A Case Study of Feedback Strategies in The Open Learning Systems Education Trust (OLSET) Radio Learning Programmes

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ABSTRACT

The following is a case study of three Foundation Phase teachers' classroom practice while using the Open Learning Systems Education Trust (OLSET) Radio Learning Programmes, "English In Action" Level Two materials with their Grade Two learners. This case study describes and analyses the feedback strategies of the three teachers. The radio learning programmes have been developed to provide teachers with an effective interactive set of materials to assist their learners in the acquisition of English. These audio materials also provide teachers with opportunities to be creative and responsive to their learners' specific needs.

The feedback strategies described in this study are the teachers' use of their learners' mother tongue, correction of learner error, and use of praise and encouragement during the three Teacher-Led Activity (TLA) segments of the radio programmes. These TLAs give teachers approximately 12 minutes per lesson during which they are called on to manage the materials according to their learners' specific needs. The TLAs are specifically designed to give learners the opportunity to use and respond to English in particular contexts. This study examines three teachers' feedback to their learners in order to find out what kind of feedback has been made. An attempt has also been made to analyse the nature of the feedback.

It was found, from the description and analysis of the teachers' feedback, that when teachers used their learners' mother tongue this was more often used to translate words or phrases which were part of the radio narrator's instructions to the learners and these translations were then repeated in English. Teachers corrected very few learner errors. The most common form of correction was to model the correct form and have the learners repeat this. In spite of claiming that correction of errors was important and all three teachers said they did correct their learners' errors, there was very little evidence of this practice in the sample described in this study. The use of praise and encouragement was a strategy that all three teachers claimed they practised but almost no instances of the use of praise were described. The three teachers used only the word "good" to praise any of their learners' efforts and, in fact, all three used this only twice in each of the three lessons described in this study.

In terms of language learning a number of factors have been compared. Some of these include

teachers' repetition of learners' answers and their correction of learner responses by modelling. They were also observed allowing a variety of learner response as well as ensuring a number of individual learners were able to respond. These factors appear to have enhanced the language learning in the classrooms. However, it was also observed that the teachers needed more support in order to develop more explicit strategies to use their learners' mother tongue, to praise learners and to correct learner error purposefully in their classroom practice. There is a need for guidance to be given teachers in the development and use of open-ended questions and strategies which could encourage the development of higher order language skills in their learners. These findings will influence OLSET's teacher development curriculum. It is envisaged that strategies and activities designed to provide teachers with opportunities to reflect on their own practice with regard to the feedback they provide will be incorporated into the workshops and teacher support systems provided by OLSET's teacher development team.

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Chapter One

Introduction

1.1 Background to the "English In Action"(EIA) Radio Learning Programme

In early 1992, in an effort to provide a future democratic government with some practical and effective options for basic education reform on a national scale, the Open Learning Education Trust (OLSET) asked the Learn Tech Project to provide technical services in instructional design, writing and media production. OLSET's intention was to apply various learning technologies, including interactive radio instruction (IRI), to improve basic education to the most disadvantaged communities. The South African Radio Learning Project (SARLP) focused on Junior Primary English as a second language (ESL) and to a lesser extent on mathematics. The project resulted in significant innovations in the use of audio in classrooms to simultaneously support pupils' learning and teachers' professional development. Its ESL work is called English In Action (EIA).

Since March 1992 the SARLP has designed, written, produced and evaluated 130 half-hour audio/print based lessons for Grade One English (EIA1); 130 half-hour audio/print based lessons for Grade Two English (EIA2) linked to 130 lessons supported only by print; and a ten-week print/audio (cassette) school readiness programme (EIA Teacher Resource Kit). All audio programmes include integral print for students and teachers. There are also audio and video programmes for teacher training.

These materials are provided and imbedded within a flexible system of workshops and schools-based in-service support for teachers. The project also encourages reflection and professional development in teachers, principals and project workers by engaging them in evaluation processes such as drafting contributions to case studies and participating in focus group meetings. (Potter, et al. 1:1995).

OLSET has developed and designed English Second Language programmes to meet the needs of Junior Primary pupils (Foundation Phase) in both urban and rural classrooms. The decision to use radio as a means of delivery was taken because radio is the one electronic medium accessible to the vast majority of the South African population. Experience with Interactive Radio Instruction (IRI) in a number of developing countries during the more than twenty years of the existence of this format informed the decision to use radio as the means of delivery of the EIA programmes. (Interactive Radio Instruction, 7 - 8). Radio is able to provide the young learners with a source of natural language in the form of stories, songs and games (Leigh 1995). Teachers using the radio lessons as a resource are able to engage their pupils in these learning activities, which, according to the independent evaluation studies of the OLSET Radio Learning Programmes, result in considerable learning gains (Potter et al. 1995). The programmes are structured to provide teachers and learners with stimulating materials using an eclectic approach to methodology in as lively and naturalistic a way as possible. "The role of the teacher was increased and several segments varying from 30 seconds to three minutes were set aside during the programs for teachers to work directly with students. This change increased genuine interaction rather than simulated interaction" (Interactive Radio Instruction, 10). This approach is supported by the findings of Krashen, who wrote "there is no one way to teach, no one method that is clearly the best" (1982:160). The focus of this study is on what teachers do during the times set aside for them to "work directly with students" (Interactive Radio Instruction, 10), the Teacher-Led Activity segments (TLAs). Of major interest is the classroom practice of teachers as shown during the TLAs, because an important objective of OLSET's Radio Learning Programmes is the transformation of teachers' practice into a more learner-centred, communicative, constructivist approach.

The document which sets out the principles behind the OLSET Radio Learning Programme states that

> The English In Action instructional system is designed to provide quality ESL teaching materials and classroom activities for the first few years of formal schooling (as well as significant support for teachers...) It is specifically designed to introduce the young child to English in as naturalistic and realistic a context as possible. In addition, the EIA programme takes into account the lack of resources

> in the school environment of its target group as well as factors such as the children's probable lack of access to or familiarity with the English language environment. (OLSET 1994: 4).

The central core of these materials consists of three series of between 130 and 180 prerecorded half-hour radio lessons designed to assist teachers to teach Grade 1, Grade 2 and Grade 3 learners English Second language.

> In the EIA instructional system the learner is supported by the teacher, daily audio programmes, and print materials. The EIA programme design includes teacher-led activities, storytelling, games and songs. Integrated classroom print materials include posters, student workbooks, readers and teacher notes which are provided in an attractive, user-friendly and easy-to-read format. The programme uses carefully developed radio or audio cassette lessons to present natural language in dramatized situations and to promote specific language learning activities. While the EIA instructional system relies on a media component, the teacher's role is central at all times. Included in the programma are regular strategies to involve teachers in creating interactive communicative language activities (OLSET 1994: 4 - 5).

1.2 General Description of the Series and some Theoretical Background

English In Action, Level One, is based on a similar series first used in Kenya some 25 years ago. It has been revised to suit South African conditions and piloted in a number of South African schools (both rural and urban) and extensively evaluated in these schools by independent evaluators (Potter et al. 1994). Despite the success of EIA Level One, it was felt that Level Two needed a more integrated and coherent design. Members of the evaluation team felt that the programmes leaned heavily on rote learning and repetition and were behaviouristic in style and format. Ellis's (1985) research into second language acquisition showed that learners were more successful when they were able to acquire the second language in a natural situation. This

provided the programme designers with a number of problems as the majority of the target learners live in an environment where little or no English is spoken. Wong Fillmore's (1991) research into why some learners in American classrooms are more successful than others in the acquisition of the second languages seems to confirm that simply providing learners with natural language may not always have the results anticipated. She points out that in some classes where children did not succeed in learning English in spite of having the social characteristics thought to be most likely to ensure success, "the class was one in which most of the instruction activities were 'child-selected' and directed." (Wong Fillmore. 50:1991). In situations where children could interact freely with their peers, if these peers were not speakers of the target language, acquisition of the language was not likely to be very successful. In situations such as existed in much of OLSET's target group, i.e. in those environments where little or no English was spoken by the majority of the learners, the materials had to be structured in such a way as to provide the necessary input and opportunities for interaction from other sources. These sources were the story, songs and structured practice provided by the radio.

As a result of the experiences of the Teacher Development Team and the feedback to the script writers and other members of the materials development team from teachers using the programmes with EIA Level One as well as research into the latest theories of second language acquisition, the design and development of EIA Level Two took a radically different approach. It was decided to use a story to provide the basic content of the lessons. It was further decided that this story would be in the form of a continuous serial involving three children of a similar age to the target learner group. The "world" of the story would be South African and created in such a way that it would be recognisable to the vast majority of the learners. The reasoning behind the decision to use a story was that a story would be most likely to provide the nearest thing to a source of natural language for the learners. Few of the target group of learners have access to opportunities to interact with English in a natural language setting. The context of these learners will be described in more detail later in this chapter.

1.3 Context of the Research

The Level Two programmes which form the focus of this study use a serial story about three young children to provide the context of the lessons. Each lesson tells an episode of the story in three short two to three-minute segments. These segments are interspersed with three Teacher-Led Activity (TLA) segments of about four minutes each, as well as a number of songs and a language activity segment.

The TLA segments provide teachers with opportunities to use those strategies for ESL acquisition, including appropriate feedback, which they feel are most appropriate for their pupils (OLSET 1994). The feedback strategies, with specific regard to error correction, the use of the learners' mother tongue and the teachers' use of praise during these TLAs form the focus of this study. The TLA segments of the programmes have been designed to provide teachers with opportunities to practise communicative language teaching in accordance with the communicative language theories of ESL acquisition and teaching (Krashen 1982; Ellis 1985; Brown 1987).

The focus is on OLSET's Level Two programmes because they offer the most scope for teachers to develop, as part of their professional development, innovative and original strategies to encourage their learners to use English. This approach is supported by the views of writers such as Spolsky, who argues that "good language teachers are and always have been eclectic: they are open to new proposals, flexible to the needs of their students and the changing goals of their course" (1989: 15). At the same time the radio programmes provide innovative teaching materials and strategies for teachers who are often underqualified and coping with classes well in excess of forty pupils in seriously under-resourced classrooms. The teachers themselves are English Second Language speakers and are put into the position of teaching English and frequently using English as the medium of instruction without having the necessary command of the language or confidence in their own ability. Part of OLSET's work is to enable teachers to develop professionally in a supportive environment (OLSET 1994).

In looking at three teachers' use of feedback strategies it is hoped to be able to provide teachers with more ideas for developing their teaching skills in collaboration with one another during

OLSET workshops and at Teacher Support Group meetings. I believe that real development of teachers' professional practices can best happen through a collaboration between INSET (Inservice Education and Training), such as OLSET offers, and teachers themselves.

In 1996 a pilot study of teachers' use of mother-tongue as well as the language policy and medium of instruction of the schools in which OLSET works was conducted by the author. (Kenyon 1996). This revealed considerable differences in what teachers did during TLAs. As a result of these findings, it was decided to examine in detail what selected teachers did in their classrooms in order to come to an understanding of what teachers could do during certain parts of the radio lessons. These radio lessons offer a framework for the teachers within which there is scope for them to introduce their own content and adaptations of activities. It is what happens as a result of this potential for innovation that will be observed and described in this study.

Table 1 illustrates very broadly what the existing two EIA series look like in general outline as well as sketching their development from the original Kenyan model. In addition to the table, this very broad description of the two EIA series presently in use in the classroom provides an outline of the way the EIA Level One and Two programmes have developed. In Level Two both story segments and TLA inputs occur three times per lesson, whereas structured practice occurs only once per lesson; that is, story and TLA inputs constitute 27.3% of the lesson, while structured practice constitutes 9.1%.. This distribution indicates that the EIA Level Two Radio Lessons provide the learners in Grade Two with a variety of inputs and that songs outnumber all other types, but story segments (the "natural language" component) and TLAs which are more open-ended make up a large part of each lesson. It seems, then, that each lesson consists of considerably more of the kind of input which has been described as likely to assist the learners in acquiring the second language than of those kinds of language inputs which applied linguists such as Krashen have described as having little effect on learners' language acquisition.

EIA Original	EIA 1 South Africa	EIA 2 South Africa
Opening	Opening	Opening
Good Morning Song	Good Morning Song	Good Morning Song
Structured Practice	Teacher-Led Activity	Story 1
Song		Teacher-Led Activity
Sound Story	Structured Practice	
Physical Activity	Song	Song
Structured Practice	Sound Story	Story 2
Song	Physical Activity	Teacher-Led Activity
Structured Practice	Structured Practice	
Physical Activity	Song	Structured Practice
Song	Structured Practice	Song
Structured Practice	Song	Story 3
Song	Teacher-Led Activity	Teacher-Led Activity
Structured Practice		
Goodbye Song	Goodbye Song	Goodbye Song

Table 1. 1: English In Action Formats.

When these inputs are placed in the context of the careful structure of the EIA Level Two lesson, it seems they may produce a lesson which provides both natural language and the controlled input needed for successful language acquisition. The lessons provide language contexts in which young children, similar to the learners in the classroom, interact with each other in a story designed to engage the listeners' attention as well as to provide a controlled input of vocabulary and language structures. The lessons also have opportunities for the listening child learners to use this vocabulary and the structures in similar contexts immediately. This is done through the mechanism of the TLAs, as well as through songs, games and language-drill segments. What teachers are then able to provide in the form of feedback to the learners during the Radio Lesson, and especially during the TLAs, can reinforce and consolidate the learners' gains and boost learner confidence in the learning process and enjoyment of it. Just how teachers provide feedback is examined in the sample analysed in this study.

This notion of *comprehensible input*, which was first developed by Krashen, seems to mean that what learners need is input which starts with what they know but includes new knowledge of sufficiently challenging form to assist them in improving their language acquisition. Spolsky (1989, chapter 12) examines a number of different approaches and theories to the acquisition of the second language. He explores the early idea that children learned language from simply hearing and being exposed to adult language around them and compares this with, Landes, among others, citing Landes' (1975) research "showing that at least until a child is ten, parents and teachers modify their speech in a various ways: there is, for instance, a larger proportion of interrogatives; utterances are shorter; sentences are less complex; lexicon is more restricted; and a variety of "training" strategies appear, including modelling, corrective feedback, and expansion." Spolsky refers to Landes conclusion that,

> it is clear that adults are not only sensitive to and affected by the need to communicate with their children, but that interaction patterns between parents and offspring change with the increasing language skills of the child,

to further support the notion that the language interaction patterns between adult and child are modified to suit the child's language abilities. In addition Spolsky also discusses Schachter's suggestion that in addition to the "capability and motivation to learn" (ch 12) different kinds of input were needed; namely

> simplified, comprehensible, negative, and sufficient. Simplified input is a notion developed from studies of caretaker speech with first language learners, teacher talk with students, and native speaker talk with foreigners... all are likely to include a slower rate of speech, fewer idioms and pronouns, shorter and less complex sentences, and morphological stripping (Spolsky 1989).

"Negative input is defined as information provided to the learner that an attempt at communication has been unsuccessful" (Spolsky 1989). Insignificant negative feedback is provided in the inputs in the Radio Programmes, but opportunity exists during the TLAs and follow-up lessons for teachers to use this strategy to show their learners where they might be going wrong. In the analysis of teachers' feedback strategies below (see Chapter Four) particular attention will be paid to teachers' use of error correction as well as the teachers' use of positive feedback which, I believe, is more likely to have a better effect on the learners: Pringle (1986: 101) states, "The teacher who believes that what matters most is the effort a child makes, and

who praises whenever there is progress, however slow and limited, provides an appropriate incentive for all pupils, whatever their abilities."

Spolsky's (1989) "final requirement is *sufficient input*, but there does not seem to be evidence of how much is enough." The decisions about how much and by what stage learners need to acquire different language skills are left largely to teachers and materials developers to make. An important consideration for both teachers and materials developers is that the majority of these learners will be using English as the medium of instruction, either immediately in a "straight-for-English" school, or as a gradual transition or later switch-over model.

A fundamental principle of the instructional design of EIA Level Two is the belief that all learners benefit from exposure to natural language. However, it is difficult to provide any authentic samples of natural language in a textbook, especially one aimed at the Junior Primary or Foundation Phase. One of the reasons for the use of radio was that it can provide an authentic voice and it is accessible and affordable in the most remote and deprived classrooms.

The Radio Learning Programme provides natural language specifically written for the learners' level. This natural language is in the form of the episodes of the story, which uses the language most similar to the language of children of the same age as the learners and in which the constructions and sentences are deliberately kept simple. In addition, the TLAs provide opportunities for simple interactions such as question and answer, discussion, games, total physical response activities and small group and pair work. Teachers can adapt and/or expand these TLAs to suit individual classes and learners. Cook (1991) describes how teachers control what happens in their classrooms thus;

> In the classroom this overall 'leader' role falls to the teacher. The exchange of turns between listeners and speakers is under the teacher's overall guidance, overtly or covertly. Classroom exchanges usually have three main moves, i.e., i. Initiation. The teacher takes the initiative by requiring something of the student... ii. Response. Then the student does whatever is required... iii. feedback. The teacher does not go straight on to the next initiation but announces whether the student is right or wrong (Cook 1991: 91).

In the EIA series the teachers are encouraged to develop new methods of teaching. In addition learners are required to speak from the first lesson. This requirement is present even in EIA Level One, the first of the series of the OLSET Radio Learning Programme series. It is important to note, however, that in the early lessons of Level One the learners may respond in their mother tongues or home languages and, indeed, code-switching by both learners and teachers is encouraged in both EIA Level One and Two, **so long as it facilitates comprehension of the English** being provided. Teachers may use code-switching in order to translate a word or short expression quickly and so not interrupt the flow of the lesson. Another reason for the teacher's use of the mother-tongue of the learners is that is can provide a sense of safety for the learners as they can rely on the teacher to provide translations when they get stuck, and this is not regarded as wrong. As far as the learners' use of code-switching is concerned, it provides opportunities for learners to express themselves in their mother tongue in response to something, for example, a question, asked in English. They are able to respond to the English before they are able to speak English. As the lessons develop, so learners are required to respond in English more and more. Teachers are encouraged to develop their learners' fluency in English before becoming too concerned about the learners' accuracy. Strategies provided in the lessons to assist with the development of accuracy include modelling correct forms without explicit instruction in language forms. During teacher development workshops, teachers discuss how these could be used in their classes and where it may be appropriate to correct learner error.

1.4 A Description of English In Action, Level Two, Lessons

In general each lesson written and produced by OLSET for Grade Two English Second Language follows a similar format (see Table 1) and lasts approximately thirty minutes. The lessons begin with a brief introduction in which the "sentence of the day" is announced. The lessons all contain three segments of a story. Each story segment is between two and three minutes long, thus giving a total time allocation of between six and nine minutes for the daily episode of the story. These story segments are interspersed with songs, TLAs, and interactive language exercises and drills. The radio lessons all end with a question, designed to encourage learners to remember an incident from the story or to predict what might happen next.

There are also lesson notes for the teacher to enable her to manage the radio lesson successfully and to organise a follow-up lesson of another 30 minutes after each radio lesson. During these follow-up lessons the learners will write the sentence of the day, and in so doing, read at least one sentence. They may also be required to complete drawings or do group activities such as dramatisations. The teacher will also lead a discussion of events from the story. Suggested questions are provided in the Teacher Notes. These often suggest ways of relating the story to the learners' own experiences. The follow-up lessons provide the teacher with the opportunity to make sure that the learners have understood the content of the story, as well as any new vocabulary introduced in the lesson. Other types of activities which may be used during the radio lesson or during the follow-up lesson are games such as "Simon says", chain exercises, pair work, group work, and various guessing games involving number, location, spatial relationships, etc. These activities encourage the learners to use and understand many English structures.

As a result of the feedback from the pilot classrooms and consultation with other language authorities, the OLSET materials developers (script writers and teacher development team) felt that the continuous story was too difficult for the learners at the beginning of the Grade Two year. Thus thirty lessons were written to assist learners in becoming familiar with the radio story genre and with stories told in serial form. The first thirty lessons consist of a number of stories told, at first, in single complete episodes, gradually becoming longer and eventually taking five episodes to complete. In these first thirty lessons learners are introduced to the main characters and to their world in short stories. These reflect many of the learners' own possible early school experiences, for example, the first day of school, meeting a new teacher, making friends, etc. In this way learners are introduced to the world of radio stories and the world of Kofifi is made familiar before the memory demands of the longer story are made on them. If, as Krashen asserts, "comprehensible input" means the learner needs to be provided with known information plus new information so as to acquire language successfully, then the context of these lessons should give each learner sufficient "known information" to be able to acquire at least some of the new language presented. However, a number of assumptions have been made about the prior knowledge of the learners in this class (Grade Two). Some of the assumptions are based on the fact that the schools using EIA Level Two have also used EIA Level One and therefore the learners have already acquired a basic English vocabulary and the ability to use certain simple

structures reasonably competently. Both this vocabulary and the structures are known to the OLSET writers and are deliberately repeated in the early lessons of Level Two. OLSET materials developers have also assumed that teachers have been exposed to the Level One material and to teacher development workshops so that they are familiar with the methodology and philosophies underpinning the content of each lesson.

In all lessons there is the voice of the Announcer, who merely tells the audience what they are going to be listening to. There is also a Narrator, who is an important voice in that she serves as the link between the learners, the teachers in the classroom and the stories and characters on the radio. She also informs the teacher about the activities which the teacher has to manage during the three TLAs. These occur when the radio narrator pauses and there is only soft background music. During these slots, teachers need to lead their learners through various exercises which are intended to give them the opportunity to practise and use the language which they have been listening to during the lesson. The other segments of the lesson are songs which generally have some link with the story and are repeated frequently during the series. The learners are encouraged to sing along with these songs and also to move according to the words of the songs, for example, to clap, snap their fingers, stamp their feet, change the expression on their faces, etc.

Input is of a varying nature. There are between six and nine minutes of dramatic narrative during which an incident relating to the three central characters is revealed to the listening learners. There are songs: the "Good Morning" and "Goodbye" songs occur in every lesson and, in addition, there is always at least one other song, frequently two. In each of the lessons there is some form of language exercise (the Structured Practice, see Table 1) which the learners are required to respond to, either in chorus, or else selected learners are required to answer while the rest of the class listens. During the three TLAs more open-ended opportunities are provided for learners to interact with one another and their teacher in response to situations created as a result of incidents which have occurred in the narrative segment or by association with incidents which have occurred in these segments.

This is the moment the teacher is asked to take over complete management of the lesson and have the learners talk. The teacher is given freedom to choose which learners to ask and whether

anyone will be allowed to code-switch. She is told she has about four minutes for this activity. The Teacher Notes will provide the teacher with suggestions about the kind of questions she could ask her learners. While this is happening, the radio plays soft background music which is provided simply for technical reasons and distracts as little as possible. A gong is used to make teacher and learners aware that the discussion segment has come to an end and teachers are able to draw the talking to a close.

Again, during the second TLA, about four minutes of discussion time is provided and, again, the teacher may adapt this activity to suit her learners in any way she chooses. The end of the third story segment is followed by the third TLA.

After the third and final TLA, the narrator sums up the main theme of the day's story and leaves the listeners with a question. Each lesson in the EIA Level Two series ends with a question posed in a similar way. The intention behind this is to assist the learners in developing a number of skills such as prediction, analysis, etc. The narrator also bids the children farewell and the "Goodbye Song" is played. This song will be played at the end of every lesson and the learners very quickly learn this particular greeting convention and song. The end of each lesson is also announced in a similar way to the start of each lesson.

1.5 A Discussion of the Variety and Types of Interaction in EIA Level Two Lessons

There are several opportunities in these lessons for learner interactions to take place. These opportunities are also varied in nature and many have built into them the possibility of a wide variety of differences in the way in which they occur.

