ANTIONETTE SLABBERT (ASlabbert)

Researcher: _____

Promoter: _____

ANNEXURE C

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PhD: MM Fernandes-Martins
Tel: 016 910 3315
E-mail: 11781610@nwu.ac.za

Study Leader / Promoter:
Prof Susan Coetzee-Van Rooy
Tel: 016 910 3422
E-mail: 10208747@nwu.ac.za

2015

Dear Mrs Antionette Slabbert,

LETTER OF PERMISSION

CONSENT

When you agree to participate in the interview, you give permission to the researcher to:

(a) Gather information about your perception of the programme, *Active English* as well as your language repertoire. In addition, the selection of samples of the learner's work for this study.
(b) Collect and analyse programme documents to obtain information concerning the content, activities and processes of *Active English*.
(c) Study the learners who are enrolled, as they participate in activities planned for in the *Active English* programme and for record purposes, video record the sessions.
(d) Report the data gathered about the learners who are enrolled in *Active English* anonymously, in books, academic journals, and at academic conferences, anonymously.

I, (please write out your full names and surname) ANTIONETTE SLABBERT

give permission to the researcher, M. Manuela Fernandes-Martins, to report the data gathered in this interview, in books, academic journals, and at academic conferences, anonymously.

In addition, I give permission for the learners who are enrolled in *Active English* to participate in a child study as part of the classroom observation conducted by M. Manuela Fernandes-Martins. I have read the information letter and understand its content.

Record of business: ACTIVE ENGLISH - LIGHTING UP YOUNG MINDS!

Signature ASlabbert Date 25/08/2015

ANNEXURE D

INTERVIEW QUESTIONS: *ACTIVE ENGLISH* (FRANCHISE)

QUESTION 1

Please elaborate on your own education background, the educational institutions and the level of education or training you completed.

QUESTION 2

You have background insight into the Montessori method and 'The Montessori Method of Education'. Please describe your method and approach to education and how is your method and approach to teaching English as a second language different from the Montessori approach to education?

QUESTION 3

Active English was established in 1993 and the first franchise opened in 2002. Share your motivation for starting *Active English – Lighting Up Young Minds* and then, registering your business as a franchise with The Franchise Association of South Africa (FASA).

QUESTION 4

> FASA ENTREPRENEUR FOR 2010
> ANTIONETTE SLABBERT OF ACTIVE ENGLISH
> A true entrepreneur Antionette is a dedicated self-starter who is determined to succeed at everything she does. Her entrepreneurial spirit and mindset has seen her grow her franchise continually adding value to the brand by introducing new ideas and projects and ultimately making a difference in the lives of children of all races and ages.
>
> http://www.whichfranchise.co.za/fasas-2010-awards-for-excellence-in-franchising/

You were awarded the FASA Entrepreneur of the Year Award 2010. Do you think franchises are the way forward, in particularly, for language programmes, in South Africa?

QUESTION 5

Do you think it is important to know more than one language in South Africa? In your opinion, how many languages should a child learn? Please list all the South African languages you know and also, other languages.

QUESTION 6

Elaborate on the basic principle of the *Active English* philosophy of education. Identify the primary goal of the *Active English* programme. Why is confidence to communicate in English important in the *Active English* programme?

QUESTION 7

> … an authentic Montessori classroom must have the following basic characteristics at all levels: (a) A classroom atmosphere which encourages social interaction for cooperative learning, peer teaching and emotional development. (b) Teachers educated in the Montessori philosophy and methodology for the age level they are teaching. (c) Multi-aged students, and a diverse set of Montessori materials, activities and experiences which are designed to foster physical, intellectual, creative and social independence. …
>
> http://www.samontessori.org.za/faqs.html

How are the classrooms and lessons for *Active English* different to and from the Montessori classroom, using Montessori materials?

QUESTION 8

Describe the environment that is created for learning and the main characteristics of a lesson. Identify the resources you use and describe the process in order to develop material, the themes and lessons for each year.

QUESTION 9

Education in South Africa is governed by key policies and legislation. In terms of schooling, do you consult documentation from the Department of Basic Education, use the Curriculum and Assessment Policy Statement (CAPS) documents for the Foundation Phase and Intermediate Phase: First Additional Language?

