

**A CASE STUDY OF TEACHER MODIFICATION
STRATEGIES IN AN ESL CLASSROOM CONTEXT.**

By

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ABSTRACT

The purpose of this study is to explore and discuss the use of teacher modification strategies by a high school teacher in the Eastern Cape province of South Africa in an English second language classroom. This teacher does not share the mother tongue of the learners. Unlike other teachers who resort to code switching when teaching L2 learners, this particular educator does not have that liberty. Code switching has been found to be a useful strategy for teaching and learning (Adendorff 1996, Marawu 1996). Code switching will henceforth be abbreviated as CS in the rest of the text. Often teachers use CS to help students understand as an avoidance strategy to teach in English. They have no other way of getting through to students because they haven't been shown the benefits of teacher modification strategies employed by the teacher I have observed in this study. The study therefore seeks to establish or investigate and describe the modification strategies the teacher uses to make his lessons comprehensible to his learners and to accommodate the needs of his L2 learners in view of the fact that he does not share the language of his learners.

The motivation behind this study stems from the difficulties experienced by L2/ESL learners learning through the medium of English. These problems are described by researchers such as Macdonald (1990), Eiseman (1992), NEPI report (1992). These difficulties relate to the lack of vocabulary, low proficiency levels and comprehension skills.

In view of the above, this case study research was conducted on one teacher to find out or investigate how he modifies his teaching strategies. It has been revealed in the literature studied / reviewed that teachers employ a variety of teaching strategies to adapt to the needs of their L2 learners. (Long (1983), Wong-Fillmore (1985), Chaudron (1988), Huizenga et al (1990). The teacher in this study has also been found to employ the main strategies to modify his teaching practice.

It is clear from the interviews with both the teacher and his students, that this particular teacher makes full use of a range of language and methodological strategies to help his students understand his lessons.

It is hoped that the findings of this research may illuminate some valuable insights in the necessity and usefulness of teacher modification strategies for all teacher trainers so that our teaching institutions can provide a variety of methods for teacher trainees to help L2 students develop their English language skills.

DEDICATION

This piece of academic work is dedicated to my wife, Naledi, sons Olwethu and Khakalethu, my mother Nocawe, my brother Mthunzi and sisters Vuyiswa and Yeyethu. This serves to thank and inspire them to “reach for the stars” and reach them for good.

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CHAPTER 1

1. BACKGROUND TO THE STUDY

1.1 Introduction

The purpose of this study is to explore the use of modification strategies by a high school teacher in an English second language (ESL) classroom in the Queenstown district, Eastern Cape. The teacher who was observed cannot speak the mother tongue of his learners. This means that he does not have recourse to code-switching, which is a phenomenon widely advocated by researchers such as Peires (1994), Martin-Jones (1995) and Adendorff (1996). These researchers state that code-switching is an aid to teaching and learning. Teachers can exploit it to the advantage of learners to negotiate meaning and to explain difficult aspects of the lesson. So from this it would seem that teachers who have access to the language of learners can utilize code-switching effectively. Those who do not know the language of learners are deprived of this opportunity.

This research is a case study which seeks to describe the strategies employed by the teacher because he cannot use the widely employed method, namely code switching, to get through to the learners. The unusual thing about him is that he modifies his teaching strategies to make his lessons comprehensible to his L2 learners. He employs a variety of teaching modification strategies to adapt to the needs of his learners.

This study stems from my experience as an English second language teacher in a high school and later as a lecturer in a college of education. During my teaching in these institutions I discovered that students both in high school and teacher trainee students had low proficiency levels in English, could not write good essays and also could not comprehend clearly lessons presented in English. This was confirmed through informal discussions with teachers and students themselves. The problems of teaching and learning through the medium of a second language have also been highlighted by Schmied (1991), NEPI (1992:89) and Rubagumya (1993).

Because of the above scenario the case for teachers to modify their practice becomes a necessity. Consequently I then decided to undertake this research to find out exactly how the teacher modifies his strategies to make himself understandable to his learners.

1.2 Research aims and objectives

This study seeks to address the following research questions:

1. How does the teacher deal with the challenges of teaching English to second language learners?
2. How does the teacher modify his teaching practice to adapt to the needs of his L2 learners, since he does not share their L1?
3. What is the rationale for his modification strategies?
4. What are the learners' perceptions of his modification strategies?

I hope the above questions will give new insights into the way the teachers can modify their practice.

1.3 Structure of the thesis

The following is an outline of the thesis:

Chapter 2 of this study will present theoretical background to the research. This aspect will be crucial in the analysis and interpretation of data.

In chapter 3 I will present the research methodology employed, which is a single case study.

Chapter 4 deals with the analysis of data and discussion. Here I will try to use a multidimensional approach whereby I synthesise and discuss the views expressed by the teacher in the interviews, the learners, and also try to link and integrate the lessons observed with literature to back up the claims made.

The conclusions and findings will be presented in Chapter 5. Here I will bring the discussion to a logical conclusion by briefly discussing problems around teaching and learning through ESL, summarising the main findings and giving recommendations.

CHAPTER 2

2. LITERATURE REVIEW

2.1 Introduction

This chapter seeks to explore, review and discuss the research that has been undertaken in the area of teacher modification strategies in teaching L2 learners. It is argued in this study that the purpose of teacher modification strategies is to make English lessons comprehensible and accessible to L2 learners. It is further argued that the teachers can, through modification strategies, mediate and explain difficult texts, concepts and lessons to learners.

I will also look at and discuss the challenges facing teachers who teach through the medium of English as a second language in Black schools. This section is necessary because in order for teachers to teach effectively they must understand and consider the needs of their L2 learners. The classroom context where effective L2 teaching can take place will be discussed.

Having dealt with the above issues, I will proceed to the central theme of this research, which is teacher modification strategies. Then I will also deal with the types of modification strategies. Code-switching as a teaching and learning strategy will be discussed because it has been shown that it does aid learning (Adendorff 1996). The thrust of the research though is not on code-switching as such, but argues that there are beneficial modification strategies which teachers who have no access to learners' L1 can use. This matter will be pursued later in 2.9. In the middle of the chapter I will discuss language policy issues. This section is also relevant because it is language policy that determines the medium of instruction in schools. I will round off the chapter by discussing the role of input in L2 acquisition and learning.

2.2 Language-in-education policies in South African schools.

Vinjevold (1999 : 206) argues that 'language-in-education policies, like all education policies, are framed and driven by political ideologies and economic interests rather than education theory and practice'.

As a language practitioner who has been in the system for a number of years I agree fully with the aforementioned view. The language-in-education policies before the democratic order were driven by apartheid ideologies which did not serve the interests of the majority of the SA population, especially blacks. Different language policies applied to different race groups (Vinjevold 1999) and that is why these policies were resisted by black educators, pupils and parents. They viewed language policies applicable to them as an extension of apartheid education policies whose objectives were to disempower them educationally.

According to Hartshorne (1992 cited in Vinjevold 1999), the medium of instruction was at the center or heart of opposition to the system of Bantu Education. Black opinion never became reconciled to the extension of mother tongue medium beyond Std 2, nor to the dual medium policy in the secondary schools.

The past language policies created serious English language competency problems for teachers and learners in black communities. Teachers were overwhelmingly non-native speakers and products of Bantu Education themselves and the classroom input the children received thus bears the hallmarks of Black English (Gough 1994). Even though English is the medium of instruction, the reality is that there is extensive use of the vernacular with English by teachers. Learners on the other hand have little exposure to mother tongue speakers of English thus disadvantaging or retarding their English language acquisition and development.

To correct the ills of past language policies, it is only after 1994 that the new government integrated the education system into a single system. Subsequently new education

policies were adopted and they gave birth to the language-in-education policy (LEIP) in 1997. The LEIP (RSA 1997 : 4,5) incorporates, among others, the following aims:

- “To promote full participation in society and the economy through equitable and meaningful access to education.
- To pursue the language policy most supportive of general conceptual growth to learners.
- To establish additive multilingualism as an approach to language in education.
- To promote and develop all official languages.
- To support the teaching and learning of all other languages required by learners or used by communities in South Africa.
- To counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching.
- To address problems of previously disadvantaged languages.”

Through the new language-in-education policies, with its good aims and objectives, the government is trying to make a clean break with the past. The new language policy is inculcating a new culture which is intended to promote teaching and learning through sound language principles.

The new language policy is an attempt to correct the negative effect that the past policies had on teaching and learning especially in black schools (Gough 1994, Macdonald 1990, Vinjevold 1999).

It is unfortunate that the legacy of these bad policies is still with us. My research therefore is part of an attempt which is aimed at establishing the modification strategies that teachers could use to mediate academic tasks in the learners' second language to assist L2 learners with their English language problems and difficulties thus undoing the damage caused by past language policies.

2.3 English second language teaching and learning in South African black schools.

“That English is the language of international communication par excellence cannot be denied. Nor, as a reflection of this fact can it be denied that in countries where English is not the mother tongue, it is the world's most commonly taught foreign language.”

Harrison (1973 : 13 in Seliger and Shohamy 1989 : 52)

Though articulated many years ago, the truth and the authenticity of the above statement can neither be disputed nor overemphasized. It is true that the status of English occupies central stage. Despite the fact that there are eleven official languages in South Africa, English remains the predominant medium of instruction in schools. This is not in keeping with chapter 6 of Act 108 of the RSA 1996 Constitution which states that there are eleven official languages in S.A.

This means that all official languages in the country should enjoy equal status in all government institutions including schools. At the moment English is still the most common medium of instruction despite the proclamation and constitutional guarantee for equality. There are a number of factors and reasons as to why English is still the medium of instruction despite the guarantee for equality of all languages. According to de Klerk (1996) a demand for the English medium of instruction comes from parents and parent-teacher associations. Their motivation is that through English, opportunities are offered, higher education – hence job opportunities – are facilitated and the outside world is made accessible to their children.

Another reason for the dominance of English as the medium of instruction is that other languages, African languages in particular are not yet fully developed to the level of English (Alexander City Press, 29.09.02). Although the new language-in-education policy gives the learners a choice to receive instruction in their languages of choice, this can only happen where this is reasonably practicable. In other words there must be a teacher available and competent in that particular language and the resources must exist for that teaching to take place. So the development of African languages remains a constraint towards instruction in them because of massive financial resources required for this purpose. These are however commitments to develop and affirm the previously marginalized languages (LIEP RSA 1997).

It is against this background that modification strategies are important in South African classrooms to make sure that L2 learners cope very well with English inside the classroom context.

Therefore teachers and learners whose L1 is not English have no choice but to try very hard to be competent in English. Competency in English will ensure that the teachers teach effectively and learners learn more effectively. The question of competency in English is indispensable to both teachers and learners for successful learning and teaching. Probyn (1988) discovered that teaching through ESL in black schools is a struggle for teachers.

She says that the struggle manifests itself in the form of learners' low proficiency levels, lack of English vocabulary and writing skills. In another study, Skutnabb – Kangas (1981 in Baker 1993:155) refers to the stress of learning through the medium of a second language.

“Listening to a new language demands high concentration; it is tiring with a constant pressure to think about the form of the language and less time to think about the lesson content. A child has to take information from different curriculum areas and learn a language at the same time. Stress, lack of self-confidence, ‘opting out’, disaffection and alienation may occur.”

This shows that it is indeed difficult for learners to learn through a language which is not theirs. This inevitably is related to and has an effect on the manner in which they learn

English as a language generally. There are many factors and dynamics that come into play. Some of the reasons that make the learners struggle with L2 learning is the question of exposure to English. The majority of them get exposed to English only at school, mainly from their teachers. They have no contact with native speakers because of social and economic reasons (Peires 1994) and adequate exposure to media.

The following suggestions are made regarding helping L2 learners deal with English language problems (Pen 100 –3 Study guide 5 : 13. 2003)

- “Teachers should give as much exposure to English as possible.
- They should give subject – related input in English.
- They should use multimedia e.g. articles, newspapers, magazines etc.
- They should provide opportunities for pair and group work.”

Group work, English input and media are vital for L2 learning as it provides the necessary exposure to English. Wong-Fillmore (1985) agrees that language learning is possible when learners are in frequent enough contact with speakers of the language to develop sets of shared experiences and meaning which help them to communicate.

Teachers are required to demonstrate a high degree of flexibility, creativity, ingenuity and understanding when they teach L2 learners. Letsoalo (2001) is of the view that teachers must be flexible in the use of teaching methods and be responsive to the dynamics of the classroom.

In the same vein Egger and Kauchak (1996 : 10) write :

“The teachers are probably the most important factors in influencing the question of how we teach; the strategies we use, and the way we relate to students, all depends on what we bring to the classroom as human beings.”

Teaching and learning through the medium of English will be a challenge to teachers and learners for many years to come. If teachers apply themselves diligently and skillfully to

the task, the problems can be overcome. O'Neill (1991 : 303) points out that good teaching is characterized by a variety of styles to promote learning. This confirms the view that teachers can also employ and modify their teaching strategies to facilitate learning whenever the need arises, as is the case in this study. As indicated before, in order for the teacher to be able to meet the demands of the classroom, he/she needs to be adequately equipped to deal effectively with them. This is important in view of the complex and challenging task of teaching learners whose language is not English. Hence England (1998 : 19) writes "meeting learner needs in the classroom means meeting teacher needs to be prepared for the class."

In other words there is a strong case for whoever is responsible to make sure that the teachers are trained and armed adequately to meet the needs of the learners in the classroom.

2.4 The Effect of Past language policies on learners' literacy development

The issue of language policy cannot be viewed in isolation of the broader previous apartheid education system (Gough 1994). More damage than good was done to the black learners and teachers. The language learning environment has been impoverished through the policies of Bantu education. In black Department of Education and Training (DET) schools classrooms were/are over-crowded, facilities limited and teachers under trained and typically conservative in their methods.

Language acquisition and development of black pupils was stifled through these policies, the resource allocation and inferior or sufficient teacher training. This resulted in the unfortunate consequences of the lack of competence and proficiency in the target language on the part of teachers. Learners automatically suffered as a result of these problems.

According to Macdonald (1990), one of the policies which caused difficulties was for learners to undergo/experience what she calls a 'deep end' transition to all English-

medium instruction in the fifth year of schooling after initial instruction in the mother-tongue. Macdonald says this transition poses enormous educational problems.

I think this rapid and abrupt transition from mother tongue instruction to a second language is problematic to second language learners. My view is that there should be a systematic gradual transition accompanied by adequate language teaching support systems.

Most of the second language learners are left in the lurch as they do not have English proficiency to cope nor is English acquisition supported in the home or community. Therefore it is unlikely that students would develop skills necessary for academic learning in English. Cummins proposes that they take a minimum of five years to develop in a second language (in Baker 1993: 140-141).

Macdonald (1990) estimated that at best, at the end of the fourth year, students would have an English vocabulary of 800 words, whereas the vocabulary required for their textbooks in grade five was at least 5000 words. This contributes to high drop out rates of students in ex-DET schools particularly at the end of grade five (Macdonald 1990). The effects of past language policies have a direct bearing on the present.

In view of the magnitude of the problems caused by past language policies, teacher modification strategies are greatly needed to assist L2 learners to cope with the complex demands of learning through the medium of English.

2.5 Environment for effective second language teaching and learning.

As indicated earlier, the teacher has a crucial role to play in creating a favourable atmosphere for optimal language learning to take place in the classroom. This section seeks to argue and demonstrate the belief that learners can learn and acquire English language best if teachers provide them with a rich linguistic environment. This may be in the form of teaching modification strategies, or the language and the vocabulary provided

to the learners. There is a general belief that the classroom provides an opportunity for language learning or acquisition for second language learners. Hughes (1983 cited in Cook 2001) states that “language teaching should attempt to create in the classroom conditions which exist in ‘natural’ language learning.”

Ellis (1991 : 1) questions the above view as he writes:

“there is an assumption that classroom second language acquisition will be most successful if the environmental conditions which are to be found in naturalistic acquisition prevail. According to this view all that is needed is to create an acquisition rich environment and learning will be easily facilitated.”

According to Ellis, the assumption that all that is needed for successful acquisition is an acquisition-rich environment is wrong. L2 learners need to be engaged in a variety of programmes before successful acquisition can take place. They need to interact and take active part in the English lessons and communicate with native speakers of English, among other things, before their English language skills can be developed.

These sentiments are supported by Tucker and Corson (1997) who suggest that in Practice, second language learners need both communicative and content-based instruction, with focus on form, meaning and the attention must be given to linguistic features. In other words successful language acquisition needs to be supported by effective instructional strategies.

The above view will be pursued and discussed in chapter 4. It is important for teachers to be competent in English so that the input they give to their learners can be rich and thus be helpful to them in terms of learning. Teachers have to provide the learners with rich and varied exposure to English (Black 1997 : 20). I would like to argue therefore that if the teacher is doing exactly the above he/she will be creating a wonderful opportunity for the learners to learn and acquire the language. Otter (1982:62 cited in Ellis 1985 : 102) writes:

“the environments that make a difference in language learning seem to be those that enhance the students’ creative construction of new language. These environments provide learners with rich exposure to natural language used by other people with whom the learner identifies.”

It is clear from the above quotation that the environment has to be rich and inspiring in order for effective language learning to take place. Needless to say, the role of the teacher is crucial and central in this regard. The teacher is expected or required to provide a rich linguistic environment and this leads to greater acquisition (Wong -Fillmore 1985).

The environments that enhance the students' creative construction of new language relate to the type of environment or situations that can facilitate the learners' language learning and acquisition. According to research studies by Ellis (1992) and Wong- Fillmore (1985), the learners' language creativity and acquisition is enhanced through exposure to rich English language input.