Broadly speaking there are two main types of interaction occurring during the radio lessons. The first may be defined as "structured" in terms of the type of language, vocabulary, etc. likely to be used by the learners. These are the songs and structured practice segments which learners engage in without having to give any original input of their own. The second type, that is the opportunity for language production which occurs during the TLAs, is much more likely to be unpredictable as far as the language structures and vocabulary used by the learners and teachers is concerned.

The focus of this study is on teacher practice during these TLA segments, with particular attention being paid to teachers' feedback strategies.

Chapter Two

2. Classroom Process Research

The primary reason for this study of what happens in English Second Language classrooms arose from the development work with teachers using the OLSET "English In Action" (EIA) Levels One and Two Radio Learning Programmes in their Junior Primary (or Foundation Phase) classrooms. It was felt that there was a need to investigate and identify the teaching strategies and classroom practices that should be encouraged and/or developed in order to enhance learner success. As has been stated in Chapter One, these Radio Learning programmes have been developed to provide teachers with an innovative teaching resource which it is hoped will greatly increase the likelihood that their learners will acquire English successfully. An important reason for developing innovative English language learning material for the target group of learners was that for the majority of these young learners English becomes the medium of instruction either from very early in the primary school (in some schools the choice of English from the beginning of Grade One has already been made) or midway through the primary school - from about Grade Four (Standard Three).

The Threshold Project research "indicated that the standard of English that the children could control was poor, and that they were far less capable of handling 'content' subjects, for example, general science and geography, through English, than through their mother tongue" (Van Rooyen 1990: 1). This had serious implications for these learners' ultimate success in gaining access to tertiary level education and in the wider social and economic spheres and it was partly in order to address these needs that the Radio Learning materials were developed. One of the tasks of the co-ordinator of Teacher Development at OLSET is to investigate how teachers use the EIA radio programmes in their classrooms. Classroom process research offers a useful research method for the investigation of a number of teacher practices which will form the basis of the investigation in this study of teachers' feedback strategies while using the radio learning programmes developed for their learners.

The feedback strategies investigated deal with teachers' use of their learners' mother-tongue; teachers' use of error correction; and the extent to which teachers use positive feedback (encouragement and praise) to motivate learners and enhance self-esteem.

In this chapter, research into classroom process done in contexts similar to the South African classroom situation will be reviewed. This will be done in order to describe and define this research method and explore its relevance to an understanding of how teachers give feedback to their learners in the English Second Language classrooms in which the OLSET Radio Learning Programmes are used. The scope of this chapter has been confined to a review of what classroom process research is as well as relevant information about teachers' feedback strategies in the ESL classroom. Particular attention has been paid to findings dealing with the use of learners' mother tongue, error correction and the teachers' use of positive feedback. The research as well as the observations of three teachers' feedback strategies in terms of young children learning their second language in the Junior Primary (or Foundation) Phase of the formal school system in some of the South African classrooms in which the South African Radio Learning Project is used will be described and analysed in later chapters. From this analysis, it has been possible to draw conclusions about some teachers' feedback strategies. These insights will be used in the form of recommendations which will be fed into the OLSET Teacher Development Team's ongoing curriculum development of the Inservice Education and Training (INSET) of Foundation Phase teachers using the Interactive Radio Instruction programmes and methods.

2.1 What is Classroom Process Research?

Classroom process research is a useful method of developing a greater understanding of what teachers do in their classrooms. It is my aim to use the understanding gained from the present study to inform the OLSET teacher development curriculum. Experience in working with numbers of teachers using the Radio Learning Project has indicated that data gathered in this way, with the co-operation of teachers themselves, tends to encourage teachers to develop the kinds of skills needed for their own sustained professional development. The process of gathering data and using this information in collaboration with teachers as part of their professional inservice development is also one of the principles of OLSET, that is of an ongoing internal formative

evaluation practice alongside an external and more summative evaluation. Potter (et al. 1995) describes the existing OLSET evaluation within David Fetterman's

> approach to evaluation research which aims to increase the self-determination of individuals, and empower them to cope with the problems they face in their life and work. As applied in programme evaluation, Fetterman's approach implies that the evaluator takes on different roles relative to those working in the programme being evaluated. These include training, facilitation, advocacy and illuminative roles, with the aim of increasing the insight of those working within the organisation, and their power to confront issues and solve problems. (Potter, et al. 1995).

With these ends in view, this chapter looks more closely at what research has been done into feedback strategies, and suggests how these strategies may be researched further in the South African classroom context.

Seliger (1983) writes "that good teaching involves a constant re-evaluation of how we appreciate the role of the classroom, the learner, and the process of language acquisition within the classroom, as opposed to within naturalistic contexts" (Seliger 1983: 190). In the broad field of educational research, classroom process research has had a fairly long history. In its earliest form it was used primarily to assist in providing information to teacher trainers who wished to design more effective programmes for student teachers. In his answer to the question of what classroom-centred research is, Allwright asserts that "it simply tries to investigate what happens inside the classroom when learners and teachers come together" (Allwright 1983: 191). He makes an important observation, I believe, when he points out that classroom-centred research looks at the classroom as the "object of investigation" (1983: 191). In that sense, what happens inside the classroom becomes the object of the study because the researcher wants to find out what is happening and to arrive at an understanding of the reasons for the range of behaviour likely to be observed. From this observation and analysis will come insights into what kind of learning has taken place, how it has taken place, and, more importantly, what teaching practices have influenced these outcomes. I intend to use this research, carried out as far as possible with the active collaboration of the teachers involved, as part of the OLSET Teacher Development curriculum. The existing forum of Teacher Support Group (TSG) meetings, which are held on

average twice a term with every teacher using the Radio Learning Project materials, is one place in which the results of the research methods and processes described may be usefully employed in order to engage teachers more closely with their own professional development. TSGs have also become the forum where the research itself takes place. (Note the earlier description of the OLSET programmes and the form in which teacher support is developed, set out in Chapter One.) Ellis similarly defines classroom process research as being

> concerned with the careful description of the interpersonal events which take place in the classroom as a means of developing understanding about how instruction and learning take place" (Ellis 1990:64).

Classroom process research should enable the researcher to discover what sorts of strategies or teacher/learner behaviour assist or retard the learning process. According to Ellis a great deal of this research "has been exploratory and illuminative in nature" (1990: 64). Gaies (1983) suggested that the ultimate value of classroom process research may be to describe accurately the complexity of the language classroom, "to identify variables of second language instruction and in so doing to generate hypotheses" (1983: 206) which may be tested more explicitly. To a large extent classroom process research is not theory-driven but seeks rather to explore the more tacit levels of classroom practice and make these more explicit. It is important to note, however, that all research happens as a result of some decisions having been made about why the research should be done and, to some extent, about what the researcher is going to be looking for. One of the more important points Gaies makes about the classroom setting, "is the nature of the linguistic input available to learners" (1983: 207). There is a considerable difference, for example, between the accidental input available to learners in a natural setting, say in a casual conversation between learner and native speaker, and the type of carefully selected and constructed linguistic input likely to be provided by a teacher in the language classroom. While it may be extremely difficult to compare the two different types of input with regard to their effectiveness in assisting learners' acquisition and mastery of the target language, there seems to be a general agreement among teachers and learners that explicit language classes have a place in the school curriculum. This is explored later in this study, with reference to Wong Fillmore's (1991) findings about what kind of practices were most successful in her study of a number of second language classrooms.

Classroom process research tends to be qualitative rather than quantitative and seeks to describe and explain what has been observed rather than to measure or record behaviour. It is therefore likely to be subjective in nature and researchers need to guard against this in a number of ways, for example, by ensuring the triangulation of the research, etc. One of the most important and useful methods of triangulating the research conducted on the classroom practices of OLSET teachers has been that of enlisting the teachers' own ideas and understanding of their practices and comparing these with the author's and the Regional Co-ordinator's observations of the same practices. Audio recordings have been used to supplement these direct observations. In this way I hoped to ensure as far as possible that sufficient distance was maintained and subjectivity was kept to a minimum.

Fundamental to this research method is an understanding that what is required is a detailed and accurate observation of what actually happens in classrooms, the careful description of these practices and then an analysis of how this seems to affect the teaching and learning processes. This initial stage may then be used with teachers in developing programmes to assist them in meaningful transformation of their classroom practices. It is, I believe, important that teachers become part of the process of study, analysis and programme design. Because classroom process research takes research directly into the classroom, it seems to be a method which can involve teachers closely and thus impact on their professional understanding and development.

2.2 What is meant by "Feedback" in the ESL classroom?

For the purposes of this study, "feedback" is defined as the response from the teachers to their learners about the learners' answers. Teachers may respond by praising a learner's efforts or by correcting an error or even by simply asking the learner to continue with what he or she was doing. Different forms of feedback have been analysed by a number of researchers in order to establish their usefulness or otherwise in an ESL programme. There seems to be a consensus that feedback is, in principle, useful and assists learners in the acquisition of English. However, there is no agreement about which forms of feedback are most valuable to the learners. There is considerable debate around the issue of the use of the learners' L1 to facilitate the learning of the L2. Many teachers feel that only the L2 should be used in an L2 lesson and that learners should

be helped to understand what is happening through the use of pictures, realia, gestures, sound effects, body language, etc. while many others feel that using the learners' L1 where it is quick and convenient is perfectly acceptable.

There is also considerable debate about the efficacy of error correction, especially during the very early stages of any programme used to teach the L2. There are those who believe that learners' use of the language should be encouraged and error ignored (the "fluency before accuracy" school) and those who believe that correction of error will assist learners in the development of correct structures and reduce the likelihood of fossilization of incorrect forms.

Almost the only form of feedback which seems to have general agreement is the use of praise and encouragement. It is ironic to note that while many if not most teachers seem to agree that encouragement and praise of their learners will help them become successful, there is an absence of this practice in many classrooms. When challenged about this, many teachers seem to take refuge in the notion that it might encourage learners to believe that they have "got it right" if they are praised for an effort to answer a question although the answer given is not correct. There seems almost to be a feeling that praise should be carefully rationed in case learners get the wrong idea about their abilities.

2.2.1 What does the research reveal about the use of the learners' L1?

In an earlier study, which looked at a small sample of teachers' practice in the TLA segments of the OLSET EIA Radio Learning Programmes, it was observed that teachers used their learners' mother tongue or L1 in two different areas of classroom interaction. The teachers' first use of the mother tongue was to organise and set up the classroom for the actual teaching of the English lesson content; the second use was to assist the learners during the English lesson where they had problems in understanding the English used (Kenyon 1996). This distinction is clarified by Gough (classroom handout 1996) when he discusses the distinction "between educational code-switching and code-switching in educational contexts, with the former being one instance of the latter. It would appear that it is the former educational code-switching that is possibly the most controversial" (1996:1). He illustrates his meaning amusingly and effectively when he writes,

"Basically, if I explain a concept in geography by *dibanisa-ing* my *tale* then I am involved in educational code-switching. If I tell Johnny to *thula* or to *phuma* out of the classroom for being *sile* then I am not really switching my codes educationally- *Uyeva?"* (1996: 2). Myers-Scotton (1993: a:1) explains that "code-switching of languages offers bilinguals a way to increase their flexibility of expression, going beyond the style-switching of monolinguals". What this suggests is that, in terms of the teachers' classroom practice in the OLSET EIA English Second Language programmes, the use of the L1 of their learners may enable them to assist these learners in a greater number of ways than their monolingual colleagues. Codes-switching is also

> a way to overcome difficulties in sentence-planning by making use of the resources of more than one language. At the same time, code-switching, and also (at least) child language acquisition data and speech errors, are at once obvious symptoms and sources of psycholinguistic stress. While code-switching in particular is a means of solving the coordination problem in fluent speech, it also creates stresses because of the special coordination code-switching itself requires (Myers-Scotton 1993: a:2).

Teachers' use of the learners' L1, while giving them a closer link with their learners and perhaps also enhancing the learners' sense of safety and helping promote their sense of self-worth, is nevertheless a two-edged sword, having both advantages and problems for both teachers and learners. The teachers' use of the learners' L1 can also serve to affirm the learners' L1 and thus enhance the learners' positive self image and identity. On the other hand, as has been discovered in a study of language acquisition practices in some Californian schools, reverting to the learners' L1 may inhibit the learning of the second language. Wong Fillmore reports that "when learners can count on getting the information that is being communicated to them in language they already know, they do not find it necessary to pay attention when the language they do not understand is being used" (Gass et al. 1985: 35). Amongst the widely differing views on multilingualism and its place in classrooms is that of Rama Kant Agnihotri, who refers to the increasing practice of neglecting "the languages that children speak at home and in the community" (Agnihotri 1995: 3) despite a growing understanding of multilingualism "as a natural phenomenon which relates positively to cognitive flexibility and achievement at school" (1995: 3). Agnihotri goes on to stress

> A teacher who recognises multilingualism as an asset will inevitably think of ways of creatively exploiting the different languages available in a given language classroom. Accuracy and/or fluency in the target language or acquisition of specific skills to negotiate social (mainly business) encounters ceases to be the goal of language learning.
>
> Discourses already available to the children, and the interaction of these with new and non-linguistic discourses, will be at the heart of a new language-teaching methodology, For example, the language class in a place like Delhi (where the class could easily include children who speak, say, Bengali, Tamil and Hindi) could begin with a Bengali poem and its translation into different languages, including, if need be, English (Agnihotri 1995: 6).

What these seemingly opposing views about how learners' languages should or could be used in the language classroom suggest are some exciting areas to explore in terms of classroom processes. In a future project, it may be useful to describe not only what kinds of uses teachers make of their learners' L1s, but also to explore the potential in the deliberate use of the many languages found in the classrooms under study in order to develop learners' cognitive abilities and therefore enhance their thinking skills and problem-solving abilities. The present study is an attempt to begin this exploration and show through the description of three teachers' use of learners' L1s, what kinds of practice exist in some classrooms in South Africa. I am conscious of Wong Fillmore's warning about the simple use of learners' mother tongue (L1) to translate what has not been understood in the target language. Her concern is that using translation in this way is likely to have a detrimental effect on the learners' acquisition of the second language. For this reason, it is important to look carefully at the teachers' use of their learners' L1. This inherent contradiction in the research I have read that suggests the teachers' use of their learners' L1 needs to be very carefully discussed in the OLSET development workshops. This will become part of the OLSET Teacher Development Team's ongoing responsibility in working with teachers. OLSET's vision is to work with teachers so that teachers are empowered to take charge of their own practices in order to enhance the success of the learners in their classrooms.

2.2.2 What does the research reveal about the use of error correction?

The treatment of error has had a long and varied history in the teaching of a second language. In its earliest form during the heyday of the audio lingual method of language instruction, the acquisition of a second language was seen as largely being effected by a process of drilling the correct models of the language and thus eliminating learner errors. "The assumed or explicit aim of this teaching method could be called 'practice makes perfect' and ... when students needed to use a foreign language to communicate with native speakers, they would do so fluently and accurately" (Hendrickson 1985: 355). Where errors occurred, the treatment was simply to give the learner more practice of the "correct" form until the error had been eliminated. Error has been variously regarded as something wrong which needs to be eradicated in order to ensure successful learning of the target language. The audio-lingual method of teaching a language stressed that learners needed to practise language structures and correct models of sentences and this would eliminate their errors. Those language teachers who believed that the learners' L1 was the problem suggested that a detailed comparison of the L1 with the target language in the form of contrastive analysis would highlight potential sources of error which could then be treated explicitly and thus overcome.

It is only fairly recently that research has suggested that learner error is an important and necessary part of the learning process. Indeed if one were to look carefully at the nature of the learning found in the acquisition of the first language it is quickly noticed "that children everywhere produce numerous errors while acquiring their first language - errors that their parents expect and accept as a natural and necessary part of child development" (Hendrickson 1987: 357). In fact, research seems now to suggest that learner error can be used to find out what stage the learner of a second language has arrived at. According to Gaies, "errors have been viewed as windows to the language acquisition process: errors are seen as overt reflections of a learner's internalised knowledge of the language" (1983: 211).

It seems fairly clear from available studies that second language acquisition follows a very similar pattern to that of the first language. Learners appear, in fact, to learn by making errors and teachers need to understand this process and use it to assist their learners. Simple correction of

error when the learner is not ready for the next stage of the process will be a waste of time. However, it is also important to note that the "willingness of the teacher-hearer to let errors go uncorrected, to indicate understanding when understanding may not have occurred - serves to reinforce the errors of the speaker-learner. The result is the persistence, and perhaps the eventual fossilisation, of such errors" (Brown 1987: 193). The correction of errors can then be regarded as either a useful or a destructive process, depending on how and when it is used. From this it is clear that teachers need to think about how they correct errors and to develop a consistent and clearly thought-out system or procedure for the correction of errors. To develop such a system suggests that teachers need to be able to define and categorise their learners' errors and to make careful decisions about when to correct and, even more importantly, how to correct. The research findings suggest that not correcting errors at all can lead to fossilisation of "incorrect" forms which, in turn, may lead to learners not being able to use the target language effectively later in their academic lives.

This has profound implications for the teachers in the junior primary classrooms who have to shoulder the responsibility of teaching English second language in the South African school context. The vast majority of teachers are not native English speakers and are not, themselves, in many cases, competent bilinguals. In addition, in most cases, neither they nor their learners are exposed to much English outside the classroom.

2.2.3 What does the research reveal about the use of praise and encouragement of learners?

There seems to have been very little explicit research done on teachers' use of praise as a teaching strategy to encourage learners' successful acquisition of the second language. Teachers' encouragement of their learners and their praising of learners' efforts seems to be accepted as having a positive effect, and when asked, teachers confirm that this type of feedback has important results in their classrooms. Almost all teachers agree very strongly that praise and encouragement is an important method of assisting their learners achieve good results because they are building the learners' self esteem. Observation of teachers' classroom practice often reveals very little use being made of praise and encouragement. Occasionally, where praise is used, it given without any apparent thought and loses much of its value. In those classrooms where teachers have developed

a style of teaching in which praise and encouragement of their learners has become second nature, the learners seem to thrive and the atmosphere in those classrooms is happy and lively.

> The teacher who believes that what matters most is the effort a child makes, and who praises whenever there is progress, however slow and limited, provides an appropriate incentive for all pupils, whatever their abilities (Pringle 1986: 101).

What is not clear at this stage is whether specific types of teacher encouragement are more likely to be successful than others, or whether any form of positive encouragement would have the same effect. In much of the research, teachers' use of positive or negative feedback has been investigated with particular regard to how teachers deal with learner error. When teachers disregard learner error in order not to discourage learners' efforts to communicate, it can be misunderstood. Learners may well not realise there has been any error and this can have a negative result on the learner's acquisition of the target language. Research into how teachers use positive feedback and whether there is any conscious planning of this strategy still needs to be done, particularly in the junior primary classrooms in which the OLSET programme is used. As it is the intention of the EIA programmes to provide teachers with a language teaching resource and INSET support to make this resource as effective as possible, it seems to me that one of the most important outcomes of research into teachers' classroom practice with regard to the feedback strategies is how this research data can be used by teachers themselves. It seems clear that

> much research needs to be done to determine how error treatment choices reflect teachers' awareness of the need to find proper balance ... between feedback which focuses attention on an error (negative cognitive feedback) and feedback which encourages the learner to make further attempts at communication (positive affective channel feedback) (Gaies 213: 1983).

Wong Fillmore's research (1985) as well as that of others, supports the notion that the kind of language used by teachers has a profound effect on the success of their learners. Where teachers are able to place their lessons clearly within the contexts of previous lessons and where these teachers use language to repeat and paraphrase what they want their learners to grasp, they seem to be more successful than in those classrooms where learners are given a great deal of freedom

to ask their own questions and to discuss their own ideas. Wong Fillmore's findings seem almost to promote a teacher-dominated methodology for the successful acquisition of the second language. What does seem clear from her findings is that in classrooms where the second language learner is in the majority or, as is the case in most of the classrooms in which OLSET's EIA Radio Programmes are used, where there are no native speakers of the target language, the language input for the learners needs to come from the teachers. Thus there will be a need for many more teacher-directed lessons in these classrooms than in those where there is a substantial number of native speakers for the learners to communicate with. There is, therefore, a need to balance the more communicative type of activities such as pair work and small-group work in which learners discover solutions to problems for themselves and experience natural language in real acts of communication with more theoretical activities which give these learners sufficient linguistic knowledge of the target language to make this possible.

Chapter Three

Aims of the Research and Research Methods

3.1 Aims of the research

The research describes teachers' classroom practice during a lesson using the OLSET English In Action Level Two materials. The description focuses on three specific areas, namely, the teachers' use of the learners' Mother Tongue (MT), teachers' correction of learner error and teachers' use of praise and encouragement. The description is followed by an analysis of the classroom practices of three teachers. The analysis of this detailed description of teachers' practice in these three areas has given insight into how teachers manage the EIA Radio Learning Programmes in their classrooms as well as how teacher behaviour might affect the success of the programmes in the classrooms.

I looked at teachers' feedback during the Teacher-Led Activity (TLA) segments of the Radio Learning Programmes to see: a) how teachers used the learners' MT; b) if they corrected their learners' errors and if so, what kind of correction was made; and c) what kind of positive encouragement (or praise) teachers gave to their learners. Theories of second language acquisition suggest that among the many factors affecting language acquisition are: the interference of the MT (Ellis 1985), affective factors such as learner motivation and attitude to the target language, and the correction of learner error. It appears that the teachers' attitude to their learners' MT as well as their ability to speak the learners' MT is also influential in the learners' ability to acquire the second language. The teachers' positive attitude to their learners' multilingualism reinforces the research which shows that bilingualism and multilingualism have positive effects on cognition (Heugh 1995). In addition teachers surveyed indicated that they believed that affirmation of the MT and encouragement of the young learners' efforts to respond in the Second Language could assist in creating and maintaining a secure and happy environment conducive to learning (see the results of the questionnaire tabled in Chapter 4).

Research referred to in Chapter Two suggests that teachers' judicious use of the learners' MT can provide the kind of academic support which the young learners in the Foundation Phase classes need in order to be successful. A number of researchers have looked at the use of other languages (for example, the learners' MT) as a strategy in the ESL classroom in a variety of contexts (for example studies by Liebowitz 1990; Gough 1996; Heugh 1995). In this study I have described the specific use of the learners' MT in three Grade Two (Foundation Phase) classrooms.

In particular I have looked at how teachers use the learners' MT during the TLA segments of three EIA Level 2 lessons in order to attempt to understand its place in these classrooms and how much this needs to be workshopped during teacher development work. I have looked at how often the learners' MT is used and whether it is used in different ways: for example, to organise classes; to translate from English; to encourage; to correct learner error. I have described how teachers correct their learners' errors and what kinds of corrections are made as well as the kind of affirming or positive encouragement that is given to the learners in Chapter Four. I have also noted where teachers themselves have made errors or repeated learner error apparently because they did not recognise the error or it was an error which they have internalised in their own acquisition of the language.

One of OLSET's goals is to assist in the transformation of teaching practices through the use of the interactive radio instruction methods developed for the EIA Radio Learning Programmes.

> The frequent difficulty of motivating teachers to give time to in-service training without offering them tangible rewards, such as accreditation leading to a salary increment, was encountered in South Africa. Problems with audio-assisted teacher training compound difficulties in creating an effective system. It is difficult to guarantee that teachers will listen to broadcasts outside of working hours. And even with cassettes, incentives are required.
>
> The only time that one can be certain of reaching teachers who are not directly receiving incentives is while they are at work. Because the South African

> version of English In Action (like its predecessor in Kenya) was conceived as a daily program to carry the core curriculum, it offered daily contact with the teachers. The project seized this vital opportunity (Anzalone 1995: 127).

Because I work with teachers and learners in the context of my role as Teacher Developer I intend using the data gathered in this study to develop more useful INSET workshop programmes for OLSET's teacher support curriculum.