QUESTION 10

In your opinion, as part of a 'good' language programme, how do you determine the needs of the learners? Describe and expand on how you understand the role of the learner, the role of the parent, and the role of the teacher (franchisee).

QUESTION 11

In terms of implementation and improvement, once the materials have been developed and the learning activities are included in the lessons, how has the programme been organised to include assessment, reporting or feedback to the parents and also, the evaluation of the programme.

QUESTION 12

> Are You Our Next Franchisee?
> There are no wishy-washy rock stars, no wishy-washy astronauts, no wishy-washy CEOs, no wishy-washy Nobel prize winners and there certainly should be no wishy-washy educators!
> The field of education is a growing industry. If you are absolutely passionate about teaching children creatively then this programme that is aimed at three to 12-year-olds is for you. Prospective franchisees should be organised, resilient and prepared to continually adapt and absorb new ideas and methods.
>
> http://www.safranchisebrands.co.za/active-english/

Do franchisees employ or recruit assistants and how do parents know the staff that work at an *Active English* centre are qualified. For instance, do you require proof of registration with the South African Council of Educators (SACE)?

Thank you!

ANNEXURE E

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
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PO Box 1174, Vanderbijlpark
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Tel: 016 910-3111
Fax: 016 910-3116
Web: http://www.nwu.ac.za

2015

Dear Parent / Guardian,

LETTER OF INFORMATION

You and your child(ren) are being invited to take part in a study. Please take some time to read this information letter which explains the details of the study. The completion of the questionnaire should take about 30 minutes and your participation, including that of your child(ren), is voluntary; you and your child(ren) may also decide not to participate in the study at any time.

Should you agree to participate, please indicate this by signing the consent form attached to the questionnaire; your child(ren) will, then, also be asked whether they would like to participate. Although your name, your child's name, and your contact information is a necessary requirement for the questionnaire, your responses to the questionnaire and the classroom observations from your child's participation as part of the *Active English* programme, will be reported anonymously. The responses and information provided as well as the observation made will be used for research purposes and the data will be reported anonymously in books, academic journals, and at academic conferences. The data might also be used, in future, for re-analysis by other researchers at NWU; the data will continue to be reported anonymously and will only be used for research purposes.

The questionnaire includes questions about your perception of the programme, *Active English* as well as your reasons and motivations for enrolling your child(ren) in the programme. From the responses, an expected result is feedback that the programme contributes to your child's education, in terms of learning English as a second language. You may also be able to confirm your expectations in terms of your child's progress and the development of their language skills because of the programme. For your child(ren), he/she(they) will be allowed to express their views on the programme and identify activities they believe to be important for their learning of English. Apart from contributing information for research purposes, the responses provided will not influence you (or your child's academic performance in any way). It is not 'good' or 'bad' whether you have enrolled your child(ren) in the programme; the researcher is interested in whether your child achieved the purpose for taking part. Alternatively, the interest will be in why your child is no longer continuing in the programme.

This questionnaire is also about languages you know and use for different purposes and your perceptions of your (and your child's) language proficiency or knowledge of a language. As part of the study, after completing the questionnaire if necessary (for the purpose of clarification), you would also be asked to participate in follow-up interviews. In addition, you would also be asked to consent that selected samples of your child's work be submitted for the study. Your child's work shows progression and contributes towards understanding the design of the *Active English* programme. The samples will also be reported anonymously in the study.

Finally, there are a set number of sessions that have been selected for observation. For the classroom observation, I would like to request permission to study your child and for record purposes only, video record the sessions. This part of the study may involve brief interviews (10 minutes), observation while your child participates in the activities as planned for in the *Active English* programme, and behavioural observations in the classroom. No formal or standardised tests or assessments (for example, school achievement tests, personality, or intelligence tests) will be administered. Your child's participation is entirely voluntary, and he or she may withdraw from participating at any time. Confidentiality of your child's responses will be protected. He/She will be identified by a case number.

The study has ethics clearance [NWU-00315-15-S8] and has been reviewed and approved by the ethics committee for Language Matters at the NWU. Should you need additional information about the study, you are welcome to contact Prof Susan Coetzee-Van Rooy directly at 016 910 3422 or e-mail her at 10208747@nwu.ac.za Alternatively, please contact me directly at 016 910 3315 or e-mail me at 11781610@nwu.ac.za

Yours sincerely,

Manuela F-M.

