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TEACHING AND LEARNING OF LANGUAGE STRUCTURES AND CONVENTIONS IN THE INTERMEDIATE PHASE ENGLISH HOME LANGUAGE CLASSROOM: A COMPARATIVE STUDY OF A PUBLIC AND AN INDEPENDENT SCHOOL IN SOUTH AFRICA

by

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RESEARCH REPORT

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UNIVERSITY OF THE WITWATERSRAND

June 2017

Supervisor: Dr. Visvaganthie Moodley

DECLARATION

I certify that the Research Report submitted by me for the degree Masters of Arts (Applied Languages and Literacy Education) at the University of the Witwatersrand is my independent work and has not been submitted by me for a degree at another university.



IOANNA KOUTRIS

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Lia and Aikaterini, thank you for supporting and encouraging me throughout the year. Your experiences seem to demonstrate that 'hard work pays off' which is why I look up to the both of you.

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ABSTRACT

This study explored and compared how language structures and conventions were taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg, South Africa. The aim was to identify challenges and strategies in an attempt at promoting pedagogies that enhance the learning of language structures and conventions. Specific themes related to the teaching and learning of language structures and conventions have been highlighted as the main point of departure in the study. Such themes include: a synthesis of the curriculum applied at public and independent schools; theoretical viewpoints in the teaching and learning of language structures and conventions, highlighting challenges experienced in the EHL classroom; and lastly, the teaching strategies used in overcoming the challenges. A qualitative research approach was adopted, using a case study as the research design. Most case studies allow space for generalisations to be made, however, in this study I was limited to making such generalisations because my study is considered a minor study. The research methods consisted of: biographical questionnaires; 8 teacher interviews (Grades 4 – 6); and 5 classroom observations (only Grade 6) per school which were audio-taped. The findings suggested that the most common teaching approach used throughout the lessons in both schools was the text-based approach, which is advocated in the CAPS (2011). The classroom observations conducted at the public school illustrated that the Audio-lingual Method of language teaching was used, as opposed to CLT which was evident in the classroom observations at the independent school. Lessons in the public school were primarily teacher-centered, where the teacher engaged in giving instructions, providing explanations and eliciting responses. The type of questions asked consisted of lower level thinking (literal). Learners in the independent school, however, showed more enthusiasm towards participating in classroom discussions and answering questions, thus creating a learner-centered culture. It is evident that the independent school is more flexible in selecting the language components that need to be covered within a specific period. Based on the interview sessions, the teachers at the independent school mention that it is more important for them to cover a minimum amount of work in-depth rather than covering everything and not having learners understand what they are learning. As a future recommendation, a similar study can be conducted comparing an urban public school and a rural public school that apply the CAPS. This study adds to the understanding of how language structures and conventions are taught in the intermediate phase EHL classroom in the South African context. By encouraging and promoting the teaching of grammar, we are able to identify approaches best suited for quality learning to take place.

Keywords: language structures and conventions, grammar, English Home Language, teaching and learning, challenges, strategies

ACRONYMS

ACER	Australian Council for Educational Research
BICS	Basic Interpersonal and Communications Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
CC	Communicative Competence
CG	Cognitive Grammar
CIE	Cambridge International Examinations
CLT	Communicative Language Teaching
CS	Code-Switching
DBE	Department of Basic Education
EHL	English Home Language
ELT	English Language Teaching
ESL	English as a Second Language
ESS	External Symbolic Storage
ET	English Teaching
FET	Further Education and Training
GDE	Gauteng Department of Education
HL	Home Language
HOD	Head of Department
IBT	International Benchmark Tests
IEB	Independent Examinations Board
IGCE	International General Certificate of Education
ISASA	Independent Schools Association of Southern Africa
LT	Language Teaching
MKO	More Knowledgeable Other
NSC	National Senior Certificate
SAQA	South African Qualifications Authority
TPs	Teaching Practices
ZPD	Zone of Proximal Development

TRANSCRIPTION CONVENTIONS

For the purpose of this study, I have carefully chosen selective transcriptions in order to reduce space in the appendix section.

[…]	Transcription that has been omitted
…	Indication that the speaker has left a sentence or thought unfinished

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CHAPTER 1: INTRODUCTION

1.1. Introduction

The following Chapter outlines the transformation of the research idea into a research problem. The aspects that I will discuss include: background to the study; statement of the problem; research aim; objectives; research questions; rationale of the study; significance of the study; literature review; and research methodology.

1.2. Background to the study

There has been continuous growth and change in the field of English language teaching (ELT) (Warschauer, 2000; Dewey & Leung, 2010). The usual attempt is to find possible teaching methods and approaches that could assist in eliminating the challenges teachers face with respect to language teaching (Can, 2012). A considerable amount of research relating to the challenges and teaching approaches of teaching English as a second language (ESL) has been conducted (Motlhaka, 2015; Wever, 2014; Gibbons, 2002). However, a limited amount of research is available with respect to the teaching and learning of – specifically, language structures and conventions – as a *Home Language* – in the intermediate phase. It is important to consider this aspect of research within the South African context of education.

Teaching and learning of language structures and conventions in the intermediate phase English Home Language (EHL) classroom are the building blocks after what has been taught in the Foundation Phase and are the grounding blocks for what still needs to be taught in the Senior Phase and Further Education and Training (FET) Phase. The Curriculum and Assessment Policy Statement (CAPS) English Home Language Intermediate Phase (2011) emphasises that language structures and conventions are a significant linguistic aspect and 'provides the foundation for skills development (listening, speaking, reading and writing) in the English Home Language' (p. 12).

1.3. Statement of the problem

It is generally believed that independent schools provide "higher" quality education than public schools. This perception hinges on whether or not independent schools promote better teaching strategies than public schools. In terms of what needs to be taught, is what the curriculum advocates with respect to locating teaching of language structures and conventions in 'context as other language skills are taught and developed' (CAPS, 2011)? If so, what are the challenges and strategies schools face? If not, how are language structures and conventions actually taught in the intermediate phase EHL classroom? The problem that stems from these questions is that language structures and conventions are either seen as a challenge in the teaching process or have not been adequately taught as stipulated in the specified curriculum.

1.4. Research aim

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase EHL classroom at a public and at an independent school in South Africa. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of language structures and conventions.

1.5. Objectives

The objectives of the study are as follows:

1. To explore the teaching of language structures and conventions in an intermediate phase EHL classroom at a public and at an independent school in South Africa.
2. To determine the challenges and strategies that might arise in the classroom practice.
3. To draw a comparison between teaching strategies of language structures and conventions in an intermediate phase EHL classroom at a public and at an independent school in South Africa.

1.6. Research questions

The questions that focus the research problem are:

1. What methods and approaches do the teaching practices (TPs) employ in addressing the learning outcome?
2. What, if any, are the specific challenges experienced in teaching language structures and conventions? What strategies are used to overcome these challenges?
3. How does the teaching of language structures and conventions compare between a public and an independent school?

1.7. Rationale for study

The three fundamental reasons for conducting this study are highlighted below:

First, an anecdotal account needs to be expressed. In some cases, teachers expect learners to know the 'rules' of grammar. Teachers instruct learners to do independent learning by providing them with a list of language structures and convention rules to learn and apply for an upcoming test. This assumption of independent learning, especially at the intermediate phase level, can demotivate learners and can result in poor performance levels in EHL. Therefore, teachers' competence and enthusiasm to teach language structures and conventions play a significant role in the attitude and performance of the learner towards learning EHL.

Secondly, the CAPS stipulates that the teaching and learning of language structures and conventions should be integrated with the other three language skills (listening and speaking, reading and viewing, writing and presenting) (CAPS, 2011). According to the CAPS (2011), the time allocation set out for the teaching and learning of language structures and conventions in the intermediate phase is one hour per two-week cycle. Additionally, certain aspects of the skill should be incorporated within the time frame when teaching the other three skills. This instruction, however, can be overlooked by teachers due to unstructured and thoughtless lack of planning on their part or the limited amount of training they have received with regard to the use of the CAPS.

Thirdly, schools (specifically public schools) need to be evaluated on whether or not they are executing the intended curriculum and pedagogy identified in the CAPS. The approaches advocated in the CAPS (2011, p. 12) are: 'text-based approach and communicative approach'. Richards (2006) emphasises that communicative language teaching (CLT) has become a widely used teaching approach that enables learners to use language for communicative purposes. However, the CAPS (2011, p. 12) too highlights the importance of a text-based approach, whereby learners become 'informed by an understanding of how texts are constructed'. The difficulty lies in the effectiveness of each approach.

1.8. Significance of the study

In essence, I am hoping that this minimal research will contribute towards the literature and perhaps offer strategies to enhance the teaching and learning of language structures and conventions.

1.9. Literature review

Specific themes related to the teaching and learning of language structures and conventions will be highlighted as the main point of departure in the study. Such themes include: a synthesis of the curriculum applied at public and independent schools; theoretical viewpoints in the teaching and learning of language structures and conventions, highlighting challenges experienced in the EHL classroom; and lastly, the teaching strategies, approaches and pedagogies used in overcoming the challenges.

1.9.1. EHL Curricula

1.9.1.1. EHL Curriculum: Public Schools

South African public schools need to adhere to the requirements and specifications as stipulated in the Curriculum and Assessment Policy Statement (CAPS, 2011) which has been compiled by the Department of Basic Education. For the purpose of this study, the CAPS English Home

Language for the intermediate phase (Grades 4 - 6) will be used. The following requirements have been summarised accordingly (CAPS, 2011, Section 2, The Language Skills, p.12):

a) A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language.
b) Learners will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own texts critically in terms of meaning, effectiveness and accuracy.
c) It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed.
d) The approaches to teaching language are text-based, communicative and process orientated.

The time allocation set out by the CAPS allows '6 hours per week' for the teaching of EHL. The teaching takes place 'within a two-week cycle (12 hours)' (CAPS, 2011). Apart from the other language skills (listening and speaking, reading and viewing, writing and presenting), language structures and conventions are taught for one hour per two-week cycle. However, it is important to note that it should be integrated within the teaching and learning of the other language skills as well. Whilst this aspect is mentioned in the curriculum document, no reason as to why the integration needs to take place is given. A possible assumption of integrating language skills could provide an addendum for focused teaching. At this juncture, teachers are expected to enforce this instruction without any given motivation to its significance in the teaching and learning process.

Listed under language structures and conventions are 19 components which should be covered within specific time frames. These language components should be covered within the specified time frame. The list includes: punctuation; spelling; parts of words; nouns; determiners; pronouns; adjectives; adverbs; prepositions; verbs; conjunctions and transition words; interjectives and ideophones; vocabulary development and figurative language; phrases; clauses; sentences; conditional sentences; passive voice; and reported speech (CAPS, 2011, p. 20 - 24).

1.9.1.2. EHL Curriculum: Independent Schools

In doing research on the curriculum for the teaching of English Home Language (EHL) applied in independent schools, my enquiries have led me to believe that independent schools are able to select their own curricula, so there will be no specific content that applies to all schools. Those schools that follow the national curriculum will make use of the same content as public schools (e.g. CAPS), while those that follow the Cambridge International Examinations (CIE) syllabus will have different content. The CIE is recognised for entrance to South African Universities and is recognised by the South African Qualifications Authority (SAQA) as an equivalent to the National Senior Certificate. The two courses offered are (see St John's College): the International General Certificate of Education (IGCE) which takes 2 years to complete for learners in Grades 10 and 11. The learner will take 7 subjects on this level. The second course is the first stage of A Level (AS) which also takes 2 years to complete for Grade 12 learners. The learner will take 5 subjects on this level.

The aim in applying CAPS is set out to be used as a guide, thus subject administrators are required to understand what is expected of them in the teaching of EHL. They are then required to construct and compile their individual learning material to be used in their teaching. In order to obtain a vast array of learning material and to ensure that all content has been covered, EHL teachers incorporate the requirements and content set out by the CAPS in conjunction with their own collective reinforcements.

The Independent Schools Association of Southern Africa (ISASA) is a voluntary, non-profit association that provides various benefits towards its member independent schools. The association supports quality education by providing resources for 'curriculum development' (ISASA, 2016). The IEB (Independent Examinations Board) is a South African independent assessment agency which offers examinations to various independent schools. The IEB needs to be accredited by Umalusi, the national qualification authority, based on the assessments offered. The IEB offers 'external assessments in accordance with legislation and Umalusi directives for Schools registered at Grade 12 for the National Senior Certificate' (IEB, 2015). The IEB also offers the 'International Benchmarking Tests for Grades 3 to 10' (IEB, 2015). The IBT is a high

quality skill-based assessment (not linked to any national curriculum) developed by the Australian Council for Educational Research (ACER, 2016). The IBT is designed to improve the quality of teaching and assessment, to support and develop learners so that they are better prepared for the future.

The curriculum outline is set out according to four language skills across three terms, as opposed to four terms in public schools. Teachers are expected to cover the majority of the learning content specified in the CAPS. However, due to time constraints, teachers undergo a selection process to see which learning content needs to be included and which learning content can be excluded from the teaching process. Thus planning and teaching is affected by the independent school calendar. Even in such a case, teachers ensure that more than just the content specified in the CAPS gets covered.

1.9.2. Teaching and learning of language structures and conventions

In this section, I wish to foreground the literature by discussing the differing viewpoints of the teaching and learning of language structures and conventions. Firstly, I will discuss the demerits of language structures and conventions, taking into account the various theoretical positions that do not recognize the need for grammar teaching. Secondly, I will discuss those in favour of teaching language structures and conventions. I will review the value of its application in the language classroom, stressing the importance of integrating the language skill in the curriculum.

Various theorists point out the need to include grammar in language teaching and learning (e.g. Ellis, 2003; VanPatten, 2004; Rose, 1996; White, 1987), whilst others position themselves against the need to include grammar in language teaching (e.g. Vavra, 1996; O'Hare & Edward, 1993; Mellon, 1969); or as Vavra (1996, p. 32) terms them as 'anti-grammarians'. According to Krashen and Terrel (1983, p. 55), limited value has been accredited to grammar teaching, since grammar has been taught for conscious learning rather than teaching grammar to transmit messages. The issue here on grammar teaching, as Hartwell (1985, p. 105) points out, is based on the assumption made by Janet Emig's 'Magical Thinking' that learners will only learn what they have been taught. Brown (2009) adds that teachers need to question the value of their approaches in teaching

grammar, adding that teachers need to be linguistically skilled in order to provide effective and quality teaching in their language lessons.

I now place focus on a national level for the purpose of this study. South Africa is a multi-lingual society that has not overcome linguistic barriers due to the policy of apartheid (Department of Arts and Culture, 2002, p. 5; Marjorie, 1982). This has raised concern in institutions where EHL is taught to learners whose home language is not English. Learners' language proficiency levels are varied within a South African classroom, thus adding to the linguistic challenges schools face. The reason is that diversity plays a significant role in evaluating the learners' performance levels. The Language in Education Policy (1994, p. 2) affirms the aim to 'recognise that diversity is a valuable asset'. Learners are also required to select a school based on their preferred language of instruction. However, schools still face accusations based on the language of instruction provided to learners whose home language is not English.

Studies done by Mellon (1969) and, O'Hare & Edward (1993) claim that writing helps improve grammar learning without having any formal instruction in grammar. Teachers consider grammar learning to be unimportant, but retaining literature and writing is of more significance. This brings about yet another debate on the purpose of 'knowing' grammar in order to apply it in reading and writing. Amongst other theorists, Neuleib (1977) and, Neuleib & Brosnahan (1987) argue that grammar teaching does not affect writing processes in any way. However, their study has demonstrated that this assumption is not proven, thus more research needs to be conducted. Language structures and conventions play a significant role in the analysis of literary work – especially when learners reach the Senior Phase (Grades 7 - 9) and Further Education and Training (FET) Phase (Grades 10 - 12). Teachers also have a negative mindset when associating tasks with grammar teaching, assuming that the lessons will be boring. Fatemipour and Moharamzadeh (2015, p. 328) add that teachers find grammar teaching just as boring as when learners have to learn grammar, yet it remains a fundamental aspect in English teaching (ET). An additional claim is that grammar teaching is tedious and ineffective, often resulting in harmful outcomes (Braddock, Lloyd-Jones & Schoer, 1963; Hillocks & Smith, 1986; Brown, 2009, p. 216). However, this belief may be argued by saying that the boring capacity of grammar teaching may lie beneath the surface of limited content knowledge or poor teaching strategies.

Towards a more positive outlook, the value of teaching language structures and conventions has been argued extensively for more than a decade. Research shows that language structures and conventions (whether transformational or traditional grammar) have no effect on the quality of writing processes (Petroskey, 1977; Elley, Barham, Lamb & Wyllie, 1976). Mellon (1969), on the other hand, argues that grammar instruction does no harm in the teaching and learning process. As a result of these arguments, no specific research has yet to confirm any of these assumptions. Therefore, to place value on the teaching of language structures and conventions further adds to the confusion. Hartwell (1985, p. 106) exhibits his understanding of the value of grammar teaching in the following quotation:

> What does experimental research tell us about the value of teaching formal grammar? But seventy-five years of experimental research has for all practical purposes told us nothing. The two sides are unable to agree on how to interpret such research. Studies are interpreted in terms of one's prior assumptions about the value of teaching grammar: their results seem not to change those assumptions.

Based on the above reflection, I consider the relevance of the statement in relation to current research and its relevancy to this study in particular. It illustrates that despite the outcome of grammar teaching in either public or independent schools, the assumptions that have been put forward will most likely remain consistent. However, various aspects such as the curriculum, teaching strategies and attitudes will impact the teaching and learning of language structures and conventions thus allowing space for adjustments and improvement in the teaching process. In this way, by encouraging and promoting the teaching of grammar, we are able to identify approaches best suited for quality learning to take place.

1.9.3. Teaching strategies, approaches and pedagogies in teaching language structures and conventions

In terms of an approach to learning language structures and conventions, Richards and Rodgers (1987, p. 18) suggest two considering factors. Firstly, to consider the psycholinguistic and cognitive processes involved in language learning. And secondly, the conditions that need to be met for learning to take place. Both process and condition-based theories are associated with language learning. In order to display a significant link between comprehension and meaningful

communication, Krashen and Terrell (1983) introduced the Natural Approach. However, Krashen's Natural Approach involved both dimensions of process and conditions, whereas Terrel's Natural Approach was based solely on conditions.

The aim of this approach was to enhance the development of Basic Interpersonal and Communications Skills (BICS) and Cognitive Academic Language Proficiency (CALP) of learners. Cummins (1979) coined the term BICS to indicate that day-to-day interaction was used to develop learners' ability to cope with everyday communication needs. He further made the distinction between BICS, being more conversational and CALP being more academic. In Cummins' article published in 2008, he highlights major criticisms on the BICS and CALP distinction. Based on those critiques, I list two of the following assessments on the distinction of BICS and CALP:

a) the distinction of BICS and CALP takes on an autonomous approach on language, detached from social and power relations (Wiley, 1996; Edelsky et al., 1983); and
b) there are major lexical differences in terms of conversational and academic uses of English (Corson, 1995).

Various language-related pedagogies are applied in the teaching and learning of language structures and conventions. Can (2012) points out that teaching methods and approaches have undergone continuous growth and change. However, the assumption is that schools are not monitoring the change within their teaching and learning environment. Some approaches to learning are considered outdated, yet schools continue to adopt these approaches. In order to stress the point that change is necessary, the teaching approach needs to cohere with the aim to focus on the learners' needs, thus initiating a student-centred culture. Cummins and Davison (2007) add that learners and the learning experience are the main focus at hand. As a result, better learning will take place whilst encouraging learners to perform well. Taking into account the diverse linguistic landscape in South Africa, many schools do not provide necessary reinforcements to cater for the linguistic needs of the learners. Thus learners are faced with a linguistic challenge that may negatively impact on their performance. When taking into account the language needs of the learners, the following five aspects have been outlined that need attention before designing a language syllabus (Weideman, 2002, p. 37; Littlewood, 1981, pp. 82-84):

a) the *situation* that requires learners to use the target language;
b) the *topics* that are incorporated in each situation;
c) the *media* and/or *skills* needed to produce communication in each situation;
d) the language functions that are best suited in each situation; and lastly
e) the grammatical forms appropriately used as language functions in each situation.

The debate on whether language structures and conventions should be taught in a systematic way can be argued. In fact, theorists support the idea that grammar should not be taught in a systematic way (Brown, 2009; Brown, 2008; Kolln & Hancock, 2005).

Richards (2006) supports that communicative competence promotes the use of language for various functions as well as to understand the purpose of different types of texts. Weideman (2002, p. 30, p. 31) remarks on the function of 'authentic texts' and promoting the integration of these texts across the other language skills. CLT encourages the use of texts for understanding, as well as to 'extract information' for various purposes. Cook (1981) concludes that selecting authentic texts has a positive effect on the learners' motivation.

A text-based approach explores how texts function and how it assists in the teaching of grammar though the integration of language skills. A text-based approach refers to the structured sequences of language that are used in specific contexts in a specific way. For example, casual versus formal conversational exchanges, telephonic calls, seeking advice from a friend, or relating experiences to name but a few. These types of texts require learners to conform to content rules by drawing on linguistic structural aspects. The purpose of a text-based approach is to 'enable learners to become competent, confident and critical readers, writers, viewers and designers of texts' (CAPS, 2011, p. 12). Richards (2005, p. 41) highlights the following limitations of a text-based approach: much focused is placed on the product of learning rather than the process of learning; learners are restricted when applying individual creativity; and the approach is considered repetitive and boring.

In introducing the Context Approach, it puts the assumptions of CLT, as discussed earlier, in a clearer perspective. The Context Approach promotes a holistic view to language teaching by considering the whole context. In contrast to CLT, which places the focus on methodology, other

factors should also be considered more important. In refocusing our perspective in applying transparent forms of methodologies and approaches, it will enable teachers to appropriately select the best methodology for a required purpose. Heylighen (1998) illustrates a criteria used to analyse which methodology is considered more successful. Todd (2008) justifies this by pointing out that methodologies can never be replaced, only extended to promote effective teaching.

1.10. Research methodology

1.10.1. Research Approach

This research adopts a qualitative approach. The reason for selecting a qualitative approach is based on my unassuming reality of the teaching and learning of language structures and conventions in the intermediate phase EHL classroom, which thus needs to be evaluated in realistic terms. Advantages of a qualitative approach will be to address personal experiences, attitudes or views of teachers and Head of the Department (HOD) in the Intermediate Phase for EHL. Overall limitations of this approach are the subjective views of the researcher and the manipulation of the research participants, to serve their own interest.

The structure in design will have a low degree of control, which means that the study will be applied to a natural field setting, such as interviews, at a public and at an independent school in Gauteng, Johannesburg.

1.10.2. Research Design

The qualitative approach narrows the focus of the research towards a specific orientation. Thus the design that is most appropriate for the research is a case study. Benefits of using a case study is that it is intentional in its orientation and that it goes in depth (Leedy & Ormrod, 2010). The study will focus on a specific case (teaching and learning of language structures and conventions) and will be conducted for a defined period of time (interviews and observations will be conducted in the third term for the duration of two weeks). As the researcher, it is important to understand the environment in its natural setting.

1.10.3. Sampling and Population

Sampling

Table 1 A: Sample of schools and participants for the interview and observation process

	Public School	**Independent School**	
Interviews	3 teachers (Grades 4, 5 and 6) 1 HOD of Intermediate Phase	3 teachers (Grades 4, 5 and 6) 1 HOD of Intermediate Phase	8 interviewees
Classroom Observations	5 lessons (Grade 6 EHL class)	5 lessons (Grade 6 EHL class)	10 lessons

The interview process focused on on the EHL teachers and HOD in the intermediate phase for EHL at a public and at an independent school. Approximately 8 participants were interviewed. The participants were selected by means of stratified sampling, which means that an equal representation of participants were selected from each school. The interviewees were randomly selected based on their availability of time, willingness and interest to partake in the study.

The classroom observation and audio-recording will specifically focused on Grade 6 EHL lessons as it represents the end of a phase, nearing the beginning of a new phase, thus distinguishing what learners should already know in preparation for the senior phase. Approximately 10 lessons (per school) were observed and audiotaped, depending on the 2-week cycle described in the CAPS (2011, p. 14). The lessons will not only incorporate the skill of language structures and conventions, but also an integration of all four language skills. I also examined the learners' workbooks through systematic selection. In other words, the workbook of every fifth child on the class list were reviewed.

Population

The research is a comparative study of a public and an independent school in central Johannesburg. The aim of the selected research design probes for in-depth information and investigates the patterns of the data collected, therefore, a maximum of 8 participants were interviewed.

1.10.4. Data Collection

Biographical Questionnaires

The Intermediate phase (Grades 4-6) EHL teachers and the Head of the intermediate phase for EHL were requested to fill in a short biographical questionnaire consisting of 16 questions (1 page). The aim of the biographical questionnaire is to obtain certain information about the participants. To save time and to interfere less during the interview, the biographical questionnaire can be filled at any time. These questions were used in collaboration with the data analysis procedure.

Interviews and Audio-recording

A semi-structured interview schedule was used (Leedy & Ormrod, 2010; Babbie, 1998). This method will allow for in-depth information to be acquired within a limited group of participants. The interviews only incorporated intermediate phase (Grades 4-6) English Home Language teachers and the HOD in the intermediate phase for English Home Language at a public and at an independent school. The participants were interviewed either during the schools' lunch hour or after school hours (at school) at a time most convenient for the participant. In total there were 8 interviewees. Interview questions will relate to the teaching and learning of language structures and conventions in an intermediate EHL classroom. The main focus of the interviews were on the teaching strategies and challenges. The questions acted as a guideline during the interview process, thus making provision for further questions and discussions. Participants were required to provide their personal perspectives and beliefs, feelings and motives, present and past behaviours or experiences, as well as standards and reasons for their behaviour (Silverman, 1993). All the interviews required permission to be audiotaped for the purpose of providing accurate transcriptions and to save time during the interviewing process. However, if permission was not granted then written notes were taken.

Classroom Observation and Audio-recording

The classroom observations and audiotaping of lessons were only focus on the Grade 6 English Home Language classes at a public and at an independent school. The purpose of the observation was to experience the classroom environment in its natural setting, analysing the pedagogies used

in the lessons and whether the lesson content relates to the curriculum. The audiotaping supported the observations as it helped to capture the teaching content of lessons and to capture the learners' responses, in order to provide accurate transcriptions. However, if a learner did not give permission to be audiotaped in class, I asked the teacher to give advice on the matter. An alternative solution would be if the learner could sit in another English lesson that covers the same work; or to inform the learner that his or her input would not be included in the research.

1.10.5. Data Analysis

The data captured in both classroom observations and interviews was analysed between the public and independent school comparatively. Firstly, I looked at the challenges that occurred in the five lessons (per school), taking into account certain aspects, such as the learner responses. Secondly, I discussed these challenges further by referring to samples from the classroom observations and evaluated the kinds of strategies used in every lesson. And thirdly, I provided an overall analysis by incorporating data acquired from the interviews.

1.10.6. Validity and Reliability

A limitation of the qualitative approach is that it promotes internal validity measures. The validity of the research implies the extent to which 'the results of the study can be generalised' (Bless, Higson-Smith & Kagee, 2006). Therefore, qualitative research is weak in terms of generalisation that is produced by the assumption of a theory (Becker, 1990, p. 240; Yin, 1984). Maxwell (1992) states that qualitative research cannot predict that the outcome of a constructed reality in one situation will work in another situation. His argument is that the validity does not rely on the specific features of the situation, but instead the relation of the features to another situation, in which its existence can be tested.

To ensure the reliability of the study, a systematic and consistent research procedure was used. First, observations at the public school and then at the independent school took place during the third term, as stipulated by the Gauteng Department of Education (GDE). The first two observations of the lessons were not recorded, to make the setting seem as natural as possible. The

function of the audiotaping was reliable as it aided the observation process. Second, the interviews were conducted once the observations took place. The interview questions are understandable for the specified group of participants. In order to collect data in an unobtrusive way, the data collection process must ensure that the participants remain in their natural field setting so that it resembles an authentic reality (Guba & Lincoln, 1989). I triangulated my research based on the multiple research instruments used in relation to the research approach and research design. The benefit of triangulation is that it promotes the reliability of achieving an in-depth study.

1.10.7. Ethical Consideration

There are a few factors that need to be taken into consideration with respect to ethics. All participants received consent (adult participants) and assent (minor participants) forms explaining the purpose of the research and the reason for their participation in the study. Parental consent forms were given to parents to sign. Emphasis was placed on the participants' voluntary decision to partake in the study and that they may withdraw from the study at any time. Confidentiality was reassured and stated in the consent form. Any information that is linked to the identity of the participant will be removed from the research. Interviews were conducted individually in order to assist in the confidentiality process. Pseudonyms or case numbers were assigned to each participant in order to guarantee anonymity. Participants needed to understand the reason to be audiotaped during the interview sessions or classroom lessons. If a learner does not give permission to be audiotaped in class, I asked the teacher to give advice on the matter. An alternative solution would be if the learner could sit in another English lesson that covers the same work; or to inform the learner that his or her input will not be included in the research.

1.11. Conclusion

In synthesising, this Chapter contextualises the research problem by providing three research objectives. These objectives will aid the data analysis process (in Chapter 4) by means of answering the research questions based on the data obtained. A brief overview of the challenges, teaching strategies, approaches and pedagogies for language structures and conventions has been provided. A more in-depth discussion of these themes will be explored in Chapter 2.

I have pointed out that there is a gap in literature in terms of identifying challenges schools face when teaching language structures and conventions, and question whether public schools exert higher quality teaching strategies and approaches than in public schools. In exploring this gap, insight into how the CAPS is used in teaching and whether the curriculum supports the teaching of language structures and conventions will be analysed.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The following Chapter provides a more valuable insight into the teaching and learning of language structures and conventions for the intermediate phase English Home Language classroom. The theoretical framework will focus on the theories supporting this research study, by conceptualising and explaining existing knowledge. This framework will, therefore, help predict and challenge existing theories used in practice at schools. A synthesis of the requirements in the curriculum applied by the Department of Basic Education in public schools and the curriculum applied in independent schools will be addressed. A comparison of the curriculum applied in each school will be made, highlighting salient aspects in the teaching and learning of language structures and conventions. The value of teaching language structures and conventions, focusing specifically on grammar teaching, will then be emphasised and compared based on international and national research. Lastly, teaching strategies and approaches best suited for the teaching and learning of language structures and conventions will be put forward as a means of addressing challenges experienced by teachers and learners.