3.2 Research Methods and Structure of the Research

The research takes the form of a case study of classroom processes and teacher interactions in three Foundation Phase classrooms in schools using the OLSET "English In Action" Radio Learning Programmes in Gauteng (see Gaies 1983; Larsen-Freeman and Long 1991; Nunan 1992). Ellis emphasises that

> classroom process research is concerned with the careful description of the interpersonal events which take place in the classroom as a means of developing understanding about how instruction and learning take place (Ellis 1990:65).

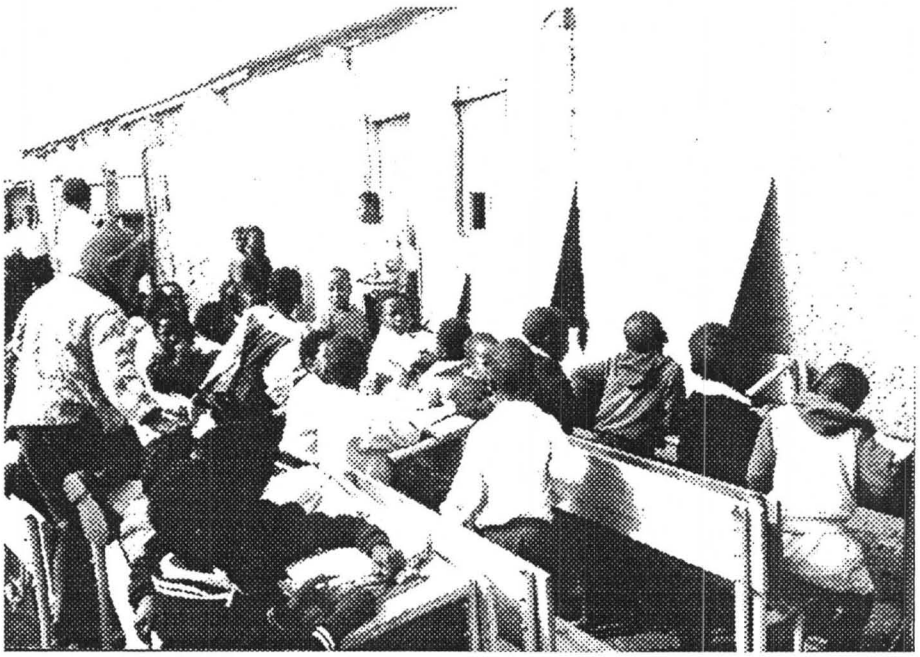
As explained in Chapter Two classroom process research is a research method which can be used to describe what actually happens in classrooms. This information can then be placed in the context of theoretical frameworks and either support or contradict theory.

The case study took the form of the observation and recording of three lessons followed by the transcription of the TLA segments in those three lessons. A brief discussion of the lesson was held with each teacher immediately afterwards. An audio cassette recorder with a separate clip-on microphone was used to record the lessons. Written field notes were also taken of the areas of teacher feedback described above. The data transcribed from the recordings of the lessons and also the teachers' responses to the questionnaires have been tabulated for ease of comparison.

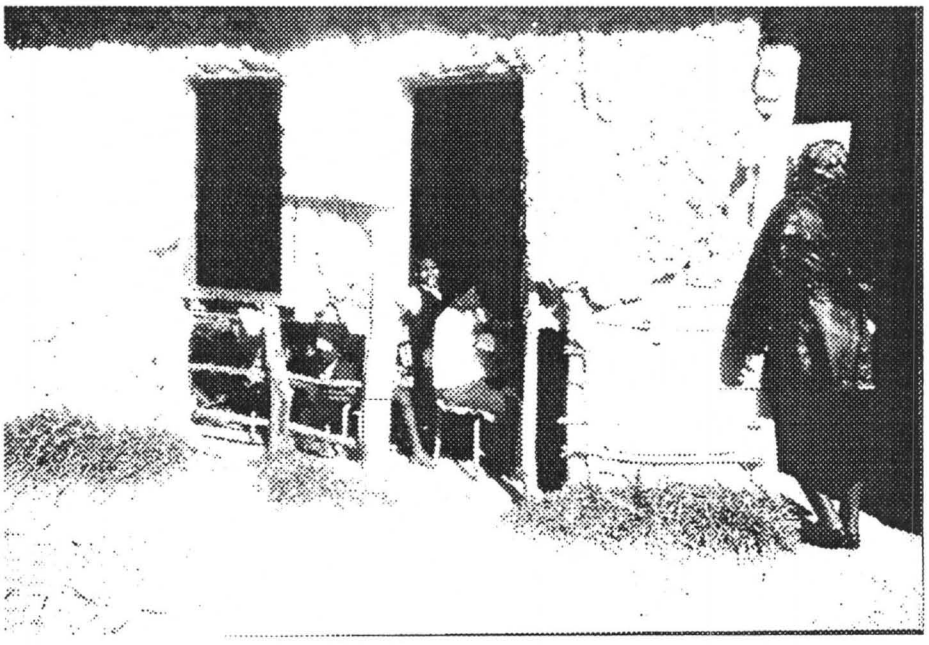
The recorded transcribed data was then analysed for the following types of feedback: What use had the teachers made of their learners' mother tongue? How had teachers corrected learners' errors, if at all? What sort of encouragement and/or praise (if any) had teachers used to reward the learners? Each teacher's responses were described and analysed separately before the responses were compared and differences noted. The data gathered from these teachers was also compared with a small sample of teachers' answers to the questionnaires asking for information about their use of learners' MT, error correction and the use and value of praise and encouragement.

The teachers were requested to complete a questionnaire about their classroom practice with special attention being paid to their feedback strategies.Teachers' responses to the questionnaire have been compared to their actual classroom practice and any differences noted and interpreted. In Chapter Five I have suggested a number of possible interpretations for these differences as well as how this information might be used to assist teachers in their reflections on their classroom practice.

In addition, I have worked in collaboration with the OLSET Regional Coordinators responsible for the teacher support in these schools. This forms part of the ongoing classroom-based support programme offered by OLSET to the pilot schools in the project. Photographs of the learners, teachers and the classroom environment have been included to provide added information about the context of the research. Additional photographs of other schools in which OLSET's Radio Learning Programmes are used have been provided to give an idea of the widely varying conditions existing in the schools in which the Radio Learning Programmes are used. These photographs are intended to provide an overview of the broader educational context in which this study is located . The kinds of schools vary from classrooms under a tree or in the outdoors, to tumbledown mud-walled hand-built structures such as those shown in Pictures 3.1 and 3.2 below, to a container classroom as pictured in 3.3 and the relatively affluent urban classroom of 3.4. Teacher capacity and classroom practice is as varied. The teachers featuring in this study represent one end of the spectrum but provide models of classroom practice which can be used as a gauge of the transformation needed in many classrooms around the country.



Picture 3.1 An Outdoor Classroom in Kosi Bay.



Picture 3.2 A mud-walled classroom in a rural school which uses the EIA radio programmes.

There is a strong contrast between the two photographs, 3.1 and 3.2 above and the two photographs of classrooms shown below. Picture 3.3 shows a classroom in a steel container. This school, too, is in a rural area but industry has given support in the form of containers. These containers form the basic structures of the classroom.

Picture 3.3 A rural classroom in a container. EIA is a lively stimulus for these learners.

Picture 3.4 shows a lively urban classroom interacting with the teacher and radio.

The radio lesson design has three TLA segments. Each of these requires a different form of response from the learners. The first TLA is designed as a discussion segment, the second TLA provides learners with the opportunity to practise a structure such as "can see" and "can't see"; what is "near" or "far" or the tag question form, "isn't it?" The last TLA requires the learners to draw a picture based on what they remember from the lesson, to talk about things they can see in the poster and/or workbook, or the learners do something like choose things they had said they liked doing. I have looked at the data from the different TLAs to find out whether there were differences in classroom practice according to the type of activity teachers had to manage. In addition the data from the transcripts has been tabulated in order to find out how much "teacher talk" took place and what opportunities existed for learners to respond to the teacher. This was compared with the aims of the particular TLA.
The three lessons were also observed by the Regional Coordinators who work directly with the schools and teachers described in this study. Their views and what they had observed and discussed with the teachers was a valuable additional source of information about what was happening during the lesson.

As part of ensuring the accuracy of the data, the teachers involved have been required to fill in a questionnaire to find out what they feel about the role of MT, error correction and the use of positive affirmations in the TLA segments. A further source of information about teachers' feedback strategies was obtained from copies of the same questionnaires filled out by other teachers participating in the OLSET Radio Learning Programmes in other grades, schools and provinces. This data has been recorded and what it has revealed has then been compared with the data observed in the classrooms. This was done to give an additional view of teachers' practice as well as to provide a small sample of quantitative data to give a different perspective on the classroom practice in the kinds of schools being studied. Regional Coordinators have assisted with the translation of the teachers' expression in their learners' MT as well as by conducting the interviews and/or distributing and collecting the questionnaires. A copy of the questionnaire forms Appendix Two to this study.

I decided to observe three Grade Two teachers from schools which have used the OLSET EIA programmes for at least a year so as to have a reasonable chance of finding the kind of classroom processes outlined above. The teachers have all attended the OLSET Teacher Development Introductory Workshop, where initial training is given in the use of the EIA radio learning programmes. They have shown enthusiasm and a positive attitude towards using the EIA materials in their classrooms as well as towards their learners' acquisition of English. The qualities of a positive attitude and enthusiasm are more likely to produce the kind of variety in practice which this study has explored. In addition these particular teachers were chosen for their willingness to be involved in the research and for their commitment to OLSET's "English In Action" programmes. All three of these teachers work in primary schools which have been part of the OLSET pilot schools group in Gauteng. The majority of the OLSET schools are in impoverished and depressed socio-economic environments and operate under very difficult conditions. Despite these difficulties the teachers in the study have remained enthusiastic participants in the Radio Learning Programme.

Following Alfers (1994) in her study of group work in schools, I observed and recorded, as outlined above, one lesson given by each of the selected teachers. I described the three teachers' classroom practice during the approximately twelve minutes of Teacher Led Activity time in each of the three lessons observed. One lesson conducted by each teacher was recorded and described in this manner because I wanted to look at a limited range of teacher behaviour within the framework of the OLSET Radio Lessons. This has yielded about forty-eight minutes of data to describe and analyse.

3.4 Ethics

In order to ensure transparency without compromising the data by informing teachers of exactly what the research involved, teachers were asked if they minded being involved in the ongoing research and development of OLSET's EIA materials and whether they would allow teams of OLSET staff to sit in on their lessons in order to observe how well the EIA materials worked in the classroom. As this is standard practice in achieving OLSET's aim of supporting

teachers and transforming classroom practice, teachers are usually cooperative and assist greatly in the improvement of the teaching and learning materials. As it is intended that the insights gained from this study will form part of this practice, it was not necessary to describe the aims of the research in more detail. However, teachers were assured that whatever they say would be kept confidential and that they would be given an opportunity to read and comment on anything written about them. In addition, school principals were approached for permission to conduct this research in their schools.

My own involvement with the schools and the learners is one of outside service provider and I had had no direct dealings with the learners in the classrooms in which the "English In Action" Radio Learning Programmes were used. This outsider role helped maintain an objectivity and independence with regard to the teachers' classroom practice. This was limited, however, as my close involvement with both the materials development side of the EIA programmes as well as my role as head of the Teacher Development Team also meant I had a personal stake in ensuring that the OLSET programme is sustained. I tried to ensure that the findings of this study are as reliable and objective as possible by including the views of the teachers and Regional Coordinators as well as comparing these findings with those from other research in the field.

3.4 Equipment - Audio Cassette Recorder

The equipment used to capture the data from the classrooms was an audio cassette tape recorder with a clip-on microphone as well as an additional audio cassette recorder when available. This equipment was used to record the entire lesson and then the three TLA segments were transcribed and analysed for teachers' feedback.

Written notes were made of the teachers' classroom practice during each lesson. In addition, colleagues, particularly the Regional Coordinator responsible for the teacher support in the school, observed the teachers' classroom practice and commented on it. Photographs of the learners in their classrooms during these lessons provided visual information about the conditions in the classrooms in which the research was undertaken.

3.5 Interviews/Questionnaires

The Regional Coordinators and I held brief interviews with the teachers after their lessons. As the teachers often give very general answers to questions or seem to give answers which they think are appropriate, the teachers answered a questionnaire about their feedback strategies. The purpose of the questionnaire has been discussed earlier in this chapter.

Teachers filled in the questionnaires independently of being interviewed and their replies to the questions were described and analysed in conjunction with their recorded classroom practice. A small number of additional teachers also filled in this questionnaire to give additional information about teachers' views about their feedback strategies. The three teachers described in detail in Chapter Four, as well as a number of other teachers, have discussed some of the responses obtained from these questionnaires during Teacher Support Group meetings.

One of the questions I asked at two of these meetings was whether or not teachers praised and encouraged their learners during the lessons. All the teachers present said they did and gave examples of what forms this praise and encouragement took. When the answers to the questionnaires are compared with the transcripts of the three lessons described in detail in Chapter Four, it seems that praise and encouragement is not given as often as teachers believe. This was done because teachers' perceptions of themselves can give insights into their classroom practice as well as reveal differences between what teachers believe they do in their classrooms and what they actually do. Details of teachers' answers to these questionnaires are given in the tables in Chapter Five..

Chapter Four

Description and Analysis of Teachers' Feedback

What follows is a description and analysis of the Teacher-Led Activity (TLA) segments of three English In Action (EIA) Radio Learning Programmes observed in the three primary schools in Gauteng. These radio programmes (or tape-recorded versions of the radio programmes) are broadcast into the classrooms daily. As has been more fully described in Chapter One, they provide teachers and learners with their primary resource for the teaching and learning of English as a Second Language. In this chapter I have described the classroom practice of the three teachers who use the EIA lessons with their Grade Two learners. My primary focus is the description and analysis of the teachers' feedback strategies with particular regard to three areas of teachers' feedback. The study looks only at teachers' feedback during the TLAs. Teachers gave feedback during other segments of the EIA lessons but these were not taken into account in the description and analysis which follows. This was done because the TLA segments were specifically designed to give teachers the opportunity to use their initiative and respond to their learners' specific needs. The TLA segments are designed to allow teachers to respond more freely and to mediate the classroom activity independently of the radio narrator's instructions to the learners.

The EIA materials are designed to encourage interactive participation by the learners with the assistance of their teachers. OLSET Teacher Development works with teachers to provide learners with quality support. The OLSET Regional Coordinators in the Teacher Development team support teachers through workshops and classroom visits. They are able to listen to teachers' problems, suggest solutions and mentor teachers. This study is part of the research undertaken by the OLSET Teacher Development team to provide teachers with better strategies to make the changes in practice necessary to transform education in South Africa. As such the descriptions of the three teachers' classroom practice will form part of the ongoing development of a teacher development curriculum for inservice-training of teachers. It is becoming more and more necessary to look at actual teacher practice in order to develop appropriate intervention

strategies which will be useful in transforming classroom practice in the many schools with which OLSET is working.

4.1 Structure of the teacher/classroom process

All the teachers have been using OLSET's Radio Learning Project, "English In Action" as the primary resource for the teaching of English as a Second Language. It was clear that all the teachers had thought about how to use group work and innovative classroom practices from the way their classrooms were arranged as well as the way the classes were conducted and also their enthusiastic endorsement of the kinds of materials and models of practice built into the EIA lessons. The OLSET Regional Coordinators have visited these schools and observed a number of lessons during the time the schools have been using the materials. The teachers are all used to these visits and have become accustomed to having relative strangers in their classrooms.

Nevertheless, the presence of the observers and the added strain of having their lessons recorded were factors in the manner in which they conducted these lessons. This nervousness or self-consciousness is discussed more fully in Chapter Five, as it is one of the factors limiting the teachers' feedback. This became apparent after the lesson, when teachers were asked about the feedback they had given and how they had felt about the way their lessons had gone. Generally their explanations also suggested that one of the teachers' primary obligations, that is, to prepare her lessons adequately, was not being met.

In spite of a number of problems which hampered their progress in the use of the EIA Level Two programmes during the time in which this study took place, the teachers' enthusiastic use of the EIA materials was evident. Details of these problems are given in the section describing the limitations to the study in Chapter Five.

All three teachers know both the Regional Coordinators working in their schools as well as me in my role of Teacher Developer, but expressed their nervousness at our presence during their lessons. Even though these visits were part of the regular OLSET process of lesson observations and none of the lessons described below were the first lessons to be observed in these three

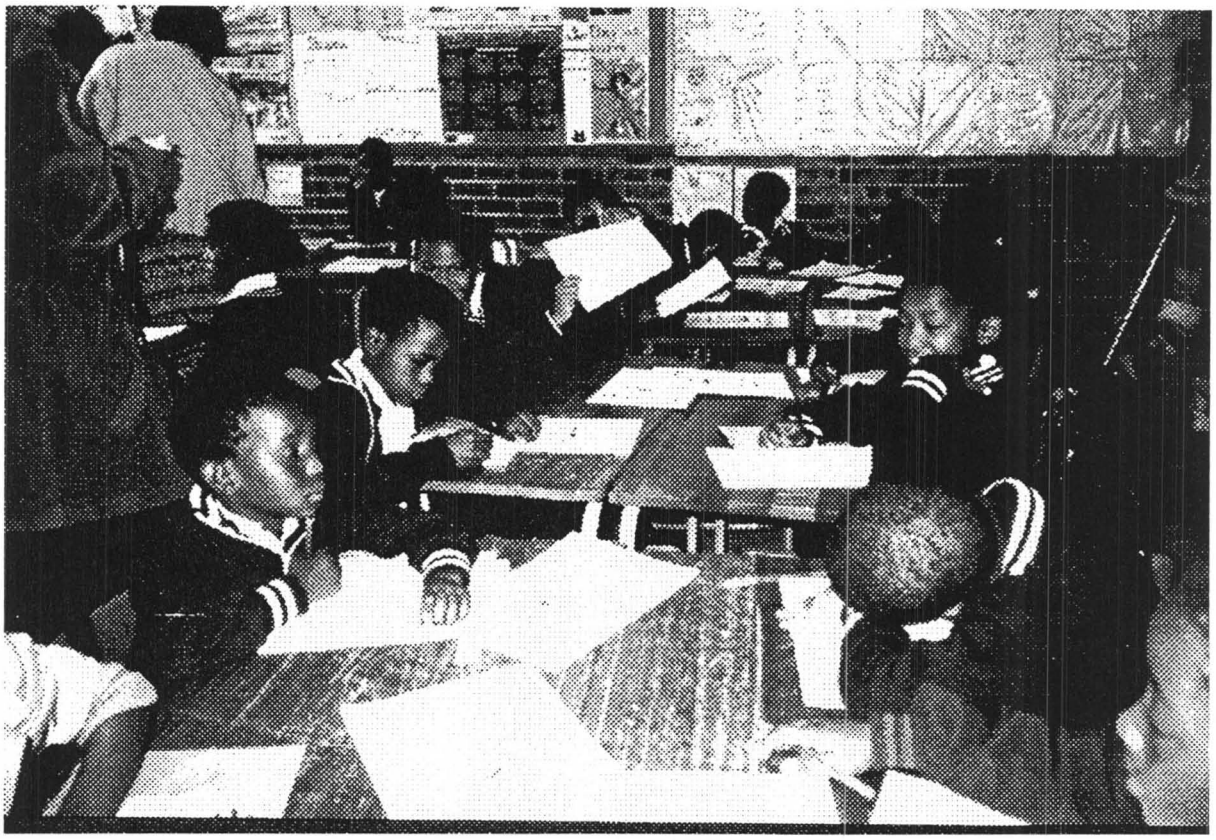
teachers' classrooms, there was a shyness and nervousness. Several steps were taken to allay these apprehensions. In the following description of the teachers' classroom practice the names of the teachers have been changed to preserve anonymity and confidentiality as they had been given the assurance that complete confidentiality would be preserved.

Having said this, it is important to note that the problems with the broadcast affected the three teachers' practice during the lessons analysed below. Other factors affecting teachers' practice, which were particularly true for the first teacher, were not only my presence and that of the OLSET Regional Coordinator during her lesson, but also a consultant brought in by OLSET to look at some of the factors which may need revision in the EIA Level Two programme. The teacher's own Head of Department for the Foundation Phase was also in the classroom during this lesson observation and actually became involved with the learners during the third TLA, in which the learners were asked to draw pictures. The third teacher presented the lesson in the presence of her colleagues who also teach Grade Two. This had been agreed to by the teachers concerned so they were prepared for the additional people attending the lesson. Nevertheless it is more difficult to maintain a normal classroom atmosphere when visitors are present.

4.2 Description of first lesson/teacher: Teacher: Lerato EIA, Level 2, lesson 7.

The first lesson observed occurs early in the "English In Action" Level Two programmes. Lesson 7 is one in which Oupa and Zuko, two characters in the series, discuss Zuko's finding of a bird's egg. Oupa suggested using his bird book to find out what kind of bird had laid the egg. The intention is to introduce the listening children to the information about the existence of different kinds of birds and to suggest ways of finding answers to questions through the use of books. In addition the content of this lesson is meant to provide information about birds and referencing which will assist learners' understanding of events which occur during the longer serial story beginning with lesson 31. One of the themes of this longer story is the finding, capture and identification of a parrot which the three central characters then decide to return to the owner. In the course of this they experience a number of adventures. The photograph below, Picture 4.1,

shows this class busily looking at their workbooks prior to getting on with the activity in the third TLA.



Picture 4.1. The learners look carefully at the pictures in their workbooks, while "Lerato" tells them what to look for.

FIRST TEACHER-LED ACTIVITY: Zuko and Oupa find a bird's egg. The instructions from the radio narrator are, "Teacher, have the children describe a bird's egg they know".

During this first Teacher-Led Activity, the children are asked to tell their teacher about any bird's eggs they had seen or knew about. The teacher managed this activity by calling on individual children by name to answer questions she asked. Her first question was "Have you ever seen a bird's egg?" One of the children responded with the answer, "I have seen a bird's egg in the nest on the tree." The teacher did not remodel this response with one using the indefinite article correctly, or correct preposition, e.g. "I have seen a bird's egg in a nest in a tree." No positive feedback in the form of praise or encouragement was given nor was there any attempt to explore the attempted answer further, for example by asking a follow-up question about where this had

happened, or when. The teacher simply repeated the learner's answer in the following way; " ...says she saw the bird's egg in the nest on the tree," and then she asked another child by name where he had seen a bird's egg. This child responded with, "I see a bird's egg in the grass." This was remodeled to, "...says he saw a bird's egg in the grass." This tense correction was repeated when the third child also began her response with "I see." Although the teacher did not explicitly tell the children they had made a mistake, this form of remodeling their answers seemed to have an effect on the learners as the very next child to respond self-corrected his answer in this way; "I see I saw....".

The teacher varied her questions by asking what colour the bird's egg was but when she was given the answer "green" she turned to her visitors and said she was puzzled by the answer because "their egg is not green but they are following the story." She then turned back to the class and asked if the egg was big or small. The question was repeated directly to a particular child who answered, "Small." The teacher then said, "The bird's egg is...." and left a pause and the whole class chorused, "small." The teacher got the class to repeat their answer, "small" twice more before she seemed satisfied and said, "Right."

At this point she apparently had nothing further to ask the class and simply stopped interacting with them while waiting for the TLA to end. With more than a minute left before the end of this four-minute activity the teacher seemed to have run out of further ways of exploring the learners' knowledge of birds' eggs. I intervened by asking if the learners' would know that different kinds of birds laid different kinds of eggs. The Regional Coordinator also intervened by asking whether the learners could tell us how we used eggs. Before the discussion could get going again, the chime signaling the end of the TLA sounded and the activity was brought to a close.

