APPENDIX A: MEMORANDUM

“AN UNBELIEVABLE NIGHT”
ENGLISH FIRST ADDITIONAL LANGUAGE
ASSESSMENT TASK
GRADE 6

DATE: 16 AUGUST 2011

MEMORANDUM

MARKS: 40
GRADE 6

MARKS: 40

“AN UNBELIEVABLE NIGHT”

A) NUMBERED STORY SENTENCE SEQUENCE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Later she went to the bathroom.</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>She saw a crocodile hissing and swinging his head and tail.</td>
<td>(1)</td>
</tr>
<tr>
<td>2*</td>
<td>She went to sleep.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>She locked herself inside the bedroom.</td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>She found a picture of flamingos.</td>
<td>(1)</td>
</tr>
<tr>
<td>8</td>
<td>The crocodile ate the flamingos.</td>
<td>(1)</td>
</tr>
<tr>
<td>9*</td>
<td>The crocodile went to sleep.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The flamingos jumped out of the picture.</td>
<td>(1)</td>
</tr>
<tr>
<td>1*</td>
<td>Lindiwe read the “National Animal Magazine” and put it on the bookshelf.</td>
<td></td>
</tr>
</tbody>
</table>

NB – Please do not mark the answers in bold.

Marks: 1x6 = 6

B) Multiple choice and short answer questions

1. (d) (1)
2. (b) (1)
3. (a) (1)
4. (a) (1)
5. (a) (1)

6. To get rid of the crocodile by giving it flamingos to eat. (2)

7. (i) The magazine produced dozens of flamingos for the crocodile to eat. Then the crocodile stopped to attack Lindiwe. (2)

   (ii) The magazine ended the nightmare as the crocodile and flamingos disappeared back into it. (2)

8. (i) The crocodile crawled out of the picture on the magazine, or it disappeared back into the magazine. (2)
(ii) The crocodile left a pool of water on the floor, it smashed her mother’s favourite vase, and it broke Lindiwe’s bedroom door. (2)

9. (a) (1)

Marks: 16

C) Mind map (Flowchart)

NB- 1x mark for any sensible response to the following points:

1. What I did before I slept.
2. How the dream started.
3. How I felt during the dream.
4. How the dream ended.
5. When I woke up.

Marks: 1x5 = 5
RUBRIC

ASSESSMENT CRITERIA FOR: “I DREAMED THAT…”

<table>
<thead>
<tr>
<th>Content (C1 to C4)</th>
<th>C1 – Insufficient knowledge/confused comprehension</th>
<th>C2- Basic, but correct and sufficient knowledge</th>
<th>C3- Complex knowledge/compare, apply, contrast and interpret</th>
<th>C4- Wide range of knowledge/integrate and synthesise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-shows no understanding of what a dream or nightmare is.</td>
<td>-shows basic understanding of a dream.</td>
<td>-explains the process that led to a dream or nightmare.</td>
<td>In addition, -provides reasons why the particular dream or nightmare occurred.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-provides some elements of a nightmare or an interesting dream.</td>
<td>-use ideas gained from “An unbelievable night” story to develop own dream or nightmare.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-shows a deep understanding of a dream or nightmare.</td>
<td></td>
</tr>
<tr>
<td>Form (F1 to F3)</td>
<td>F1- Essay presented in unstructured, disconnected ideas. Extremely brief.</td>
<td>F2- Ideas organized according to paragraphs, interesting, coherent and interrelated.</td>
<td>F3- Essay is convincing and comprehensiv e. Ideas clearly expressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 - 1</td>
<td>2 - 3</td>
<td>6 - 8</td>
<td>9 – 10</td>
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<tr>
<td></td>
<td></td>
<td>4 - 5</td>
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<td>9 - 10</td>
<td>11 – 13</td>
</tr>
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<tr>
<td>Marks: 13</td>
<td></td>
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<td></td>
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</tbody>
</table>
APPENDIX B: Instructions for Marking

Please mark the 3 learner scripts that you have as follows:

- underline each error that you notice,
- allocate a mark to each question,
- write a short explanation to justify your mark, and
- write a short comment to the learner, telling the learner what would be most useful to focus on in order to improve.
APPENDIX C: Interview Schedule for the Teachers

I would like to start by thanking you for taking part in my research project.

The questions which I will be asking you are part of the tasks that you performed when you marked and gave feedback on 3 learners’ scripts.

Out of the five tasks that you did in the process of error analysis: (1) identifying language errors, (2) giving reasons why the learner made those errors, (3) evaluating learner performance, (4) giving feedback, and (5) suggesting strategies of remediating those errors.

1. Which task do you think was easy to do? And please tell me why do you think so?

2. Which task do you think was most difficult to do? And again, please tell me why think so?

3. Which of the errors that you noticed, would you say are common and typical of your learners?

4. How do you normally deal with these kinds of errors when your learners make them?

5. Which kinds of mistakes do you find easy and which ones do you find difficult to correct? Why?

6. What do you think are the reasons why learners are making these common errors?

Thank you very much for your thoughtful responses to this interview. We have come to the end of it. If you have any questions or comments in connection with this research, please feel free to share them with me. Thanks.
## Appendix D: Individual Teachers’ Interview Transcripts

### D-1

**Interviewee:** Mr Gumbi  
**Interviewer:** Mr Ntuli  
**Date:** 12 October 2011  
**Duration:** 13 minutes 28 seconds

<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>This afternoon I am with Mr Gumbi of Khuthala Primary School. It’s a redo of this interview. Today being the 12th October 2011. Mr Gumbi, good afternoon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Gumbi</td>
<td>Good afternoon Mr Ntuli, how are you?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>I’m pretty good and how are you today?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Very good.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you, it’s a redo of our interview, you remember that the audio tape that I had or the digital audio recorder that I had before, gave us a problem while we were recording you, you realize that?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>I remember that.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you for also giving me the second chance to do this interview. Sir I would like to start by thanking you for taking part in my research project. The questions which I will be asking you are part of the responses that you gave in section B of the questionnaire. Out of the five tasks that you did in the process of error analysis whereby you identified language errors, you gave reasons why learners were making those errors. You also evaluated learner performance. You also gave feedback and suggested strategies of remediating those errors. The first question that I would like to ask you is, which task do you think was easy to do and please tell me why do you think so?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Yes, the tasks which were easy to mark are the story sequence as well as the multiple choice question. And that is partly because the learners were able to pick up the flow of the story from the beginning to the end. As a result two of them did very well, one getting six out of six and the other getting four out of six. And then it’s just one learner who was greatly challenged by the sequencing of the story.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>And then the multiple question was also easy to mark because the alternative answers were available from which the learners had to choose. As a result two of them did very well. The other getting five out of five and the other getting four out of five.</td>
</tr>
</tbody>
</table>
And the other learner was greatly challenged by this and the choice of the alternative answers really challenged the learner, probably this is because of the lack of the vocab. And then those which were a little bit difficult...

Mr Ntuli | Oh now you going to second question. Ok go ahead, the difficult ones?
---|---
Mr Gumbi | The difficult ones were the short answer questions for one learner in particular.
Mr Ntuli | Yes?
Mr Gumbi | He never got even one thing correctly and then there were a lot of spelling errors there. And apparently this learner completely lacks the comprehension skill.
Mr Ntuli | Ok?
Mr Gumbi | Ya, so she experienced or he experienced a complete blackout on this one and then the others did fairly getting four out of ten. And partly because they did not understand or grasp the fact that some questions are compound.
Mr Ntuli | Yes?
Mr Gumbi | So they only partially answered the first part of the question ignoring the latter part of the question. And then when it came to mind mapping only one learner was completely challenged and the other two seemed to be very much in grasp of the mind mapping and that even flowed into their story line in that they were following what they had on the mind map and then they actually wrote beautiful stories which correlated with the mind mapping. And the other learner, from mind mapping it was clearly a no-go because there was no link to the dream and the story that was written was definitely not linked to the mind map and really there was no connection between the mind map and the composition. The spelling really is disastrous.
Mr Ntuli | Ok.
Mr Gumbi | For this particular learner.
Mr Ntuli | So now moving to the third question. Which of the mistakes that you noticed would you say are common and typical of your learners?
Mr Gumbi | Mostly it is the lack of reading skills which consequently leads to the lack of, in fact it is the lack of vocab which leads to the lack of reading skills. And now when a learners is in the darkness about the words that are being used there, it is highly probable that their answer will miss the mark. Because there is no comprehension of what the question wants and as a result it’s a shot in the darkness. So that is the first one. The second one is the spelling.
Mr Ntuli | Yes?
<table>
<thead>
<tr>
<th>Mr Gumbi</th>
<th>Our learners really lack in spelling and that is, that flows from the fact that our learners are not readers. I don’t want to jump to the next question. So, now could I come now with a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Ntuli</td>
<td>No problem, oh you want to come to how you deal with those?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, right yes let’s go ahead and please inform us how do you normally deal with these kinds of mistakes when your learners make them?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Ok. The first thing which is at the root of the problem is the lack of literacy. So now what I’ve done is I have suggested to learners, even those who are from greatly disadvantage areas, or disadvantaged families, that fortunately we have these community newspapers</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Which come once a week? So I have suggested that they pair up and each one will read at least one story to their peer and then from there the peer will ask questions which will show how far the other one understood what she or he was reading.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh you do this in the classroom?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>In the classroom.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, that’s great to hear. Please tell more. Yes ok that’s how you deal with the reading problem?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>The reading problem.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>And then now also the question of spelling, which is also a challenge with most of our learners. Perhaps it’s partly because of this sms language or facebook language or tweet language which is now creeping into the formal learning of English. But now I keep reminding them that there should be a difference between the formal and the informal language, yes. And some of them, about 40% are now crossing over to writing formal English in a formal setting. And there are still those who are struggling and now what I’m doing is I take out the common words from all the other learning areas.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Gumbi</td>
<td>Like from social science and life orientation and then I infuse them into some sensible sentences and then from there they start gradually to learn to relate to those words and that is slowly but surely leading in the correct or right direction.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Sure, thank you. And then which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct and why?</td>
</tr>
</tbody>
</table>


