

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

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

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...”

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

Marks: 13

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

Mr Ntuli	This afternoon I am with Mr Gumbi of Khuthala Primary School. It's a redo of this interview. Today being the 12 th October 2011. Mr Gumbi, good afternoon.
Mr Gumbi	Good afternoon Mr Ntuli, how are you?
Mr Ntuli	I'm pretty good and how are you today?
Mr Gumbi	Very good.
Mr Ntuli	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?
Mr Gumbi	I remember that.
Mr Ntuli	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?
Mr Gumbi	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.
Mr Ntuli	Yes.
Mr Gumbi	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.

	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?

Mr Gumbi	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...
Mr Ntuli	No problem, oh you want to come to how you deal with those?
Mr Gumbi	Yes.
Mr Ntuli	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?
Mr Gumbi	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
Mr Ntuli	Yes.
Mr Gumbi	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.
Mr Ntuli	Oh you do this in the classroom?
Mr Gumbi	In the classroom.
Mr Ntuli	Ok, that's great to hear. Please tell more. Yes ok that's how you deal with the reading problem?
Mr Gumbi	The reading problem.
Mr Ntuli	Yes.
Mr Gumbi	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.
Mr Ntuli	Yes?
Mr Gumbi	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.
Mr Ntuli	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?

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 quite 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.

Mr Ntuli	Thank you. Which task do you think was most difficult to do and again please tell me why you think so?
Mrs Mafadza	I think task 4 and 5 were difficult to mark because I had to read every sentence and check the language mistakes.
Mr Ntuli	Ok, is that all?
Mrs Mafadza	Yes.
Mr Ntuli	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?
Mrs Mafadza	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.
Mr Ntuli	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?
Mrs Mafadza	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.
Mr Ntuli	Alright, is that all?
Mrs Mafadza	Yes.
Mr Ntuli	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?
Mrs Mafadza	The easy ones I think its punctuation.
Mr Ntuli	Ok.
Mrs Mafadza	Because in the punctuation I remind them when to use the capital letter and punctuation signs.
Mr Ntuli	Those are the easy ones ok?
Mrs Mafadza	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.
Mr Ntuli	Ok.
Mrs Mafadza	I always do spelling every week and when they make spelling mistakes I refer them to the dictionary.

Mr Ntuli	Ok, and then do you have any difficulty. Oh yare still coming to the difficult ones.
Mrs Mafadza	Yes the difficult ones were sentence construction because it involves different parts of speech, like nouns, pronouns, adjectives, etc.
Mr Ntuli	Ok, thank you. What do you think are the reasons why learners are making these common mistakes?
Mrs Mafadza	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.
Mr Ntuli	Ya, and then maybe to elaborate a little bit on that one, being taught by different teachers.
Mrs Mafadza	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.
Mr Ntuli	Ok, that confuses them.
Mrs Mafadza	That confuses them, yes.
Mr Ntuli	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.
Mrs Mafadza	You are welcome sir.
Mr Ntuli	Ok, is there nothing to share with me? No questions? No comments? Ok, thank you Mrs Mafadza

D-3

Interviewee: Mr Mothale

Interviewer: Mr Ntuli

Date: 03/10/2011

Duration:08 Minutes

Mr Ntuli	Thank you very much, today is the 3 rd 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.
Mr Mothale	Good day sir.
Mr Ntuli	How are you today?

Mr Mothale	I'm fine sir.
Mr Ntuli	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.
Mr Mothale	Yes sir.
Mr Ntuli	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 feed back 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?
Mr Mothale	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
Mr Ntuli	Putting a number.
Mr Mothale	Putting numbers.
Mr Ntuli	Ok.
Mr Mothale	Right.
Mr Ntuli	And was there also any other one that you found easy to mark.
Mr Mothale	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.
Mr Ntuli	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?
Mr Mothale	I think the task that was difficult for me was that, the one on question three?
Mr Ntuli	Yes.
Mr Mothale	Yes, the one where learners they should do this pre response.
Mr Ntuli	Yes.
Mr Mothale	Yes they had problems with that one, so it was not an easy task.
Mr Ntuli	Would you kindly tell me the problem that these learners are experiencing