This first TLA is designed to be a discussion activity. The teacher's lack of imaginative response to this and the potential these TLAs give for creative enrichment of the lesson materials are explored in more detail in Chapter Five. The discussion after the lesson indicated that the teacher had not prepared any questions or information to give the learners to enable them to answer. This apparent inability of this teacher to give her learners additional information seems to arise from the fact that many of the teachers who work in the schools and communities served by the Radio

Learning Project are inadequately trained and do not have the kind of background knowledge often assumed to exist by materials developers. There is also a serious lack of any form of reference material in the majority of the OLSET schools. Some of the implications of this will be discussed at the end of this chapter.

During the TLA described above, the teacher used prepositions and the article incorrectly. The only form of correction in this activity occurred when she corrected the learners' use of the present tense to the past twice. There was no use of the learner's mother tongue, nor was any form of praise or encouragement given to the learners.

After the lesson I asked the teacher why she had stopped asking the learners questions during this first TLA and she explained that the time for the activity had been too long and that her learners had not known anything to add to the discussion. How she was able to learn that, she could not explain. She did not seem able to broaden the discussion nor to give the learners anything else to assist them in adding to their knowledge or ability to talk about where they may have been able to look for birds' nests or find out more about birds and how they lived.

SECOND TEACHER-LED ACTIVITY: The radio narrator says, "Oupa and Zuko looked at a picture of a bird and birds' eggs in a book. Now it's your turn to look at a picture. Teacher, point at the poster of Kofifi. Have the children tell you what they can and can't see."

The second TLA is much more concrete and restricts teachers and learners in terms of what their exchanges might be about as well as what format these exchanges will have. During this TLA learners are usually given opportunities to use specific phrases and structures. The TLA described below required learners to use "I can see ..." as well as "I can't see...". There were, in fact, fourteen different exchanges between individual learners and the teacher during this time, compared with only five during the first TLA. This TLA was much more successful in terms of the quantity of teacher and learner interaction. Learners were asked to look at the poster representing the village of Kofifi, where the story is located, and say what they could see in the picture as well as what they could not see. The teacher repeated the instruction given by the radio narrator and checked that the learners sitting at the back could see clearly. Both teacher and learners seemed to be very clear about what they were required to do and the animation from the

learners was much more evident. Many more of the class tried to get the teacher's attention in order to respond to the question. When the teacher asked different learners to go up to the poster to point out an item that could be seen, there was a rush forward, which she had to contain.

After asking the question generally, the teacher asked an individual child to tell her what she could see. The child's answer was too soft and she was asked to "speak aloud." Her second attempt was more audible. This response was "I can see Kofifi grass." The teacher's feedback was "Right. B say she can see a grass." The inclusion of the indefinite article by the teacher is further evidence of teacher error.

The teacher then called on another individual. The second child gave a very creative answer, "I can see a car and I can't see a lion." The teacher's feedback was a repetition of the child's offer plus an extension by way of "There is no lion here, ne?" The next child said, "I can see a Kofifi clinic." This response was extended by the teacher saying, "Kofifi clinic. Who can come and show me Kofifi clinic? Where is Kofifi clinic?" The teacher used "Good" for the first time when the child who was chosen to point out where the clinic is on the poster was able to do so. She used "Good" once more during this TLA for a similar pointing out of Kofifi Primary School's location on the poster. These two "goods" were the only times this teacher praised her learners' efforts during the whole lesson.

During this TLA the teacher asked several of the learners to point out on the poster some of the places that they had said they could see. This proved to be very motivating and learners vied for the opportunity to run up to the poster to show what they had described. One learner said, "I can see a shop." When asked to show where the shop appeared, the learner pointed at one of the buildings. The teacher asked, "Is this a shop?" and the class chorused, "No." The learner was asked again to show where the shop was and again pointed at a place on the poster which was incorrect. The teacher asked another learner what the place was and was told "post office." This answer was confirmed by the whole class chorusing the phrase and the teacher saying, "This is Kofifi post office."

She then asked the learners to tell her what they could not see on the Kofifi poster. One child volunteered that he couldn't see a train and the teacher repeated this for the whole class and asked if there was a train in the poster. There was no train. The teacher repeated this as if to reinforce the answer. She continued by asking another child for his contribution. This child said he couldn't see a lion. Again the teacher's feedback was in the form of repeating the learner's utterance before going on to the next child. After a further four utterances by learners of what they could not see, the teacher suggested they change to telling her what they could see. She emphasised this by asking the learners to tell her about things they had not yet mentioned. One learner said she could see a bus and the teacher elaborated on this by asking the class for the colour of the bus. When she was given the answer, "Red," she asked the children to "Answer in full sentence"[sic]. This exchange came at the end of the TLA and was the last interaction of this TLA.

While several learners gave imaginative responses to these questions and the teacher was able to maintain a good flow of responses, there was no error correction and in fact, many of the errors were committed by the teacher herself. Early in the activity a learner said he could "see Kofifi grass." The teacher corrected this to; "Busiswe say she can see a grass."As Busiswe is a boy, the teacher's use of 'she' was incorrect. This was also true of the other two teachers analysed in this study. The misuse of the third person pronoun was a common error made by many teachers.

THIRD TEACHER-LED ACTIVITY: The radio narrator says, "They looked at a bird book too. Teacher, have [sic] *the children draw a picture from today's story".*

The third TLA was also not very successful in terms of being able to gauge the teacher's feedback to her learners. The learners were asked to draw a picture of something from the story. The teacher had not given the learners their exercise books before the lesson, which indicated a weakness in her preparation for the lesson and much time was taken with finding the exercise books and handing them out. In fact, the teacher busied herself with handing out the learners' exercise books and, once that had been done, simply standing on one side of the classroom and doing nothing. In setting up this activity she used much more Zulu than for the previous two TLAs. It appeared that the radio instructions to the learners were more complex and so required more intervention from the teacher.

This teacher used the word "right" throughout the lesson during the interactions with the learners. In fact, during this lesson, she used "right" fifteen times. However, "right" did not seem to be anything more than the use of a word to maintain the flow of speech and possibly to signal where a particular response ended so that the learners could get on to the next point.

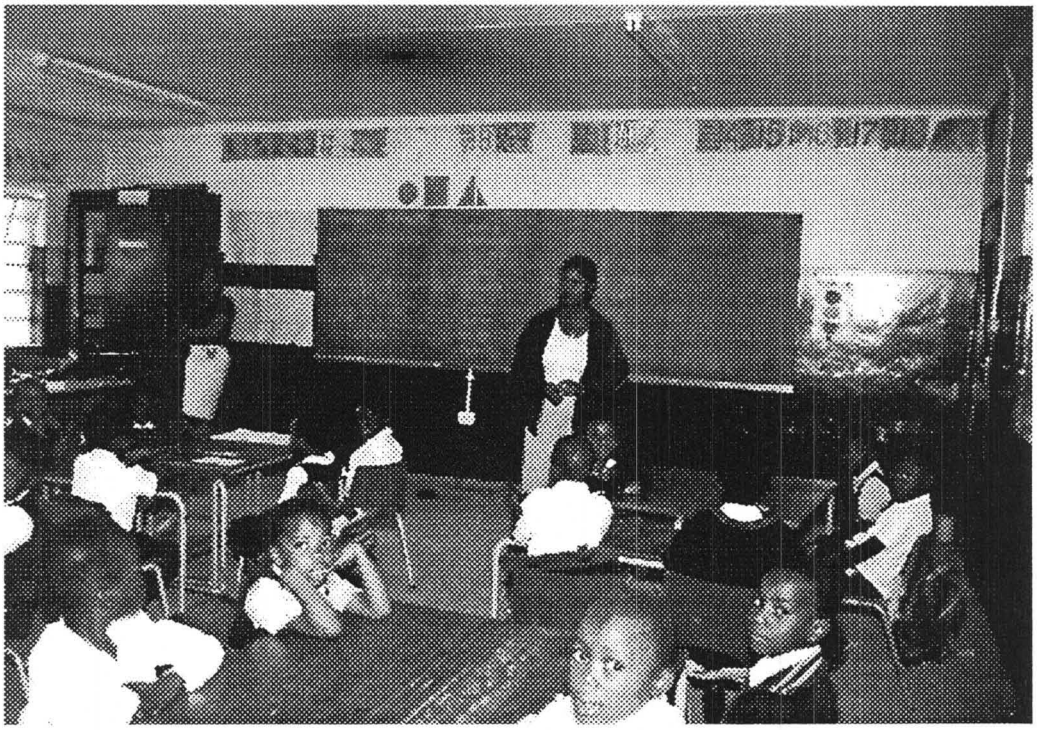
During the Teacher-Led Activity segments of this lesson, the teacher used the learners' Mother Tongue only twice. Her interactions with her learners were characterised by the use of "right" fifteen times, but she only used "good" twice. There were also four attempts to correct learner error of one form or another. Some of the errors made by the learners were also made by the teacher and it seems probable that the teacher did not notice these errors during the lesson as they occurred in natural speech, whereas she would have been able to correct them in a more formal written context. This seems likely as, when asked afterwards what kinds of errors were made by learners, she was able to list errors using the pronoun and the preposition and yet she made these errors herself during the discussion. All the teachers in this study are themselves ESL speakers and this influences the kind of English they use with their learners. This factor also influences the nature of the feedback given to learners. One of the advantages of the EIA radio lessons is that they provide natural language in a variety different from other varieties occurring in the communities in which both teachers and learners find themselves.

After the lesson I asked the teacher how she had felt about the TLA segments and what had happened during the first segment. It appeared that she had limited knowledge of birds and so had not really been able to facilitate the discussion easily herself. In addition she had been faced with a number of observers as well as her Head of Department. Although the visit had been pre-arranged and the teacher had agreed to have the OLSET team in her classroom for her lesson the presence of the observers and the reaction of the learners appeared to affect her interactions with the learners in the early part of the lesson. As the lesson proceeded she relaxed and became much more enthusiastic. This resulted in her becoming more involved and interactive with the learners during the second TLA than during the first and third TLAs.

4.3 Description of second lesson/teacher: Lindi

EIA, Level 2, Lesson 37

This primary school is relatively well- resourced and the teacher, Lindi, as can be seen from the photograph below, has all the basics she needs to teach the young learners in her class. The classroom is, nevertheless, quite dark and dingy in comparison with more lavishly supplied classrooms in the affluent former white suburbs of South Africa. The photograph enables the reader to visualise, at least in part, the context in which this lesson took place.



Picture 4.2 showing "Lindi" in action with her Grade Two Learners.

FIRST TEACHER-LED ACTIVITY: Discussion about things that are safe and dangerous. The radio narrator asked the teacher to write the words "safe" and "dangerous" on the chalkboard and explain their meaning in the mother tongue.

The first TLA was a discussion about things that were "safe" and things that were "dangerous". The teacher was asked to explain the meaning of these words, using the learners' mother tongue

if necessary, before asking them to name things that were either safe or dangerous. She wrote the words on the chalkboard and in English asked her learners whether they knew the meaning of the word "safe". The children all chorused, "Yes". The teacher then checked this in the learners' mother tongue, Zulu, by asking questions to which answers were given but, because these were given simultaneously, it was very difficult to sort these out. During the first part of this TLA the teacher really took a lot of trouble to ensure that her learners understood the difference between the two words, code-switching between Zulu and English a number of times. She then proceeded to ask the learners to name those things which were dangerous. One child offered the word "electric" and the teacher replied, without correcting the answer in any way: "Electric is dangerous, ne?" She used this little tag "ne" frequently during the lesson as well as the word "okay", almost always on a rising note. It did not seem to be used as either affirmation that the learners' answers were correct or as a form of praise. The word "okay" was used fifteen times and this use appeared to be similar to that of the first teacher's use of the word "right."

Immediately after the above exchange, the teacher suggested, "Now we are going to talk of safe things first, ne? Okay. Tell me what is safe?" A second child offered, "You are playing to street to home is safe" and the teacher corrected this answer to "To play in the home is safe." The whole class then chorused the word "safe" with the teacher, almost as a form of reinforcement of the first child's example. The children then switched to naming things which they thought were dangerous. Some of their suggestions included: "Snake is dangerous." Elephant is dangerous." Lion is dangerous." Each time, their answers were simply echoed by the teacher without any comment, expansion of the example or correction of form. Almost nothing within the children's own environment or experience was suggested. The examples of dangerous activities which might be considered as more usual were to do with matches or a cigarette lighter (known as a cricket) and two references to soccer. A child offered "Crickets are dangerous" and the teacher simply repeated this response.

This simple repetition of learners' responses seemed to be the most common form of feedback given by all three teachers in this study. There was little effort to explore the learners' suggestions by asking for additional information or reasons. The learners were asked to give examples of "safe" things as well as of "dangerous" things, but the children seemed much more able to suggest

what was dangerous than what was safe. During this activity the children offered fifteen suggestions about things they thought were dangerous and only five examples of safe things. Even when she asked individual children this was not very successful. One of the best examples (in terms of complexity of language and structure of the utterance) offered by a learner was when a child said, "Crossing on the scholar patrol is not dangerous." This was one of only two occasions in the entire lesson when the teacher, in fact, responded with "good" before repeating what the child had said, but without correcting the preposition error.

SECOND TEACHER-LED ACTIVITY: The radio narrator says, " Teacher, ask the children to tell you the meaning of "near" and "far". Then ask them to tell you things that are near or far."

During the second TLA, the teacher was asked to explain the meaning of "near" and "far" and then have the learners tell the class what things were near and what were far away. She used the learners' mother tongue minimally during this explanation. Most of the time, in fact, the use of the learners' mother tongue occurred in the form of one or two words inserted as quick translations of the English words that had just preceded them. Again the teacher's most usual feedback was a simple echo of the learners' suggestion without any correction, extension or praise being given for the answer. On a few occasions a learner offered an example which the teacher did not agree was appropriate and she corrected these answers and even engaged the learner and the whole class with one or two questions to confirm the correct response. The teacher herself frequently used prepositions incorrectly and this seems to be an area in which teachers themselves need much more assistance if they are going to be able to model the more usual uses of prepositions. During Teacher Development Team meetings this sort of language issue has been discussed and different Regional Coordinators have offered a number of strategies to assist teachers with the development of their own English proficiency. Nevertheless teachers' English language competence remains a problem in many of the schools, especially in remote rural areas where little or no English occurs in the daily life of the community.

THIRD TEACHER-LED ACTIVITY: The radio narrator says, "Now tell the teacher about the games you like to play in the playground. Teacher, write the games on the chalkboard. Have the children vote for their favourite game".

This activity seemed to give the greatest difficulty to the learners because of the idea of "voting" for the favourite game. It generated the most use of the mother tongue by the teacher and the MT seemed to be used more to assist the learners' understanding of the concept. During this part of the activity the teacher used "good" for the second time when a learner explained what voting meant. Once the learners seemed to have grasped what voting meant, the teacher asked individual learners which games they liked "to play on the playground." Several children gave answers like soccer, rugby, cricket, netball, football, basket ball and tennis. One child said he liked to ride a bicycle but this was not written down and another gave the name of a traditional game, "phati," which elicited a lot of laughter both from the teacher and the other learners. The teacher did not write the name of this game on the chalkboard either. When she was asked about this after the lesson she was unable to give any particular reason for this except that neither were games in the same way as the others on the list. As time was running out she stopped collecting names of the games the learners might play and asked them to vote for their favourite game. She ensured that the learners had remembered what they had discussed about voting at the beginning of this TLA and was careful to emphasise that each learner could only vote once. Voting took place by a show of hands. The chime signalling the end of the TLA came during this process but she managed to get the learners to choose a favourite game and put the score on the chalkboard.

During this TLA the teacher repeated what learners said, wrote their responses on the chalkboard, and got the learners to choose a favourite game. Her feedback was limited to repeating what learners said, the occasional use of MT, especially when checking that the learners understood what voting meant, and one utterance of "good", when a learner used the voting for Mandela in the 1994 election as an example of what it meant to vote. This praise was the second time during the lesson in which any form of praise was given to the learners. The teacher spent the rest of the TLA asking individual learners for their answers and trying to get learners not to call answers out. The learners seemed very keen to answer and were enthusiastic, and generally called out their answers in an effort to get heard. In this sense the activity generated a great deal of learner response but the teacher was not able to manage it in a very orderly or coherent manner.

The teacher did not use any form of verbal praise in either English or Zulu other than the two occasions she said "good" in response to a learner's suggestion. The general atmosphere of the classroom was, however, cheerful and the learners did not seem to be passive or unwilling to participate. The teacher's general behaviour and her movement around the classroom were enthusiastic and energetic and showed considerable involvement with both the learners and the requirements of the radio lesson material. When asked after the lesson why she had not praised the learners more often, she seemed surprised and felt that she did use praise and encouragement often. During the brief discussion with this teacher about her feedback and the way she felt the lesson had gone, her answers were that the learners enjoyed the radio lessons and were very free and able to contribute answers in English. She felt that the programme helped the learners considerably and, from the observation of the lesson itself, it seems that the teacher had been involved with her learners in a very direct manner. It was also apparent that most of the learners were actively engaged in the lesson. In fact the enthusiastic participation of the learners was one of the factors making it very difficult to transcribe the recording of the lesson as often so many learners were attempting to get the attention of the teacher that they were all speaking at once and became indistinguishable on the tape.

This teacher corrected learner errors on only two occasions in comparison with the four error corrections by the first teacher and five error corrections by the third teacher. In the first TLA the learner's utterance, "to play to the street to home is safe" was corrected to "to play in the home is safe." The error was corrected simply by the teacher modelling the more acceptable form in her feedback to the learner. This was the only error correction which occurred during the first TLA. During the second TLA a learner said, "my mother is near from me" and this was corrected through a process of first asking the child where her mother was and after being given that answer, "at home", the teacher asked "Is she near from you?" She received the answer, "she is." The teacher then asked again, "Where is she? She is still at home? Where is your mother? She is...?" At this point the child made an inaudible response and the teacher corrected the whole answer to, "You must say your mother is far from you." It wasn't clear during this exchange whether the teacher was correcting the preposition error or the fact that the learner's mother was not near to her. Both teacher and learner made the same error with the preposition when the

learner suggested that her mother was near and yet the teacher used the correct preposition when correcting the learner by telling her that her mother was far from her.

4.4 Description of third lesson/teacher: Teacher: Mary: EIA, LEVEL 2, LESSON 81.

The photograph below shows "Mary" demonstrating an action to her Grade Two learners before the radio lesson begins. This pre-broadcast activity helps the young learners focus on the radio and settle down to listen attentively.

Picture 4.3 showing "Mary" interacting with her lively Grade Two Learners.

FIRST TEACHER-LED ACTIVITY: Children are asked to tell their teacher what happened in Big City. The radio narrator asks the teacher to have the children tell her what happened when Thembi, Paul and Zuko were in Big City and the guard offered them a ride in a lift.

While this was happening, the teacher walked around the room engaging the learners and physically encouraging them to try and answer her questions. After the teacher had asked a question she gave learners some time to think about their answers and try to respond. When she apparently felt she had given enough time for a response to be made and none had been made, she repeated her question and used the learners' mother tongue, Sesotho. In the early part of this TLA the learners answered mainly in MT and their answers were very soft and almost inaudible. Learners' very soft answers were one of the difficulties even while trying to observe the lesson. This seems to be a common trait in these classrooms and seems to be the reason many teachers repeat or echo individual learners' answers as often as they do. When learners had attempted to answer and most of these attempts were made in MT, the teacher told them they "must try to speak in English" and then gave them information from the story such as, "Paul was looking ....up. He was looking up when he was walking. What happened to Paul then?" After waiting for the learners to try and answer the teacher gave an answer, "Paul nearly fall down, ne?" and then asked a further question. There was still no answer so she repeated her first answer and question and then expanded the question by stating, "something happened at the Big City. What else?" and called on a child by name. This child gave an answer which was inaudible, but did not seem to be the one the teacher was looking for as she then gave an answer. She then asked a further question which the learners were unable to answer before again giving the learners additional information. During this exchange the learners seemed to be struggling with remembering the events of the story segment or with understanding what their teacher required as answers to her questions. Only after the teacher had summarised what had happened and asked "what was left behind?" did the learners begin to give the answers she was looking for. However, her practice of asking a question and then elaborating on the information required by the learners to answer the question continued as the learners struggled to recall what they had heard in the story. By the end of this TLA, the learners had been able to answer only three of the teachers questions correctly and had attempted to answer only two others. These were answered incorrectly as far as the information/content was concerned. The teacher corrected both these after asking the whole class whether the given

answer was correct or not and trying to get the whole class to correct the answer. Very little use was made of the learners' mother tongue during this activity, nor did the teacher try to encourage the learners to recall what had happened in the story in any other way than by telling them briefly what had happened. There was no use of praise during this segment at all.

SECOND TEACHER-LED ACTIVITY: The radio narrator says, "In a chain exercise, have the children ask questions ending in 'isn't it?'"

The second TLA was much more successful in that the learners were able to respond much more frequently and seemed to grasp the structure of the tag question quite quickly. The teacher corrected learners more frequently and there was a lot of whole-class participation in the form of chorused responses of "Yes, it is" to individual learners' questions and the teacher's repetition of these questions. In fact, the class as a whole seemed to be much more fully involved during this TLA than during the first one. They chimed in with their answers without being prompted to by the teacher. Many more of the class offered possible questions - in fact, it became quite difficult for the teacher to get questions from one child at a time, there was such an enthusiastic response from the learners, who all wanted a chance to offer their questions. When children asked the question the wrong way round, i.e. "Isn't this a book?" the teacher corrected the error very explicitly by saying, " This is a book, isn't it?" The child then repeated the corrected form. The teacher also instructed the learners to point at the item they were asking a question about. When a learner offered the question, "Isn't that a lunch box?" the teacher corrected the question to "This is a lunch box, isn't it?" While there was no need to change the demonstrative "that" to "this" for the structured practice of the tag question to be successful, she corrected this each time a learner used "that" instead of "this". This also seems to be an indication of the teacher's own inability to distinguish some of the finer points of English usage as she too is an English second language speaker. She used "good" when the whole class was able to answer one of her questions. A few of the examples offered were elaborated upon, e.g. when the question, "This is a radio, isn't it?" was asked, the teacher extended this by stating that the radio was nice. A few of the learners' suggested questions were simple repeats of ones already given by other members of the class and these were accepted. This occurred more frequently towards the end of the TLA, when it appeared that the learners had exhausted their options for new questions they could ask.

THIRD TEACHER-LED ACTIVITY: The radio narrator says, "Open their workbooks to page 10. Now, teacher, have the children look at the crossroads .... Have them tell you the differences between this crossroads and the one in Big City."