Mr Gumbi: The literacy part of it that is now being able to read, at least that now since I started this “project”, of letting them read stories to each other and ask questions I think gradually even those who were shy and very much introverted now they’ve began opening up and especially because they are now in a way evaluated by their peers. Then it makes it less nervous for them and they open up very easily. And then the question of spelling and the sentence construction..

Mr Ntuli: Yes?

Mr Gumbi: Is still a great challenge and then

Mr Ntuli: Ok, that’s difficult yes?

Mr Gumbi: Ya, that’s difficult and there I intend, especially in this fourth term

Mr Ntuli: Yes?

Mr Gumbi: To focus and concentrate on those so that these learners will be ready to progress and move onto the next grade being sure of a firm foundation on which we will be building on.

Mr Ntuli: Ok. Now asking the last question. What do you think are the reasons why learners are making these common mistakes?

Mr Gumbi: Perhaps this goes to the background whereby it is said that if you want to hide anything very well, hide it in a book.

Mr Ntuli: Yes?

Mr Gumbi: Perhaps it’s also because we, we the Africans are more of oral people and now the reading we have to introduce it in bits and pieces, manageable bite sizes.

Mr Ntuli: Mmm, yes?

Mr Gumbi: Ya, so that learners will start reading things that they can relate to,

Mr Ntuli: Yes?

Mr Gumbi: Which is where the community newspapers come in. So that when they deal about drugs in the area they’ll understand. And when you deal about the rats which are infesting so, it will at least, it will be something that they will be able to relate to. And then the more interesting things which they can relate to they read about then the more actually they will be challenged to go even further.

Mr Ntuli: Ok. Alright, is that all that you would like to say in terms of the reasons why learners are making these common mistakes? Is that all?

Mr Gumbi: Ya,

Mr Ntuli: Ok, alright, yes?
Mr Gumbi  Partly there’s an element of laziness and perhaps we as teachers should actually admit to the fact that we don’t mark regularly enough..

Mr Ntuli  Yes?

Mr Gumbi  And quickly enough so that the learners will get feedback while it is still fresh on their minds.

Mr Ntuli  Ok, thank you very much. Thank you very much for your thoughtful responses to this interview we have come to the end of it. If you have any questions or comments in connection with this research please feel free to share them with me, thanks?

Mr Gumbi  This was quiet an eye opener, even to me as an educator or a teacher, so I think I’ll have to start applying it in my classroom situation and then since I observed that some of the problems or most of the problems are not genuine, they are general. So I think that actually encourages me and then I’ll work very hard towards eliminating and resolving the problems. I thank you.

Mr Ntuli  Thank you very much.

D-2

Interviewee: Mrs Mafadza  Interviewer: Mr Ntuli
Date: 14 Oct 2011  Duration: 4 minutes: 53 seconds

Mr Ntuli  Good afternoon Mrs Mafadza

Mrs Mafadza  Afternoon sir

Mr Ntuli  How are you today?

Mrs Mafadza  I’m fine thanks and how are you?

Mr Ntuli  I’m pretty good. You know it’s a redo of our interview, we had a problem with the first digital audio recorder that we used, but thanks for agreeing to re-do this interview. Getting straight to the questions. Which task do you think was easy to do and please tell me why do you think so?

Mrs Mafadza  I think task 1 and 2 were easy to mark because they had a specific answer. Task 1 I only checked if numbers were written in a sequence and task 2 it was a multiple choice question which I had to check for the correct letter. There was no checking of language mistakes.

Mr Ntuli  Ok. Is that all for now?

Mrs Mafadza  Yes.
<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>Thank you. Which task do you think was most difficult to do and again please tell me why you think so?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Mafadza</td>
<td>I think task 4 and 5 were difficult to mark because I had to read every sentence and check the language mistakes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, is that all?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright. And then moving on to the third question. Which of the mistakes that you noticed would you say are common and typical of your learners?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>The mistakes that I got are that my learners and your learners make mistakes like sentence construction, punctuation. Their use of nouns and pronouns, they cannot distinguish between nouns and pronouns. Sometimes they mix them, spelling mistakes and tenses.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>So the follow up question, the next question in actual fact, that is question 4. How do you normally deal with these kinds of mistakes when your learners make them?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>I always give them extra simple exercises as homework and class work to reinforce the work done. I always remind them about the previous work done.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright, is that all?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, thank you. Going to the fifth question, which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct and why?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>The easy ones I think its punctuation.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>Because in the punctuation I remind them when to use the capital letter and punctuation signs.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Those are the easy ones ok?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>The easy ones and I also give the work that has been returned to the peer so that the peer can be able to correct, because since they have started school they have been reminded about the punctuation, they have been taught about punctuation. Spelling mistakes, in the spelling mistakes that children do I let learners say the words repeatedly without seeing the word and let them write the word in the air.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>I always do spelling every week and when they make spelling mistakes I refer them to the dictionary.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, and then do you have any difficulty. Oh yare still coming to the difficult ones.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Mrs Mafadza</td>
<td>Yes the difficult ones were sentence construction because it involves different parts of speech, like nouns, pronouns, adjectives, etc.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, thank you. What do you think are the reasons why learners are making these common mistakes?</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>I think some of the mistakes is that some of the learners they cannot read. So if they cannot read, they don’t know the right spelling of the words. Some of them are ignorant. Some of them mix different parts of speech, such as verbs, adjectives, etc. And another thing I think they are being taught by different teachers.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya, and then maybe to elaborate a little bit on that one, being taught by different teachers.</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>In the foundation phase they are used to being with one teacher, so when they come to the intermediate phase, they find that they are meeting different teachers and these teachers teach them different learning areas. And learning areas are too many for them.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, that confuses them.</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>That confuses them, yes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you very much for your thoughtful responses to this interview. We have come to the end of it. If you have any comments or questions in connection with this research please feel free to share them with me, thanks.</td>
</tr>
<tr>
<td>Mrs Mafadza</td>
<td>You are welcome sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, is there nothing to share with me? No questions? No comments? Ok, thank you Mrs Mafadza</td>
</tr>
</tbody>
</table>

**D-3**

**Interviewee: Mr Mothale**  **Interviewer: Mr Ntuli**

**Date:** 03/10/2011  **Duration:** 08 Minutes

<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>Thank you very much, today is the 3rd of Oct 2011. I’m at Tshebedisanong Primary School. I’m here at the school with the acting principal as well also the intermediate phase English teacher, Mr Mothale. Mr Mothale good day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Mothale</td>
<td>Good day sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>How are you today?</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>I’m fine sir.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ah that’s pretty good. Thank you sir, I would like to start by thanking you for taking part in my research project. You don’t know how good I feel inside for having you in my project and also having completed the task that I asked you to do.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Yes sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>I’m really grateful of that. Thank you sir. The questions which I will be asking you are part of the responses that you gave in section B of the questionnaire. Out of the 5 tasks that you did in the process of error analysis whereby you identified language errors, you also gave reasons why learners made those errors. If while waiting learner performance whereby you were giving marks as well, giving feedback as well as suggesting strategies for re-mediating those errors. The first question that I would like to ask you is. Which task do you think was easy to do? And please tell me why do you think so?</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>I think that the task that was easy was on question one where our learners had to arrange those questions in sequence cause they were numbers, so I think it was easy because it has nothing to do with writing, it was just a matter of, you know</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Putting a number.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Putting numbers.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Right.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>And was there also any other one that you found easy to mark.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Yes, yes even the one on multiplication choice. Where now answers were easily ready for learners. Yes so it was also one of the questions that was easy to mark.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>OK, thank you. And then moving to the second question. Which task do you think was most difficult to do and again please tell me why you think so?</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>I think the task that was difficult for me was that, the one on question three?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Yes, the one where learners they should do this pre response.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Yes they had problems with that one, so it was not an easy task.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Would you kindly tell me the problem that these learners are experiencing</td>
</tr>
</tbody>
</table>
When I look at this, most of the learners, they have problems with spelling, spelling is one of the problem and even the language construction.

