

APPENDIX

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APPENDIX F: Orthographic Errors

Table 1: Spelling Errors

Sub-Category	Error	Correct Spelling	My explanation for why the learner could have made the error
Consonant Errors (1.1A)	barth (insertion of 'r')	bath	G3 seems to know the spelling of 'bath', but she might have been distracted by knowledge of words like chocolate bar , bar graph, barman , bartender , Bara (Baragwanath Hospital), Bartholomew , etc. It could also be that she wanted to give 'bath' an emphatic 'ah' sound, long vowel sound found in words like: farm , yard , card , etc.
	stated (omission of 'r')	started	This could be a mistake that G3 did not write consonant 'r' between vowel 'a' and consonant t of the word, started. It could also be home language/L1 Transfer that she omitted consonant 'r'. The Zulu words: i/si/ tha , i/si/ tha /ndwa, isi/ ta/ta/nyi/swa ... etc, do not use the silent letter ' r ' between the syllables. It could also be that G3 does not know the silent letter rules applicable in English words such as market , stir , stare , prefer , purple , etc.
	now (omission of 'k')	know	G3 intended to write 'know' but instead wrote 'now.' This could be a mistake that she omitted 'k' in the beginning of the word 'know.' It could also be that G3 does not know the spelling of 'know'. It could also be a lack of knowledge of silent letter rules applicable in English words such as knit , kneel , knife , etc.
	heah ('h' in place of 'r')	hear	B3 intended to write 'hear' but instead wrote 'heah'. This could be a mistake that he wrote 'h' in place of 'r' at the end of the word 'hear'. It could also be that 'h' sounds more silent than 'r'. It could also be a lack of knowledge of long vowel sounds -new sounds formed when two or three

			vowels, or a vowel and consonant are placed together such as tear , near , appear , smear , etc.
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Sub-Category	Error	Correct Spelling	Why learner made the error
Vowel Errors (1.1B)	p <u>e</u> rent (‘e’ in place of ‘a’)	p <u>a</u> rent	G1 could not know long vowel sounds of ‘a-e’ or ‘eh’ for care , careless , share , scare , parent , etc. It could also be home language transfer/L1 Transfer of ‘eh’ in words like: ipeni , iphepha , iphela , iphelele , etc .
	l <u>o</u> ugh (‘o’ in place of ‘a’)	l <u>a</u> ugh	G1 could have been distracted by knowledge of words like: ‘tough’, ‘enough’, touch , and transferred her knowledge of these to the spelling of ‘laugh.’ She transferred her knowledge of words within the English language bounds.
	W <u>o</u> utch (‘ou’ in place of ‘a’ or double vowels instead of a single vowel.	w <u>a</u> ch	G2 could have been distracted by knowledge of words like: ‘touch’, enough , couch , doubt , etc, and transferred her knowledge of these words to the spelling of ‘watch.’ She transferred her knowledge of words within the English language bounds.
	Scar <u>d</u> e (swopped	scar <u>e</u> d	G2 could have been distracted by knowledge of words like scarce , guide , etc, and transferred her knowledge of these words to the spelling of

	adjacent places of 'e' and 'd')		'scared'. She transferred her knowledge of words within the English language bounds in this regard. It could also be home language/ L1 Transfer of words like kude, kade, isagude, etc, and assumed that words ought to end with vowels. She transferred her knowledge of words outside the English language bounds.
	Dish <u>i</u> s ('i' in place of 'e')	dish <u>e</u> s	G3 could have experienced home language / L1 Transfer when she placed an 'i' after consonant 'h'. Dishes in Zulu are called 'izindishi', a noun in plural form borrowed from English language.
	Bec <u>o</u> use ('o' in place of 'a')	bec <u>a</u> use	G3 could have thought that vowel combination of 'ou', pronounced as 'oh!' in words like dough, although etc, applies in the spelling of 'because'. She could not make links with vowel combination of 'au', sounding as 'aw' in words like Autumn, laundry, cause, etc which applies in the spelling of because. She transferred her knowledge of words within the English language bounds.
	Se <u>i</u> ng (omission of second 'e')	se <u>e</u> ing	B1 could have been distracted by knowledge of words like being, ceiling, receive, etc, and transferred knowledge of two vowels combination - 'ei' in the spelling of 'seeing'. He could not make correct links between the verb 'see' and suffix - 'ing'. It could also be a belief that three vowels can't be placed together.
	f <u>u</u> st ('u' in place of 'a')	f <u>a</u> st	B1 could have been distracted by knowledge of words like 'must', bus, trust, etc, and transferred knowledge of short vowel sound - 'u' in the spelling of 'fast'. He transferred his knowledge of words within the English language bounds. It could also be a mistake because he correctly wrote the spelling of 'fast' few words after the identified spelling error.