This TLA also elicited interesting responses from the learners and there was generally an enthusiastic response from the class. The teacher simplified the initial instruction given by the radio and simply asked the learners what differences they could find between the picture in their workbooks and the poster of Kofifi displayed on the classroom wall. After her initial instruction, she used the learners' MT very briefly before switching back to English and emphasising that they were going to look for the differences between the two pictures. Again there was a switch back to MT. This code-switching occurred three times before the activity really got going. The teacher took this time and used the learners' MT to ensure they understood what they were being asked to do. The first few answers were tentative and very quiet before one child was heard to say "I see a car". The teacher expanded this answer by asking the class a question about the car, i.e. "Do you have a car at your picture?" to which the class chorused "Yes it is." This was not the answer required by the teacher, who simply corrected them by saying "no" before a number of children offered suggestions simultaneously and were inaudible because of this. The teacher again used the learners' MT but switched in mid-question and ended her question in English with the words ... "that you don't have at Big City?" One of the learners said she saw a robot. The teacher expanded this answer by asking whether the robot was in the workbook picture. The child said it was and the teacher then told the class, "At the Big City we've got robots and at Kofifi we don't have robots. Do we have robots here?", whereupon she indicated the poster of Kofifi. The class chorused "no," and this answer was confirmed by the teacher, who then went on to ask what else the learners could see in the poster which they couldn't see in their pictures (in their workbooks). There were several inaudible suggestions and one child managed to call out "a car." The teacher asked if they didn't have a car in their pictures as well as in the poster and the class chorused agreement. She repeated this as if to drive home that the first child's answer was incorrect and then told the class, "We do have a car, ne?" She again asked an individual child by name what was different and was told there was a motorbike in the workbook picture. The teacher expanded this child's answer into a lengthy sentence about the two pictures, even pointing out that the bicycle in the poster was not the same as a motor bike. This was one of the few occasions when any of the teachers enriched the children's responses in any way. Another child

volunteered in a complete sentence (again this was unusual as most children's answers were single words) "I see a rubbish bin." The teacher continued the discussion about the rubbish bin by telling the class that "Neo sees a rubbish bin at the Big City," and then asking if there was a rubbish bin shown in the Kofifi poster to which the class chorused "no". The question was repeated to confirm this and some children then gave both yes and no answers. When this happened the teacher asked them where the rubbish bin was, and the children again chorused their answer "yes". The teacher then simply told the class there was no rubbish bin in the Kofifi poster and went on to ask a different question. A child said "I see a stop." This was corrected by the teacher to "a stop sign." The teacher went on to say that there was no stop sign in the Kofifi poster and to ask if there was one in the Big City picture. Several children again called out an incorrect answer and the teacher asked them to show her where the stop sign was in the workbook picture. The children then called out the correct answer and this was confirmed by the teacher saying, "No, we don't have a stop sign at the Big City." Another individual was asked what differences he saw and this child said he saw a taxi. This generated quite a lot of excitement after the teacher asked where the taxi was in the workbook picture and then asked if there was a picture of a taxi in the Kofifi poster. Both pictures had taxis and the children chorused out agreement with this point, which was confirmed by the teacher. The question asked in the TLA was to name those things which occurred in only one of the pictures. Naming the taxi was therefore a mistake and when the learners were asked they were able to see that both pictures had taxis. Although the teacher did not correct this mistake in any other way than by asking the learners if there was a taxi in both pictures, there seemed to be a general understanding of what had occurred.

The teacher again asked what difference could be seen, further encouraging the children's suggestions by repeating the question and adding "other" so that there was clarity about what she wanted from the class. She was given the response "I see a fruit on a van." The teacher asked the question, "Do you see fruit on a van?" which both informed the whole class of the individual's suggestion and corrected the article error "a fruit" to "fruit". The correct form was modelled by the teacher twice more. This was also quite an unusual occurrence in that very few opportunities were taken by any of the teachers to repeat children's answers in any other form or to model more correct forms of the children's answers. Another child again suggested a motor bike. After asking her to repeat her answer and making a remark in Sesotho, the teacher said that they had already

had that answer and she then turned to the outside observers and said the children were talking about a motor bike. Another child said "I see a man." The teacher asked her "You see a man?" and the child answered, "Yes". The teacher then asked the whole class whether they saw a man in the Kofifi poster and the answer was, "We do. Yes." The first child's remark had been about the workbook picture and the teacher had asked the question about the Kofifi poster to check whether the answer showed a difference between the two. Both pictures had figures of men in them and the teacher was able through her questions and subsequent confirmation to show the class that this answer was incorrect. She continued by asking the question, "What else can you see that we don't have on that [sic] (workbook) picture?" A child said she saw a bank. She was asked to repeat her answer and after doing this the teacher again checked the answer by asking the class, "Do we have a bank here?" and pointing to the Kofifi poster. The answer "No" was chorused back and the teacher confirmed that this was the correct information. This was the end of this TLA.

It is interesting to note that in the three lessons described above all three teachers had much better responses and seemed more confident themselves during the second TLA of the lesson. This TLA is more often devoted to a form of drill and repetition activity and is much more concrete in its requirements than either the first or third. The latter are designed to be more open-ended to give teachers more freedom to use their own ideas in response to their learners' specific needs. This has several implications for the kind of support given to teachers using the Radio Learning materials. It seems clear that teachers need much more assistance in order to develop confidence in their abilities to generate innovative and creative activities for their specific learners' needs.

4.5 Interviews with teachers

All three lessons described above took place as part of a normal school day. Because of this the time available to discuss the three teachers' classroom practice immediately after each lesson was very brief. During my discussions with all three teachers after their lessons it was also clear they were conscious of any note of criticism and were very keen to justify what they felt might be criticism of what they had done or not done during the lesson. When asked how they felt their lessons had gone all agreed that the lessons had gone well. All three teachers had walked around

the classroom during their lessons and all had seemed friendly and supportive of the learners. The atmosphere in these classrooms was relaxed and the learners all appeared to be enjoying the activities, the opportunities to sing along with the broadcast and even to impress their visitors.

When I asked the first teacher, Lerato, why she had simply stopped asking her learners about where and when they had seen any bird's eggs (the first TLA) she said the time given for the activity was too long. She also said her learners did not know any more about birds' eggs. During this conversation it was clear that she herself was not sure of how to pursue the topic. After talking briefly about the importance of preparing lessons beforehand, it also became clear that this teacher did not seem to understand that looking for additional information outside of that given in the Teacher Notes might be part of that lesson preparation. The second TLA was handled much more successfully and it seems clear that this TLA, which usually provides an opportunity for teachers and learners to practice a language structure or some form of vocabulary building, is handled more competently by the teachers. The first teacher had also not taken as much interest in the third TLA (in which the learners were asked to draw a picture). When I asked her why she had not walked around the room very much during this activity she seemed surprised that she could have walked around the room and praised or encouraged the learners' efforts. She had also not really checked whether the learners understood and were carrying out the task, apart from giving instructions at the beginning of the activity.

Lindi, the second teacher, also said she enjoyed using the radio lessons and that her learners enjoyed listening to the story of Thembi, Paul and Zuko. She said that she used the learners' mother tongue when they did not understand something but generally tried to use English as much as possible. During the discussion of what things were safe and what were dangerous the learners had spoken about many more dangerous things and seemed unable to suggest what was safe. When I asked her about this, she could not think of any particular reason and was happy to follow my suggestion that perhaps it was because teachers tend to warn learners more about dangers.

The third teacher, Mary, when asked if the learners understood the serial story, as they had seemed to struggle to answer her questions during the first TLA (in which they were asked to tell her what had happened in Big City), said that a number of the learners found the story difficult

to follow. She thought this was because the dialogue moved a bit too fast. The learners had been much more capable of giving answers to questions for both the second and third TLA, which were much less story-dependent, so this criticism of the EIA material seemed justified. She added, however, that the learners had grasped most of the story and seemed to enjoy it and were able to retell the story in outline. She also felt that the presence of visitors and a number of other Grade Two teachers during this lesson made the learners more self-conscious than normal.

All three teachers commented on the difference between their learners' behaviour when visitors were present and when they had the class to themselves. The transcript of the three lessons indicates more responses from learners during the second TLAs than during the first. Learners gave more answers and their enthusiasm was greater. This may be explained by the nature of the second TLAs which are more narrowly focused on the use or practice of a particular language structure and so demand less from both teacher and learner. The fact that both teachers and learners were much more relaxed during the second and third TLAs than they seemed during the first TLA in all three classrooms is also a possible reason for the greater involvement.

All three teachers seemed anxious to justify their use of their learners' mother tongue. They all emphasised that the learners were still very young and that most of them knew no English besides what they received at school. When I asked what the language policy of each of the schools was, I was told they were all trying to use English as the medium of instruction but that this was very difficult to implement. They reiterated that their learners were still very young and needed their teachers to explain many concepts in the mother tongue. It is clear that the use of more than one language is common even if the schools have stated that their language policy is English as Medium of Instruction.

They were relieved and reassured when the OLSET staff said they supported the use of learners' other languages. They then were able to explain that they generally only used the learners' mother tongue to assist learners to understand difficult words or to be able to follow events in the story more clearly. In further discussion, I suggested that they used the learners' mother tongue more broadly than just to explain difficult words and concepts. They also used the mother tongue to ask learners to sit down, to take out their books, and in numerous other ways to organise and manage

classroom behaviour. The teachers all seemed surprised that this form of usage, defined by David Gough as "code-switching in educational contexts" (Gough 1996: 2) needed to be thought about with reference to what was happening during the lessons. They all explained in one way or another that this usage was outside the content of the lesson and therefore did not count as using the learners' mother tongue.

All three teachers agreed that it was important to correct their learners' errors and all said they did this as much as possible. The transcripts of the TLAs from the lessons described in this study show that error correction was not carried out as often as teachers felt it was. It was interesting to hear from all three teachers and some of their colleagues who had been present when these lessons were taught, that they all felt that the learners needed to be corrected in such a way that their confidence was not undermined. From the evidence in the transcripts, it seems that the preferred method of error correction is simply to repeat what the learners have said but using the correct form.

4.6 Interviews with OLSET Regional Coordinator/s

Regional Coordinators described their observations of the three teachers' classroom practice during informal and unstructured interviews with them after the lessons were recorded. These discussions form a continual part of our teacher development work and consequently the observations recorded below did not always form part of a single interview or discussion with the Regional Coordinators. The three Regional Coordinators, who were responsible for setting up the lesson observations described in this study, all felt that teachers did not prepare their lessons adequately and that this lack of adequate preparation was very noticeable in the feedback given to the learners. They also observed that although there was a head of department in each school this did not lead to any apparent collaboration among the teachers in the Foundation Phase nor did it appear that any mentoring of younger and more inexperienced colleagues took place in any structured or coherent way. This was particularly apparent during the first lesson described above. During the third TLA of Lesson 7 the HOD interacted much more with the learners, going round the class and commenting on individual learners' drawings, than the teacher did. Neither the

teacher, Lerato, nor the HOD talked with each other about the learners' drawings and the teacher did not model what her HOD was doing. There are a number of possible reasons for this: the teacher may have felt her HOD was taking over or there may even be serious interpersonal problems between the two. It was impossible to ask too many direct questions about their relationship in the light of OLSET's relationship as an outside service provider. What has become clear from observations in many of the schools, however, is a lack of leadership and very little collaboration taking place even between teachers of the same grade and in adjoining classrooms. This has implications for the design and implementation of OLSET's teacher-support programmes. The model for OLSET's teacher development has included the facilitation of self-supporting Teacher Support Groups among neighbouring schools. It seems from the evidence in this case study that the teacher development team needs to encourage the formation of such groups within schools as a first step towards this independent and hopefully innovative practice.

Immediately after the lessons the Regional Coordinators and I interviewed the teachers as described above. These interviews were necessarily brief as all the teachers needed to attend to their learners. They were opportunities to clarify points about the lesson, and we asked teachers how they had felt about the TLAs and what perhaps OLSET needed to do to make them more successful. The first teacher was concerned that the length of time given to these segments was too long, but felt that otherwise these segments gave her an opportunity to interact with the learners and find out how much they had understood. The second teacher, Lindi, said that she was happy with the way the TLAs were constructed but felt that more time was needed to explain some of the concepts. Even the third teacher was concerned about the brief amount of time given to each activity. All three teachers were concerned that the learners would not grasp some of the important concepts in the lesson and would have liked to have been able to switch off the radio at times in order to explain something more fully. This is clearly one of the weaknesses of radio learning perceived by teachers and yet the ephemeral nature of radio has the advantage of requiring a keener attentiveness on the part of listeners and this seems to enhance the development of better listening skills. When the teachers have used the recorded materials on audio cassette in the past, many repeated lessons so many times that learners were bored and inattentive. The daily discipline of listening closely to language spoken at a more or less normal speed encourages learners to maintain high levels of concentration. In line with Vygotsky's (1978) theory of the

zone of proximal development the materials developers have made every effort to ensure that the level of the content and complexity of the language is not too far above the learners as to have the effect of losing them. This is further ensured by regular feedback from the Regional Coordinators, visits to schools by the writers and production team members and detailed descriptions of teacher practice as given in this study.

4.7 Analysis of Teachers' Feedback - Use of Mother Tongue, Correction of Error and Use of Praise

In Table 4.1 below, the number of times the three teachers used their learners' MT is shown. The first and second teacher used the learners' MT infrequently (Teacher 1 twice and Teacher 3 seven times) while the second teacher used the learners' MT 13 times. What is interesting is that all three teachers used the learners' MT to translate from the English when it seemed necessary, or to explain what the learners had to do when it became clear they had not understood the instruction in English. None used MT to organise their learners or to correct learner error or praise learner efforts. Teachers' use of their learners' mother tongues could give simple and effective assistance to the acquisition of some of the background knowledge learners need in order to process new structures and vocabulary items in their second language. Use of the MT would also serve to model multilingualism as a positive aid to the acquisition of additional languages as well as boosting learners' self esteem through the positive acknowledgement of the power of their mother tongues. Teachers' use of their learners' mother tongue seems to be regarded by a number of teachers, including those who form the focus of this study, as a weakness or as a signal to learners that their teachers will provide them with an easy translation, and therefore they do not need to make the effort to understand the EIA radio programmes themselves. These perceptions will need much more research in order to verify and then to develop appropriate strategies for teachers so that a richly multilingual classroom practice is seen as a positive resource rather than a handicap.

Lesson	First TLA	Second TLA	Third TLA
Lesson 7 (Lerato)	none	one	one
Lesson 37 (Lindi)	seven	two	four
Lesson 81 (Mary)	two	none	five

Table 4.1: showing uses of Learners' Mother Tongue during TLAs.

All three teachers indicated in their responses to the questionnaire and in interviews after their lessons that they felt it was important to correct their learners' errors. The first teacher, Lerato, corrected only four incidents of learner error during the lesson. The first correction was a tense error while all three of the other corrections were correction of the use of the article. What was noticeable was that Lerato made three similar errors herself. Two of these errors were errors in the use of the preposition "at" and the third was the misuse of the indefinite article.

The second teacher only corrected one learner's error during the TLAs. This was the correction of the learner's sentence, "You are playing to street to home is safe." This was corrected to, "To play in the home is safe." The teacher did not tell the learner she had made a mistake but simply modelled a more correct version of the learner's answer. The teacher herself made several errors or repeated her learners' errors when she responded to the learners during the three TLAs; for example, when a child told her "electric is dangerous" she simply repeated this without changing "electric" to the noun form. She also did not add the article to expressions such as "elephant is dangerous."

The third teacher, Mary, corrected learners' errors on five different occasions and all of these occurred during the second TLA. The TLA required learners to make up questions ending with the tag question "isn't it?" All except one of her corrections dealt with the way the learners performed this activity; for example, the first child to make an attempt at a question said, "Isn't this a picture?" and the teacher corrected it to, "This is a picture, isn't it?" Four of the five remaining corrections modelled a similar use of "isn't it?" The only error correction which differed in any way was when the teacher corrected a learner who used "that" instead of the radio model's "this" when he gave an example. The learner said, "Isn't that a lunch box?" The teacher turned

the question into, "This is a lunch box, isn't it?" correcting both the demonstrative and the tag end. There was, in fact, no need to change the demonstrative pronoun in this example.

As can be seen from Table 4.2 below, the teachers corrected very few errors made by the learners during the TLAs. This was in spite of their assurances during the interviews that they believed that correction of learner error was important and necessary. This view was supported by their responses about error correction made in the questionnaire.

Lesson	First TLA	Second TLA	Third TLA
Lesson 7 (Lerato)	two	two	none
Lesson 37 (Lindi)	one	none	none
Lesson 81 (Mary)	none	five	none

Table 4.2. showing where Teachers used Error Correction..

What is particularly interesting in looking at teacher three's responses to her learners is the number of errors she made. During the first TLA, when she was trying, without much success, to get her learners to respond, she made eight errors. Six of these were errors to do with the use of the verb, for example she said, "...what did Zuko, Thembi and Paul did at the Big City?" This was her first question to the learners. Another time she asked, "Paul nearly fall down, ne?" The other errors she made were the incorrect use of the prepositions. The first prepositional error was in her question, "What happened to Big City?" In the context of the requirements of the activity, this should have been, "What happened in Big City?" The second prepositional error occurred when she asked "Who went in at the lift?" No teacher errors were made during the second TLA but six errors were made during the third TLA. The most common error was the incorrect use of prepositions. This occurred five times. The other error occurred when the teacher said, "A stop sign. At the Kofifi we don't have a stop sign..."

The incorrect use of prepositions, the definite and indefinite article and misuse of the third person singular pronoun are common errors made by many second-language teachers. The result is often that these erroneous forms have become the variety of English most young learners are presented with by their English language teachers. The minimal influence of the EIA programmes does not seem adequate to offset this influence and it is likely that the majority of these young learners will

acquire a variety of English characterised by the faulty use of these forms as well as others. The implications for this are difficult to assess at this point in these learners' English language acquisition. Some results of the acquisition of a non-standard variety are that this variety marks the speaker in terms of social class and status as well as giving learners potential problems in decoding and understanding more complex texts and responding to academic issues.

Lesson	**First TLA**	**Second TLA**	**Third TLA**
Lesson 7 (Lerato)	none	"good" used twice	none
Lesson 37 (Lindi)	"good" used once	none	"good" used once
Lesson 81 (Mary)	none	"good" used twice	none

Table 4.3. showing Teachers' use of Praise and Encouragement during the TLAs.

As Table 4.3 above shows, all three teachers used words to praise their learners very sparingly. The only word used was the same for all three, that is "good", and it wasn't used to praise what may have been considered to be the best responses from the learners. For example, the first teacher said "good" in response to the learners who had pointed out two particular places on the Kofifi poster. She did not praise anything said by the learners, not even the response of the learner in the first TLA who said, "I have seen a bird's egg in the nest on the tree." This was the first learner response to the instruction, "Have you ever seen a bird's egg?" In terms of linguistic complexity, it is a very good construction for a Grade Two ESL speaker.

The second teacher, Lindi, by contrast did praise a learner, who, in the first TLA, said, "Crossing on the scholar patrol is not dangerous." She used "good" again at the beginning of the third TLA in response to a learner who gave an explanation in Zulu, when she asked if they understood what it meant to vote. The learner made a reference to the election of President Mandela and the class and teacher were very amused and the teacher rewarded her with "good".

Teacher three, Mary, also used "good" twice during the TLAs in her lesson. She used "good" during the second TLA for the first time after the whole class had chorused an answer to her question , "This is a floor, isn't it?" The class all said, "Yes, it is." This praise came after a number of responses from individual learners. As these learners' responses were correct and were

original it did not seem necessary to praise the whole class at this point. The teacher's use of praise did not show any evidence of conscious decision and this leads to the question of just how much praise is purposely given in order to motivate learners and how much may be an automatic response from the teacher because it is expected of her.

It is evident from the teachers' use of praise during these three lessons that teachers do not encourage their learners as often as they think they do. It is also clear that teachers do not reward learners for the most appropriate response to the instruction and that the praise given does not seem to support what the learners are doing in a coherent or really meaningful way. The six instances of praise described above were not given in any apparently systematic way to encourage learners to move further towards a particular form of response. One teacher, Lerato, during the second TLA of lesson 7 used "good" when the learners correctly pointed out particular places on the poster. This wasn't in fact a requirement of the activity.

Chapter Five

Interpretation of Data and Conclusions

5.1 Interpretation of the data obtained from the sample in the following areas: use of mother tongue, error correction, and use of praise

All three teachers used their learners' Mother Tongue to translate or to explain what their learners had to do. The second teacher made much more use of her learners' MT (13 uses) than either the first or second teacher. The first and third teachers used their learners' MT only after they had first given the instruction in English or tried other ways of helping the learners understand what they had to do. When these teachers were asked about their use of the learners' languages they all made it clear that they thought this was a strategy to be used as little as possible because they wanted learners to use English. There was little evidence of teachers understanding the difference between the two uses of MT as defined by Gough earlier in this study. Teachers almost seemed apologetic about using the learners' MT and made the excuse that the learners were still very young and did not know enough English. There was no understanding of using the classroom languages as a resource which could enrich their children and help develop their cognitive skills.

A close examination of the transcripts of the three lessons described above shows that all three teachers used certain words or tags to the end of their questions in an apparently unconscious, almost habitual manner. The first teacher used the word "right" throughout her lesson. In fact she used the word fifteen times during the three TLAs. In the first TLA she used "right" when children answered and this may have been a way of telling the learners their answer was "correct" or a good answer. It was also used to indicate when something was about to begin or end, for example: she said, "Right" immediately after the radio narrator had asked her to begin the activity with the learners. This made it difficult for the learners to differentiate when the word was being used to indicate an acceptable answer or when it was being used to indicate the beginning or end of a turn.

The second teacher, Lindi, kept saying "okay" during her lesson as did Mary, the third teacher.

Lindi used "okay" fifteen times during the lesson while Mary only used the expression eight times. While all three teachers gave considerable feedback to their learners, what is clear is that the nature of this feedback and the quality of the responses by the teachers to their learners differed to quite a large extent.

The first teacher, Lerato, seemed the least involved with her learners and moved around the classroom less than the other two. She used the learners' mother tongue only twice. The first time she code-switched was during the second TLA when she asked in Zulu if the learners could see the poster. This was a single word usage and seemed to be merely to check that all the learners could see the poster before she proceeded to ask them what they could see in the poster. The second time she used the learners' MT was to explain what they had to do when it became clear that they did not understand either the radio or her English instruction to draw a picture. Again the use of MT was brief and simply translated what had already been said in English.

5.2 Comparison of learner performance to identify possible factors which may enhance language learning

The TLA segments of the radio lessons, as has been more fully described in Chapter Four of this study, have been specifically designed to allow time for both learners and teachers to use English within the contexts created by the radio during the story segments as well as the language and song segments. The first TLA provides an opportunity for learners to voice their ideas, opinions and understanding about something which they have just heard.

The learners in the first lesson described above, that is Lesson 8 with Lerato as teacher, produced five different responses. One child had seen a bird's egg in a nest in a tree, another in a nest in the grass and another in the flowers. These were the most original of the utterances produced by the learners in this TLA. What was clear, however, was that they had a fairly good idea about where bird's nests might be found and were able to produce this information in a comprehensible form. During the second TLA these learners produced far more language and seemed even more enthusiastic and able to answer their teacher's questions. They gave fourteen different responses to the question about what they could or could not see in the poster. Indeed, one very imaginative

answer was, "I can see a car and I can't see a lion." Lerato, the teacher, further encouraged her learners to point out on the poster what they were saying they could see. It appeared that the learners understood the difference between the two concepts and could identify what they could see without confusing this with things that they could not see. It seems very likely that activities such as this create opportunities for successful language learning to take place and that this is what was happening. The potential for the enhancement of language learning in the third TLA of this particular lesson appeared to be very much less. This third TLA required the learners to draw something or someone from the story they had just heard during the three short narrative segments of the radio programme. Although the learners managed this task quite comfortably, they needed a great deal more explanation by way of their mother tongue than for either of the earlier TLAs. They were not required to produce language and what was evident was a reasonable understanding of the characters from the story. It would have been useful to ask different learners to talk about their pictures so as to give more opportunity for language development to take place.

During the first TLA of the second lesson described above, that is Lesson 37 with Lindi as teacher, the learners produced sixteen responses to the question about safe and dangerous things they knew about. Fifteen of the learners' utterances were about dangers and only five about safe activities, but it was clear that they could distinguish between the two concepts and had their own ideas about what was safe or dangerous. Some of the dangers they suggested ranged from cigarette lighters and electricity to wild animals such as elephants and snakes. The main difference between this TLA and the first TLA in Lesson 7, described above, was that the learners in this lesson were able to draw much more on their own experiences and knowledge than the learners in Lesson 7. This seems to indicate that the kind of topic that provides a greater opportunity for interaction to take place leading to better possibilities for enhanced language learning is the more structured form of the language-based activity. It seems that these activities provide the kind of scaffolded support which boosts both learner and teacher confidence and this, in turn, leads to more participation and, therefore, the use of the language.