Even punctuation anyway because there are no full stop ....

Thank you very much. Now moving to the third question which almost links with what you’ve already just said.

Which of the mistakes that you noticed would you say are common and typical of your learners?

Ya, actually I talk about spelling cause really our learners they do have a problem with spelling so I recommended now in future if now we as English teachers, we need to have this charts, the phonics charts.

So that now learners will be able to read those words there you know.

So that we eliminate some of the spelling mistakes.

Ok, is this one of the ways that you deal with these kinds of mistakes?

Yes that’s one of the identified where we here at school we are trying to practice.

Spelling is one of them, is there any other?

Yes, the other problem is that now most of the learners, when we give them activities, especially when it’s a comprehension,

We normally ask them a question, then underneath we have a space where now we as teachers we are trying to guide them how to respond.

What is your name?

Then you say my name is... so that now they should also you know

Ok you start by giving them the first few words
<p>| Mr Mothale | Yes. |
| Mr Ntuli | Of a sentence, like a phrase that leads them, then they complete the phrase with their own phrases? |
| Mr Mothale | Yes, that’s what we doing. |
| Mr Ntuli | Ok thank you. And then, is it also that’s how you deal with those mistakes? |
| Mr Mothale | Yes, that’s how we deal yes. |
| Mr Ntuli | Let me move to the fifth question. Which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct, and why? |
| Mr Mothale | I think the, the type of mistakes that now we as teachers find it easy to deal with it’s a this one of spelling. |
| Mr Ntuli | Yes. |
| Mr Mothale | Because if now really we encourage learners that now they must read books, newspapers, then even putting those phonics charts on the wall I think it will also help us to, I mean, it will also, actually it helps us to try and you know, help these learners to eliminate some of the mistakes that they are making. |
| Mr Ntuli | Ok. And then the difficult ones that you find difficult to deal with? |
| Mr Mothale | The difficult ones is when you give them a, let’s say a comprehension. |
| Mr Ntuli | Yes? |
| Mr Mothale | No not a comprehension as such, let me say if now they are to write an essay, because some of the learners they cannot read, it becomes difficult for them to put it in a logical sense. Yes, so these are the type of difficult questions that we normally encounter at school. |
| Mr Ntuli | Right and coming to the last question. What do you think are the reasons why learners are making these common mistakes? |
| Mr Mothale | Ya, as I’ve said before that it is because some of the learners they don’t read, they don’t read because if now you read books, newspapers, then you are not exposed to the language structure even spelling mistakes. You are going to do maybe at least one or two but, because now you are exposed to reading, there’s no way that now you can you know keep on making mistakes. But now most of the learners in our school they don’t want to read even the family background actually also contributes because most of them they stay with their grannies. They don’t stay with their biological mothers, yes they stay with their grannies. Hence now it also contributes. |
| Mr Ntuli | Oh it also contribute. Thank you very much for your thoughtful responses to this interview. We have come to the end of it. If you have any questions or comments in connection with this research please feel free to share them. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Mothale</td>
<td>Ok thank you, no for now I don’t have, except that now in fact we have said almost everything.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, thank you very much.</td>
</tr>
<tr>
<td>Mr Mothale</td>
<td>Thank you very much sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Pleasure.</td>
</tr>
</tbody>
</table>

D-4

Interviewee: Mr Nemugumoni  Interviewer: Mr Ntuli
Date:  14 October 2011  Duration:9 minutes:04 seconds

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Ntuli</td>
<td>Thank you very much this afternoon, the 14th October 2011. I’m in Chiawelo at a Primary School called Putalushaka with Mr Nemugumoni, the grade six educator as well as the HOD of this phase. Mr Nemugumoni good afternoon.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Good afternoon sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>It’s a pleasure again for me to come to your school even though we were disappointed by our, by my audio recorder, the one that I interviewed using last time. You understand or you still remember how it gave us the problem of breaking or distortions and cutting out some words like that, those were some of the problems, you remember.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Yes, I do remember.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes, you even advised me to say if ever it gives you problems further then no problem I can come back.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>That’s correct.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>I truly appreciate your unwavering support of, yes your unwavering support to this project.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>You are welcome Mr Ntuli.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>I would like to thank you once more for taking part in my research project. The questions which I will be asking you are part of the responses that you gave in section B of the questionnaire. Out of the five tasks that you did, in the process of error analysis whereby you identified language errors, you gave reasons why learner made those errors, you also evaluated learner performance, you gave feedback and you also suggested strategies of remediating those errors. The first question that I would like to ask you is; Which task do you think was easy to do and please tell me why you think so?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Thank Mr Ntuli. The task which was the easiest was the comprehension test because questions were a multiple choice, learners had to choose from the given alternatives and questions needed direct answers.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, right. Moving to the second question; Which task do you think was most difficult to do and again please tell me why you think so?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>I think the task which was most difficult was an essay writing because learners were struggling with sentence construction.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Spelling punctuations.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Two out of the three learners fairly organised their ideas in a paragraph. However what I discovered is that they knew, they showed the basic idea or basic understanding of a dream.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, oh by the way when you say two out of three, because I gave you only three scripts to mark?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>That’s correct.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright, ya no I get you. Now moving to the third question; Which of the mistakes that you noticed would you say are common and typical of your learners?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>I think the mistakes that I think that are common and typical of these learners are sentence construction, spelling, punctuation, organising ideas according to paragraphs in an interesting and coherent and interrelated manner. I think those were the mistakes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Which were common.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Were common. Right moving to the fourth question. How do you</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Normally I deal with these kinds of mistakes by organising extra classes for learners affected. For example, learners with severe spelling problems,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Will have their own extra class, etc. And also give them extra work as homework.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, do these classes happen after school or maybe too early in the morning for them before classes start?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Usually I them after school on that day.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, ok, I get that, thank you, because you will be dealing with the mistakes or errors of that day?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Of that very day.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok. Moving on to the fifth question. Which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct and why would you say that?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Spelling, punctuations are fairly easy to deal with.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Because one can give them examples in the form of words.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Spelt correctly. And sentence construction, which are punctuated correctly. With sentence construction is a bit difficult because learners at this level usually first think in their mother tongue.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>And then transfer to their first additional English which is English, first additional language is English.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh ok.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Then organising ideas in paragraph is also difficult because they were used to numbering their ideas or put them in point form in lower grade.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, alright now they are writing in more than just sentence, they even group these sentences to form paragraphs, you know that is difficult for them.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>The shift</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh the shift?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>From point to paragraph.</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh yes</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>It is a bit difficult for them.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ah great, I like that, I like that. The point of a shift. Now they are in grade six, maybe a shift started around grade four, isn’t it?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Yes.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>But still difficult in grade six?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>But still difficult.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>It’s still difficult. Thank you and then I think now we are coming to the last question. It’s quiet amazing hey? What do you think are the reasons why learners are making these common mistakes?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>I think insufficient preparation from their lower grades. And also foundation phase curriculum must be revisited.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>It is not producing desired results.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Foundation phase educators must have in service training on how to implement the new curriculum.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, ok?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>And also the domination of the mother tongue. These learners get less practice in lower grades.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh, you mean speaking the language?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>The less practice of English in the lower grades. Then lastly I think educators are struggling with the new curriculum.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, that’s why you were suggesting in service training, ok. Don’t you think even the same thing should happen in the intermediate phase?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>I think so Mr Ntuli. This is a big problem.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya, ya, ya, no I’m truly happy with your honest response or inputs in this. Is that all now?</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>That’s fine.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, thank you very much for your thoughtful responses to this interview we have come to the end of it.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Oh, thank you.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>If you have any questions or comments in connection with this please feel free to share them with me?</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Ya for now.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>No comments. Ok, thank you very much.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Can I refer that we repeat it, I’ve made so many mistakes?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>No, its fine, you did well. No you will hear when we play it. No I don’t think there is a need for a repeat sir.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Are you sure?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>I’m sure</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>No, no, no, no</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>These were your honest responses, otherwise you going to be changing a lot as well.</td>
</tr>
<tr>
<td>Mr Nemugumoni</td>
<td>Ok.</td>
</tr>
</tbody>
</table>

**********************************************************************************

D-5

Interviewee: Mr Seetane  
Interviewer: Mr Ntuli  
Date: 13 October 2011  
Duration: 15minutes, 2 seconds

