

AN ESL PROGRAMME FOR PREPRIMARY CHILDREN IN IKAGENG

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SUMMARY

The purpose of this study was to design an ESL Programme for preprimary children in Ikageng (a township near Potchefstroom). In order to do this, literature on course design was reviewed which included curriculum design, syllabus design and the teaching-learning situation. From this, a theoretical framework was constructed. A circular model for course design was decided upon and this included doing a situation analysis, determining the aims, selecting and organising the content, as well as selecting and organising the teaching methods of the course.

The prescribed curriculum in South Africa, Curriculum 2005 was also studied as the ESL programme needs to form part of the rest of the preschool curriculum. Therefore the prescriptions and requirements of Curriculum 2005 for the Foundation Phase was incorporated into the ESL Programme.

As part of the situation analysis, five case studies were conducted in five preschools in Ikageng. Data were gathered from the teachers, children and the parents of the children. From this data it was determined that a need for an ESL programme in preschools existed in Ikageng. Furthermore, the data gathered from the situation analysis were summarized and incorporated into the ESL programme.

The programme was therefore designed in accordance with the above-mentioned three aspects, namely the circular model for curriculum design, Curriculum 2005, and data gathered from the situation analysis done in the preschools in Ikageng. The aims of the programme were divided into general aims for the course, as well as specific aims for each week. These aims were prescribed as outcomes in Curriculum 2005 and specifically the general outcomes for the Literacy Programme as well as the specific outcomes formulated in the learning area of Language, Literacy and Communication. The choice and the organisation of the content of the programme were formulated in terms of skills and activities in the programme. As the activities are presented in the form of tasks, they also provide brief descriptions of the choice and organisation of the teaching methods, keeping in mind the abilities of the teachers and the availability of resources in the preschools.

OPSOMMING

Die doel van hierdie studie was om 'n Engels tweedetaal program te ontwikkel vir voorskoolse kinders in Ikageng ('n swart woonbuurt net buitekant Potchefstroom). Deel hiervan was om 'n literatuurstudie te doen oor aspekte soos kurrikulumontwerp, sillabusontwerp en die onderrigleersituasie. Hieruit is 'n teoretiese raamwerk ontwikkel vir die tweedetaal program. 'n Sikliese proses van programontwerp is gekies wat die volgende stappe insluit: 'n situasie-analise, die bepaling van doelstellings en doelwitte, die keuse en organisering van leerinhoud en die keuse en organisering van onderrigmetodes.

Die voorgeskrewe kurrikulum vir Suid-Afrika, Kurrikulum 2005, is ook bestudeer, aangesien die program deel vorm van die groter kleuterskool sillabus. Die program moet dus voldoen aan al die vereistes van 'n leerprogram van Kurrikulum 2005 in die Grondslagfase. Hierdie vereistes het in 'n groot mate die bepaling van die doelstellings en doelwitte, sowel as die keuse van leerinhoud en onderrigmetodes beïnvloed. Verder vorm sekere van die kernbegrippe ook deel van die uiteensetting van die program.

'n Situasie-analise is gedoen in Ikageng in die vorm van vyf gevallestudies by vyf verskillende kleuterskole. Data is verkry van die kinders, die onderwysers en die ouers van die kinders. Hieruit het duidelik geblyk dat daar 'n behoefte bestaan aan 'n Engels tweedetaal program in die kleuterskole. Die data het ook waardevolle inligting verskaf ten opsigte van die bepaling van doelwitte en doelstellings, sowel as die keuse van leerinhoud en onderrigmetodes. Verder het dit ook riglyne verskaf oor die uiteensetting van die program.

Die program is dus ontwerp in oorleg met die bogenoemde drie aspekte, naamlik die sikliese proses vir kurrikulumontwerp, Kurrikulum 2005 en die data verkry uit die situasie-analise wat in die kleuterskole in Ikageng gedoen is. Die doelstellings en doelwitte is gestel in terme van algemene doelstellings vir die program asook spesifieke doelwitte vir elke week en is verkry van die algemene uitkomst vir die geletterdheidsprogram soos uiteengesit in Kurrikulum 2005 asook sommige van die spesifieke uitkomst vir die agt verskillende leerareas. Die programinhoud bestaan uit verskillende vaardighede en aktiwiteite en 'n kort beskrywing van elke aktiwiteit word telkens gegee. Vir die beskrywing van elke aktiwiteit en taak is die vermoëns en kwalifikasies van die onderwyseresse en die beskikbaarheid van hulpmiddels in die kleuterskole in gedagte gehou.

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