	here?
Mr Mothale	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.
Mr Ntuli	Ok?
Mr Mothale	Even punctuation anyway because there are no full stop
Mr Ntuli	Thank you very much. Now moving to the third question which almost links with what you've already just said.
Mr Mothale	Yes.
Mr Ntuli	Which of the mistakes that you noticed would you say are common and typical of your learners?
Mr Mothale	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.
Mr Ntuli	Ok.
Mr Mothale	So that now learners will be able to read those words there you know.
Mr Ntuli	Ok.
Mr Mothale	So that we eliminate some of the spelling mistakes.
Mr Ntuli	Ok, is this one of the ways that you deal with these kinds of mistakes?
Mr Mothale	Yes.
Mr Ntuli	When your learners make them? Ok.
Mr Mothale	Yes that's one of the identified where we here at school we are trying to practice.
Mr Ntuli	Spelling is one of them, is there any other?
Mr Mothale	Yes, the other problem is that now most of the learners, when we give them activities, especially when it's a comprehension,
Mr Ntuli	Yes?
Mr Mothale	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.
Mr Ntuli	Ok.
Mr Mothale	What is your name?
Mr Ntuli	Yes?
Mr Mothale	Then you say my name is... so that now they should also you know
Mr Ntuli	Ok you start by giving them the first few words

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

	with me, thanks.
Mr Mothale	Ok thank you, no for now I don't have, except that now in fact we have said almost everything.
Mr Ntuli	Ok, thank you very much.
Mr Mothale	Thank you very much sir.
Mr Ntuli	Pleasure.

D-4

Interviewee: Mr Nemugumoni

Interviewer: Mr Ntuli

Date: 14 October 2011

Duration:9 minutes:04 seconds

Mr Ntuli	Thank you very much this afternoon, the 14 th 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.
Mr Nemugumoni	Good afternoon sir.
Mr Ntuli	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.
Mr Nemugumoni	Yes, I do remember.
Mr Ntuli	Yes, you even advised me to say if ever it gives you problems further then no problem I can come back.
Mr Nemugumoni	That's correct.

Mr Ntuli	I truly appreciate your unwavering support of, yes your unwavering support to this project.
Mr Nemugumoni	You are welcome Mr Ntuli.
Mr Ntuli	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?
Mr Nemugumoni	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.
Mr Ntuli	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?
Mr Nemugumoni	I think the task which was most difficult was an essay writing because learners were struggling with sentence construction.
Mr Ntuli	Ok?
Mr Nemugumoni	Spelling punctuations.
Mr Ntuli	Yes?
Mr Nemugumoni	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.
Mr Ntuli	Ok, oh by the way when you say two out of three, because I gave you only three scripts to mark?
Mr Nemugumoni	That's correct.
Mr Ntuli	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?
Mr Nemugumoni	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.
Mr Ntuli	Ok
Mr Nemugumoni	Which were common.
Mr Ntuli	Were common. Right moving to the fourth question. How do you

	normally deal with these kinds of mistakes when your learners make them?
Mr Nemugumoni	Normally I deal with these kinds of mistakes by organising extra classes for learners affected. For example, learners with severe spelling problems,
Mr Ntuli	Yes?
Mr Nemugumoni	Will have their own extra class, etc. And also give them extra work as homework.
Mr Ntuli	Ok, do these classes happen after school or maybe too early in the morning for them before classes start?
Mr Nemugumoni	Usually I them after school on that day.
Mr Ntuli	Ok, ok, I get that, thank you, because you will be dealing with the mistakes or errors of that day?
Mr Nemugumoni	Of that very day.
Mr Ntuli	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?
Mr Nemugumoni	Spelling, punctuations are fairly easy to deal with.
Mr Ntuli	Ok?
Mr Nemugumoni	Because one can give them examples in the form of words.
Mr Ntuli	Ok?
Mr Nemugumoni	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.
Mr Ntuli	Ok?
Mr Nemugumoni	And then transfer to their first additional English which is English, first additional language is English.
Mr Ntuli	Oh ok.
Mr Nemugumoni	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.
Mr Ntuli	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.
Mr Nemugumoni	The shift
Mr Ntuli	Oh the shift?