The difference between the responses from the learners in the second TLA of this lesson and of those in the second TLA of the first lesson is not as marked. Seventeen responses were made by

the learners in this group, compared with fourteen in the first group. Both these TLAs were more narrowly structured in that they required learners to focus on concrete concepts rather than give their own opinions. In Lesson 7, the first lesson, learners were asked to look at the poster and say what they could or could not see, whereas in the second lesson, Lesson 37, learners were asked to tell their teacher what was far from them and what was near to them. In both these lessons learners responded enthusiastically, giving lively, creative answers. This seems to indicate that these simpler, more focused opportunities probably provide better strategies for language learning than the open-ended and freer discussion TLAs. During the third TLA of lesson 37 the learners were able to respond eight times to the request to tell the teacher about the games they liked. By the end of this TLA the learners had also "voted for" the game they liked best. Lindi ensured that the learners knew what voting meant by asking questions and giving some explanation in the learners' mother tongue. Her learners were able to explain what they understood by the concept of voting, one child even referring to the election in which President Mandela was voted into office. Learners did, however, make much more use of their mother tongue during this part of the activity which suggests that their English proficiency was not yet developed enough to explain an abstract concept such as voting. This, in turn, suggests that topics of this level of abstraction do not enhance language learning as much as might be desired.

The learners in the third class observed, Lesson 87 with Mary as teacher, performed in terms of number of learner responses, better than the learners in either of the first two lessons. It is important to note that these learners also found the first discussion TLA much more difficult to talk about and were able to manage only six responses to Mary's questions. In addition, almost all their answers were in response to her leading questions and half-completed statements as it was very clear early in this segment that the learners had not grasped some of the details of the story segment they had just heard. They were much more responsive during the second and even the third TLA and these segments of the lesson showed very lively and enthusiastic learner participation. The learners produced a much greater quantity of language during these TLAs and seemed much more able to respond to their teacher's modelling of a more acceptable form of answer. The second TLA of Lesson 87 required learners to use the tag question "..isn't it?" One of the first examples produced by a learner was, "isn't this a picture?" This was immediately corrected by Mary to, "this is a picture, isn't it?" This modelling of the correct form was soon

picked up by the learners who seemed to understand quite quickly what was expected and were then able to produce examples using the correct structure. While this activity generated a reasonably large number of learner responses, it is not clear just how much language learning was taking place. The children were all giving different examples but were sticking to a very rigid format and their examples were not being commented on nor did any elaboration take place in which these examples could be said to carry greater meaning or real communication. The same thing could be said of the second TLAs in the other two lessons as well. It seems the learners are able to produce original statements quite freely as long as they are given a fairly narrow framework within which to do this. It is clear that a degree of language learning has taken place but to what extent these activities are assisting these learners in becoming more fluent and articulate in English outside of these narrow constraints is not clear.

It seems apparent from the performance of the learners in these three lessons that while language learning is taking place, it remains within the bounds of lower order thinking. Those activities specifically designed to target higher order skills are not eliciting the learner responses that might show a clearer development of abstract language use. It is also important to note that the learners are all within the age range of six to nine years old and much of their abstract thinking is probably still in the early stages of development. That learners of this age are able to express as much as they did in a language not their mother tongue does seem to indicate that a fair degree of this level of language learning is taking place.

5.3 Comment on Research Findings

All three teachers used very similar forms of feedback and responded in very similar ways to the post-lesson discussions about their feedback. None of the three teachers had developed an independent or different way of doing the activities suggested during the TLAs other than those given by the radio narrator during the EIA Teacher Led Activity segments.

The three Pie Charts below show in just what proportions the teachers gave feedback to their learners in each of the three TLAs. They also show how much active participation came from the learners. The learners' utterances should have given teachers many opportunities to respond not

only with praise and encouragement, but also by asking questions which could have elicited more detailed discussion. For example, during the first TLA in Lesson 7, a child said he had seen a bird's egg in a nest in the grass. The teacher could have asked how many eggs were seen or what colour they were, etc. She could also have encouraged the child by saying the answer was good. The first Pie Chart shows what responses were made by the learners as a percentage of the interactions described in this study. As can be seen, the learners made sixty-seven percent of the responses in the time allowed while teachers made more use of the learners' MT than the other two forms of feedback being analysed in this study. Teachers repeated almost everything their learners said in response to the instructions. Although I have not included those responses in this analysis as they did not appear to make any significant difference to the learners' responses, they formed a large part of the teachers' feedback. What is interesting about this verbatim repetition of learner responses is that it appeared to be one of the ways teachers maintained their control

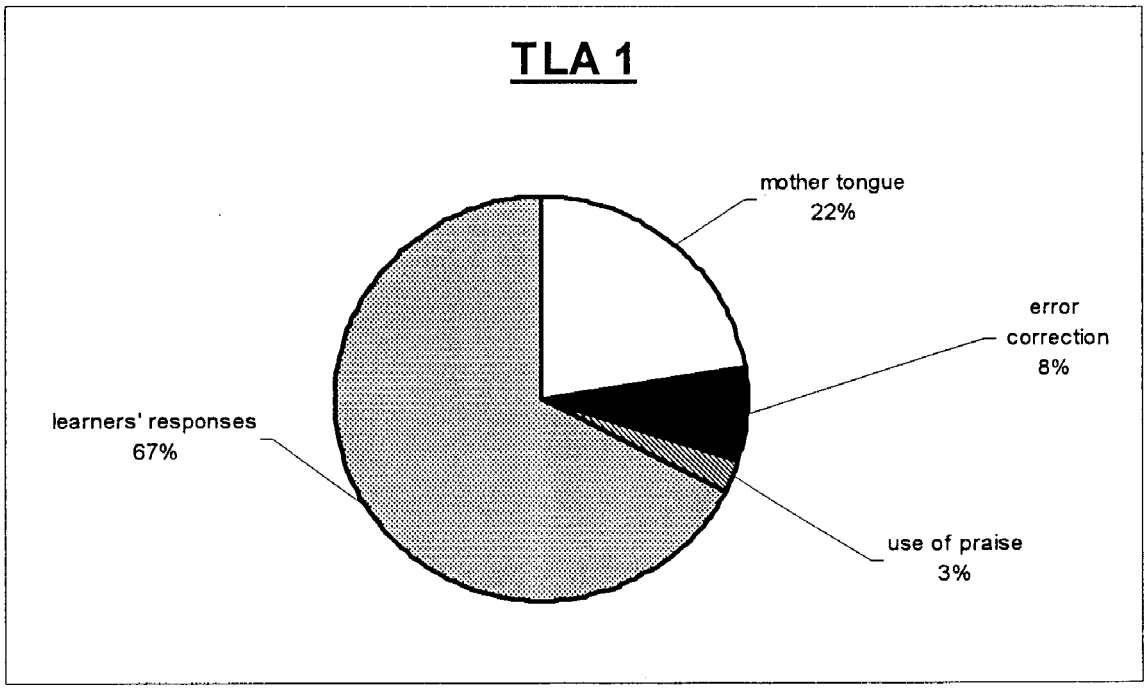


figure 5.1 Pie chart showing teachers' use of mother tongue, error correction and praise in relation to learner response in the first Teacher-Led Activity.

of their learners and classroom. Many of the learners' responses were soft and would have been inaudible to their peers, and so teachers repeating the answers ensured that everyone had a chance of knowing what others had said and perhaps adding to the answers or even disagreeing

with answers. In this way this repetition played a role in the teachers' management of what was happening in the classroom.

The first TLA is designed to be a discussion activity and gives more scope than the second TLA for teachers to be innovative and explore whatever their learners come up with. During lesson 7, when the teacher needed to draw out from the learners what they knew about birds' eggs, the teacher's responses seemed to indicate that she herself was not very clear about the purpose of the TLA and that she did not know very much about birds. She might, for example, have told the learners more about birds, or asked them how many different kinds of birds they had seen, but nothing like this was attempted. During the brief discussion after the lesson it became clear that the teacher had not thought of any of the possibilities she could have used to extend her learners. She did not attempt to ask questions such as "How many different kinds of birds have you seen?" or "How many birds' nests have you seen?" She admitted that she herself was not aware of these facts. This makes interpretation of some of the teachers' feedback to their learners difficult as some of their answers seem to indicate their own ignorance of different topics. This suggests a potential limitation of the materials which may need to be addressed when the materials are revised as planned.

It was also noticeable, in the area of error correction, that teachers themselves are not aware of the acceptable constructions. This seems to occur particularly with the use of prepositions, the article and the singular form of the third person pronoun. During the TLA described above, the teacher used prepositions and the article incorrectly. She corrected the learners' use of the present tense to the past twice. This was the only form of correction to occur in this activity. There was no use of the learner's mother tongue, nor was any form of praise or encouragement given to the learners. The first TLA in every lesson gives learners an opportunity to discuss a topic in an open-ended way and yet, when the transcripts of the three lessons are analysed, this TLA elicited the fewest number of different utterances from the learners. The teachers did not assist the learners by opening the discussion to allow the children to talk about the topic differently from what the radio narrator had asked. The second TLA, which usually requires learners to practise a language structure such as the tag question, "isn't it?" or to differentiate

between two concepts, such as "safe" and "dangerous", was much more successful. The number of utterances given by the learners is tabled below.

Lesson	First TLA	Second TLA	Third TLA
Lesson 7 (Lerato)	five responses	fourteen responses	no responses - drawing
Lesson 37 (Lindi)	sixteen responses	seventeen responses	eight responses
Lesson 81 (Mary)	six responses	twenty responses	ten responses

Table 5.1 showing number of different responses from learners during the TLAs

The table above shows an interesting variation in the number of responses made by the learners during the different TLAs. The second TLA elicited the highest number in all three lessons and yet it restricted both teachers and learners to giving responses of a very narrow nature. The nature of this activity does seem to support Dulay, Burt and Krashen's (1982: 14) view that "unless the learner can piece together the meaning of what is being said (with the help of concrete visual aids, for example), learning will proceed slowly". Certainly the second TLA in two of the three lessons made use of the EIA poster or the poster and the workbook and these two lessons

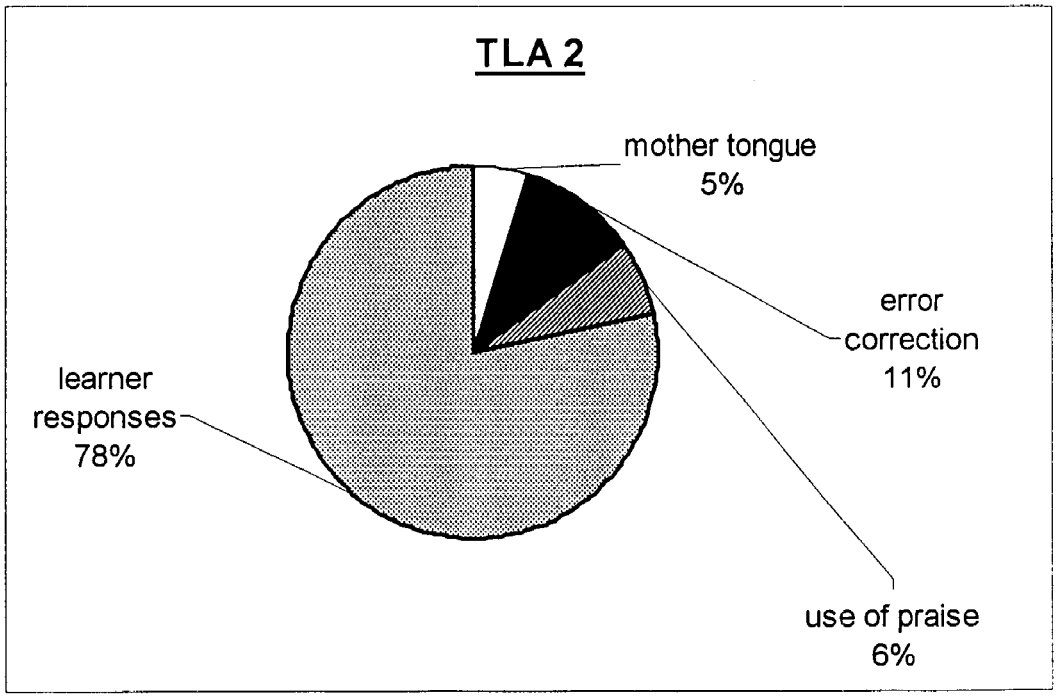


figure 5.2 Pie Chart showing teachers' use of mother tongue, error correction and praise in relation to learner response in the second Teacher-Led Activity.

elicited seventeen and twenty responses from the learners respectively. The percentages shown in the Pie Chart, Figure 5.2, above, indicate just how much the learners were able to use the language in these three lessons. Figure 5.2 also shows how much more teacher interaction there was during this TLA than in either of the other two. The possible implication of this is that the narrower more rigid structure promotes both teacher and learner confidence as the nature of what is expected of them is much simpler and more concrete.

It is noteworthy that there is more evidence of error correction during this TLA than during either of the other two. The teachers used their learners' MT more during the first TLA, probably because it was more open-ended and demanded more original ideas from both the teachers themselves and their learners. It is also interesting that teachers praised their learners more during the second TLA than during either the first or third TLA and yet the second TLA was cognitively much less demanding of the learner.

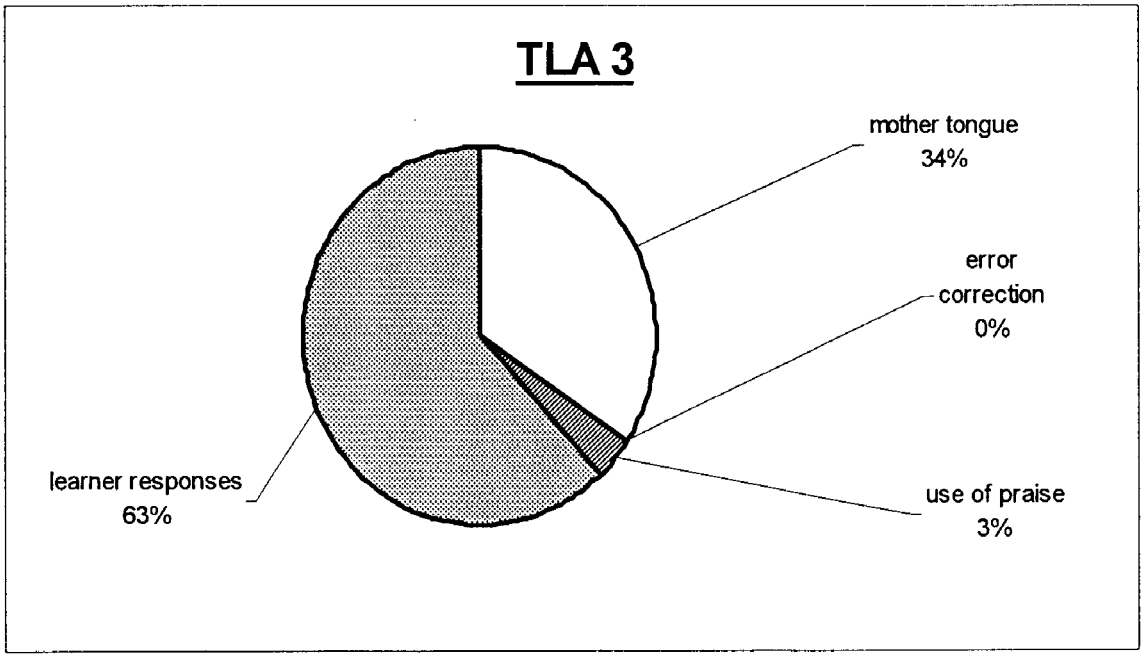


figure 5.3 Pie chart showing teachers' use of mother tongue, error correction

The only teacher to use her learners' MT significantly was Lindi, in Lesson 37. What is interesting is that if these three lessons are looked at in terms of the difficulties they might have

appeared to give the learners, lesson 37 did not seem to be the most difficult of the three. The first TLA of Lesson 37 was very similar to the second in terms of the structures required. Of the three lessons, the first TLA of lesson 37 demanded the least discussion of any topic.

In contrast, the first TLA of Lesson 81 appeared to be the most difficult for the learners as the teacher had resorted to using leading questions in her efforts to help learners recall what they had just heard. In spite of her efforts she met with very little success. The learners only managed to give six responses to her questions. The degree of difficulty did not seem to make very much difference to teachers' decisions to use their learners' MT. When they were asked about this they all claimed they used MT to assist the learners only when they experienced real difficulties, but this was not supported by their practice.

As shown in Figure 5.3 there was no correction of errors during the third TLA. More use of the learners' MT occurred during this TLA than during any other. This was probably due to the fact that learners were required to draw a picture in the third TLA of the first lesson observed, (Lesson 7) and needed to open workbooks or concentrate on the concept of voting in the other two lessons (Lessons 37 and 81 respectively). Teachers also made very little use of praise during the third TLAs.

All three teachers when interviewed and in their responses to the questionnaire stated that they felt error correction was very important and that they corrected their learners' errors frequently. The transcripts of the lessons do not support their apparent belief about their practice, however. When this was pointed out to them, they all showed a degree of surprise and then tried to justify the lack of error correction by saying that they normally did this and that this had just been overlooked in that particular lesson.

Teachers, both those who answered the questionnaire and the three teachers who form the subject of this case study, stated strongly that praise and encouragement of the learners was an important factor in building learner confidence and lowering learners' fears and anxieties. Yet when the transcripts were analysed for evidence of teachers' use of praise and encouragement there was very little. What was used was very simple and unvaried. The only word used to praise their

learners explicitly was all three teachers' use of the word "good" in response to a learner's utterance.

During the three lessons it was clear that the teachers had a good rapport with their learners and less explicit indications that the learners were on the right track were made. All three teachers smiled at their learners and clapped hands when a particular learner had given a correct or expected answer. The classroom arrangement in all three lessons enabled the teachers to move around comfortably and they all did this. This meant that frequently teachers used gestures such as a pat on the head to show approval or to encourage a learner. They were also able to go close to learners to ask questions. This was done in a friendly warm style during these lessons and it was clear from the confidence shown by the children that they were comfortable with their teachers.

None of the teachers commented on some of the more unusual answers given by their learners. During the second TLA in the first lesson, for example, a learner said "I can see a car and I can't see a lion." The teacher repeated the learner's sentence and even reinforced the fact that there was "no lion here," but did not ask why the learner had chosen such an animal. The activity required learners to say what they could and could not see in the poster representing the little town in the EIA Level Two series. It was intended to give learners an opportunity to compare something with what they perhaps had experience or knowledge of. While the learners gave answers which showed they understood the instruction at least superficially, the teacher made no effort to direct the learners to thinking about other places they knew.

During the first TLA in the second lesson, the learners were asked what was safe and what was dangerous. The teacher tried only to redirect her learners to tell her more about safe things. Learners suggested a number of dangerous things, almost all offered as single words, and the teacher did not ask why the example was dangerous, for example, a child said, "Crickets are dangerous." The teacher did not ask what this child meant nor how this "cricket" could be dangerous. (A Cricket is a brand of cigarette lighter.) There was an opportunity to explore her learners' understanding of different kinds of danger and safety by asking one or two questions about the learners' choices.

The teacher from the third lesson also did not make as much of her opportunities to extend her learners as she could have. The learners were asked to look at a picture in their workbooks and compare this with the poster representing the little town of Kofifi in the EIA Level Two series. The activity elicited some interesting sentences such as, "I see a robot." The teacher repeated the answer, but, instead of perhaps asking the learner what there was in the Kofifi poster which was similar to a robot, she simply said, "At the Big City we've got robots and at Kofifi we don't have robots."

5.4 Description of and comment on Other Teachers' Responses to the Questionnaire

The tables below give some idea of what other teachers using the OLSET Radio Learning Programmes with their learners feel about the feedback strategies being described and analysed in this study. The responses also indicate superficially what teachers at least believe they are doing by way of giving feedback to their learners. The teachers' responses to the questionnaires are similar to the responses from the three teachers described in this study. This seems to confirm that what was observed in the three teachers' classrooms is probably close to other teachers' feedback practices. This suggests that an understanding of the three teachers' classroom practice will be helpful in the implementation of OLSET's teacher development work with the teachers using the EIA radio learning programmes.

What teachers say about the use of their learners' Mother Tongue, Table 5.2 below, in their answers to the questionnaire is much the same as was said by the three teachers whose feedback has been described in detail above. In an earlier study (Kenyon 1996) in which schools' language policy was examined, I found that very similar views were expressed. When groups of teachers are asked what their views are on the use of their learners Mother Tongue, these views are largely similar to those described above. When teachers are asked to talk about the different ways other languages are used, they again, almost all seem to feel that using other languages either amongst themselves or with their learners has little or nothing to do with the medium of instruction language of the classroom. It is only after asking teachers to reflect on the differences between an English medium of instruction policy in their schools, and the same policy in an English First Language school, that they begin to explore how languages are being used in reality. They also

all seem to need to excuse their use of their learners' mother tongues and only after discussion realise the value of their own and their learners' multilingualism. As pointed out in Chapter 4, there is a need to encourage teachers to use the different languages of their learners not only because this will assist in the development of the relevant cognitive skills but also because multilingualism is a rich resource for their learners.

The tables below show the kinds of teachers' responses to the questionnaire. All the teachers indicated that they used their learners' languages but many did not see this as a strength. Some of the teachers indicated that this was a last resort and done because the children were still very young. These sorts of responses were offered almost apologetically to excuse the use of the mother tongue. Responses are given verbatim as written in the questionnaire.

Teacher:	When is MT used?	Advantages of using MT	Disadvantages
Teacher 1	when learners don't understand the question	to grab their understanding	no disadvantage
Teacher 2	to emphasise a point	they clearly understand what is taught	not to my knowledge
Teacher 3	if they don't understand	to increase their vocabulary	no disadvantage
Teacher 4	before I start the lesson	so that they understand the lesson	if used throughout the children won't grasp the language of English (sic)
Teacher 5	when they don't understand the question or the instruction	so that they understand the story better	they must try to talk English most of the time
Teacher 6	to explain word that they don't understand	to make them understand the meaning of the words	no disadvantage
Teacher 7	during the process of the lesson - to reinforce or highlight some important facts/points	to avoid ambiguity - boredom - nervousness. I believe in giving highlights - NOT the whole story.	learners may not concentrate - because they already know the facts of the story.
Teacher 8	so that the learners should understand what the lesson is all about	they will enjoy more, and if it comes to a push (sic) they'll laugh or feel sorry	children will not be able to learn English words and they'll wait for you to explain the meaning of the story words.
Teacher 9	if the learners do not understand what the story is about also if they do not understand the questions	it makes the learners to understand (sic) and participate fully during the lesson	the learners will never learn to express themselves or answer questions in English.

Table 5.2. showing other teachers' use of learners' mother tongue.

It is interesting to note from table 5.3 below that all the teachers responding to the questionnaire seem to believe that correction of learner errors is important. This is supported by evidence

obtained during more informal discussions with groups of teachers attending the Teacher Support Group meetings as well. Five of the nine teachers who answered the questionnaire said they always corrected their learners' errors. Only one teacher chose error correction as the best form of feedback for her learners while another wrote that modelling or repeating a correct version was the best form of feedback to give learners. Teacher Nine ticked both praise and correction of errors as being the best form of feedback for her learners.

Teacher	**Do you correct errors?**	**When do you correct error?**	**Is it the best form of feedback?**
Teacher 1	Always	Sometimes after the lesson	No (Praise is)
Teacher 2	Sometimes	Sometimes after the lesson	No (Praise is)
Teacher 3	Always	Sometimes after the lesson	No (Praise is)
Teacher 4	Always	After the broadcast	No (Praise is)
Teacher 5	Always	Sometimes after the lesson	Yes
Teacher 6	Always	Sometimes after the lesson	No (Praise is)
Teacher 7	Sometimes	Sometimes after the lesson	Model, repeat the right answer
Teacher 8	Sometimes	Sometimes after the lesson	No (Praise is)
Teacher 9	Sometimes	Sometimes after the lesson	Yes and no (Ticked both praise and error correction)

Table 5.3. showing other teachers' use of error correction.