The characteristics of the above sorts of environments, according to Gough (1994), relate to the greater exposure to and interaction with native speakers of English, inside and outside the classroom, better trained teachers in English language teaching and adequate facilities and resources for English teaching and learning. In environments that are impoverished it is increasingly difficult for successful English learning to take place. Therefore teachers need to support L2 learners through modification of their practices if the situation warrants that.

By the same token, in order for learners to acquire and learn the language effectively, the teacher must allow them the opportunity to engage with the language. They must be allowed to make mistakes and practice the language with their peers. A conducive environment where learners learn the language effectively and naturally must be created by the teacher, leaving the learners free to learn the language without fear of or coercion by the teacher (Ellis 1992). As Chaudron (1988) argues the key is to create a relaxed and non-threatening atmosphere in the classroom for optimal learning. The teachers' strategies must be geared towards facilitating effective learning in natural conditions. Corder (1976 in Ellis 1992 : 32) writes :

“...efficient foreign language teaching must work with, rather than against natural processes, facilitate rather than impede learning. Teachers and teaching materials must adapt to the learners rather than vice-versa.”

The above view is emphasized and confirmed by Krashen (1982) who says that most successful classrooms will show environmental conditions which are to be found in naturalistic conditions. In other words learners must be exposed to classrooms that support and enhance second language acquisition. This could be done by giving learners tasks that would require group work and interaction amongst themselves. They should also be exposed to a rich linguistic environment from their teacher (Ellis, 1992). In these classrooms the teacher must employ other strategies such as using other resources to teach students. These resources could be newspapers or radios. The teacher must devise innovative and creative teaching strategies so as to expose learners to the target language. Through these activities and inventions he/she will then be able to facilitate learning and also through his/her instructions provide learners with rich English input which will help them learn and acquire the language (Dulay, Burt & Krashen 1982; Wong Fillmore, 1985).

2.6 Advantages and disadvantages of code-switching as a teaching and learning strategy.

There will be no extensive discussion of code-switching for this is not the focal point of the study. This section will attempt to show that despite some advantages of code-switching in teaching and learning, there are other alternative strategies which teachers who do not share the mother tongue of learners, could use. Teacher modification strategies are but some of the strategies teachers could employ alongside other strategies to adapt to the needs of their L2 learners and make their lessons accessible to them. Code-switching will henceforth be referred to as CS.

Language-in-education policy in the country will be discussed briefly within the context outlined above in 2.6. It is the language-in-education policy that dictates or prescribes what languages must be used in schools or classrooms whether as medium of instruction or for any other purpose. Language-in-education policy serves as a framework in which classroom CS or other teaching modification strategies have to take place.

In view of the above, Peires (1994) describes CS as 'the alternative use of two or more languages in a single piece of discourse, thus a sentence may begin in one language and end in another.' It is argued by Cook (2001) that the majority of bilingual teachers use CS as a teaching strategy. Accordingly, Cook (1991:84) describes CS 'as one of the strategies which can be exploited as part of actual teaching methodology.' He further points out that the use of the students' mother tongue is an important indication of how communicative the class is and perhaps should be regarded as normal and inevitable when the teacher and the students share the same mother tongue (ibid 86). Thus CS can be used beneficially by both teachers and students.

CS performs a social as well as communicative function. In this regard Hoffman (1991 in Baker 1993) offers some of the functions of CS as:

- Ease and efficiency of expression
- Expression of group solidarity
- Easing of tension

Adendorff (1996:389) also states the following regarding the use of CS in class:

"Code switching is in fact highly functional...it is a communicative resource which enables teachers and students to accomplish a considerable number and range of social and educational objectives."

He identifies the following objectives in switching from English to Zulu, the students' mother tongue, in his study in several classes: to check if students are following, to emphasise that something was coming up, to paraphrase, clarify, reinforce, to gain credibility, to relieve tension and for classroom management.

The above points are also in line with Martin-Jones' (1995) assertion that the use of CS by bilingual teachers is helpful to negotiate and renegotiate meaning. The use of more than one language in government institutions including schools is a constitutional imperative (Chapter 1, 29:2 of the 1996 constitution of RSA).

Therefore the use of more than one language in schools is constitutionally justified as they are government institutions. This applies in classroom contexts as well. The SA schools act of 1996 gives the learners and parents the right to choose the language of learning in schools where this is reasonably practicable. The use of more than one language according to this act, helps to enhance the cognitive and affective development of learners. The White Paper on Education and Training of 1995 and DOE LIEP of 1997 support the constitutional principle of 'creating conditions for the development and for the promotion of equal use of all official South African languages.' The White Paper and subsequent, however, legislation place no obligation on schools to offer particular languages but encourage schools which are willing and able to offer more than one language medium in order to accommodate parents' or learners' preferences. The SA Schools Act places an obligation on school governing bodies to announce their schools' language policies and state how multilingualism will be promoted through a variety of measures.

On the other hand, researchers have reservations about the effects of CS on language acquisition, and it must be applied with caution. Adendoff (1996) found that sometimes teachers use classroom CS as an 'avoidance strategy' to avoid teaching through the medium of English. The overuse of CS is contrary to the broader held and popular view that students must be made competent in English because it is a medium of instruction (Language in Education Policy 1997). By the same token Atkinson (1987:246), 'cautions against the excessive use of classroom CS'. He discovered that students speak to the teacher in the mother tongue as a matter of course even when they are quite capable of expressing what they mean in English. Students fail to realize that during many activities in the classroom, it is crucial that they use English only in class. It is advisable under these circumstances for teachers to use their teaching strategies to make sure that the learners express themselves in English. The advantages of providing a rich linguistic environment of the target language in the classroom are discussed by Wong Fillmore (1985) and Ellis (1992) among other researchers.

There are other ways other than, or in opposition to, CS in which materials can be made understandable to learners by teaching.

2.7 Comprehensible input to L2 learners

Input is made understandable to learners in different ways. According to Black (1997:20), rich input means that students are given rich and varied exposure to English. They are literally bombarded with aural and written English at the appropriate level. This input is provided by the teacher in class and the idea according to Krashen (1982) is to give students maximum exposure to the English language in forms as authentic as possible. In other words, the teacher does not use any other language but English i.e. not to use CS to learners.

The above view is elaborated on by Krashen (1982) with regard to comprehensible input. He argues that people acquire a second language if they obtain 'comprehensible input', that is the information that is modified or tuned to the level and understanding of the learners. According to this view, language acquisition takes place easily when the input is made understandable to the learners and the learners' affective level or domain must be ready for this acquisition to take place. Ying (1992) has a similar theory where she claims that if students are exposed to "accessible input" they will learn the target language more effectively.

Similarly Long (1983 cited in Ellis 1992) theorises that for a L2 speaker to make considerable inroads into acquiring a second language, the 'input' that the second language learner has to have, must be comprehensible. Ying (1992 in Wong Fillmore 1985) brings in another similar concept called 'accessible input'. Accessible input assumes that classroom instructions can aid second language acquisition only if the input is within the learners' accessibility. The input should be compatible with the L2 learners' level of development. Ellis (1992:44) agrees that 'input should be tailored to the learners' own level'. Vygotsky (1978) holds the view that input is accessible to the learner if it is within 'zone of proximal development' (ZPD). He defines the ZPD 'as the difference

between the learners' actual level of development of independent problem solving, and the level of performance, which he achieves in collaboration with other more capable adults or peers.' Ellis (1992:19) further argues that

“comprehensible input is not really the result of separate contributions of the native speaker and the learner, but of their joint endeavours. Only when input becomes internalized i.e. part of the learners' language arsenal to be used in a variety of contexts does SLA take place.”

How this exactly takes place in a classroom situation is a subject of intense debate, which is not within the scope of this research. However these arguments could be about the kinds of texts (written or spoken) used or activities that take place in the classroom.

So the above theories and arguments also demonstrate and reinforce the views that contrary to CS, teachers can still use other strategies to modify their practice to teach L2 learners. They can employ supporting strategies described by Probyn (1998) to help learners with language learning. Wong Fillmore (1985) and Ellis (1992) in particular have demonstrated that learners need a rich linguistic environment in the target language for them to learn and acquire it effectively.

2.8 Research on modification strategies.

Since there is so much controversy around CS as a language-teaching tool, and as there are many good teachers who cannot exploit it, this research therefore seeks to investigate what other methods there are which are available to language teachers.

According to the research done by Potgieter (1996), teachers whose language is not that of learners, make few (if any) modifications to their teaching to L2 learners. However, in another study by Probyn (1998), research was conducted to find out what strategies L2 teachers use to accommodate their L2 learners. She concluded that teachers employ a variety of teaching strategies to make the lessons accessible to their learners. They code-switch, explain concepts more, use gestures and modify vocabulary. Her conclusion is that, although these strategies are time and energy consuming, they are helpful and beneficial to the learners. It can thus be deduced from this study that teachers who teach

L2 learners could use a variety of strategies to facilitate the teaching of English language. The main strategy teachers seem to use to accommodate their learners is modification of their teaching strategies and input they give to the learners.

According to Huizenga (1990), input that is modified or adjusted in some way to accommodate learners – especially beginning learners – is beneficial. Classroom research he conducted in this regard shows that teachers engage in a kind of “foreigner talk” with their students, which differs from the way they speak with native speakers. They may use expansions, repetitions or paraphrases; they may simplify their vocabulary, articulate more than normal, and so on.

Weshe and Ready (1983 in Huizenga 1990) looked at professors in various fields in an American University. Each professor was teaching one section of a course to native speakers and one to non-native speakers. The researchers discovered that all of the professors adjusted their speech for the non-native group. One favoured paraphrase for instance, while others preferred to use expansions or increase non-verbal communication. Thus, teachers seem to make adjustments naturally when teaching L2 learners or communicating with them.

Long (1983) further supports and reinforces the view that modified input contributes towards language learning and acquisition. He conducted a study in which he recorded two lectures. Each had the same propositional content, while the other was filled with modifications typical of foreigner talk. He tested L2 learners’ comprehension. He found that subjects having the modified version seemed to understand more than those hearing the native speaker version. Similarly, in his research Krashen (1981) argues that teachers use registers such as baby talk, motherese, foreigner talk and caretaker talk when addressing L2 language learners. All these strategies are meant to make the lesson accessible and comprehensible to the learners. The above practice is meant to bridge the gap between the native teachers and their learners. It has also been established by Hatch (1983 cited in Wong-Fillmore 1985) that the majority of teachers in ESL classrooms made similar adjustments in order to help L2 learners understand the lesson.

Hatch (1983 in Wong-Fillmore 1985) states that teachers use the following types of modification strategies to adapt to L2 students' needs:

- Speaking more slowly
- Making use of more concrete references than abstract ones.
- Enunciating more clearly.
- Use of shorter and less complex sentences.
- Use of greater repetition and rephrasing.
- Use of gestures and demonstrations.

The above strategies, according to Ellis (1991), are useful in aiding the learners' comprehension of the lesson and they contribute towards second language acquisition and learning.

2.9 Types of modification strategies.

The types of modification strategies I am going to discuss in this section are the following and have been adapted from Hatch's list and they are directly applicable and relevant to this study:

- Modification of vocabulary.
- Elaboration and exploration of concepts.
- Slow speech rate and wait time.
- Modifications of questions, rephrasing and repetitions.
- Use of Chalkboard.
- Use of Gestures.

2.9.1 *Modification of vocabulary*

Research studies conducted by Long (1983 cited in Ellis 1992) indicate that teachers employ a variety of different teaching strategies to modify the vocabulary to their L2 learners. According to this study, one of the methods they use is rephrasing the question (Nuttal 1996) which provides comprehensible input.

There are also other several research studies conducted that indicate vocabulary modifications towards L2 or non-native speakers does take place (Gaires 1979, Chaudron 1983, Hullen 1989 cited in Cook 1996). These studies confirm that teachers do change their speech for the level of learners and these modifications are said to benefit L2 learners (Larsen-Freeman & Long 1992). According to my teaching experience, observation of teachers confirms there is indeed adaptation of several kinds of the student teachers recorded in the EFL classroom. These teachers were found to use less complicated speech than their speech when they teach than their fellow students. In another study a teacher was compared lecturing on the same topic to native and non-native speakers. Chaudron (1983) found considerable simplification and rephrasing in vocabulary: clinging became 'holding on tightly' and 'ironic' became 'funny'. This was done to make the language accessible and easily understandable to L2 learners.

Probyn (1998 : 62) also found in her study that all teachers modified their English in various ways to adapt to their students' needs. She notes that teachers said they consciously simplified their English to make it more comprehensible for the students. For instance in an accounting lesson the teacher pointed out that she had adjusted the word 'ensure' to 'know' when she repeated the question to the class.

How is a business going to 'ensure' that a profit is made?

How will a profit be made?

The research studies referred to above indicate that there appears to be substantial evidence for beneficial effects of various kinds of adjustments on comprehension, with

elaborative, or interactional structure modification being successful and having the added advantage of providing learners with continued access to the very linguistic items they have to acquire through rich linguistic input.

Chaudron (1988) feels there is a need for an acute awareness on the part of teachers to simplify their speech to more basic vocabulary so that they will be easily understandable to L2 learners. This view is also confirmed by Henzl (1973, 1979 cited in Chaudron 1988). She believes that teachers tend to use a more basic set of vocabulary when addressing L2 learners. They use fewer idioms in their lessons as well. Larsen-Freeman (1992) also notes in her research that the input given to L2 learners by their teachers is shorter and less complicated. There is a limited use of pronouns and also the use of vocabulary is more restricted. So the use of comprehensible, clear and basic vocabulary for L2 learners is clearly part of teacher strategies in all contexts where there are L2 English learners. This seems to be successful as Chaudron (1988) notes.

2.9.2 More explanation of concepts and elaboration.

L2 learners normally find certain English texts dense, complex and complicated to understand and interpret. So whenever L2 learners are taught, it is important for the teacher to make sure that difficult words or concepts are explained fully. This explanation can take place in various forms such as paraphrasing difficult sentences and long definitions and illustrating issues with concrete examples which will aid learners in language acquisition. This view or assertion is confirmed by Chaudron (1988 : 87) who states that:

‘the teacher explicitly or implicitly explains vocabulary by elaborating on the meaning of expressions through, among other methods, paraphrase, definitions and exemplifications.’

All these techniques aid language acquisition. These are some of the strategies which are used by the language teacher when teaching L2 learners. They do this to make sure that their learners understand the lesson. The teacher would for instance use a simplification

strategy whereby he/she explains the unknown concept through a commonly known word. For example, “getting hitched” means to get “married”.

Hamilton and Ghatala (1994 cited in Snarski 1997) postulate that elaboration is the key to getting information into long term memory. In other words it means that elaboration can serve as an effective teaching strategy. By elaboration, the authors mean working with the same information in different but related ways. The information could be manipulated in such a way that it gives full meaning to the learners. According to the researchers, elaboration techniques used by the teachers to modify teaching include the following: summarizing, outlining, using metaphors, eliciting examples and drawing. As mentioned previously, the objective of the above teaching strategy is to facilitate teaching and learning.

2.9.3 *Slow speech rate*

This is one of the strategies that the teachers could use to make sure that L2 learners cope with the lesson. The teachers’ speech rate is important in effective teaching and learning. Chaudron (1988:70) states that:

“teachers’ speech to second language learners tend to be slower in comparison with other contexts and conditions.”

There is a general belief that this contributes towards aiding learners’ comprehension and processing of specific words. The L2 teachers also use pauses to give learners the opportunity to comprehend the lesson. They spend extra time planning how to phrase their speech to adapt to listeners. Accordingly native teachers use slower and more articulate speech (Chaudron 1988:70).

2.9.4 Modification of questions: rephrasing and repetitions and wait time

Generally native teachers modify their language to non-native learners either by repeating or rephrasing their questions (Chaudron 1988). They do this especially when they see that the learners do not understand the question or follow the lesson. They simplify the question into an easily understandable form by rephrasing or repeating the question. The repetition or rephrasing helps to give the learners more time to interpret and understand the question.

According to the study by Brown and Edmondson (1984) there is a wealth of evidence of the effects of question phrasing on answers received from learners. For example, in a study of eye-witness accounts, two groups of subjects were asked “How fast was the car going when it smashed?” And “How fast was the car going when it collided?” The responses received were different because of the value-laden in the two terms. It is therefore important and advisable to rephrase and modify questions especially when these are difficult terms. Rephrasing is encouraged rather than redirection so that as many learners as possible understand the question. So rephrasing and repetition of questions in classes with L2 learners is absolutely crucial.

Lightbrown (1984 cited in Chaudron 1985) found that three secondary ESL teachers asked up to four questions a minute without receiving any response even after they had repeated the questions. Therefore wait time plays an important role in the modification of questions as indicated earlier and in the above example. It allows the learners the opportunity to construct their responses and to give more clarity to learners until the question has been fully understood. It seems that more difficult questions need to be repeated several times before they can be understood by L2 learners. A question which has not been understood can be modified by providing a clue to the expected answer. For instance the original question would be, ‘Which one has been found? Is it the boy who has been found, or the dog who has been found?’ So the clue is being provided in terms of the choice between the boy or dog. Furthermore the teacher can improve the question by providing the right sort of modification through several rephrasings to make it

appropriately comprehensible and answerable within the learners' subject matter and their L2 competence.

Nuttal (1996) confirms the view that another way of modifying the question is by rephrasing questions as alternative or choice questions. For example "which section do you enjoy most in Geography? Is it climatology, geomorphology or regional geography?"