2.2. Theoretical Framework

Three significant approaches will be used to ground the literature in this research study, namely: Cognitive Approach, Sociocultural Approach and Communicative Language Teaching. Throughout the study, various other approaches will be discussed in terms of their significance to the teaching and learning of language structures and conventions so that the approaches used in the selected public and independent schools (which will be analysed in Chapter 4) can be easily understood. However, for the purpose of this study, I will mainly draw on the sociocultural approach, because it is the most current and positively suitable approach used in language teaching at the level of home language.

2.2.1. Cognitive Approach

In general education studies, Farrell and Lim (2005) state that teaching is a cognitive activity and that teachers' beliefs greatly impact their instructional decisions in the classroom. Piaget's (1990) theory of cognitive development stems from his belief that humans have the ability to do abstract symbolic reasoning. This theory illustrates how humans are able to adapt to the environment based on their schemes. Fischer (1980) explains how skills are gradually transformed from sensory-motor actions to representations and then to abstractions. Piaget (ibid.) identified four stages of cognitive development, namely: sensorimotor stage; pre-operational stage; concrete operational stage; and formal operational stage. In many schools, the four stages are applied to promote constructivist learning, which Huitt and Hummel (2003) recommend to parents and teachers to challenge the learner's abilities through a variety of experiences (e.g. group learning or field trips). The aim, however, is not to expose learners to content and information that is considered too advanced for the learner. A limitation to this approach is that change from one stage to the next is mostly apparent in humans rather than the environment (Beilin, 1971). However, Bandura and Walters (1963) point out that much emphasis is placed on behavior when introducing concepts such as reinforcement, punishment, practice and imitation.

Griffiths and Oxford (2014) argue that language learning does not merely take on a behaviorist approach to learning language rules. Learning language involves taking in information which is then processed and acted upon (Dörnyei, 2005; Skehan, 1998; Bialystok, 1978, 1881, 1991). Learners are viewed as capable of generating rules because part of language learning is rule based and vocabulary orientated (Celce-Murcia, 2001; Chomsky, 1959, 1965, 1968). Although teachers are expected to possess general proficiency in the language, learners are responsible for their own learning. Thus errors are acceptable and encouraged as they are considered part of the learning process (Celce-Murcia, 2001; Corder, 1967). Learners are then able to develop interlanguage skills (Selinker, 1972), establishing mental frameworks known as schemata (Anderson, 1977), and employing metacognition to manage their own learning (Anderson, 2008), thereby bringing order into a complex system (Larsen-Freeman, 1997).

Cognitive Grammar (CG) is one grammatical approach within a broader field of cognitive linguistics. It is an approach to language that is based on our prior experiences and perceptions of the world and the ways we conceptualise it (Taylor, 2002). A significant aspect in CG is the relation of sound and meaning i.e. the relationship between phonological structures and semantic structures mediated by symbolic aspects. According to Langacker (2008, 1987, 1986) who established this theoretical framework, his argument is that grammatical structures are not autonomously represented, instead he claims that all grammatical units are symbolic.

The cognitive approach is applicable to my study as most of Piaget's research methods were based on case studies (Huitt and Hummel, 2003). In support of Piaget's belief that biological development can be promoted from one cognitive stage to the next, it is similar to the context of this study that learner's behavior can be determined by the cognitive processes produced throughout their schooling career. The theory, as Fischer (1980) suggests, has a common framework for integrating developmental analyses of cognitive skills, social skills, language, and perceptual-motor skills, as well as certain behavioral changes in learning and problem solving.

2.2.2. Sociocultural Approach

In contrast to Piaget's theoretical views, Vygotsky undertook a social approach as the foundation for cognitive and behavioural development. The Sociocultural theory of Vygotsky (1986, 1980) emphasizes the meaningful interaction among individuals which is a prerequisite for cognitive development (Brown & 吳一安, 2000; Eun & Lim, 2009). Brown claims that culture has a direct influence on the cognitive and affective behavior. Ratner (2002) adds that sociocultural theory is a human mental development mediated by culturally constructed artifacts. Vygotsky (1978) viewed external aids in memory and attention as mediators of thought in a way that is similar to Donald's (1991) ideas about External Symbolic Storage (ESS), emphasizing the cultural history of such aids, and their different distribution across historically differentiated cultures (Nelson, 1996). Thus higher order thinking is best developed through interaction within social and cultural environments (Lantolf & Thorne, 2006). However, Atkinson, Churchill, Nishino and Okada (2007, p. 170) suggest that a Sociocognitive Approach to language teaching should be grounded on the

integration of mind-body-world notion. The argument made here is that if language is a form of social action or a tool for performing social action, then it must be learned through the social environment.

The Zone of Proximal Development (Vygotsky, 1978, p. 86) addresses boundaries for new learning to take place, offering a balance between higher and lower levels of learning catered for various types of learners. Higher level of learning results in learner frustration and anxiety, whilst lower levels provide no challenge for the learner. Thus, effective learning takes place when learners are working within their ZPD with the mediation support of their teachers (Hammond & Gibbons, 2001). The joint participation of the learner and teacher in particular tasks promote the construction of the ZPD (Wells, 1999). Teachers are required to take into account the learner's goals and interests in juxtaposing what learners are able to do. As a result, the challenge of questioning the learner's readiness is refuted. Gibbons (2002) asserts that learners need to engage with authentic and cognitively stimulating tasks.

McDevitt and Ormrod (2002) claim that Vygotskian sociocultural theory and the ZPD are central to the concept of scaffolding. Scaffolding is a tool used during classroom interactions that allow teachers to provide temporary support to learners when completing tasks, so that the skills acquired will assist them in completing similar tasks in the future. Wood, Bruner and Ross (1976) were the first theorists to apply scaffolding in the educational context. Anyone or anything (e.g. teachers, parents, a book or a computer) that has a 'higher ability level of a particular task' are termed as 'The More Knowledgeable Other' (MKO) and act as mediators through the scaffolding process (Moodley, 2013, p. 88). Initially, teachers provide support structures to assist learners to develop new understandings, concepts and abilities (Hammond & Gibbons, 2001). In addition, teachers build on from what learners know to what they do not know. Once learners have acquired the necessary skills, teachers begin to withdraw their support. According to Donato (1994, p. 40), scaffolding is used during social interactive settings when a learner applies his or her linguistic knowledge and extends his or her skills to higher levels of competence.

Scaffolding helps learners simplify tasks, remain focused on tasks, help control anxiety and frustration during problem solving, and provides a clearer overview of what is expected (Wood,

Bruner & Ross, 1976). Teachers often enforce scaffolding activities to assist learners in creating meaning, however, once learner's progress, the scaffolding process is gradually reduced (Wertsch, 1998, 1985). Scaffolding works well in open-ended collaborative tasks where learners mutually construct a scaffold by negotiating contexts of shared understanding (Ellis, 1985). Various theorists challenge the limitation of scaffolding in relation to the ZPD, as it captures the teaching performance as a one-way communication process, whereas the ZPD emphasises the teacher-learner relationship (Daniels, 2002; Lave & Wenger, 1991).

The popularity of the use of scaffolding and the ZPD in an educational context gives rise to its relevance to this study. The metaphor of scaffolding, as Verenikina (2003, p. 2) points out, 'provides a theoretical justification for teaching strategies used in the classroom'. I wish to analyse whether scaffolding has been used in the teaching and learning of language structures and conventions and whether its application is effective in providing meaning to the learning process.

2.2.3. Communicative Language Teaching

Communicative Language Teaching (CLT) can be defined as an approach to teaching, emphasising the function of language learning through communication rather than learning in isolation (Lightbown & Spada, 2006). CLT, however, opposes traditional approaches to language teaching (LT), which include: grammar translation method; direct method; and audio-lingual method (Weideman, 2002). The general aim of CLT is that learners should have the ability to communicate in their target language. The learning that takes place needs to be associated with the social environment so that meaning-making situations occur. In other words, learners should be involved in peer or group work activities that encourage social interaction. Textbook activities should also reflect authentic real-life situations that learners will easily be able to associate with (Yalden, 1983). In saying so, CLT is primarily linked to the text-based approach, which is also evident in the Curriculum and Assessment Policy (CAPS, 2011).

Communicative competence, introduced by Hymes (1972), can be defined as having knowledge of grammar and other language related aspects (Canale & Swain, 1980; Chomsky, 1965) and using this knowledge to interact effectively with others (Savignon, 1976). Research suggests that

communicative competence aims to improve learner's communication skills through interaction and collaborative settings (Widdowson, 1978; Wilkens, 1978; Stern, 1978; Halliday, 1970; Hymes, 1968). Morrow (1977) affirms that communication is based on sociocultural contexts where authentic language (not text-based) is evaluated in terms of behavioural outcomes. The cultural context, therefore involves the role of the participants in a specific context and their non-verbal cues (Savignon, 1976). This notion has been questioned further as to whether communication is the only outcome. In her study, 'Code-Switching (CS) and Communicative Competence (CC) in the Language Classroom', Moodley (2010) explores how communicative competence is used not only for communicative purposes but also to enhance cognitive skills. Advocates of CLT regard the need to integrate the language skills as these skills are naturally integrated in real life.

Canale and Swain (1980) illustrate four types of competence, namely: linguistic competence, sociolinguistic competence, discourse competence and strategic competence. All four types of competences relate to aspects of language, however, for the purpose of this study I will discuss linguistic competence as it relates to components in the teaching and learning of language structures and conventions specifically. Linguistic competence refers to having knowledge about language (e.g. grammatical rules, vocabulary, spelling and pronunciation).

Cummins (1980, 1979) proposed a distinction between Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communicative Skills (BICS). CALP is that dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside of the immediate interpersonal context. It is what learners often use in classroom exercises and tests that focus on form. BICS, on the other hand, is the communicative capacity that all children acquire in order to be able to function in daily interpersonal exchanges. Cummins (1981) later modified his notion of CALP and BICS in the form of context reduced and context embedded communication, where the former resembles CALP and the latter BICS, but with the added dimension of considering the context in which language is used (Bailey & Huang, 2011). A good share of classroom, school-oriented language is context reduced, while face-to-face communication with people is context embedded.

Two major approaches to teaching communication skills in a language have been identified (Richards & Nunan, 1990; Rubin, 1981), namely: indirect approach and direct approach. Indirect approach is related more towards engaging learners in conversational interaction. Direct approach involves implementing specific strategies in order to gain new linguistic knowledge. Whilst direct approach *draws on traditional grammar teaching methods*, indirect approach involves creating *authentic communicative situations in class* that expects learners to identify strategies that govern communicative language use (Inglis, Thomson & Macdonald, 2000).

Although CLT is known to be the more predominant methodology, Todd (2008) argues that the whole idea of methodologies are undergoing questioning. One of the arguments about CLT is that it creates a so-called 'CLT attitude' (Bax, 2003, p. 279). This attitude brings about the assumption that CLT is necessary in obtaining language competence. The second assumption is that CLT is considered a modern approach, thus if any teacher that does not implement CLT in their language teaching is considered 'backward'. The problem that arises with these assumptions is in accordance with the views of the teachers. For example, teachers assume that CLT is a solution to language learning; that CLT is the only method that will work and that no other method will work; ignoring people's own views of what they want; and ignoring all aspects of the local context as being irrelevant (p. 280).

Breen and Candlin (1980) highlight two roles teachers perform in class when implementing CLT. Teachers act as facilitators during the communication process and they also act as an independent participant during the teaching and learning process. Thus, these defining roles conjures the argument that CLT is considered a methodology as it illustrates the way we should teach, hence communicative language teaching (Roberts, 1982). However, it neglects to express how learning should take place. And by emphasising the way we should teach, it places more emphasis on the methodology than in the context that teaching should take place. Bax (2003 p. 281) notes two important misconceptions of CLT: firstly, teachers assume that their priority is to produce communication. And secondly, teachers tend to think that the solution to classroom problems can be found in the method.

Weideman (2002) argues, similar to that of the proponents of CLT that errors do not have to be immediately corrected. There is much debate on this matter on whether accuracy overrides fluency, and whether it has any major impact on the learners' performance. In relation to this aspect, should teachers still adopt a behaviourist approach to teaching grammar? If so, will this not go against the requirements of the intended curriculum document?

2.3. Curricula

2.3.1. EHL Curriculum: Public Schools

South African public schools need to adhere to the requirements and specifications as stipulated in the Curriculum and Assessment Policy Statement (CAPS, 2011) which has been compiled by the Department of Basic Education. For the purpose of this study, the CAPS English Home Language for the intermediate phase (Grades 4 - 6) will be used. The following requirements have been summarised accordingly (CAPS, 2011, Section 2, The Language Skills, p.12):

a) A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language.
b) Learners will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own texts critically in terms of meaning, effectiveness and accuracy.
c) It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed.
d) The approaches to teaching language are text-based, communicative and process orientated.

The time allocation set out by the CAPS allows '6 hours per week' for the teaching of EHL. The teaching takes place 'within a two-week cycle (12 hours)' (CAPS, 2011). Apart from the other language skills (listening and speaking, reading and viewing, writing and presenting), language structures and conventions, the focus of my study, are taught for one hour per two-week cycle. However, it is important to note that it should be integrated within the teaching and learning of the other language skills as well. Whilst this aspect is mentioned in the curriculum document, no reason as to why the integration needs to take place is given. A possible assumption of integrating language skills could provide an addendum for focused teaching. At this juncture, teachers are expected to

enforce this instruction without any given motivation to its significance in the teaching and learning process.

Listed under language structures and conventions are 19 components which should be covered within specific time frames. These language components should be covered within the specified time frame. The list includes: punctuation; spelling; parts of words; nouns; determiners; pronouns; adjectives; adverbs; prepositions; verbs; conjunctions and transition words; interjectives and ideophones; vocabulary development and figurative language; phrases; clauses; sentences; conditional sentences; passive voice; and reported speech (CAPS, 2011, p. 20 - 24). As this is a lengthy and in-depth list, I provide the following as an example:

Table 2 A: Components for language structures and conventions listed in CAPS (2011, p. 20)

Nouns	• noun prefixes; • countable and non-countable; • number (singular and plural); • nouns with no change in number in the singular form; • common nouns; • abstract nouns; • compound nouns; • concrete nouns; • possessive forms of nouns; • collective nouns and classifiers; • gerunds; • predicate and object; • gender; • diminutives; • augmentatives; • articles; and • nouns derived from other parts of speech.

In terms of assessing language structures and conventions, it should be “assessed in context” (CAPS, 2011, p. 90). The approaches stipulated in the curriculum are the text-based, communicative and process approach to language teaching (CAPS, 2011, p. 12 - 13). The CAPS (2011, p. 35) also indicates the ‘how’ to integrate the four language skills, by means of constructing activities that are related to the selected texts. Thus, my research will focus on how teachers are able to apply this integration method in their English lessons. This will enable me to analyse the significance for the purpose of integration and to promote positive effects on pre-existing challenges.

The content for the examinations will include language structures and conventions in order for learners to provide knowledge and to show an understanding of grammar, punctuation and spelling. The assessment programme for Grades 4 - 6 comprises seven tasks which make up 75% of the promotion mark and 25% for the final end-of-year examination. Assessments are based on Barrett's Taxonomy where 40% is allocated to level 1 (literal) and level 2 (reorganizational), 40% is allocated to level 3 (inference), and 20% is allocated to level 4 (evaluation) and level 5 (appreciation).

2.3.2. EHL Curriculum: Independent Schools

In doing research on the curriculum for the teaching of English Home Language (EHL) applied in independent schools, my enquiries have led me to believe that independent schools are able to select their own curricula, so there will be no specific content that applies to all schools. Those schools that follow the national curriculum will make use of the same content as public schools (e.g. CAPS), while those that follow the Cambridge International Examinations (CIE) syllabus will have different content. The CIE is recognised for entrance to South African Universities and is recognised by the South African Qualifications Authority (SAQA) as an equivalent to the National Senior Certificate. The two courses offered are (see St John's College) the International General Certificate of Education (IGCE) and the first stage of A Level (AS). The former takes 2 years to complete for learners in Grades 10 and 11 with 7 subjects on this level. The latter also takes 2 years to complete for Grade 12 learners with 5 subjects on this level.

The aim in applying CAPS is set out to be used as a guide, thus subject administrators are required to understand what is expected of them in the teaching of EHL. They are then required to construct and compile their individual learning material to be used in their teaching. In order to obtain a vast array of learning material and to ensure that all content has been covered, EHL teachers incorporate the requirements and content set out by the CAPS in conjunction with their own collective reinforcements.

The Independent Schools Association of Southern Africa (ISASA) is a voluntary, non-profit association that provides various benefits towards its member independent schools. The association supports quality education by providing resources for 'curriculum development'

(ISASA, 2016). The IEB (Independent Examinations Board) is a South African independent assessment agency which offers examinations to various independent schools. The IEB needs to be accredited by Umalusi, the national qualification authority, based on the assessments offered. The IEB offers 'external assessments in accordance with legislation and Umalusi directives for Schools registered with at Grade 12 for the National Senior Certificate' (IEB, 2015). The IEB also offers the 'International Benchmarking Tests for Grades 3 to 10' (IEB, 2015). The IBT is a high quality skill-based assessment (not linked to any national curriculum) developed by the Australian Council for Educational Research (ACER, 2016). The IBT is designed to improve the quality of teaching and assessment, to support and develop learners so that they are better prepared for the future.

The curriculum outline is set out according to four language skills across three terms, as opposed to four terms in public schools. Teachers are expected to cover the majority of the learning content specified in the CAPS. However, due to time constraints, teachers undergo a selection process to see which learning content needs to be included and which learning content can be excluded from the teaching process. Thus planning and teaching is affected by the independent school calendar. Even in such a case, teachers ensure that more than just the content specified in the CAPS gets covered.

The assessment components for each Grade are worked out differently. The internal weighting for assessment in Grades 4 and 5 is 50% formative assessment (obtained from the four skills outlined in the CAPS document) and 50% summative assessment for a class test and cycle test (two formal assessments per term). The internal weighting for assessment in Grade 6 is 50% formative assessment (obtained from the four skills outlined in the CAPS document) and 50% summative assessment for a class test and cycle test in terms 1 and 2, and a class test and examination in term 3. Each school will decide upon the choice of Taxonomy (either Bloom's or Barrett's) for assessment purposes. The intermediate phase learners also participate in the International Benchmark Tests (IBT) Assessments each year.

2.3.3. EHL Curricula: Comparative analysis

It is generally perceived that independent schools provide 'higher' quality education than public schools (Osman, 2015; News24, 2012; Gravett, 2011; Wasserman, 2011). This perception questions whether independent schools promote better teaching strategies than public schools or whether their application of the curriculum enhances their understanding of what is expected of them as language teachers in general. This comparative analysis on the public and independent school curricula, in terms of language structures and conventions, is one way of illustrating whether this perception may or may not attract criticism.

In terms of similarities, both public and independent school curricula address four language skills (listening and speaking, reading and viewing, writing and presenting and language structures and conventions). Most grammar content needs to be covered in the year; however, each grammar component is covered according to different time frames in each term. In addition to using the CAPS in independent schools, additional teaching material is supplemented as reinforcements.

The fact that most independent schools use the same curriculum as public schools, infers the assumptions that language teachers in public schools have not been adequately trained to apply such a policy appropriately or that the CAPS is not adequately structured for a public school setting. The CAPS, however, provides sufficient detail on every language component and their sub-components (*vd* Table 2 A above) that need to be covered within a specific time frame. The CAPS goes on to specify these time frames, by highlighting that language structures and conventions should be taught for 1 hour per 2-week cycle within the 6 weeks allocated for the teaching of EHL. The independent school curriculum, on the other hand, requires more planning based on their school calendar. This brings us to the point where public schools have four school terms throughout the year, whilst independent schools have three school terms throughout the year. Therefore, independent schools are more flexible in selecting the type of content that needs to be covered and the duration spent covering each section.

2.4. Teaching and learning of language structures and conventions

In this section, I wish to foreground the literature by discussing the differing viewpoints of the teaching and learning of language structures and conventions. Firstly, I will discuss the demerits of language structures and conventions, taking into account the various theoretical positions that do not recognize the need for grammar teaching. Secondly, I will discuss those in favour of teaching language structures and conventions. I will review the value of its application in the language classroom, stressing the importance of integrating the language skill in the curriculum. Thirdly, I will discuss the challenges in teaching grammar and the strategies used in overcoming them. As a means of addressing the challenges of teaching language structures and conventions, Brown (1996) highlights misconceptions made by teachers and learners in terms of teaching grammar, specifically. These misconceptions will be discussed in further detail.

Various theorists point out the need to include grammar in language teaching and learning (e.g. Ellis, 2003, 1993; VanPatten, 2004; White, 1987), whilst others position themselves against the need to include grammar in language teaching (e.g. Vavra, 1996; O'Hare & Edward, 1993; Mellon, 1969); or as Vavra (1996, p. 32) terms them as 'anti-grammarians'. According to Krashen and Terrel (1983, p. 55), limited value has been accredited to grammar teaching, since grammar has been taught for conscious learning rather than teaching grammar to transmit messages. The issue here on grammar teaching, as Hartwell (1985, p. 105) points out, is based on the assumption made by Janet Emig's 'Magical Thinking' that learners will only learn what they have been taught. Brown (2009) adds that teachers need to question the value of their approaches in teaching grammar, adding that teachers need to be linguistically skilled in order to provide effective and quality teaching in their language lessons.

Researchers such as, Al-Mekhlafi and Nagaratnam (2011) and Baron (1982, p. 226) question how teachers have been negatively portrayed in the English classroom based on their attitude towards teaching grammar. Teachers tend to drill grammatical tasks and rules, constantly pointing out grammatical faults made by learners. Vavra (1996) asserts that teachers are not considered knowledgeable enough to teach grammar as many cannot make the distinction between usage and syntax. From a learners' perspective, however, they are expected to memorise a remarkable

amount of grammatical rules and definitions, which get to be tested through simplistic exercises only covering a minimal amount of theory. Carroll (1993) debates the area around theoretical learning in terms of grammar, stating that rules are important for grammar learning. However, her argument is the *how* and *when* do learners learn these rules.

Taking into account the teaching of language structures and conventions on an international level, I now place focus on a national level for the purpose of this study. South Africa is a multi-lingual society that has not overcome linguistic barriers due to the policy of apartheid (Department of Arts and Culture, 2002, p. 5; Marjorie, 1982). This has raised concern in institutions where EHL is taught to learners whose Home Language (HL) is not English. Learners' language proficiency levels are varied within a South African classroom, thus adding to the linguistic challenges schools face. The reason is that diversity plays a significant role in evaluating the learners' performance levels. The Language in Education Policy (1994, p. 2) affirms the aim to 'recognise that diversity is a valuable asset'. Learners are also required to select a school based on their preferred language of instruction. However, schools still face accusations based on the language of instruction provided to learners whose home language is not English.

Psychological and pedagogical factors may also negatively impact the teaching and learning of language structures and conventions. For example, some South African public schools are faced with the challenge of overcrowded classrooms. This is mostly evident in South African rural schools. Teachers are not physically and mentally prepared to teach in overcrowded classrooms. Lack of resources like desks and learning material combined with poor discipline amplify the situation and reduces the chance of providing quality education. Teachers are unable to ensure the inclusivity of every learner, thus impacting their performance levels.

In his study, 'Teaching Grammar as a Liberating Force', Cullen (2008) explores the potential of grammar as a liberating force which is grounded on Widdowson's (1990) positive outlook on grammar. The assumption that theoretical rules of grammar act as a constraint to what is considered grammatical or ungrammatical in language use places fear amongst teachers and learners. This repression, however, blocks the implication of grammar usage for communication purposes. Most English language classrooms continue to adopt the traditional and formal ways of teaching that

revolves around the structural syllabus, thus limiting the production of communication in the classroom (Richards & Rodgers, 1987; Fotos, 2002). Teachers seem to argue that the curriculum does not allow time for communication and extensive discussions if all the components listed in the curriculum needs to be covered in class within a specific time frame. Gattegno (1972) advocates that learning should not be defined as the means of accumulating knowledge, but of becoming more proficient.

Brown (1996) outlines misconceptions made by teachers and learners when associated with the teaching and learning of grammar, specifically. These misapprehensions, however, relate to other areas of grammar as well. Students hold the assumption that grammar can only be spoken correctly by elite people. To make the generalisation that only elite people have the capability of constructing language grammatically goes beyond egocentrism. Learners also assume that learning grammar rules is considered difficult, thus speaking correctly is not always necessary. One might argue that if grammar should be ignored all together because the rules are considered challenging, then why are Mathematical terms and formulae continuously being reinforced in class?

Studies done by Mellon (1969) and O'Hare (1993) claim that writing helps improve grammar learning without having any formal instruction in grammar. Teachers consider grammar learning to be unimportant, but retaining literature and writing is of more significance. This brings about yet another debate on the purpose of 'knowing' grammar in order to apply it in reading and writing. Amongst other theorists, Neuleib (1977) and, Neuleib and Brosnahan (1987) argue that grammar teaching does not affect writing processes in any way. However, their study has demonstrates that this assumption is not proven, thus more research needs to be conducted. Language structures and conventions play a significant role in the analysis of literary work – especially when learners reach the Senior Phase (Grades 7 - 9) and Further Education and Training (FET) Phase (Grades 10 - 12). Teachers also have a negative mindset when associating tasks with grammar teaching, assuming that the lessons will be boring. Fatemipour and Moharamzadeh (2015) add that teachers find grammar teaching just as boring as when learners have to learn grammar, yet it remains a fundamental aspect in English teaching (ET). An additional claim is that grammar teaching is tedious and ineffective, often resulting in harmful outcomes (Braddock, Lloyd-Jones & Schoer, 1963; Hillocks & Smith, 1986; Brown, 2009). However, this belief may be challenged by saying

that the boring capacity of grammar teaching may lie beneath the surface of limited content knowledge or poor teaching strategies.

Towards a more positive outlook, the value of teaching language structures and conventions has been argued extensively for more than a decade. Research shows that language structures and conventions (whether transformational or traditional grammar) has no effect on the quality of writing processes (Petroskey, 1977; Elley, Barham, Lamb & Wyllie, 1976). Mellon (1969), on the other hand, argues that grammar instruction does no harm in the teaching and learning process. As a result of these arguments, no specific research has yet to confirm any of these assumptions. Therefore, to place value on the teaching of language structures and conventions further adds to the confusion. Hartwell (1985, p. 106) exhibits his understanding of the value of grammar teaching in the following quotation:

> What does experimental research tell us about the value of teaching formal grammar? But seventy-five years of experimental research has for all practical purposes told us nothing. The two sides are unable to agree on how to interpret such research. Studies are interpreted in terms of one's prior assumptions about the value of teaching grammar: their results seem not to change those assumptions.

Based on the above reflection, I consider the relevance of the statement in relation to current research and its relevancy to this study in particular. It illustrates that despite the outcome of grammar teaching in either public or independent schools, the assumptions that have been put forward will most likely remain consistent. However, various aspects such as the curriculum, teaching strategies and attitudes will impact the teaching and learning of language structures and conventions, thus allowing space for adjustments and improvement in the teaching process. In this way, by encouraging and promoting the teaching of grammar, we are able to identify approaches best suited for quality learning to take place.

Teaching approaches and pedagogies have been a source of debate in literature over the past decade. One of the challenges that teachers and schools face is determining which teaching approach to select that will best suit the current time and learning environment. However, determining the right teaching approach will not solve the issue in the long-term. Thus it is also important to question the duration when applying an approach. Central to this discussion is the

need to understand the difference between theoretical principles and procedures used in language teaching. According to Anthony (1963, p. 7), an American applied linguist, the term *approach* is defined in the following ways:

a) an approach is a set of assumptions or beliefs relating to language teaching and learning;
b) an approach is axiomatic; and
c) an approach describes the nature of the subject matter to be taught.

However, Anthony's (ibid.) description excludes the role of the teacher, the learner and content material in language teaching. Therefore, Richards and Rodgers (1987) alters the hierarchical levels of conceptualisation (approach, method and technique) to approach, design and procedure. Thus the approach is determined by a design that in turn can be tested through practice.

In terms of an approach to learning language structures and conventions, Richards and Rodgers (1987, p. 18) suggest two considering factors. Firstly, to consider the psycholinguistic and cognitive processes involved in language learning. And secondly, the conditions that need to be met for learning to take place. Both process and condition-based theories are associated with language learning. In order to display a significant link between comprehension and meaningful communication, Krashen and Terrell (1983) introduced the Natural Approach. However, Krashen's Natural Approach involved both dimensions of process and conditions, whereas Terrel's Natural Approach was based solely on conditions.

The aim of this approach was to enhance the development of Basic Interpersonal and Communications Skills (BICS) and Cognitive Academic Language Proficiency (CALP) of learners. Cummins (1979) coined the term BICS to indicate that day-to-day interaction was used to develop learners' ability to cope with everyday communication needs. He further made the distinction between BICS, being more conversational and CALP being more academic. In Cummins' article published in 2008, he highlights major criticisms on the BICS and CALP distinction. Based on those critiques, I list two of the following assessments on the distinction of BICS and CALP:

a) the distinction of BICS and CALP takes on an autonomous approach on language, detached from social and power relations (Wiley, 1996; Edelsky et al., 1983); and
b) there are major lexical differences in terms of conversational and academic uses of English (Corson, 1995).