<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>Today is the 13th October 2011, I’m at Isaacson Primary School, and I’m with Mr Seetane, the grade six educator. Mr Seetane, good morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Seetane</td>
<td>Good morning, how are you Mr Ntuli?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh, pretty good, you know I would like to start by thanking you. I understand you’ve been very busy. We’ve been communicating and things have been difficult even on your side to even find time to have a redo of this interview. But for making that effort I would really like to appreciate.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>No, it’s my pleasure and privilege and honour to be here again, Mr Ntuli.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you very much. I would like to also go on thanking you for taking part in my research project. The questions which I will be asking you are part of the responses that you gave in section B of the questionnaire. Out of the five tasks that you did in the process of error analysis, identifying language errors, giving reasons why the learner, the learners made those errors as well as evaluating learner performance, giving feedback, suggesting strategies of remediating those errors. The first question I would like to ask you is: Which task do you think was easy to do and please tell why you think so?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Mr Ntuli the task B, B1 was the easiest to do.</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Basically, it was simple and straight forward.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And then it was errors free.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And then most of the answers or most of the questions were answered very correctly and straight to the point.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, mmm, ok are you talking of the multiple choice?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>The multiple-choice.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Oh that was easy to mark?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Ya.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, now moving to the second question, what task do you think was most difficult to do and again please tell me why you think so?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Mr Ntuli, the difficult tasks that I find most difficult to mark it or to do it, it was essay type question.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Ahh it was most difficult and very strenuous in order to get a point. Why I am saying this is because of there was a lot of mistakes and errors.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, yes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>In terms of spelling.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>In terms of hand writing.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Right?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And then at some point I had to wear my my my</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Your glasses</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>My glasses so that I can, I can view, it was difficult.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright, oh the reason, ok, it’s many errors, that's why it was difficult, the reasons for the difficulty was too many spelling mistakes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Too many spelling mistakes and errors as well.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya, ok and other errors, yes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Ya</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Mmm and as well as hand writing?</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And the hand writing...</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Difficult to read?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Was terrible, it was terrible.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>No, I think that’s ok. Let’s move onto the third question, which of the mistakes that you noticed would you say are common and typical of your learners?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Actually most of the mistakes were, that were, that were, that were actually, yes, most of the mistakes are common and typical. And most of them were similar to my learners. Why because, why because of the errors that the learners have committed. And at some point, some mistakes in the class that the learners do have experienced are spelling.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Hand writing as I’ve said, even reading. Our learners can’t read, can’t read properly.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya, ya.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Can’t write properly, spell, it’s a problem. And I think we need to do something about the writing of the learners, the spelling</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>As well, ya.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>As well.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>O thank you, now moving to the fourth question, how do you normally deal with these kinds of mistakes, when your learners make them.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Mr Ntuli, you know most of the time I just make, you know, simple thing for me, I just group the learners according to their performance,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Alright?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>According to their levels. Those who are struggling I just put them in front and then from there I just give them a simple task, or a simple job to do. Simple job to do. And then most of the time I just write the simple you know, task on the board and they must recopy or redo it, or rewrite on a piece of paper. And then from there so that I can correct the mistake that they have done.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, yes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And then while they are writing on a piece of paper, Mr Ntuli,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>I just give them, each and every one, those who are whose level is below.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Mr Seetane</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Ya?</td>
<td>I just give them the chance to read what they have just written.</td>
</tr>
<tr>
<td>Ok?</td>
<td>They must write on a piece of paper so that I can correct the mistakes. They must read first what they just write and then I correct them, each and every one of them, individually.</td>
</tr>
<tr>
<td>Ok, no thanks. Moving to the fifth question, which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct?</td>
<td>Mr Ntuli, the easiest mistake that I find is very easy to deal with is reading.</td>
</tr>
<tr>
<td>Oh reading?</td>
<td>Reading is very simple, you can correct them by maybe giving the vowels, they must actually give them the word on the board, they must read</td>
</tr>
<tr>
<td>Ok?</td>
<td>And then instead of saying, you know, saying, maybe you can give them two words,</td>
</tr>
<tr>
<td>Ok</td>
<td>Ok</td>
</tr>
<tr>
<td>G</td>
<td>Yes</td>
</tr>
<tr>
<td>And T</td>
<td>Ok?</td>
</tr>
<tr>
<td>You just correct them by giving them maybe alphabets. This is a small t, this is a capital T. Understand what I am trying to say?</td>
<td>Ya, ya</td>
</tr>
<tr>
<td>But, the most difficult is spelling.</td>
<td></td>
</tr>
<tr>
<td>Spelling?</td>
<td>Spelling, many errors. It’s the most difficult one.</td>
</tr>
<tr>
<td>Why do you think is that difficult, yes?</td>
<td>Why because I’m saying because of writing. If the learner can’t copy something on the board, that he can easily see</td>
</tr>
<tr>
<td>Transcribing</td>
<td>Transcribing, I mean it’s difficult. If I’m a teacher I can’t read what the learner, the learner,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Has written</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Has written, it’s difficult. What somebody else can do if I’m struggling to read what the learner has written on the book?</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Hey, that must really be difficult?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>It’s difficult.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you sir and now moving to the last question, glad that we finishing up at least.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>You are almost there.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>We are almost there. Why do you think are the reasons why learners, no let me rather rephrase this, I’m reading it wrongly. What do you think are the reasons why learners are making these common mistakes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Mr Ntuli I think the system is failing us big time. The manner in which the learners are being taught is not according to my knowledge, according to my understanding; it is not up to scratch. And then I’m saying this there are contextual factors that make these learners to understand and in order to participate these learners are not committed in the first place. These learners are not actually, they are playful. Basically in the sense that the government must teach the way in which we are teaching the learners. At some point you give the learners the task to do at home, they can’t do it. And I think the curriculum is failing us.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Curriculum of</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Curriculum is failing us because our government they just took this OBE from overseas. It’s failing us. We can’t teach learners</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Something that we don’t understand.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Something that we don’t understand, even us the teacher, we are confused.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>The confusion</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>We are very confused from the teachers, from the side of the teachers, from the side of the learners. If the teacher is confused, how can he teach the learner if he’s confused also? I think the system is failing us. Hence I said to you there are contributable factors that’s make learner to make common errors or this mistakes. First of all paperwork</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Yes?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>We got too much paperwork. Little time to focus on individuals in the class. And then overcrowding in the class, in the classroom. Discipline from the side of the learners, the teachers as well, they are not disciplined.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya,</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>But we are demotivated because of this system. I think the system must be</td>
</tr>
</tbody>
</table>
changed according to my knowledge. Even if we can go back to the old system. I don’t see any problem why we shouldn’t go to the old system of teaching. It was good.

Mr Ntuli  
Oh, ya

Mr Seetane  
Cause each and every in the morning we can give the learners the mental, they must count from one up to ten.

Mr Ntuli  
You mean mental activities?

Mr Seetane  
Mental activities. That’s good, I think it was good.

Mr Ntuli  
Where they recite, ok.

Mr Seetane  
We give the learners dictation. Speed test. That’s the task that can help us to in order to overcome this barrier. But I think the most point that I want to make, the curriculum must be changed. The changing of this curriculum from one, from one curriculum to the next one, we get confused. Even now I’m confused. I don’t know what to teach Mr

Mr Ntuli  
Right now as we speak.

Mr Seetane  
Mr Ntuli right now, I’m telling you. The paper work, actually they must demolish this paper work so we can focus on learners. What we are here for to teach learners and the learner must know.

Mr Ntuli  
Great.

Mr Seetane  
That’s the bottom line.

Mr Ntuli  
Ok thank you sir. Thank you very much for your thoughtful responses to this interview we have come to the end of it. If you have any questions or comments in connection with this research, please feel free to share them with me, thanks.

Mr Seetane  
Mr Ntuli, I, it’s the comments and then agreement. I would like to take this opportunity that you gave me in order to share this. It’s been challenging, it’s been difficult, it’s been difficult for us as teachers, and especially we are experiencing challenges in schools. Hence I said discipline is one of them, overcrowding, the commitment from our learners, and the commitment from our parents, is essential.

Mr Ntuli  
And teachers as well

Mr Seetane  
The teachers as well. Even the government must play a part, not imposing something to teachers. And they just sit there and imposing everything to us, we are confused. Even themselves, they are confused. They don’t know how to. You look at the whole system, it’s not good Mr Ntuli, it’s not good, and I’m telling you.

Mr Ntuli  
Ya,ya,ya, sure is that all?