2.9.5 *Use of gestures.*

According to the research done by Wesche & Ready (1985), gestures or body language are said to be used more frequently and are more exaggerated by L2 teachers in their presentations. They use them to emphasise crucial points and demonstrations to the L2 learners. This may include the frequent and deliberate use of hand gestures to punctuate the discourse.

It has also been revealed in Probyn's (1998) study that teachers also use body language as supporting or modification strategies to their L2 learners. They used their hands and demonstrations to involve the learners in the lesson, to keep them focused and to instill confidence.

2.9.6 *Use of chalkboard*

It is claimed by Doff (1988:43) that "the blackboard is one of the most useful of all visual aids...it can be used for various purposes without special preparation."

In view of the above, it is crucial for the teacher to use the board skillfully and effectively in class to assist L2 in his/her lesson presentation (Doff 1988:43). According to Chaudron (1988), the teacher should or can exploit the chalkboard for a variety of useful purposes. The teacher can use the board frequently for both schematic and representational purposes.

Doff (1988) further argues that the main aims of using the blackboard are to make things clearer to the class and to help focus their attention. It serves as a useful teaching aid because when the teacher writes on the board, learners can develop writing skills and their spelling and vocabulary can improve because it is easier to learn what they visualize.

2.10 Conclusion.

It has emerged from the literature reviewed that there is a necessity for teachers to accommodate L2 learners in their teaching in one way or another. This is done in the light of, and within the context of, the problems and difficulties experienced by L2 learners highlighted in the literature by amongst others Schmied (1991), NEPI (1992:89), Rubagumya (1993) and Probyn (1998).

The majority of bilingual teachers use CS to get through to L2 learners. CS use in class is advocated by, among others, Peires (1994), Adendorff (1996) and Marawu (1997). There are controversies about its use in classroom situation (Atkinson 1987). In the light of the concerns and controversies surrounding the use of CS in class, this research then is an attempt to fill the gap towards the use of effective methods other than CS. It has been argued that teachers who do not have recourse to CS can exploit other teacher modification strategies to get through to their learners (Chaudron 1988). They can do this through a variety of methods discussed in 2.9 above. It is further argued in this study that L2 learners need a variety of language supporting strategies (Probyn 1998) and also need a rich linguistic environment in the target language (Krashen 1982, Ellis 1992).

The reading of literature on teacher modification strategies has broadened my horizons and understanding in the discipline. It has given me more insight into the type of research carried out in this field and the implications this has for current teaching practice. Literature reading has reaffirmed my beliefs, assumptions and perceptions about the need that exists for teachers to modify their teaching practice when teaching L2 learners.

It has also given or equipped my research with impetus and more theory to justify and substantiate the claims I will be making in relation to teachers modification strategies. Literature reading has also served as an empowerment tool in the interpretation and analysis of data, drawing of explicit conclusions.

My research has been shaped by literature reading to give more focus to specific issues on teacher modification strategies. I have discovered that there is not a lot of research done in South Africa in the field of teacher modification strategies. As a result this has stimulated my interest more with the hope that this piece of work will spur on other people to do further research. I conducted this research in a black public school in Whittlesea, Eastern Cape. Above all, the literature review has enabled me to benchmark my research against other studies done, to see areas of convergence and divergence. After going through literature studies my zeal, enthusiasm and confidence have been boosted because I have seen that other researchers have explored this territory so I have their work/studies as points of reference.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 Introduction

This study seeks to explore and understand how a grade 12 teacher modifies his teaching practice to accommodate his L2 learners. It is aimed at exploring the modification strategies he employs to make his English lessons effective and accessible to his learners. Furthermore this study seeks to understand and examine the strategies the teacher uses to mediate difficult texts in order to make learners understand the content. In this research I have used an interpretive research paradigm, in the form of a descriptive case study to investigate and address the research questions that arise from the study. Dlangamandla (1996 : 22) states that:

“the central concern of an interpretive paradigm is the provision of rich descriptions of the phenomenon that is being investigated. It is not evaluative.”

This paradigm, which will be explained fully in 3.2, is relevant to this research in the sense that it has enabled me to study and describe the research subject fully. The research tools to be used helped provide and uncover everything I needed to reveal about the subject under study i.e. This included strategies he employs to modify his practice so as to accommodate his L2 learners. Ellis (1990 : 65) claims that the classroom research process

“is concerned with the careful description of the interpersonal events which take place in the classroom as a means of developing an understanding about how instruction and learning take place.”

By the same token Allwright and Bailey (1991) define classroom research as simply trying to investigate what actually happens inside the classroom.

In Section 3.4.3 I will justify the choice of research subjects and research site. Then I will discuss data collection methods. I will then round off this chapter by a brief discussion on ethical considerations pertaining to the research.

3.2 The Interpretivist paradigm

Paton (1978 : 203 in Lincoln & Guba 1995 : 15) describes a paradigm as “A world view, a general perspective, a way of breaking down the complexity of the real world.”

The research paradigm chosen in this study is an interpretivist one (Guba 1990). My main interest was to observe, analyse and interpret the strategies used by the teacher in his class. This approach gave me the opportunity to observe things practically as they unfolded. I was in a strategic position to explain why things happened the way they did, using the relevant and necessary research theory.

I would like to explore what is meant by an interpretivist paradigm and also provide an overview of the paradigm and specific examples of how this is translated into an approach. According to Henning, van Rensburg & Smit (2004 : 2) ‘interpretive research is fundamentally concerned with meaning and it seeks to understand social members definitions and understanding of situations. This paradigm ... seeks to produce descriptive analysis that emphasises deep, interpretive understanding of social phenomena’.

Trauth (2001 : 219 cited in Henning 2004) states that interpretive research attempts to understand phenomena through the meanings that people assign to them. In other words, this research method describes situations in the language that people know and understand. It uses the people’s perceptions, feelings and impression to understand the phenomena.

The foundational assumption of interpretivists is that most of our knowledge is gained through social constructions such as language, consciousness, shared meanings, documents and other artifacts.

In other words, information to understand describe and interpret the phenomena is received through a variety of methods and sources. According to Garrich (1999 : 144 in Henning 2004) fundamental assumptions of the interpretive paradigm include the following:

- Individuals are not considered to be passive vehicles in social political and historical affairs but have certain inner capabilities which can allow for individual judgements, perceptions and decision making autonomy
- The belief that any event or action is explainable in terms of multiple interacting factors, events and processes
- An acceptance of the extreme difficulty in attaining complete objectivity especially in observing human subjects who confuse and make sense of events based on their individual system of meaning
- The view that the aim of inquiry into the case develops an understanding of individual cases
- The view that the world is made up of multifaceted realities that are best studied as a whole recognising the significance of the context in which experience occurs
- Lastly the recognition that inquiry is always 'value-laden and that such values inevitably influence the framing, focusing and conducting of the research'

The above assumptions serve as an overview of all the assumptions underlying all elements of this research. Kelly and Terre Blanche (1999) argue that some of the best

interpretive work has been done by people who would never describe themselves as social science researchers. For instance Antjic Krog's (1998) account of the Truth and Reconciliation Commission or Steve Biko, who in an article entitled, "We blacks" showed how reflection on his own experience contributed to his interpretation of the broader context in which he lived.

It can thus be categorically and unequivocally argued that interpretive research, like the work of the above authors, relies on first hand accounts, and also tries to describe what it sees in rich details and presents its finding in engaging and sometimes evocative language (Kelly and Terre Blanche 1990).

From my research point of view this approach has enabled me to make sense of the teacher's modification practices as they occur in the real world or natural setting. I have been able to observe, understand, interpret and describe the teaching strategies he employs as an individual case in the context in which it occurs.

This approach has afforded me the opportunity to witness the teacher's teaching strategies first hand. It is like an 'on the-scene' assessment of the situation. Through direct observation this has given me a broader perspective to do an in-depth interpretation and analysis of how and why the teacher modifies his teaching strategies or practice. I have got the rare opportunity to really offer a rich interpretation which would not have come to the surface had I not used this approach.

Popkewitz (1984:7 cited in Van Rensburg 1995) states :

"the origin of the term research may lie in the view of 'inquiry' as a research for new metaphors for thinking about everyday affairs...enabling people to conceive social reality from different layers of interpretation which were not readily apparent in everyday life."

I have chosen this particular research paradigm to make sure that all the essential elements of my research questions are properly and adequately addressed. As I observed the teacher I was able to capture most of the strategies he used. So it was then a question

of making sure that I offered interpretation that is in accordance with the literature relevant to this study. The interpretive approach offered me the opportunity to interpret the situation from different angles thereby offering a rich and diverse study.

In any kind of research the researcher is often influenced by many factors. These are sometimes useful in helping one offer the correct interpretation of the problem. Seliger and Shohamy (1995: 4) state

“one might say that knowing how to look at research problems and how to carry out research is related to the state of mind of the researcher. The state of mind of the researcher reflects, to some extent, the world in which he/she lives. What researchers believe, what they accept as forms of knowledge, is often a reflection of social and cultural context. We would like to think that research is ‘objective’ and seeks to show the ‘truth’ or the ‘facts’ about some phenomenon which is being investigated, sometimes we are not conscious of the influences around us.”

The above quotation has implications about researcher objectivity and subjectivity. The research was conducted in a site/school known and familiar to myself as a researcher. I did my secondary education in this school. The research subject was my English second language teacher in matric. The above issues I had to contend and grapple with the above issues as I strived for objectivity at all times. As I found myself in this situation I accepted the fact that it is extremely difficult to attain complete objectivity, especially in observing human subjects (Garrich 1999 in Henning 2004). To observe somebody you know or who once taught you is difficult because the tendency for one will be to expect to get what you know and want to get. I was also conscious of the fact that a lot had changed since I left school in terms of policy, teaching methodology, teacher development and the teacher’s personal development.

I tried to relate and keep my relationship with the teacher and learners as professional as possible. Fortunately I did not tell the teacher what exactly I was going to observe from him because I felt he may manipulate his teaching to please me. So throughout the period of the research I tried to keep everything professional to maintain a high degree of objectivity. I did not allow my preconceptions to interfere and my familiarity with the place served as a strong point and made my work easier. I was not seen as a stranger or an outsider which sometimes causes unnecessary tensions and deep suspicions.

It is indeed difficult for a researcher to be totally objective in his/her research. A researcher is often influenced by his/her background, preconceptions, preferences, interests and experiences. It is therefore prudent for a researcher to always reflect on his/her practice so as to ensure a reasonable degree of credibility and objectivity in his/her research.

3.3 The Case study as a research method.

This section will justify the choice of the case study as a research method. Case study research fits in within interpretivist paradigm in the sense that it operates within the same principles and methods.

“The case study researcher typically observes the characteristics of an individual unit. The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which the unit belongs” (Cohen and Manion 1989 : 124 – 5).

Johnson (1992 : 75) shows that this “individual unit” that Cohen and Manion referred to can be a teacher. One ESL teacher has been chosen for the observation of his teaching modification strategies in a grade 12 class.

In this research I observed the teacher within his professional environment i.e. his classroom. Guided by the research questions, as a researcher I studied this case and those aspects of the environment that pertained to it.

In accordance with this view my goal was to do an in depth investigative analysis of the modification strategies employed by the teacher. This then gave me an insight into his practices so that I could understand them better and know how and why he uses them when teaching his L2 learners. My view is that he uses certain strategies to mediate the difficult texts and to make his lessons comprehensible to his learners. The main objective is to examine the types of strategies he uses and their effectiveness in making the lesson comprehensible. The method I adopted in this study was naturalistic whereby an individual is studied in his/her naturally occurring state and environment. So the teacher

was observed while teaching in a real life situation. One advantage of being somebody who comes from the local community, was that my presence in the classroom probably had very little effect in terms of the reality of what happened in the classroom. As I have indicated earlier in 3.2 I do not think I was regarded as a stranger or an outsider by either the teacher or his learners. I come from the same community as most, if not all, of the learners. I also positioned myself well in class so as not to disturb or make my presence felt. I was known as a teacher in the community so the students would have realized that whatever I might have come for it was for educational purposes. The teacher took the opportunity in fact to introduce me to the class (see appendix 4 lesson 1 p 142-143). For these reasons, I don't think my presence would have had a substantial influence on anything that happened in the classroom except that in some cases the learners were keen to take part in the lessons which was good for their language acquisition and learning. It is difficult for me to attribute this to my presence in class.

The impact of my own belief in terms of interpreting what I saw was based purely on the lessons I observed as they unfolded or as the events evolved. The audio- recording of lessons and the taking of field notes and interpretation thereof superseded any preconceptions or influence that wanted to creep in.

The conditions and the context were free from manipulation. The results that emerged from this study represented the reality of the situation that was observed. Cohen and Manion (1989 : 124) agree that:

“A case study is the way of the artist, who achieves greatness when, through portrayal of a single instance locked in time and circumstance, he communicates enduring truths about the human condition.”

I have chosen a case study as a research method because it has a number of advantages. Merriam (1988 : 16 in Dlangamandla 1996 : 37) offers the following six advantages for its use:

- “The first advantage is that in contrast with other research methods it is strong in reality and therefore likely to identify with the issues and concerns raised.
- The second advantage is that one can generalize from a case either about an instance, or from an instance to a class.
- Thirdly a case study can represent a multiplicity of viewpoints, and can offer support to alternative interpretations.
- The fourth advantage is that a properly presented case study can provide a database of materials which may be re-interpreted by future researchers.
- The insights yielded by case studies can be put to immediate use for a variety of purposes including staff development, intra-institutional feedback, formative evaluation and educational policy making.
- Lastly, case study data are usually more accessible than conventional research reports, and therefore capable of serving multiple audiences”.

3.3.1 Ethnographic methods in classroom research.

Millroy & Preissle (1992 : 1 in Spindler 1982 : 5) define ethnography in broad terms as “the field arm of anthropology, what anthropologists do when they are not in their offices”. Ethnography is learnt rather than taught. Ethnography means a picture of the “way of life” of some identifiable group of people.

According to this view ethnographers always study human behaviour in terms of cultural context. Their purpose is to learn about, record, and ultimately portray the culture of a group.

I have adopted some ethnographic tools to use in the case study. These are observation, interview and questionnaires. So the case study is well situated within these ethnographic research methods. Ethnographic methods in classroom research use the same principles as a case study method. This research method, like a case study advocates a situation there is an in depth study of a situation through participant or non-participant observation in the natural setting. Through ethnographic case study then the situation as a whole can

be understood in the case. Bassey (1999) claims that an explanation can be offered through the study of the case about the structural patterns of which the participants may not be aware. It can thus be concluded that an ethnographic method works smoothly hand in glove and complement each other with case studies. In this research I choose this method so that I can understand the teacher not only as an individual but also in the context in which he taught, that is the situation of his learners and the resources at his disposal and so on.

The approaches and principles are similar. In this sense the case study method is suitable for this research study. This method, like any other theory or research, is not free from criticism. Van Lier (1988:5) writes "although ethnography has gained considerable support as potentially the most useful means to study classroom phenomena, it has not lacked criticisms".

In view of the above view on criticism of ethnographic research I will give a brief discussion of these criticisms and how they are dealt with in my research.

Trueba (1982) states that the validity and reliability of ethnographic research studies have often been questioned on the grounds that they are unsystematic and unscientific, at least, if they are judged from the traditional perspective and classical experimental model. According to Allwright and Bailey (1991) the proponents of quantitative research should like the research process and the product to be able to meet the criteria of validity and reliability. In other words, for this type of research to be credible it has to satisfactorily address the questions of validity and reliability.

Seliger and Shohamy (1989 : 32) define validity as "the extent to which the collection procedure measures what it intends to measure." In interpretive research this would amount to ensuring that the criteria on which observations are based are validated by authorities or an external observer so that the validity of the case is increased. This is called construct validity.

The credibility, worth and results of any research are judged according to its reliability. Research procedures must be consistent, both over time and across the variety of people who might use them. The reliability and validity of the research can also be increased by the researcher using a multifaceted approach. The ethnographer uses a variety of different kinds of data to increase the reliability and validity of the study (Spindler 1982). In addition, ethnographers need to present their methods so explicitly that their report can be used as a guide by those wishing to copy them (Nunan 1992). They also get different viewpoints of the same instance. I have observed three teacher's lessons and interviewed him, and I have administered questionnaires to his learners. So I have used a "multifaceted approach" with different kinds of data. This has ensured that my research is both reliable and valid in terms of the principles of ethnographic research. Triangulation, which I have used, is indispensable in ethnographic research because this is the only way of ensuring validity and reliability in research (Van Lier, 1988). Terre Blanche & Kelly (1999:128) state that triangulation entails collecting material in as many diverse sources as possible. They claim that this can help researchers to home in on a correct understanding of a phenomena by approaching it from several different angles. Triangulation enables researchers to get a broader perspective about the phenomenon such as interviews, of collecting information from different angles, questionnaires & observation.

Another area of critical focus relating to ethnographic research is the generalisability of results to other institutions. This is concerned with the extent to which the findings of a study can be generalized or applied to other external situations. Generalisability is vital in experimental research, because researchers want to know if the treatment used will work in other settings. Van Lier (1988 : 2) has argued that generalisability cannot be a major goal in research within an interpretivist paradigm because the primary concern must be to analyse the data as they are, rather than to compare them to other data to see how similar they are. The main objective of naturalistic enquiry is to understand what happens in the individual classroom, which in itself has a unique atmosphere. The claim made by a naturalistic enquiry is that whatever understanding has been gained in the in-depth study in a real classroom may illuminate issues for other people.