MM Fernandes-Martins

Original details: (11781610) C:\PhD 2015 MMFernandesMartins\PhD MM FernandesMartins Questionnaire.docm
5 May 2015

ANNEXURE F

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

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Tel: 016 910 3315
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Study Leader / Promoter:
Prof Susan Coetzee-Van Rooy
Tel: 016 910 3422
E-mail: 10208747@nwu.ac.za

2015

Dear Parent / Guardian,

LETTER OF CONSENT & QUESTIONNAIRE

CONSENT

When you agree to participate by completing this questionnaire, you give permission to the researcher to:

(a) Gather information about your perception of the programme, *Active English* as well as the language(s) you know and use for different purposes. In addition, the selection of samples of your child's work for this study.
(b) Study your child participating in activities planned for in the *Active English* programme and for record purposes, video record the sessions.
(c) Report the data gathered about your and your child's involvement with *Active English* anonymously, in books, academic journals, and at academic conferences, anonymously.

I, (please write out your full names and surname) _____

_____

give permission to the researcher, M. Manuela Fernandes-Martins, to report the data gathered in this questionnaire, in books, academic journals, and at academic conferences, anonymously. In addition, I give permission for my child(ren) to participate in a child study as part of the classroom observation conducted by M. Manuela Fernandes-Martins. I have read the information letter and understand its content.

First enrolled child: _____

Second enrolled child: _____

Third enrolled child: _____

Fourth enrolled child: _____

Signature _____ Date _____

Case number: _____

QUESTIONNAIRE

ANNEXURE G

SECTION A: DEMOGRAPHICS AND EDUCATION

Please put a tick (√) or a cross (x) in the block that represents the appropriate answer at the following questions, or write down an answer where requested.

QUESTION 1: YOUR BIOGRAPHICAL INFORMATION

Section A Q1.1. Gender

(01) Male	
(02) Female	

Section A Q1.2. Age

(01) 20–24	
(02) 25–29	
(03) 30–34	
(04) 35–39	
(05) 40–44	
(06) 45–49	
(07) 50–54	
(08) 55–59	
(09) 60–64	

Section A Q1.3. Location of Residence

(01) Vanderbijlpark	
(02) Vereeniging	
(03) Sasolburg	
(04) Three Rivers	
(05) Meyerton	
(06) Other	

Section A Q1.3. (07) If 'other', please indicate the area where you stay _____.

Section A Q1.4. Marital Status

(01) Married	
(02) Living together like married partners	
(03) Never married	
(04) Widower / Widow	
(05) Separated	
(06) Divorced	

Section A Q1.5. Population group

(01) Black African	
(02) Coloured	
(03) Indian or Asian	
(04) White	
(05) Other	

Section A Q1.5. (06)
If 'other', please elaborate (if possible):

_____
_____
_____

QUESTION 2: YOUR EDUCATION

Please put a tick (√) or a cross (x) in the block that represents the appropriate answer at the following questions, or write down an answer where requested.

Section A Q2.1. Educational Institution

(01) Pre-school	
(02) School	
(03) College	
(04) University / Technikon	
(05) ABET	
(06) Home based education	
(07) Other	

Section A Q2.2. Level of Education

(01) No schooling	
(02) Some primary	
(03) Completed primary	
(04) Some secondary	
(05) Grade 12 / Std 10	
(06) Higher	
(07) Other	

Section A Q2.1. (08)
If 'other', please elaborate (if possible):

_____
_____
_____
_____

Section A Q2.2. (08)
If 'other', please elaborate (if possible):

_____
_____
_____
_____

SECTION B: LANGUAGE REPERTOIRE

This section includes your language history (languages you know and use for different purposes); your perceptions of your (and your child's) language proficiency or knowledge of a language (recorded as fluent, confident, and basic in terms of understanding, speaking, reading, and writing the language); and it also includes your language attitudes (statements of about South African languages).