Various language-related pedagogies are applied in the teaching and learning of language structures and conventions. Can (2012) points out that teaching methods and approaches have undergone continuous growth and change. However, the assumption is that schools are not monitoring the change within their teaching and learning environment. Some approaches to learning are considered outdated, yet schools continue to adopt these approaches. In order to stress the point that change is necessary, the teaching approach needs to cohere with the aim to focus on the learners' needs, thus initiating a student-centred culture. Cummins and Davison (2007) add that learners and the learning experience are the main focus at hand. As a result, better learning will take place whilst encouraging learners to perform well. Taking into account the diverse linguistic landscape in South Africa, many schools do not provide necessary reinforcements to cater for the linguistic needs of the learners. Thus learners are faced with a linguistic challenge that may negatively impact on their performance. When taking into account the language needs of the learners, the following five aspects have been outlined that need attention before designing a language syllabus (Weideman, 2002, p. 37; Littlewood, 1981, pp. 82-84):

a) the *situation* that requires learners to use the target language;
b) the *topics* that are incorporated in each situation;
c) the *media* and/or *skills* needed to produce communication in each situation;
d) the language functions that are best suited in each situation; and lastly
e) the grammatical forms appropriately used as language functions in each situation.

The debate on whether language structures and conventions should be taught in a systematic way can be argued. In fact, theorists support the idea that grammar should not be taught in a systematic way (Brown, 2009; Brown, 2008; Kolln and Hancock, 2005).

Richards (2006) supports that communicative competence promotes the use of language for various functions as well as to understand the purpose of different types of texts. Weideman (2002, p. 30,

p. 31) remarks the function of ‘authentic texts’ and promoting the integration of these texts across the other language skills. CLT encourages the use of texts for understanding, as well as to ‘extract information’ for various purposes. Cook (1981) concludes that selecting authentic texts has a positive effect on the learners’ motivation.

A text-based approach explores how texts function and how it assists in the teaching of grammar though the integration of language skills. A text-based approach refers to the structured sequences of language that are used in specific contexts in a specific way. For example, casual versus formal conversational exchanges, telephonic calls, seeking advice from a friend, or relating experiences to name but a few. These types of texts require learners to conform to content rules by drawing on linguistic structural aspects. The purpose of a text-based approach is to ‘enable learners to become competent, confident and critical readers, writers, viewers and designers of texts’ (CAPS, 2011, p. 12). Richards (2005, p. 41) highlights the following limitations of a text-based approach: much focus is placed on the product of learning rather than the process of learning; learners are restricted when applying individual creativity; and the approach is considered repetitive and boring.

In introducing the Context Approach, it puts the assumptions of CLT, as discussed earlier, in a clearer perspective. The Context Approach promotes a holistic view to language teaching by considering the whole context. In contrast to CLT, which places the focus on methodology, other factors should also be considered more important. In refocusing our perspective in applying transparent forms of methodologies and approaches, it will enable teachers to appropriately select the best methodology for a required purpose. Heylighen (1998) illustrates a criteria used to analyse which methodology is considered more successful. Todd (2008) justifies this by pointing out that methodologies can never be replaced, only extended to promote effective teaching.

2.6. Conclusion

This Chapter provided a theoretical understanding of the teaching and learning of language structures and conventions for EHL in the intermediate phase. The theoretical framework has grounded the literature, which will be referred to again in Chapter 4 in the analysis. A transparent comparison between the IEB and DBE curricula has been discussed in relation to the requirements

set out by the CAPS, stressing both similarities in terms of content, and differences in terms of time specifications and assessment criteria. A further discussion on the value of grammar teaching has been debated on an international and national level. A diverse overview of the teaching and learning strategies were expressed. The subsequent Chapter will discuss the research strategy that will be applied to this study.

CHAPTER 3: METHODOLOGY

3.1. Introduction

In this Chapter, the research methodology utilised in addressing the research questions is discussed in detail. The items that encompass this procedure include: research approach; research design; sampling and population; data collection and data analysis. Additional factors, such as the validity, reliability and ethical considerations are also discussed. For each of the above-mentioned components, I will motivate my reason for selecting the specific research approach and research design.

3.2. Research Methodology

This research adopts a qualitative approach which Nieuwenhuis (2007) states is 'concerned with understanding the processes and the cultural and social contexts which underlie various behavioural patterns and is mostly concerned with exploring the "why" questions of research' (p. 51). The reason for selecting a qualitative approach was based on my unassuming reality of the teaching and learning of language structures and conventions in the Intermediate Phase English Home Language (EHL) classroom, which needs to be evaluated in realistic terms. Due to the general perceptions that were discussed in the previous Chapter regarding the teaching and learning of language structures and conventions, the qualitative approach will enhance my understanding as a researcher by gaining information through the research participants. Therefore, this study aims to investigate the relationship between 'beliefs and actual classroom practices' with regard to the teaching and learning of language structures and conventions (Farrell & Lim, 2005, p. 3; Bogdan & Biklen, 1982).

For the remainder of this Chapter and the analytical process that will take place in the following Chapter, I have adopted the qualitative design suggested by Creswell (2013, p. 32) in the following quotation:

> Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The advantages of a qualitative approach are to address personal experiences, attitudes or views of teachers and Head of the Department (HOD) in the Intermediate Phase for EHL (Muchinsky, Kriek & Schreuder, 2005).

The structure in design has a low degree of control, which means that the study has been applied to a natural field setting, such as interviews at a public and at an independent school in central Johannesburg. The qualitative approach narrows the focus of the research towards a specific orientation. The research design is intended to address the aim of the research and to provide a strategy for achieving its purpose (Babbie & Mouton, 2001). In order to select an appropriate design, one must refer to the research problem and research questions that defines this study (Creswell, 2013). Therefore, the research design in which this study is grounded upon is a case study.

Gulsecen and Kubat (2006) propose that a case study is a significant approach used in educational research that explores a 'contemporary phenomenon in real-life contexts' (Yin, 1984, p. 23). Zainal (2007) claims that a case study remains a controversial approach to data collection because 'in most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study' (p. 1). A case study allows the researcher to produce generalisations about the intended aim of the research. However, in this study I am limited to making such generalistions because my study is considered a minor study, limited to an even smaller geographical area and a few participants. Benefits of using a case study is that it is intentional in its orientation and that it goes in depth (Leedy, & Ormrod, 2010, p. 146). This study will focus on a specific case (teaching and learning of language structures and conventions) and will be conducted for a defined period of time. As the researcher, it is important to understand the environment in its natural setting.

3.3. Research Sites

This research is a comparative study of a public and an independent school in central Johannesburg. As a result of my unfamiliarity with the schools situated in Johannesburg, I had to conduct online research on the schools situated in central Johannesburg, taking into account the Grades, number of learners and teachers, as well as the language proficiency at each school. The selection process took more time than expected as not many schools were willing to participate in the study. The two schools that were willing to participate were ideally suited in terms of the number of participants and the fact that both schools taught English as a Home Language. However, the only setback was the language proficiency of the learners. The majority of the learners at the public school do not have English as their home Language (HL), whilst the learners at the independent school have English as their HL.

3.4. Research Participants

Rabie (2004) suggests between six and eight participants, but the number of participants varies according to a particular study. This study is informed by interviewee participants - 4 participants from each school. The research participants consisted of one EHL teacher per Grade in the Intermediate Phase (Grades 4, 5 and 6) as well as the HOD of the Intermediate Phase.

Table 3 A: Interviewee participants at public school

	Age	Gender	Race	HL	L2	Qualification(s)	Teaching experience
1	27	Female	African	IsiXhosa	English	B.Ed	4 years
2	33	Female	White	English	—	PGCE; BA Hons Corporate Comunications	5 years
3	36	Female	White	English	Greek	M.Ed	12 years
4	38	Male	White	English	French	PGCE; BA Hons	6 years

Table 3 B: Interviewee participants at independent school

	Age	Gender	Race	HL	L2	Qualification(s)	Teaching experience
1	35	Female	White	English	Afrikaans	BSocSc; PGCE	5 years
2	40	Female	Indian	English	—	B.Ed Hons (Inclusive Education)	18 years
3	48	Female	White	English	Afrikaans	HDE Senior Primary	20 + years
4	51	Female	White	English	Afrikaans	BA HDip Ed	21 years

3.5. Research (Data Collection) Methods /Instruments

The data collection method consisted of biographical questionnaires, teacher interviews, classroom observations and audio-recording of lessons. A maximum of 8 teachers were required to fill out a biographical questionnaire prior to being interviewed. The classroom observations specifically focused upon Grade 6 English Home Language (EHL) lessons as it represents the end of a phase, nearing the beginning of a new phase, thus distinguishing what learners should already know in preparation for the senior phase. The observations consisted of 5 English lessons (per school) which were also audio-recorded. In triangulating the research methods and research instruments, sufficient information regarding the teaching and learning of language structures and conventions was acquired. The discussion below will follow the order of methods used during the research and data collection process.

3.5.1. Biographical Questionnaire

The Intermediate Phase (Grades 4 - 6) EHL teachers and the Head of the Intermediate Phase for EHL were requested to fill in a short biographical questionnaire (App. C) consisting of 16 questions. The aim of the biographical questionnaire was to obtain certain information about the participants, specifically focusing on the language proficiency and teaching experience of the interviewee participants. The questions are used in collaboration with the data analysis procedure in the following Chapter.

3.5.2. Interviews and interview-schedule

Interviews are considered a predominant mode of data collection in qualitative research (Greeff, 2002). This study consisted of face-to-face interviews at the public and independent school where a semi-structured interview schedule (App. D) was used (Creswell, 2013; Leedy & Ormrod, 2010; Babbie, 1998). The interviews only incorporated intermediate phase (Grades 4-6) EHL teachers and the HoD of the Intermediate Phase for EHL at the public and independent school. Schurink and Schurink (2011) claim that interviewers and interviewees play an active role in the data collection process, further enhancing the meaning-making process. The participants were interviewed either during their lunch hour or after school hours (at school) at a time most convenient for the participant. In total there were 8 interviewees. Interview questions related to the teaching and learning of language structures and conventions in the Intermediate Phase EHL classroom.

Ryan, Coughlan & Cronin (2009) advocate that semi-structured interviews are flexible in obtaining information, making provision for unexpected responses through the emergence of open-ended questions. The interviews mainly focused on the teaching and learning strategies and challenges experienced in and out of school. The interview questions acted as a guideline during the interview process, thus making provision for further questions and discussions to take place. Participants were required to provide their personal perspectives and beliefs, feelings and motives, present and past behaviours or experiences, as well as standards and reasons for their behaviour (Ryan et al., 2009; Silverman, 1993). All the interviews required permission to be audio taped for the purpose of providing accurate transcriptions and to save time during the interviewing process.

Bless, Higson-Smith & Kagee (2006) suggest that interviewees provide detailed explanations to problems and experiences that occur in reality. Another advantage to using semi-structured interviews is that interviewers are able to probe in gaining more information and explanations due to the flexible nature of a semi-structured interview (Bates, Droste, Cuba & Swingle, 2007). Based on the information obtained during the interviews, the reality should be reconstructed according to the view of the interviewee (Schurink & Schurink, 2011). Semi-structured interviews confirm that all important data has been gathered in addition to new information.

Limitations to using semi-structured interviews is that significant emphasis is situated on the role of the interviewer and interviewee, drawing on their skill in obtaining as much information as possible (Bless et al., 2006). However, even greater concern is placed in obtaining accurate information as possible, limiting the amount of bias that is most likely produced by the interviewee. Creswell (2013) also notes that interviewers may seem intrusive in obtaining private information by asking questions to which interviewees may not want to provide a response.

3.5.3. Classroom Observations

The classroom observation entailed taking field notes that were based on four factors namely, curriculum, instruction, culture and support (Montano, Broome & Alford, 2012). The classroom observations (not included in appendices) focused on Grade 6 EHL classes at the public and independent school in central Johannesburg. The observations consisted of 5 lessons (per school) which were determined according to the current national curriculum. Based on the 2-week cycle described in the CAPS (2011), only 1-week of lessons were observed. Each lesson (in both public and private schools) had a duration of 30 minutes, which is considered one period. Whilst the public school strictly adheres to the CAPS requirements, they have a total of 5 hours per week teaching time for English. The independent school, on the other hand, has a total of 4 hours per week teaching time for English. However, the independent school has an additional 30 minutes which is restricted to reading in the library and producing oral book reviews during this lesson. The English lessons not only incorporated the skill of language structures and conventions during the week of observation, but also an integration of all four language skills.

An almost equal representation of learners can be compared between the public and independent school, however, the ratio of boys to girls varies (public school 17:8; independent school 12:13). Both schools offer English as a Home Language, which is compulsory from Grade 1. However, the language proficiency of the learners in the public school consider English to be their SAL (second additional language) or FL (foreign language), whilst the language proficiency of the learners in the independent school consider English to be their HL.

Creswell (2013) informs that qualitative observations consist of taking field notes on the behaviour and tasks that occur on the research site. I have decided to exclude the classroom observation notes from the appendix section as the transcriptions of the classroom audiotapes have exceeded its limit. The purpose of the observation was to experience the classroom environment in its natural setting, analysing the pedagogies used in the lessons and whether the lesson content coincided with the curriculum.

Limitations of qualitative observations is that private incidents may occur which the observer may not be allowed to include as part of the data collected (Creswell, 2013). The researcher may also unintentionally ignore important aspects that take place which could be advantageous towards the study.

Table 3 C: Duration of lessons observed

Grade 6	**Public school**	**Independent school**
Monday	60 minutes	60 minutes
Tuesday	60 minutes	30 minutes
Wednesday	60 minutes	60 minutes
Thursday	60 minutes	60 minutes
Friday	60 minutes	30 minutes
Total:	300 minutes / 5 hours	240 minutes / 4 hours

3.5.3. Audio-recording of lessons

The audio-recording of lessons supported the observations as it helped to capture the teaching content of lessons and helped capture the learners' responses, which were used to provide accurate transcriptions. Consent and assent forms were given to the parents and learners requesting permission for the lessons to be audio taped. Due to an extensive amount of transcriptions, I have selected certain aspects of every lesson that can be referred to in the appendices (App. E 2.1- E 2.5 and App. F 2.1-F 2.5).

3.6. Analytical Tools

The data captured will be analysed between the public and independent school comparatively. Specific analytical tools are used for each of the research instruments selected (i.e. biographical questionnaire, interviews, classroom observations and audio-recording of lessons). The sequence of the research instruments and analytical tools discussed in this section will remain the same when analysing each school individually. An overall discussion on the findings in each school will be used to produce a comparative discussion between the public and independent school.

The aim of the questionnaire is to identify whether any specific information influences the findings of the research. Each aspect in the questionnaire will determine whether it affects the teaching and learning of language structures and conventions at the public and independent school exclusively. Thereafter, I will be able to determine the effect of those aspects when both schools are being compared.

The outcome of the interviews will enable the researcher to make a comparison between what the teachers have said during the interview session and what occurs in real-life teaching practices. A thematic representation will be used to categorise the responses. Content analysis, as Myers (1997) explains, refers to a process of data analysis that seeks to acquire meaning through the categorisation of written information. The researcher is then able to search for patterns and themes that emerge by comparing discussions and findings (Marshall & Rossman, 2011; Eriksson & Kovalainen, 2008; Hatch, 2002).

The classroom observations were used to view the lessons in real-life context, in order to observe the authenticity of the way language structures and conventions were taught. I draw on the study done by Farrell and Lim (2005) and make use of their observation tool. In the following Chapter, I will make use of a similar representation of the 'teacher's classroom practice when teaching grammar' (Farrell & Lim, 2005, p. 7) to illustrate the 5 lessons observed in each school.

For the purpose of analysing the lesson recordings, I made use of samples from various lessons that were able to illustrate certain methodologies used by the teacher to show what seemed to be working well in the EHL classrooms and what posed as challenges to the teaching and learning of language structures and conventions.

The final section of the data analysis process will be an overall comparative analysis of the public and independent school which will include an analytical description based on aspects from the research instruments used; a critical engagement by drawing on theory from Chapter 2; filling in the gaps with additional theory that has not been previously mentioned; and lastly, to ensure that the research questions have been answered.

3.7. Validity and Reliability

3.7.1. Validity

All of the research strategies used in this study, as MacLean and Mohr (1999) suggest, are ways to ensure the validity of the research. In triangulating the research methods, it provides better insight of the data. The validity of the research implies the extent to which 'the results of the study can be generalised' (Bless et al., 2006). Therefore, qualitative research is weak in terms of a generalisation that is produced by the assumption of a theory (Becker, 1990, p. 240; Yin, 1984). Maxwell (1992) states that qualitative research cannot predict that the outcome of a constructed reality in one situation will work in another situation. His argument is that the validity does not rely on the specific features of the situation, but instead the relation of the features to another situation, in which its existence can be tested.

3.7.2. Reliability

To ensure the reliability of the study, a systematic and consistent research procedure was used. Firstly, observations at the public school and then at the independent school took place during the third term, as stipulated by the Gauteng Department of Education (GDE). The first two observations of the lessons were not recorded, thus making the setting seem natural as possible. The function of the audio taping was reliable as it supported the observation process. Secondly, the interviews were conducted once the observations had taken place. The interview questions were understandable for the specified group of participants. In order to collect data in an unobtrusive way, the data collection process ensured that the participants remained in their natural field setting so that it resembled an authentic reality (Guba & Lincoln, 1989). I used triangulation in my research, as illustrated on the multiple research instruments used in relation to the research approach and research design. The benefit of triangulation is that it promotes the reliability of achieving an in-depth study.

3.8. Ethical Considerations

There were a few factors that needed to be taken into consideration with respect to ethics. All participants received consent (adult participants) and assent (minor participants) forms explaining the purpose of the research and the reason for their participation in the study. Parental consent forms were given to parents to sign. Emphasis was placed on the participants' voluntary decision to partake in the study and the fact that they may withdraw from the study at any time. Confidentiality was assured and stated in the consent form. Any information that is linked to the identity of the participant will be removed from the research. Interviews were conducted individually in order to assist in the confidentiality process. Pseudonyms or case numbers will be assigned to each participant in order to guarantee anonymity. Participants understood the reason to be audio taped during the interview sessions or classroom lessons.

3.9. Conclusion

This research has utilised a qualitative research approach and a case study as its research design. A detailed outline of the sampling and population has been provided. In addition, characteristics of the participants and a situation analysis of the public and independent school were illustrated. An explanation of the data collection methods and data analysis process has been given, which forms part of the foundation in the Chapter to follow. As a result, certain ethical procedures had to be taken into account.

CHAPTER 4: DATA ANALYSIS AND DISCUSSIONS

4.1. Introduction

In this Chapter, I firstly present an analysis and discussion of data obtained from the public school followed by an analysis and discussion of the data obtained from the independent school. The analysis is structured according to the research methods used, as discussed in Chapter 3. The biographical questionnaire provides a brief analysis of the participants, placing emphasis on qualifications and language proficiency. The interview schedule is used as a framework to analyse the responses of the participant interviewees, which is categorised according to specific themes represented in Chapter 2. For the classroom observations, I will draw on the study 'Conceptions of Grammar Teaching: A case study of Teachers' Beliefs and Classroom Practices' (Farrell & Lim, 2005) as an analytical tool to discuss the teaching and learning of language structures and conventions. Various extracts are taken from the lesson recordings and will be analysed based on the following aspects: methods employed; challenges; and strategies experienced. An overall comparison of the analysis for each research method is conducted in order to validate what was evident in the classroom observations and lesson recordings in juxtaposing the interview responses. Following a similar analyses of the independent school, a comparative discussion of the public and independent school is conducted. In providing a critical analysis, I will draw on literature from Chapter 2, as well as the three research questions on which this research is based, focusing on the methods employed in the TPs and the challenges experienced and the strategies used.

4.2. Public School: Data analysis and discussions

4.2.1. Biographical questionnaire

The Intermediate Phase (Grades 4 - 6) EHL teachers and the Head of the Intermediate Phase for EHL were requested to fill in a short biographical questionnaire (Appendix C) consisting of 16 questions. The aim of the biographical questionnaire was to obtain certain information about the

participants, specifically focusing on the language proficiency and teaching experience of the interviewee participants.

Table 4 A: Interviewee participants at public school

	Age	Gender	Race	HL	L2	Qualification(s)	Teaching experience
1	27	Female	African	IsiXhosa	English	B.Ed (English)	4 years
2	33	Female	White	English	—	PGCE; BA Hons Corporate Comunications	5 years
3	36	Female	White	English	Greek	M.Ed (English)	12 years
4	38	Male	White	English	French	PGCE; BA Hons (English)	6 years

With reference to Table 4 A, the number of years of teaching experience for the four teacher participants range from 4 to 12 years. All four participants have professional degrees in the language that they are teaching. This implies that the teachers should be linguistically skilled and may be able to provide effective and quality teaching in their language lessons (Brown, 2009).

One of the four participants stated that IsiXhosa is her home language. Due to the majority of the learners' language proficiency not being English, the idea of having a teacher whose HL is IsiXhosa could be to their advantage to facilitate more effective learning. Her language proficiency enables her to engage with code-switching to enhance teaching and learning in a multilingual classroom (Makalela, 2013; Creese & Blackledge, 2010; Moodley, 2010; García, 2009). The Language in Education Policy (1994, p. 2) affirms the aim to 'recognise that diversity is a valuable asset'. Therefore, the linguistic barrier at the school should not be a challenge to the teaching and learning process.

4.2.2. Interview schedule and interviews

The table below is a break-down of the questions taken from the interview schedule. Each question relates to specific theme(s) that were discussed in Chapter 2. As a summary, I have provided supporting quotes based on the response from the participant interviewees. The discussion illustrates what it reveals about the participant interviewees' understanding and teaching methods.

Table 4 B: Interview responses

	Themes from Chapter 2	**Interview questions**	**Supporting quotes**
1	CAPS	Are you familiar with the CAPS?	Yes (to all)
2	CAPS training	Have you been given any training in CAPS. If so, what?	'extensive training in varsity' (App. E 1.1, l 4).
3	Curriculum	Do you use CAPS or do you use the IEB curriculum?	CAPS (to all)
4	Language structures and conventions	Have you had specific training in language structures and conventions?	'NAPTOSA Literacy Workshop' (App. E 1.1, ll 20-21). 'Love Languages' (App. E 1.1, l 25). 'what I didn't know, I learnt' (App. E 1.2, l 13).
5	CAPS requirements; Integrate language skills	How do you feel about the approach of integrating language structures and conventions with the other language skills (reading and viewing, writing and presenting, listening and speaking), as advocated in the CAPS?	'everything is integrated' (App. E 1.2, l 44).
6	Integrate language skills	Are you able to apply this approach (integrate language structures and conventions with the other language skills) in your lessons?	'depends on the specific task' (App. E 1.3, l 30). 'I think by default' (App. E 1.3, l 43). 'It just happens involuntary' (App. E 1.4, l 15).
7	CLT; Text-based approach	How do you feel about CLT (communicative language teaching) approach to a text-based teaching approach?	'We discuss a lot of things orally' (App. E 1.1, ll 78-79). 'So it's just discussions, it's games, we're trying to relate the relatable content to their everyday lives' (App. E 1.1, ll 82-83). 'Text-based is easier to a certain extent and more accessible' (App. E 1.1, l 106).

	Themes from Chapter 2	Interview questions	Supporting quotes
			'I just do what I think seems best at the time' (App. E 1.2, ll 55-56). 'a class discussion before actual work is done because it also gives you an understanding of what the kids understand' (App. E 1.2, ll 59-61). 'written exercise as a follow-up' (App. E 1.4, l 19).
8	Teaching strategies; Scaffolding; ZPD	What methods do you prefer when teaching language structures and conventions? Why?	'I take out a text or poem and I make up my own questions using Bloom's Taxonomy' (App. E 1.4, ll 24-25).
9	Resources; Teaching materials; Textbook	What teaching materials and resources do you use in your lessons? How do you feel about the text book you are currently using in class?	'smartboard because it's interactive' (App. E 1.1, ll 73-74). 'fortunate enough to have a lot of resources'(App. E 1.1, ll 107-108). 'I prefer not to have to use textbooks all the time but I don't have the time to bring in other resources' (App. E 1.2, ll 62-63). 'Radio' (App. E 1.1, l 115). 'Google'(App. E 1.1, l 115).
	Challenges	Additional comments	'So as a culture, as an African culture what I've picked up is that our kids don't read. At home very few of them read with their parents. So the language in itself is a problem' (App. E 1.1, ll 39-40). 'it goes back to what support are they getting at home' (App. E 1.2, ll 107-108).

In addressing research questions 1 to 4, all four interviewee participants reveal that they underwent CAPS training and language related workshops. The former was a once-off occurrence, whilst the latter took place throughout the school year. The following mixed responses were provided with

regard to the participant interviewees' attitude toward the CAPS (2011): 'We always use rubrics now, which I think is a good thing because then you have a set standard of what you're marking and how you're marking and what the expectations are' (App. E 1.1, ll 180-181); 'slightly unrealistic about time limits' (App. E 1.2, ll 23-24). Rubrics set out in the CAPS are considered a helpful tool in terms of assessment. Not only does the teacher make use of rubrics to Grade learners work, but they can also be used for the learner and parent to measure the progress in an authentic way. The rubrics also contribute to having a text rich environment. However, the CAPS represents a challenge regarding the amount of work and the time limit set out to cover each section of content. Due to this time limit, teachers are pressured to cover a large amount of work within a limited time. The article 'Caps curriculum meant more work – academic' (News24, 2015) affirms that CAPS is more content heavy as opposed to Outcomes-Based Education (OBE) which relied on the teacher's understanding of the learning outcome.

Questions 5 and 6 are associated with the integration of language structures and conventions with the other language skills. The interviewees acknowledge the importance of integrating the four language skills ('everything is integrated' (App. E 1.2, l 144)), however, their responses ('depends on the specific task' (App. E 1.3, l 130) and 'I think by default' (App. E 1.3, l 143)) suggest that they do not intentionally incorporate the integration of language skills in their planning for each lesson. The CAPS (2011, p. 35) indicates how integration should take place, by means of constructing activities that relate to selected texts. Although integration may occur involuntarily, teachers are encouraged to plan their lessons accordingly in order to provide quality teaching.

Question 7 revealed how the interviewee participants interpret what communicative language teaching (CLT) and text-based approach was. This can be illustrated in the following response: 'You mean like let's say just class discussions as opposed to just textbook based writing?' (App. E 1.3, ll 52-53). All four responses were more in favour of beginning a lesson by means of communication, and then using textbooks and writing tasks as a follow up. Whilst their discussion was grounded on the significance of communication during lessons, their interpretation of a text-based approach had not been entirely understood. As Richards (2005) argues, a text-based approach should place focus on the process rather on the product of learning. Thus, in the responses, teachers are referring to the language questions presented in textbooks that the learners

need to answer at the end of the lesson. In taking into account the learners' linguistic needs, Weideman (2002) proposes that learners need to make the connection between the written in order to understand the spoken. Therefore, both CLT and text-based approach should be incorporated in order for language to become more meaningful to the learner.

With regard to question 8 relating to teaching strategies and methods, one out of the four participants mentioned a worthy teaching strategy. Her response: 'I take out a text or poem and I make up my own questions using Bloom's Taxonomy' (App. E 1.4, ll 24-25). By incorporating literary work in language learning, it becomes an effective method for learners to be exposed to various texts, promoting their understanding of the text and of the linguistic aspect being taught. Language related questions which are grounded on Bloom's Taxonomy or Barrett's Taxonomy (as prescribed in the CAPS, 2011) will expose learners to higher order thinking type questions. Scaffolding was not mentioned in concept but rather as an explanation of their response to using communication as a method, for example 'We discuss a lot of things orally' (App. E 1.1, ll 78-79). Another response 'trying to relate the relatable content to their everyday lives' (App. E 1.1, ll 82-83), supports the requirement mentioned in the CAPS (2011) regarding teaching linguistic aspects in context and selecting topics best suited for each situation (Weideman, 2002). The interviewees did not mention any other teaching strategies used in the teaching of language structures and conventions. The responses fell short, based on the reason that time did not allow for alternative teaching methods.

In addressing the aspect on teaching materials and resources, I inquired about the use of the current textbook. Again, mixed responses were provided. Two positive comments were made: 'revision activities at the end of every theme' (App. E 1.1, ll 134-135) and that it has a good basis in terms of breaking down content per week. Four negative comments were made: 'too content heavy' (App. E 1.2, l 84); 'It's a bit vague' (App. E 1.1, l 126); limited class-based activities; and 'It's not the best in terms of the structure' (App. E 1.1, ll 131-132). In juxtaposition to the curriculum, both textbook and CAPS are aligned in terms of how content is broken down per week. However, the textbook does not provide in-depth language activities to cover the content more effectively.

In discussing the challenges experienced in the teaching and learning of language structures and conventions, a significant aspect that stands out in the responses above is the attitude of the participant interviewees, as well as their assumption on the attitude of the learners and parents. Their perception is that learners are not provided with the familial support needed to excel in the English language. As a result, learners consider English to be unimportant and they begin to lose interest in learning the language. Based on the participant interviewees' responses, attitude amongst all stakeholders involved in the teaching of EHL ranks higher than the availability of resources used in the teaching and learning process. The school has been provided with sufficient resources, including interactive smart boards ('fortunate enough to have a lot of resources' (App. E 1.1, ll 107-108)). The article (ibid. News24, 2015) argues that the reason learners from rural schools excel academically is because they are 'motivated and resilient'. Therefore, motivation and resilience are two significant attributes that are found to be lacking in the school culture.

4.2.3. Classroom observations

In work done by Farrell and Lim (2005), I draw on their study 'Conceptions of Grammar Teaching: A case study of Teachers' Beliefs and Classroom Practices'. The 'key' in the table demonstrates the theme of the lesson and what was covered during the lesson. I will discuss the observations by incorporating four factors namely, curriculum, instruction, culture and support (Montano, Broome & Alford, 2012). It was noted that the Platinum English Home Language textbook was used for the Grade 6 lessons that I observed. However, additional learning material was incorporated into lessons. The teacher provided additional language exercises by presenting questions on the smart board.