	redng (omissions of 'a' after e and 'i' after d)	re <u>a</u> ding	B3 could not know how to write-' reading ', a combination of a verb-' read ' and suffix-' ing ' which indicate the progressive tense. It could be a lack of syllabification - the sounding out and dividing of words into syllables for reading and spelling purposes. It could also be a lack of English vocabulary and reading experience.
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Sub-Category	Error	Correct Spelling	My explanation for why learner could have made the error
Consonant and Vowel Errors (1.1C)	noty, (‘o’ in place of ‘au’. Also ‘gh’ is omitted)	naughty	G1 seems to know what ‘naughty’ means, but does not know how to spell it correctly. It could be a lack of knowledge of long vowel sounds-‘ au ’, pronounced as ‘ aw ’ as in Autumn , laundry , launch , etc. She also lacks knowledge of silent letters such as ‘ gh ’ in words like: light , bright , eight , caught , etc. It could also be home language / L1 Transfer of Zulu words like inoni , inono , umnotho , etc, that she wrote ‘ noty ’ instead of naughty .
	get <u>read off</u> (expression)	get rid of	G2 seems not to know the meaning of the phrase: ‘ get rid of ’ (something or somebody) is to make yourself free of sb/sth that is annoying you or you do not want. It could be transfer of her knowledge of the word read , which is linked to an action of looking and understanding written words or symbols. It could also be that she does not know the difference between “ of ” (preposition- relating to or belonging somebody, e.g. A friend of mine) and “ off ” (preposition- down or away from a place, e.g. I fell off the ladder). She transfers her knowledge of phrases within the English language bounds.

	Crocodi (omission of ‘-le’)	Crocodile	G3 could not complete the word ‘crocodile.’ It could be a mistake. It could also be a lack of time to check for mistakes after she had finished writing the test.
	raning (‘a’ in place of ‘u’, also ‘n’ is not doubled)	running	G3 could not make links between the short vowel sounds found in the words like: ‘cup’, lump, rub, etc and the spelling of ‘run.’ She also does not know the doubling rule (if there is a single vowel followed by a single consonant, double the consonant before adding a relevant suffix which begins with a vowel) e.g. run = run + ing>running . It could also be home language/L1 Transfer that she wrote ‘a’ in place of ‘u’ after the consonant ‘r.’ The knowledge of words borrowed from English language such as ‘ a rand ’- irandi (Zulu), ‘ a Rama’- IRama (Zulu), a rubber- irabha (Zulu), etc could have been transferred to the spelling of ‘running.’
	Disapeard (omission of ‘p’ and ‘e’ between r and d)	disappeared	B2 could have been distracted by knowledge of words such as pea, pear, bear, etc that he could not double the “p” and to insert an “e” between ‘r’ and ‘d.’
	redting (omission of ‘w’ before r, ‘e’ in place of ‘i’ and insertion of undesirable ‘d’)	writing	B3 could not know how to write the correct spelling of ‘writing’. It could be a lack of syllabification - the sounding out and dividing of words into syllables for reading and spelling purposes. It could also be a lack of English vocabulary and reading experience.