QUESTION 1: LANGUAGE HISTORY

Section B Q1.1. Languages

Please mark all the languages you know:

(01) Afrikaans	
(02) English	
(03) IsiNdebele	
(04) IsiXhosa	
(05) IsiZulu	
(06) Sepedi	
(07) Sesotho	
(08) Setswana	
(09) Siswati	
(10) Tshivenda	
(11) Xitsonga	
(12) Sign language	
(13) Other	

Section B Q1.1. (14)

If you selected 'other', please list the language(s):

_____

_____

Section B Q1.2. Work Language

Please mark all the languages you use when at work:

(01) Afrikaans	
(02) English	
(03) IsiNdebele	
(04) IsiXhosa	
(05) IsiZulu	
(06) Sepedi	
(07) Sesotho	
(08) Setswana	
(09) Siswati	
(10) Tshivenda	
(11) Xitsonga	
(12) Sign language	
(13) Other	

Section B Q1.2. (14)

If you selected 'other', please list the language(s):

_____

_____

Section B Q1.3. Home Language

Please mark the ONE language you use at home (mother tongue) MOST of the time:

(01) Afrikaans	
(02) English	
(03) IsiNdebele	
(04) IsiXhosa	
(05) IsiZulu	
(06) Sepedi	
(07) Sesotho	
(08) Setswana	
(09) Siswati	
(10) Tshivenda	
(11) Xitsonga	
(12) Sign language	
(13) Other	

Section B Q1.3. (14)

If you selected 'other', please list the language(s):

_____

_____

Section B Q1.4. School Language at Home

Please mark the ONE language you use at home MOST of the time to help your child with their school work:

(01) Afrikaans	
(02) English	
(03) IsiNdebele	
(04) IsiXhosa	
(05) IsiZulu	
(06) Sepedi	
(07) Sesotho	
(08) Setswana	
(09) Siswati	
(10) Tshivenda	
(11) Xitsonga	
(12) Sign language	
(13) Other	

Section B Q1.4. (14)

If you selected 'other', please list the language(s):

_____

_____

QUESTION 2: LANGUAGE PROFICIENCY OR KNOWLEDGE OF A LANGUAGE

Consider your language level in terms of listening, speaking and language usage skills (reading and writing skills). In terms of English as a language, mark the level of proficiency you believe you are able to communicate effectively.

Section B Q2.1. Self-assessment of Language skill

Please put a tick (√) or cross (x) in the appropriate block.
Please rate <u>your</u> skills for **English** as the language you use:

Language Structures and Conventions: Thinking & Reasoning skills				
Language skills	**(Understanding)**		**(Usage)**	
	Listening	**Speaking**	**Reading & Viewing**	**Writing & Presenting**
(01) No proficiency in this skill for this language				
(02) Poor				
(03) Below average				
(04) Average				
(05) Above average				
(06) Good				
(07) Proficient in this skill for this language				

QUESTION 3: LANGUAGE ATTITUDES

Please put a tick (√) or a cross (x) in the appropriate block below. Choose the one response that you agree with the most.

Section B Q3.1. Many Languages

Do you think it is important to know more than one language in South Africa?

(01) Not important	
(02) Slightly important	
(03) Neutral	
(04) Important	
(05) Very important	

Section B Q3.1. (06) Please motivate your answer:

_____
_____
_____
_____

Section B Q3.2. Child Learning Languages

In your opinion, how many languages should your child learn?

(01) Learn only the home language	
(02) Learn the home language and one additional language	
(03) Learn the home language and two additional languages	
(04) Learn the home language and three additional languages	

Section B Q3.2. (05) Please motivate your answer:

_____
_____
_____
_____

SECTION C: SCHOOL & PROGRAMME

Provision has been made for additional children enrolled in the *Active English* programme. Therefore, should you have enrolled more than one child in the *Active English* programme, please complete the same set of questions for each of the children.

Your FIRST child enrolled in the *Active English* programme:

Please put a tick (√) or a cross (x) in the block that represents the appropriate answer at the following questions, or write down an answer where requested.