Table 4 C: Observed classroom practices

T1	Observed Classroom Practices	L1	L2	L3	L4	L5
1	Lessons followed a mainly traditional approach, with explicit teaching of grammar rules and meanings.	observed	observed	observed	observed	observed
2	Lessons were primarily teacher-centred, where teacher engaged in giving	observed	observed	observed	observed	observed

T1	Observed Classroom Practices	L1	L2	L3	L4	L5
	instructions, providing explanation and eliciting responses.					
3	There was noticeable use of grammar terminology by teachers and students	limited occurrence	not observed	observed	observed	limited occurrence
4	Lessons consisted of some form of communicative activities, either as an introduction at the start of the lesson or as a practice during lesson.	limited occurrence	limited occurrence	observed	observed	observed
5	Lessons were integrated into other activities like speaking and writing.	limited occurrence	not observed	observed	observed	observed
KEY:	T1 L1 – copy down spelling words and write sentences using each word; exercise on past, present and future tense; and exercise on pronouns. T1 L2 – listening comprehension. T1 L3 – exercise on pronouns. T1 L4 – spelling test; exercise on past, present and future tense; exercise on word division; reading comprehension questions. T1 L5 – mark language exercises.					
	T = Teacher L = Lesson					

[Farrell & Lim, 2005, p. 7]

All five lessons followed a traditional approach to language teaching, which revolves around the CAPS. One of the concerns of communicative competence, as Slavignon (1976, p. 8) highlights, is not to focus on 'surface features' of linguistic structural aspects, but rather to cover linguistic aspects in a holistic approach within context. The classroom observations illustrated the way in which the teacher adhered to the tasks structured in the textbook. The teacher assessed the learners' understanding and application of grammar rules through simplistic exercises presented in the textbook. The textbook-based language activities pose the following challenges: they do not serve as a motivating tool for learners; they don't measure the learners' progress; and are not reflected in summative assessment tasks. As a result, learners will find grammar tasks more challenging in the following Grades and will not be able to apply their linguistic knowledge in other language skills effectively. Krashen and Terrel (1983) emphasise that much focus has been placed on conscious learning, rather than teaching grammar rules to transmit messages. Therefore, by covering a wider range of linguistic aspects as advocated in the CAPS and as structured in the textbook, learners will not be able to develop an understanding of the work being covered.

The lessons were mostly teacher-centred, where the teacher asked questions and the learners attempted to respond. Learners were not given space to question what was being taught. During the marking of homework, learners responded shyly, conveying their apathy toward the English language. As a result, there was a lack of student-centred culture. This, according to Cummins and Davison (2007) steers away from learners and the learning experience which should be the main focus at hand. As mentioned in the interviews, most lessons involved the teacher having to produce discussions in the beginning of the lesson, and then leaving the learners to carry on with their work on their own. The classroom atmosphere presented during the lessons were uninteresting and boring, thus learners easily became restless and disruptive.

Teachers, as Brown (2009) suggests should be linguistically skilled in order to provide effective teaching. However, this does not imply that teachers need to transfer their theoretical knowledge by continuous teacher instruction. Learners should be given work to complete individually, yet they should conduct their work in a disciplined manner. The amount of linguistic terminology used by the teacher and the learners depended on the lesson, the task and the type of language skill presented in each lesson. The grammar lessons consisted of the teacher's use of grammar terminology, and limited use from the learner unless they were requested to make a response. Thus, learners were unable to extend their language vocabulary, which is a significant requirement as advocated in the CAPS (2011).

A traditional teaching approach, according to Richards and Rodgers (1987), limits the production for communication in the classroom. Although the teacher initiated discussions at the beginning of each lesson – as supported in the interview responses – the discussions were mainly focused on basic interpersonal communication skills (BICS) rather than cognitive academic language proficiency (CALP). Based on the classroom observations, the teacher made use of the Audiolingual Method, rather than focusing more attention on CLT. Whilst the latter focuses on creating situations that learners are most likely to encounter in real-life, the former consists of drill and repetition (Seminario & Sotamba, 2010). The learners' lack of communication illustrates that there was limited use of grammar terminology. Thus learners were unable to develop a meta-language through higher order learning. Hammond and Gibbons (2001, p. 14) assert that learners develop their knowledge and understanding through 'collaborative participation in scaffolded

activities'. Discussions should consist of learners sharing ideas and explanations whilst the teacher supports the discussion taking place. As a result, new knowledge and understandings develop through shared teaching and learning (Mercer, 1994).

The first lesson involved copying down spelling words and writing a sentence for each word. This was the only situation that required learners to integrate language structures and convention principles with writing. Whilst this is a common activity, it helps extend the learners' vocabulary and understanding of words within a limited time. However, learners may find this task boring and meaningless if it is overused. Alternative ideas on spelling homework can be integrated in writing tasks, for example, creating an advertisement using five of the spelling words (see Spelling-words-well.com, 2017). Interesting tasks will encourage learners to think creatively and to apply language principles more meaningfully. Mellon (1969) and O'Hare (1993) claim that writing can help improve grammar learning, and by integrating the two language skills it can also save time.

In addressing the cultural factor regarding the teaching and learning of language structures and conventions, the teacher adhered to the standard the school set – that being an English medium school. Even though the learners' language proficiency is not English, the teacher assumes that the learners should be able to cope with the subject EHL because learners have received EHL instruction from Grade 1. The learners, on the other hand, do not show much interest in the learning outcome. This was evident in such behaviours: learners do not listen to the teacher's instructions when completing homework; learners also do not show much interest in classroom discussions, unless the teacher elicits a response from the learner; and lastly, there is no evidence that illustrates the learners' understanding during classroom discussions because they do not question the work. These examples will be discussed further with the support of classroom samples in the lesson recordings section.

Classroom and school-based support help learners to improve their understanding of language structures and conventions. Teacher support was illustrated during classroom discussions as this gave the teacher an indication of whether the learner understood the work or not through question and answer technique. There was no evidence of peer support as learners engaged in personal

discussions amongst their peers. Based on the responses from the interviews, remedial support is offered at the school. However, despite the support offered at school-level, there was a lack of purpose to teaching English as a subject. The observations showed that the teacher had to teach English as a subject, whilst learners had to take in the information. Therefore, English was not promoted more than just a subject.

4.2.4. Lesson recordings

In this section, I have selected various extracts which will support my discussion on the methodologies employed, as well as the challenges experienced and the strategies used. The five lesson recordings are based on one Grade 6 EHL class, covering not only language structures and conventions, but also other language skills.

Extract 1:

Teacher:	Then we get demonstrative pronouns. This, that, those. So instead of using an object, you use a pronoun in place of a noun. But how do we know when to use what? If I use 'this' it is for something near. And if I use 'that' it is for something far. And 'these' is a plural for 'this'. But now, we also get demonstrative adjective. What is an adjective?
Albert:	A doing word.
Teacher:	Look for the noun in a sentence. If there is then it is an adjective. For example, look at these pencils over here. Pencils is the noun in the sentence.
Bonolo:	Adjective because it is 'these pencils'.
Teacher:	Good. Pronoun replaces a noun. So there must not be a noun.

Extract 2:

Teacher:	We are going to do a listening comprehension. I am going to read an extract from 'The Butterfly Heart'. What is an extract?
Bradley:	It is a part of the book.
Teacher:	And what is a blurb? Can anyone remember?
Thato:	You can read the blurb to determine whether you want to read the story or not.

Extract 3:

Teacher: Good. When Boolboo comes to school she sees that Winifred is different from usual. Right and then future tense. Thato?

Thato: When Boolboo, yoh, when Boolboo will go to school she will see that Winifred …

Teacher: Close, Rethabile? Future tense Rethabile.

Rethabile: When Boolboo comes to school she will see that Winifred …

Teacher: Simon?

Simon: When Boolboo comes to school she will see that Winifred …

Teacher: Bonolo?

Bonolo: When Boolboo comes to school she will see that …

Learners: Miss! Miss!

Teacher: When Boolboo WILL come to school she WILL see that Winifred is different from usual. Right. When Boolboo will come to school she will see that Winifred is different from usual. Okay, number 2 in the book says: When the three friends walk home from school together they tell stories and laugh? So past tense. Amo?

Extract 4:

Amo: When she sees the mess on Boolboo's desk, sister Lianisa said I wish you to be tidy like Boolboo.

Teacher: It is quotation marks which means that's somebody's words. You can't change somebody's words. Then it's not direct speech. The fact that her words are in quotation marks means those are the actual words that she was saying. Okay. Last one. Thando?

[…]

Teacher: No. You are changing the words. When she sees the mess on Boolboo's desk sister Lianisa says open quotation marks "I wish you were tidy like Winifred." Close quotation marks. Even though it's present tense the present tense is the first part of the sentence. The quotation marks have to – what's in the quotation marks has to stay the same. Those are her direct words. You can't go changing somebody's direct words. Okay. So when she sees – that tells us present tense. When she sees the mess on Boolboo's desk sister Lianisa says open quotation

marks “I wish you were tidy like Winifred.” Close quotation marks. Do you all understand that? It is in quotation marks. You can’t change somebody’s words. Okay the last part is in future tense.

[…]

Teacher: What did I just say about changing the words in quotation marks? John?

Extract 5:

Teacher: Question one said: “Decide on the correct pronoun to complete the sentence. The pronoun you choose will depend on what is given to you at the end of each sentence. Number one says: “Take, you had to fill in something, off the table and it tells you there in brackets, demonstrate it. You had to choose a demonstrative pronoun to fill in. Mary?

Mary: Take this off the table.

Teacher: You can say; “Take this off the table.” You could say, “Take that off the table.” You could say, “Take these off the table.” You could say either, take this, take that, take these, take those. Any of the demonstrative pronouns could fit that sentence. Number two, you had to fill in, “Something will be attending the soccer match.” Possibly an interrogative pronoun. […]

Extract 1 (App. E 2.1, ll 1-11) is a typical traditional teaching approach that is strictly teacher-centred. The extract illustrates extensive teacher-talk, attempting to elicit responses from the learners, but does not give enough thinking time for the learners to respond. Instead the teacher provides a response to her own questions. As a result, learners are not able to remember and recall information just by listening. One of the basic principles for teachers in the CLT approach is to facilitate and monitor the class rather than ‘leading’ the class (Seminario & Sotamba, 2010, p. 10).

Extract 2 entailed a listening comprehension. The text was prescribed in the textbook, which was incorporated into the theme of the lesson. Although most of the lesson consisted of reading the text and asking of questions, the teacher was able to ask questions (which were also prescribed from the textbook) that incorporated background knowledge based on previous work. The extract (App. E.2, ll 1-6) shows how the teacher was able to activate the learners’ schemata prior to reading the text. However, the teacher does not ask critical questions, only literal questions which do not

prompt for higher order thinking. Apart from this example, no other evidence regarding language structures and conventions was incorporated in the listening skill.

Extract 3 (App. E 2.4, ll 1-16) is taken from the class discussion during the marking process of definite and indefinite pronouns. This example shows how the teacher identifies the grammatical mistake while the learners are given turns in providing answers. After four attempts, the teacher announces the correct answer. During the marking process, much focus is placed on the product rather than the process of learning (Richards, 2005). To avoid correcting learner's mistakes, the teacher could have scaffolded the marking process, specifically with this question, as it showed that the learners were not applying their rules correctly. The teacher could have written the sentence on the board, and asked the learners to identify all the verbs in the given sentence. This way, learners would recognise their mistake on their own instead of being corrected. CLT encourages communication in order to create meaning, rather than placing emphasis on accuracy (Seminario & Sotamba, 2010).

In lesson 3, the teacher recaps concepts and theory on pronouns. During the lesson, the class was more interactive and engaged in class discussions. They seemed to remember previous work and theory well. The teacher presented an additional exercise on pronouns which was presented on the projector (see App. E 2.3, ll 1-20). Question 1 of the exercise required learners to copy down the sentences and to fill in the correct pronoun. Question 2 required learners to identify and underline the pronoun and then state which pronoun it is. The additional exercise benefitted both the teacher and the learner, for two reasons: learners were given time to test their understanding and knowledge of the theory covered in the previous lesson, thus deepening their understanding on pronouns; and the teacher was able to recognise the challenges that learners experienced in answering the questions, thus providing awareness for improvement.

Extract 4 (App. E 2.4, ll 17-39) illustrates yet another example of marking of homework. During the marking process of past, present and future tense, learners experienced difficulty when having to use quotation marks (Extract 4: App. E 2.4, ll 17-39; App. E 2.4, ll 42-93). Some learners began to alter the words in the sentence as a result of having to change the tense as well as the quotation.

The teacher expressed her frustration toward each incorrect response (App. E 2.4, ll 42-93). One of the basic principles of learners in CLT is that language is created by the learner through trial and error (Seminario & Sotamba, 2010). Spada and Lightbown (1993) add that mistakes and errors are an inevitable process to language learning.

This lesson consisted mostly of marking homework. The teacher would ask the questions and the learners would take turns in answering. Most answers were short and concise, giving more time for the teacher to elaborate on mistakes. Extract 5 is an example of how the lesson unfolded through the marking process (App. E 2.5, ll 1-28). In lines 8-13, the teacher provides alternative answers which encourages learners to question what is considered grammatically correct and how language is not necessarily limited to specific answers.

4.2.5. Overall discussion and findings

In accordance with the research methods used, the responses from the interview process were not entirely in compliance with what was observed in the classroom observations. Most lessons were teacher-centred unless the lessons involved marking of homework. Here the teacher would elicit a response from the learners. The learners lost interest as the lessons were not produced based on their learning needs. In other words, lessons consisted mainly of rote learning rather than learning for meaning. Therefore, as opposed to focusing on using a CLT approach to language learning, the teacher most often used the Audiolingual Method. Time was wasted as the lesson did not cover the duration of a period. Thus learners became quickly disruptive in class which prevented them from finishing their homework in class. There was little evidence to show the integration of language structures and conventions with the other language skills, thus it was taught in isolation. This aspect contradicted the responses made in the interview process regarding the significance of integrating the language skills. The observation demonstrated that the teacher's aim was to teach English just as a subject, thus learners were not motivated to learn.

Based on these brief findings, evidence shows that the teacher strictly followed the CAPS and the textbook content which resulted in a teacher-centred approach. Time wasted during lessons was due to a lack of planning on the part of the teacher. The comment 'I just do what I think seems

best at the time' (App. E 1.2, ll 55-56) does not seem ideal when time is at stake. It would be relevant for the teacher to interpret the content in his /or her own way, but it would also be necessary for the types of methodologies and approaches used for teaching language structures and conventions to be incorporated in the planning process.

4.3. Independent School: Data analysis and discussions

4.3.1. Biographical questionnaire

The same biographical questionnaire applied at the public school was used at the independent school.

Table 4 D: Interviewee participants at independent school

	Age	Gender	Race	HL	L2	Qualification(s)	Teaching experience
1	35	Female	White	English	Afrikaans	BSocSc; PGCE	5 years
2	40	Female	Indian	English	—	B.Ed Hons (Inclusive Education)	18 years
3	48	Female	White	English	Afrikaans	HDE Senior Primary	20 + years
4	51	Female	White	English	Afrikaans	BA HDip Ed	21 years

With reference to Table 4 D, the number of years of teaching experience for the four teacher participants range from 5 to 21 years. All four participants have professional degrees in the language that they are teaching, which shows that they should possess the necessary knowledge and skills required to teach language structures and conventions in the EHL.

The language proficiency which is considered the most significant aspect of the biographical questionnaire, is neutral throughout the interviewee participants. English is considered their HL and Afrikaans their L2 (except for one participant). This results in a strong foundation for language teaching as the language proficiency for the majority of the learners is English.

4.3.2. Interview and interview schedule

The table below is a break-down of the questions taken from the interview schedule. Each question relates to specific theme(s) that were discussed in Chapter 2. As a summary, I have provided supporting quotes based on the responses from the participant interviewees.

Table 4 E: Interview responses

	Themes from Chapter 2	**Interview question**	**Supporting quotes**
1	CAPS	Are you familiar with the CAPS?	Yes (to all)
2	CAPS training	Have you been given any training in CAPS. If so, what?	'very brief training'(App. F 1.2, l 58). 'CAPS orientation 2012' (App. F 1.3, ll 5-6).
3	Curriculum	Do you use CAPS or do you use the IEB curriculum?	CAPS (to all)
4	Language structures and conventions	Have you had specific training in language structures and conventions?	'many courses in English' (App. F 1.2, l 62). 'what I learnt at varsity and what I read in CAPS' (App. F 1.3, l 14). 'THRASS' (App. F 1.4, l 19).
5	CAPS requirements; Integrate language skills	How do you feel about the approach of integrating language structures and conventions with the other language skills (reading and viewing, writing and presenting, listening and speaking), as advocated in the CAPS?	'it has to be integrated as you're not teaching language structures in isolation, you're teaching them because you really need them to use them' (App. F 1.1, ll 61-63).
6	Integrate language skills	Are you able to apply this approach (integrate language structures and conventions with the other language skills) in your lessons?	'always integrate'(App. F 1.2, l 67). 'if you integrate it becomes more real' (App. F 1.2, ll 75-76). 'less boring'(App. F 1.2, l 73). 'I don't always do it because of time constraints' (App. F 1.3, l 28). 'very meaningful' (App. F 1.4, l 33).
7	CLT; Text-based approach	How do you feel about CLT (communicative language teaching)	'when you start a lesson you have to engage them, you have to get them

	Themes from Chapter 2	Interview question	Supporting quotes
		approach to a text-based teaching approach?	invested and I always start a lesson orally by communicating' (App. F 1.1, ll 84-86).
8	Teaching strategies; Scaffolding; ZPD	What methods do you prefer when teaching language structures and conventions? Why?	'they'll give me input and I'll give feedback and then I'll do an example on the board so they can see it' (App. F 1.1, ll 93-94). 'they'll do it with me so we work through the idea together' (App. F 1.1, ll 94-95). 'use a lot of pictures and visual things' (App. F 1.2, ll 98-99). 'discussion then we have questions and answers' (App. F 1.3, l 58-59). 'constant repetition of everything' (App. F 1.3, l 77). 'group-based' (App. F 1.4, l 62). 'self-assessment, peer assessment' (App. F 1.4, l 67).
9	Resources; Teaching materials; Textbook	What teaching materials and resources do you use in your lessons? How do you feel about the text book you are currently using in class?	'no relevancy' (App. F 1.2, l 96). 'learners are bored' (App. F 1.4, l 44).
	Challenges	Additional comments	'we'd rather do something in-depth and cover it' (App. F 1.2, ll 34-35). 'a fair amount comes to rote learning' and a lot of 'kids are not really into rote learning' (App. F 1.2, ll 135-136). 'you have to have the rules it's like a formula in maths' (App. F 1.2, ll 142-143). 'the kids don't like doing it, it's boring' (App. F 1.3, l 119).

Questions 1 to 4 focused on the CAPS and any related training with regard to language structures and conventions. Many teachers made positive comments about its application in terms of how the content has been structured to guide teachers through the teaching and assessment process ('I love the whole CAPS assessment' (App. F 1.1, l 117); 'it's very usable and I love the accountability' (App. F 1.1, l 114); 'constructive and useful admin' (App. F 1.1, ll 122-123)). However, once again, the content is too heavy-laden, not allowing teachers to cover all the content ('no ways to get through this syllabus' (App. F 1.3, l 18)). Whilst this may be problematic for the public schools that strictly need to adhere to the CAPS requirements, independent schools experience more flexibility. Teachers at independent schools prefer to cover specific components more in-depth, than having to cram everything without understanding what is being taught ('we'd rather do something in-depth and cover it' (App. F 1.2, ll 34-35)). Gattegno (1972) supports that learning should not be defined as the means to accumulate knowledge, but of becoming more proficient.

Questions 5 and 6 reveal that the participant interviewee responses strongly support the integration of language structures and conventions with the other language skills. The statement 'it has to be integrated as you're not teaching language structures in isolation, you're teaching them because you really need them to use them' (App. F 1.1, ll 61-63) illustrates the teacher's understanding of integrating the language skills and the purpose for integration to take place. However, teachers admitted that due to time constraints, the integration of language skills is not always implemented.

Question 7 illustrated that the majority of the interviewees opted for CLT at the start of every lesson, followed by the text-based approach. One of the responses provided a practical reason for selecting this method ('when you start a lesson you have to engage them, you have to get them invested and I always start a lesson orally by communicating' (App. F 1.1, ll 84-86)). The teacher's understanding of CLT is to promote the learners' understanding and to develop language skills. One of the CAPS (2011) requirements is that language structures and conventions should be taught in context.

Question 8 focused on teaching strategies and approaches to language teaching and learning. A variety of teaching strategies were used during the lessons, for example: learners provided input and teachers gave feedback; active participation during classroom discussions; visual literacy; constant repetition; questions and answers. Rote-learning, according to the teachers, was seen as a positive strategy for learning grammar rules. One of the comments made compared learning grammar rules to a mathematics formula, emphasizing the importance of reinforcing rules. However, teachers explained that learners find rote-learning boring (a lot of 'kids are not really into rote learning' (App. F 1.2, ll 135-136)).

Question 9 revealed the type of resources and teaching materials available at the school. Teachers made use of the textbook as well as additional reinforcements. Not all classrooms have a smart board, thus most of the writing is written on the blackboard. The participant interviewees' attitude towards the use of the Platinum textbook were mostly negative ('textbooks are very boring, it's not relevant to the current contemporary student' (App. F 1.4, ll 41-42); 'In terms of language structures I don't think it's appropriate' (App. F 1.2, l 120); Pick out what to cover in textbook (App. F 1.3, l 21)). However, one teacher mentioned that the textbook is learner-friendly and that learners prefer using it ('the kids love it' (App. F 1.2, l 119)).

A significant remark regarding challenges in language teaching was made on the issue of relevancy in terms of reading material and activities illustrated in textbooks. Relevancy impacts the learner's understanding of the work, the learner's interest, as well as the teacher and learner's motivation to learn. The following extract (App. F 1.4, ll 125-134) explains how an IEB match examination includes a text written in SMS language that asks the learners to decode the text. As the interviewee states, this is very different to what she is used to teaching. However, she supported the idea and her learners responded well to it.

Extract 6:

Interviewee: […] Then we're doing things like Shakespeare and William Wordsworth and one child remarked to me Shakespeare's dead. So I'm not sure in terms of relevance for them should we not look at activities and tasks… Like we had this IEB match examinations… can I show it to you…? So I can explain what it is that I'm talking

> about. It was actually quite different to what I'm used to and I related to it. This one, is this 2016, no it's not the 2016, it should be here. Okay but anyway this is what it was, an essay now but it was written in SMS text and the children responded to that. So the language should maybe speak the way they communicate and all of that now it's not old English…its current English and people are responding to it, is it wrong… […]

The point made by the teacher is that change is necessary as many approaches to language teaching are considered outdated. In order to monitor this change, it is necessary to take into account the needs of the learner (Cummins & Davison, 2007), thus initiating a student-centred culture. Cook (1981) adds that selecting authentic texts has a positive effect on the learner's motivation.

4.3.3. Classroom observations

Similar field notes to those taken at the public schools were also used during the classroom observations at the independent school. In work done by Farrell and Lim (2005), I draw on their study 'Conceptions of Grammar Teaching: A case study of Teachers' Beliefs and Classroom Practices'. The 'key' in the table demonstrates the theme of the lesson and what was covered during the lesson. I will discuss the observations by incorporating four factors namely, curriculum, instruction, culture and support (Montano, Broome & Alford, 2012).

It was noted that the Platinum English Home Language textbook was used for the Grade 6 lessons that I observed. However, additional reinforcements were incorporated into the lessons. The set book that the learners were reading at the time was *Holes* by Louis Sachar. The teacher often referred to the Language Handbook, which they are instructed to keep until Grade 12. The Grade 4 English class was using English in Context textbook and their set reading books include: the *Balaclava Boy*; *Charlotte's Web* and *Journey to Joburg*.

The classroom atmosphere presented in these lessons was very different to those presented in the public school. The teacher and learners were more enthusiastic, as the majority of the learners participated in the classroom discussions. Communication and written work were integrated throughout the duration of each lesson, thus keeping learners focused on the work and not allowing

them time to get distracted. Various teaching methods were used throughout a lesson as determined by the tasks.

Table 4 F: Observed classroom practices

T2	Observed Classroom Practices	L1	L2	L3	L4	L5
1	Lessons followed a mainly traditional approach, with explicit teaching of grammar rules and meanings.	observed	not observed	limited occurrence	observed	observed
2	Lessons were primarily teacher-centred, where teacher engaged in giving instructions, providing explanation and eliciting responses.	limited occurrence	observed	limited occurrence	observed	observed
3	There was noticeable use of grammar terminology by teachers and students	observed	limited occurrence	observed	limited occurrence	observed
4	Lessons consisted of some form of communicative activities, either as an introduction at the start of the lesson or as a practice during lesson.	observed	limited occurrence	observed	observed	observed
5	Lessons were integrated into other activities like speaking and writing.	observed	observed	observed	observed	observed
KEY:	T2 L1 – instructions; exercise on prefix, suffix and root words. T2 L2 – listening comprehension. T2 L3 – listening comprehension questions (continued); mark comprehension questions; parts of speech game; exercise on prefix, suffix and root words (continued). T2 L4 – reading comprehension from set book. T2 L5 – mark language exercises; and write instructions.					
	T – Teacher L – Lesson					

[Farrell & Lim, 2005, p. 7]

Lessons did not always follow a traditional approach to language teaching, however, grammar rules were reinforced in various ways. The teacher followed the CAPS in terms of what needed to be taught, but various tasks from different sources were incorporated into the lesson. As a result, lessons were more interesting to the learner and they were eager to learn. The teacher, during the classroom observations, did not only follow the content in the textbook but incorporated other learning material based on the lesson theme. For example,

when the school celebrated 100 years of Roald Dahl, the teacher selected a text written by Roald Dahl and created her own listening comprehension questions.

Lessons were mostly learner-centred where the teacher selected texts that would be of interest to the learner. Each lesson took into account the language needs of the learner. The teacher used a ball game to reinforce knowledge on parts of speech. This was effective as learners were actively engaged in the learning process, limiting the amount of teacher-talk in the classroom. Seminario and Sotamba (2010, p. 10) encourage the use of 'songs and games' to promote language learning.

Lessons that incorporated language structures and conventions encouraged both teacher and learner to use appropriate grammar terminology. The fact that learners were able to use correct terminology illustrates that it had been reinforced in previous lessons.

An equal representation of shared communication between the teacher and the learners were illustrated in each lesson. The classroom observations illustrated situations where the teacher initiated communication based on real-life contexts, thus using the CLT approach. The teacher often initiated the classroom discussions, eliciting responses from learners. Critical questions were asked which allowed learners to think and to evaluate language-related aspects. Thus, learners developed a shared language for talking about language (CAPS, 2011). Learners actively participated in the discussions, and at times the teacher had to control talk between teacher and learners.

Lessons showed evidence of integrating language structures and conventions with writing, listening and reading. Learners were required to write instructions using the text-based approach which they had to conform to content rule. The listening and reading comprehension questions incorporated language structure and convention type questions.

The independent school sets a high standard regarding the teaching of English. Although the school, at the time of observation made use of the CAPS, their standard gets compared on two levels: Firstly, the fact that majority of the learner's language proficiency is

English, therefore the standard of teaching should be higher. And secondly, the school's performance is compared to other competing schools. At the time of observation, the English teachers set up a meeting to discuss what content should be taught and when it should be taught. The discussion also involved challenges teachers experienced in class and strategies in overcoming these challenges. Based on this evidence, teachers demonstrated their effort towards improving the teaching of English by working together with other language teachers. Learners, similarly showed effort from their side during the classroom observations. For example, their homework was always completed and up to date. This aspect is significant as it shows that the learners take an interest in the subject.

There is an adequate support structure in terms of teaching language structures and conventions. The teacher has a significant role in guiding and facilitating the learning process. Based on the interview session, teachers provide one-on-one lessons after school to help improve the learners' understanding of the work, however, minimum support is needed. The school also caters for remedial lessons to learners that need improvement in the learning outcome.

4.3.4. Lesson recordings

The samples below illustrate the challenges and strategies used as a means to address the research questions. Other examples reflecting strategies that seemed to work well in the lessons are also be discussed.

Extract 7:

Teacher:	Absolutely. Right now somebody mentioned in an answer that I got for this that recipe 1 is neater than recipe 2. What is your comment on that? And bear in mind, I'm using the word "neater". Claire?
	[…]
Jane:	It means you don't, when you think of it you don't say, "oh it's going to be so hard." Because when usually when I would think of looking at pancake recipe

1 I said," oh this looks easy." Then when I looked at pancake recipe 2 I thought it was going to be so long. And hard and confusing.

Teacher: Okay. But can you read the words in recipe 2?

Jane: Yes.

Teacher: Okay. So is it neat?

Jane: Yes.

Teacher: It actually is neat. So what would be a better descriptive word, better adjective as opposed to saying recipe 1 is neater than recipe 2? Daniel?

Daniel: More organised.

Teacher: Thank you. Okay so it's not a case of neatness. It's a case of being more organised. I can read recipe 2 in exactly the same way as I can read recipe 1 in terms of the font of writing. So if I'm referring to neatness in your books, what am I referring to? Your handwriting. I can't read it. Okay so it's more organised.

Extract 8:

[…]

Sam: It says the second recipe is in figurative language. For example, cooking up a storm.

Teacher: Yes.

Sam: Why should instructions only be literal?

Teacher: Okay first of all, what is the difference between the words - what is figurative and what is literal?

Sam: Literal is real.

Teacher: Is real. And figurative?

Sam: It's not real.

Teacher: It's descriptive. Okay so if you talk about cooking up a storm, now if you didn't know what that term means. What do you understand by cooking up a storm?

Sam: Making a mess.

[…]

Extract 9:

Teacher:	Okay prefixes, suffixes, root words. Bianca, what's a prefix?
Bianca:	A prefix is the beginning of a word.
Teacher:	Okay. Of any word?
Learners:	The root. It's the …
Teacher:	Okay maybe we should start with the root word. What's the root word? Yes, Caitlyn?
Caitlyn:	It's like the original word.
Teacher:	It's the basic, isn't it? Then Bianca what's the prefix?
Bianca:	The prefix is the word that comes before it.
Teacher:	Is it a word that you add on before it?
Bianca:	The letters.
Teacher:	The letters okay. […]

Extract 10:

Teacher:	[…] I want an adverb. Who can give me an adverb made from lucky? Yes, Luke?
Luke:	Fortunate.
Teacher:	No don't change the word. I want luck. Luck is my root word. I don't want to change the word. Give me an adverb. A sentence, yes.
Luke:	An adverb for …
Teacher:	Yes for lucky. Describe the verb. I want a word that describes the verb.
Learner:	I am the luckiest…
Teacher:	No that's, where you got that? That's an adjective. I want an adverb.
Jason:	Fast.
Teacher:	No you changing the word. I don't want another word. I want lucky in it. Luckily. Luckily, I did my homework this weekend. Okay otherwise I wouldn't be able to teach my lesson this morning. Luckily okay. So just to what Luke and Jason did here where they gave me another word. When you doing an activity like this and I ask you to change the word into an adjective or. Don't change the whole word. Okay you adding prefixes or suffixes to it so that your root word must stay the same. Okay guys. Don't forget that whoever else thought of other words. Alright so we've got some words with suffixes. Let's add prefixes now. Yes, Jason.