When teachers' use of praise and encouragement is looked at, they all say they give some form of praise and encouragement to their learners. Teacher 5 is very clear that correcting learner error is the best form of feedback and has her learners correct errors as an additional form of feedback.

She is the only teacher in this sample to be so emphatic about the use of error correction. All the other teachers give examples of the kinds of praise and encouragement they give their learners. The most common additional form of feedback teachers find useful is asking questions.

Teacher	What do you say when your learners do well?	What is the best kind of feedback to the learners?	What other feedback do you give your learners?
Teacher 1	very good, fantastic, excellent	praise and encouragement	asking questions on what was being done
Teacher 2	I praise and give them sweets	praise and encouragement	asking questions, repeating
Teacher 3	I praise and encourage them as needed	praise and encouragement	to repeat the lesson and ask questions
Teacher 4	I tell the children to clap hard to encourage them	praise and encouragement	by summarising
Teacher 5	Praise	correct their errors	corrections where they have done wrong
Teacher 6	I praise them	praise and encouragement	by asking questions or pupils views or discussing the lesson
Teacher 7	I congratulate them - at times together with the whole class	model the right answer; repetition of the right answer	after the lesson or the following day
Teacher 8	I always say that's good or learners will clap hands for motivation's sake	praise and encouragement	written questions on the board and call one learner to be a teacher so they answer questions asked by learners.
Teacher 9	praise them; encourage them	praise and encouragement as well as correction of errors	no others tried

Table 5.4 showing other teachers' use of praise and encouragement

5.5 Limitations of this Study

The three teachers chosen as subjects for this study work in classrooms in three township schools in Gauteng. Although the three schools are urban primary schools they are under-resourced and situated in poor socio-economic areas. The overwhelming demand from parents for their children to learn English is a major factor in many schools' decisions to opt for an English medium of instruction policy. This decision leads to an even greater need for high quality, effective ESL teaching and learning materials.

An important limitation is that of the size and nature of the sample from which the data has been taken. The OLSET English In Action materials are used in both urban and rural classrooms in widely varying conditions. The lessons analysed here were all conducted in urban classrooms in relatively well-resourced schools. The three teachers are all qualified and have better access to English in the community than many of their peers in the rural areas of South Africa. As was shown in the photographs in Chapter Three illustrating the variations in schools and classrooms in which the OLSET "English In Action" programmes are used, teachers have to contend with extraordinary problems and are often severely constrained by their conditions. This study does reflect the variation in classroom practice which the many variations in conditions impose on teachers. In that sense the classroom practice described above does not reflect the practice of the majority of teachers. It does, however, give an insight into what is possible.

The three four-minute segments of data from each teacher constitute less than half the 26 minutes 30 seconds lesson time. The TLA segments have been specifically designed for teacher-learner interaction and give teachers and learners opportunities to practice elements of English which have been provided in the preceding audio segments.

One of the problems in trying to gather data from classrooms in the way it was done for the purposes of this study arises from the fact that one is an outsider and one's presence affects the relationships between teachers and learners. Both groups show their awareness of other people and there is a certain unnaturalness in the behaviour. The learners are distracted by any movement of the visitors. When the tape recorder or camera is moved many learners immediately turn from

the activity they are meant to be concentrating on and look at or nudge each other and whisper about whatever has caught their attention. This influences the data because it is not clear whether the learners would respond differently and be able to give better and longer answers if no visitors were present.

When the teachers were asked about the effects of the visitors on their own practice and on their learners' behaviour all three said their learners are usually affected by the presence of visitors and are less free. All three commented on the behaviour of their learners during the lessons described in this study. They emphasised that their learners were normally much freer during the radio lessons when no visitors were present. They all gave explanations of occurrences during their lessons when they felt their learners had not done what was expected of them.

On a practical level, the classrooms from which the data was taken were affected by the noise of the learners within and this general noise affected the quality of the recordings. It was not possible to attach the tape recorder and microphone to the teachers because of the difficulty they had with operating the controls of the machine while trying to concentrate on interacting with their learners. Teachers also showed signs of alarm when asked about using the recording equipment themselves. I decided for that reason to operate the tape recorder myself. After a number of trials using different recording equipment in classrooms I attached the clip-on microphone to my jacket and positioned myself in such a way as to have it facing the teacher throughout the lesson as this gave me the best recordings. I also decided against using a video camera after a few attempts as this seemed to distract and affect the learners' performance to a very great extent. Whenever a camera was produced the learners' attention immediately turned towards it and many of them "performed" for the camera. Even taking still photographs gave similar problems. As a result of my experiences I left the taking of photographs mainly to the end of the lesson. The photographs of the learners in this study merely show what these classrooms look like in an attempt to give readers a clearer idea of the kinds of conditions teachers and learners work in. The schools in this study are, however, much better in terms of infrastructure and resources than the majority of rural schools which also use the EIA programmes.

Another factor which impacted negatively on the teachers' use of the materials was the absence of a regular radio broadcast due to problems with different radio stations' inability to provide OLSET with sufficient air time for the broadcasts of both Level One and Level Two programmes. OLSET was not able to provide more than one set of audio cassettes of the programmes per school because of the heavy costs that entailed. This meant that teachers had to share sets of cassettes and this often resulted in poor progress and problems with the cassettes themselves.

In addition the tremendous workload placed on the Regional Coordinators because of the rapid expansion of the Radio Learning Project's "English In Action" programmes into schools affected the level and frequency of support given to teachers. Thus, there were fewer opportunities for training workshops for teachers wishing to use the Level Two materials. There were also fewer opportunities for classroom observation and Teacher Support Group meetings, the other support mechanisms developed by OLSET.

As most of the teachers using the Level Two series were in schools which had already had at least a year of the EIA programmes in their schools, teachers were able to obtain support from their colleagues if they needed it.The management and teachers in the schools used for this study showed a high level of commitment and enthusiasm as well as a willingness to participate in the research when this was discussed with them before the lesson observations and recordings took place. The teachers involved have also been very keen to talk about their classroom practice and some of the problems encountered in using the Radio Learning programmes.

5.6 Conclusion

The feedback strategies described in the earlier chapters of this study show that teachers use their learners' MT in ways that fit with Gough's (1996) definition of "educational code-switching". Teachers' use of the MT also supports Myers-Scotton's (1993: 1) view that "code-switching of languages offers bilinguals a way to increase their flexibility of expression, going beyond the style-switching of monolinguals". It also offers learners "a way to overcome difficulties in sentence-planning by making use of the resources of more than one language" (Myers-Scotton. 1993: 2).

As far as error correction is concerned, the teachers all say they believe it is important and that they correct learner errors all the time. An analysis of their practice reveals that this is not always so and, in fact, often more errors are made by the teachers themselves. This raises several questions about what to tell teachers about the efficacy of error correction and the possible effects their errors may have on the learners. It is clear from the data that the majority of the errors made concerned the use of the definite and indefinite article, prepositions and the tense of the verb. Nearly all the teachers were able to identify these errors when errors were discussed with them. As soon as conversation became a social interaction again, the errors returned. In other words, teachers are able to diagnose errors of a particular nature and to correct them but they are not conscious of making them in colloquial speech. This inevitably leads to the acquisition by the learners in the classrooms, internalising the same structures and fossilization of certain language structures taking place. In an effort to mitigate against this the "English In Action" radio programmes provide alternative examples of natural language. It is difficult to ascertain from a study as small as this whether these audio lessons are having the effect we hope they have.

Evidence of teachers' use of praise and encouragement was minimal in the three TLAs recorded and analysed for this study. Teachers again state a firm belief in the effectiveness of this form of feedback and seem from their responses to believe they give positive and encouraging feedback to their learners, but there is little evidence from their classroom practice, as gleaned for this study, to support this. Far more use of praise and encouragement was seen in a number of EIA Grade One classrooms on other occasions when I observed lessons given by other teachers using the programme. It is not clear whether teachers find less opportunity for praise and encouragement because of the format of the Grade Two programmes or whether this difference arises from other factors. The two series differ quite considerably in format. The EIA Level One programmes, designed for use in Grade One classrooms are more physically interactive than those designed for Grade Two. EIA Level One is designed to give learners an opportunity to acquire more than 500 words and a number of simple English structures, while EIA Level Two requires the learners to produce much more English as a result of the earlier inputs and the additional inputs provided by the serial story.

5.6.1 Ways in which the Research Findings May be used for Teacher Development

This study provides an outline of some of the contradictions and tensions inherent in classroom process research methods and in the debates around the use of different feedback strategies employed by teachers in their classrooms. Despite these apparent contradictions, I intend using classroom process research methods in an effort to develop an understanding of what teachers are doing in their classrooms during the OLSET English In Action Radio Learning Programmes, with a view to developing, in collaboration with the teachers, a teacher development programme which results in teachers being enabled to take control of their own professional development.

Some of the issues which this study raises for teacher development relate to how complex segments of the lessons appear to be for both learners and teachers. The first TLA of all three lessons described seemed to present difficulties for both learners and their teachers. These TLAs are designed to be open-ended and involve learners and teachers in discussion. As such there is little rigidity in terms of a framework or language structure which the learners can use, merely filling in the gaps with their own items as there is in the second language or structure-based second TLA. For example, the segment requiring some knowledge of birds and their eggs in Lesson 7, the first lesson described for this study, seems to require an understanding from the teacher which she did not have. It appeared that she was unable to suggest other ways her learners could approach this problem and so she simply stopped asking questions halfway through the activity and justified this after the lesson by claiming the time was too long. A number of similar activities exist in the series and, indeed, it is difficult to judge just which activities teachers are more likely to find difficult than others. It seems more useful to look at workshop programmes which are designed to assist teachers in solving their own problems. It might be useful in discussions with teachers to suggest the kinds of questions which would be more likely to encourage learners to think about issues. Questions Lerato, the teacher in this instance could perhaps have asked are, for example, what is an egg; what can you tell us about eggs; and then perhaps go on to ask if they knew about different kinds of eggs. It seemed generally accepted by both teacher and learners in this class that birds laid eggs in nests. Teachers need to be encouraged to use this common knowledged as a foundation for building new information and ways of talking about both known and unknown things. Teachers need also to be encouraged to deviate from the

activity proposed by the radio narrator when it is obvious from their learners' responses or lack of responses that they need other information in order to enhance the language learning that it happening. It seems clear from the observations described in this study that workshops should include questioning skills in order for teachers to expand and extend their learners. Some of these could include ways in which to explore a learner's initial response by asking additional questions or encouraging other learners to ask further questions. Opportunities for this type of expanded interaction certainly existed in the firs TLA of the first lesson. They also existed in the other lessons where, for example during the second lesson, learners could have been asked to challenge peer's statement that something was either safe or dangerous. During the discussion TLA of the third lesson where it seemed clear that learners had not really understood what they were supposed to do, it would have been more useful for Mary to ask individual learners to tell the class what they remembered about the story and have other learners try to fill the gaps. This might have led to a greater understanding of what the narrator's questions required and the learners' ability to answer could have been more constructive and challenging. Teachers need to use the radio lesson materials as a way to provide their young learners with their language in a more natural and genuinely communicative setting than other print-based programmes might provide. Workshops and the Teachers' Guides must include suggestions teachers could use in order to develop this resource more fully to meet the individual needs of their learners.

Another factor, which it became clear will need to be addressed during the workshops for teachers prior to their using the radio lessons, is the kind of preparation which is required. Teachers seem to need guidance in looking for the kinds of activities which might give learners problems and then finding ways to mediate these so that learners are helped to succeed. All the TLAs are summarised in the Teachers' Guide provided with the radio learning materials. If Lerato in the first lesson had prepared additional material or talked about birds and how many kinds of birds learners might have been able to see in their school grounds, the learners would have probably been able to provide far more information and been able to express this in English with more confidence. Lindi, the teacher of the second lesson, could also have given examples of what was safe when it seemed that her learners were not able to name many safe activities or objects. This could have been enriched by asking questions about why something was either safe or dangerous.

What this study has revealed in terms of teacher development is that while there is an apparent clarity and capacity to use the less difficult more rigidly structured TLAs provided in the radio programmes, teachers need more assistance in the development of higher order questioning skills as well as strategies which they could use to broaden and deepen their learners' responses. It is not enough to get learners to give a single word or even simple sentence answer to a question. Learners need to be encouraged to think about their answers and be able to explain something about their answers.

It is the task of the Regional Coordinators to support teachers and provide them with ideas and opportunities to develop and exchange their own ideas in order to promote good classroom practice. With this objective in mind I also hope to use this study and my findings to assist the Regional Coordinators in their development and acquisition of relevant and useful observation skills. Regional Coordinators are required to observe lessons and offer constructive support to teachers in the course of their roles as members of the teacher development team. This study has provided a model of lesson observation which I intend using as a discussion document at the OLSET Teacher Development staff development workshops. The observations by the Regional Coordinators help the materials development team in the ongoing development and revision of appropriate English language teaching materials. I hope that in using an approach that is intrinsically qualitative the OLSET Teacher Development Team and teachers with whom we work will gain useful insights into the way learning takes place and that these insights will contribute to the Team's ongoing support of teachers in the classroom. In the longer term, these insights need to contribute to teachers' ongoing professional development and their ability to reflect on their own practice and modify it according to the insights gained.

The three lessons I have described give a broad picture of the nature of the language inputs and the possible variety of interactions provided by the OLSET Radio Learning Programme's English In Action, Level Two series. Brown writes

> The importance of the issue lies in the fact that it is clear from more recent research that adult and peer input to the child is far more important than nativists earlier might have believed. Adult input seems to shape the child's acquisition, and the interaction patterns between parent and child change according to the

increasing language skill of the children. Nurture and environment in this case are tremendously important, though it remains to be seen just how important parental input is as a proportion of total input.

A sub field of research that is occupying the attention of an increasing number of child language researchers is the area of conversational or discourse analysis. While parental input is a significant part of the child's development of conversational rules, it is only one aspect, as the child also interacts with peers and, of course, with other adults. Berko-Gleason (1982: 20) described the new trend: "While it used to be generally held that mere exposure to language is sufficient to set the child's language generating machinery in motion, it is now clear that, in order for successful first language acquisition to take place, interaction rather than exposure is required: children do not learn language from overhearing the conversations of others or from listening to the radio, and must, instead, acquire it in the context of being spoken to."

While conversation is a universal human activity performed routinely in the course of daily living, the means by which children learn to take part in conversation appear to be very complex (Brown 1987: 33).

This has great significance for the Radio Learning Programme which has attempted to develop an interactive model through which children are exposed to natural language in contexts which will engage them fully and which will provide opportunities not only for children to be "spoken to" but also for children to speak for themselves. The lessons which I have described provide evidence of OLSET's commitment to the notion that Brown suggests is very significant for the successful acquisition of language, and that is that, "children do not learn language from overhearing the conversations of others or from listening to the radio, and must, instead, acquire it in the context of being spoken to" (Brown 1987: 33). I believe that the Radio Learning Programme's lessons are not just to be listened to but have been designed in such a way that they provide a very useful substitute for real conversational input for our young learners. I also believe that this is a relevant and useful form of input because it uses sound and natural conversational

language which the young learners are able to listen to and understand successfully. I hope the descriptions of the lessons have shown this.

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APPENDIX ONE: TRANSCRIPTIONS OF RECORDED TEACHER-LED ACTIVITIES

TRANSCRIPTION 1:

1. TEACHER: LERATO: EIA, LEVEL 2, LESSON 7

FIRST TEACHER-LED ACTIVITY: Zuko and Oupa find a bird's egg. Teacher, have the children describe a bird's egg they know.

Teacher: Right. Have you ever seen a bird's egg? Nosikelelo?

Child: I have seen a bird's egg in the nest on the tree.

Teacher: Right. Nosikelelo says she saw the bird's egg in the nest on the tree. Jabu where did you see a bird's egg?

Child: I see a bird's egg in the grass.

Teacher: Jabu says he saw a bird's egg in the grass. Tsoko?

Child: I see a bird's

Teacher: I saw

Child: I saw the bird's egg in the nest on the grass.

Teacher: In the nest. Right. Tsidi?

Child: I see I saw a bird's egg in a flowers.

Teacher: in the flowers, inside the flowers. Right. Siphiwe?

Child: I saw the bird's egg in the nest.

Teacher: In the nest. Right. What is the colour of the bird's egg?

Child: The colour of the bird's bird's egg is green.

Teacher: Is green Here they say a bird's egg is green. (Speaking to the OLSET visitors.) I am a little puzzled about that. Their egg is not green but they are following the story. They say it is green. (Back to the children) And then, is it big or small? Is the bird's egg big or small, Lungile?

Child: Small.

Teacher: The bird's egg is ...

Children: Chorus: Small.

Teacher: It's ...

Children chorus: Small.

Teacher: Small. Right.

Teacher simply stopped interacting with the class at this point. She seemed to freeze or not to have any other questions to ask about the bird's egg and the children's knowledge of this topic. I asked a question:

OLSET Observer: Would they know that different birds can lay different kinds and sizes of eggs?

Teacher: No.

OLSET Observer: I was wondering cos cos they all said they saw these eggs in different places if they'd seen different kinds of birds with different kinds of eggs.

OLSET Regional Coordinator: In MOTHER TONGUE also gave input here. In English she asked: What can they do with eggs?

Teacher: (Back to the children) Right. What can we do with eggs? We also eat eggs at home. (Pause) We also eat eggs at home. (Pause) Where do they come from those eggs? Where do they come from, (pause) Lungile?

***CHIME** indicating the end of the TLA masked last response.*

Child attempts to answer and other children add their efforts.

Teacher: They come from the ...

Children: Chorus: Chicken. The class then shifted their attention back to the broadcast.

2. TEACHER: LERATO: EIA, LEVEL 2, LESSON 7

SECOND TEACHER-LED ACTIVITY: Oupa and Zuko looked at a picture of a bird and birds' eggs in a book. Now it's your turn to look at a picture. Teacher points at the poster of Kofifi. Have the children tell you what they can and can't see.

Teacher: Right. Let us look at the picture at Kofifi. Right. You're going to tell me the things that you can see at Kofifi and the things that you can't see. Can you see there at the back? Thulani, can you see at the picture? Niyabona? Right. Tell me the things that you can see at Kofifi? Busisiwe tell me what you can see?
Child: (very softly) I can see
Teacher: Speak aloud.
Child: I can see Kofifi grass.
Teacher: Right. Busisiwe say she can see a grass. Right. Siphiwe, what else can you see?
Child: I can I can see a car and I can't see a lion.
Teacher: Siphiwe can see a car and he can't see a lion. There is no lion here, ne? Eh.. Bulelwa?
Child: I can see a Kofifi clinic.
Teacher: Kofifi clinic. Who can come and show me Kofifi clinic? Where is Kofifi clinic?
Child: Several children volunteer by a show of eager hands to do this. Child goes up to poster and points at clinic.
Teacher: Right. Good. (Pointing at clinic on poster) This is....
Children: Chorus: Kofifi clinic.
Teacher: Right. What else can you see? Lungile?
Child: I can see Kofifi Primary School.
Teacher: Kofifi Primary School. Where is Kofifi Primary School?
Child: goes up to poster and points out school. Several children volunteer by a show of eager hands to do this.
Teacher: Right. Good. This is Kofifi Primary School. What else can you see? Phindi?
Child: I can see a shop.
Teacher: Shop? Where is the shop? Show us the shop? Mbambayi?
Child: Child goes up to poster and points at place.
Teacher: Is this a shop?
Children: Chorus: No.
Teacher: Where is the shop? Musa?
Child: Child points at place on poster.
Teacher: Is this a shop?
Children: Chorus: No.
Teacher: What is this? (Pause for answer.) What is this?
Child: Post Office.
Children: Chorus: Post Office.
Teacher: This is Kofifi Post Office. Right. Tell me the things that you can't see at Kofifi. Tell me the things that you can't see at Kofifi. Siphiwe?
Child: I can't see a train.
Teacher: Siphiwe can't see a train. Is there a train here?
Children: Chorus: No.

Teacher: No. There's no train. Siphiwe can't see a train. Sithembiso?
Child: I can't see a lion.
Teacher: Sithembiso can't see a lion. There is no lion at Kofifi.
Child: I can't see a cow.
Teacher: Princess can't see a ...?
Children: Chorus: Cow.
Teacher: Cow.
Child: I can I can't see a man.
Teacher: You can't see it. You can't see a man?
Children: Chorus: No.
Teacher: There is no man there at Kofifi?
Child: Yes.
Teacher: There is a man there at Kofifi. Zandile?
Child: I can't see a zebra.
Teacher: Zandile can't see a zebra. Jabu?
Child: I can't see a water.
Teacher: Jabu can't see water. Precious?
Child: I can't see a cow.
Teacher: Precious can't see a cow. Right. Let's change. Tell me the things that you can see. Other things that you have not mentioned. That you can see. Tsepho? (Who doesn't volunteer an answer.)
Child: (hesitantly) I can see a bus.
Teacher: Sibongile can see a bus. Where is the bus? Come and show me.
(Gestures to the poster and child goes up to the poster and points at the bus.)
Teacher: Right. What colour is the bus? What colour is the bus? Jabulani?
Child: Red.
Teacher: Answer in full sentence. What colour is the bus?
[At this point the cassette is inaudible because of some kind of failure within the equipment.]
Teacher: The colour of the bus is.....?
Children: Chorus: Red.
Teacher: The colour of the bus is red and orange.
Children: Chorus: This last phrase; ie "red and orange"; the children say with the teacher.
Teacher: And then? What else can you see?
***CHIME** signalling end of TLA.*

3. TEACHER: LERATO: EIA, LEVEL 2, LESSON 7

THIRD TEACHER-LED ACTIVITY: They looked at a bird book too. Teacher, have the children draw a picture from today's story.

Teacher: Right. We are going to draw about the story that you heard today on the radio. (This is said while the teacher fetches and hands out the children's exercise books. The activity proceeds very slowly, seemingly because of the class management issues involved in finding and handing out the exercise books.) Draw anything that you remember, ne? That you have heard from the story. (She then continued to hand out books for short time but said nothing while doing so.)
Teacher: MOTHER TONGUE (explanation of what to do).

Children: Buzz from the children who then began the activity and asked to borrow various items such as pencils, crayons, etc, or asked peers for assistance.
Teacher: Do you have a book, William?
Child: Yes.
Teacher: Red?
[Teacher moved around the class looking at children's pictures but saying virtually nothing. She left the children to get on with the task, which they did with apparent enthusiasm and understanding. All the children were engaged in the task to a greater or lesser extent. Even those who at first did not seem to know what to do caught on pretty quickly.]

CHIME to indicate end of TLA.

TRANSCRIPTION 2:

1. TEACHER: LINDI: EIA, LEVEL 2, LESSON 37

FIRST TEACHER-LED ACTIVITY: Discussion about things that are safe and dangerous. Teacher asked to write the words "safe" and "dangerous" on the chalkboard and explained heir meaning in Mother Tongue.