QUESTION 1: YOUR CHILD'S BIOGRAPHICAL INFORMATION

Section C Q1.1. Gender

(01) Male	
(02) Female	

Section C Q1.2. Current age

(01) 6 years old	
(02) 7 years old	
(03) 8 years old	
(04) 9 years old	
(05) other	

Section C Q1.2. (06) If 'other', please indicate age:

_____.

QUESTION 2: YOUR CHILD'S SCHOOL

Section C Q2.1. Yearly School Fees (for **2014**)

(01) R8 000 – R20 000	
(02) R30 000 – R50 000	
(03) R50 000 +	
(04) Other	

Section C Q2.1. (05) If 'other', please indicate the amount: _____.

Section C Q2.2. Yearly School Fees (for **2015**)

(01) R8 000 – R20 000	
(02) R30 000 – R50 000	
(03) R50 000 +	
(04) Other	

Section C Q2.2. (05) If 'other', please indicate the amount: _____.

Section C Q2.3. Same School
For 2014 and 2015 has your child attended the same school?

(01) Yes	
(02) No	

Section C Q2.4. Assessment of English

Please include the mark / symbol your child was awarded, for **English**, at school:

In **2014**, my child was in Grade _____

Term	**%**	**Symbol**
(01) Fourth term 2014 (October to December)		

In **2015**, my child is in Grade _____

Term	**%**	**Symbol**
(02) First term 2015 (January to March)		
(03) Second term 2015 (April to June)		

Please put a tick (√) or a cross (x) in the appropriate block below. Please select for **2015**.

Section C Q2.5. Location of School

(01) Vanderbijlpark	
(02) Vereeniging	
(03) Sasolburg	
(04) Three Rivers	
(05) Meyerton	
(06) Other	

Section C Q2.5. (07) If 'other', please indicate the location of the school _____.

Section C Q2.7. Class size

Number of children in a typical classroom.
How large is your child's English class?

(01) Less than 20 learners	
(02) 20 – 30 learners	
(03) 30 – 40 learners	
(04) 40 – 50 learners	
(05) More than 50 learners	
(06) Other	

Section C Q2.6. School

(01) Public school	
(02) Independent school	

Independent school:

(03) Private school	
(04) Boarding school	
(05) Home school	
(06) No school	
(07) Other	

Section C Q2.6. (08) If 'other', please describe the school: _____.

Section C Q2.7. (07) If 'other', indicate the educator to learner ratio: 1 Teacher: _____Learners in class.

QUESTION 3: LANGUAGE AT SCHOOL

Please put a tick (√) or a cross (x) in the appropriate block below. Please select for **2015**.

Section C Q3.1. School & Language

Please mark the statement that best describes your child and the school he/she attends (if applicable, please select more than one option):

(01) My child is English-speaking and attends an English-medium school.	
(02) My child is English-speaking but attends an Afrikaans-medium school.	
(03) My child is Afrikaans-speaking and attends an Afrikaans-medium school.	
(04) My child is Afrikaans-speaking but attends an English-medium school.	
(05) My child attends an English/Afrikaans parallel medium (or dual medium) school and is in the English stream.	
(06) My child attends an English/Afrikaans parallel medium (or dual medium) school and is in the Afrikaans stream.	
(07) Other	

Section C Q3.1. (08) If 'other', please describe:

_____

_____

_____

Section C Q3.2. CAPS[1]

At the school where my child is enrolled …

a) _____ is the language of teaching.

b) _____ is the Home Language.

c) _____ is the First Additional Language.

Section C Q3.3. Reasons for Enrolling

Briefly state the reason(s) for enrolling your child in in the school you have selected. The school …

(01) … is close to our house.	
(02) … is close to my work.	
(03) …offers extra-curricular activities.	
(04) … has affordable fees.	
(05) … employs good language teachers.	
(06) …Other	

Section C Q3.3. (07) If you selected 'other', please add the additional reason(s):

_____

_____

_____

Section C Q3.4. Instructional Language & Time[2]

(01) All my child's school subjects are in English (except for when it is the Afrikaans class).
My child has an Afrikaans class _____ times per week.
(02) All my child's school subjects are in Afrikaans (except for when it is the English class).
My child has an English class _____ times per week.

If classes are in another language, other than English or Afrikaans:

(03) All my child's school subjects are in _____ (except for when it is the English class).
My child has an English class _____ times per week.
(04) All my child's school subjects are in _____ (except for when it is the Afrikaans class).
My child has an Afrikaans class _____ times per week.