Mr Nemugumoni	From point to paragraph.
Mr Ntuli	Oh yes
Mr Nemugumoni	It is a bit difficult for them.
Mr Ntuli	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?
Mr Nemugumoni	Yes.
Mr Ntuli	But still difficult in grade six?
Mr Nemugumoni	But still difficult.
Mr Ntuli	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?
Mr Nemugumoni	I think insufficient preparation from their lower grades. And also foundation phase curriculum must be revisited.
Mr Ntuli	Ok?
Mr Nemugumoni	It is not producing desired results.
Mr Ntuli	Yes?
Mr Nemugumoni	Foundation phase educators must have in service training on how to implement the new curriculum.
Mr Ntuli	Ok, ok?
Mr Nemugumoni	And also the domination of the mother tongue. These learners get less practice in lower grades.
Mr Ntuli	Oh, you mean speaking the language?
Mr Nemugumoni	The less practice of English in the lower grades. Then lastly I think educators are struggling with the new curriculum.
Mr Ntuli	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?
Mr Nemugumoni	I think so Mr Ntuli. This is a big problem.
Mr Ntuli	Ya, ya, ya, no I'm truly happy with your honest response or inputs in this. Is that all now?
Mr Nemugumoni	That's fine.
Mr Ntuli	Ok, thank you very much for your thoughtful responses to this interview we have come to the end of it.
Mr Nemugumoni	Oh, thank you.

Mr Ntuli	If you have any questions or comments in connection with this please feel free to share them with me?
Mr Nemugumoni	Ya for now.
Mr Ntuli	No comments. Ok, thank you very much.
Mr Nemugumoni	Can I refer that we repeat it, I've made so many mistakes?
Mr Ntuli	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.
Mr Nemugumoni	Are you sure?
Mr Ntuli	I'm sure
Mr Nemugumoni	No,no,no,no
Mr Ntuli	These were your honest responses, otherwise you going to be changing a lot as well.
Mr Nemugumoni	Ok.

D-5

Interviewee: Mr Seetane

Interviewer: Mr Ntuli

Date: 13 October 2011

Duration: 15minutes, 2 seconds

Mr Ntuli	Today is the 13 th October 2011, I'm at Isaacson Primary School, and I'm with Mr Seetane, the grade six educator. Mr Seetane, good morning.
Mr Seetane	Good morning, how are you Mr Ntuli?
Mr Ntuli	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.
Mr Seetane	No, it's my pleasure and privilege and honour to be here again, Mr Ntuli.
Mr Ntuli	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?

Mr Seetane	Mr Ntuli the task B, B1 was the easiest to do.
Mr Ntuli	Ok.
Mr Seetane	Basically, it was simple and straight forward.
Mr Ntuli	Ok.
Mr Seetane	And then it was errors free.
Mr Ntuli	Ok.
Mr Seetane	And then most of the answers or most of the questions were answered very correctly and straight to the point.
Mr Ntuli	Ok, mmm, ok are you talking of the multiple choice?
Mr Seetane	The multiple-choice.
Mr Ntuli	Oh that was easy to mark?
Mr Seetane	Ya.
Mr Ntuli	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?
Mr Seetane	Mr Ntuli, the difficult tasks that I find most difficult to mark it or to do it, it was essay type question.
Mr Ntuli	Alright?
Mr Seetane	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.
Mr Ntuli	Ok, yes?
Mr Seetane	In terms of spelling.
Mr Ntuli	Yes?
Mr Seetane	In terms of hand writing.
Mr Ntuli	Right?
Mr Seetane	And then at some point I had to wear my my my
Mr Ntuli	Your glasses
Mr Seetane	My glasses so that I can, I can view, it was difficult.
Mr Ntuli	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?
Mr Seetane	Too many spelling mistakes and errors as well.
Mr Ntuli	Ya, ok and other errors, yes?
Mr Seetane	Ya