Mr Seetane  
As I’ve said we are experiencing
<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>The problems, yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Seetane</td>
<td>The problems, even I’m sure my colleagues are experiencing what I’m experiencing, but I think we need to do something, in order to</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>You mean as teachers?</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>As teachers, the whole system</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>All stakeholders, ya</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Everybody who is involved in our country. We must change this education.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Sure</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>I think it’s all Mr Ntuli.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you very much. It’s been a pleasure speaking to you, there is a lot you are sharing with me, I can really feel the pain, the anger, you know, the frustration, I can talk of all these kinds of emotions that really what is happening is really making you feel emotional about it.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Ya because Mr Ntuli if you can take this into cognisance these are the future leaders.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>If we don’t give them quality education.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>If we fail them now,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>What are we working</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>What are we working for,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya,ya,ya</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>And at the end of this schooling year, what is going to happen with them. So we must give them a foundation</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>A quality one.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>A solid one.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Solid yes.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>A solid one. You must teach these kids, we don’t come to work just because we want the money. Actually money is part of</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Is a reward.</td>
</tr>
<tr>
<td>Mr Seetane</td>
<td>Is a reward, and its part of our life. But the most important thing is to teach these kids, they must know.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you.</td>
</tr>
</tbody>
</table>
**Interviewee:** Miss Thipe  
**Interviewer:** Mr Ntuli  
**Date:** 14 October 2011  
**Duration:** 5 minutes: 52 seconds

<table>
<thead>
<tr>
<th>Mr Ntuli</th>
<th>Thank you very much. Today is Friday, 14\textsuperscript{th} October 2011. I’m in Protea Glen at Faranani Primary School with Miss Thipe. Miss Thipe good afternoon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Thipe</td>
<td>Good afternoon sir.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Thank you once more for agreeing for the second take of this interview.</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Ok.</td>
</tr>
</tbody>
</table>

Mr Ntuli  
I would like to continue thanking you for taking part in my research project. The questions which I will be asking you are part of the responses that you gave in section B of the questionnaire. Out of the five tasks that you did in the process of error analysis, identifying language errors, giving reasons why learners made those mistakes, evaluating learner performance, giving feedback and suggesting strategies of remediating those errors. The first question that I would like to ask you Miss Thipe is, which task do you think was easy to do and please tell me why you think so?

| Miss Thipe | For me question number one was the most simplest of them cause the learners was just numbering, yes. They were doing just sequence numbering, and also an example was given to them how to do the whole thing. |
| Mr Ntuli | Ok, yes? That was the easiest? |
| Miss Thipe | Ya, this is question one and then there comes question two. |

Mr Ntuli  
Yes. Coming to question two, which task do you think was most difficult to do and again please tell me why you think so?

| Miss Thipe | The most difficult question was the last question. |
| Mr Ntuli | The last one? Ok? |

Miss Thipe  
And then it’s because of learners has to, had to write long sentences. So most of them they are struggling with sentence construction. So it’s difficult for them to write long sentence, because they can’t reconstruct a sentence, sir. And sometimes it also loses meaning because they doing lots of spelling mistakes see. And then they are writing wrong tenses so you can’t actually understand what it is they are trying to say.

<p>| Mr Ntuli | Ok, now that leads us to the third question. The third question is as follows. Which of the mistakes that you noticed would you say are common and typical of your learners? |</p>
<table>
<thead>
<tr>
<th>Miss Thipe</th>
<th>One thing that I’ve noticed is that a lot of them do spelling, wrong spelling, sir. And then most of them like repetition, for instance they will say, ehm, Norman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Ntuli</td>
<td>Ya?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>He is, so like they use a noun and a pronoun on the same time,</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>And then what are the things that they use wrong tenses, that’s why most of them their sentence they lose meaning cause instead of using, “was”, because of that thing is already past, “they is”. So then another thing they don’t punctuate</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Properly, ya, ya</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Properly punctuation because of you can’t understand what she was trying or he was trying to ask a question because there were no question marks or maybe like exclamation is he stressing something, you can’t understand. And then another thing sir, that when they writing they don’t create spaces amongst their words, it’s one of the things that I ?(3:14 on cd). One of the things that they like, they like cancelling words, a word in between a sentence. Maybe the word, so maybe she has written a mapula, then in the middle she cancels a, she want to write u. And then another of the things, the apostrophe signs, they don’t include apostrophe signs, they just write, “didn’t”, but they don’t put</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok to show that there is a missing letter, yes, or omitted letter. Yes, ok.</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>And then what I think is, that I’ve noticed, they like starting a sentence with conjunction. Or a but, what, what, what, what, other what, what, what, what. And I think that’s all.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>That’s all, ok for now. I know you would have loved to say more. Now getting to the fourth question, how do you normally deal with these kinds of mistakes when you learners make them?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Normally I advise them to use a dictionary to look for spellings, almost every Friday they having a spelling, a spelling test so that they can improve their spelling mistakes sir. And then during English period they, eh, it’s a must that they must only speak English so that they can improve their language.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>And another thing we do corrections, where I advise them when we do corrections they must write the correct things, because they like writing incorrect things.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>So you monitor and check them again and again that they wrote the correct corrections?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Ya</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, alright. Now moving to the fifth question, we are almost there. Almost done. Fifth question is last but one. Which kinds of mistakes do you find easy to deal with and which ones do you find difficult to correct?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>I think the tenses they are much easier because of at least he’ll understand that he or she was trying to say this, you now what? I think coming to spelling, can’t understand</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Spelling?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>What is it that she wanted to say also and it makes the whole sentence to lose the meaning.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Mmmm, spelling is most difficult.</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Yes, is the most difficult.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>To correct yes.</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Because it loses meaning, you can’t understand what is it that the person was trying to say.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok, now coming to the last question, what do you think are the reasons why learners are making these common mistakes?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>One of the reasons that learners make so much mistakes is that at the foundation phase, normally they are doing cut and paste so they are used to this thing of cut and paste so it becomes difficult for them when they get to inter phase because of now they are faced with the challenge of writing sentences and they can’t hardly read.</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ok</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>And another thing is that there is no discipline so learners are lazy, they can’t read and there is nothing that enforces them to read, so like it’s one of the problems. And another thing the teachers feel sometimes they also contribute. The skills that we are having, I think like need to improve our skills so that</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Teachers as well</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>And then in my schools I also, the number of the learners</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>Ya, in your school yes</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Also contribute because we are having close to eighty kids in our, in one class, you know so it’s</td>
</tr>
<tr>
<td>Mr Ntuli</td>
<td>You mean a class of eighty learners?</td>
</tr>
<tr>
<td>Miss Thipe</td>
<td>Yes, a class of eighty learners from foundation to senior phase so it’s one of the problems, because a teacher has to concentrate on some of the</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Mr Ntuli</strong></td>
<td>Ok, learners don’t get individual attention?</td>
</tr>
<tr>
<td><strong>Miss Thipe</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Mr Ntuli</strong></td>
<td>This is too much. Alright anyway is that all that you would have loved to say?</td>
</tr>
<tr>
<td><strong>Miss Thipe</strong></td>
<td>I think so.</td>
</tr>
<tr>
<td><strong>Mr Ntuli</strong></td>
<td>Ok, thank you very much for your thoughtful responses to this interview; we have come to the end of it. If you have any questions or comments in connection with this research please feel free to share them with me? Thanks</td>
</tr>
<tr>
<td><strong>Miss Thipe</strong></td>
<td>For now, nothing.</td>
</tr>
<tr>
<td><strong>Mr Ntuli</strong></td>
<td>Nothing, ok maybe in the near future. Ok thank you very much.</td>
</tr>
</tbody>
</table>
Appendix E: Permission Letters

E-1

Faculty of Humanities: Education Campus

Room 208/9, Administration Block, 27 St. Andrews Road, Parktown Tel: +27 11 717-3021/18 · Fax: 0865533480 or +27 11 717-3219 E-mail: maropeng.maake@wits.ac.za

Mr. Khethinkosi Ntuli
PERSON NUMBER 0318186W

Elsie Ngidi Primary School
P O Box 127
Tshiawelo
1818
19 July 2011

Dear Mr. Ntuli

CONFIRMATION OF CANDIDATURE FOR THE DEGREE OF MASTER OF EDUCATION BY COURSEWORK (PART-TIME)

I am pleased to inform you that the Graduate Studies Committee in Education has approved your research proposal entitled: “Teachers analyses of learner errors in Grade 6 English First Additional language”.

You have been admitted to candidature subject to minor corrections made to the satisfaction of your supervisor.

Please note that copies of the readers' reports have been given to your supervisor.

I confirm that Ms Carola Steiberg have been appointed as your supervisor.

You are required to submit 2 bound and 1 unbound copies of your thesis to the Faculty Office for examination. The copies go to the examiners and are retained by them.

Your attention is drawn to the Senate’s requirement that all higher degree candidates submit brief written reports on their progress to the Faculty Office once a year.
Please note that higher degree candidates are required to renew their registration in January each year. Please keep us informed of any changes of address during the year.

Yours sincerely

Ms. Nombulelo Madikhetla
Deputy Faculty Registrar
Faculty of Humanities: Education
cc Supervisor(s) Prof. M Cross
DE RESEARCH APPROVAL LETTER

Date: 11 July 2011

Name of Researcher: Ntuli K.A.