Table 2: Spelling Errors difficult to comprehend

Error	Suggested correct version	My explanation for why learner made the error
aie, ales, andiew, ares, balea, clthees, crelhet, fuiall, grede, habi, heng, lengie, muis, pat, pegt, ranty, ratsi, salea, setraia, solme, suhe, taent, takets, tina, ting, tnad, uiand. (28 words) Most of the Spelling errors were sourced from an essay that B3 had written. Here is the version of his essay: “I go to school and redng my book and I ranty test and heah the blena ratsi I go to tnad the food and I go home. And I redting the homework ta home heng my Lengie setraia and I suhe on TV and I go to pegt hand Thabiso Tame and habi go to balea solme salea and the End of my story. And takets to sinale Nunel. She is he ales and I Love he and she a muis she and she taent uiand SS and Eng and she is aie grede The end of my story.	I do not have many suggested correct versions to most words except; andiew, aie, blena grede, ratsi	I think that B3 has a major problem with writing of words. He seems not able to recognize differences between letters of the words. It could be that he can’t read most English words because of lack of reading opportunities. It could also be that he is dyslexic. But there are few sentences where he makes some sensible ideas, for an example; ‘heah the blena (bell) ratsi (raas-Afrikaans word for noise)’ seems to suggest ‘bell ringing’, but I am not too sure about it. What gives me the idea of bell ringing is the process that he makes about school culture, that is; ‘reading books, writing tests, bell ringing for short break’ and so on. B3 also responded to the flow chart statement: What I did before I slept. He wrote: “I andiew the TV.” The most difficult word to understand in this sentence is ‘andiew’. Andiew seems to suggest two words in it; that is, ‘Enjoy’, and ‘View’. But the understanding he seems to bring forth is around viewing television. He seems to understand the demands of the

		statement but lacks vocabulary to express the action. It could be that he is dyslexic. He seems unable to see differences between letters of the words. B3 also wrote the sentence: 'She is aie grede.' This is sentence appears towards the end of his essay. It seems to suggest: 'She is in our grade.' The spelling of grade is so close that it only has one vowel misspelt.
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Appendix H: Feedback Tables

Table 1: Descriptive and Evaluative Feedback

Task type	Type of Feedback	Teacher's Feedback
Story Sequence	Descriptive Feedback	Good understanding of the story. (G1, Margaret)
	Descriptive Feedback	This learner substantively understands and masters the chronological arrangement of the story. (B1, Gabriel)
.....	Evaluative Feedback	This learner was greatly challenged by this activity that she/he only got 2 out of 6. (B2, Gabriel)
		
Short Answer Question	Descriptive Feedback	The learner did not grasp the fact that some questions are compound and have to be answered fully, not partially. (B1, Gabriel)
	Descriptive Feedback	The answer was not convincing to give you full marks. Sentence construction not clear. But the answer was so close. (B1, Sipho)
	Descriptive Feedback	The learner experienced a complete black-out. There is a lack of comprehension skill. Not a single question was correctly answered. (B3, Gabriel)

..... Multiple –choice	 Evaluative Feedback	 Matching was almost perfect. The learner correctly matched 4 out of 5. (B1&2, Gabriel)
..... Mind Map	 Evaluative Feedback	The learner is greatly challenged by the choice of the alternative answers. (B3, Gabriel)
	 Descriptive Feedback	 Where feelings are to be expressed, she/he expresses or reports action taken. (B3, Gabriel)
	Evaluative Feedback	The learner is in a maze of confusion. (B3, Gabriel)
	Evaluative & Descriptive Feedback	This learner fully grasps the concept of mind-mapping. (B1&2, Gabriel)
..... Essay	 Descriptive Feedback	 There is a challenge with the punctuation – beginning a sentence with a small letter. Pronoun used before we even know what the noun/object is. Fantasy thrown in shows that this was a dream. Relatively good in spelling. Story too short, though. (B1, Gabriel)
	Descriptive Feedback	The story flows. The learner even uses the figure of speech called personification.