The task of the L2 classroom researcher is further according to Van Lier (1998 : 63) “to describe in detail what goes on in the L2 classroom and then to relate the things that are done and said to L2 learning.” So if the good learning experiences that are happening in the classroom can be transferred to L2 learning this could have positive impacts for effective language teaching and learning. The need for accurate and clear descriptions of the classroom situations cannot be overemphasized in classroom research (Van Lier 1988). The benefits that accrue from this exercise are invaluable.

Bailey (1983) also found that classroom-centered research results which are ethnographic in nature may be more directly applicable to teachers’ needs than other types of second language research. I also hope that the findings of my classroom research can somehow be of value to other L2 teachers for the purpose of teaching and learning. A strong argument for the use of ethnography in classroom research is further provided by Sanday (1982 : 250) who has a strong view that the art and the empathy that characterize the ethnography should not be “sacrificed on the altar of science”. It would seem that ethnography will continue to be used by researchers in classroom research. It will continue to be relevant for some time to come as it is also popular among educational researchers. The key thing is that it must be done properly and cautiously so that it can yield the desired results. This view is echoed by Van Lier (1988 : 16) who claims that *“classroom research is a sensitive enterprise , it must always be on guard against the temptation to extrapolate from chance occurrences.”*

This means that there must be safeguards, checks and balances against misinterpretations. Of all forms of scientific knowledge, ethnography is regarded as the most compatible with a democratic way of life (Van Lier 1988). As it has been mentioned earlier, there should be safe guards to avoid the control of knowledge by researchers at the expense of the research subjects. Furthermore ethnography can be empowering to members of society. It is seen to be contributing to the improvement of the skills people employ in their daily lives. This means ethnographic knowledge is something people can understand and identify with and it does not require specialized knowledge to carry out. Ethnographic classroom research deals directly with classroom methodology and can

therefore be relevant to classroom teachers. They can apply the most useful aspects of it in their classroom situations. Accordingly ethnographic research can help teachers in two ways: Firstly, reports of ethnographic research will give teachers insights into what happens in classrooms, and secondly, teachers can conduct this research themselves in their own classes (Van Lier 1988).

3.4 The research design

I decided to use a variety of methods for data collection. This is in line with many researchers who advocate the use of multiple methods in data collection. Using different research tools and multiple methods in data collection is referred to as triangulation (Van Lier 1988). The use of triangulation method is to ensure that the research cannot be confined to one specific method. It is believed that triangulation prevents the researcher from relying on initial impressions and helps correct observer biases (Johnson 1992). A research design using triangulated methods encourages flexibility. As I have indicated earlier, I have used triangulation method by observing and interviewing the teacher and administering questionnaires to the learners. In this way I have tried to bring in different perspectives of the same event as well. Triangulation makes the practitioners enter natural settings without predetermined hypothesis or preconceptions of the phenomena or setting (Sevigny and Freedle 1983).

3.4.1 Preliminary considerations

There were certain factors I took into account before I embarked upon this study. Among other things, I felt that I should do a pilot study. I used almost the same approach I would use in the actual study. This preliminary study was to offer me some insights into the actual study I was about to undertake.

3.4.2 *Preparing the ground: The pilot study*

I observed lessons in another high school by an L2 teacher whose mother tongue is not that of his learners. The purpose of this pilot study was to make myself familiar with research techniques, such as classroom observation and the taking of field notes. I wanted to get hands-on experience of the research I was about to do so that I could become aware of the possible challenges that lay ahead.

In this pilot study I observed English lessons for two days in a grade 12 class and in a grade 11 class. The teacher in question was willing to be observed. I think this was because he was confident of himself and competent in the subject he was teaching. He had international experience in the teaching of English and was also well qualified in the subject. There were no discernable problems with implementing this pilot study. I got permission from the principal to do the observation. Learners had no problem either and they accepted me easily as one of them because the teacher introduced me and explained to them the purpose of my presence. I took field notes as much as I could focusing specifically on my research questions.

In the pilot study I learned to position myself at the place where my presence would not have a negative impact on teaching and learning. Initially I sat in the second front row which proved to be a bad decision. Learners felt uncomfortable. When I noticed there was noise I changed and sat at the back, the participation improved. I used shorthand when I took field notes. I did not transcribe them immediately so it was difficult for me to reconstruct the lessons I observed. I learned to improve my speed in taking field notes and transcribe them immediately.

I also learned that the teacher, who also did not speak the language of learners did try to get to the level of learners through the use of a variety of modification strategies. Among the strategies he employed he used the quicker learners to understand to teach or explain some concepts to those who were less competent in English. The learners explained to others in isiXhosa. The teacher employed body language a great deal. He used it to

explain most of the things he taught. The pilot study also gave me a taste of the use of an audio recording machine and of transcribing lessons which I found a challenging, time consuming exercise. When I did the actual research I was aware of the pitfalls that may crop up and I was ready and empowered to deal with them.

3.4.3 Choice of research subjects

It is necessary to explain why I chose the teacher I did as a research subject. He was chosen for the following reasons:

- His reputation as a successful English teacher who has produced good results in matric consistently over the years. I wanted to observe him because I was looking for a good example. His average pass rate in English teaching for the past four years (2000 – 2003) is above the rest of other schools in his area. (See Appendix 5 Page 145). The name of the school where research was conducted was Funda SSS.
- His willingness to participate in the study.
- His interest and involvement in an English association that is aimed at uplifting the standard of English of the learners in the district.
- The good rapport that I have developed with him, first as his ex-student and then later as his colleague in the executive of Hewu English Association (HEA).
- His empathy or understanding of the needs and problems of L2 learners which he shows and expresses during his teaching.
- He is well qualified with a B.A (Hons) and is currently completing a masters degree in English second language. He has national and international experience in the teaching of English.

I explained to him generally the purpose of my research. The fact that I knew the teacher and I was his ex-student was not going to affect the integrity of the research by striving for objectivity. Our relationship was to remain purely professional and academic throughout the duration of the research.

3.4.4 *The research site*

The school at which the research was conducted is the one I attended during my secondary education. It is a public school, established under the ex-Ciskei Department of Education. Despite the lack of educational facilities and resources it distinguished itself from the rest of the schools in the Ciskei by producing relatively good matric results. The school achieved the highest pass rate for the last four years compared to other schools in its area. It also produced the highest number of exemptions. So the school has done well in terms of quantity and quality of results (See Appendix 5 page 145 on Matric results). This success story is attributed to the commitment and dedication of staff and learners. The majority of staff members are university graduates and others are still studying further to empower themselves.

The school where the research was done is located in the center of a township which approximately 35 km south of Queenstown. This township is made up of black people and the majority of houses are four roomed houses. The condition of the school is good. It is a brick structure built in 1984 by the then Ciskeian government. It has fully electrified twenty classrooms, laboratory, library, 2 storerooms, computer room, management offices and a principal's office. The staff complement as of now is twenty-eight teachers. There are sports grounds for soccer, rugby and netball.

The enrolment of learners stood at 1121 in 1998. This number is high compared to other high schools in the area. The reason for this was the good matric results produced by the school over the years. Most parents sent their children there from grade 8-12. The medium of instruction is English but all learners' L1 was isiXhosa. The teacher-pupil ratio was high with up to 70 learners per class. The class I observed had more than 70 learners consisting of boys and girls with girls outnumbering boys. The size of classes is 42 m².

I am conscious of the fact that doing research in the environment you are familiar with could pose challenges. Some of the teachers who taught me were still there, and a

significant number of learners knew my home and me. A researcher should be explicit to the readers about his/her viewpoints. Distance and objectivity are not possible and that the characteristics of the researcher form part of the research context. However, this does not mean that the researcher must abandon objectivity altogether. Erickson (1973 : 60) for example writes :

“my fundamental assumptions and prejudices are part of me. I cannot leave them at home. I must study the place as me. So I should make explicit to you the point of view I brought to the site and its evolution while I was there as well as the point or view with which I left. It was I who was there during the field work, not somebody else.”

In this way Erickson (1973) makes a very important point about not being complacent about the research environment. His point is that it is important to be transparent and honest about your own prejudices and preconceptions when conducting research. He emphasises the uniqueness of the research context. To do research objectively the researchers need to develop a technique of making the familiar environment strange. The researcher must adopt the critical stance and question the seemingly obvious which is taken for granted by the insiders. As a result the researchers are not aware of the things that seem obvious whereas they may not be so. The way in which to achieve this critical stance and the stance adopted by myself is to strive for objectivity although I am aware of my preconceptions. Van Rensburg (1995 : 5) sees “objective reality” as an ideal to strive for, even if it cannot be attained. Erickson (1973) talks about “disciplined objectivity”. Similarly Smaling (1993 : 159) sees objectivity

“as a goal to be aimed at with the recognition that it is never reached in the absolute sense. It is an intelligent, learned use of our subjectivity, not an escape from it.”

Objectivity was achieved in this research in the sense that although I knew the teacher personally, I was aware that due to recent policy and teacher development in education his teaching style would have evolved with time. The subject knowledge about him used as a strong point to launch my research I knew that he was good and any changes in the system could not have affected him for the worst. I expected him to continue with this practice and tradition whilst at the same I do not allow this subjective knowledge to affect my objectivity in my judgement. Fortunately all his lessons were audio-recorded and interpretation of his teaching strategies was based on his lessons as they were presented.

3.4.5 Methods of data collection

As I indicated earlier, different data collection methods were used for this study. These include intensive interviews with the teacher, observation of his lessons, field notes and the administering of questionnaires to learners. The gathering of many kinds of techniques is essential so that the validity and reliability of the study can be increased. The following sections will discuss each of the methods used for data collection.

3.4.5.1 Non-participant observation

The observation, according to Bailey (1983) should concentrate on certain important aspects of the lesson. I think this is meant to make sure that the research does not lose the focus and the goal of the research. This would also make sure that an observer could clearly discern the behaviour as it unfolds.

Seliger and Shohamy (1989) support the use of observation as a data collection method. They believe that the main purpose of observation is to examine a phenomena or a behaviour which is currently happening. They also maintain that observations have always been considered a major data collection tool in qualitative research. It is clear, therefore, that through observation the language teaching process can be studied closely in the classroom as well as teachers' and students' behaviour. This is the distinct advantage of observation.

I observed matric English lessons for three school days. During this period I only took field notes. These lessons consisted of language, poetry and drama lessons.

This period afforded me the opportunity to examine and explore the various teacher modification strategies employed by the teacher. Then at a later stage I further observed three lessons, which I audio recorded and transcribed.

I positioned myself at the back of the class so that I could observe all the proceedings at the same time and also so that I could have a good view of the teacher to be observed. I became in a sense invisible so as not to influence the proceedings. Richards and Nunan (1990 : 45) for example maintain that “the observer should be seated in a strategic position which allows the widest possible view of the whole lesson.”

3.4.5.2 Fieldnotes

Field notes are defined as the notes taken by researchers during the course of ethnographic research (Bailey 1983:102). I wanted to make sure that I took these as a backup mechanism to supplement the audio recorded lessons I observed. As I pointed out earlier, my main focus as I took these notes was on the aspects relating to teacher modification strategies. Throughout the duration of these field notes I tried to make sure that I took as many notes as possible during the lessons. As Erickson (1973) stresses, fieldnotes must capture or reflect the people being studied and the researcher himself or herself. In another sense they must reflect and convey the ethnographic understanding of events.

In order for the quantity of information not to be forgotten over a short period of time, Lofland (1971:104 cited in Bailey 1983) recommends the recording of these notes as quickly as possible after observation. Immediately after I took down rough notes I transcribed them in an orderly fashion. This was to make sure that I did not leave out key sections of the lesson. Richards and Nunan (1990:34) also add their voices by saying “the observer should take extensive and detailed notes from which an account of the activities can be reconstructed later”. I think these accounts should not be viewed as judgemental or evaluative but should be a descriptive and objective as possible to ensure that they reflect the true account of the situation being observed.

The concern is raised by Johnson (1992) that there is often no time to record everything. So people who take field notes must decide what to record and what to exclude. It is really difficult, if not impossible, to capture everything in progress. Hence I decided to

focus only on recording the modification strategies of the teacher. I have learnt in this research that writing field notes requires discipline and patience. One has to spend some time writing these notes so that they are meaningful.

Through field notes, I was able to record or capture salient points or issues which were not necessarily captured by the tape but were important. For instance before the start of the lessons and at the end of them I noticed social interactions among learners about what had been or would be taught. These interactions took place in English. I noted discipline amongst themselves and the respect they gave to their teacher, which was good for effective learning.

I also noted the teacher's compassion, care and empathy for his learners. He went between the desks trying to go through the work of the learners. So through the reading of the field notes I get the impression that the teacher did everything in his power to assist his learners and he had their interests at heart and was concerned about their academic progress. In the field notes I have captured sketches of drawings which the teacher used to add to his teaching, the explanation of concepts he did, his use of chalkboard and gestures have also been recorded.

3.4.5.3 Interview with the teacher

Effective interviewing is a central data collection technique for case studies that are ethnographic in orientation (Johnson 1992). I conducted interviews with the teacher to establish more information about how and why he thinks it is important to modify his teaching practice and to mediate difficult texts for his L2 learners. I asked the teacher wide ranging questions which were related to modification of his teaching strategies. (Appendix 2 pages 92 - 102)

I conducted two interviews with the teacher. The first interview took place before the non-participant observation of the lessons where field notes were taken and the second one was a follow up after the non-participant observation and the audio recording of the

lessons. The purpose of the follow up interview was to ask the teacher specific questions on his teaching practice or about what he did in his lessons. The details of these will be discussed in chapter 4 but a lot of interesting answers came up or were illuminated during this session. I tried to extricate as much information about his practice as possible. The advantage of an interview is that one is able to make a follow up on a question if more information is still needed. The purpose of the interview is to obtain information by actually talking to the subject. Interviews are personalized and therefore permit a high level of in-depth information gathering, free response and flexibility that cannot be obtained by other procedures. The interviewer can probe for information and obtain data that often have not been foreseen (Seliger and Shohamy 1989).

I decided to use open interviews so as to elicit as much information as possible. Open interviews provide the interviewee with broad freedom of expression and elaboration. They allow greater depth, ample and unexpected information may emerge (Seliger and Shohamy 1988). Open questions are defined by Gilbert (1996:102 – 3)

“as those that allow individuals to respond in any way that they wish. They allow the interviewee’s to develop answers much more fully than they could if they were completing questionnaires”.

The questions I asked ranged from the teachers’ modification of questions, more explanation or elaboration, use of more examples, asking more questions, complimentary statements to name but a few.

By the same token Spindler (1982 : 19) warns against the predetermination of responses. Since the person interviewed is the source of knowledge, the interviewer must not predetermine responses by the kinds of questions he asks. The interview must be managed so as to promote the unfolding of knowledge naturally.

3.4.5.4 Questionnaires for learners

I decided to use questionnaires for the learners as part of triangulation of my data to create validity and reliability of the research. Before questionnaires were administered to learners, the purpose of the research was explained to them. Consequently they had no problem in participating in the study. They were in fact enthusiastic about the venture. Ten learners were selected to participate in the answering of questionnaires. The English teacher helped me choose them. We decided to choose five males and five females for gender balance purposes. The students took roughly three days to complete them at their respective homes. They were free to answer in either isiXhosa or English. Surprisingly none of them chose to answer in isiXhosa. I was generally satisfied with the manner in which they answered the questions in terms of quality and quantity. Their responses were quite detailed. (See appendix 1 pages 87-91).

In the questionnaires I asked them open-ended questions which related to the learners' language learning, the strategies used by their English teacher and whether he modifies his practice and how. I decided against using interviews because I felt I was not going to get as much information as I would get from the questionnaires. The main reason I chose questionnaires is that there were lots of students. It would have been difficult and time consuming for me to interview them. I also chose questionnaires because according to Seliger and Shohamy (1989:63) they have several advantages:

- "Data are more uniform and standard
- Data are more accurate because the questionnaires are given to all subjects at the same time."

3.5 Ethical considerations

Whenever research is done it is important to take into account ethical issues when dealing with research subjects or participants. Their rights, dignity and integrity must be accorded high respect at all times. To this end according to Sajal (1991 : 27 in Dison 1997:16) it is maintained that "ethnographic research demands high ethical standards of data collection, triangulation, transparency, validation and authorization of public use of informants' responses."

The rights of human beings are enshrined in the constitution, so whenever research is done which involves or makes use of human subjects, researchers are always urged to take special precautions to safeguard the rights of those subjects. It is suggested that researchers should use pseudonyms, initials or numbers, not the subjects' real names. In this research I have used numbers e.g. S1, S2 etc.

Another area of concern and fundamental principle researchers have to comply with that relates to ethics is the question of trustworthiness. Research participants must be told the information that may be of interest to them in the research they have participated in. Ely (1991 : 93 – 4) comments :

“being trustworthy as a qualitative researcher means that at least the process of research is being carried out fairly and that the products represent as closely as possible the experiences of the people being studied. The entire endeavour must be grounded in ethical principles about how data are collected and analysed, how one's assumptions and conclusions are checked, how participants are involved and how the results are communicated. Trustworthiness is thus more than a set of procedures.”

When I carried out this research I complied fully with the above. The research subject or the teacher was consulted and kept informed about the various stages of the research, before the observation of the lesson, during the interviews and a draft of my findings was shown to him for transparency's sake. He was pleased and generally satisfied with this state of affairs. I gained the trust and confidence of the learners who completed the questionnaires and at all times I expressed my appreciation and gratitude for their participation in the research. I have never used my position as the researcher to gain undue advantage over the research subjects in any way.