Address of Researcher: 17673/2 Extension 9

46 Cheeswood Avenue
Protea Glen
Soweto
1818

Telephone Number: 011 980 3430/1 / 082 315 8574

Fax Number: 011 980 2840

Email address: khethi@iburst.co.za

Research Topic: Teacher analysis of learner errors in Grade 6 English First Additional Language

Number and type of schools: EIGHT Primary Schools

District/s/HO: Johannesburg Central

Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 389 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za
E-3: Consent forms from the School Principals

NB-Only Two samples of 6 attached
E-3.2: Consent forms from the Teachers

NB-Only One Two samples of 6 attached
E-3.3: Consent forms from the learners

NB-Only Two samples of 6 attached
E-3.4: Consent forms from the Learners’ Parents

NB-Only Two samples of 6 attached
## Appendix F: Orthographic Errors Tables

### Learners’ Errors that teachers picked up on

#### Table 1: Focus on Spelling

<table>
<thead>
<tr>
<th>Teachers →</th>
<th>Sipho</th>
<th>Gabriel</th>
<th>Nimrod</th>
<th>Total Error Count identified by Teachers</th>
<th>Researcher’s Count</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys ↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>anithing, seing, <strong>fust</strong>, sudenly,</td>
<td>anithing, seing, sudenly,</td>
<td>seing.</td>
<td>4</td>
<td>4 (All identified)</td>
<td>Collectively picked up on all errors, but individually only picked up on some.</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>Disapeard</td>
<td></td>
<td>Thos</td>
<td>2</td>
<td>3 (gararge - not identified)</td>
<td>Only one teacher did not pick up on any spelling error. One spelling error was either ignored or not seen because of a single consonant added and too close to correct spelling.</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>ales, andiew, balea, blena, clthece, crelhet, habi, heah, pegt, ranty, redng, red, salea, setraia, solme, suhe, ta, taent, ting, uian, ares, fuiall, heng, lengie, ratsi, setraia, takets, vitis.</td>
<td>ales, andiew, balea, clthece, crelhet, habi, heah, pegt, ranty, redng, red, salea, setraia, solme, suhe taent, ting, tnad, uian, aie, grede, pat, tina.</td>
<td>andiew, blena, pegt, ranty, redng, red, ta, ting, tnad, <strong>muis</strong>.</td>
<td>33</td>
<td>35 (Tame, Nunel-not identified)</td>
<td>Collectively teachers picked up on almost every spelling error. Two words were either ignored or assumed to be names of people.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>26</td>
<td>12</td>
<td>(39)</td>
<td>(42)</td>
<td></td>
</tr>
<tr>
<td>Teachers → Girls</td>
<td>Margaret</td>
<td>Mothubi</td>
<td>Theresa</td>
<td>Total Error Count identified by Teachers</td>
<td>Researcher’s Count</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>------------------------------------------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>G1</td>
<td>belive, gang, lough, loughing, noty, shot.</td>
<td>belive, gang, lough, loughing, noty, perent.</td>
<td>belive, gang, lough, loughing, noty.</td>
<td>7</td>
<td>8 (flamingoes not identified)</td>
<td>Collectively picked up on 7 out of 8 spelling errors, but individually only picked up some.</td>
</tr>
<tr>
<td>G2</td>
<td>read off (instead of rid of), scarde, wouth.</td>
<td>read off (instead of rid of), scarde, wouth, where (instead of were), here (instead of hear).</td>
<td>Scarde, wouth.</td>
<td>6</td>
<td>6 (All identified)</td>
<td>Mothubi picked up on all spelling errors while the other two teachers individually only picked up some.</td>
</tr>
<tr>
<td>G3</td>
<td>barth, becouse, dishis, freind, stated (instead of started), sow (instead of saw), waring, crocodi, fell (instead of felt), mothe.</td>
<td>barth, becouse, dishis, freind, stated, sow, waring.</td>
<td>barth, because, dishis, stated, waring, now (instead of know), raning, whe.</td>
<td>13</td>
<td>16 (ball, bushme, childrens – not identified)</td>
<td>Collectively picked up on 13 spelling errors out of 16, but individually only picked up some.</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>19</td>
<td>15</td>
<td>(26)</td>
<td>(30)</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix G: Morphological and Syntactic Errors

**Table 1:** Focus on *Sentence Structure* - Tense, Word Order, Omissions, Punctuation, etc.

<table>
<thead>
<tr>
<th>Teachers → Boys</th>
<th>Nimrod’s correction</th>
<th>Sipho’s correction</th>
<th>Gabriel’s correction</th>
<th>Error Type</th>
<th>Teachers’ error count</th>
<th>Researcher’s Count and Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1 errors</strong></td>
<td>1. So she can feed the crocodile.</td>
<td>1. To get rid of the crocodile.</td>
<td>1. ...</td>
<td>1. Omission, Tense</td>
<td>4</td>
<td>Nimrod and Sipho together picked up on 4 errors while Gabriel did not find an error. Nimrod attempted to identify three errors which did not count as errors. The first two learner sentences are correctly responding to the demands of questions and so are teacher’s responses. Nimrod makes a grammatical error on third sentence by inserting ‘you’ which already exists at beginning of sentence.</td>
</tr>
<tr>
<td></td>
<td>2. It helped her with the flamingos to feed the crocodile and to put it back.</td>
<td>2. To stop attacking Lindiwe.</td>
<td>2. ...</td>
<td>2. B1 responded well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I saw a big hole and I fell in it.</td>
<td>3. I saw a big hole and I fell <em>in (or into)</em> it.</td>
<td>3. ...</td>
<td>3. Repetition, Preposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. “You my little boy, are going to get a very good and nice luck…”</td>
<td>4. ...</td>
<td>4. ...</td>
<td>4. B1 has understanding of sentence structure, but lacks punctuation, especially use of exclamation mark.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
that ‘into’ is the most appropriate preposition.

| B2 errors | 1. I ended up getting a shortcut and the dogs never saw me again. | 1. It ended up getting a shortcut and the dogs never saw me again. | 1. ... | 1. ... | 1. B2 responded well to a flowchart prompt: ‘How the dream ended’ | 1 | 0
|           | Only Nimrod sees an ‘error’ while Sipho and Gabriel find no error. | Nimrod makes an error when he substitutes the subject ‘I’ with ‘It’. The message is lost as to whom ‘it’ stands for and how it links with the object adjunct-‘me’. |
| B3 errors | 1. Yes. He dream are Fuiall | 1. She dreamed or Her dream was. | 1. ... | 1. ... | 1. Lack of Comprehension, Vocabulary, Tense, Subject | 3 | 23
|           | 2. I go to vitis my Mme. | 2. I go to visit my Mme. | 2. Felt or did? | 2. Felt or did? | 2. Lack of Comprehension, Tense, Vocabulary | |
|           | 3. And I writing the Home work at Home… | 3. And I writing the Home work at Home… | 3. ... | 3. ... | 3. Tense, Omission, Vocabulary |

| Individual’s count | 4 | 3 | 1 | (8) | (26) |
Table 2: Focus on **Sentence Structure** - Tense, Word Order, Omissions, Punctuation, etc.  

<table>
<thead>
<tr>
<th>Teachers → Girls ↓</th>
<th>Margaret’s correction</th>
<th>Mothubi’s correction</th>
<th>Theresa’s correction</th>
<th>Error Type</th>
<th>Teachers’ Error Count</th>
<th>Researcher’s Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1 errors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1. The magazine helped Lindiwe with the flamingoes</td>
<td>1. ...</td>
<td>1. The magazine helped Lindiwe with the flamingoes</td>
<td>1. ...</td>
<td>1. Punctuation</td>
<td></td>
<td>Collectively teachers picked up on all sentence errors, but individually only picked up on some.</td>
</tr>
<tr>
<td>2. It is just a picture so it a dream</td>
<td>2. ...</td>
<td>2. It is just a picture so it a dream</td>
<td>2. ...</td>
<td>2. Lack of Comprehension, Punctuation, Omission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Her perent ask what is the water doing on the floor why is the door broken</td>
<td>3. ...</td>
<td>3. Her perent (sp) ask what is the water doing on the floor why is the door broken</td>
<td>3. ...</td>
<td>3. Tense, Word Order, Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I read a Zulu about a noty boy who is the same as his father when his father was young.</td>
<td>4. I read a Zulu <em>book</em> about a naughty boy who looked like his father when he was young.</td>
<td>4. I read a Zulu about a <em>noty</em>(sp) boy who <em>is</em> the same as like his father when <em>his</em> father he was young.</td>
<td>4. ...</td>
<td>4. Word Omission, expression</td>
<td></td>
<td>Theresa makes an incomplete correction of sentence number 10. She also makes an error at sentence number 11 by adding suffix ‘-er’ on ‘fast’, indicating a comparative degree instead of changing the tense of ‘can’ to ‘could’ or at least using a simile that compares fastness to lightning or cheetah.</td>
</tr>
<tr>
<td>5. I was gang to the shop I saw a monkey walking with a short grand father</td>
<td>5. I was going to the shop. I saw a monkey walking with a short old man.</td>
<td>5. ...</td>
<td>5. ...</td>
<td>5. Punctuation, expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I felt scared and cold. I did not</td>
<td>6. ...</td>
<td>6. ...</td>
<td>6. ...</td>
<td>6. Punctuation, Expression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
understand why my granny did not help me.