Teacher: Safe, ne? (Points at word on the chalkboard). Dangerous? (Points at word on the chalkboard). Do you know the meaning of "safe"?
Children: Chorus: Yes.
Teacher: MOTHER TONGUE
Children: Several children attempt to explain.(This is inaudible as the attempts are done simultaneously.)
Teacher: It's safe? MOTHER TONGUE. It's safe. MOTHER TONGUE. There's nothing which will harm you, ne? And then dangerous? MOTHER TONGUE. Dangerous?
Child: (very softly) Electric.
Teacher: Electric is dangerous, ne? Okay. MOTHER TONGUE. ...ingozi, ne? When we talk of dangerous we mean things which are
Child: dangerous.
Teacher: which can harm us, ne? And then safe? They are good, ne?
Children: Chorus: Yes.
Teacher: Okay. Now we are going to talk of safe things first, ne? Okay. Tell me what is safe?
Child: You are playing to street to home is safe.
Teacher: To play in the home is safe.
Children: Chorus "safe" with the teacher.
Teacher: And there's another one. MOTHER TONGUE (to individual child).
Child: Cricket? (Not clear on tape). [*The cricket referred to is apparently a brand of cigarette lighter common in these homes and environments.*]
Teacher: Is dangerous, ne?
Children: Chorus: Yes.
Teacher: And then?
Child: Crickets are dangerous.
Teacher: Crickets are dangerous.
Child: Kicking is dangerous.
Teacher: Kicking is dangerous.
Child: Snake is dangerous.
Teacher: Snake is dangerous.
Child: (very softly) Matches is dangerous.
Teacher: Matches is dangerous. Lerato?
Child: Elephant is dangerous.
Teacher: Elephant is dangerous.
Child: Elephant is dangerous.
Teacher: Elephant is dangerous, ne?
Child: Lion is dangerous.
Teacher: Lion is dangerous. You are talking of dangerous things only.
Children: Chorus: No.

Teacher: Name (inaudible amongst the general hubbub in the classroom.)
Child: Dog is dangerous.
Teacher: Dog is dangerous. Liani?
Child: Lion is dangerous. (Several other suggestions were called out and not distinguishable as a result.)
Teacher: Soccer ball is dangerous. Comfort, tell me. What is not dangerous?
Child: (very softly)Chicken.(Several other children offer suggestions which makes distinguishing them very difficult.)
Teacher: What?
Child: A chicken is not dangerous.
Teacher: What?
Child: A chicken.
Teacher: A chicken is not dangerous. And what else? (Pause for answer.) Maggie?
Child: A goat is dangerous.
Teacher: Goat is dangerous. Sebolelo?
Child: Heater is dangerous.
Teacher: Heater. You're talking of dangerous things only. I don't want to hear dangerous things now. I want to hear of safe things. Elsie?
Child: Crossing on the scholar patrol is not dangerous.
Teacher: Good. Crossing on the scholar patrol is not dangerous. And what else? Dinale? (Pause for answer.)
Child: Elephant is dangerous.
Teacher: I don't want to hear dangerous things now. I want to hear safe things, ne?{Pause and then appears to give in to children's desire to talk about dangerous things when there is not response to her request.] Elephant is dangerous and then what else?
Child: Cow is dangerous.
Teacher: Cow is dangerous. Benji?
Child: (speaking very softly makes an inaudible attempt.)
Teacher: Bicycle is not dangerous. Brief MOTHER TONGUE comments. TV? Nor?
Child: Playing soccer is not dangerous.
Teacher: Playing soccer is not dangerous.
***CHIME** indicating the end of the TLA.*
Child: Car is dangerous.
Teacher: Car is dangerous, ne?

2. TEACHER: LINDI: EIA, LEVEL 2, LESSON 37

SECOND TEACHER-LED ACTIVITY: Teacher, ask the children to tell you the meaning of "near" and "far". Then ask them to tell you things that are near or far.

Teacher: Okay. Maserato is near yini?
Children: Chorus: Maserato is not far.
Teacher: Okay. ... is not far. And then far?
Children: Chorus: MOTHER TONGUE responses.
Teacher: Okay. Ehh. You must eh each time you stand up and tell me ....Where is (name) standing. Whether something is near or far. Name of child unable to be distinguished.

Child: The tree is far from me.
Teacher: Okay. The tree is far from me.
Child: The car is far from me.
Teacher: The car is far from me.
Child: The toilet is far from me.
Teacher: The toilet is far from me.
Child: My uncle is far from me.
Teacher: My uncle is far from me.
Child: My chair is near to me.
Teacher: Okay. My chair is near. (Longish pause).
Child: attempting: My....
Teacher: Okay. And then?
Child: inaudible example.
Teacher: Mm. Mm? Thakani?
Child: My sister is near from me.
Teacher: Uh.Uh. Lerato?
Child: My dog is far from me.
Teacher: Your what?
Child: My dog is far from me.
Teacher: My dog. Okay. Name of child.
Child: (almost inaudible) My principal is far from me.
Teacher: Your principal is far from you. Betty?
Child: (almost inaudible and after a longish pause) My teacher is far from me.
Teacher: Is far? Ah Ha. Is it?
Child: Inaudible attempt.
Teacher: Okay. Jabulani.
Child: The window is far.
Teacher: Your what?
Child: The window.
Teacher: The window.
Child: The window (interjected while teacher is talking.)
Teacher: is not far. Is the window far from Jabulani?
Children: Chorus: No.
Teacher: No. Okay. Landelani your turn.
Child: Inaudible attempt.
Next child: Also inaudible attempt.
Teacher: Uh Huh. Sylvia. (Pause) You must speak loud, ne?
Child: The window is near from me.
Teacher: Uh Uh. What else? Masinthle?
Child: My mother is near from me.
Teacher: Where is your mother?
Child: (almost inaudible) At home.
Teacher: Is she near from you?
Child: She is.
Teacher: Where is she? She is still at home? Where is you mother? She is....?
Child: Unclear answer.
Teacher: So you must say your mother is far from you. And then, Tsepho?

Child: Inaudible answer.
Teacher: Uh Huh. Talapi?
Child: inaudible.
Teacher: Uh Huh. Colin?
Child: inaudible.
Teacher: I can't hear you. Speak loudly.
Child: inaudible.
Teacher: Uh Uh. And then?
Child: The chalkboard is far from me.
Teacher: The chalkboard is far from me.
Child: The picture is far from me.
Teacher: The picture is far from me. You must speak loud ne? Name?
Child: Inaudible beginning. .. Far from me.
Teacher: The what?
Child: Inaudible again.
Teacher: I can't hear you. The what?
Child: Inaudible reply for the third time.
Teacher: Eh?
Child: The window - becomes inaudible.
Teacher: The video/
Child: Window.
Teacher: The window. Okay. Terence?
Child: Bongiwe is near from me.
Teacher: Bongiwe is near from me. And then?
Child: Inaudible.
Teacher: Which glass?
Child: gestures.
Teacher: That one? Okay. Makana.
Child: Inaudible.
Teacher: I can't hear you.
Child: Inaudible beginning, ending; .. Is near from me.
Teacher: Your dog? Where is your dog? Makana, where is you dog?

***CHIME** for end of TLA*
Teacher: Huh? Your dog is far, ne?

3. TEACHER: LINDI: EIA, LEVEL 2, LESSON 37

THIRD TEACHER-LED ACTIVITY: Now tell the teacher about the games you like to play in the playground. Teacher, write the games on the chalkboard. Have the children vote for their favourite game.
Teacher: Okay. Now you are going to tell me the games which you like to play in the playground, ne? From there we're going to vote. You know the meaning of "vote", ne, ne? MOTHER TONGUE
Child: In MOTHER TONGUE fanale?
Teacher: Good. MOTHER TONGUE fanale

Children: Chorus: beginning not audible. .....Mandela.
Teacher: Now we are going to vote the games which we are going to play on the playground, ne? So game number one. Which one do you like to play, Sindi? Bhekani?
Child: I like to play soccer.
Teacher: Soccer. (Pause to write on chalkboard.) Then game number two. Nico?
Child: Not clear and mumbles an inaudible answer.
Teacher: Nico likes to play rugby.
Children: Call out something in a babble so nothing can be distinguished.
Teacher: Ball? Then, Tsaka?
Child: I like to play cricket.
Teacher: Cricket. (Long pause.) Ah ha. Tlapi?
Child: very softly: I like to play football.
Teacher: Football. And then? Name?
Child: Rugby.
Teacher: Rugby. [This is followed by a break in the tape recording - nothing seems to have been clearly recorded for a few seconds.]
Teacher: Basket ball. Here is a basket ball.
Children: Chorus: Netball. [Again there is a break in the tape.]
Teacher: Bicycle. He wants to ride a bicycle. Okay.
Children: mumble something - several voices call out at once and nothing can be distinguished.
Teacher: Oh. Bongiwe?
Child: I like to play phati.
Teacher: Phati. (Laughing) Okay. (Laugh) Phati and then? Benji?
Child: I like to play soccer.
Teacher: Soccer. Here is the soccer (pointing to the word on the chalkboard). Anna?
Child: I like to do tennis.
Teacher: Tennis. Now we are going to vote, ne? MOTHER TONGUE Do you know how to eh eh what is to vote, ne? So we are going to vote. [Another break in the audible recording]. One put your hands up. You are not going to vote again, ne? MOTHER TONGUE. .. Nivotele... Okay. One two three four five six seven eight nine ten eleven twelve thirteen fourteen, ne? Soccer we are having fourteen children. Those who want to vote basket ball? Basket ball? Vuyani you raised your hand once. One two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen. Which means .....

CHIME to indicate end of TLA.

Teacher: Which means the whole class we are going to play basket ball, ne? Because there are more .....
[Voices drowned by the Bridge Music introducing the next segment and the children "dancing" to the music.]

TRANSCRIPTION 3:

1. TEACHER 3: MARY: EIA, LEVEL 2, LESSON 81.

FIRST TEACHER-LED ACTIVITY: Children are asked to tell their teacher what happened in Big City. Masechaba dialogue: Children, Thembi, Paul and Zuko....
While this was happening, the teacher walked around the room engaging the learners and physically encouraging them to try and answer her questions.

Teacher: Masechaba wants you to tell me what did Zuko Thembi and Paul did at the Big City? What did they do? at the Big City?
Children attempt to reply but their attempts are inaudible. (Time interval allowed by teacher for children to reply.)
Teacher: What happened to Big City? MOTHER TONGUE: Sesotho.
What happened?
Children allowed time to reply. Several attempt answers which are inaudible on the tape. Most used MT to attempt their answers.
Teacher: You must try to speak in English ne? (Encouraging tone of voice.) Paul was looking .....up; he was looking up when he was walking. What happened to Paul then? *(Pause for children to answer.)*
Teacher: Paul nearly fall down ne? Then what happened? Something happened at the Big City. What else? Colin (child's name)?
Child answer inaudible
Teacher: The security guard gave Mrs Faku the bird. Then what happened? (Pause) Something happened. Thembi and Paul did something, what was it? (Pause) Who was afraid of the lift? (Pause) Who was afraid of the lift?
Child answer inaudible
Teacher: Paul. Who went in at the lift?
Child answer inaudible.
Teacher Hmmm (interjection)
Teacher: She says Paul and Thembi.
(Longish gaps as children try to answer/corroborate what has been said)
Teacher: Zuko wanted to ride in a lift. Did they (gap in tape when teacher's voice is lost)
Children describe who went in the lift.
Teacher: Okay Paul, Zuko and Thembi ride in a lift and when they come back they found that something was missing. What was that? Something was not there at the security guard.
Children answer: the bird.
Teacher: The bird was no longer there. Then what did they do? (Pause - inaudible children's answer) What did they do? The security guard told them that ..... The security guard did not tell them that the bird is gone with somebody. Who was that?
Children answer: Mrs Faku
Teacher: Mrs Faku took the bird. Then what did Paul, Zuko and Thembi do? (Pause) They did something. What is it? (Child's name)
Child answer - inaudible.
Teacher: He say it was a photograph.
Children chorus: No

Teacher: What did they do? They did something. They wanted the bird remember?
Pause as children struggle to answer.
Teacher: MOTHER TONGUE explanation.
Teacher: Mrs Faku's owning something. What was that? *(Child answer inaudible.)* A bird? She was owning a shop. What was the name of Mrs Faku's shop?
Child answer: Pet shop.
Teacher: The Pet Shop. Mrs Faku took the bird to the pet shop. Did the children find the pet shop? *(Children chorus YES)* Yes they did. What did they do at the pet shop? (Pause) What happened at the pet shop? (Pause) What happened Colin?
(Pause for child to answer)
Teacher: They sang a gumboot dance to ...MM? ..to the bird. They sang a gumboot dance to the bird to prove that the bird .... What what happened?
CHIME indicating the end of the TLA masked last response.

2. TEACHER 3: MARY: EIA, LEVEL 2, LESSON 81.
SECOND TEACHER-LED ACTIVITY: *In a chain exercise have the children ask questions ending in "isn't it?"*
Teacher: Now Masechaba wants you to ask questions ne?
Children: Chorus: Yes
Teacher: end with isn't it? This is a chalk isn't it? (Holds stick of chalk up to show class).
Children: Chorus loudly: Yes. It is.
Teacher: Thank you. Who can ask another question? (Pause) Colin?
Child: answers but inaudible.
Teacher: (possibly correcting/completing/assisting him) ...isn't it?
Children: Chorus: Yes it is.
Teacher: Okay
Children: Chorus: Yes it is.
Teacher: .. To end with isn't it?
Child: Isn't this a picture?
Children: Chorus: Yes it is.
Teacher: Okay what do you say? This is a picture isn't it?
Child repeats: This is a picture isn't it?
Children: Chorus: Yes it is.
A number of children ask questions simultaneously. One voice: This is a box isn't it?
Teacher: You must point at it.
Child: This is a window
Teacher: isn't it?
Children: Chorus: Yes it is.
Teacher: Okay
Child: Isn't that a lunch box?
Teacher: This is a lunch box isn't it?
Child: This is a lunch box isn't it?
Children: Chorus: Yes it is.
Teacher: Neo
Child: This is a chalkboard isn't it?
Children: Chorus: Yes it is.

Teacher: Where is the chalk chalkboard? You must point at it.
Child: This is a cupboard isn't it?
Children: Chorus: Yes it is.
Child: This is a door isn't it?
Children: Chorus: Yes it is.
Teacher: Dikonela
Child: This is a (hesitant) chair isn't it?
Children: Chorus: Yes it is.
Teacher: Sithembila
Child: This is a duster isn't it?
Children: Chorus: Yes it is.
Teacher: Where is it? You show must point at it.
Child: This is a table isn't it?
Children: Chorus: Yes it is.
Next child: This is a table isn't it?
Children: Chorus: Yes it is.
Next child: This is a (hesitation) a chalkboard isn't it?
Children: Chorus: Yes it is.
Teacher: Comfort (child's name)
Child: answer inaudible
Teacher: isn't it?
Child repeats: isn't it?
Teacher: Okay
Teacher: The radio is nice isn't it?
Children: Chorus: Yes it is.
Child: This is a ....
Teacher: This is a floor isn't it?
Children: Chorus: Yes it is.
Teacher: Good. Ah Tumelo (helping child) This ....
Child: This is a bucket isn't it?
Children: Chorus: Yes it is.
Child: This is a bird um
Teacher: (helping) isn't it?
Child: isn't it?
Children: Chorus: Yes it is.
Teacher: Dikonela
Child: This is a rubbish bin ... isn't it
Children: chorus: Yes it is.
Teacher: You must point at it. Ah Thuso.
Child: This (rest inaudible)
Children: Chorus: Yes it is.
Teacher: Okay
Child: (several children attempt examples simultaneously - none are audible on tape.)
Children: Chorus: Yes it is.
Teacher: Thulani
Child: This is a um wall isn't it?
Children: Chorus: (interrupted by Teacher) Yes it is.

Teacher: Where is the wall? This is a wall isn't it?
Children: Chorus: Yes it is.
Teacher: Ah Mogape?
Child: This is a picture isn't it?
Children: Chorus: Yes it is.
Teacher: Nele
Child: This is a chair isn't it?
Teacher: Good
Children: Chorus: Yes it is.
Teacher: Ah Portia
Child: This is a picture
Children: Chorus: Yes it is.
Teacher: Okay Thabo
Child: This is a picture isn't it?
Children: Chorus: Yes it is.
Teacher: Neo (*tape seems to have a fault in it and becomes inaudible for a few seconds.)*
Children: Chorus: Yes it is.
Teacher: Zukani
Child: Isn't that a ruler?
Teacher: This is a ruler isn't it?
Children: Chorus: Yes it is.
Teacher: Ah Komani
Child: This is a picture
Teacher: isn't it? Thank you Um Karabo
Child: This is a chalk isn't it?
Children: Chorus: Yes it is.
CHIME for end of TLA
Teacher: Thank you. Lets listen.

3. TEACHER 3: MARY: EIA, LEVEL 2, LESSON 81.

THIRD TEACHER-LED ACTIVITY: The radio narrator asks the teacher to have the children open their workbooks to page 10 and says, "Now teacher, have the children look at the cross roads .... Have them tell you the differences between this cross roads and the one in Big City."

Teacher: Now we are going to look at the differences between your picture and my picture ne?
MOTHER TONGUE - brief remark.
Page 10 ne? We are looking at the differences between you picture and my picture ne? You are going to tell me what is different, ne?
MOTHER TONGUE
Children: Yes.
Teacher: MOTHER TONGUE
Now you are going to tell me what do you see on that picture and this one?
Children's tentative answers - inaudible.
Teacher: Ah?
Child: I see a car.

Teacher: You see a car. Do you have a car at your picture?
Children: Chorus: Yes it is.
Teacher: No.
Children: various different attempts and comments rendered inaudible because of the number.
Teacher: Okay. MOTHER TONGUE
(switches in mid-sentence) ... that you don't have at Big City?
Child: I see a robot.
Teacher: A robot? Where? On your picture?
Child: Yes.
Teacher: At the Big City we've got robots and at Kofifi we don't have robots. Do we have robots here?
Children: Chorus: No.
Teacher: No we don't have. Now what else can you see that we don't have here at your in your picture?
Children: several inaudible suggestions. One suggests: A car.
Teacher: Don't you have a car here?
Children: Chorus: Yes.
Teacher: Don't you have a car?
Children: Yes.
Teacher: We do have a car ne? What else is different, Ntombi?
Child: motorbike. (Answer very soft and teacher didn't hear it).
Teacher: Huh?
Child: (louder) motor bike.
Teacher: Motor bike. Okay. There is a motor bike in Big City and in the Kofifi picture we don't have a motor bike. This is a bicycle not a motor bike. What what difference do you see, Neo?
Child: (very softly) I see a rubbish bin.
Teacher: Where?
Children: several voices render answers indistinguishable.
Teacher: Okay. Neo sees a rubbish bin at the Big City. Do we have a rubbish bin here?
Children: Chorus: No.
Teacher: Do we have a rubbish bin?
Children: noisily: No. (Some answering "Yes".)
Teacher: Where? Where is it?
Child: Yes.
Teacher: We don't have a rubbish bin. What else can you see that we don't have in Kofifi? Yes?
Child: I see a stop.
Teacher: A what?
Child: A stop sign.
Teacher: A stop sign. At the Kofifi we don't have a stop sign. Do you have a stop sign at the Big City?
Child: Yes.
Several children call out answers as well.
Teacher: Where where's your stop sign? Show me.
(Several children call out "No. No.")
Teacher: No we don't have a stop sign at the Big City. What differences do you see Itumeleng?
Child: I see a taxi.
Teacher: Where? Where's the taxi?

Single children call out: Here mam. Here mam.
Teacher: Okay. Do we have a taxi at Kofifi?
Children: Chorus: No. Yes. Yes. We do.
Teacher: We do have a taxi at Kofifi. What difference do you see? What other difference, Neo?
Child: (softly) I see a fruit on a van.
Teacher: A...
Child: I see a fruit on a van.
Teacher: Do you see fruit on a van? Do we have a van with fruit here?
Children: Chorus: No.
Teacher: No we don't have a van with fruit. It's another difference. Yes, Dikolani?
Child: I see a ... motor bike.
Teacher: Yes.
Child: Motor bike.
Teacher: MOTHER TONGUE
Child: Motor bike.
Teacher: (addressed this directly to me) They talk about a motor bike. (Then she returns to the children.) We already talked about a motor bike. Yes, we don't have a motor bike here. What else?
Child: I see a man.
Teacher: You see a man?
Child: Yes.
Teacher: Don't you have a man here?
Children: Chorus: We do. Yes.
Teacher: We do have a man here.
Children: Chorus: Yes. Yes.
Teacher: What else can you see that we don't have on that picture?
Child: I see a bank.
Teacher: You see a ...?
Child: Bank.
Teacher: A bank. You see a bank. Do we have a bank here?
Children: Chorus: No.
Teacher: No we don't have a bank. Thank you.
CHIME to indicate end of TLA.

APPENDIX TWO:

QUESTIONNAIRE ON TEACHERS' FEEDBACK STRATEGIES DURING TEACHER-LED ACTIVITIES:

TO THE TEACHER:

Thank you for taking the time to participate in this research project. The OLSET team appreciates the feedback given by teachers and hopes that through your feedback, we are able to provide more appropriate and effective teaching and learning materials and programmes.

Please read the questions that follow and answer them as briefly and quickly as you can.

NAME OF SCHOOL: _____

NAME OF TEACHER: _____

LEVEL AND LESSON NUMBER: _____

NUMBER OF YEARS YOU HAVE USED "ENGLISH IN ACTION": _____

DATE OF OBSERVATION: _____

NO. OF VISITS BY REGIONAL COORDINATOR: _____

CLASSROOM LAYOUT: _____

_____

ANY OTHER OBSERVATIONS: _____

Assessment and Understanding:

1. *How do you find out or know if your learners understand what you have asked them to do during the Teacher-Led Activities?*

_____

_____

2. *How do you assess your learners?*

_____

_____

3. *How do you know which learners understand the story (especially in Level 2 and Level 3)?*

_____

_____

Using Mother Tongue or Home Languages:

4. *When do you think it is all right to use the home language or mother tongue of the learners?*

_____

_____

5. *Is there any advantage to using learners' home language or mother tongue? If so, what is the advantage?*

_____

_____

6. *Is there any disadvantage to using the learners' home language or mother tongue? If so, what is the disadvantage?*

_____

_____

7. *How do you feel about using the learners' home language or mother tongue?*

_____

_____

8. *What do you do about learners whose languages you don't speak?*

_____

_____

Correcting Errors:

9. *Do you correct your learners whenever they make an error? (CHOOSE one OF THE FOLLOWING.)*

ALWAYS. SOMETIMES. NEVER.

10. *Do you correct errors in a separate lesson after the broadcast or radio programme? (CHOOSE one OF THE FOLLOWING.)*

ALWAYS. SOMETIMES. NEVER.

Using praise and encouragement:

11. *When your learners do well or have tried hard what do you do?*

_____

_____

12. *What kind of feedback do you think is the best way to help your learners learn well? (CHOOSE one OF THE FOLLOWING.)*

PRAISE AND ENCOURAGE THEM. CORRECT THEIR ERRORS.

MODEL THE RIGHT ANSWER. REPETITION OF THE RIGHT ANSWER.

Different ways of giving feedback:

13. *Have you tried different ways of giving feedback to your learners? If so, what ways have you tried to give feedback?*

_____

_____

14. *Does your feedback happen when you see your learners need feedback? (CHOOSE ONE OF THE FOLLOWING.)*

ALWAYS. SOMETIMES. NEVER.

15. *What kinds of teacher feedback have helped your learners best?*
(CHOOSE ONE OF THE FOLLOWING.)

PRAISE AND ENCOURAGEMENT. CORRECTING THEIR ERRORS.

MODELLING THE RIGHT ANSWER. REPETITION OF THE RIGHT ANSWER.

16. *Do you think Teacher-Led Activities in the radio programmes give you as a teacher a chance to put your own ideas into the lesson?*
(CHOOSE ONE OF THE FOLLOWING.)

ALWAYS. SOMETIMES. NEVER.

17. *Do you experience any difficulties during the Teacher-Led Activities? If so, what?*

_____

_____

18. *What are the advantages of the Teacher-Led Activities in the radio lesson?*

_____

_____

19. *What are the disadvantages of the Teacher-Led Activities in the radio lesson?*

_____

_____

20. *What kinds of things are you able to do during the Teacher-Led Activity part of the lesson?*

_____

_____

Thank you very much. Please give this questionnaire to the Regional Coordinator when you have finished.