[1] Curriculum and Assessment Policy Statement (CAPS).

2 The instructional time in the Foundation Phase is as follows: "… In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language" (Department of Education, 2011a:8).
The instructional time in the Intermediate Phase is as follows: "The teaching time for the First Additional Language in the Intermediate Phase is 5 hours per week. All language content is provided within a two-week cycle (10 hours)" (Department of Education, 2011b:13).

QUESTION 4: PROGRAMME

Please put a tick (√) or a cross (x) in the appropriate block below.

Section C Q4.1. Age of Enrolment

Age when child was first enrolled in *Active English*:

(01) 5 years old	
(02) 6 years old	
(03) 7 years old	
(04) 8 years old	
(05) 9 years old	
(06) Other	

Section C Q4.1. (07) If 'other', indicate age of child when first enrolled in the programme: _____.

Section C Q4.2. Motivation

Reason(s) for child's enrolment:

(01) To help improve school work	
(02) Reinforcement of language	
(03) My child likes English	
(04) Examination purposes	
(05) Remedial	
(06) My child's friend is enrolled	
(07) Seemed like a good activity from the flyer	
(08) Wanted my child to have fun, play and learn English	
(09) Other	

Section C Q4.2. (10) If 'other', please list reason(s) for enrolling your child in the programme:

_____

_____

_____

QUESTION 5: ACTIVE ENGLISH

Please put a tick (√) or a cross (x) in the appropriate block below.

Section C Q5.1. Registration

How did you hear about *Active English*?

(01) Recommended by the school	
(02) Through a friend	
(03) Newspaper	
(04) Flyer	
(05) A relative told me	
(06) Referral by a professional	
(07) Other	

Section C Q5.1. (08) If 'other', please list reason(s) / briefly, share your motivation for enrolling your child in the *Active English* programme:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Section C Q5.2. Enrolment in Activities

Apart from *Active English*, my child is also enrolled in other extra-curricular activities (outside school hours):

(01) Yes	
(02) No	

If you indicate 'yes', please list the activities:

_____

_____

_____

SECTION D: CONCLUDING QUESTIONS

QUESTION 1: ENGLISH AS A SECOND LANGUAGE

Section D Q1.1. Effective Communication

Please put a positive sign (+) or a negative sign (-) in the appropriate block below.
Please consider how *Active English* has prepared your child(ren) to communicate in English:

(01) In general, the activities and environment created at *Active English*, encourages my child to communicate effectively in English.	
(02) My child is stimulated: The lessons build on my child's ideas, curiosity and creativity.	
(03) My child demonstrates language development in terms of speaking, listening, reading, and writing skills.	
(04) My child has the confidence to speak English.	
(05) My child has developed a positive self-esteem.	
(06) My child has been encouraged to continue learning English.	

Section D Q1.1. (07) Comments:

_____

_____

_____

_____

_____

QUESTION 2: IMPRESSION

Please share your overall impression of the *Active English* programme and why you enrolled your child(ren):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

QUESTION 3: PROGRESS

Please share your experience in terms of your child progressing and developing his/her language skills because of *Active English* (you are welcome to include 'evidence' your child(ren) demonstrates a change):

_____

_____

_____

_____

_____

_____

QUESTION 2: IMPROVEMENT

Please list the top three changes or improvements you would prefer to see be implemented in the coming year for *Active English*:

_____

_____

_____

_____

_____

_____

Thank you.

REFERENCES

This questionnaire was compiled by using the following existing questionnaires / material in the public domain:

Census 2011: Metadata.
http://www.statssa.gov.za/census/census_2011/census_products/Census_2011_Metadata.pdf
Date accessed: 21 May 2015.

Coetzee-Van Rooy, Anna Susanna. 2012. Flourishing functional multilingualism: Evidence from language repertoires in the Vaal Triangle region. *International Journal of the Sociology of Language*, 218():87-120.

South Africa. Department of Education. 2011a. Curriculum and Assessment Policy Statement. Foundation Phase, Grades 1-3: First Additional Language. Pretoria.

South Africa. Department of Education. 2011b. Curriculum and Assessment Policy Statement. Intermediate Phase, Grades 4-6: First Additional Language. Pretoria.