CHAPTER 4

4. INTERPRETATION AND ANALYSIS OF DATA

4.1 Introduction

The success of any study depends to a large extent on the data collected and the manner in which it is analysed. Before I analyse the data, I will briefly consider the teacher's and the learners' contextual background and locate these within ESL teaching and learning. The reason for this is that the teacher's practice is informed principally by the knowledge of his learners' language needs. These needs have been highlighted by the teacher himself and they are determined in the literature cited in the introduction in the subsequent section (4.2)

I will then analyse the main themes on teacher modification strategies. This analysis will help shed light on the effectiveness or otherwise of these strategies on the teaching and learning context. The teacher's reflection on his practice in 4.4 will be analysed to justify his chosen strategies. I will then conclude the chapter by analysing the learners' perceptions about the teacher's modification strategies in 4.5 and then give a brief summary of this chapter.

4.2 The teacher's and the learners' contextual background.

It is important to consider the teacher's educational background because it has a bearing on his practice. In this regard I would like to offer a summary of the background of the teacher and the context of the learners.

The teacher has taught ESL for more than twenty years locally and internationally. He holds a BA (Hons) and is currently doing a masters degree in ESL. He has been a senior marker for ESL for many years and is presently serving as a deputy examiner. He takes a keen interest in the affairs of the local English association where he served as a secretary for more than four years. His expertise, competence, qualifications and dedication to his

work made him produce good matric results over the years (appendix 2 - interview B pages 98-102). This has earned him respect and the recognition of his colleagues and learners. His impeccable track record and the good credentials put him in good stead when it comes to the teaching of English.

The school where the teacher was teaching was regarded in the district as a good school because of the good matric results it produced compared to other schools in its vicinity. (see appendix 4 pages 142-144 – Funda High School for a detailed breakdown of pass rates). It earned a good reputation over the years because of the good track record it had in respect of the results it obtained in the Senior Certificate examination. These results were achieved despite the resource problems and other educational challenges it faced. Like most of the schools in the townships the odds were heavily stacked against it. Among these challenges were the problems of learning through the medium of a second language, as highlighted by Schmied (1991) NEPI (1992 : 89), Rubagumya (1994) and others.

As Rubagumya (1994 : 1) comments;

“...the impact of the medium of instruction in different countries...acts in varying degrees as a barrier to effective learning and teaching.”

The medium of instruction remains a barrier ‘generally towards learning even in other subjects. This above view is corroborated by Eisemon (1992:1) who comments as follows regarding science education:

“In countries where a foreign language has been adopted for all science instruction, poor foreign language proficiency is an important cause of high wastage and repetition rates and low achievement in scientific and technological courses.”

It is important therefore for the teachers to bear in mind and take into account the difficulties (vocabulary, proficiency and comprehension) of their learners so as to modify their practice accordingly to adapt to the needs of their learners. The teacher must devise supporting strategies to assist learners in accordance with the needs of the learners. Macdonald (1990 : 44) observed that:



“the teachers simply do what they can in a difficult, if not impossible situation, and in the end language proficiency actually moulds the task of the teacher.”

4.3 Analysis of the teacher modification strategies.

It has emerged in this study that the teacher employed a variety of strategies to modify his practice so as to support his learners. The following are the teaching strategies he employed:

- More explanation, elaboration and exemplification
- Modification of questions through rephrasing and repetition.
- Modification and use of basic vocabulary
- Affective modification: complimentary and affirming statements and careful correction of learner errors.
- Slow pace and wait time.
- Use of chalkboard and gestures.

The strategies will be analysed and discussed within the context of the lessons observed and also in view of the literature reviewed on teacher modification strategies. I will now proceed to discuss and analyse these strategies according to the order or sequence outlined above.

4.3.1 More explanation, elaboration and exemplification

This is one of the strategies used effectively by the teacher. In his teaching he gives detailed explanations and definitions of concepts thus providing learners with rich English input. He also offers many examples to facilitate understanding of the lesson. This is explicit in all the lessons I observed (appendix 3 pages 103-141). An example of this can be seen in the lesson on relative pronouns (lesson 3 – 07/10/02). He offers the following definition for a relative pronoun:

“Relative pronouns we know, are pronouns, which do not take the place of the other.....I mean of nouns, but take the place of other pronouns in sentences. This is what we mean by a relative pronoun. Ordinary pronouns take the place of nouns in sentences, but relative pronouns are used to take the place of other pronouns in sentences.”

The teacher gives this rather long, detailed and elaborate explanation of the phenomenon to make sure that the learners understand it. I did see signs in the class that student did understand, they were responding to his lessons. Hamilton & Ghatala (1994 in Snarski 1996) argue that elaboration is the key to getting information into long term memory. Elaboration and more explanation could be regarded as useful strategies in enhancing teaching and learning.

The teacher uses more explanation and repetition to ensure that the learners understand him. This has been confirmed by him in the interview. His definition of the pronoun is explicit and precise about the position of the pronouns. This is strategy aimed at teaching L2 learners in simple language, to make English easily understandable.

The teacher also elaborates when he explains the position of a relative pronoun. He explains:

“Another point I want you to be particularly aware of is the position of the relative pronoun. The relative pronoun is put immediately after the subject of the sentence. (appendix 3 – lesson 3 pages 132-141)

- e.g.
1. The man who came here is my uncle.
 2. The children who are playing in the street are very naughty.”

As it has been indicated earlier, the teacher uses English all the time to give learners a rich language input. He has no choice because he has no access to the language of his learners. The advantage or value of using English in class has been elaborated by Doff (1988 : 222) as follows:

“It will give students practice in listening and responding to spoken English. This will help them ‘pick up’ words and expressions....
It will give an opportunity for real, natural use of English.
If the teacher uses English to say real things to the class, it will give the students the feeling that English is a real language which is used for communication”.

The teacher’s lessons are characterized by the provision of many examples. Whatever he taught or explained was followed by examples He used the following examples on relative pronouns plus joining of sentences:

- “1. The dog which ...
2. This is the woman who...
3. The boy who...
4. The man who came here is ...”

The use of examples in the lesson was important and according to the teacher for ‘clear illustrative purposes’ (see appendix 2, interview B pages 98-102). This view is echoed by Chaudron (1988 : 87) as he claims:

“the teacher explicitly and implicitly explains vocabulary on the meaning of expressions through among other methods definitions and exemplifications.”

I think by using more examples or exemplification to L2 learners the teacher wants to ensure that the lesson is more clear to them and this will help them to internalize much needed language knowledge. It is through the use of examples that the lesson becomes more comprehensible which is an important condition for language learning and acquisition.

4.3.2 Modification of questions through rephrasing and repetitions.

There are clear examples in this study where the teacher modifies and sometimes rephrases his questions to his L2 learners. This view is also expressed by Chaudron (1988 : 85) who states:

“teachers modify or simplify their language to non-native learners by repeating or rephrasing their questions”.

Probyn (1998 : 24) argues that :

“the repetition or rephrasing helps to give learners more time for uptake of information and more time to interpret the question”.

In this study, the teacher has asked many questions, modified and rephrased them and he has also used clarity checks to establish whether learners were following him or not. Nhlapo (1999 : 26) states that :

“teachers use mostly comprehension checks as a way of getting feedback from class.”

Before I deal with the actual categories of questions the teacher asked in his lessons, I would like to look at the reasons for or importance of asking questions in class. Doff (1988 : 22) offers the following reasons :

- To check that students understand
- To give students practice
- To find out what students really think or know
- In class, it is possible to ask many different kinds of questions, and to ask questions in many different ways.

The following are a sample of the many questions asked by the teacher. These questions will be arranged according to the type or category described by Doff (1988 : 23 – 24) namely: Those that are useful to check comprehension; Yes or No questions, ‘The/or’ questions or alternate questions and information questions, ‘wh-’ questions. In the sample of questions to be given, the original question asked by the teacher will be followed by his modified or rephrased version of the question.

The following are the questions with Xhosa translations to illustrate the option the teacher would have if he had access to the language of his learners (Appendix 3, lesson 1 pages 103-115). In other words the teacher would ask the questions differently than they

have been asked in English. Information question require specific information on a particular issue and comprehension or information tests understanding.

Information type of question.

- Who has been found? – original question.
Ingaba ngubani ofunyenweyo? – Xhosa translation.
- Is it the boy who has been found or the dog who has been found? – Rephrased or modified question – alternative type of question.
Ingaba yinja okanye yinkwenkwe efunyenweyo? – Xhosa translation.

Information question

- In the first sentence what is the subject?
Kwesi sivakalisi yeyiphi intloko?
- What is the subject of the first sentence?
Yintoni intloko kwesi sivakalisi sokuqala?

Information question and checking comprehension

- What word do you identify with that pronoun?
Leliphi igama olinxulumanisa nesimelabizo?
- What word do you think that is?
Ucinga ukuba liyintoni na eli gama?

Information question – ‘wh’ checking comprehension

- What is the pronoun you have identified here?
Sesiphi isimelabizo osikhethileyo apha?

- Can anybody tell me, looking at the sentence, what pronoun they can identify on the board?

Ukhona umntu onokukhetha isimelabizo kwizivakalisi ezisebhodini?

Checking comprehension question

- Do you know what a pronoun is?
Uyayazi ukuba yintoni isimelabizo?
- What is the pronoun that we have on the board here? Yes?
Loluphi Uhlobo lwesimelabizo esihalo ebhodini? Yitsho?

As I have indicated earlier, if the teacher spoke the learners' L1 he would probably use Xhosa to ask these questions. He would resort to code switching possibly to make the questions clear to be understandable or to facilitate learners' understanding (Arthur 1996 : 26). Since he does not speak the language of the learners he did his best to make the questions clear by rephrasing them. These questions have been changed so that they are simpler or the teacher elaborates to make them clearer and more easily understandable (Nuttal 1996). By asking these questions in English the teacher also provides the learners with a rich English vocabulary or input which is essential in the acquisition and learning of English (Wong – Fillmore 1985, Ellis 1992).

According to the teacher the issue of simplifying questions is intended to ensure that learners understand the questions and then participate in the lesson. This participation will ensure interaction between the teacher and his learners and thus language acquisition. According to the teacher in interview 2, he modifies his questions consciously to accommodate the cognitive needs of the learners. He modifies them when he realizes that they do not understand them through rephrasing and simplification of difficult concepts.

4.3.3 *Use and modification of vocabulary*

Another strategy used by the teacher to modify his practice is to simplify his English when teaching his L2 learners. He does this by using, among other techniques, using simpler synonyms of key words using different words and repetition of key words in different parts of speech. The teacher also modifies his vocabulary through paraphrasing and repetition of questions.

Richards (1997 : 93) states that questions are used to provide models for transformation, repetition and manipulation exercises, to test comprehension and to maintain participation in the learning process. Vocabulary modification also takes place when questions are asked.

The following are examples of questions where modification of vocabulary took place through repetition of questions using different words (which are synonymous) asking the same question.

1. What are some of the problems we mentioned?
2. What are some of the problems we talked about with the agreement of the subject with the verb?
3. What are some of the problems we discussed in class?
4. What are some of the problems we started with?

(see appendix 3 : lesson 1 pages 103-114)

The idea in the above cases is repeated in the form of a question using different but similar words. So this type of modification serves as a form of linguistic support which exposes the learners to rich English thus helping them to acquire and learn English for the development of good proficiency skills (Krashen, Burt & Dulay 1982, Wong – Fillmore 1986, Ellis 1992). In the above cases the teacher claims that he uses questions to L2 learner to negotiate meaning, mediate the language and to reinforce learning.

According to the interactional hypothesis, interactional modifications which are directed at solving a communication difficulty help to make input comprehensible, and comprehensible input promotes acquisition. (Long 1983 cited in Ellis 1992 : 40). So the teacher is doing his best to make himself clear to his learners through modification of vocabulary.

There is another instance where the teacher modifies his vocabulary through repetition of a key word in different parts of speech e.g 'confused' and 'confusion' (Appendix 3 : lesson 3 pages 132-141) have been used in different ways in the following sentences to enrich the vocabulary of learners:

- “Where is the confusion in this sentence?”
- “Where do you think there is a problem, the confusion...look at the board very carefully.”
- “Where are you likely to get very confused?”

Another instance of vocabulary modification is where the teacher repeats similar grammatical structures:

- “The teachers lock the gate after school, or if the teachers don't, the students will.”
- “The boys or the girls sweep the class everyday after school. If the girls don't do it, the boys will do it.” (Appendix 3: lesson 3 pages 132-141)

This repetition of an idea in different forms is important so that the learners could have a clear understanding of the lesson. As Merrit (1992 : 107) notes :

repetition plays a communicatively positive role in allowing extra processing time for students....

By so doing the teacher hopes that the learners will ultimately get the opportunity to grasp the thrust of the lesson. The teacher is continually striving to provide his learners with the best possible rich learning environment for optimal L2 acquisition and learning.

The absence of a good learning environment has negative effects for the learners. Baker (1993 : 135) warns against the poor second language environment:

“If children are made to operate in the classroom in a poorly developed second language, the quality and quantity of what they learn from complex curriculum materials and produce in oral and written forms may be relatively weak and impoverished.”

4.3.4 *Affective modification strategies*

It has been noted in this study that the teacher’s lessons are characterized by a number of complimentary and affirming statements. He uses this strategy when learners give him correct answers. According to the teacher, he does this to encourage the students to open themselves up and participate in class discussions. He claims that this will help them develop good communication skills (appendix 2, interview schedule B pages 98-102).

The following are some of the examples of complimentary phrases the teacher used quite often:

- ‘A very good sentence.....’
- ‘That is correct.....’
- ‘Very good.....’
- ‘Very interesting.....’
- ‘Yes!.....’
- ‘That is good....’
- ‘A very interesting sentence....’
- ‘Well, all these are very good examples.....’

The teacher maintains that he uses these strategies because they create a confidence boosting atmosphere and also encourage learners to take part in the lesson thus developing their communication skills. So it would seem according to the teacher that affective factors play a vital role in the students’ language learning. The teacher uses them as a strategy of encouragement.

Arthur (1996 : 24 in Marawu 1997) states that :

language should be used so that students should feel relaxed, reassured and confident.

In the same vein in to the study conducted by Probyn (1998), the teachers were sensitive to the affective states of the learners and they all talked about encouraging students to speak English in class so as to build their confidence. Furthermore the teacher uses complimentary and affective strategies to make students feel relaxed, reassured and motivated. He also uses these to invite learners to participate more in the lesson, negotiate their co-operation, to motivate them and to arouse their interest in the lesson. All these are necessary conditions and important ingredients for effective language acquisition.

The importance of affective factors in second language acquisition is also emphasized by Krashen (1981) and Dulay & Burt (1977). They maintain that if the students have high motivation and self confidence and low anxiety levels, they will be more open to language input in the classroom.

In the second interview, the teacher agrees that affective factors play a significant role in L2 learning.

“I am always friendly in class. It helps the learners to feel at ease and open themselves to the teacher. There should be nothing for them to fear in my lessons, they should express their ideas freely. This is one way of developing a positive attitude to learning a language (Interview Schedule B).”

In other words he wants the learners to relax and be comfortable in class so that they can learn English easily and develop good proficiency skills. He makes sure that he always creates a natural and favourable learning environment where learners learn English in a relaxed, natural environment. Dulay, Burt, and Krashen (1982 : 15) note:

“a natural language environment appears to enhance the development of communication skills in a second language in both foreign and hosts environments.”

The teacher is reinforcing this notion further by stating that situations under which learners can communicate in English in class must be created. There are numerous

research studies that support the creation of good environments. Probyn (1998) proposes that teachers need to be conscious of 'students' affective states' and employ strategies to create a relaxed atmosphere and mould students' confidence accordingly.

There is a common trend in examples given earlier in this section whereby the teacher encourages the learners to participate and learn freely. This is part of the responsibility of a second language teacher as noted by Dulay, Burt, & Krashen (1982 : 14):

“Teaching a second language means creating for students a part or all of their new language environment. The entire responsibility for creating the language environment falls on the teacher who is teaching a language.”

The implications of the above view is that the teacher needs to be sensitive and accommodative to the needs of his L2 learners. This is within the context and against the broadly held view that teaching and learning in a second language is a struggle. The context in which L2 teaching and learning takes place must be supportive and favourable for effective teaching and learning. This view is reinforced by the teacher in the interview when he says that he tries to create a relaxed and friendly atmosphere so that his learners can feel free to participate in the lessons. This situation is crucial for language acquisition for no effective language learning can occur in a hostile environment.

4.3.4.1 Correction of errors strategy

I wish to submit that the discussion of specific error correction is not warranted by this study. The focus therefore is on what the teacher said when errors are made by learners. My interest was on his statements and attitude when errors were committed by his learners.

According to Corbert (1974 : 19 cited in Hendrikson 1978) the most difficult challenge of language teaching is determining when to correct and when to ignore student errors.

The general approach and style of this teacher was to tolerate and not necessarily correct errors and perhaps give learners latitude for self-correction. He was quite careful in the

way he dealt with learner errors. He did not want to offend or discourage learners. He felt that their errors should be treated sympathetically and carefully. (Appendix 2 : Interview B pages 98-102). Hendrickson (1978 : 358) claims that:

“Foreign language educators generally agree that tolerating some oral and written errors helps learners communicate more confidently in a foreign language.”

A survey of university students was conducted to determine their reaction to error correction. It was found that the students prefer not to be marked down for each minor speaking and writing error because this practice destroys their confidence according to Walker (1973 : 103 cited in Hendrickson 1978 : 385).