Mr Ntuli	Mmm and as well as hand writing?
Mr Seetane	And the hand writing...
Mr Ntuli	Difficult to read?
Mr Seetane	Was terrible, it was terrible.
Mr Ntuli	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?
Mr Seetane	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.
Mr Ntuli	Ok?
Mr Seetane	Hand writing as I've said, even reading. Our learners can't read, can't read properly.
Mr Ntuli	Ya, ya.
Mr Seetane	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
Mr Ntuli	As well, ya.
Mr Seetane	As well.
Mr Ntuli	O thank you, now moving to the fourth question, how do you normally deal with these kinds of mistakes, when your learners make them.
Mr Seetane	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,
Mr Ntuli	Alright?
Mr Seetane	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.
Mr Ntuli	Ok, yes?
Mr Seetane	And then while they are writing on a piece of paper, Mr Ntuli,
Mr Ntuli	Ya
Mr Seetane	I just give them, each and every one, those who are whose level is below.

Mr Ntuli	Ya?
Mr Seetane	I just give them the chance to read what they have just written.
Mr Ntuli	Ok?
Mr Seetane	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.
Mr Ntuli	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?
Mr Seetane	I think Mr Ntuli, the easiest mistake that I find is very easy to deal with is reading.
Mr Ntuli	Oh reading?
Mr Seetane	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
Mr Ntuli	Ok?
Mr Seetane	And then instead of saying, you know, saying, maybe you can give them two words,
Mr Ntuli	Ok
Mr Seetane	G
Mr Ntuli	Yes
Mr Seetane	And T
Mr Ntuli	Ok?
Mr Seetane	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?
Mr Ntuli	Ya, ya
Mr Seetane	But, the most difficult is spelling.
Mr Ntuli	Spelling?
Mr Seetane	Spelling, many errors. It's the most difficult one.
Mr Ntuli	Why do you think is that difficult, yes?
Mr Seetane	Why because I'm saying because of writing. If the learner can't copy something on the board, that he can easily see
Mr Ntuli	Transcribing
Mr Seetane	Transcribing, I mean it's difficult. If I'm a teacher I can't read what the learner, the learner,

Mr Ntuli	Has written
Mr Seetane	Has written, it's difficult. What somebody else can do if I'm struggling to read what the learner has written on the book?
Mr Ntuli	Hey, that must really be difficult?
Mr Seetane	It's difficult.
Mr Ntuli	Thank you sir and now moving to the last question, glad that we finishing up at least.
Mr Seetane	You are almost there.
Mr Ntuli	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?
Mr Seetane	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.
Mr Ntuli	Curriculum of
Mr Seetane	Curriculum is failing us because our government they just took this OBE from overseas. It's failing us. We can't teach learners
Mr Ntuli	Something that we don't understand.
Mr Seetane	Something that we don't understand, even us the teacher, we are confused.
Mr Ntuli	The confusion
Mr Seetane	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
Mr Ntuli	Yes?
Mr Seetane	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.
Mr Ntuli	Ya,
Mr Seetane	But we are demotivated because of this system. I think the system must be

	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

Mr Ntuli	The problems, yes
Mr Seetane	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
Mr Ntuli	You mean as teachers?
Mr Seetane	As teachers, the whole system
Mr Ntuli	All stakeholders, ya
Mr Seetane	Everybody who is involved in our country. We must change this education.
Mr Ntuli	Sure
Mr Seetane	I think it's all Mr Ntuli.
Mr Ntuli	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.
Mr Seetane	Ya because Mr Ntuli if you can take this into cognisance these are the future leaders.
Mr Ntuli	If we don't give them quality education.
Mr Seetane	If we fail them now,
Mr Ntuli	What are we working
Mr Seetane	What are we working for,
Mr Ntuli	Ya,ya,ya
Mr Seetane	And at the end of this schooling year, what is going to happen with them. So we must give them a foundation
Mr Ntuli	A quality one.
Mr Seetane	A solid one.
Mr Ntuli	Solid yes.
Mr Seetane	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
Mr Ntuli	Is a reward.
Mr Seetane	Is a reward, and its part of our life. But the most important thing is to teach these kids, they must know.
Mr Ntuli	Thank you.