Jason: Unlucky.

Extract 11:

Teacher: The sign on the shop said "For Sale" and it was written like this. [*Teacher writes 'For Sail' on the board*]. Okay, I would like you to please give me a homophone for each of those words. So write down a homophone for that word and a homophone for that word.

[…]

Teacher: In the passage, shop-window is written like this [*teacher writes shop-window on the board*]. What do we call the little line in between those words? It's written like that what do we call that little line?

Extract 12:

Teacher: This passage is spoken by a narrator, somebody telling the story, what pronoun was used frequently throughout the story to show us that this was a narrator talking in the first person, he said he was referring to himself and he used a pronoun as he was talking about himself, what was that pronoun that was spoken frequently throughout the story? As he spoke he was referring to him but he didn't say me he said something else, just it, that's it, one word.

Extract 13:

Teacher: The narrator has always longed to own a sweet shop, but he is only about 6 years old, what is ironic about that? He has longed to own a sweet shop but he is very young still, what is the irony about that? Remember what irony is? We spoke about that last term.

Extract 14:

Teacher: When you listen to this sentence, let me find it, okay listen carefully to it, "…this was follows by a kitchen sink and an empty canary cage and a four-poster bed and two hot water bottles and a rocking horse and a sewing machine and goodness knows what else…" There is lots of and's in that sentence. Why does Roald Dahl use so many and's in that sentence?

Extract 15:

Teacher: […] What's unusual, George, about Stanley Yelnats?

George: It's unusual because his first name is his last name spelt backwards.

Teacher: And what do we call that? It's got a special name. Cindy?

Cindy: A palindrome.

Teacher: A palindrome. His name, Stanley Yelnats is a palindrome. Let's have some examples of palindromes. I had a white board marker ... Oh, there they are. I only want one. David, give me one.

David: Race car.

Teacher: Race car always comes up first. Race car. Another one please, Claire.

Claire: Bob.

Teacher: Bob, okay. Bob. Plain and simple. Amy?

Amy: Hannah.

Teacher: Okay, another one. Jessica?

Jessica: Level.

Teacher: Level, good girl. When you start to think about it there's actually lots of them in language. Yes, Jane?

Jane: Kayak

Teacher: Kayak, well done.

[…]

Teacher: Did anyone get any phrases, not just words? Andrew?

Andrew: I got nurses run.

Teacher: Good, I've never heard that one before. Well done. Another one?

Lisa: This is quite long. Was it a cat I saw?

Teacher: Absolutely. I'll write it. Was it a cat I saw? So was it a cat I saw? Here's a cute one that you'll remember. As in the leaning tower of Pisa. As I pee, I see Pisa. No. Oh, I'll get this right. Sorry guys. Sir, I see Pisa. As I pee, Sir, I see Pisa. And there's lots of others. Dee saw a seed. There's another one. Did mom pop? Mom did. Don't nod. Dumb mud. Eve is a palindrome. Evil olive is a palindrome. Gnu dung is a palindrome. Do you know what a gnu is?

Extract 16:

Teacher: […] And Madam Zeroni says of course you don't want to marry Myra Menke, it's a good thing you don't have a pig to trade because she's as an empty as a?

Bianca: Flower pot.

Teacher: Flower pot which is an example of what figure of speech? Yes?

Lisa: Simile.

Teacher: A simile. She compares her to a flower pot. Why does she compare her to a flower pot? Yes?

Mandy: Because flower pots because she is pretty.

Teacher: Pretty to look at.

Claire: Pretty, yes, but empty.

Teacher: But nothing inside it. But Elya being a young boy of fifteen and a pretty girl he wants to marry says no, I want to. She says okay, I'll give you the runt of the litter […]

Extract 17:

Teacher: […] Now we are going to go on to the prefix and that is the prefix MAL, mal okay which in Afrikaans means?

Mandy: Mad.

Teacher: Crazy okay yes but not in English. Now in mal, in English mal means to not do something, alright? It doesn't work properly so again it is a negative prefix. What were the other negative prefixes?

Olivia: Un.

Cindy: Dis.

Teacher: Dis, another one? In - incompetent, dysfunction, un - unhappy, mis - misrepresent, il - illegal and illiterate not be able to do it, okay?

Daniel: Im.

Teacher: Impossible.

Michael: Incomplete.

Teacher: Yes.

Tamsyn: Ig.

Teacher: Ignoble very good, deactivate, irregular absolutely alright so there are lots of prefixes that have the same meaning as the negative and we need to know how to use them and when to use them. So for number 5 you had to go through your dictionary at the M A L page and find the words that meant these definitions. So Claire an ailment or a disease is a?

In the first lesson that I observed, the theme was recipes and instructions. The lesson mostly consisted of communication between teacher and learners. The teacher asked lower, middle and higher order questions, probing learners to answer effectively. Learners were eager to respond to the questions as they revised theory they had covered before. The theme 'recipes' captured the learners' interest and they were encouraged to participate in the classroom discussions. At the start of the lesson, learners had to compare two print-based recipes which is a level 2 type question. Learners' responses to the question indirectly enabled them to make use of conjunctions and transition words to emphasize their comparative analysis of the two recipes. The teacher further probed the learners by asking what sequence they would use to make pancakes using recipe one.

Extract 7 (App. F 2.1, ll 1-25) demonstrates the use of the word 'neatness' to describe the second recipe. The teacher asked learners to comment on the word neatness when describing a recipe. According to Barrett's Taxonomy, this question is at level 4 because it requires learners to evaluate. The teacher further challenged the learners to come up with a synonym or a different adjective that best describes recipe two that is closely associated with the word 'neatness'. Learners were able to differentiate between the two recipes and make structural and linguistic distinctions between them. In attempting to answer the question, the teacher provides scaffolding so that the learners are able to answer the question more effectively.

At some point, a learner finds it challenging to answer the question that relates to figurative language. The dialogue between Sam and the teacher illustrates when to use and when not to use figurative language in certain text types (App. F 2.1, ll 26-59). The question asked is at level 3 (inference), thus the challenge is derived from the understanding of literal and figurative language. The teacher thus revises the meaning of figurative language.

Extract 9 involved a classroom discussion on root words, suffixes and prefixes (App. F 2.1, ll 60-88). The teacher asked the learners what a prefix was, but learners showed no interest in answering. The teacher then decided it was best to start with the root word, preceded by the prefix and then the suffix. At some point in the discussion, the teacher re-explains the difference between root words, prefixes and suffixes by writing on the board.

The activity presented in extract 10 proved to be useful as the teacher asked learners to provide root words and then to use the root word to form adjectives or adverbs by adding suffixes. However, this proved to be a challenge for some learners. A learner was required to provide an adverb but instead gave a verb. And in two similar cases, learners provided a synonym instead of adding a prefix to the root word (App. F 2.1, ll 89-115). The teacher had to point out the grammatical faults as learners did not seem to make the connection between adding a suffix without changing the word.

The second lesson was a well-planned listening comprehension that required learners to listen critically. The teacher marked eight questions that she had asked in the previous lesson. Due to the limited time frame, she continued to ask the remaining questions of the listening comprehension in the third lesson. In order to simultaneously integrate listening and speaking which is the first language skill in the CAPS (2011), it was decided that the learners would mark the remaining questions in class. The CAPS (2011, p. 9) supports this as learners will use listening and speaking to 'interact and negotiate meaning'. Thus the lesson had a positive outcome as it resulted in constructive discussions. Learners were able to understand the story and to interpret the way in which they answered each question.

Prior to asking the remaining questions, the teacher recapped the story with the learners by asking oral-based questions (App. F 2.3, ll 1-5). Many of the questions were intended to check whether the learners remembered certain information as accurately as possible. However, language structures and conventions were integrated in some questions.

The discussions involved the teacher asking the questions and the learners responding with appropriate answers. According to the CAPS (2011, p. 9) critical listening skills enable learners to 'challenge biased and manipulative language'. This was evident throughout the questions that had been asked. Amongst other strategies and sub-skills mentioned in the CAPS (2011, p. 16), learners were able to express their opinions and clarify questions through the appropriate use of language. A variety of questioning techniques were used and many questions were related to language

structures and conventions. Out of 20 questions, six related to languages structures and conventions (App. F 2.3, ll 6-9; App. F 2.3, ll 10-12).

Extract 11 is an example of a typical reading comprehension type question. The teacher was required to write the words on the board so that the learners were able to answer the questions appropriately. It is not to say that is wrong to ask these questions, however, it does not conform to the criteria of a listening comprehension. Listening questions are about re-telling, recalling and reflecting (CAPS, 2011, p. 16). Therefore, there should be limitations to the type of questions asked in a listening comprehension that pertains to language structures and conventions.

Extract 12 (App. F 2.3, ll 13-19) represents a suitable example of recalling information, yet at the same time learners have to activate their schemata on first person pronouns. Extract 13 (App. F 2.3, ll 20-23) refers to figures of speech, specifically irony. Learners are required to know what irony is and to be able to apply the theory in context to the story. The question in extract 14 (App. F 2.3, ll 27-32) has been well produced as learners are required to relate the function of the repetitive use of the word 'and' in the given sentence.

Lesson 4 consisted of marking comprehension questions based on their reader, 'Holes'. Once again the marking entailed the teacher asking the questions and the learners responding with answers. The comprehension questions comprised of language structures and conventions questions (e.g. sentence selection; punctuation; parts of speech; and figurative speech). Palindromes, a linguistic aspect that is not advocated in the CAPS (2011) was covered as part of the comprehension question. Learners found this part of language learning fun. Extract 16 illustrates how the teacher introduced this new linguistic aspect in an interesting way (App. F 2.4, ll 1-29). Learners were challenged to identify phrases that represent a palindrome.

In extract 17 (App. F 2.4, ℓℓ 30-43), the teacher questions the learners on the type of figure of speech used and the function of its use in the given context. Learners, at Grade 6 level, immediately respond to this as they have already grasped the concept and understanding of a simile.

Extract 18 demonstrates an effective learning space that involved the understanding of prefixes, dictionary skill and vocabulary learning. Learners showed a clear understanding of negative prefixes due to the in-depth teaching in the previous lessons. The extract (App. F 2.5, ll 1-24) shows how the learners were able to expand on their knowledge on prefixes and their accurate use of a dictionary.

4.3.5. Overall findings and discussions

The classroom observation showed similar evidence based on the responses of the interview process. What stood out most during the classroom observation was that the teacher and the learners worked together in solving language-related problems. The teacher provided communicative space that encouraged learners to speak with confidence while being probed. In such situations, scaffolding was effectively used to help learners understand the work.

It was also evident that the lessons were well-planned as different strategies were used. The teacher was able to integrate the language structures and conventions with other language skills. It was effective for the purpose that it served. At times lessons integrated more than just two language skills. In order to simultaneously integrate listening and speaking with language structures and conventions, it was decided that the learners would mark the remaining questions in class. The CAPS (2011, p. 9) supports this as learners will use listening and speaking to 'interact and negotiate meaning'. Thus the lesson had a positive outcome as it resulted in a constructive discussion in which the teacher asked questions and the learners responded with appropriate answers. According to the CAPS (2011, p. 9) critical listening skills enable learners to 'challenge biased and manipulative language'. This was evident throughout the questions that had been asked. Amongst other strategies and sub-skills mentioned in the CAPS (2011, p. 16), learners were able to express their opinions and clarify questions through the appropriate use of language. A variety of questioning techniques were used and many questions were related to language structures and conventions.

Another aspect mentioned in the interview responses, which was also confirmed in the classroom observations, was the purpose of teaching language structures and conventions. The teacher's aim

was to teach grammar rules so that they could be applied. Lessons involved repetition of work, but in a way that did not allow the learners to lose interest. The integration of skills and the selection of authentic texts encouraged learners to remain focused on the task at hand.

4.4. Public school and Independent school: Comparative discussion

The analysis and interpretations of the challenges and teaching strategies employed in each school were made in order to address the last research question: how does the teaching of language structures and conventions compare between a public and an independent school? In addressing this question, similarities and differences have been taken into account in addressing the implications of teaching language structures and conventions.

The method and approach most commonly used throughout the TPs in both schools was the text-based approach. In both public and independent schools, teachers initiated communication at the beginning of the lesson in order to get the learners thinking about the current work. However, the public school focused more on drill and practice (Audiolingual Method to language learning), whilst the independent school encouraged communication based on real-life contexts (CLT).

The classroom observations and interviews clearly showed that lessons in the public school followed a traditional approach that was mainly teacher-centred. In order to assess the learner's understanding of the work, learners were required to complete simplistic exercises presented in the textbook. Lessons in the independent school, however, were more learner-centred as discussions were scaffolded to encourage learner participation. Lessons follow a traditional approach based on the requirements set out in the CAPS, but involve a variety of tasks and learning materials to complement the textbook. The CLT and text-based approach are the two main approaches advocated in the CAPS (2011) which teachers find the easiest and most effective approaches to apply in the EHL classroom. Teachers also benefit from the textbook as it is CAPS compliant, accommodating the use of CLT and text-based approach. Learners in the independent school showed more enthusiasm when participating in classroom discussions and answering questions than their counterparts in the public school. Moodley (2010) explores how communicative competence is used not only for communicative purposes but also to enhance

cognitive skills. Questions asked in the public school consisted of literal questions that elicited lower order thinking. However, learners in the independent school developed new understandings and meaning because critical questions were asked.

Although most teachers in both schools indicated that the integration of the language skills is important and occurs involuntarily, it was more evident that independent schools integrate the language skills more effectively during the lessons due to successful planning. As a result, more work gets covered during a lesson and more language skills are employed during each task. The integration of language skills help learners develop their understanding in order to apply their linguistic knowledge across other language skills.

The Sociocultural theory of Vygotsky (1986, 1980) emphasizes the meaningful interaction among individuals which is a prerequisite for cognitive development (Eun & Lim, 2009, p. 13). Learners, as Celce-Murcia (2001, p. 5) notes, are viewed as capable of generating rules because part of language learning is rule based and vocabulary orientated. The public school seems to take on a repetitive way of teaching where the teacher asks learners to provide definitions or examples of linguistic aspects, whereas teachers in the independent school seem to produce more interesting lessons that go beyond the learners' metacognitive levels of thinking. Higher order thinking, as Lantolf and Thorne (2000, 2006) suggest is best developed through interaction within social and cultural environments. This is fundamental in terms of how to keep the learners focused on the task at hand and how to assist learners in remembering what they have learned (Donald, 1991; Vygotsky, 1978). Both schools, however, promote that learning should take place within the zone of proximal development (ZPD) with the mediation support of their teachers (Hammond & Gibbons, 2001, p. 13).

The language needs of the learners are taken into account allowing space for language growth. The only difference in terms of the linguistic standard between the schools is because of the language proficiency of the learners. Therefore, both schools present a diverse learning culture. Learners in the public school do not actively participate in classroom discussions, unless the teacher elicits a response from the learners. Learners are also portrayed as having limited confidence when responding in English. Apart from the linguistic barrier, the following reasons may be considered:

lack of learning support from home; lack foundation to language learning; poor scaffolding strategies used by the teacher; learner lacks communicative academic language proficiency skills; or learner lacks motivation to learn. In comparing the learning culture of the public school to the independent school, learners show confidence when participating in classroom discussions. The following reasons may be considered: learners show an interest in the learning process; teacher creates space for learners to actively engage and share their understanding; and learners have been given a good foundation to language learning.

In comparing the comments made during the interview process at both schools, the independent school prefers using the CAPS as opposed to the public school. More positive comments were made regarding its structure and accountability. However, both schools seem to agree on the time constraints advocated in the CAPS. As a result, independent schools are able to select certain content from the CAPS, whilst public schools are more restricted. However, its application can be further argued that the independent school prefers to cover content more in-depth, thus demanding more time. The rigorous application of the CAPS is the reason that the public school represents a more traditional approach to teaching because the curriculum is not open to interpretation. Teachers are expected to follow the requirements advocated in the CAPS, despite the concerns it poses. As a result of conforming to language teaching norms, Savignon (1976, p. 14) highlights the implication that ‘we have remained prisoners of academia and failed to offer our students the kinds of language learning experiences they need most’.

4.5. Conclusion

This Chapter addresses the research questions by analysing and discussing the findings attained in each school. In order to achieve the main aim of this study, a comparison of the public and independent school was made.

CHAPTER 5: CONCLUSION AND IMPLICATIONS

5.1. Introduction

In the final Chapter of this study, I wish to conclude my findings by presenting key aspects in relation to the three research objectives and three research questions presented in Chapter 1. My intention is to answer these questions and to make a comparison between the public and independent school which I have selected to conduct my study. Certain limitations experienced throughout the course of this study will be explained in detail, and suggestions for future research will be made. Lastly, practical implications of this particular study will be discussed.

5.2. Overview of the findings

In producing the findings, I was able to accomplish the objectives of this study. Firstly, I explored the teaching and learning of language structures and conventions in an intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. Secondly, I was able to determine the challenges and strategies experienced in the EHL lessons. And thirdly, I was able to compare the strategies used between both schools.

The key finding of this study lies in the attitude of the teacher and of the learner during the teaching and learning of language structures and conventions. In triangulating my research methods, I was able to gather a variety of comments and observations relating to the teacher's attitude towards the teaching of language structures and conventions, the textbook and the CAPS. As a typical interview response, teachers mentioned that grammar is uninteresting to teach and to learn, and that the learners do not understand the meaning of grammar learning. Based on the classroom observations, however, the teacher and the learners in the independent school showed more enthusiasm toward grammar learning when the teacher planned for more interesting lessons, such as the game with the ball to revise parts of speech. The teacher also elicited higher order questions that challenged, yet encouraged the learners in their understanding of the work. Language structures and conventions were integrated with other language skills to enable the learner to develop their linguistic repertoire.

Teachers seem to argue that the curriculum does not allow time for communication and extensive discussions if all the components listed in the curriculum need to be covered in class within a specific time frame. Gattegno (1972, p. 89) advocates that learning should not be defined as the means of accumulating knowledge, but of becoming more proficient. It is evident that the independent school is more flexible in selecting the language components that need to be covered within a specific period. Based on the interview responses, the teachers mention that it is more important for them to cover a minimum amount of work in-depth rather than covering everything without having the learners understand what they are learning.

This brings me to the last finding, that if grammar should be ignored all together because the rules are considered challenging, then why are Mathematical terms and formulae continuously being reinforced in class? A teacher in the independent school reasoned that 'you have to have the rules, it's like a formula in maths' (App. F 1.2, ll 142-143). Despite the teachers' disproval of rote learning, teachers often incorporate it in their lessons.

5.3. Limitations

The context did not directly affect the findings of this study, however, the results could differ if two homogenous schools were compared. One of the challenges posed in this study was selecting a public and independent school that were similar in terms of the amount of learners, the language proficiency of the learners and the location of the schools. The selection process took more time than originally planned, thus extending the data collection process. As a result, the two schools that were willing to participate in this study were different with regard to the language proficiency of the learners. Although English is taught as a home language in both schools, the learners in the public school do not consider English to be their home language. This negatively impacts their understanding and performance of the EHL subject. Teachers, however, believe that the learners should not find language learning challenging in the intermediate phase as they have been taught English since Grade 1.

A second challenge that could have resulted in different data was the curriculum applied at the independent school. The aim was to select an independent school that applied the Cambridge

International Examinations (CIE) syllabus that is different to the CAPS. However, independent schools that make use of the CAPS are flexible with their teaching content due to their three-term schooling year. Therefore, the curriculum was seen as a minor limitation.

5.4. Suggestions for future research

As a means to improve on this current research and to produce an extended data set with new results, I propose the following suggestions for future research relating to this study: Firstly, to conduct a similar study using an urban public school and a rural public school that apply the CAPS. Secondly, to conduct a comparative study between an independent school applying the CAPS and an independent school applying the CIE syllabus. Third, the Grade at which the comparison is made should also be considered an important aspect. A study can be conducted in the senior (Grades 7 - 9) or further education and training phase (Grades 10 - 12), taking into account the performance levels of the learners. This could illustrate the implications of the learner when applying to higher education institutions.

5.5. Practical implications

The research study has provided educational specialists (specifically in South Africa) with an overview of the way language structures and conventions are taught at a public and independent school in central Johannesburg. The idea is that language structures and conventions remain a fundamental aspect in language teaching and should not be avoided on the basis that it is uninteresting to the teacher and the learner. As a way forward, I have provided possible ideas on how linguistic aspects should be taught, in alliance with the curriculum.

5.6. Conclusion

This study adds to the understanding of how language structures and conventions are taught in the intermediate phase EHL classroom in the South Africa context. As opposed to other studies, this research focuses specifically on English as a home language due to an abundance of studies conducted on English as a second or foreign language. This study contributes to the growth and change in the field of English language teaching (ELT) by finding possible teaching methods and

approaches that could assist in eliminating the challenges teachers face with respect to language teaching. Various aspects such as the curriculum, teaching strategies and attitudes will impact the teaching and learning of language structures and conventions. Thus allowing space for adjustments and improvement in the teaching process. In this way, by encouraging and promoting the teaching of grammar, we are able to identify approaches best suited for quality learning to take place.

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A: PARTICIPATION LETTERS

Dear Madam/Sir **(Principal)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions are taught in an intermediate phase English Home Language classroom at a public and at an independent school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language Classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting your school to participate in this voluntary research study.

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of grammatical pedagogies and conventions. I wish to interview the intermediate phase English Home Language teachers and Head of the English Home Language in the intermediate phase, with permission to audiotape or videotape during the interview session. I also wish to audiotape the Grade 6 English Home Language lessons that include not only the teaching of language structures and conventions, but the integration of the language skill with the other language skills. The reason to audiotape or videotape is to capture the teaching of lessons and learner responses in order to provide accurate and full transcriptions. Consent forms will be given to all participants (including the parent or guardian of the learners) and assent forms will be given to the learners.

The reason I have chosen your school is because I wish to draw a comparison between a public and an independent school with regard to teaching and learning of language structures and conventions, as it is generally believed that independent schools provide 'higher quality education' than in public schools.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. The research is a low risk study, however, there are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

The data collected will only be used in compilation of my research report in fulfilment of my Master's degree. The data collected will be presented only upon request by the selected schools, GDE or in fulfilment of my Master's degree. All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Ms Ioanna Koutris
Researcher
Masters ALLE: School of Education; Division of Languages, Literacies and Literatures
University of the Witwatersrand
yianna.koutris@gmail.com / 083 288 3802

Visvaganthie Moodley; PhD
Supervisor
University of the Witwatersrand
Vis.moodley@wits.ac.za / 011 717 3187

….....

Dear Madam/Sir **(SGB)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions are taught in an intermediate phase English Home Language classroom at a public and at an independent school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language Classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting your school to participate in this voluntary research study.

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of grammatical pedagogies and conventions. I wish to interview the intermediate phase English Home Language teachers and Head of the English Home Language in the intermediate phase, with permission to audiotape or videotape during the interview session. I also wish to audiotape or videotape the Grade 6 English Home Language lessons that include not only the teaching of language structures and conventions, but the integration of the language skill with the other language skills. The reason to audiotape is to capture the teaching of lessons and learner responses in order to provide accurate and full transcriptions. Consent forms will be given to all participants (including the parent or guardian of the learners) and assent forms will be given to the learners.

The reason I have chosen your school is because I wish to draw a comparison between a public and an independent school with regard to teaching and learning of language structures and conventions, as it is generally believed that independent schools provide 'higher quality education' than in public schools.

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Visvaganthie Moodley; PhD
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Vis.moodley@wits.ac.za / 011 717 3187

….....

Dear Madam/Sir **(HoD)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions are taught in an intermediate phase English Home Language classroom at a public and at an independent school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language Classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting you to participate in this voluntary research study.

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of grammatical pedagogies and conventions. I wish to interview the intermediate phase English Home Language teachers and Head of the English Home Language in the intermediate phase, with permission to audiotape or videotape during the interview session. The interview session will take approximately one hour. You will be requested to fill in a biographical form before the interview commences. The reason to audiotape or videotape is to capture the teaching of lessons and learner responses in order to provide accurate and full transcriptions. If you are interested in partaking in the study, you will be given a consent form to sign.

The reason I have chosen your school is because I wish to draw a comparison between a public and an independent school with regard to teaching and learning of language structures and conventions, as it is generally believed that independent schools provide 'higher quality education' than in public schools.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. The research is a low risk study, however, there are no foreseeable risks in participating in this study. The participants will not be paid for this study.

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Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

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Visvaganthie Moodley; PhD
Supervisor
University of the Witwatersrand
Vis.moodley@wits.ac.za / 011 717 3187

….....

Dear Madam/Sir **(Teacher)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions are taught in an intermediate phase EHL classroom at a public (DBE) and at an independent (IEB) school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the EHL Intermediate Phase: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting you to participate in this voluntary research study.

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of grammatical pedagogies and conventions. I wish to interview the intermediate phase English Home Language teachers and Head of the English Home Language in the intermediate phase, with permission to audiotape or videotape during the interview session. The interview session will take approximately one hour. You will be requested to fill in a biographical form before the interview commences. I also wish to audiotape the Grade 6 English Home Language lessons that include not only the teaching of language structures and conventions, but the integration of the language skill with the other language skills. The reason to audiotape or videotape is to capture the teaching of lessons and learner responses in order to provide accurate and full transcriptions. Consent forms will be given to all participants (including the parent or guardian of the learners) and assent forms will be given to the learners.

The reason I have chosen your school is because I wish to draw a comparison between a public and an independent school with regard to teaching and learning of language structures and conventions, as it is generally believed that independent schools provide 'higher quality education' than in public schools.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. The research is a low risk study, however, there are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

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Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

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Visvaganthie Moodley; PhD
Supervisor
University of the Witwatersrand
Vis.moodley@wits.ac.za / 011 717 3187

….....

Dear Madam/Sir **(Parent)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions (grammar and punctuation) are taught in an intermediate phase (Grade 4-6) English Home Language classroom at a public and at an independent school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language Classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting your child to participate in this voluntary research study.

The purpose of this study is to explore and compare how language structures and conventions are taught in the intermediate phase English Home Language classroom at a public and at an independent school in central Johannesburg. In addition, challenges and strategies will be highlighted in an attempt at promoting pedagogies that enhance the learning of grammatical pedagogies and conventions. I wish to audiotape the Grade 6 English Home Language lessons that include not only the teaching of language structures and conventions, but the integration of the language skill with the other language skills (Reading and Viewing; Writing and Presenting; Listening and Speaking). The classroom audiotaping will be done in the third term over a two-week cycle (10 lessons). The reason to audiotape is to capture the teaching of lessons and learner responses in order to provide accurate and full transcriptions. Consent forms will be given to all participants (including the parent or guardian of the learners) and assent forms will be given to the learners.

The reason I have chosen your child's school is because I wish to draw a comparison between a public and an independent school with regard to teaching and learning of language structures and conventions, as it is generally believed that independent schools provide 'higher quality education' than in public schools.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. The research is a low risk study, however, there are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

The data collected will only be used in compilation of my research report in fulfilment of my Master's degree. The data collected will be presented only upon request by the selected schools, GDE or in fulfilment of my Master's degree. All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

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Visvaganthie Moodley; PhD
Supervisor
University of the Witwatersrand
Vis.moodley@wits.ac.za / 011 717 3187
….....

Dear Madam/Sir **(Learner)**

My name is Ioanna Koutris. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on how language structures and conventions (grammar and punctuation) are taught in an intermediate phase (Grades 4-6) English Home Language classroom at a public and at a private school in South Africa. My research topic is *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language Classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I am inviting you to participate in this voluntary research study. You are not forced to participate in the study and can withdraw your participation at any time.

I would like to audiotape the Grade 6 English Home Language lessons during the third term. The aim of the observations will allow me to analyse the challenges and teaching strategies used when teaching and learning grammar and punctuation as a lesson on its own or when it is combined in a reading and viewing; writing and presenting; listening and speaking lesson. I kindly request permission to audiotape the lessons as it will capture the teaching of the lesson and the learners' responses more accurately. Assent forms will be given to you to sign, giving your permission to partake in the research. Consent will include permission to audiotape during the lessons.

The reason I have chosen your school is because I wish to draw a comparison between a public and a private school with regard to teaching and learning of language structures and conventions, as it is generally believed that private schools provide 'higher quality education' than public schools.

You will not be advantaged or disadvantaged in any way. You can withdraw your permission to participate at any time during this project without any penalty. The research is a low risk study, however, there are no foreseeable risks in participating in this study. You will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

The data collected will only be used as part of my research report for my Master's degree. The data collected will be presented only upon request by the selected schools, Gauteng Department of Education or for my Master's degree. All research data will be destroyed between 3-5 years after completing the research.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

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APPENDIX B: INFORMED CONSENT AND ASSENT

INFORMED CONSENT

Principal

Please fill in and return the reply slip below indicating your willingness to allow your school to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I hereby give my consent for the following:

Understand the purpose of the research

I understand the purpose of the research study.	YES/NO

Permission to conduct research at the school

I agree that research can be conducted at the school.	YES/NO

Permission to review/collect documents/artefacts

I agree that learners' workbooks can be reviewed and used for this research only.	YES/NO

Permission for lessons to be audiotaped

I agree that the lessons can be audiotaped.	YES/NO
I know that the audiotapes will be used for this research only.	YES/NO
I understand the reason for the lessons to be audiotaped.	YES/NO

Informed Consent

I understand that:

a) all participants' names and information will be kept confidential and safe and that the name of my school will not be revealed;
b) I can withdraw from the study at any time;
c) I can ask for the observations not to be audiotaped; and
d) all the data collected during this study will be destroyed within 3-5 years after completion of the research project.