When the students gave wrong or incorrect answers the teacher responded or used the following phrases:

- ‘Not quite....’
- ‘Can you try again....’
- ‘That’s not good enough....’
- ‘Not really....’
- ‘Can you express yourself differently....’

Given that errors are part of learning Fanselow (1977 in Hendrickson 1978:104) says that:

“the teacher must be aware of how to correct errors and avoid using correction strategies that might embarrass or frustrate students.”

Holley and King (1971:98) agree when they say

“So even if the teacher was to correct them he must do so very professionally so as not to hurt the students.”

I think tolerance of mistakes should not be seen by learners as a licence to commit them deliberately. The main aim is to make them learn the language. The teacher also remarked that,

“it is not to say that they – learners – should always make mistakes, but mistakes they make should not discourage them from speaking English. I always stress the fact that I am not very interested in correct answers from students. The ability to use the language is all I need. This has encouraged students to open themselves up and participate in class discussions. (Interview B).”

4.3.5 *Slow pace and wait time*

The teacher paces himself slowly to make sure that all his learners progress with him in his lessons. This is what I have observed in all his lessons. This sentiment is also echoed or reflected by him in the interview.

“I pitch my lesson at the pace of my students, because there is no point in rushing to finish the syllabus at the expense of good delivery of the subject matter. Second language teaching is a very intricate thing...especially when one teaches learners in a rural area....they take time to understand some concepts (Interview B).”

He further states that this gives him the opportunity to explain more and to give learners a chance to digest the lesson as it unfolds. By giving learners longer wait-time, the teacher wants to give them the opportunity for uptake of information, a chance to construct their responses. Wait-time reinforces learning which has a direct bearing on language acquisition. Chaudron (1988 : 70) notes:

“teachers’ speech to second language learners tend to be slower in comparison with other contexts and conditions. The teacher pauses more frequently and longer, pronunciation appears to be exaggerated and simplified. The wait time applies in the case of questions as well and its objective is to afford the learners a chance to comprehend the lesson more.”

In this regard Chaudron (1988 : 127) further elaborates:

“Teachers also modify their questions by repeating or rephrasing and allowing ‘wait time’ to give students a better opportunity to construct their responses.”

The following is a sample of examples from the lessons to illustrate the above assertion. (Appendix 3. Lesson 2 pages 115-131).

- Another sentence ... ``or another example in a sentence.
- The subject of the sentence is ... ``They.
- Can you give me one ... `Yes?

- An example was the word ...''All.
- One of the tyres is ... ''flat.

In the above cases the teacher pauses often for a few seconds to give learners the chance to process information and to respond and participate in the lesson. This strategy showed a certain degree of success because in most cases students did respond before the teacher gave the correct answer.

According to my experience as a L2 teacher, wait-time is necessary for second language learners because the majority of them process and interpret the question in L1 first before formulating their responses in English. In most cases they think in their L1 and translate that into L2 before giving answers in English. So by giving them longer wait-time, the teacher claims that he is aware of and recognizes this difficulty and gives them more time to construct their responses.

According to Chaudron (1988) cited in Allwright and Bailey (1991 : 57):

“wait time allowed by the teachers to second language learners ranges between four and seven seconds. This is for the processing of specific words and information by L2 learners.”

4.3.6 *Use of chalkboard and gestures*

During all the lessons observed, the teacher used the chalkboard frequently and effectively. He used it to write examples, keywords and sentences and to elicit language. Doff (1988 : 43) states that:

“The blackboard is one of the most useful of all visual aids – it is always available and can be used for various purposes without special preparation.”

The teacher also mentioned that he used the board as an aid for effective presentation to make things clearer to the class and to help to focus their attention . Doff (1988) states that through the teacher writing on the board learners can see how good writing is managed and their spelling can improve because it is easier to learn what is seen (visualise). In addition Doff (1988 : 82) says that:

“having something to look at keeps students’ attention, and makes the lesson more interesting.”

The teacher also postulates:

“A teacher should always make good use of the chalkboard. The learners get more involved when there is something for them to write down in their notebook. I also use illustrations because I happen to be an artist. The images create a lasting impression in the minds of the students (Interview B).”

The teacher seems to agree with Doff (1988 : 82) that ‘visuals focus attention on meaning, and help to make the language used in the class more real and alive.’ This statement reinforces the notion that learners learn more easily when they see what they learn.

In this study there has also been a notable use of gestures by the teacher. Wesche & Ready (1995) report on the more frequent use of gestures by teachers in the L2 presentations. The teacher agrees that he uses gestures a lot in his presentations. He notes that they serve particular useful purposes in class.

“Yes I am aware of my use of gestures. Playing is very effective in teaching, especially in a second language. You get the attention of students, it helps to make ideas clearer to them, and the lesson becomes lively and the atmosphere more natural (Interview B).”

The teacher would use gestures such as hands to explain/indicate that the water is finished. (Appendix 3 : Lesson 2 pages 115-131) ‘All used the water.’

“We are looking at three different groups.” He literally showed the learners three fingers. He combined his hands to describe the word ‘compound’. To describe ‘lock’ he would twist his arm around to demonstrate how the door is locked.

In her study Probyn (1998 : 62 – 63) also reports on teachers who use body language as a modification strategy when teaching L2 learners. These teachers also used demonstrations. She explains that these were used for the students who avoided eye contact, those who did not speak up, the ones who were always behind their work or not

concentrating – to involve them, to wake them up, to make them have confidence in themselves. The use of gestures or body language by the teacher in my research was sometimes for affective purposes. The use of gestures was also for active learning to encourage learners to participate in the lesson which will ultimately help in language acquisition.

It is therefore clear from the above that gestures can serve and be used for a variety of useful teaching and learning purposes by teachers.

4.4 The teacher's reflection about his practice.

In view of the fact the teacher was teaching learners who had to learn through the medium of a language that was not their L1 and in which they were not fully proficient, the teacher had to devise strategies to meet this challenge through modification of his practice. Through the interviews conducted with him the teacher articulated the use of a wide range of modification strategies to get through to his learners.

Two interviews were conducted with the teacher. The first one was done before the observation of his lessons and the second one after the observation. The purpose of the first was to establish if there were any strategies he was using to cater for the needs of his L2 learners. The second one was based on the actual modification he was employing in his lessons. In other words the second one was more of a reflection, justification and an elaboration on his teaching modification strategies. The following is an analysis of the interviews.

4.4.1 Interview analysis

In the interviews the teacher confirmed the use of modification strategies in his teaching. He does this against the backdrop that 'ESL proficiency level is generally low.' He also confirmed that he was taking their needs into account at all times. This view is in accordance with Nunan (1989 cited in Barkhuizen 1998 : 87) that

"no curriculum can claim to be truly learner-centred, unless the learners' subjective needs and perceptions relating to the process of learning are taken into account. In order for teachers to take them into account, teachers need to discover what they are."

In the interviews the teacher seemed to be aware of the students' affective states and also recognized the tension inherent in learning through English as a second language. Therefore the teacher does everything in his power to devise strategies to relieve learners of this tension.

"I am always friendly in class. It helps the learners to feel at ease and open themselves to the teacher. There should be nothing for them to fear in my lessons, they should express their ideas freely. (Interview A)"

The interviews also revealed the teacher's wealth of academic and professional knowledge, experience and qualifications. His involvement in the setting and marking of matric papers and his literary ability stand him in good stead in terms of understanding the language problems of learners (Interview A). It is also revealed that the teacher sees the need to strive to provide learners with a rich English environment. He states that:

"they must be exposed to the use of English as much as possible. The teacher must create situations under which the learners can communicate in English in class."

The benefits of providing learners with rich English input are elaborated by Dulay, Burt and Krashen (1982), Wong-Fillmore (1985), Ellis(1992).

The teacher was also sensitive to the manner in which he dealt with errors made by his learners. In fact he was tolerant of them.

"The teacher should not always enforce the use of correct English by the pupils in class. That serves as a deterrent."

He felt that attending to errors negatively might have a negative effect on the students' communication abilities and thus discourage them from speaking in class.

He is conscious about the pace of his lessons. It is always slow and he addresses his learners differently from the way he talks to his colleagues (Interview 2: Part B).

The teacher also conceded to using simple English to get through the learners.

“I use very simple but, detailed explanations to relate the text...” (Appendix 2 : Interview 1 pages 92-97)

The teacher through the interviews has confirmed the use of a variety of strategies to accommodate his learners. It has also been revealed in the interviews that there were a few learners whose English language proficiency was relatively better than the rest of the group. However, the focus of the teacher’s modification strategies was on the majority whose proficiency was low and who were struggling with English. In addition to the focus on modification strategies the teacher also employed strategies to make learners actively engaged in his lessons.

4.5 Learners’ perceptions about the teacher’s modification strategies

An attempt has been made through the questionnaires to capture the feelings, views, ideas and the voices of the learners about the modification strategies employed by their teacher (appendix 1 pages 87-91). As indicated earlier in Chapter 3 Section 3.4.3, ten learners were chosen randomly taking into account the issue of gender equity. It is hoped that their responses will be somewhat reflective of the feelings of the rest of the learners in their class. The questions put to them sought to elicit information and responses about a whole range of teacher modification strategies employed by their teacher. The main categories I looked at are as follows:

- English as a subject in class.
- Simplification or modification of English.
- Their attitude towards L1 use.
- More explanation and other diverse strategies.

I will reflect on each category to see how many students were positive or negative in each category. This section will be characterized by the quotes of what the students actually said so as to bring out their voices. The questions and the responses have been put in a table which is Appendix 1 (pages 87-91) and students are named S1 – S10.

4.5.1 *English as a subject in class*

A question was put to the students about how they find English as a subject in class. Nine out of ten were positive that they found it fair, understandable and easy. Student 1 was indifferent to the question: 'it is not easy not difficult...' The fact that most of them find it easy could be attributed to the manner in which the teacher taught it in class. The fact that they find the language understandable does not overshadow the established impression about the learners' low proficiency levels and the problems discussed earlier.

4.5.2 *Simplification or modification of English*

All the learners agree unanimously that the teacher simplifies his English when teaching them. They remark:

S1 : 'Yes, difficult words are being explain by the teacher'

S3 : 'He simplifies his English so that we can understand the language easily'

S6 : 'Yes, he tries to simplify his English by all means because he does not understand our mother tongue' (my emphasis for underlining)

S8: 'He tries by all means to make us understand to the extent that he will even make some examples 'just like to ruin is just the same as to destroy'.

S6 feels that because the teacher has no other way of getting through to them e.g. through their mother tongue, he then modified his practice to adapt to their needs, as espoused by Chaudron (1988).

The learners also vindicate and affirm the teacher's modification through the use of examples and questions according to students 2, 3, 4, 5, 6 and 7. For example S7 states: 'He uses examples when he sees that we do not understand.'

4.5.3 The students' attitude towards L1 use

Eight students were against the use of L1 in class. They give a range of responses against mother tongue use in class. They prefer English to be the medium of instruction.

S1: 'No, because the thing is going to affect us no matter we are at tertiary level. Seemingly S1 feels they need English at tertiary level so mother tongue use will affect them there.'

S2: 'It will be boring, I do not think there are some students who make an attempt to speaking proper English – so to them this looks as saying 'You are okay the way you are.'

S5: 'No it will not be possible for us to speak good English'.

S6 feels that it's fine for L1 to be used by the teacher in class, as it would help speed up the lesson.

'Yes, some of the students are slow especially when the teacher is teaching literature.'

The majority of the learners as indicated above seem to be satisfied with the use of English as a medium of instruction. One reason could be attributed to the style and strategy adopted or used by their teacher.

4.5.4 More explanation and other diverse strategies

Learners generally attest to the varied and diverse modification strategies employed by the teacher. This is what the students had to say in respect of the above assertion.

S2 – ‘he deals with the lessons more and more until I am clearly understanding the lesson with lot of different examples.

S5 – ‘... Repeat two times so that we can understand quite clear.’

S8 – ‘...he teaches me excellently and if I do not understand he goes out of his way to make me understand.’

In this regard all the learners vindicate the teachers’ use of different strategies to make them understand his lessons as indicated in the learner responses.

4.6 Summary

It is apparently clear from the lessons observed, the teacher’s interviews and the learners’ responses that the teacher by and large did his best to modify his practice to accommodate his L2 learners. He did this in recognition of the difficulties and problems generally experienced by second language learners as discussed in 4.2 above and in Chapter 2. The main strategies as identified or articulated in the lessons and reflected in the learner responses are the simplification or modification of English, more explanation and use of examples, use of affective strategies, the use of chalkboard and gesture and slow teaching pace.

The teacher’s experience and involvement with teaching L2 learners over the years made him understand and identify problems faced by L2 learners. He not only empathised but went further to develop modification strategies to deal with these challenges. It does seem that his learners appreciate and recognize the strategies he is using to make them effectively. These instructional strategies prove to be effective as well because the learners say this from their responses in the questionnaires.

CHAPTER 5

5. CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR TEACHER TRAINING AND DEVELOPMENT

5.1 Introduction

This study has brought to the surface the important themes in the area of teacher modification strategies. In an attempt to bring this study to a logical conclusion, I will reflect on the challenges and difficulties of teaching and learning through English second language. This is basically what motivated me to undertake this study and this area forms the basis of my research. Everything that has been discussed centered around teacher modification strategies within the context of problems experienced by L2 learners. The primary objective of teacher modification strategies are to adapt to the needs of L2 learners which have been alluded to earlier and in the subsequent section.

In this chapter I will also give a synopsis of the main findings of the research on teacher modification strategies. These will include the perceptions of the teacher about his practice and those of the learners about the teacher's practice. I will then conclude the section by giving recommendations.

5.2 Challenges of teaching and learning through ESL

This study was conducted against the general understanding that ESL learners experience acute problems in learning through the medium of English. These problems relate to language proficiency, writing skills and the general lack of the necessary vocabulary and comprehension skills. All these problems pose formidable challenges generally to teachers. Under the circumstances the teachers are expected to come up with effective teaching strategies so as to adapt to the needs of the learners.

The problems experienced generally by ESL learners are reflected in the South African literature (Macdonald 1990, NEPI 1992, among others). Although the focus of this study

is not on the learners as such, it is necessary to reflect on their problems so as to locate this study in a proper context. The lack of the ESL learners' proficiency levels has also been described by Ellis (1985), Macdonald (1990), Eiseman (1992). The conclusion these researchers came to was that this lack of proficiency may compel the teacher to modify his/her practice.

The notion of teacher modification strategies to adapt to the English language problems of L2 learners is reinforced by the above research results. As Cray & Currie (1996 : 86 in Burkhuisen 1998) point out :

“Teachers should be able to take into account not only the pedagogical but also the social and personal complexities influencing classroom process.”

Therefore the strategies the teachers could or should use must be informed by the personal needs of the learners. This can only be possible if the teachers are aware of the educational needs of the learners so that they can modify their practice accordingly.

5.3 Main findings of the research and the dominant themes

The following are the main findings and the themes that emerged from this study:

- It is a difficult and a challenging experience to teach and learn through the medium of English as a second language in South Africa. This is a result of factors like low English proficiency levels, poor comprehension and poor writing skills.
- The teacher's practices are principally moulded by his understandings of the learners' lack of English proficiency, knowledge and skills. The teacher through his reflection in the interviews, emphasized the conscious need to modify his strategies in order to reach out to the needs of the learners. This is done because the teacher does not have access to the language of his learners, so he can't use code switching.

- The teacher in this study uses English to do classroom management (Appendix 2 lesson 08/10/01) as well as the content of the subject. The advantages of using English in class are elaborated by Doff (1988 : 222), Wong Fillmore (1985) and Ellis (1992).
- The teacher also uses a variety of strategies to modify his practice to make his lessons comprehensible to the learners and to get through to them.
- The teacher creates a rich English language environment by providing learners with rich linguistic input which according to Wong Fillmore (1985), Krashen (1985), Ellis (1992) contributes towards L2 acquisition.
- The reflection by the learners on the teacher's practice shows that despite the problems they experience with English, they still prefer it to be the medium of instruction. (see appendix 1 pages 87-91)
- The learners all agree that the teacher was doing his best to modify his practice to accommodate their needs. (see appendix 1 pages 87-91)

The process of teaching and learning through the medium of English as a second language is a difficult, time-consuming and stressful exercise for both the teachers and generally the learners.

The above findings are a true reflection of what obtained during the research. I have tried as much as possible to remain objective throughout the course of this study although this was not easy for reasons stated in 3.4.4. I tried to strike the delicate balance between the difficulty of making the familiar unfamiliar (Delamont, 1992) and insider bias (Probyn 1998: 34). The fact that the school and the learners knew me could have easily caused problems.

As I have indicated earlier, I know the research subject personally. I, however, did not want to allow my preconceptions to cloud my findings, nor did I want to allow my relationship with him to be cozy and his reputation to influence my findings. The data collected and the analysis thereof was related and linked to issues in the readings and that's how the findings came out. The analysis of data was a difficult one given the above state of affairs, that is, the familiarity with the teacher, learners and the school.

5.4 Explicit conclusions from the findings

On the basis of the main findings of this research, it is clear that more work needs to be done to tackle English language teaching and learning challenges. The findings that have been made in this study have implications from which clear and explicit conclusions will be drawn. These are as follows:

- Teachers should simplify their language and terminology when teaching second language learners, as confirmed by the majority of learners in the questionnaires.
- Gestures can serve as a useful strategy to teach second language learners.
- There are many other ways to ensure that learners understand the lesson than code-switching. In other words teachers can still teach effectively without resorting to code-switching.
- It is possible to produce good results from learners who come from disadvantaged backgrounds through the employment of creative and innovative teaching methods.
- Second language learners appreciate the need to learn through the medium of English and the benefits that go with proficiency in English e.g. access to higher education and better economic opportunities.