D-6

Interviewee: Miss Thipe

Interviewer: Mr Ntuli

Date: 14 October 2011

Duration: 5 minutes: 52 seconds

Mr Ntuli	Thank you very much. Today is Friday, 14 th October 2011. I'm in Protea Glen at Faranani Primary School with Miss Thipe. Miss Thipe good afternoon.
Miss Thipe	Good afternoon sir.
Mr Ntuli	Thank you once more for agreeing for the second take of this interview.
Miss Thipe	Ok.
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.
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?

Miss Thipe	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
Mr Ntuli	Ya?
Miss Thipe	He is, so like they use a noun and a pronoun on the same time,
Mr Ntuli	Ok?
Miss Tiepe	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
Mr Ntuli	Properly, ya, ya
Miss Thipe	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
Mr Ntuli	Ok to show that there is a missing letter, yes, or omitted letter. Yes, ok.
Miss Thipe	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.
Mr Ntuli	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?
Miss Thipe	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.
Mr Ntuli	Ok?
Miss Thipe	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.
Mr Ntuli	So you monitor and check them again and again that they wrote the correct corrections?

Miss Thipe	Ya
Mr Ntuli	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?
Miss Thipe	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
Mr Ntuli	Spelling?
Miss Thipe	What is it that she wanted to say also and it makes the whole sentence to lose the meaning.
Mr Ntuli	Mmmm, spelling is most difficult.
Miss Thipe	Yes, is the most difficult.
Mr Ntuli	To correct yes.
Miss Thipe	Because it loses meaning, you can't understand what is it that the person was trying to say.
Mr Ntuli	Ok, now coming to the last question, what do you think are the reasons why learners are making these common mistakes?
Miss Thipe	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.
Mr Ntuli	Ok
Miss Thipe	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
Mr Ntuli	Teachers as well
Miss Thipe	And then in my schools I also, the number of the learners
Mr Ntuli	Ya, in your school yes
Miss Thipe	Also contribute because we are having close to eighty kids in our, in one class, you know so it's
Mr Ntuli	You mean a class of eighty learners?
Miss Thipe	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

	learners.
Mr Ntuli	Ok, learners don't get individual attention?
Miss Thipe	Yes
Mr Ntuli	This is too much. Alright anyway is that all that you would have loved to say?
Miss Thipe	I think so.
Mr Ntuli	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
Miss Thipe	For now, nothing.
Mr Ntuli	Nothing, ok maybe in the near future. Ok thank you very much.

Appendix E: Permission Letters

E-1



Faculty of Humanities: Education Campus

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Mr. Khethinkosi Ntuli

PERSON NUMBER 0318186W

Elsie Ngidi Primary School

P O Box 127

Tshiawelo

1818

19July2011

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

.....



education
Department: Education
GAUTENG PROVINCE

For administrative use:
Reference no. D2012/113

DE RESEARCH APPROVAL LETTER

Date:	11 July 2011
Name of Researcher:	Ntuli K.A.
Address of Researcher:	17673/2 Extension 9
	46 Cheeswood Avenue
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Telephone Number:	011 980 3430/1 / 082 315 8574
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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

1. 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 on 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.*

1

Making education a societal priority

Office of the Director: Knowledge Management and Research

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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

Teachers → Boys ↓	Sipho	Gabriel	Nimrod	Total Error Count identified by Teachers	Researcher's Count	Comments
B1	anithing, seing, fust ,	anithing, seing, sudenly ,	seing.	4	4 (All identified)	Collectively picked up on all errors, but individually only picked up on some.
B2	Disapeard	-----	Thos	2	3 (gararge - not identified)	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.
B3	ales, andiew, balea, blena, clthecks, crelhet, habi, heah, pegt, ranty, redng, red, salea, setraia, solme, suhe, ta, taent, ting, uiand, ares, fuiall, heng, lengie, ratsi, setraia, takets, vitis.	ales, andiew, balea, clthecks, crelhet, habi, heah, pegt, ranty, redng, red, salea, setraia, solme, suhe taent, ting, tnad, uiand, aie, grede, pat, tina.	andiew, blena, pegt, ranty, redng, red, ta, ting, tnad, mu is.	33	35 (Tame, Nunel- not identified)	Collectively teachers picked up on almost every spelling error. Two words were either ignored or assumed to be names of people.
Total	32	26	12	(39)	(42)	