Name and Surname	Signature of Principal	Date

INFORMED CONSENT

School Governing Body

Please fill in and return the reply slip below indicating your willingness to allow your school to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I / we hereby give my / our consent for the following:

Understand the purpose of the research

I understand the purpose of the research study. YES/NO

Permission to conduct research at the school

I agree that research can be conducted at the school. YES/NO

Permission to review/collect documents/artefacts

I agree that learners' workbooks can be reviewed and used for this research only. YES/NO

Permission for lessons to be audiotaped

I / we agree that the lessons can be audiotaped. YES/NO
I / we know that the audiotapes will be used for this research only. YES/NO
I / we understand the reason for the lessons to be audiotaped. YES/NO

Informed Consent

I / we understand that:

a) all participants' names and information will be kept confidential and safe and that the name of my school will not be revealed;
b) I / we can withdraw from the study at any time;
c) I / we can ask for the observations not to be audiotaped; and

all the data collected during this study will be destroyed within 3-5 years after completion of the

NAME AND SURNAME	DATE	SIGNATURE

INFORMED CONSENT

HoD

Please fill in and return the reply slip below indicating your willingness to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I hereby give my consent for the following:

Understand the purpose of the research

I understand the purpose of the research study. YES/NO

Willingness to participate in the research

I agree to participate in the research study. YES/NO

Permission to review/collect documents/artefacts

I agree that learners' workbooks can be reviewed and used for this study only. YES/NO

Permission to interview you

I agree that the researcher can interview me. YES/NO

Permission to be audiotaped

I agree that the interview can be audiotaped. YES/NO

I know that the audiotapes will be used for this research only. YES/NO

Informed Consent

I understand that:

a) my name and information will be kept confidential and safe and that the name of my school will not be revealed;
b) a pseudonym will be used with regard to anonymity;
c) I can withdraw from the study at any time;
d) I can ask not to be audiotaped; and
e) all the data collected during this study will be destroyed within 3-5 years after completion of the research project.

Name and Surname	Signature of HoD	Date

INFORMED CONSENT

Teacher

Please fill in and return the reply slip below indicating your willingness to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I hereby give my consent for the following:

Understand the purpose of the research

I understand the purpose of the research study. YES/NO

Willingness to participate in the research

I agree to participate in the research study. YES/NO

Permission to review/collect documents/artefacts

I agree that learners' workbooks can be reviewed and used for this study only. YES/NO

Permission to audiotape your lessons (applies to Grade 6 only)

I agree to have my lessons audiotaped. YES/NO

Permission to interview you

I agree that the researcher can interview me. YES/NO

Permission to be audiotaped

I agree that the interview can be audiotaped. YES/NO
I know that the audiotapes will be used for this project only. YES/NO
I understand the reason to be audiotaped during the interview. YES/NO

Informed Consent

I understand that:

a) my name and information will be kept confidential and safe and that the name of my school will not be revealed;
b) a pseudonym will be used with regard to anonymity;
c) I can withdraw from the study at any time;
d) I can ask not to be audiotaped; and
e) all the data collected during this study will be destroyed within 3-5 years after completion of the research project.

Name and Surname	Signature of Teacher	Date

INFORMED CONSENT

Parents

Please fill in and return the reply slip below indicating your child's willingness to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I hereby give my consent for the following:

Understand the purpose of the research

I understand the purpose of the research study.	YES/NO

Willingness to allow my child to participate in the research

I agree to allow my child to participate in the research study.	YES/NO

Permission to review/collect documents/artefacts

I agree that my child's workbooks can be reviewed and used for this study only.	YES/NO

Permission to be audiotaped

I agree that the English lessons can be audiotaped.	YES/NO
I know that the audiotapes will be used for this project only.	YES/NO
I understand the reason for the lessons to be audiotaped.	YES/NO

Informed Consent

I understand that:

f) My child's name and information will be kept confidential and safe and that the name of my school will not be revealed;
g) a pseudonym (a made-up name) will be used with regard to anonymity;
h) I can withdraw my child from the study at any time;
i) I can ask not to allow the observations to be audiotaped; and
j) all the data collected during this study will be destroyed within 3-5 years after completion of the research project.

Name and Surname	Signature of Parent	Date

INFORMED ASSENT

Learners

Please fill in and return the reply slip below indicating your willingness to partake in my voluntary research project called: *Teaching and Learning of Language Structures and Conventions in the Intermediate Phase English Home Language classroom: A Comparative Study of a Public and an Independent School in South Africa*.

I hereby give my consent for the following:

Understand the purpose of the research

I understand the purpose of the research study. YES/NO

Willingness to participate in the research

I agree to participate in the research study. YES/NO

Permission to review/collect documents/artefacts

I agree that my workbooks can be reviewed and used for this study only. YES/NO

Permission to be audiotaped

I agree that the lesson can be audiotaped. YES/NO

I know that the audiotapes will be used for this project only. YES/NO

Informed Consent

I understand that:

k) my name and information will be kept confidential and safe and that the name of my school will not be revealed;
l) a pseudonym (a made-up name) will be used with regard to anonymity;
m) I can withdraw from the study at any time;
n) I can ask not to be audiotaped; and
o) all the data collected during this study will be destroyed within 3-5 years after completion of the research project.

Name and Surname	Signature of Learner	Date

APPENDIX C: BIOGRAPHIC QUESTIONNAIRE

Biographical Questionnaire

Teacher and HoD

*Please **fill in** (where applicable) and/or make a **CROSS (X)** on the selected item/s.*

1. Gender	**Female**	**Male**	
2. Age			
3. Race	African	Coloured	Indian
	Asian	White	
4. Where were you born (country)?			
5. Where do you currently live (suburb)?			
6. What is your home language?	English	Afrikaans	IsiNdebele
	IsiXhosa	IsiZulu	Sepedi
	SeSotho	SeTswana	SiSwati
	Tshivenda	Xitsonga	
	Other:		
7. What is your second language?			
8. What is your qualification/s?			
9. What subjects do you teach?	English	Afrikaans	Maths
	Life Skills	Social Sciences	Natural Science and Technology
	Other:		
10. Are you teaching at a private or public school?	Public	Private	
11. If you are teaching at a public school, do you have teaching experience at a private school?	Yes	No	
12. If you are teaching at a private school, do you have teaching experience at a public school?	Yes	No	
13. How long have you been in the teaching profession?			
14. How long have you been employed at your current teaching position?			
15. Have you ever been appointed as the HoD of the intermediate phase?	Yes	No	
16. How long have you served as the HoD of the intermediate phase (if applicable)?			

Thank you for taking time to fill in this questionnaire!

APPENDIX D: INTERVIEW SCHEDULE

Interview Questions

Teacher and HoD

Core questions to be asked during the semi-structured interview

Research Questions	*Interview Questions*
A. What are the challenges in teaching language structures and conventions in the English Home Language Intermediate Phase classroom at a public and at an independent school in South Africa?	1. Are you familiar with the CAPS?
	2. Have you been given any training in CAPS. If so, what?
	3. Do you use CAPS or do you use the IEB curriculum? What does the IEB curriculum entail in terms of teaching language structures and conventions?
	4. Have you had specific training in language structures and conventions?
	5. How do you feel about the approach of integrating language structures and conventions with the other language skills (reading and viewing, writing and presenting, listening and speaking), as advocated in the CAPS?
B. What teaching strategies are used at a public and at an independent school to teach language structures and conventions in the English Home Language Intermediate Phase classroom?	6. Are you able to apply this approach (integrate language structures and conventions with the other language skills) in your lessons?
	7. How do you feel about CLT (communicative language teaching) approach to a text-based teaching approach?
	8. What methods do you prefer when teaching language structures and conventions? Why?
	9. What teaching materials and resources do you use in your lessons? How do you feel about the text book you are currently using in class?

APPENDIX E: PUBLIC SCHOOL

APPENDIX E 1: INTERVIEWS

APPENDIX E 1.1: GRADE 4 INTERVIEW

Interviewer:	Are you familiar with the CAPS?	1
Interviewee:	Yes.	2
Interviewer:	And have you had any training with regard to CAPS?	3
Interviewee:	Um…we had extensive training in varsity because ah…I think it was in the fourth year it basically formed a huge chunk of the curriculum. So we did it in detail…	4 5 6
Interviewer:	Okay.	7
Interviewee:	At varsity and we've had ah…CAPS training here.	8
Interviewer:	Um…but at school now?	9
Interviewee:	I think because we've done it before and it's not like it's changing or evolving…So once you basically have it you have a feeling, you know what it requires, the expectations, the levels and the assessments and what you need to cover.	10 11 12 13
Interviewer:	Okay. And have you gone to any workshops or training with regard to language structures and conventions?	14 15
Interviewee:	Mmmm. Yes. Can't recall everything…But I know that we…we have one now in September…	16 17
Interviewer:	Okay.	18
Interviewee:	Not sure what it was called, but we're all going, the whole English department is going. Um we're going to an *NAPTOSA Literacy Workshop* um…*creative thinking workshop*. There was something else…a course for actual English home language.	19 20 21 22
Interviewer:	Okay.	23
Interviewee:	So that was split into two courses because it was quite long so it was one and two. Okay that's discipline. *Love Languages* so that's…they were trying to basically educate us in how to teach um…bringing in a whole lot of like emotions and compliments and…in your diction in terms of how you deliver your lessons and yah so *Love Languages* and…Yah.	24 25 26 27 28

Interviewer: So it was quite a few?

Interviewee: Yah quite a few. Tapping different avenues and strategies I think.

Interviewer: And how do you feel about the approach of integrating the language structures and conventions with the other language skills? So like reading, writing?

Interviewee: You know what honestly our kids struggle with reading and because they struggle with reading they struggle with comprehension because if you…in order for you to understand the comprehension or to derive an understanding of what the story or text is saying, you need to be able to read. So as a culture, as an African culture what I've picked up is that our kids don't read. At home there very few of them read with their parents. So the language in itself is a problem. For example this was Term one and we've done the…well I've done the analysis for Term two but I haven't actually put it up because the pass requirement for English is 50% and then for FAL I think it's 40% if I'm not mistaken. But they can't fail a language, they can't fail English, they can't fail maths.

Interviewer: Yes.

Interviewee: Then every subject is like way…there's a…but basically they can't fail English. But even a lot of them are on like on the border…borderline. But also when we do our assessments it's orally based, it's comprehension skills, it's language, it's listening skills, so it's broken down into the various components to obviously give the child um…an opportunity to…

Interviewer Excel into…

Interviewee: To excel in some…yes. So it's not just one form of assessment. The…I mean some of them speak relatively okay, but write horribly.

Interviewer: Okay.

Interviewee: Don't have examples because (anonymous) took the books. So just in terms of…but other things are…it's okay because then you know it's just the grammar. And they learning so obviously they're going to get those things wrong or struggle with that. But I think in terms of the language it is a form of a barrier in a sense because if they struggle with English they most likely will struggle with the other subjects, but then you find that sometimes even if they struggle with English they do better in the other subjects…

Interviewer: Okay.

Interviewee: Which is a contradiction…But then it's understandable because we mark differently. So like in NS for example they're not going to take away marks for spelling and all of that whereas with English we stricter.

Interviewer: And what approach would you use or do you use in class and teaching strategies that works best for you?

Interviewee: You know what the…we enjoy the smartboard because it's interactive. But because we…I mean I'm going to be honest with you um…we have so much in terms of covering the assessments that we can't always…

Interviewer: Make use of that.

Interviewee: Yes and it can't always be fun. They write a lot. We discuss a lot of things orally because obviously if they give off a certain understanding when we are discussing then you feel more confident that when they're writing they…it stems from some level of comprehension. So it's just discussion, its games, we're trying to relate the relatable content to their everyday lives. So even if like if you're teaching myths and beliefs every day and culture, culture stories go get Grandma to tell you something, a cultural myth or what not, so then you also have that…you're taking in class learning home so that it extends it and then you're sort of making the parents involved. So it's not always just worksheets, this textbook, we're reading *Charlie and the Chocolate Factory* this term and then at the end we'll watch a movie. *Charlotte's Web* then we'll watch the movie. And they can see that oh no but in the story or in the movie this was left out. I'm like yes because the story will always be in more detail.

Interviewer: Yes.

Interviewee: Remember the movie has a specific type period so they can't include everything. So we try relate and join everything they learn to something they can get. Because I mean they watch a lot of TV. So even in terms of advertising, which is a nice section obviously then it's visual…they're hearing…so you try and use all of those stimulus to get them to understand a certain concept or a certain point. But I think it's most importantly especially at this level it's always trying to make them….make it relate to them.

Interviewer: And then with regard to the communicative language teaching approach…which do you prefer in comparison to the text-based or do you use both or do you not?

Interviewee: We use the text based a lot. I will substantiate that…like why. I would say because it's easier to a certain extent. I can't say in terms of resources because we have…you know we are fortunate enough to have a lot of resources but I think because in terms of text as well they have it in front of them. They can…it's also easier to…I can't say mark because…but I think it's convenient and um…

Interviewer: So for learners at least it's more accessible?

Interviewee: Yes. It is more accessible.

Interviewer: So yes you mention about the resources but do you use any other teaching materials other than that you might bring into class?

Interviewee: If…maybe like a recording or a radio. We Google things off the net, use a smartboard…put speakers in…I think any tangible thing like now we're doing cultures and religion so even if I'm bringing a calabash or spear and anything that reminds them of their culture or links the topic with what they see every day…Even if it's nature in art if they're learning about…I know last term we had to go draw a tree and then they had to go shade the bark and you know that roughness, textures and everything. So I think apart from whatever I have around me and things I'm prone to using…

Interviewer: And when you have to teach language structures and conventions, do you just stick to using the textbook or…

Interviewee: No…no…no we play games.

Interviewer: Okay.

Interviewee: Um…even if it's board games like Monopoly or something fun. I think sometimes you want to make it as fun as possible as opposed to using a textbook, worksheets…so games I think I use for English.

Interviewer: And what do you think of the textbooks? So you're using Platinum?

Interviewee: Yes Platinum. Um…it's okay. It's a bit vague. For example now we're doing conjunctions. They've done it before but this is basically the only activity, so you always have to get reinforcements and with the Platinum as well it jumps. So you won't have conjunctions in one section. You'll have

it maybe in term two obviously because you have to cover it but then you have a little snippet of that in term three. So it's not the best in terms of the structure.

Interviewer: Okay.

Interviewee: Yah. And in terms of the extension activities it does come with revision activities at the end of like every theme, so I can't really fault them there. But I think in terms of the class based activities it's very limited.

Interviewer: And are there any other challenges like in terms of the curriculum or teaching language structures and conventions?

Interviewee: Okay. I think in terms of home language…it's fifty percent coming from Grade three in terms of the pass requirement…it's a huge jump. They really struggle. So unless they are strong because even the average kids drop…The weaker kids become weaker, but also because they moving from the junior phase to the intermediate phase. So that's also a huge change. And CAPS is demanding. I don't think it's realistic in terms of its expectations…it demands…in everything you need to cover. Obviously we have to make it work. You have to cover and follow CAPS and do all of that. And it's a huge dimension of who you teaching. So if I'm teaching maybe home language speakers obviously it will have its own challenges…But it's maybe quicker to get through because English is their home language. And with our kids we take it as a home language but it's a second language for them and sometimes even third…So they come here where English is going to be the medium of instruction. And the level obviously we also need to bear in mind that we need to keep to the school's level…So I think it's a precise and good document, the aims, but in terms of application there's a lot of loopholes and expectations.

Interviewer: Is there remedial or something that you can…?

Interviewee: Yes. We have remediation…mine is on a Monday and then what I basically do is whatever concepts I've been teaching or whatever concepts I know that those individual kids are struggling with, that's what I reinforce.

Interviewer: Okay.

Interviewee: Um…but with the weaker kids you find that it'll be the same…So if I did adjectives this week I know they'll struggle with adjectives so I automatically do adjectives. They struggle a lot with comprehension like I

said. Um…just reading and understanding in terms of what they're reading. Um…writing, but basic things like capital letters, language problems. Um…spelling, grammar, but even with remedial we try and play some games, noun games, language games so anything to get them thinking. And then it's not always like what they would normally do in the classroom…

Interviewer: So just different avenues of trying to teach them…

Interviewee: Yes.

Interviewer: But I wanted to say something in terms of CAPS, um…we always use rubrics now, which I think is a good thing because then you have a set standard of what you're marking and how you're marking and what the expectations are. And when you give an assessment for example, it'll go home and so even in terms of the parents. So they know my mind map would be out of ten, um…the title would be out of two. So it's broken down to explain to them…So I feel like in the past a teacher would just mark 15 out of 20, but how do they get to that mark…Okay obviously I know you use your discretion, you know how this child was struggling okay he has a seven, which is not necessarily a bad thing…But now the rubric forces you to structure it out and I think it's a clearer way of what you're looking for and how you're assessing the child. And the parents will always understand that okay for content or for language structures or something my child got 4 out of 10 but then you underline all of the spelling errors, you underline the grammar, the sentences that are not grammatically correct. And then they understand that oh okay then it makes sense…So I think in terms of assessing it's helped us.

Interviewee: And do you personally think that if you had to do something differently or apply something else that maybe the CAPS doesn't say that could maybe help with the performance levels or just the general understanding?

Interviewer: Mmmm.

Interviewee: Or is it rather this is the situation and…?

Interviewer: You know what I'll be very honest, um…we…we all try and we're energetic and then we…I think the kids also to a certain extent…they take this excitement away because okay we have 80 kids …let's say 30 are strong and 30 are weak and then the remainder is in the middle but even if you have weak children, kids that are eager to learn, kids that aren't afraid

to make mistakes, kids that actually do the work. Then it motivates you to do more…To find avenues to help them. But if you have kids that are not interested you can only shout at a child for so long and to a certain extent because the more you do it as well it gives off this thing that maybe you have a personal thing or vendetta against the child…So I think the kids also push you to a certain extent and I feel even with electronic learning and what not, I could be doing more of that, but in terms of the time frame and the assessments and just not in terms of everything else but for English because it's so demanding. If I were to see every class for a triple, so even if it was just one more lesson, I think I could cover more ground…

Interviewee: Okay.

Interviewer: We'd get through more understanding. And some of the activities which are text based wouldn't necessarily have to be because you can extend it in a different way, in a fun way. I don't feel like I do enough fun activities with them.

APPENDIX E 1.2: GRADE 5 INTERVIEW

Interviewer: So are you familiar with the CAPS?

Interviewee: Yes.

Interviewer: And have you had any specific training with the CAPS?

Interviewee: Well I did PGCE so I've had to do lesson plans, I did practicals as well. So everything has to be based on the CAPS. So at the beginning of class you have to produce a work schedule for the whole term and that's all based on week by week of the CAPS. So you have one file there that has the plan for the term, and then you have these, which all again has to be based on the textbook which is CAPS aligned.

Interviewer: Okay. And have you had any training with regard to language structures and conventions?

Interviewee: Well before here I was at a language school for six years, I was a teacher. So what I didn't know, I learnt. And also one of the modules at UNISA that I did was the language teaching and grammar.

Interviewer: Okay, so you had a separate module for that, but no additional training from the school or from the department?

Interviewee: Not from the school.

Interviewer: Nothing like that?

Interviewee: No.

Interviewer: Okay. And how do you feel about the approach of integrating language structures and conventions with all the other skills, specifically speaking in the other language skills like reading, writing?

Interviewee: Okay. The one main thing I would say about CAPS is they're slightly unrealistic about time limits and so you spend a lot of time getting through content and very rarely having enough time. So you see for example, some of this stuff on the board now, I had maybe five minutes whereas if I was at my language school I would spend two hours on something like this to explain it. I mean, here because their first language is English, they're expected to know these things. And so the only chance they really get is English remedial after school which is once a week. But the real basics you know, like writing in full sentences, full stops and everything like that, there is a huge emphasis on it right now because Grade 6 and 7 teachers are going crazy because it wasn't enforced before I arrived and because I am a language specialist, they want to see results on that front. So only by penalising them time and time again, do they realize actually that I've got to get the basics right. So I mean, things like spelling and grammar or whatever, those weren't really penalised in other subjects, and now bit by bit they are being because you can know your content but if you can't communicate well then…

Interviewer: Yes. Okay. But are you able to apply that approach of integrating? So if you take your lessons, do you just stick to learning language structures or will you integrate that with other...

Interviewee: No, everything is integrated.

Interviewer: Okay.

Interviewee: The one thing I would love to have more time with is literally stuff like this. So for example, you will have a reading comprehension with questions that will, and then for each reading comprehension there's a language practice area, there's an oral area, there's a...

Interviewer: So it does integrate?

Interviewee: Yes.

Interviewer: Okay. And how do you feel about the communicative language teaching approach to the text based? And which methods do you prefer to use?

Interviewee: I just, I wouldn't say I would use any one approach. I just do what I think seems best at the time.

Interviewer: Okay.

Interviewee: The problem is if a lesson is an hour, it's never an hour. By the time they come in they switched off ten minutes before the end. You've got forty minutes and you've got an hour's lesson to try and get in there. And so actually, you do whatever. I prefer not to have to use the textbooks all the time but I don't have the time to bring in other resources or other mediums or anything else like that because particular these guys can't learn if they don't have something in front of them that they can concentrate on, the mind wanders.

Interviewer: Yes.

Interviewee: You know, integrative white board with these guys are like watching television. It's fun, it's not serious and they'll just start messing around. It will come, but these guys, because they're being, how shall I put it, the previous teacher was a bit slack and a lot of it currently is just getting the control back from the class, however it may be. Detentions, all that kind of stuff. So I would love to bring different approaches in but with this Grade, I'm not saying it won't work in the school, but with this Grade, I don't know. There's something in the water or something. They are unruly.

Interviewer: Yes. So how do you manage an English lesson?

Interviewee: Well I have what I want to do and sometimes I achieve it and have an opportunity to do other things. Most of the time, Friday a lot of it is just catch up because you lose so much time. And again, even at detention, detention is what, half an hour, it's not really going to...

Interviewer: It's not much yes.

Interviewee: So detention is not on sports days. Now if you put detention on sports days, I tell you, there would be discipline like you would never believe it because they never want to miss sports. But it won't be done.

Interviewer: Yes. Okay, and you mentioned about the textbook, how you feel about the textbook. What textbook are you using and?

Interviewee: This one, which is the Platinum series. What do I think about that? Well again, as I said before, it's too content heavy and then you just have to kind of do what you can. If each one of these Chapters is two weeks, okay, so you would think right, two weeks, so ten days, I've got to do ten pages. It doesn't get done because also for example this week I've got two assessments to do all right, which contribute towards the final mark. Assessments in class mean that effectively I've lost, well, each assessment is one lesson, so in the first two weeks we've got three assessments. So then I have to do ten pages in seven days. Now today I managed, for example, half a page. And that's mainly because I tried to explain some of this, but also mainly it's like have you done your homework? No sir. And you have to distinguish between those who have not done their homework and those who have not understood. And that will take another twenty minutes. So you're never getting a full hour anywhere.

Interviewer: Okay. And then you mentioned the materials and resources, so that's covered, but are there any other challenges other than, I think you mentioned about getting the basics right first and in terms of language structures and conventions? Is there maybe something you picked up with the learners, the learning?

Interviewee: I think a lot, but a lot of it goes back to what support are they getting at home? So if they're living with their grandparents because their parents are either somewhere else or they're working, and their grandparent has not had a huge education, then, and the grandparent will normally speak to them in their own language, effectively I've got five hours a week to try and teach them English and they're not speaking English outside the school. So the biggest challenge, again, even if they go home and their parents are there and their parents are well educated and everything, the chances are they will be too busy to help, too disinterested to help, don't feel their own English is sufficient, and above all, they don't make them do their homework before they go and watch television or play games or what else. So the support, I'm not saying the support isn't there, I'm just saying that it would be nice if it was there at all.

Interviewer: Yes.

Interviewee: Because if I didn't have to go through homework, if I didn't have to check homework, if I didn't have to finish my lessons giving homework, then I could get more done.

Interviewer: Yes.

Interviewee: And so that's the biggest challenge. It's that, you know, a nice quiet area to go and study, nowhere. Really nowhere. The guys who generally do their homework are the ones that stay late here because it's nice and it's quiet and they can just concentrate. Then they can go home and they can play to their heart's content. The others will go home, their homework will be done quickly the following morning maybe in the taxi. You can see the writing because the taxi is moving about. That's the biggest problem. I can't complain about the resources, I can't complain about conditions, it's just the partnership between teacher and parent that doesn't work.

Interviewer: Okay. And what are the performance levels like?

Interviewee: Well, the question there is, is 50% enough? Because that still means that you're 50% wrong. And in English that's quite important. You know what, I've set myself a challenge. There are people who I know I can't get passed, there are others, if I have 22 people in my class, I know 5 or 6 of them will not get near a pass. If they can decrease that and I can try and raise the marks by 5%, that would mean all those near 50% will be safe.

Interviewer: Yes.

Interviewee: But I refuse to massage marks to do it. They've got to work it themselves. Other teachers in other schools I am sure who are under pressure from head of departments, will say maybe you can do that again or maybe do that again and I refuse. Either you've earned it or you've not earned it and it's up to you. You are personally responsible. I am not faking marks just because you're too lazy to do the work.

Interviewer: Yes.

Interviewee: The performance levels, some of these guys, let's say out of 22, I had one academic which is over 80%. But I had about five or six that were between 75% and 77%. So a quarter of the class could get academics, if only the other three quarters let them. You see what I mean?

Interviewer: Yes.

Interviewee: If the right atmosphere was there, and I am really disappointed for those that

are 75% to 80% because they are so close and it would mean a lot for them and it would give them renewed confidence to push on. And the others just aim for 51%.

APPENDIX E 1.3: GRADE 6 INTERVIEW

Interviewer: Are you familiar with the CAPS document?

Interviewee: Yes.

Interviewer: And have you been given training in the CAPS?

Interviewee: Yes. Usually, when CAPS first came out we had to go on training and then every now and then they have like a training, like a revision type thing. So they do offer training often. Maybe like, I don't know how to say it, revision is like the only word I can think of, but we went on the training and then often they just have follow up meetings or whatever.

Interviewer: Okay. And do they have it every year or just once a year?

Interviewee: It could be like once a year, I'm not actually sure because it might not be training but it might just be like curriculum meetings. So like often I would go and do an English curriculum meeting and then they discuss certain things pertaining to that. Relating to English which obviously relates to CAPS.

Interviewer: Okay. And have you had any other training or workshops related to language structures and conventions?

Interviewee: I can't actually remember to be honest because I do go on those NAPTOSA courses, we can always just look at my file in the class and then I can see because we get certificates for the courses we've been on so I will just see which ones. So I am sure that they do have for language and things like that. It's just whether I've been for that one or not depending on the day that they offered those courses.

Interviewer: Okay. And how do you feel about the approach of integrating the language structures and conventions with other language skills?

Interviewee: You mean like different languages?

Interviewer: No, specifically if you're going to have a reading class or just a writing class or...?

Interviewee: So I think like sometimes they can overlap. I think obviously it depends on the specific task that you need to do, but I mean for example without reading,

they can't do certain activities. Like for example comprehensions or case studies or answering questions. So like reading definitely plays a part in anything. Language always comes out somewhere you know. So whether you're doing a comprehension, you need to know a certain language, you know, you need to know the basic language to be able to answer certain types of questions. So I think you know different language structures do sometimes go hand in hand together. Obviously with writing skills you need obviously basic language concepts to be able to write. Like you need the grammar, you need the spelling, you need the reading and that all comes together in the writing you know. So I think they do kind of work together.

Interviewer: And do you use that approach in your lessons?

Interviewee: Well I think by default because I mean certain things are just inherent. They just have to know certain things to get on with the next assessment or with the next task. So whether it's conscious or not, it just kind of you know...

Interviewer: Yes, you don't really plan for it.

Interviewee: I don't really plan for it but it just comes out because it works together. I mean reading, you need to read questions, you need to understand the questions, you need to have the basic language concepts. You know, if you don't have that, how can you write a good story you know, type of thing without the language and the grammar in place you know. So I think it does come through without consciously knowing it.

Interviewer: And how do you feel about the communicative language teaching approach towards the text-based approach?

Interviewee: You mean like let's say just class discussions as opposed to just textbook based writing?

Interviewer: Yes and specifically for language structures and conventions.

Interviewee: So I always like to have a bit of a class discussion before actual work is done because it also gives you an understanding of what the kids understand. So if we introduce a new topic, let's say we're doing verbs for example. I will explain to them what verbs are, I will go over examples and then I will ask them for their own examples and things like that and then it gives you an idea of what they've actually understood in the lesson and then you will have like a written activity or something from the textbook to go together with your lesson. So I like having like a bit of a class discussion about the topic just to

get them involved and get their minds thinking because I think if they just sit and listen, I don't know how much is going in until they are participating. So I like for them to participate in the lesson as well.

Interviewer: Okay. And you mentioned the textbook, how do you feel about using the Platinum textbook?

Interviewee: I do enjoy it. Sometimes I have found a few errors in the textbook and in their memo's but then I will just do my own memo you know, or something like that. But I think, I do like it but also another thing, with platinum, they jump. So let's say for example sometimes we are learning adjectives on this page and then a couple of pages later it will say more about adjectives. So it kind of like jumps. But what I try to do is, I find those pages before my lesson and then I just incorporated together. So it's not like jumping back and forth, but otherwise, I think it gives a good basis of what needs to get a good broken down, it breaks what we need to do down nicely. And the fact that it tells you in week one...

Interviewer: What you have to do.

Interviewee: What you have to do you know, so if you follow that, you kind of get through.

Interviewer: Do you get to cover most of the content?

Interviewee: Majority. So sometimes at the end of the month if I'm, the end of the term if I'm rushed, I'll leave out certain things that I know is not important for the exam or for their marks for the term, so in the weeks the marks have been handed in but they're still at school, I can go back and do it. It is not rushed for marks you know. So majority gets covered. Definitely all the necessary things and the things that I have to cover for CAPS assessments, gets covered first yes.

Interviewer: What other teaching methods or resources do you use?