7. I called my granny but she did not help me she just lough at me.

8. I was sweating I called my granny then i held her.

9. The short man was keep on saying…

10. I look at hole, the hole was very deeply.

11. I ran as fast as I can.

12. It was seven o'clock i saw a monkey with a short man.

13. The donkey and the short man ran and run after me.

14. My locked it.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15. the monkey open its mouth</td>
<td>15. <strong>the monkey open</strong> its mouth.</td>
<td>15. ...</td>
<td>15. ...</td>
<td>15. Punctuation, Tense</td>
</tr>
</tbody>
</table>
# G2 errors

1. Because her mother asked her why was the floor wet.

2. So that the crocodile could eat them and go back to the magazine.

3. To get read off the crocodile.

4. Because Lindiwe later went to sleep.

5. I watched a movie about vampires.

6. The dream started when *my little sister and I*.....

7. I was scared and it felt like it was reality.

<table>
<thead>
<tr>
<th></th>
<th>G2 errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Because her mother asked her why was the floor wet.</td>
</tr>
<tr>
<td>2.</td>
<td>So that the crocodile could eat them and go back to the magazine.</td>
</tr>
<tr>
<td>3.</td>
<td>To get rid of the crocodile.</td>
</tr>
<tr>
<td>4.</td>
<td>Lindiwe later went to sleep.</td>
</tr>
<tr>
<td>5.</td>
<td>I watched a movie about vampires.</td>
</tr>
<tr>
<td>6.</td>
<td>The dream started when <em>my little sister and I</em>.....</td>
</tr>
<tr>
<td>7.</td>
<td>I was scared and it felt like it was reality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>G2 errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mother asked her why the floor was wet.</td>
</tr>
<tr>
<td>2.</td>
<td>So that the crocodile could eat them and go back to the magazine.</td>
</tr>
<tr>
<td>3.</td>
<td>To get rid of the crocodile.</td>
</tr>
<tr>
<td>4.</td>
<td>Lindiwe later went to sleep.</td>
</tr>
<tr>
<td>5.</td>
<td>I watched a movie about vampires.</td>
</tr>
<tr>
<td>6.</td>
<td>The dream started when <em>my little sister and I</em>.....</td>
</tr>
<tr>
<td>7.</td>
<td>I was scared and it felt like it was reality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1. Word Order, Indirect Speech rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>G2 is correct</td>
</tr>
<tr>
<td>3.</td>
<td>Expression</td>
</tr>
<tr>
<td>4.</td>
<td>Lack of comprehension, Punctuation.</td>
</tr>
<tr>
<td>5.</td>
<td>Tense</td>
</tr>
<tr>
<td>6.</td>
<td>Punctuation, Word Order (Rule of politeness- not starting with ‘I’ when other subjects are involved)</td>
</tr>
<tr>
<td>7.</td>
<td>Punctuation, expression</td>
</tr>
</tbody>
</table>

Teachers collectively identified all G2 Sentence errors.

Theresa makes errors in sentence number 9.
8. I told my father about my dream and he said it’s a devil-satan
9. The dream ended when I was died and my family died all
10...then my little sister said to me “Lerato look.” Said my little sister. “Then I said what.” I asked. She said “on your right hand side.”
11. My little sister and I going to the park...

8. I told my father about my dream and he said its devil-satan
9. The dream ended when my family and I died.
10. She said“ Look on your right hand side.”
11. My little sister and I went to the park...

8. ... 8. ...
9. ...
10. She said“ Look on your right hand side.”
11. My little sister and I went to the park...

8. Punctuation 8. Punctuation
9. Punctuation, Word Order, Tense
10. Punctuation, Repetition
11. Tense, Word Omission
<table>
<thead>
<tr>
<th>G3 errors</th>
<th>1. becouse she sow the flamingos is his dreams.</th>
<th>1. because she <strong>sow</strong> the flamingos is his <strong>her</strong> dreams.</th>
<th>1. ...</th>
<th>1. Punctuation, preposition, pronoun, lack of comprehension</th>
<th>1. ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. becouse she sow the flamingos is his dreams.</td>
<td>1. becouse she <strong>sow</strong> the flamingos is his <strong>her</strong> dreams.</td>
<td>1. ...</td>
<td>1. Punctuation, preposition, pronoun, lack of comprehension</td>
<td>1. ...</td>
<td></td>
</tr>
<tr>
<td>2. lindiwe could not believe her eye</td>
<td>2. Lindiwe could not believe her eyes.</td>
<td>2. ...</td>
<td>2. Punctuation, plural form</td>
<td>2. ...</td>
<td></td>
</tr>
<tr>
<td>3. I eat and watching the TV at 08:00</td>
<td>3. I eat and watching the TV at 08:00</td>
<td>3. ...</td>
<td>3. Tense, Omission, alternative conjunction (while)</td>
<td>3. I ate and watch the TV at 8:00. (Tense and Punctuation)</td>
<td></td>
</tr>
<tr>
<td>4. I started to waring about the bushmen that eat the babys.</td>
<td>4. I started to waring about the bushmen that eat the babies.</td>
<td>4. ...</td>
<td>4. Tense, plural form, misconception that bushmen are cannibals</td>
<td>4. I started to waring about the bushmen that eat (ate) the babies.</td>
<td></td>
</tr>
<tr>
<td>5. I fell like i not dream but is a dream.</td>
<td>5. I fell like i not dream but is a dream.</td>
<td>5. ...</td>
<td>5. Vocabulary, Punctuation, Tense, omission</td>
<td>5. I fell like i was not dreaming but it is a dream.</td>
<td></td>
</tr>
<tr>
<td>6. ended the police come to the forest to lools the bushmen.</td>
<td>6. ended the police come to the forest to lools the bushmen.</td>
<td>6. ...</td>
<td>6. Word Order, Tense, Punctuation</td>
<td>6. ...</td>
<td></td>
</tr>
<tr>
<td>7. I bath and I wash the dishis.</td>
<td>7. I bath and I wash the dishis.</td>
<td>7. ...</td>
<td>7. Lack of comprehension, Omissions, Tense</td>
<td>7. I bath and I wash the dishes.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** No. 8 and 9 contain two sentences each.

Collectively teachers picked up on all G3 Sentence errors, but individually picked up some.

Mothubi makes grammatical errors in sentences number 1, 3, and 5.

Theresa makes grammatical errors in sentences 3, 4 and 5.
8. “the bush men came to the school and me and my friend saw the bush men. and the bush men stated to call my friend and I will ball running away to call my mother at home.

9. My mother called the police. She told them to warn the bushman not to come to school, because she knew that bushman eat children. (2 x Sentences)
APPENDIX H: Feedback Tables
# Appendix I: Teachers’ Interview Response Tables