Table 2: Focus on Spelling

Teachers → Girls ↓	Margaret	Mothubi	Theresa	Total Error Count identified by Teachers	Researcher's Count	Comments
G1	belive, gang, lough, loughing, noty, shot.	belive, gang, lough, loughing, noty, perent.	belive, gang, lough, loughing, noty.	7	8 (flamingoes not identified)	Collectively picked up on 7 out of 8 spelling errors, but individually only picked up some.
G2	read off (instead of rid of), scarde, woutch.	read off (instead of rid of), scarde, woutch, where (instead of were), here (instead of hear).	Scarde, woutch.	6	6 (All identified)	Mothubi picked up on all spelling errors while the other two teachers individually only picked up some.
G3	barth, becouse, dishis, freind, stated (instead of started), sow (instead of saw), waring, crocodi, fell (instead of felt), mothe.	barth, becouse, dishis, freind, stated, sow, waring.	barth, because, dishis, stated, waring, now (instead of know), raning, whe.	13	16 (ball, bushme, childrens – not identified)	Collectively picked up on 13 spelling errors out of 16, but individually only picked up some.
Total	20	19	15	(26)	(30)	

Appendix G: Morphological and Syntactic Errors

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

Teachers → Boys↓	Nimrod's correction	Sipho's correction	Gabriel's correction	Error Type	Teachers' error count	Researcher's Count and Comment
B1 errors 1. So she can feed the crocodile. 2. It helped her with the flamingos to feed the crocodile and to put it back. 3. I saw a big hole and I fell in it. 4. "You my little boy, are going to get a very good and nice luck..."	1. To get rid of the crocodile. 2. To stop attacking Lindiwe. 3. ... 4. "You my little boy, are you going to..."	1. ... 2. ... 3. I saw a big hole and I fell in (or into) it. 4. ...	1. ... 2. ... 3. ... 4. ...	1. Omission, Tense 2. B1 responded well. 3. Repetition, Preposition 4. B1 has understanding of sentence structure, but lacks punctuation, especially use of exclamation mark.	4	3 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. Sipho seems to agree with B1 that preposition 'in' is correct and can be used interchangeably with 'into'. He is making an error by using 'or' instead of showing

						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 2. I go to vitis my Mme. 3. And I <u>redting</u> the Home work <u>ta</u> Home...	1. ... 2. ... 3. And I writing the Home work at Home...	1. She dreamed or Her dream was. 2. I go to visit my Mme. 3. ...	1. ... 2. Felt or did? 3. ...	1. Lack of Comprehension, Vocabulary, Tense, Subject 2. Lack of Comprehension, Tense, Vocabulary 3. Tense, Omission, Vocabulary	3	23 Collectively picked up on 3 sentence errors, but individually only picked up some. Nimrod and Sipho seem to focus more on B3 language accuracy or grammar knowledge while Gabriel is focusing more on meaning and understanding.
Individual's counts	4	3	1		(8)	(26)

Table 2: Focus on **Sentence Structure** -Tense, Word Order, Omissions, Punctuation, etc.)

Teachers → Girls ↓	Margaret's correction	Mothubi's correction	Theresa's correction	Error Type	Teachers' Error Count	Researcher's Count
G1 errors 1. The magazine helped lindiwe with the flamingoes 2. It is just a picture so it a dream 3. Her perent ask what is the water doing on the floor why is the door broken 4. I read a Zulu about a noty boy who is the same as his father when his father was young. 5. I was gang to the shop I saw a monkey walking with a shot grand father 6. I felt scared and cold i did not	1. ... 2. ... 3. ... 4. I read a Zulu book about a naughty boy who looked like his father when he was young. 5. I was going to the shop. I saw a monkey walking with a short old man. 6. I felt scared and cold. I did not	1. The magazine helped <u>l</u> indiwe with the flamingoes 2. It is just a picture so it a dream 3. Her perent (sp) ask what is the water doing on the floor why is the door broken 4. I read a Zulu about a <u>noty</u> (sp) boy who is was the same as like his father when his father he was young. 5. ... 6. ...	1. ... 2. ... 3. ... 4. ... 5. ... 6. ...	1. Punctuation 2. Lack of Comprehension, Punctuation, Omission 3. Tense, Word Order, Punctuation 4. Word Omission, expression 5. Punctuation, expression 6. Punctuation, Expression	16	16 Collectively teachers picked up on all sentence errors, but individually only picked up on some. 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.