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5 May 2015

CONFIDENTIAL INFORMATION OF PARENTS / GUARDIANS COMPLETING THIS QUESTIONNAIRE

More than one parent / guardian is invited to complete this questionnaire.

Please indicate with a tick (√) or a cross (x) in the appropriate block your relationship to your child.
Also, the contact information you provide remains confidential and is archived for record purposes.

	Parent	Contact number	E-mail address
Father			
Mother			

	Guardian	Contact number	E-mail address
Male			
Female			

ANNEXURE H

NORTH-WEST UNIVERSITY
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Study Leader / Promoter:
Prof Susan Coetzee-Van Rooy
Tel: 016 910 3422
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2015

Dear Learner,

LETTER OF INFORMATION FOR CHILDREN (LEARNERS)

ASSENT

Your parent / guardian has agreed for you to participate in this study. I would also like for you to participate but you can choose whether you want to do so or not. If you would like to participate, then, please write your name and surname on the line, which tells me you are happy to participate in this study when you are at *Active English*.

Please write out your full names and surname:

_____

Date _____

Case number _____

ANNEXURE I

CLASSROOM OBSERVATION PROCEDURE

INTERVIEWS AND CHECKLISTS FOR CLASSROOM OBSERVATIONS

COGNITIVE DEVELOPMENT: LANGUAGE AND LITERACY
Reading Strategies and Purposes

Ages 5 – 14

Participants:
Interview with at least one child from each of the following grade levels: Grade 3 and Grade 4.

Materials:
A collection of reading books are available at the *Active English* centre; appropriate for children in Grade 3 (eight years old) and Grade 4 (nine years old).

Procedure:
The researcher asks the learners about the purposes of various reading materials presented (for example, "Why do people read _____ ?"). Then, the researcher asks the learners about the materials that *they* read, how often they read, and for what purpose.

Interview Questions:
1. Tell me about the kinds of reading that *you* do. What kinds of reading do you like? Why? When and where do you read? With whom?
2. Older children: What kinds of reading do you do *just for fun* (not because you have to in school)? About how much time do you spend reading *just because you want to* each day? Each week?
2. Younger children: Do you choose to read sometimes at school when you don't have to? When do you get to read at home? (After school? Before you go to bed?)

SOCIOEMOTIONAL DEVELOPMENT AND MOTIVATION IN THE CLASSROOM
CLASSROOM ENVIRONMENTS AND LEARNER MOTIVATION
Views on *Active English* work

Ages 6 – 14

Participants:
Interview with at least one child from each of the following grade levels: Grade 1-3 and Grade 4-6.

Procedure:
To initiate the interview, the researcher will ask the child to tell her a few things about the *kinds* of language programme work they do at *Active English*. Then the research will proceed with asking general questions about how the learner feels about his/her schoolwork, using probing questions when needed to encourage the learner to elaborate and possibly, compare.

Interview Questions:
1. What do you like about the activities at *Active English*? Why? What do you not like? Why?
2. Do you like learning English? How is learning English at *Active English* different to learning English at school?
3. Why do you want to do well in *Active English*? Probe: To learn? To please yourself? Your teacher? Your parents? Your friends? To get good marks at school? To do better than the other learners? To not be embarrassed? To earn some reward (award, prize, privilege)? To get a job someday?
4. What activities do you think are easy? Hard? Just right (in between-not too easy and not too hard)? Do you like the easy, hard, or just right work? Why?

VIGNETTES (SAMPLES OF WORK)
PROGRAMME: ENGLISH SECOND LANGUAGE LESSONS
Motivation for Selection

Ages 5 – 14

Positive:

Please choose from the work you have done at *Active English* any lesson you have enjoyed.
Please write down why you have chosen the lesson.

REFERENCES

DANIELS, D.H., BEAUMONT, L.J., and DOOLIN, C.A. 2008. Understanding children: An interview and observation guide for educators. 2nd ed. New York: McGraw-Hill. 161p.

South Africa. Department of Education. 2011a. Curriculum and Assessment Policy Statement. Foundation Phase, Grades 1-3: First Additional Language. Pretoria.