Interviewee: So I use my smart board sometimes, textbook, I'm not really creative with much else.

Interviewer: You just do what needs to be done?

Interviewee: Yes, I'm not that, I just, I don't know, sometimes I just find that the time I've got to like prepare and sometimes I'm not so on top of that. Sometimes I will make them look in the newspaper or a magazine for an article or something like that, but...

Interviewer: But do you use any other reinforcements other than the textbook?

Interviewee: Sometimes I make my own worksheets, but generally the textbook. Sometimes I do use my own activity, like I will do my own activities or my own worksheet but generally once we have the textbook then it's sufficient what's in there.

Interviewer: And are there any challenges in the teaching of language structures and conventions that you notice amongst...?

Interviewee: Yes, especially because we teach English as a home language and it's not their home language. That's the main, what do you call it, just the main thing.

Interviewer: But do you find anything specific?

Interviewee: So their reading is not great. Their reading and their spelling is really not great and that obviously, without the reading and the spelling, that's a problem throughout because if you're not reading properly, you're not reading your questions properly and that goes to all the other subjects as well. So maybe not even English but you're getting tasks in other subjects and if you can't read or understand the questions, you can't do the assessment, no matter what the subject is and yes. So mainly the reading and the spelling.

APPENDIX E 1.4: HOD INTERVIEW

Interviewer: Are you familiar with the CAPS document?

Interviewee: Yes.

Interviewer: And have you been given training in the CAPS?

Interviewee: Yes, departmental training and workshops.

Interviewer: Okay. And do they have it every year or just once a year?

Interviewee: Okay. And have you had any other training or workshops related to language structures and conventions?

Interviewer: Only training organised by NAPTOSA.

Interviewee: Okay. And how do you feel about the approach of integrating the language structures and conventions with other language skills?

Interviewer: So it does get integrated especially with reading comprehensions. The questions are based on the text and basically grammar gets revised this way, instead of actually teaching it.

Interviewee: And do you use that approach in your lessons?

Interviewer: Yes, I do. It just happens involuntary.

Interviewee: And how do you feel about the communicative language teaching approach towards the text-based approach?

Interviewer: I normally first discuss in class certain concepts and then I would use a written exercise as a follow-up, just for the learners to understand what was discussed in class.

Interviewee: How do you feel about the textbook that you are currently using?

Interviewer: I am using the Macmillan textbook. I don't actually like it. This textbook is actually aimed at students who do not need to revise the basic concepts. So what I have to do is, I take out a text or poem and I make up my own questions using Bloom's Taxonomy.

Interviewee: What other teaching methods or resources do you use?

Interviewer: I sometimes use the projector. But most of the time they get distracted or there isn't enough time.

Interviewee: And are there any challenges in the teaching of language structures and conventions that you as a teacher experience in class?

Interviewer: Yes there is. The standard is quite difficult for the learners. There is just too much to learn and not enough time to teach. So the CAPS is also unrealistic in terms of what needs to be done and the time. What I find to be a waste of time is that I keep having to repeat learning work in class. I think the worst is the learners' behaviour. They don't do their homework and there is just no effort on their part.

APPENDIX E 2: GRADE 6 CLASSROOM LESSON RECORDINGS

APPENDIX E 2.1: LESSON 1

[...]

Teacher:	Then we get demonstrative pronouns. This, that, those. So instead of using an object, you use a pronoun in place of a noun. But how do we know when to use what? If I use 'this' it is for something near. And if I use 'that' it is for something far. And 'these' is a plural for 'this'. But now, we also get demonstrative adjective. What is an adjective?	1 2 3 4 5
Albert:	A doing word.	6
Teacher:	Look for the noun in a sentence. If there is then it is an adjective. For example, look at these pencils over hear. Pencils is the noun in the sentence.	7 8 9
Bonolo:	Adjective because it is 'these pencils'.	10
Teacher:	Good. Pronoun replaces a noun. So there must not be a noun.	11

[…]

APPENDIX E 2.2: LESSON 2

[…]

Teacher:	We are going to do a listening comprehension. I am going to read an extract from 'The Butterfly Heart'. What is an extract?	1 2
Bradley:	It is a part of the book.	3
Teacher:	And what is a blurb? Can anyone remember?	4
Thato:	You can read the blurb to determine whether you want to read the story or not.	5 6

[…]

APPENDIX E 2.3: LESSON 3

[…]

Question 1:	Decide on the correct pronoun to complete the sentence. The pronoun you choose will depend on what is given to you at the end of each sentence.	1 2
	Take <u>that/this/those/these</u> off the table (demonstrative)	3
	<u>Who</u> will be attending the soccer match? (interrogative)	4
	<u>Which/Whose/What</u> book is on the table? (interrogative)	5
	Is <u>anyone/someone/anybody</u> going to the party tonight? (indefinitive)	6
	<u>Which</u> cake is tastier, chocolate or vanilla (interrogative)	7

Question 2:	What book will you be reading on the bus today? (interrogative)	8
	Whose cat is that on the table? (No, because cat is a noun.	9
	Is there something to eat? (indefinitive)	10
	Please pass those. (demonstrative)	11
	The teacher asked for that over there. (demonstrative)	12
	These are delicious. (demonstrative)	13
	"Anyone coming for dinner tonight, mom?" (indefinitive)	14
	Sam is the boy who collected the price. (Not asking a question)	15
	This is not my favourite movie. I prefer a comedy. (demonstrative	16
	adjective)	17
	The girl put that dress in the suitcase. (demonstrative adjective)	18

[…]

APPENDIX E 2.4: LESSON 4

[…]

Teacher:	Good. When Boolboo comes to school she sees that Winifred is different	1
	from usual. Right and then future tense. Thato?	2
Thato:	When Boolboo, yoh, when Boolboo will go to school she will see that	3
	Winifred …	4
Teacher:	Close, Rethabile? Future tense Rethabile.	5
Rethabile:	When Boolboo comes to school she will see that Winifred …	6
Teacher:	Simon?	7
Simon:	When Boolboo comes to school she will see that Winifred …	8
Teacher:	Bonolo?	9
Bonolo:	When Boolboo comes to school she will see that …	10
Learners:	Miss! Miss!	11
Teacher:	When Boolboo will come to school she will see that Winifred is different	12
	from usual. Right. When Boolboo will come to school she will see that	13
	Winifred is different from usual. Okay, number 2 in the book says: When	14
	the three friends walk home from school together they tell stories and	15
	laugh? So past tense. Amo?	16

…

Amo: When she sees the mess on Boolboo's desk, sister Lianisa said I wish you to be tidy like Boolboo.

Teacher: It is quotation marks which means that's somebody's words. You can't change somebody's words. Then it's not direct speech. The fact that her words are in quotation marks means those are the actual words that she was saying. Okay. Last one. Thando?

Thando: Sister Lianisa said I wish you are tidy like Winifred.

Teacher: No. You are changing the words. When she sees the mess on Boolboo's desk sister Lianisa says open quotation marks "I wish you were tidy like Winifred." Close quotation marks. Even though it's present tense the present tense is the first part of the sentence. The quotation marks have to – what's in the quotation marks has to stay the same. Those are her direct words. You can't go changing somebody's direct words. Okay. So when she sees – that tells us present tense. When she sees the mess on Boolboo's desk sister Lianisa says open quotation marks "I wish you were tidy like Winifred." Close quotation marks. Do you all understand that? It is in quotation marks. You can't change somebody's words. Okay the last part is in future tense.

Anesu: When she – when she will see that mess on Boolboo's desk, sister Lianisa will say Boolboo: "I wish you would be tidy like …

Teacher: What did I just say about changing the words in quotation marks? John?

John: Miss. When she – when she will see the mess on Boolboo's desk sister Lianisa will say: "I wish you were tidy like Winifred."

[…]

Teacher: I wish you were tidy like Winifred. So when she saw the mess on Boolboo's desk sister Lianisa said open quotation marks. Make sure you have that. Open quotation marks. I wish you were tidy like Winifred. Close. Full stop. Close quotation marks. Okay. Present tense. Mary?

Mary: When she sees the mess on Boolboo's desk sister Lianisa says I wish you could be tidy like Winifred.

Teacher: Close! Amo?

Amo: When she saw the mess …

Teacher: Not saw that's past tense. We're doing present tense.

Amo: When she sees the mess on Boolboo's desk, sister Lianisa said I wish you

to be tidy like Boolboo.

Teacher: It is quotation marks which means that's somebody's words. You can't change somebody's words. Then it's not direct speech. The fact that her words are in quotation marks means those are the actual words that she was saying. Okay. Last one. Thando?

Amo: Sister Lianisa said I wish you are tidy like Winifred.

Teacher: No. You are changing the words. When she sees the mess on Boolboo's desk sister Lianisa says open quotation marks "I wish you were tidy like Winifred." Close quotation marks. Even though it's present tense the present tense is the first part of the sentence. The quotation marks have to – what's in the quotation marks has to stay the same. Those are her direct words. You can't go changing somebody's direct words. Okay. So when she sees – that tells us present tense. When she sees the mess on Boolboo's desk sister Lianisa says open quotation marks "I wish you were tidy like Winifred." Close quotation marks. Do you all understand that? It is in quotation marks. You can't change somebody's words. Okay the last part is in future tense.

Anesu: When she – when she will see that mess on Boolboo's desk, sister Lianisa will say Boolboo: "I wish you would be tidy like …

Teacher: What did I just say about changing the words in quotation marks? John?

John: Miss. When she – when she will see the mess on Boolboo's desk sister Lianisa will say: "I wish you were tidy like Winifred."

Teacher: Good. When she will see the mess – that tells us future tense. When she will see the mess on Boolboo's desk sister Lianisa will say: open quotation marks "I wish you were tidy like Winifred." Full stop. Close quotation marks. Quotation marks in direct speech is somebody's direct words. You can't change those words. If I say to you "I love cake." You're going to go up and tell your mother that Mrs Tate said that she loves cake. Right. That's your indirect speech. If you're going home and you're saying Mrs Tate said: open quotation marks "I love cake." You can't go out to your mother and said Mrs Tate said open quotation marks "I love chocolate." I didn't say I love chocolate. I said I like cake. Okay. So you can't change somebody's words if they're in quotation marks. So the first part of the sentence will indicate present, past or future

tense and the words in quotation marks need to stay the same. Okay. You happy with that? Do we all understand our mistakes and those of you that need to re-do it do you know how you're going to be re-doing it now?

[…]

APPENDIX E 2.5: LESSON 5

[…]

Teacher: Question one said: "Decide on the correct pronoun to complete the sentence. The pronoun you choose will depend on what is given to you at the end of each sentence. Number one says: "Take, you had to fill in something, off the table and it tells you there in brackets, demonstrate it. You had to choose a demonstrative pronoun to fill in. Mary?

Mary: Take this off the table.

Teacher: You can say; "Take this off the table." You could say, "Take that off the table." You could say, "Take these off the table." You could say either, take this, take that, take these, take those. Any of the demonstrative pronouns could fit that sentence. Number two, you had to fill in, "Something will be attending the soccer match." Possibly an interrogative pronoun. Mathew?

Mathew: Who will be attending?

Teacher: "Who will be attending the soccer match?" Who, we are filling in who. Number three, filling in, "Something, book is left on the table?" It tells you also interrogator. "Whose book is left on the table?" or you could say, "What book is left on the table?" or you could say, "Which book is left on the table?" So, whose, which or what will be accepted for number three. Number four is, "Something, or whatever you are filling in, going to the party tonight?" It has to be an indefinite pronoun. Tumelo?

Tumelo: Anyone.

Teacher: "Is anyone going to the party tonight?" "Is someone going to the party tonight?" Is "anybody" or, is "somebody". Anyone, someone, anybody, somebody will be accepted for question five. Question six, you are filling in, "Something, cake is tastier, chocolate or vanilla?" It tells you it has to be an interrogative pronoun. Jacob?

Jacob: Which.

APPENDIX F: INDEPENDENT SCHOOL

APPENDIX F 1: INTERVIEWS

APPENDIX F 1.1: GRADE 4 INTERVIEW

Interviewer:	So you're familiar with the CAPS?	1
Interviewee:	Yes.	2
Interviewer:	And have you been given any training with the CAPS?	3
Interviewee:	No but the textbooks I use are, are fantastic and they… and I've got the	4
	teachers, the CAPS teachers workbooks… you know teachers… and they	5
	really are very beautifully done, I'm really enjoying working with the CAPS	6
	syllabus.	7
Interviewer:	Is it… and what exactly because I know it's an independent school so in terms	8
	of curriculum do you use the IEB curriculum or do you use the CAPS?	9
Interviewee:	We use the CAPS system, yes.	10
Interviewer:	Okay. And do you know whether high school makes use of CPAS or a	11
	different curriculum…	12
Interviewee:	No.	13
Interviewer:	So CAPS?	14
Interviewee:	Yes.	15
Interviewer:	Okay. So what exactly makes it then different, is it assessments or...	16
Interviewee:	Why is the CAPS different?	17
Interviewer:	No like for independent schools and specifically this school.	18
Interviewee:	Well the IEB exam what you write at the end of matric…	19
Interviewer:	Okay.	20
Interviewee:	it's… it's a more demanding exam than the DBE.	21
Interviewer:	Okay and that's…	22
Interviewee:	They… it's, it's… well the common perception is that there's a ten percent	23
	in difference…	24
Interviewer:	Okay.	25
Interviewee:	in mark levels...between IEB and DBE, so if a child wrote the DBE he was	26
	likely to perform ten percent higher…than the IEB. And the universities	27
	don't acknowledge that…	28

Interviewer: Acknowledge that yes

Interviewee: so actually if you want to get… get very high marks don't write IEB because you know you're far more likely to get your A's on, on the DBE exam that's just what I've heard. I mean I you know…

Interviewer: And… because I just want to get an understanding of how independent schools work differently to public schools in terms of the curriculum. So do independent schools work out their own work schedule for the week or do you go according…

Interviewee: No.

Interviewer: exactly to CAPS?

Interviewee: we go according to CAPS.

Interviewer: Okay. And then have you had any specific training in terms of language structures and conventions?

Interviewee: Well I suppose just in my teacher training you know…

Interviewer: Okay.

Interviewee: I did a, a major in English and I suppose that must have covered it.

Interviewer: Yes but throughout the year no additional training from…

Interviewee: Yes we do have a lot of input from our, our remedial… I don't know if they're remedial but our support staff… and we've got… we've got a whole support staff of…OT's and [anonymous] is our language lady, she does all the remedial language…and she gives us I think three or four times a year we get input from her…about how to teach what and… it's quite informative, she's really on the ball.

Interviewer: Yes. And how do you feel about the approach of integrating the language structures and conventions with the other language skills, so reading, writing?

Interviewee: I think it's a set…you know particularly I've just, I've just taught direct and indirect speech and when they're writing their creative writing they use it anyway, I don't know why but they…they love using direct speech. And they… it's a true… you know chaos so they really needed to be taught and then they have to start using it in their everyday writing…it has to be integrated as you're not teaching language structures in isolation you're teaching them because you really need them to use them. You know with punctuation is vital for, for their… for their writing. So you're teaching

punctuation with the intention that they now start using it, you know. What other language… and then you know just the parts of speech, you want them to be using all the adverbs and adjectives and… you know in their creative writing. So once you've taught them you then need to… they need... need to have an exercise in which they're going to use them in a creative exercise.

Interviewer: And would you say that you integrate quite often or…

Interviewee: Will it… ya I think all the time, I think as you teach a language concept you integrate it because otherwise they forget…especially at Grade four level they… if you don't use it immediately it's like a theoretical thing and they, they leave it there you know.

Interviewer: Yes. And then how do you feel about communicative language teaching and text based, do you use any of those approaches in your lessons?

Interviewee: Communicative language teaching, in other words?

Interviewer: More, more discussions, more communication with the learners…

Interviewee: Ya that's essential…because that's then… they become invested and they become interested and they start contributing. If you just teach off a sheet it's really awful and soul destroying…

Interviewer: Would you say then that you prefer CLT compared to text based, like…

Interviewee: Well they're both very important but I think when you start a lesson you have to engage them, you have to get them invested and I always start a lesson orally by communicating and then to, to reinforce that and substantiate it then… you then give them the text and move on from there.

Interviewer: Are there any other approaches that you use?

Interviewee: Well generally…

Interviewer: Or any other teaching strategies?

Interviewee: Generally I'll, I'll tell them what we're going to do… and I'll, I'll… we'll discuss it and they'll give me input and I'll give feedback and then I'll do an example on the board so they can see it and they'll do it with me so we work through the idea together on the board and then I'll hand out a worksheet… Before I hand out the worksheet we read through it, we discuss what it's going to be about and… and then they'll highlight on the worksheet and then do it…and then I find also if you split the lesson up, so you do that on the Monday and then you come back to it on the Wednesday… and come back

to it on Friday just to reinforce it… that's the best way of doing it because they forget…

Interviewer: Yes they do. And then what teaching materials and resources do you use in your lessons?

Interviewee: We've got 'English in Context' which we're using, the learner's book and the reader's book and the teacher's manual. And then many and varied worksheets which we've gathered from all over the world really. And then we've got our set works obviously that we read…we read, we've done the *Balaclava Boy* and *Charlotte's Web* and *Journey to Joburg*, ya… what else have we got…

Interviewer: And do you find the textbook useful?

Interviewee: It's beautiful, I love it…It's fantastic.

Interviewer: So do you refer to any other textbooks, maybe for worksheets or anything...

Interviewee: No I've used 'Comprehensive English Practice' a lot and I've used… I've used a lot of English textbooks and they much of a muchness actually… you know they, they English…I love 'Comprehensive English Practice' and I've used it since I was at school… and it's been you know re-printed and revised or whatever, but this 'English in Context' is very similar…and it's specifically for CAPS…and the re… I love the reader, you know there's a reader… it's beautifully done. And generally the standard of South African textbooks I think is fantastic… and it's very, very nice to use….It's very supportive and I love the whole CAPS assessment thing, I think it's fantastic.

Interviewer: Is there anything on the negative side of the CAPS that you'd say… in terms of language structures and conventions?

Interviewee: No I think it's very usable and I love the accountability…you know the CAPS system keeps the teacher and the pupils accountable and there's… you know people complain about how much admin it is but I find it all very constructive and useful admin to be assessing all the time and you get a very good idea and their rubrics for assessment are extremely useful…and very well done and if you stick to that it makes assessing very simple so...

Interviewer: And time constraints?

Interviewee: I find it fine, ya… we've got plenty of time.

Interviewer: And then when teaching language structures and conventions do you see any challenges that learners face or that learners seem to face when learning?

Interviewee: You know it… it depends on their literacy levels… and you know the kids who are very literate and who read a lot, they have no problems. But when comprehension is difficult those children who… who aren't readers who… and who find comprehension difficult, the whole thing is very complex. It's like maths you know the kid who is struggling with maths everything is difficult…every concept is difficult you've got to struggle through each thing. It's the same with language structures and conventions... those kids who battle with literacy the, the structures and conventions are like Greek to them… you know you've got to really take it slowly, talk it through one on one, they need extra input, extra backup which our remedial situation gives… you know we send those kids out for remediation as a group and then they have a small group of five or six kids who get the lesson you know re-explained. So…

Interviewer: And do you find it necessary that language structures and conventions should be part of the curriculum? Absolutely essential, you can't write without them…

Interviewee: Yes, you can't possibly expect a child to become literate… unless he knows where to put the full stops and where to put the commas and the…and which words to enrich his stories… with that, you know all of that sort of stuff.

Interviewer: And the level of difficulty for Grade four is fine?

Interviewee: It's fine, yes, it's essential that those concepts are introduced… I think a lot of them are introduced in Grade three…and reinforced in Grade four. Most of the concepts that we tackle in Grade four they've already heard of…and they've used previously, so ya…

APPENDIX F 1.2: GRADE 5 INTERVIEW

Interviewer: Are you familiar with the CAPS?

Interviewee: Yes.

Interviewer: Okay and do you use the CAPS in your planning?

Interviewee: Yes.

Interviewer: What is the difference, what makes an independent school different to a public school in terms of subject policy, like what does the IEB entail in terms of the curriculum at this school?

Interviewee: Okay that's a really bad question to ask me because it's my first year…

Interviewer: Is it, okay…

Interviewee: in IEB, teaching as IEB and I'm only just learning myself so… I can't answer that question accurately.

Interviewer: Okay no that's fine.

Interviewee: But you say you use the CAPS?

Interviewer: Yes. I also do an extension though so I use the CAPS and then I do an extension of… a little bit of extra… the schools very much going for its academics and so we do CAPS plus more…

Interviewee: Okay. And what more…

Interviewer: Well I do at least…a little bit of extension…just adding more like reinforcements and that stuff.

Interviewee: Okay.

Interviewer: not just doing basics doing more than, than the basics.

Interviewee: And when you use the CAPS I know it's three school terms for an independent school, so how do you plan your lessons, exactly according to the CAPS? Do you cover all of that…

Interviewer: No, no, no…

Interviewee: or just select?

Interviewer: no it's not exactly it's selected and…

Interviewee: Okay.

Interviewer: basically we discuss in… at the beginning of the year when the English teachers all get together and they discuss okay you cover this section, you cover this section and you cover this section…

Interviewee: Yes.

Interviewer: Because there's not enough time in the year to cover everything…

Interviewee: And to cover everything in depth so we'd rather do something in-depth and cover it… So for example if you're talking about letter writing then I do an informal letter writing, the next we'll do formal and the next we'll do emails or something like that. So we won't do every single thing each year…we will space it out and we do it more in-depth. So for example I spend almost a term

	on informal letter writing now the kids actually know how to do it. So ya it's	39
	different in that way because yes I did teach at a public school and we were	40
	expected to do everything, so we only did everything in little bits and	41
	pieces…but it was done every year. But in terms of language…	42
Interviewer:	Yes.	43
Interviewee:	in terms of like grammar for example then we do that every year so for	44
	example...we do nouns every year, we do verbs every year…direct speech is	45
	done every year so it's also… it's probably…very much the same.	46
Interviewer:	And like you, you would cover most of the language structures and	47
	conventions?	48
Interviewee:	yes no it is and we do everything every…	49
Interviewer:	And what is your take on CAPS like do you…	50
Interviewee:	Its fine I've got, ya… as I said I'm still… I don't have much to say about it	51
	because I honestly don't…know enough to give a, an educated judgement on	52
	it…as of yet.	53
Interviewer:	Okay and, and could I ask like have you had any training with regard to	54
	CAPS?	55
Interviewee:	No… I had a very brief training, so I haven't got very formal training on it	56
	just very, very brief.	57
Interviewer:	Okay and have you had any training in teaching of language structures of	58
	conventions any workshops or…	59
Interviewee:	Yes, yes, yes I've done many courses in English and, and… ya many,	60
	hundreds…	61
Interviewer:	And how do you feel about the approach of integrating the language	62
	structures and conventions with the other language skills, so like reading,	63
	writing, speaking?	64
Interviewee:	Oh its always integrated, completely so when we're for example doing our…	65
	reading our book, our literature our set workbook we're always talking about	66
	this over here you know what is that a noun and what's it… is it a strong	67
	verb, a weak verb, is this… why have we got to use a capital letter here, why	68
	have you done this, all the time. So it's…	69
Interviewer:	Yes.	70
Interviewee:	fantastic and its essential, I think it's really boring if you and for children and	71
	for the teacher if you try and do… right this is today we're looking at nouns	72

and we just look at nouns…if you integrate it becomes more real and it's definitely what the children want to… how they learn better and what they want to hear. They don't really want to do a whole lesson on just nouns it's very boring.

Interviewer: Okay and how do you feel about the communicative language teaching approach towards the text based approach?

Interviewee: Well I've always… I'm a very big communicator, I do everything via discussion and everything is very as I say discussion based and I don't… like I said I don't give out here's a piece of paper you know read it and do this, sometimes we do have that in terms of notes of course, but that's after reiteration, after we've done a lesson. And yes so I think it definitely works people listen more when they've… get to be interactive as opposed to… I mean if this is what you're asking for… that I've going on to it anyway.

Interviewer: No, it's fine.

Interviewee: So yes I believe strong and interactive approach much more than a here's your piece of paper do it and ask any questions if you're stuck…

Interviewer: And what other type of methods do you use when teaching language structures and conventions?

Interviewee: Have methods… what do you mean by methods, I don't know I just teach… Okay so… like I said we use the literature book we'll use fun stories, we'll use… like anything that's relevant to the kids so at the Olympics we will use something from the Olympics. We'll use anything that's eye catching. I also like to use a lot of pictures and visual things. I like to get the kids up to write on the board and to interact in that way. Ya why not, the classes are I'd say fairly noisy because we're always discussing and talking about something and then there's a quiet time… ya if somebody walked passed randomly they would think that's quite a noise. But that's because we're discussing…and working things and making a noise about it.

Interviewer: Okay. And what teaching materials and resources do you use in your lessons, you mentioned the textbook…

Interviewee: Yes.

Interviewer: What textbook do you use?

Interviewee: We have the Platinum textbook and we also have the matching platinum reader that goes with it so that has contained short stories and poetry. And I

use the textbook… maybe once a week maybe twice a week. and not very often at all otherwise I actually build up my own database of things and as I said because I use things that are current, things are always changing so…I don't always necessarily use the same thing. And I also use the, the internet, I also use my head you know I just make stuff up out of my head. And I also use some… these resource books that we've got in here like that handbook that's essential because then you know you've got exactly the standardised form and you're teaching that throughout that's very important to me that we standardise from the bottom all the way up and I think that's about it.

Interviewer: And in terms of like the platinum textbook how do you feel… do you feel it's a good textbook…

Interviewee: I think it's, it's very… the kids love it so in that way it's good. In terms of language structures I don't think it's appropriate but there is… I don't think there are any other textbooks that really are wonderful in terms of languages... it's really hard to make a textbook to cover everything that you need to cover in language. So you know its lacking but it's a good base and then it's a… it's fun book they like, they enjoy it. And then from there you just have to obviously add and build on it, which we do.

Interviewer: And do you find any challenges with the learners when they have to learn language structures and conventions?

Interviewee: Yes there are always a few obviously but a lot of the language structures and conventions come down to, well not a lot of it but a fair amount comes to rote learning and a lot of kids these days don't necessarily… they're not really into rote learning. So they'll understand something and enjoy their class and then we're… two weeks down the line and they have to learn for an exam or something... and then they have forgotten it. So yes I try to remind them that it is actually essential that you go back and you learn this off by heart… and then you also have to have their understanding but you have to have the rules it's like a formula in maths you have to have the formula before you can use it and apply it.

Interviewer: And last question are most students… is English their home language?

Interviewee: Yes.

Interviewer: So they don't struggle….

Interviewee: No, no, no…

Interviewer:	as a proficiency…	142
Interviewee:	they don't, no, no, not at all. Not at all they're all… There's one child I think	143
	in the whole grade whose home language is Afrikaans…	144
Interviewer:	Okay.	145
Interviewee:	But she is… she's one of the top students, she's fantastic.	146

APPENDIX F 1.3: GRADE 6 INTERVIEW

Interviewer:	Are you familiar with the CAPS?	1
Interviewee:	Yes.	2
Interviewer:	And have you had any training with CAPS?	3
Interviewee:	I have I think in 2012 I went… when it was… I think when it was first	4
	introduced I did go on something and it was called CAPS orientation 2012,	5
	there it is, I've got proof…	6
Interviewer:	Okay, good.	7
Interviewee:	Yes not that it helped much, I think it just scared me. And then just staff	8
	development…whatever they do with us here at school that's what I've done.	9
Interviewer:	Okay and have you had any training in terms of language structures and	10
	conventions?	11
Interviewee:	Not specifically I don't think it is just based on what I do. It is based on what	12
	I learnt at varsity and what I read in CAPS and my own research. Yes and	13
	our textbooks obviously I use those.	14
Interviewer:	And how do you feel about the approach as advocated in the CAPS of	15
	integrating the language structures and conventions?	16
Interviewee:	I think it's good but I think they asking us to do way too much…there's	17
	absolutely no ways to get through this syllabus that we're supposed to get	18
	through, ya. So I think it's a good thing because obviously they need to know	19
	how language works in everyday situations, however CAPS asks us to do	20
	way too much so I kind of pick out…key aspects and I focus on those. I'd	21
	rather they learnt a little bit well than a lot not well. It might not be the right	22
	thing to do but it's…the way we do it, ya.	23
Interviewer:	And how do you feel about the approach of integrating language structures	24
	and conventions with the other language skills, so like reading, writing?	25

Interviewee: I think it's a good thing I don't always do it…time constraints are, are you know kind of…it prevents you from doing it all the time but I do think it's good for them to learn the skills, to see how it's used and then to put it into practice. And every now and again I do… when… like when we're reading *Holes* I will sort of focus one day on… if there's a lot of dialogue…on direct speech and how a new person on a new line and when the punctuation marks you know just to try and keep putting it into their minds and hopefully one day they will remember it.

Interviewer: Yes that's the thing.

Interviewee: Yes, and you know also if we're reading it they used dashes and hyphens and things like that I do draw their attention to it…and we discuss it. But only really if I've taught it in class…otherwise we go off at a tangent and then nobody knows really what we are doing. So if I've taught it I'll recap it while we're reading and then try get them to use it in their own writing.

Interviewer: And how do you feel about the communicative language teaching approach towards a text based approach which is also mentioned in the CAPS?

Interviewee: So, so for example if they've got comprehensions so you have your languages based on the comprehension…I think it's good and I do…you know I think I… you took my one cycle test so…yes we do that so… and I do like it as well because then they, they focus on the rules that they do in the… in their comprehensions that they're working with. But I don't think they do that automatically they only ever do that when you direct a question at something so as much as we maybe want to kill ourselves to say that it's teaching them how to use the skills…I think they actually only do it when we question them on it.

Interviewer: And what methods or approaches do you use when teaching languages structures and conventions?