## Interview Data: focus on each interview question and responses

### Table 1: Which task was easiest to mark and why? Which was the most difficult?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Easiest</th>
<th>Difficult</th>
</tr>
</thead>
</table>
| **Gabriel** | i) The *story sequence*: because the learners were able to pick up the flow of the story from the beginning to the end.  
   ii) *Multiple choice question*: because the alternative answers were available from which the learners had to choose. | i) *Short answer questions*: were a lot of spelling errors; learner completely lacks the comprehension skill; they did not understand or grasp that some questions are compound.  
   ii) *Mind mapping*: the other learner, a no-go, no link to the dream and the story, spelling ...disastrous.  
   iii) *The composition (essay)*. |
| **Margaret** | i) Task 1-*story sequence*: they had a specific answer, only checked if numbers were written in a sequence.  
   ii) Task 2- a *multiple choice question*: had to check for the correct letter, no checking of language mistakes. | i) Task 4 (*Flow chart*)  
   ii) Task 5 (*Essay*) - I had to read every sentence and check the language mistakes. |
| **Mothubi** | i) Question one (*Story sequence*), because it has nothing to do with writing, Putting numbers.  
   ii) *Multiple-choice*: answers were easily ready for learners. | i) Question three (*Flow chart*): pre response, problems with spelling, even the language construction, even punctuation. |
| **Nimrod** | i) *Multiple-choice*: learners had to choose from the given alternatives and questions needed direct answers. | i) *Essay writing*: learners were struggling with sentence construction, Spelling, punctuations. |
| **Sipho** | i) *The multiple-choice*: simple and straightforward, errors free. | ii) *Essay type question*, very strenuous in order to get a point, too many spelling mistakes and errors as well. |
| **Theresa** | i) Question number one (*story sequence*): doing just sequence numbering. | |
Table 2: Which of the errors that you noticed, would you say are common and typical for your learners?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teachers’ individual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriel</td>
<td>Mostly it is the <strong>lack of reading skills</strong>, <strong>lack of vocab</strong>, there is <strong>no comprehension</strong> of what the question wants and as a result it’s a shot in the darkness. So that is the first one. The second one is the <strong>spelling</strong>, our learners are <strong>not readers</strong>.</td>
</tr>
<tr>
<td>Margaret</td>
<td>My learners and your learners make mistakes like <strong>sentence construction</strong>, <strong>punctuation</strong>, cannot distinguish between <strong>nouns and pronouns</strong>, sometimes they <strong>mix them</strong>, spelling mistakes and tenses.</td>
</tr>
<tr>
<td>Mothubi</td>
<td>Our learners have a problem with <strong>spelling</strong>.</td>
</tr>
<tr>
<td>Nimrod</td>
<td><strong>Sentence construction</strong>, <strong>spelling</strong>, <strong>punctuation</strong>, <strong>organising ideas</strong> according to paragraphs in an interesting and coherent and interrelated manner.</td>
</tr>
<tr>
<td>Sipho</td>
<td>Actually most of the mistakes were, similar to my learners, <strong>spelling</strong>, hand writing, even <strong>reading</strong>, can’t write properly.</td>
</tr>
<tr>
<td>Theresa</td>
<td><strong>Wrong spelling</strong>, most of them <strong>like repetition</strong>-use a noun and a pronoun at the same time, use <strong>wrong tenses</strong>, they <strong>don’t punctuate</strong>, <strong>don’t create spaces</strong> amongst their words, they <strong>like cancelling words</strong>; starting a sentence with conjunction.</td>
</tr>
</tbody>
</table>
**Table 3:** How would you normally deal with these kinds of errors when your learners make them?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teachers’ individual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gabriel</strong></td>
<td>Sms, facebook, and twitter language is creeping into formal language, partly affects spelling. I keep on reminding learners, a difference between formal and informal language. Select words from other learning areas and infuse them into sensible sentences.</td>
</tr>
<tr>
<td><strong>Margaret</strong></td>
<td>Spelling mistakes: Learners say the words repeatedly without seeing them. Write the word in the air. Do spelling every week. Refer them to the Dictionary for Spelling. Spelling Test every Friday.</td>
</tr>
<tr>
<td><strong>Mothubi</strong></td>
<td>I recommend Phonics Charts. Learners to read, so that we eliminate some of the spelling mistakes.</td>
</tr>
<tr>
<td><strong>Nimrod</strong></td>
<td>Organize extra classes for learners with severe spelling problems. Give them extra work.</td>
</tr>
<tr>
<td><strong>Sipho</strong></td>
<td>Group the learners according to their performance. Place struggling learners in front seats and give them a simple task. They recopy or redo it, or rewrite the task. I correct the mistakes. They read what they have just written.</td>
</tr>
<tr>
<td><strong>Theresa</strong></td>
<td>I advise them when we do corrections they must write the correct things, because they like writing incorrect things.</td>
</tr>
</tbody>
</table>
Table 4: Which kinds of errors do you find easy and which ones do you find difficult to correct? Why?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Easy:</th>
<th>Teachers’ individual responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriel</td>
<td>Easy: (Nil)</td>
<td>Difficult: The literacy part of it-being able to read, read stories to each other and ask questions, evaluated by their peers makes it less nervous for them and they open up very easily, spelling and the sentence construction is still a great challenge.</td>
</tr>
<tr>
<td>Margaret</td>
<td>Easy: It’s punctuation: I remind them when to use the capital letter and punctuation signs. Spelling mistakes, in the spelling mistakes that children do I let learners say the words repeatedly without seeing the word and let them write the word in the air. Difficult: Sentence construction because it involves different parts of speech, like nouns, pronouns, adjectives, etc.</td>
<td></td>
</tr>
<tr>
<td>Mothubi</td>
<td>Easy: spelling- we encourage learners that now they must read books, newspapers, then even putting those phonics charts on the wall. Difficult: to write an essay, because some of the learners they cannot read, it becomes difficult for them to put it in a logical sense.</td>
<td></td>
</tr>
<tr>
<td>Nimrod</td>
<td>Easy: Spelling, punctuations are fairly easy to deal with because one can give them examples in the form of words. Spelt correctly. And sentence construction, which are punctuated correctly. Difficult: Sentence construction is a bit difficult because learners at this level usually first think in their mother tongue and then transfer to their first additional English, Organising ideas in paragraph is also difficult because they were used to numbering their ideas or put them in point form in lower grades. The shift from point to paragraph.</td>
<td></td>
</tr>
<tr>
<td>Sipho</td>
<td>Easy: Reading is very simple, you can correct them by maybe giving the vowels, they must actually give them the word on the board, they must read. Difficult: But, the most difficult is spelling, because of writing. If the learner can’t copy something on the board that he can easily see. If I’m a teacher I can’t read what the learner has written, it’s difficult. What somebody else can do!</td>
<td></td>
</tr>
<tr>
<td>Theresa</td>
<td>Easy: the tenses they are much easier because of at least he’ll understand that he or she was trying to say this, you know what? Difficult: I think coming to spelling is the most difficult, you can’t understand what is it that the person was trying to say.</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: What do you think are the reasons why learners are making these common errors?

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons within the School System</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Attributable to the learners | A) “…it is because some of the learners don’t read. Because if now you don’t read books and newspapers, then you are not exposed to the language structure or even spelling mistakes.”  
(Mothubi)  
B) “…some of the learners they cannot read. So if they cannot read, they don’t know the right spelling of the words. Some of them are ignorant. Some of them mix different parts of speech, such as verbs, adjectives, etc.”  
(Margaret)  
C) “Discipline from the side of the learners … they are not disciplined, are not committed in the first place. These learners are not actually serious, they are playful. You give the learners the task to do at home, they can’t do it.”  
(Sipho)  
D) “And another thing is that there is no discipline, so learners are lazy. They can’t read and there is nothing that enforces them to read.”  
(Theresa) |
| 2. Attributable to the teachers | A) “Partly there’s an element of laziness and perhaps we as teachers should actually admit to the fact that we don’t mark regularly enough, and quickly enough, so that the learners will get feedback while it is still fresh on their minds.”  
(Gabriel)  
B) “…the teachers as well, they are not disciplined. The manner in which the learners are being taught is not according to my knowledge, according to my understanding; it is not up to scratch.”  
(Sipho) |
| 3. Attributable to the Curriculum in Practice | A) “In the foundation phase they are used to being with one teacher, so when they come to the intermediate phase, they find that they are meeting different teachers and these teachers teach them different learning areas. And learning areas are too many for them. That confuses them.”  
(Margaret) |
### Reasons outside the School System

<table>
<thead>
<tr>
<th>1. Attributable to African Oral Tradition</th>
<th>“…we the Africans are more of oral people…” (Gabriel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Attributable to Family Background</td>
<td>“…most of the learners in our school don’t want to read. Their family background also contributes, because most of them stay with their grannies. They don’t stay with their biological mothers, yes, they stay with their grannies.” (Mothubi)</td>
</tr>
<tr>
<td>3. Attributable to the Government</td>
<td>“…our government just took this OBE from overseas. It’s failing us. We can’t teach learners something that we don’t understand. Even us the teachers, we are confused. Even now I’m confused. I don’t know what to teach.” (Sipho)</td>
</tr>
</tbody>
</table>

### Suggested Solutions

1. “…foundation phase curriculum must be revisited. Foundation phase educators must have in-service training on how to implement the new curriculum.”

---

B) “We’ve got too much paperwork. There is little time to focus on individuals in the class. And then overcrowding in the classroom.” (Sipho)

C) “…insufficient preparation from their lower grades. And also the domination of the mother tongue. These learners get less practice in lower grades. Then lastly I think educators are struggling with the new curriculum.” (Nimrod)

D) “…at the foundation phase, normally they are doing cut and paste… when they get to intermediate phase …they are faced with the challenge of writing sentences and they can hardly read.” (Theresa)

E) “We are having close to eighty kids in one class from foundation to senior phase.” (Theresa)
2. “The skills that we are having, I think we need to improve our skills.”

(Nimrod)

3. “…now the reading we have to introduce it in bits and pieces, manageable bite sizes so that learners will start reading things that they can relate to…”

(Gabriel)

4. “…because now you are exposed to reading, there’s no way that now you can keep on making mistakes.”

(Mothubi)

5. “Even if we can go back to the old system. I don’t see any problem why we shouldn’t go to the old system of teaching. It was good. They must demolish this paperwork so that we can focus on learners. The commitment from our learners, and the commitment from our parents, is essential. Even the government must play a part, not imposing something to teachers.”

(Sipho)