South Africa. Department of Education. 2011b. Curriculum and Assessment Policy Statement. Intermediate Phase, Grades 4-6: First Additional Language. Pretoria.

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5 May 2015

ANNEXURE J

CLASSROOM OBSERVATION PROCEDURE

SOCIOEMOTIONAL DEVELOPMENT AND MOTIVATION IN THE CLASSROOM CLASSROOM ENVIRONMENTS AND LEARNER MOTIVATION
Classroom Environment Survey

Ages 4 – 8

Procedure:
The researcher spends at least two hours observing activities in a classroom before completing the survey. Observations are conducted during the time period that the teacher says most of the children are in the classroom participating in the programme. The researcher responds to each of the survey items by indicating how often the practice occurs on a scale.

Scale:

0	1	2	3	4	5
Not observed	Almost never	Seldom	Sometimes	Often	Very often

Survey:
The following classroom environment survey was adapted by the researcher; the survey was used for observing moments that contributed towards a learning environment at *Active English*.

Classroom Environment Survey

1. Child Choice / Initiative
Children choose tasks from a variety of options, challenge levels.
Children choose who they want to work with.
Children choose how and where to conduct various tasks.
Children can work at their own pace.
Children can determine when they have completed a task.

2. Participation
Teacher encourages children to ask questions rather than listen passively.
Most children participate in class discussions.
Most children participate actively in class activities (i.e. appear engaged in tasks).

3. Affiliation / Cooperation
Children help each other, share materials.
Children appear to know their classmates well.
Children appear to enjoy working together.
Peer assistance (help) with tasks is encouraged.

4. Competition Emphasis
Children compete for teacher recognition.
Children compete for grades, rewards, or positive evaluation signs (e.g. stars on chart).
Children compete for peer recognition.

5. Inquiry Focus
Children find out answers to questions through own investigations.
Teacher emphasises thinking skills and processes of inquiry.
Teacher provides clues, hints, examples to encourage problem-solving.
Teacher encourages creative or novel ideas.

6. Performance / Evaluation Emphasis
Individual student performance is significant (e.g. marks, 'correct' and 'incorrect' answers are publicised).
Teacher emphasises comparison of student performance and behaviour.
Praise and other rewards are given mainly to high achievers.

7. Classroom Management
There appears to be a clear set of rules for students to follow.
Teacher deals consistently with students who break rules.
Children appear to understand what they are expected to do.
Most children demonstrate positive behaviour.

8. Teacher Support
The teacher takes personal interest in the learners.
The teacher listens to and respects each child's point of view.
Teacher appears to have high expectations for all students to perform and behave.
Teacher attends appropriately to all students, not just a few.
Teacher appears to accept and be responsive to individual differences in students.

9. Classroom Materials / Displays
A variety of materials are available for children's use.
Displays show a variety of children's work.

10. Teacher Structure of Academic Tasks
There is evidence of modifications of academic tasks for individual or small group of learners.
Teacher presents instructional activities materials in a variety of forms (e.g. demonstration, discussion, brief lecture).
Teacher adjusts challenge level of tasks for individual learners.

11. General Classroom Atmosphere
Children appear comfortable, relaxed (few appear tense or nervous).
Classroom atmosphere is *not* characterised by silence, tentative responding by children.
Classroom atmosphere is characterised by cheerful voices of children.

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12. Researcher's additional description: Motivation and Reinforcement
Child(ren) is praised by the teacher for voluntary actions and 'good' behaviour.
Teacher praises the child(ren) for their effort.
Children ask the teacher questions unrelated to an activity or task; mostly, out of curiosity.
Teacher explains certain concepts to the children (for example, the importance of choosing and reading books, having original ideas, recycling, and so on).

13. Researcher's additional description: Afrikaans
Children try to answer a question or try to explain but cannot remember the English word.
Child will express themselves but use an Afrikaans word when they trying to remember the English word.
The teacher corrects or does not correct the child but understands the meaning of the explanation with the Afrikaans word being used to substitute the English word.

REFERENCES

DANIELS, D.H., BEAUMONT, L.J., and DOOLIN, C.A. 2008. Understanding children: An interview and observation guide for educators. 2nd ed. New York: McGraw-Hill. 161p.