Interviewee: I usually teach the lesson then we have a discussion I mean you see how I work in my classroom…so then we have a discussion then we have questions and answers, we do examples on the board and then they will do work on their own either from their textbook or from worksheets that I have prepared cause I find that none of the textbooks have actually got enough practice in them… so usually we supplement it with quite a lot of extra stuff and that's probably one of the reasons we don't get through everything because we're

trying to reinforce it whereas perhaps I should just be letting them do the four sentences and move onto the next thing. But I don't think that's serving any purpose because they're not going to remember it. So yes, generally if there... you know if there's a new concept like I'm going to do… they'll be doing prefixes and suffixes I will recap what we've learnt teach them something new, they will then do activities on it and then I will bring it into my teaching sort of later on as in when these things crop up… I think just keep trying to reinforce it. And I've also got my ball that I throw at them and then sort of sometimes ten minutes of a lesson we just do a quick recap on everything. Because these kids have been learning language since Grade four but they still don't know what a noun or a verb or adjective is. So it, it's got to be constant, constant repetition of everything.

Interviewer: And how do you feel about that constant repetition, like now in Grade six?

Interviewee: It's deathly boring for us and it takes up a lot of time but we have to do it because if they don't do it now, if they don't know it now in high school they don't get taught grammar and then they get presented with a matric exam that's got a whole lot of grammar questions in it and they haven't learnt it since they were in Grade six or seven…so we really do have to try and reinforce it but it's, it's not the most exciting thing to do…it's quite boring.

Interviewer: And… so you mentioned the textbook, what textbook do you use?

Interviewee: We use the Platinum series and we've got the reader as well…

Interviewer: And for like reinforcements…

Interviewee: We use this yellow and red book. They get this in Grade six and it goes through with them to matric and it really has got everything that they need. Because there's no time to write notes on everything, so we just refer them to the page and that discuss it and then that's where they go back to study it from.

Interviewer: And any additional resources, does the IEB…

Interviewee: No not from IEB… it's just all my own stuff… I have just…Ya the school has just become a member of the ISASA so… I'm hoping that we're going to get some stuff from that I don't quite know what ISASA does…so I need to do a bit of research but I think they provide sort of generic tests and things…that the other schools do but basically I just use the internet for a lot

of stuff, YouTube and my own text books and all my stuff that I've collected over the years…

Interviewer: So you mentioned that the textbooks don't always contain enough information and when it comes to the activities on language structures and conventions in the Platinum textbook especially, how do you…

Interviewee: They're good but there's not enough. So that's why I have to do extra stuff with them.

Interviewer: And do you think it jumps around too much in the textbook?

Interviewee: A lot and you've got to… at the beginning of each section it tells you this is what we're going to cover but you don't always have time to do everything else before that so you're kind of picking and choosing in order to get through as much as possible, you're sort of picking out the bits and pieces that you can use out of the… out of each sort of unit in the book…So it does jump around a lot and you sort of come back to things later on but I suppose it reinforces it I suppose if you keep on doing it but yes it is a little bit bitty.

Interviewer: And do you find any general challenges in terms of language structures and conventions…for learners…

Interviewee: The kids don't like doing it, it's boring. The kids find it very boring and they actually don't see the point of it and you've got to keep sort of saying to them my daughter in matric needs this and you will, yes they just don't see why they have to know this, yes. They believe that they can speak, they can write to, to a degree, not very well but they do try to write and they… I just don't think they see the point of it, they would rather just talk all day as opposed to actually learning language. And they don't like reading, they'd rather do film study. Yes reading is not their favourite thing in the world…but look I say that but a lot of them… some of them do like to read…but a lot of them just don't have the time…they don't have the time.

Interviewer: Okay and do you provide any… like support like there's remedial that the school provides…

Interviewee: There's learner support in the mornings for Grade sixes and then like I see one little boy after school on a Wednesday he's just… he came from crossroads this year and he's…he struggled a bit so I see him sort of one on one…just as a favour to his mom…to, to help him through…I don't charge or anything…it's just… I do it for them.

Interviewer: Okay and like performance levels for Grade six is it okay in terms of tests and…

Interviewee: Indeed you've… you've got the kids who do really well and then you've got a few who struggle but it's those strugglers who sometimes… I don't know why… I suppose they just find it hard and it's not just in language it's in most things you know it goes down to their reading, their writing, everything that they do it's just, it's more difficult for them. But I would say on the whole… I mean my average is sort of in the high… in the early seventies… so which I think is pretty good…so you've got your kids who do really well in the nineties and you've got your kids who are struggling in the high forties. But not much lower than that…so they, they all sort of above forty percent. Ya and I… well I believe that English for some kids doesn't come easy when they're young, but as they grow up… you know as they're getting older they learn how to cope… because they get… they're more mature and they also think they don't need to study, they think well I speak the language why must I learn for a test. I can do it but they don't learn the rules and then they don't do so well and those are the kids who now… who are struggling.

Interviewer: And language proficiency for most learners, is English their home language?

Interviewee: Yes in our school…I don't think any of… ya I think… I do think they all speak English at home… yes, because they are very…they all fluent no matter who they are or where they come from they are fluent.

APPENDIX F 1.4: HOD INTERVIEW

Interviewer: So are you familiar with the CAPS?

Interviewee: I am.

Interviewer: And do you just use the CAPS in your lesson planning or do you add any additional information?

Interviewee: No primarily it is the CAPS that I use, yes.

Interviewer: Okay and then do you just select certain aspects from the CAPS, I mean in order to fit through three terms?

Interviewee: Yes. What is relevant, what is needed when we look in terms of writing for example there's a great need for that. A lot of focus is put into things like reflections and points of view and all of that so yes. So what's relevant in

terms of language structure as well, you look at sentence construction, you can see there's an even understanding the tenses or understanding what a compound sentence is with simple sentences and then you work according to the needs of the child.

Interviewer: Okay and have you had any training with CAPS?

Interviewee: Yes, I am CAPS trained.

Interviewer: Okay and have you had any specific training in terms of language structures and conventions?

Interviewee: Not specifically but if you're referring to things like THRASS. I have attended courses on phonetics as well. I don't know if it's relevant.

Interviewer: Yes, it is relevant.

Interviewee: Yes that's what courses I have done.

Interviewer: Okay. And are you able to integrate language structures and conventions with your other language skills, so reading, writing…

Interviewee: All integrated, absolutely for example you're going to use, let me see what was on the news homework at the moment it was quite big on the news. So what I do is we put out a topic for the children to understand the merits and demerits. They're meant to understand and put it on paper how they see it valuable, why they see it doesn't work and then to eventually formulate their own opinion. So it's writing, its reading, it's logic and reasoning it's all of those things incorporated.

Interviewer: And do you find it…

Interviewee: I find it very meaningful. It gives me a better chance to understand them as well I think especially in the Grade seven year when they're still very familiar with trying to be you know grown up so they want to express their points of view so it just gives me an idea to also lead them to direct them you know to look at it from a different perspective so yes.

Interviewer: And are you able to apply the approach of or how do you feel about communicative language teaching approach towards a text based approach?

Interviewee: Okay I like the oral based. I do prefer that I feel it's, it's more what the children are interested in textbooks at this point I find are very boring, it's not relevant to the current contemporary student, that's what I feel. And I think the only way to also inculcate an interest and a love for English is if its stuff of its issues that the children relate to. Because if it's not then you find

them all over the place or boring or all sorts of things, so yes…that's why I feel, I feel very strongly about the communicative aspect although I do understand the need for text based understanding passages and understanding all this, what you call it, historical aspects all of that but in terms of English per se the rules, that is important because they need to what they need to, to do is, so let me explain from my perspective what I do is when I'm teaching it they've got to have the handbook there so I'm doing an explanation they're reading the handbook so they're taking from the… okay tell me what you read, how do you understand this, how can you incorporate it in what we are doing… okay to apply it, I feel it's important… okay so from that like if it's a study handbook or something like that in reference to English per se… it's necessary, okay.

Interviewer: And do you use any other approaches or methods in addition its specifically like language structures and conventions?

Interviewee: Okay so like if you're talking about a corporative learning, group based learning?

Interviewer: Yes.

Interviewee: Yes I do use a variety, I use self-assessment as well, I don't know if that's part of what you're doing at the moment but where self-assessment, peer assessment, understanding like how would you go about editing and all of that stuff but the children are involved in it with me. It's not merely me saying okay look you know you've got to look and see okay underline the spelling mistake and see how you're going to get it right.

Interviewer: Yes.

Interviewee: It's very… that they are actually involved in their own correction. Yes that's the type of methods that I use, I don't know if it's right or wrong but I use it.

Interviewer: And any other kind of approaches, so you mentioned like oral communication…and do any of your lessons involve something different, something that maybe you don't usually…

Interviewee: Like a power point presentation or a video is that what you mean…

Interviewer: Yes and like visual…

Interviewee: We do use that, yes we do and we're actually going to start visual literacy as you see at the moment… We're actually going to start with understanding shots and angles and all of that…just an intro to film study so we're going to

start that. I have used PowerPoint presentations, I've used audio tapes…I've used all of that stuff.

Interviewer: And do you find that…

Interviewee: It is helpful…

Interviewer: Is useful or a distraction…

Interviewee: It is… no it is helpful because it's something different to what they're used to when the teachers continually talking, they need the variety otherwise it becomes mundane and boring. And then what teaching materials - you mentioned the PowerPoint and all of that…

Interviewer: So in terms of teaching materials, you mentioned power point, but and what textbook do you use?

Interviewee: Okay in terms of set work we used *Knight to Queens's Road.* The text was incredibly boring, the children did not respond to it at all and its twenty years after democracy and some of the ideas here are a bit outdated, if it was something positive I could say to you yes okay I will do this book, there's no descriptive… I mean in terms of transformation and Apartheid and all those things if it's done in the history class I understand completely but in terms of English text I wouldn't suggest it, I didn't find it… the children didn't respond to it either. And then I did… I'm currently doing *I am David*, a little bit more relevant, the children still don't identify with the concentration camp but we're going to focus and get through the… hopefully they take what they need. For next year I've suggested and actually we have actually changed it *The Giver*…it's more relevant, it's contemporary and it's exciting for the children.

Interviewer: And do you find any challenges when teaching language structures and conventions?

Interviewee: You know the thing with that is it has to be visual. The reason there… not to say the text of word but if its visual the children are paying attention they're able to… and obviously with examples then you give them a textbook right read this and tell me, they don't respond to that they don't… they need the visual or they need the auditory that's what I think is necessary.

Interviewer: And in terms of writing tests or do you notice any challenges there for learners?

Interviewee: Okay I do have a special needs learner in my class and it has to be adapted to suit his need, so we give him a shorter test. That's the only thing and then we look at it and then that's basically what we do in terms of tests and examinations.

Interviewer: And what's your take on language structures and conventions in terms of the curriculum and what needs to be done in class and…

Interviewee: Okay we're just having this discussion, it is necessary for the children. I do focus on it a lot I think it's necessary in terms of, I mean obviously all the areas are interrelated reading, writing or whatever, right. It's necessary but I do have situations where children will come up to me but I don't understand this. Figurative language at this point they very much introduced to the figurative languages in Grade five and six but when we do it in-depth it's like they don't understand it. Then we're doing things like Shakespeare and William Wordsworth and one child remarked to me Shakespeare's dead. So I'm not sure in terms of relevance for them should we not look at activities and tasks… Like we had this IEB match examinations… can I show it to you…? So I can explain what it is that I'm talking about. It was actually quite different to what I'm used to and I related to it. This one, is this 2016, no it's not the 2016, it should be here. Okay but anyway this is what it was, an essay now but it was written in sms text and the children responded to that. So the language should maybe speak the way they communicate and all of that now it's not old English…its current English and people are responding to it, is it wrong…

Interviewer: Now what is your take on that?

Interviewee: Is it wrong? I don't think so. You know but having said it I do believe that there is a need for them to learn old books, style of English, but not to the point where they're going to…

Interviewer: Where you only focus on that.

Interviewee: Exactly, I do think that they need to be exposed to a variety of language. Even if there's, yes different languages.

APPENDIX F 2: GRADE 6 CLASSROOM LESSON RECORDINGS

APPENDIX F 2.1: LESSON 1

[…]

Luke:	For recipe 1, you can read it easily. Instead of you having to read the whole recipe over and over.	1 2
Teacher:	Absolutely. Right now somebody mentioned in an answer that I got for this that recipe 1 is neater than recipe 2. What is your comment on that? And bear in mind, I'm using the word "neater". Claire?	3 4 5
Claire:	It's like more uniformed.	6
Teacher:	Alright so is it necessarily neater? What does neatness mean? If you think of neatness, what do you regard that as being? Jane?	7 8
Jane:	It means you don't, when you think of it you don't say, "oh it's going to be so hard." Because when usually when I would think of looking at pancake recipe 1 I said," oh this looks easy." Then when I looked at pancake recipe 2 I thought it was going to be so long. And hard and confusing.	9 10 11 12 13
Teacher:	Okay. But can you read the words in recipe 2?	14
Jane:	Yes.	15
Teacher:	Okay. So is it neat?	16
Jane:	Yes.	17
Teacher:	It actually is neat. So what would be a better descriptive word, better adjective as opposed to saying recipe 1 is neater than recipe 2? Daniel?	18 19
Daniel:	More organised.	20
Teacher:	Thank you. Okay so it's not a case of neatness. It's a case of being more organised. I can read recipe 2 in exactly the same way as I can read recipe 1 in terms of the font of writing. So if I'm referring to neatness in your books, what am I referring to? Your handwriting. I can't read it. Okay so it's more organised.	21 22 23 24 25

[…]

Sam:	I don't understand number three.	26
Teacher:	Okay, read it to me.	27
Sam:	It says the second recipe is in figurative language. For example, cooking up a storm.	28 29

Teacher: Yes.

Sam: Why should instructions only be literal?

Teacher: Okay first of all, what is the difference between the words - what is figurative and what is literal?

Sam: Literal is real.

Teacher: Is real. And figurative?

Sam: It's not real.

Teacher: It's descriptive. Okay so if you talk about cooking up a storm, now if you didn't know what that term means. What do you understand by cooking up a storm

Sam: Making a mess.

Teacher: Okay making a mess and like doing a lot of cooking. Now if you didn't know that, what do think cooking up a storm could mean? Making a thunderstorm okay. So for some, you've got to always presume that the person who's reading these instructions has got no ground to work on. So they wouldn't understand what cooking up a storm is. Lip smacking, what does lip smacking literally mean? Okay, smacking your lips or whatever okay. You in a recipe you need to be literal. You need to say," You must put the eggs into the bowl." Or "You must separate the eggs and then you beat up the egg whites and then you add the egg yolks." You need to tell people exactly literally what to do because you've got a certain end goal in mind. And if people don't understand the figurative language, they not going to get to that goal. So it's got to be clear, it's got to be precise. Put those words at the bottom there.

Sam: So we must do what they say here.

Teacher: Well not necessarily what they say there. You got to put it in your own words. You don't want to use figurative language because it is confusing. It can mislead people. Literal can be taken at face value, that's what you do. Okay so put that all into your own words now. The clarity of the recipe is important.

[…]

Teacher: Okay prefixes, suffixes, root words. Bianca, what's a prefix?

Bianca: A prefix is the beginning of a word.

Teacher: Okay. Of any word?

Learners:	The root. It's the …	63
Teacher:	Okay maybe we should start with the root word. What's the root word?	64
	Yes, Caitlyn?	65
Caitlyn:	It's like the original word.	66
Teacher:	It's the basic, isn't it? Then Bianca what's the prefix?	67
Bianca:	The prefix is the word that comes before it.	68
Teacher:	Is it a word that you add on before it?	69
Bianca:	The letters.	70
Teacher:	The letters okay. So the prefix are the group of letters that we add on in	71
	front of the root word. So then the suffix Mandy, what would that be?	72
Mandy:	I think it's the letters that you don't add.	74
Teacher:	But they not there then. I want them to be there. Anthony?	75
Anthony:	They the words that ...	76
Teacher:	Words?	77
Anthony:	Oh I mean …	78
Teacher:	Letters that you add on.	79
Anthony:	At the end of the word.	80
Teacher:	At the end of the word. Okay so the root word, is the word the basic word	81
	that we start with? The root word. Prefix is fixed on to the front of the	82
	root word and the suffix is added on to the end of the root word. What	83
	does 'pre' mean? 'Pre' Jason?	84
Jason:	Before.	85
Teacher:	It means before. So that should be your guide. Prefix is fixed on before.	86
	'Suff' doesn't mean end. Okay but a suffix is the other one that's added on	87
	at the end. And the root word is the root, the word that you start with.	88

…

Teacher:	More than one but how many? If I'm talking about 'I am luckier than'	89
	how many people?	90
Learners:	Two.	91
Teacher:	Two. When do I use luckiest? More than two, okay. Lucky is what we	92
	call the positive. Luckier is what we call the comparative. Comparing	93
	two. Luckiest is what we call the superlative, when you comparing more	94
	than one. Okay that's just a bit of extra information. So we got some	95
		96

	suffixes, some more. I want an adverb. Who can give me an adverb made from lucky? Yes, Luke?	97
Luke:	Fortunate.	98
Teacher:	No don't change the word. I want luck. Luck is my root word. I don't want to change the word. Give me an adverb. A sentence, yes.	99 100
Luke:	An adverb for …	101
Teacher:	Yes for lucky. Describe the verb. I want a word that describes the verb.	102
Learner:	I am the luckiest…	103
Teacher:	No that's, where you got that? That's an adjective. I want an adverb.	104
Jason:	Fast.	105
Teacher:	No you changing the word. I don't want another word. I want lucky in it. Luckily. Luckily, I did my homework this weekend. Okay otherwise I wouldn't be able to teach my lesson this morning. Luckily okay. So just to what Luke and Jason did here where they gave me another word. When you doing an activity like this and I ask you to change the word into an adjective or. Don't change the whole word. Okay you adding prefixes or suffixes to it so that your root word must stay the same. Okay guys. Don't forget that whoever else thought of other words. Alright so we've got some words with suffixes. Let's add prefixes now. Yes, Jason.	106 107 108 109 110 111 112 113 114
Jason:	Unlucky.	115
[…]		
Teacher:	Unlucky. Anything else? You can't really add any other prefix to lucky. You can't say this lucky or this luckily or non-lucky or unlucky is the word so 'un', what does the 'un' prefix do to the word? How does it change it Sarah?	116 117 118
Sarah:	Makes it the opposite.	119
Teacher:	And what do we call that opposite? Cindy?	120
Cindy:	Antonym.	121
Teacher:	An antonym. Okay so now you know that the prefix 'un' means the opposite. Any other words you can add 'un' on to. 'Un' something. Daniel?	122 123
Daniel:	Unhappy.	124
Teacher:	Unhappy. Yes, Sam.	125
Sam:	Unfair.	126

Teacher: Unfair. Caitlyn? 127
Caitlyn: Unfriendly. 128
Teacher: Unfriendly. George? 129
George: Disfortunate. 130
Teacher: Excuse me. 131
George: Disfortunate. 132
Teacher: Why you using 'dis' when I've asked you to use 'un'? 133
George: Oh I thought you were … 134
Teacher: Unfortunate and yes we don't say disfortunate. Michael? 135
Michael: Unlikely. 136
Teacher: Unlikely. Timothy? 137
Timothy: Unloyal. 138
Teacher: Unloyal? Disloyal not unloyal. Disloyal okay… 139

[…]

Teacher: A base word absolutely. Root word or base word. This text book, the 140
Platinum book uses the term root word but you might in other publications 141
see it called the base word. So it's the bottom, it's where it starts. Okay. 142
The suffix comes after the root. In unfortunate it is 'ate'. The suffix 143
changes the meaning of the word. Fortune becomes fortunate. So what 144
part of speech is fortune? Fortune, you have a fortune. What part of 145
speech is that Anthony? 146
Anthony: Fortunate. 147
Teacher: No that's tenses. That's not a part of speech. Remember parts of speech 148
are your words, their functions. They are either action words, naming 149
words, describing words. So what part of speech would fortune be? My 150
fortune is in the bank. Fortune would be a? 151
Anthony: Ahh… 152
Teacher: Just tell me, it's a … 153
Anthony: Well it can be a noun because… 154
Teacher: Well I can pick up my fortune if it's a lot of money. It's a noun. Just 155
straight forward, it's a noun. It's a naming word. Good. If I take it and 156
make fortunate and I add that suffix on the end, I'm changing the function 157
of that word to what? What part of speech is it now? 158

[…]

APPENDIX F 2.2: LESSON 2

[…]

Teacher:	It's a listening activity so you put everything else down and you tune in	1
	to what I am reading. Now because this is a story, it is actually quite	2
	easy to listen to, it's not a factual thing but there are things that you need	3
	to remember so listen carefully all right. So put everything down, stop	4
	scratching in your desks and just sit back and enjoy the start of it, who	5
	knows maybe you want to go and read the rest of it if you haven't read	6
	it.	7
	[Teacher reading the story "The Giraffe and the Pelly and Me by Roald	8
	Dahl"].	9
	Okay, has it wet your appetite? Are you going to read the rest?	10
Learners:	Yes.	11
Teacher:	Right, just try and digest what you heard slightly. Think about it and as	12
	you are doing that open up your Language and Comprehension books	13
	with your heading Listening Comprehension. Make sure that you ruled	14
	off after the last word that you did. Listening Comprehension. Today is	15
	the 13th September. Have you two boys managed your line bit, are you	16
	all right?	17
Learners:	Yes.	18
Teacher:	All right. For one mark, how do we know that the building had stood	19
	empty for a long time? What was the clue that this building had stood	20
	empty? Try not to look at each other's' Lisa and Michael. What was the	21
	clue when he looked in the window that the building had been empty for	22
	a long time? Write very short answers, it doesn't even have to be a full	23
	sentence. It was something and something, end of story. With a listening	24
	comprehension you want to get the information onto your paper as	25
	quickly as possible.	26
Teacher:	2 a) What type of shop had this building once been? A whatever.	27
	2 b) What did the narrator's mother call this type of shop. It had been a	28
	something shop and his mother called it by another name, what was the	29
	other name?	30
	3) The sign on the shop said "For Sale" and it was written like this. Okay,	31
	I would like you to please give me a homophone for each of those words.	32

So write down a homophone for that word and a homophone for that word.

4) In the passage shop-window is written like that, what do we call the little line in between those words? It's written like that what do we call that little line? It is number 4 yes, 4 comes after 3.

5) This passage is spoken by a narrator, somebody telling the story, what pronoun was used frequently throughout that story to show us that this was a narrator talking in the first person, he said he was referring to himself and he used a pronoun as he was talking about himself, what was that pronoun? That was spoken frequently throughout the story. As he spoke he was referring to him but he didn't say me he said something else, just it, that's it, one word.

6) The narrator has always longed to own a sweet shop, but he is only about 6 years old, what is ironic about that? He has longed to own a sweet shop but he is very young still, what is the irony about that? Remember what irony is? We spoke about that last term. The usual about it.

7) is a one-word answer. What is a lavatory pan? Out the window came the bathtub and the four-poster bed and everything else and a lavatory pan, what is a lavatory pan?

8) When you listen to this sentence, let me find it, okay listen carefully to it, "…this was follows by a kitchen sink and an empty canary cage and a four-poster bed and two hot water bottles and a rocking horse and a sewing machine and goodness knows what else…" There is lots of and's in that sentence. Why does Roald Dahl use so many and's in that sentence?

Right and we are going to have to leave it at that question for today, so please leave your books open and David, would you please collect from the outer circle and Amy would you please collect from the inner circle. Leave them open, we will collect them and I will mark what you have done so far this afternoon, we will have a quick refresher tomorrow and we will finish it tomorrow morning okay? Good bye and God bless you Grade 6's.

[…]

APPENDIX F 2.3: LESSON 3

[…]

Teacher: All right, there was a shop, an abandoned shop and the shop had once been a?

Timothy: Grubber.

Teacher: A grubber which is?

Andrew: A sweet shop.

[…]

Teacher: The sign on the shop said "For Sale" and it was written like this. [*Teacher writes 'For Sail' on the board*]. Okay, I would like you to please give me a homophone for each of those words. So write down a homophone for that word and a homophone for that word.

Teacher: In the passage, shop-window is written like this [*teacher writes shop-window on the board*]. What do we call the little line in between those words? It's written like that what do we call that little line?

[…]

Teacher: This passage is spoken by a narrator, somebody telling the story, what pronoun was used frequently throughout the story to show us that this was a narrator talking in the first person, he said he was referring to himself and he used a pronoun as he was talking about himself, what was that pronoun that was spoken frequently throughout the story? As he spoke he was referring to him but he didn't say me he said something else, just it, that's it, one word.

[…]

Teacher: The narrator has always longed to own a sweet shop, but he is only about 6 years old, what is ironic about that? He has longed to own a sweet shop but he is very young still, what is the irony about that? Remember what irony is? We spoke about that last term.

[…]

Teacher: This question is a one-word answer. What is a lavatory pan? Out the window came the bathtub and the four-poster bed and everything else and a lavatory pan, what is a lavatory pan?

[…]

Teacher: When you listen to this sentence, let me find it, okay listen carefully to it, "…this was follows by a kitchen sink and an empty canary cage and a four-poster bed and two hot water bottles and a rocking horse and a sewing machine and goodness knows what else…" There is lots of and's in that sentence. Why does Roald Dahl use so many and's in that sentence?

[…]

Teacher: Number 12) Billy stands at street level and glances up and he is enthralled by what he saw. What does enthralled mean, the word? He looks up and he is enthralled, what does enthralled mean?

David: How do you spell enthralled?

Teacher: [Writing it on board]. What does that word mean?

[…]

Teacher: What does enthralled mean? Amy?

Amy: I don't know if it's right but I said enthralled means amazed.

Teacher: Absolutely that's right, very good. Captivated, amazed.

Bianca: Surprised?

Teacher: Not surprised, surprised is wow, he stood there staring.

George: Amused?

Teacher: No he is not amused.

Claire: Shocked?

Teacher: No he is not shocked.

Mandy: Thrilled?

Teacher: Not thrilled that means happy.

Jason: Astonished?

Teacher: Astonished I will accept that as well, good. Captivated, amazed, astonished enthralled.

[…]

Teacher: … And then finally two synonyms for the word hungry. Tamsyn, give

	me one.	53
Tamsyn:	Ravenous.	54
Teacher:	Ravenous, very nice.	55
Mandy:	Starving?	56
Teacher:	Starving very nice.	57
Jessica:	Famished?	58
Teacher:	Famished, mark it right because you didn't have it in front of you.	59
Michael:	Craving.	60
Teacher:	No craving means you are wanting something it doesn't mean you are	61
	starving, you are craving food maybe. It's one mark each.	62

[…]

APPENDIX F 2.4: LESSON 4

[…]

Teacher:	…What's unusual, George, about Stanley Yelnats?	1
George:	It's unusual because his first name is his last name spelt backwards.	2
Teacher:	And what do we call that? It's got a special name. Cindy?	3
Cindy:	A palindrome.	4
Teacher:	A palindrome. His name, Stanley Yelnats is a palindrome. Let's have some	5
	examples of palindromes. I had a white board marker ... Oh, there they are. I	6
	only want one. David, give me one.	7
David:	Race car.	8
Teacher:	Race car always comes up first. Race car. Another one please, Claire.	9
Claire:	Bob.	10
Teacher:	Bob, okay. Bob. Plain and simple. Amy?	11
Amy:	Hannah.	12
Teacher:	Okay, another one. Jessica?	13
Jessica:	Level.	14
Teacher:	Level, good girl. When you start to think about it there's actually lots of them	15
	in language. Yes, Jane?	16
Jane:	Kayak	17
Teacher:	Kayak, well done.	18
[…]		19
Teacher:	Did anyone get any phrases, not just words? Andrew?	20
Andrew:	I got nurses run.	21

Teacher:	Good, I've never heard that one before. Well done. Another one?	22
Lisa:	This is quite long. Was it a cat I saw?	23
Teacher:	Absolutely. I'll write it. Was it a cat I saw? So was it a cat I saw? Here's a cute	24
	one that you'll remember. As in the leaning tower of Pisa. As I pee, I see Pisa.	25
	No. Oh, I'll get this right. Sorry guys. Sir, I see Pisa. As I pee, Sir, I see Pisa.	26
	And there's lots of others. Dee saw a seed. There's another one. Did mom pop?	27
	Mom did. Don't nod. Dumb mud. Eve is a palindrome. Evil olive is a	28
	palindrome. Gnu dung is a palindrome. Do you know what a gnu is?	29

[…]

Teacher:	Madam Zeroni. And Madam Zeroni says of course you don't want to marry	30
	Myra Menke, it's a good thing you don't have a pig to trade because she's as an	31
	empty as a?	32
Bianca:	Flower pot.	33
Teacher:	Flower pot which is an example of what figure of speech? Yes?	34
Lisa:	Simile.	35
Teacher:	A simile. She compares her to a flower pot. Why does she compare her to a	36
	flower pot? Yes?	37
Mandy:	Because flower pots because she is pretty.	38
Teacher:	Pretty to look at.	39
Claire:	Pretty, yes, but empty.	40
Teacher:	But nothing inside it. But Elya being a young boy of fifteen and a pretty girl he	41
	wants to marry says no, I want to. She says okay, I'll give you the runt of the	42
	litter…	43

[…]

APPENDIX F 2.5: LESSON 5

[…]

Teacher:	Right yes okay. Now we are going to go on to the prefix and that is the	1
	prefix MAL, mal okay which in Afrikaans means?	2
Mandy:	Mad.	3
Teacher:	Crazy okay yes but not in English. Now in mal, in English mal means to	4
	not do something, alright? It doesn't work properly so again it is a	5
	negative prefix. What were the other negative prefixes?	6
Olivia:	Un.	7

Teacher: Un.

Cindy: Dis.

Teacher: Dis, another one? In - incompetent, dysfunction, un - unhappy, mis - misrepresent, il - illegal and illiterate not be able to do it, okay?

Daniel: Im.

Teacher: Impossible.

Michael: Incomplete.

Teacher: Yes.

Tamsyn: Ig.

Teacher: Ignoble very good, deactivate, irregular absolutely alright so there are lots of prefixes that have the same meaning as the negative and we need to know how to use them and when to use them. So for number 5 you had to go through your dictionary at the M A L page and find the words that meant these definitions. So Claire an ailment or a disease is a?

Claire: Malady.

Teacher: A Malady, M A L A D Y a malady. B) a condition where you are weak and ill because of insufficient food?

[…]