	Evaluative Feedback	This beautifully ties up with the fact that it was a dream with some fantasy thrown in. (B2, Gabriel)
	Descriptive Feedback	Not clear!!!! Half a page!!! (B2, Sipho) No skill in sentence and consequently paragraph writing. No connection between the mind-map and composition. Spelling is disastrous. (B3, Gabriel)

Table 2: Feedback that gives a Rule

	Identified Learner's Error	Teacher's Feedback
	I felt scared and cold. i did not understand... (G1,Mind map)	' I,' is always written in a capital letter. Put a full stop at the end of each sentence. (Margaret)
	Because Lindiwe later went to sleep. (G2, Short answer question)	---- Never start a sentence with "Because". (Mothubi)
	(G2, Mind map)	Do not start a sentence with a conjunction. (Margaret)
		-Create spaces between words. (Theresa)

Table 3: Feedback that gives a Correct Version

	Learner's Error	My Analysis of Learner Errors	Teacher's Feedback	Teacher's Choice of Error to correct
	I read a Zulu about a noty boy who is the same as his father when his father was young. (G1)	1. G1 understands the demands of the flowchart prompt. 2. Word missing: story/short story/storybook 2. Spelling: naughty 3. Expression: (same as) behaved like/looked like? (Sentence structure)	I read a Zulu about a <u>noty(sp)</u> boy who is was the same as like his father when his father he was young. (Mothubi, Mind Map)	1. Crossing out words, 2. Tense: was, 3. Substitution: like, he
	I read a Zulu about a noty boy who is the same as his father when his father was young. (G1)	Same as above	I read a Zulu book about a naughty boy who looked like his father when he was young. (Margaret, Mind Map)	1. Insertion: book 2. Spelling: naughty 3. Substitution: looked like, he
	I was gang to the shop. I saw a monkey with a shot grand father. (G1)	1. Spelling: going, short 2. Modal missing (used to introduce the next item in a series of events): Then/ And then I...monkey and... 3. Context: (Grandfather) Tokoloshe, Zombie, old man	I was going to the shop. I saw a monkey walking with a short old man . (Margaret, Mind Map)	1. Spelling: going, short 2. Insertion: walking 3. Substitution: (grandfather), old man
	I ran as fast as I can. (G1)		I ran as faster as I can. (Theresa, Essay)	1. Comparative degree: faster
	loughing (G1)	1. Tense: could	laughing (Theresa, Essay)	1. Spelling

The short man was keep on saying... (G1) I look at hole, the hole was very deeply. (G1)	1. Spelling: laughing (vowel error) 1. Sentence Structure: ...was always saying.../...said.../...kept on saying... 1. Tense: looked 2. Article: a 3. Punctuation: full stop, 4. Personal Pronoun: It was... 5. Adverb: deep	The short man was kept on saying... (Theresa, Essay) I looked at the hole... (Theresa, Essay)	1. Crossing out a word: was 2. Tense: kept 1. Tense: looked 2. Article: the
Mother asked her why was the floor wet. (G2) Scarde (G2) ...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." (G2) I woutch a movie about vampires. (G2)	1. Indirect Speech: word order, starting with a correct subject after the interrogative pronoun, eg...why the floor was wet. 1. Spelling: scared 1. Repetition: then my little sister said to me/ Said my little sister. 2. Punctuation:... said to me, "Lerato, look!", She said, "On your..." 1. Spelling: watched	Mother asked her why the floor was wet. (Mothubi, Short Answer Question) Scared. (Mothubi, Mind Map) She said " Look on your right hand side." (Mothubi, Essay) I watched... (Margaret, Mind Map)	1. Word order: ...why the floor was wet. 1. Spelling: scared 1. Insertion: look 1. Spelling: watched