- Affective factors are very important in L2 learning. Effective language learning takes place in an atmosphere that is conducive and non-threatening. The teacher has exploited and taken full advantage of this factor.
- The teacher takes into account the background, needs and the level of language development of his learners. He empathises with them and tailors his teaching strategies accordingly to cater for their language problems by modifying the practice.

5.5 Suggestions to Second Language Teachers

I would like to emphasise the following suggestions:

- Teachers need to understand and adapt their teaching strategies accordingly to accommodate the needs of L2 learners because of their unique problems.
- Teachers must devise strategies and methods to develop learners' communication skills and Second Language Acquisition.

Useful strategies that could be developed at teacher training institutions are :

- The chalkboard could be used as an effective teaching resource.
- Gestures can assist a great deal in the teaching of ESL learners.
- Teachers should be sensitive to the affective state of their learners. They can use learners' affective state as confidence boosting and they should create a relaxed, friendly atmosphere for optimal language learning to take place.

- They should treat learner errors carefully and sympathetically so that learners' confidence to learn and speak the language is not crushed.
- Teacher modification strategies need to be recognized as useful strategies that contribute meaningfully to teaching and learning. They should be incorporated into other methodologies or should be used in conjunction with them.
- There is a need for further research on teacher modification strategies in different subject areas. Research in this area could help illuminate useful insight into teacher modification strategies, how teachers who do not speak the language of learners can get through to them without code switching. CS is not the only effective teaching strategy once teachers are shown the benefits of modification strategies they should be encouraged to use them.
- Vocabulary modification. Teachers should simplify their English to the level that is understandable to their L2 learners. They should avoid using difficult words and if they do, those words must be explained to the learners. Difficult words can be a barrier to lesson comprehension and this could make language learning difficult.
- Careful questioning. It is advisable for teachers to rephrase their questions if they realize that learners do not understand them. This means that teachers must phrase questions in such a manner that they are easily understandable to the L2 learners. Difficult words should also be avoided when asking questions.
- Furthermore, learners should be allowed more wait-time to process the information and construct the correct answers for the question. This is important because through wait-time learners get the opportunity to interact with the teacher and participate in the lesson. This will help them acquire and learn the language.

5.6 Implications for teacher training and development

The main findings of this research and conclusions have highlighted the need for teacher creativity and innovation. The problems of second language learners identified in this research can be adequately addressed through purposeful and effective teacher training in second language teaching. In the recent past little attention was paid to teacher training in second languages as Eisemon (1992 : 37) claims. Lack of training in teaching second languages is a serious weakness of teacher education in many developing countries.

To further emphasise the lack of teacher training, NEPI (1992 : 4) states that questionnaires were sent to teacher-training institutions in South Africa and the replies revealed that with the exception of programmes being piloted at two institutions this year, there is no component in the training of primary or high school teachers which prepares them for the particular challenges of teaching through the medium of a language which is not the pupils' home language. These gaps in the training of teacher seriously affect their ability to use the medium of instruction in the best interests of their pupils.

It would seem ESL learners' problems can be dealt with through effective second language teacher training programmes. This view is confirmed in LEIP guideline document (1997 : 2) which recommends capacity building through both pre-service and in-service initiatives to equip confidently through the medium of more than one language.

In the light of the main findings of the research the following important implications for teacher training and development are necessary:

- Integrated approaches to the teaching of language and content can be developed which are useful for second language learners, making the transition to learning that language easier. These approaches according to Crandall (1993) and Crandall & Tucker (1990) are referred to as 'language across the curriculum, integrated language and content instruction all involve some combination of attention to

academic content, with some focus and degree of attention determined by who is doing the teaching and the purpose of teaching' (Tucker & Corson 1997 : 80).

In other words teachers need to learn to use more than one approach in language teaching and they must integrate their teaching with content subjects. This would require a collaborative effort from teachers across disciplines. This would enable language teachers team teaching with content teachers.

- Teachers need a range of strategies and techniques or methodologies so that they can make principled approaches and informed instructional decisions. This calls for the sharing of ideas jointly so that the best ones for language teaching can be adopted and used.
- Competence in English would ensure successful teaching
- Teacher training must incorporate programmes that should empower teachers who do not speak the pupils' home language to teach effectively.
- Teacher training should be a collaborative exercise whereby teachers learn from each other for mutual development as Rosenholtz 1984 : 112 states 'in instructionally successful schools ... teaching is considered a collective rather than an individual enterprise, requests and offers of assistance among colleagues are frequent and reasoned intentions, informed choices, and collective actions set the conditions under which teachers improve instructionally (Bullough, Knowles and Crow 1992 : 208)
- Professional practice should allow for greater flexibility, responsiveness to others and adaptability in confronting the crisis of contemporary society (Bullough 1992 et al). Furthermore accordingly reflexive practitioners extend their theory through reflection in action. Therefore, in other words teacher training should be a

dynamic exercise, which takes into account the training needs of teachers and being responsive to the needs of learners.

- To function effectively teachers must reflect on their practice continually so that they can refine and make the necessary modifications suitable to the needs of the learners.

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APPENDIX – 1
LEARNER QUESTIONNAIRE

QUESTION	<u>STUDENT 1 - ANSWER</u>	<u>STUDENT 2 - ANSWER</u>
1. How do you generally find English as a subject in terms of difficulty or easiness in class?	English is not a difficult subject. It just needs students to concentrate in the class.	It is not easy not difficult but it is enjoyable if after what you are taught in class you do your self a lot of another exercises out of what you were doing.
2. What do you think needs to be done to improve the teaching of English generally?	Teachers must organize debates which will improve the standard of English.	The government must supply all schools with dictionaries, and Macbeth must be changed because it is old fashioned and there should be books of what is really happening now and that contain very interesting stories.
3. Do you think your teacher simplifies his English so that you can understand him better.	Yes, difficult words are being explain by the teacher.	Yes
4. Can you give me examples of how he simplifies his English?	He does not hurry when he teach in the class and he give us time to ask questions where we don't understand.	Each lesson he explains what is really taking place and gives us examples that clearly distinguishes every point that is important after that he gives us exercises to practice ourselves
5. Does your teacher make any attempt to explain some concepts in your mother tongue? How often does this happen?	No. he explain concepts in simple English and he does not understand Xhosa.	No
6. Would you find it useful if the teacher could explain concepts in isiXhosa?	No, because that thing is going to affect us no matter we are at tertiary level	No- its is not useful because I could be bored and not enjoying the lesson and automatically not understanding what is going on, worse.
8. What does your teacher do when he sees that you do not understand some parts of his lesson?	He may organized the groups to help those who do not understand.	He tries by all means to explain to me about what is taking place and do for me examples that will clearly make me to understand.
9. Can you comment generally about the way your English teacher teaches you in terms of helping you to understand the lesson?	When we ask he attend to those questions very well.	He deals with the lesson more and more until I am clearly understanding the lesson with lot of different examples.
10. Is there anything that you would like to say about the way the teacher simplifies his English so that you can understand him?	He can make some examples that are related to the subject.	I like his way of simplifying English it gives me strength to go through more examples myself.

QUESTION	STUDENT 3 - ANSWER	STUDENT 4 - ANSWER
1. How do you generally find English as a subject in terms of difficulty or easiness in class?	I find English as the easiest & interesting subject in class	I find English very simple and easy because our teacher makes it easier for us to understand.
2. What do you think needs to be done to improve the teaching of English generally?	I think more activities need to be designed to help students to master the language skills which are needed for successful learning in our schools.	I think teachers should as questions give learners a chance to be involved in debates and dialogues. Learners should also be encouraged to read magazines, newspapers so that they can know how to express themselves in English.
3. Do you think your teacher simplifies his English so that you can understand him better.	Yes. He simplifies his English so that we can understand the language easily.	Yes, I think so because he never uses difficult words when he teaches us. His English is simple and straightforward.
4. Can you give me examples of how he simplifies his English?	He teaches in class and do few examples. We discuss the lesson together and ask us to do more examples on what we are doing in order to know whether we understand the lesson or not.	If he sees that we don't understand him. He makes use of many simple examples so that we can understand what he is talking about. He also asks us to ask questions where we do not understand.
5. Does your teacher make any attempt to explain some concepts in your mother tongue? How often does this happen?	No there is no need of doing so.	No, he doesn't because he is a Foreigner, he does not understand my mother tongue.
6. Would you find it useful if the teacher could explain concepts in isiXhosa?	No	Our teacher uses simple English, so I do not think that explaining in isiXhosa can make us know English better. I prefer the way he teaches us because we understand him.
8. What does your teacher do when he sees that you do not understand some parts of his lesson?	He tries to help in such a way to make the lesson as clear as he can.	He changes the method he had used before and tries another one that will make us understand. Questions are also used to test if we have understood.
9. Can you comment generally about the way your English teacher teaches you in terms of helping you to understand the lesson?	He doesn't teach us only because we discuss in class and sometimes he becomes the student and sum of the students act as teachers and share the knowledge.	Sometimes he asks the group leaders to lead their groups in the discussions about the lesson.
10. Is there anything that you would like to say about the way the teacher simplifies his English so that you can understand him?	I understand him with no problem.	All I can say is that I understand him very well. He must keep it up so that all of us can understand him.

QUESTION	STUDENT 5 - ANSWER	STUDENT 6 - ANSWER
1. How do you generally find English as a subject in terms of difficulty or easiness in class?	I find English as an easy and interesting subject.	English is an easy subject
2. What do you think needs to be done to improve the teaching of English generally?	It would be good for a teacher to give his students the topic which he will be dealing with to discuss as groups before he come to teach on the following day so that they can understand very easily when he is teaching.	School must have debates so that the student speak English at all times
3. Do you think your teacher simplifies his English so that you can understand him better.	Yes, he tries by all means to simplify his English.	Yes, he tries to simplify his English by all means because he does not understand our mother tongue
4. Can you give me examples of how he simplifies his English?	When he is teaching a lesson, lets take for example he is teaching us about a reported speech he always uses some few different kinds of examples of how to change a sentence to a reported speech.	He gives us examples of things which we can see on TV
5. Does your teacher make any attempt to explain some concepts in your mother tongue? How often does this happen?	No, because our teacher has his mother tongue different from mine.	No, he does not understand our mother language
6. Would you find it useful if the teacher could explain concepts in isiXhosa?	No, it is not useful because by that it will not be possible for us to speak a good English.	Yes, some of the students are slow learners especially when the teacher is teaching literature.
8. What does your teacher do when he sees that you do not understand some parts of his lesson?	He tries another way to explain the part that we don't understand and ask whether we understand or not and after we says we understand then he ask questions.	He gives us man examples and questions
9. Can you comment generally about the way your English teacher teaches you in terms of helping you to understand the lesson?	He uses simple English to teach the lesson and repeat about two times so that we can understand quiet clear.	No
10. Is there anything that you would like to say about the way the teacher simplifies his English so that you can understand him?	He does not use ponderstick words when he is teaching he just use simple English for us to understand as I have stated above.	No

QUESTION	<u>STUDENT 7 - ANSWER</u>	<u>STUDENT 8 - ANSWER</u>
1. How do you generally find English as a subject in terms of difficulty or easiness in class?	It depends on how the teacher teaches English in co-operation with the students	Its generally easy
2. What do you think needs to be done to improve the teaching of English generally?	English debates are very much important to be used to speak the language and that should be monitored to be sure that everybody expresses himself in English	English teachers should undergo regularly during winter / summer holidays some refresher courses and workshops.
3. Do you think your teacher simplifies his English so that you can understand him better.	I think my teacher is a generous in simplifying English	Yes
4. Can you give me examples of how he simplifies his English?	By explaining difficult words in simple English	He simplifies it in such a way that even a grade 4 student can understand him, like these Shakespearean books he simplifies them to the fullest, as we know that they are written on old English.
5. Does your teacher make any attempt to explain some concepts in your mother tongue? How often does this happen?	No. That won't be necessary.	No, because he does not understand our mother tongue (Xhosa, Sotho or Zulu)
6. Would you find it useful if the teacher could explain concepts in isiXhosa?	I find it not useful for the teacher to explain in Xhosa for that won't express myself to impress in English.	No, because I do not recommend that English be explained in Xhosa.
8. What does your teacher do when he sees that you do not understand some parts of his lesson?	He tries by all means to make me understand and evaluates my understanding by making examples.	He tries by all means to make us understand to the extent that he will even make some examples just like to ruin is just the same as to destroy.
9. Can you comment generally about the way your English teacher teaches you in terms of helping you to understand the lesson?	In terms of helping me to understand the lesson he makes simple examples and he gives me assignments and classwork.	He tries his level best for me to understand as he is not a Xhosa his pronunciation is not the same with me as a Xhosa but its very easy for me to understand him as he teaches me excellently and if I do not understand he goes out of his way to make me understand.
10. Is there anything that you would like to say about the way the teacher simplifies his English so that you can understand him?	I think I understand him fully as I have expressed myself in the above answer.	As I have already explained in question 9 I think my teacher is just excellent in simplifying his English to me so that I can understand him clearly.

QUESTION	STUDENT 9 - ANSWER	STUDENT 10 - ANSWER
1. How do you generally find English as a subject in terms of difficulty or easiness in class?	English is one of the most exciting subjects. It is not difficult at all but it is very challenging because every time you meet the new exciting techniques of speaking this language.	Because it is my favourite subject I find it very easy in class. Some things I don't think they should be taught.
2. What do you think needs to be done to improve the teaching of English generally?	Teachers should introduce debating societies which will help students to communicate fluently in English. Reading competitions must be done to develop students to pronounce words correctly. Also essay writing need to be introduced to improve the correct writing and correct usage of English.	I think teachers who teach English should not translate it to other languages for example Xhosa.
3. Do you think your teacher simplifies his English so that you can understand him better.	Yes a times but that is not frequent he always advice us to use our dictionaries because if you use your dictionary you will learn so many things.	Definitely.
4. Can you give me examples of how he simplifies his English?	He does so when reading Shakespeare's poetry where Shakespeare had used bombastic words. Where even the dictionary can't give the meaning of such bombastic words.	Whenever he teaches he uses simple words. He is not one of these teachers who say a word and you feel like grabbing a dictionary.
5. Does your teacher make any attempt to explain some concepts in your mother tongue? How often does this happen?	Unfortunately for me it does not happen at all because my teacher cannot understand a word in my other tongue. And this makes me try by all means so that I understand every word that it is in English.	Sometimes he does but since he does not come from South Africa it happens occasionally.
6. Would you find it useful if the teacher could explain concepts in isiXhosa?	No it destroys that exciting and fun of learning the English language. If you want to speak English you better speak it the way it is. Not mixing two different things.	I don't. There are some students who make no attempt to speaking proper English so to them this looks as saying "you're okay the way you are."
8. What does your teacher do when he sees that you do not understand some parts of his lesson?	He will try by all means to explain till I understand what is going on.	English lessons are not difficult for us to understand but I think the way he gives examples of what he is talking about makes us understand more.
9. Can you comment generally about the way your English teacher teaches you in terms of helping you to understand the lesson?	He always makes English exciting and fun by using cartoons. Cartoons which have hidden messages the exciting part is when we have to use our brains. He also gives everyone a chance to say what he/she thinks about the cartoon and what the cartoon is trying to say.	He uses simple English and that helps us to understand perfectly.
10. Is there anything that you would like to say about the way the teacher simplifies his English so that you can understand him?	He try by all means to use the English which is right for our level which is not so difficult but fun and challenging.	I think that his English is simple enough for us to understand.

APPENDIX – 2

TEACHER INTERVIEW – 1

Q 1 : As a second language teacher of English, how do you think teachers should make it easier for L2 learners of English to learn English?

A 1: They must be exposed to the use of English as much as possible. The teacher must create situations under which the learners can communicate in English in class. The teacher should not always enforce the use of correct English by the pupils in class. That serves as a deterrent. After the learners have developed the habit and the confidence to use English, grammatical principles can follow.

Q 2 : Your students have achieved a considerable amount of success over the years, what do you do as the teacher that brings about this success?

A 2 : The learners get to know from the start that they cannot do without English in their lives. I motivate them to use the language and not worry about the errors in their speeches. They come to correct these errors as we deal with language exercises in class. They do a lot of writing and oral work. The good thing is that they are forced to communicate with me in English because I do not speak the local language.

Q 3 : What kind of relationship do you think you should have with your students for them to learn English best?

A 3 : The teacher must always create a friendly, relaxed atmosphere in the class – an atmosphere that will be conducive to active participation on the part of learners. There must be acceptance, respect and understanding from both

parties. Whilst doing this the teacher must still stamp his authority over the learners.

Q 4 : How do you help students to understand difficult texts such as Shakespeare?

A 4 : I use very simple but detailed explanations to relate the text to present day situations – situations which are within their own life experience. It is essential to make learners know and understand the use of figurative language in literature. Once they know this they can get some of the meanings on their own.

Q 5 : How do you know when your students are not understanding you?

A 5 : Their response to questions and lack of participation in class will always tell the teacher that the students do not grasp the content. Sometimes, too, they do badly in classwork on the topic.

Q 6 : What do you do when your students do not understand you?

A 6 : I use a different approach to the subject. I also spend more time on it than what I have already planned. There are cases where I make them do three or more exercises on the same topic. They also do role-playing : a learner stand and tells the class what he/she has understood from the discussions. They do not have to say everything. Others will add points which the earlier speakers might have omitted.