understand why my granny did not help me.	understand why my granny did not help me.					
7. I called my granny but she did not help me she just lough at me.	7. I called my granny but she did not help me. she just <u>lough</u> at me.	7. ...	7. ...	7. Tense, Punctuation		
8. I was sweating I called my granny then i held her.	8. I was sweating. I called my granny then I held her.	8. ...	8. ...	8. Punctuation		
9. The short man was keep on saying...	9. ...	9. ...	9. The short man was kept on saying...	9. Tense		
10. I look at hole, the hole was very deeply.	10. ...	10. ...	10. I looked at the hole...	10. Tense, Repetition, Adverb		
11. I ran as fast as I can.	11. ...	11. ...	11. I ran as <u>faster</u> as I can.	11. Tense		
12. It was seven oclock i saw a monkey with a short man.	12. It was seven o <u>↑</u> clock <u>↑</u> i saw a monkey with a short man.	12. ...	12. ...	12. Punctuation, Omission		
13. The donkey and the short man ran and run after me.	13. The donkey and the short man ran <u>and run</u> after me.	13. ...	13. ...	13. Repetition, Expression		
14. My locked it.	14. My <u>↑</u> locked it.	14. ...	14. ...	14. Omission		

15. the monkey open its mouth	15. the monkey <u>open</u> its mouth.	15. ...	15. ...	15. Punctuation, Tense		
16. My keep on loughing.	16. My [↑] <u>keep</u> on <u>loughing</u> .	16. ...	16. ...	16. Omission, Tense		

G2 errors					11	11
1. Because her mother asked her why was the floor wet	1. ...	1. Mother asked her why the floor was wet.	1. ...	1. Word Order, Indirect Speech rules		Teachers collectively identified all G2 Sentence errors.
2. So that the crocodile could eat them and go back to the magazine	2. ...	2. So that the crocodile could eat them and go back to the magazine	2. ...	2. G2 is correct		Theresa makes errors in sentence number 9.
3. To get read off the crocodile.	3. ...	3. To get rid- off the crocodile.	3. ...	3. Expression		
4. Because Lindiwe later went to sleep	4. ...	4. Lindiwe later went to sleep	4. ...	4. Lack of comprehension, Punctuation.		
5. I woutch a movie about vampires	5. I watched ...	5. ...	5. ...	5. Tense		
6. the dream started when me and my little sister went to the park	6. The dream started when my little sister and I.....	6. ...	6. ...	6. Punctuation, Word Order (Rule of politeness- not starting with 'I' when other subjects are involved)		
7. I was scarde and it felt like it was reality	7. I was scared...	7. ...	7. ...	7. Punctuation, expression		

8. I told my father about my dream and he said its devil-satan	8. I told my father about my dream and he said it's a devil-satan	8. ...	8. ...	8. Punctuation		
9. The dream ended when I was died and my family dead all	9. The dream ended when my family and I died.	9. ...	9. The dream ended when I was dead and my family died all.	9. Punctuation, Word Order, Tense		
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."	10. ...	10. She said“ Look on your right hand side.”	10. ...	10. Punctuation, Repetition		
11. My little sister and I going to the park...	11. ...	11. ...	11. My little sister and I <u>went</u> to the park...	11. Tense, Word Omission		

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

8. “the bush men come to the school and me and my friend sow the bush men. and the bush me stated to call my friend and I will ball raning away to call my mother at home. 9. and my mothe stated to call the police to told the bush men not to come at school to call the children because my mom now that the bush men want to eat the childrens whe his to come at school and at houses.”	8. The bushman came to school and my friend and I saw them. The bushman started to call my friend and I ran home to go and call my mother. (2 x Sentences) 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)	8. ... 9. ...	8. ... 9. ...	8. Punctuation, Vocabulary, Tense, Pronoun, Conjunction ‘and’ overused 9. Punctuation, Tense, Plural form, Vocabulary		
Individual’s counts	19	15	09		(38)	(38)
Grand Total	23	18	10		(51)	(64)

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?