(Tense) the dream started when me and my little sister went to the park. (G2) I was scarde and it felt like it was reality. (G2) the dream ended when I was died and my family dead all. (G2) (Punctuation, word order) My little sister and I going to the park... (G2)	1. Punctuation: The 2. Subject form after conjunction:...when my little sister and I... 3. Tense: ...were going to the park or were at the park. 1. Spelling: scared 2. Context: (reality),...a real thing/...a real life experience. 1. Punctuation: The 2. Subject form and word order after conjunction, especially including 'I' and other people, "...when my whole family and I had died/were dead." 3. Substitution: (All), whole, (Was), were 4. Word missing: had (past perfect tense) 1. Word missing: were	The dream started when my little sister and I..... (Margaret, Mind Map) I was scared. (Margaret, Mind Map) The dream ended when my family and I died. (Margaret, Mind Map) My little sister and I went to the park... (Theresa, Essay)	1. Punctuation: The 2. Subject form: my little sister and I... 1. Spelling: scared 1. Punctuation: The 2. Subject form and word oder: ...my family and I died. 1. Substitution: went
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	the bush men come to the school and me and my friend saw the bush men. and the bush men stated to call my friend and I will be running away to call my mother at home. and my mother stated to call the police to tell 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 who his to come at school and at houses. (G3) (Sentence Structure, Spelling, Punctuation, Tense, Plural form) because she saw the flamingos in his dreams. (G3) I felt like I was not dreaming but it was a dream. (G3)	1. Spelling: saw, started, running, mother, etc 2. Tense: came, to tell, etc 3. Subject form that includes 'I' and someone else: ...my friend and I... 4. Object form /Personal Pronoun: ...saw them. 4. Plural form: children 5. Conjunction Overused: and 6. Lack of coherence between the topic, "Last night I dreamed that..." and the G3's story. There is a myth created by G3 that the bushmen are cannibals. 1. Spelling: because, saw, in. 2. Possessive adjective: her 1. Sentence Structure: It felt as if I was not dreaming, but it was a dream	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. My mother called the police. She told them to warn the bushman not to come to school, because she knew that bushmen eat children. (Margaret, Essay) because She saw the flamingos (sp) in his her dreams. (Mothubi, Mind Map) I felt like I was not dreaming but it is a dream. (Theresa, Mind Map)	1. Singular Form: bushman 2. Spelling: saw, started, etc 3. Tense: came, ran, etc 4. Sentence Structure: "...I ran home to go and call my mother." 1. Punctuation: She 2. Substitution: her 3. Crossing out words NB- Ignored: because, saw, is 1. Insertions: was, -ing, it. NB- Ignored: felt, like, I, is. 1. Spelling: rid,
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To get read off the crocodile. (G3) I eat and watching the TV at 8:00. (G3) (Tense) It helped her with the flamingos to feed the crocodile and to put it back. (B1) So she can feed the crocodile. (B1) “You my little boy, are going to get a very good and nice luck... (B1) I fell <u>in</u> it. (B1) <u>Thos</u> dogs chased me until I got home. (B2) And I <u>redting</u> the Home work <u>ta</u> Home... (B3)	1.Spelling: ...rid of... 1. Tense: ...ate and watched... 2. Sentence Structure: I ate my supper and watched a TV programme starting at 8:00 pm. 1. Sentence Structure:...to put it back to the magazine. 1. Sentence Structure: So that she could feed the crocodile. 1. Punctuation: “You, my little boy! Are going...” 1. Preposition:...into... 1.Spelling: Those 1. Spelling: writing, at 2. Sentence Structure: ...and I wrote a home-work.	To get rid- off the crocodile. (Mothubi, Short Answer Question) I ate and watch the TV at 8:00. (Theresa, Mind Map) ...stop attacking Lindiwe. (Nimrod, Short Answer Question) To get rid of the crocodile. (Nimrod, Short Answer Question) “You my little boy, are you going to... (Nimrod, Essay) I fell into it. (Sipho, Essay) Those dogs chased me until I got home. (Nimrod, Essay) And I writing the Home work at Home... (Nimrod, Essay)	Off (incorrect) 1. Tense:...ate and watch(incorrect)... NB-Ignored: definite article, ‘the’, post meridian(pm) 1. Statement from a test memorandum 1.Statement from a test memorandum, both teacher and learner are correct though lacking ‘that’ after ‘so’ and past tense of ‘can’- ‘could’ 1.Insertion 1.Substitution/ Preposition 1.Spelling: Those 1. Spelling: writing, at
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	I go to <u>visit</u> my Mme. (B3) He dream are fuiall. (B3) (Tense and Concord)	1.Spelling: visit 2. Sentence Structure: I visited my Mme/I went to ? to visit my Mme/(Mother-SeTswana). 3. Word missing: name of a place where B3 went to. 1. Spelling: full 2. Sentence Structure: She (Lindiwe)dreamed or Her dream was full of ... NB-Question: Do you think the crocodile was part of Lindiwe's dream? Give on piece of evidence to show it was a dream. Expected answer: The crocodile crawled out of the picture on the magazine, or it disappeared back into the magazine.	I go to <u>visit</u> my Mme. (Sipho, Mind Map) He dreamed or Her dream was. (Sipho, Short Answer Question)	NB-Ignored: was (before the word 'writing'), punctuation 1.Spelling: visit NB-Ignored: tense of 'go' as well understanding the demands of the flowchart prompt: 'How I felt during the dream' 1.Tense: dreamt 2. Sentence Structure: His dream was. NB-Ignored: fuiall, She(Personal Pronoun for Lindiwe)
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Table 4: Feedback that gives General Instructions for Self-Correction

	Identified Learner's Error	My analysis	Teacher's Feedback	Comment
	Spelling& Punctuation (G1)	<u>Short Answers</u> 1. Sentences are too long. 2. Capital letter 'L' for Lindiwe dishonoured, twice written in small letter. 3. Spelling (1): perent 4. Sentence Structure (Indirect Speech, Tense & Word Order): "...perent ask what is the water doing on the floor and why is the door broken."	Check your spelling. Use capital letters for proper nouns and punctuation where necessary. (Margaret, Short Answers & Mind Map)	1.Spelling 2.Punctuation
	Spelling (G1)	<u>Mind Map</u> 1. Spelling (4): noty, gang, shot and lough 2. Sentences are too long. 3. Full stops have been placed at the end of long sentences. 4. Omission (1): I read a Zulu↑about a noty...	Use your dictionary to check spelling. (Theresa, Mind Map)	1.Spelling
	Spelling &Tense (G3)	<u>Mind Map</u> 1. Spelling (4): barth, dishis, waring and fell 2. Tense (6 words): e.g. I <u>eat</u> and <u>watching</u> ... 3. Omissions (6 words): e.g. I fell like I ↑ not...	-Use correct tenses to write your work. -Consult a dictionary for spelling - Read your work after writing. (Theresa, Mind Map)	1.Tenses 2.Spelling 3.Read after writing

	I go to vitis my Mme. (B3) (Context)	<u>Mind Map</u> 1. Spelling (7 words): e.g. andiew, crelhet, ther, clthees, tina, vitis and pat. 2. Punctuation: no full stops were placed at the end of sentences. Good at capital letter 'I.' 3. Tense (go x 3): e.g. I go to vitis my Mme. 4. Lack of logic Statement: How I felt during the dream. B3's Response: I go to vitis my Mme.	Felt or did? (Gabriel, Mind Map)	1.Questioning the relevance of an answer
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Table 5: Feedback that indicates an Error type

Identified Learner's Error	Teacher's Feedback
“The bush men come to the school and me and my freind 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.”	No sequence of events. (Mothubi, Essay)
noty (G1)	(sp) (Mothubi & Theresa, Mind Map)
gang (G1)	(sp) (Theresa, Mind Map)
lough (G1)	(sp)) (Theresa, Mind Map)
redng (B3)	(sp) (Nimrod, Gabriel&Sipho, Mind Map)
seing (B1)	(sp) (Gabriel, Essay)
sudenly (B1)	(sp) (Gabriel, Essay)
anything (B1)	(spelling) (Sipho, Mind Map)
disapeard (B2)	(spelling) (Sipho, Short Answer)
ranty (B3)	(sp) (Gabriel, Essay)
“I go to school and redng my book and I ranty a test and heah the blengratsi I go to tnad the food and I go home. And I redting the Home work taHome...” (B3)	I picked nothing on the story. (Sipho, Essay)
Spelling & Sentence Structure (B3)	Writing not convincing. Too many errors here. Spelling too bad, Sentence construction. Not clear. (Sipho, Mind Map)