Teachers	Teachers' individual responses
Gabriel	Easiest: 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. Difficult: 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	Easiest: 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. Difficult: i) Task 4 (Flow chart) ii) Task 5 (Essay) - I had to read every sentence and check the language mistakes.
Mothubi	Easiest: i) Question one (Story sequence), because it has nothing to do with writing, Putting numbers. ii) Multiple-choice: answers were easily ready for learners. Difficult: i) Question three (Flow chart): pre response, problems with spelling, even the language construction, even punctuation.
Nimrod	Easiest: i) Multiple- choice: learners had to choose from the given alternatives and questions needed direct answers. Difficult: i) Essay writing: learners were struggling with sentence construction, Spelling, punctuations.
Sipho	Easiest: i) The multiple-choice: simple and straight forward, errors free. Difficult: ii) Essay type question, very strenuous in order to get a point, too many spelling mistakes and errors as well.
Theresa	Easiest: i) Question number one (story sequence): doing just sequence numbering.

	Difficult: ii) The last question (Essay): learners had to write long sentences. So most of them they are struggling with sentence construction, lots of spelling mistakes, wrong tenses, you can't actually understand what they are trying to say.
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Table 2: Which of the errors that you noticed, would you say are common and typical for your learners?

Teachers	Teachers' individual responses
Gabriel	Mostly it is the lack of reading skills, lack of vocab , 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 , our learners are not readers .
Margaret	My learners and your learners make mistakes like sentence construction, punctuation , cannot distinguish between nouns and pronouns , sometimes they mix them , spelling mistakes and tenses.
Mothubi	Our learners have a problem with spelling .
Nimrod	Sentence construction, spelling, punctuation, organising ideas according to paragraphs in an interesting and coherent and interrelated manner.
Sipho	Actually most of the mistakes were, similar to my learners, spelling , hand writing, even reading , can't write properly.
Theresa	Wrong spelling , most of them like repetition -use a noun and a pronoun at the same time, use wrong tenses , they don't punctuate , don't create spaces amongst their words, they like cancelling words; starting a sentence with conjunction .

Table 3: How would you normally deal with these kinds of errors when your learners make them?

Teachers	Teachers' individual responses
<i>Gabriel</i>	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.
<i>Margaret</i>	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.
<i>Mothubi</i>	I recommend Phonics Charts. Learners to read, so that we eliminate some of the spelling mistakes.
<i>Nimrod</i>	Organize extra classes for learners with severe spelling problems. Give them extra work.
<i>Sipho</i>	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.
<i>Theresa</i>	I advise them when we do corrections they must write the correct things, because they like writing incorrect things.

Table 4: Which kinds of errors do you find easy and which ones do you find difficult to correct? Why?

Teachers	Teachers' individual responses
<i>Gabriel</i>	Easy: (Nil) 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.
<i>Margaret</i>	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.
<i>Mothubi</i>	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.
<i>Nimrod</i>	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.
<i>Sipho</i>	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!
<i>Theresa</i>	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.

Table 5: What do you think are the reasons why learners are making these common errors?

Category	Teachers' Responses
<u>Reasons within the School System</u>	
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)

	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)
***** <u>Reasons outside the School System</u> 1. Attributable to African Oral Tradition 2. Attributable to Family Background 3. Attributable to the Government ***** <u>Suggested Solutions</u>	***** “...we the Africans are more of oral people...” (Gabriel) “...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) “...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) ***** 1. “...foundation phase curriculum must be revisited. Foundation phase educators must have in-service training on how to implement the new curriculum.”

	(Nimrod) 2. “The skills that we are having, I think we need to improve our skills.” (Theresa) 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)
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