Q 7 : Do you think there is any need for teachers to simplify or adjust their English from the way they speak outside the classroom when teaching L2 learners?

A 7 : Effective communication always has the audience in mind. And audience is always categorized into various levels. I should not address my learners in

the same level of English as I will use when addressing my fellow teachers. Apart from the use of appropriate vocabulary, the speed at which the lesson is given is also a factor.

Q 8 : To what extent do you think this English adjustment is necessary?

A 8 : This adjustment is necessary so that understanding can be enhanced. After all, communication is useless if a message encoded cannot be decoded by the recipient.

Q 9 : Could you tell me about instances where you simplify your English to enable students to understand you?

A 9 : You are carrying a wrong notion about yourself – You are giving a wrong impression/idea about yourself. Etc.... In treating comprehension and sometimes poetry I write difficult words on the board and try to explain them in simple English before I get started. When I come to these sentences it is always easy to let the learners follow the meanings in their contexts.

Q 10 : Do you think that simplification and adjustment of English in class contribute to the student's acquisition of English? If yes, how?

A 10 : Yes. Acquisition of language is more than just knowing words. It involves knowing the words and being able to use them correctly. The more simplified the English the more correctly the learners can use them.

Q 11 : Are there any special qualities required from English teachers in order to be successful L2 teachers?

If yes, can you mention some of the qualities you think are needed.

A 11 : Yes. The knowledge of the subject is paramount. The ability to get through to learners is also important. The ability to instill interest in the learners is also a factor. The teacher should also be able to communicate effectively in the language.

Q 12 : Is there anything that you would like to say about linguistic adjustment or simplification that must be made by the teachers when teaching L2 learners.

A 12 : There is wrong notion that if a person uses very ordinary English he/she is not good enough. Very long and often confusing sentences are preferred by some people. This is unfortunately a wrong ides. It rather confuses instead of clarifying ideas. The message loses its meaning, because the recipient cannot understand what it is all about.

APPENDIX - 2

INTERVIEW SCHEDULE - 2

20 – 12 – 2002

PART A

Please answer the following questions as briefly and as frankly as possible.

1. Briefly comment about the following :
 - Your academic and professional profile
 - Teacher training
 - Teaching experience
 - Your involvement in English other than teaching.
2. Your learners' backgrounds:
How can you describe the socio-economic background of the learners you teach.
3. What is the general ESL proficiency of your learners in grades 11 and 12?
What accounts for this state of affairs?
4. How do you feel that learning through the medium of ESL affects the students' understanding and learning ?
Any suggestion for the remedy or improvement of the situation?
5. How does your answer in 4 impact on your teaching?

Thanks for your answers

APPENDIX 2

TEACHER INTERVIEW – 2

PART A

20 – 12 - 2002

1. I received my education in Ghana. I studied English up to the third year in the university, but graduated with honours in Art. I am currently an HOD in my school. My professional training started rather late because I did not intend to be a teacher. However when I realized I had developed a passion for the profession I enrolled with UNISA to do my HED and B.Ed.

I have been teaching English second language for the past 22 years. Apart from the normal classroom teaching, I am involved in one subject association as coordinator. I have also been deputy examiner for two years and senior marker for many years. I have had three of my poems published by the poetry institute of Africa.

2. My learners generally come from disadvantaged homes in a community of abject poverty. Because of this their exposure to English is low. They lack the basic essential facilities that can enhance their proficiency in English. A few however are from middle – income homes.
3. As I have already mentioned the ESL proficiency level is generally low. But a few learners from middle – income families and doing very well because their parents are educated, they have access to facilities like TV and magazines and they make good use of them. I must say I have some of these students who can compare favourably with their counterparts in Model C schools. The majority, however, simply lack exposure even at school.
4. Of course if learners are not proficient in English they cannot understand fully lessons that are presented in English. At the same time, however, one cannot resort to the use of a local language throughout the lessons. The learners will be required to answer questions in exams, in English anyway. They should therefore be encouraged to practice speaking English at all times, and get over the notion that it is not their mother – tongue. Teachers must play their part by engaging learners in the use of English when presenting their lessons. They should make their English very simple to be understood by the learners.
5. I am forced to use English at all times because in the first place, that is the only language through which I can communicate with my learners. But even if I could use a local language, I guess I would not like to do so in my English lessons. I just try to bring my English to the level of the learners. I go at their pace and encourage them to express their ideas freely. I make them do a lot of talking, because it is only in class that most of them get access to the use of English.

APPENDIX 2

TEACHER INTERVIEW 2

PART B

20 – 12 – 2002

FOLLOW UP INTERVIEW ON LESSONS OBSERVED. Please be as brief and to the point as you can!!

1. In your lesson you seem to ask many questions. Do you feel this assists learners in any way? How?
2. I have observed that you tend to emphasize phrases a lot and sometimes repeat them. Why do you do this?
3. It has also emerged in your lesson that you do a lot of explanation of key aspects in a lesson. Do you use this strategy consciously? If so, is there any particular purpose for you to use it?
4. You write a lot on the board including drawing to illustrate issues. What significance does this have on your teaching?
5. The way you treat the oral responses from your learners is indeed professional even if they give you wrong answers. Your brief comment about this in relation to teaching and learning.
6. You create a friendly atmosphere in your class. Do you think this is necessary for effective L2 learning? Why?
7. Why do you become impatient when learners take their time to give you the answers you want? Do you feel L2 teachers need to exercise more patience with their learners? Why?
8. How would you describe the pace of your lesson? Any particular reason for that?
9. Why do you rephrase or modify some of your questions in your lessons?
10. Your teaching involves the use of many examples esp. before the lesson. Comment briefly on the importance of his technique.
11. How do you manage big classes and at the same time ensure that learners participate and hopefully understand your lesson?

12. You asked learners about their career choices. Do you think this was useful in a English class? If so, why?
13. You use gestures in your lesson quite often. Are you aware of this and if so what significance does this have in ESL teaching?
14. Why do you give a summary of the lesson towards the end of each lesson?
15. Do you have a conscious strategy for teaching English to L2 learners? In a nutshell what is your chosen strategy for ESL teaching?
16. You did not use difficult words in your lesson. Are you aware of this and what is the reason thereof?

Thank you very much.

APPENDIX 2

TEACHER INTERVIEW 2

PART B

1. Asking students questions is a means of getting them to be involved in the lesson especially communicating. Most of them will not talk in class unless you direct questions to them. It also helps the teacher to ascertain their level of understanding on the topic and thus to time the lesson to their pace.
2. They need to know where the focus of my point is. The repetition helps them to consolidate the ideas I am trying to put across to them.
3. Yes, these are second language learners and when one is teaching such learners it is important for one to take time to explain things properly. They should understand key concepts very well before they can use them on their own.
4. A teacher should always make good use of the chalkboard. The learners get more involved when there is something for them to write down in their notebooks. Moreover, they can always refer to the points they have in their notes. If the lessons tend to be too oral they will forget some of the important issues discussed in class. I also use illustrations because I happen to be an artist. The images create a lasting impression in the minds of the students.
5. I always stress the fact that I am not very interested in correct answers from the students. Their ability to use the language is all I need. This has encouraged the students to open themselves up and participate in class discussions. It is not to say that they should always make mistakes, but the mistakes they make should not discourage them from speaking English.
6. I am always friendly in class. It helps the learners to feel at ease and to open themselves up to the class and to the teacher. There should be nothing for them to fear in my lessons, and they should express their ideas freely. This is one way of developing a positive attitude to learning a language. However I do not allow a class to get out of control.
7. I am not aware that I am sometimes impatient with my learners. The point is that some of them are still shy to speak in class. Others cannot answer very simple questions because they do not pay attention to what is going on in class. When I find someone like that I must always put them on their feet. But generally I exercise a lot of patience in class. Teachers need to do this because there are many psychological factors involved in language learning.

8. I pitch my lesson at the pace of my students, because there is no point in rushing to finish the syllabus at the expense of good delivery of the subject matter. SL teaching is a very intricate thing, especially when one teaches learners in a rural area. They don't speak English very fluently and they take time to understand some concepts. I know I can always use the holiday periods to catch up so I normally go at a slow pace.
9. You put a question to the learners and their reactions show that they did not get it the first time. You have to rephrase it to make sure the meaning is much clearer. Sometimes you realize that only few learners really understand the question. It becomes necessary therefore to modify it to the advantage of the others.
10. Pre-lesson activities are very important. They shall prepare the minds of the students to the actual subject of the lesson. You gradually bring them into the lesson by tapping on their previous experiences. The students become receptive to the topic to be discussed.
11. The issue of big classes has been a serious problem to me. I cannot say I manage the problem very well because I cannot get all the learners to participate actively

APPENDIX -3
LESSON TRANSCRIPTS

LESSON-1

TOPIC : RELATIVE PRONOUNS

07-10-2002

GRADE 12 A

MONDAY 08H20

ENGLISH LESSON

Teacher:

Good morning everybody

Learners:

Good morning sir!

Teacher:

There are some faces that I'm seeing here for the first time in many years.....huh?

Learners:

Yes!

(...learner response: inaudible...)

Teacher:

...(inaudible...)... For whatever reason.

(...Background noise...)

(...inaudible...) Come and get this quickly please. ... If you were not here during the holiday when we were doing some of our work, I have got a few handouts here. I think it will be in your interests to take one. They are notes on the *(...inaudible...)*

(...background noise...inaudible...)

Who else?...ah the silence...Anybody else?

(...background noise... writing on the board...inaudible...)

You were here.

(...background noise...inaudible...)

Quiet quiet.

I also need handouts for one of the first exams...*(...inaudible...)* I can write the exams...
(...inaudible...)

(...background noise...inaudible...)

We have finished with our work and from now until we officially decide to release you to be on your own; we will be doing some kind of revision. To make sure you remember some of the things that you did in the previous classes at the beginning of the year and so on. And so what we shall be teaching this morning is not going to be anything new to anybody in the class. We started our revision ... we started during the holiday for those of you who were here, and to those of you who are just joining us, that is the story. But before we do that, I would like to introduce to you a very important guest here in our midst this morning. For those of you who don't know him, this is Mr. Themba Rataza.

(...learner response: inaudible...laughter...)

You know what we are talking about, huh? That is the important thing, that is Rataza. He used to be a student here some time ago, many years ago, I'm sure before you were born. And he was a very good student. But he is now principal of one school in the former Transkei, I don't know exactly the name of the school, you must forgive me,... and he is doing his master's programme with Rhodes University that he started some time ago and he would like to finish up probably this year or early next year. He is here to observe some of the things that we are doing here. Maybe he will be with us in our next lesson, I'm not quite sure. And so we have Mr. Rataza here.

You do not have to feel intimidated by his presence; he is not a policeman

(... laughter ...)

Well for this morning, (... writing on the board ...) I would like us to look at what we call *relative pronouns*. ...If you listen very carefully and be free to put in your contributions, if you have any questions don't hesitate to come up with those questions. ...Are you ready?

Learners Response:

Yes

Teacher:

Fine

You know what pronouns are? We don't have to (... worry ...) about this as this stage in our education. What do we mean by a pronoun? You can't (...inaudible...) pronouns at

this stage. I don't suppose there is anybody in the class here who does not know what a pronoun is? What meaning can give to a pronoun?

(... learner response: inaudible ...)

Can you raise your voice?

(... learner response: inaudible ...)

That is an example of a pronoun: *she*. But what exactly is a pronoun?

(... learner response: inaudible ...)

You have to raise your voice, because whatever we are doing is going on the cassette ne.

(... background noise ... learner response: inaudible)

Yes we use a pronoun to take the place of the person or place of the noun. To put it in a very simple way we use a pronoun to take the place of a noun. Is that clear? But we are talking about relative pronouns. Relative pronouns we know, are pronouns, which do not take the place of other ... I mean of nouns, but take the place of other pronouns in sentences. That is what we mean by a relative pronoun. Ordinary pronouns take the place of nouns in sentences. But relative pronouns are used to take the place of other pronouns in sentences. Let me give you a very simple example.

(... writing on the board ...)

Look at these two sentences that I put on the board: The man came here. He is my uncle. Can anybody tell me, looking at these two sentences what pronoun they can identify on the board? Do you know what a pronoun is? A pronoun is used to take the place of a noun. What is the pronoun that we have on the board here? Yes?

(... learner response: inaudible ...)

The pronoun is *he*. Now, looking at the two sentences very carefully, which noun has been replaced by this pronoun *he*?

(... learner response: inaudible ...)

The man. So we have *the man came here*, one sentence. He is *my uncle*, another sentence. I have told you already that we use a relative pronoun to take the place of another pronoun. I will join these two sentences together and I will use a relative pronoun. I will join these two sentences together and I will use a relative pronoun and this is what we are going to get.

(... writing on the board ...)

Can you read the sentence for me, the one I have (... inaudible ...) done joining the two sentences ...yes?

(... learner response: inaudible ...)

*The man **who** came here is my uncle*. Can you see something that I have done here? I have left out this pronoun which I put there initially, and instead of that pronoun I have put in a word. What word do you think that is? What word do you identify with that pronoun? Yes?

(... learner response: inaudible ...)

The word is *who*. And *who* in that sentence is our relative pronoun. It has been used to take the place of this other pronoun. Is that clear? *The man **who** came here, is my uncle*. I don't suppose it is the first time you are hearing a sentence with the use of the word *who*. And the word *who* in English is called a *relative pronoun*.

Let me give you another example.

(... writing on the board ...)

Can you read me the next example I have on the board? You can do that, example number two.

(... learner response: inaudible ...)

The children are playing in the street. They are very naughty. And to begin with let's identify the pronoun that we used in example number two. What pronoun do you find in that example? ... (... inaudible...) example of a pronoun ... (... inaudible...) you will have to look at the board very carefully.

(... learner response: inaudible ...)

(... inaudible ...) yes? Again? Not *are*, but *they*. The pronoun here is *they*. And looking at what we have here on the board what noun is (... inaudible...) being substituted there in that example. A relative pronoun takes the place of another pronoun. We are putting these sentences together using what we call a relative pronoun. I would like somebody to help me here, to put the two sentences together. Look at the first example.

Yes?

(... Learner response: inaudible ...)

*The children **who** are playing in the street are very naughty.* That's very good.

(... writing on the board ...)

There is something that you might have observed from these two sentences. It is a fact that when you use a relative pronoun you don't use that pronoun in that sentence again. I hope you understand what I am trying to say here. A relative pronoun takes the place of the other pronoun. Once you have made use of the relative pronoun, what it means is that the other pronoun does not feature in that sentence. I know that (... inaudible ...)

(cellphone interference) ... for example ...

*The man **who** came here, he is my uncle.* That is not how we do it, is that clear? That is the essence of the exercise. Don't use a relative pronoun and a pronoun in the same sentence. *The man **who** came here, **he** is my uncle.* In our local language there is room for that one. I don't know about your language, but in my language, it is possible for someone to make that sentence, but in English it is not the case. So once you have used the relative pronoun, who, or any other relative pronoun. We are going to look at other examples, you must make sure that you have(... inaudible ...) the relative pronoun.

*The children **who** are playing in the street are very naughty.* That is how the sentence should be, not: *The children **who** are playing in the street they are very naughty.* Is that clear?

And you will get examples of relative pronouns in your exams, they always ask you about relative pronouns in the examinations, and I want you to be very very careful when using relative pronouns. Another point I want you to be (... inaudible...) particularly aware of is the position of the relative pronoun. The relative pronoun is put immediately after the subject of the sentence. *The man **who** came here, is my uncle.* Don't say: *the man came here **who** is my uncle.* *The man **who** came here, is my uncle.* *The children **who** are playing in the street are very naughty,* don't say: *the children playing in the street **who** are very naughty.* Put the relative pronoun just after your subject. Is that clear?

The first relative pronoun that we looked at this morning is the use of the word: **who**.
Look at the subject of our two sentences. In the first sentences what is the subject? ...
What is the subject of the first sentence?

(... learner response: inaudible ...)

the man ...

What is the subject of the second sentence?

(... learner response: inaudible ...)

What do you realize about these subjects?

The man, ... the children, ... what do you realize about these two subjects? ... They are both talking about **people**, is that clear? And when your subject is a person, the relative pronoun that you use is **who**. Let's consider other subjects that are not people, for example, ... example number three:

(... writing on the board ...)

Can you read me this example? Example number three:

(... learner response: inaudible ...)

Can you raise your voice?

(... learner response: inaudible ...)

The word is ...

(... learner response: inaudible ...)

Yes?

(... learner response: inaudible ...)

Yes ... *The dog is barking fiercely. He is very dangerous.* What is the pronoun that you have used here ... (... inaudible ...)

(... learner response: inaudible ... laughter ...)

(... inaudible ...) What is the pronoun you have identified here? (... inaudible ...) The pronoun is?

We are using this time for ... *the dog*, and because our subject is not a person, our relative pronoun is not going to be *who*. In this case, our relative pronoun is going to be *which*, we may also use ... *that*. Is that clear? So we use *which* in this example and not *who* and if that is the case I can get somebody ... get somebody to put the two sentences together for me? Amanda, do you want to try this one for me? I'm sure you can do it. Yes?

(... learner response: inaudible ...)

The dog, which is barking fiercely, is very dangerous. We use *which* in this particular instance, instead of *who*, because as I have told you our subject is not a person. So we have two relative pronouns up to this point, the use of *who*, and the use of *which*. Before I take the next one I would like to give you the chance, to give me your own sentences in which you use relative pronouns ... you have been out of school for one week. And I know that within that period of time you have not spoken any English. This is an opportunity for you to further ... Yes?

(... learner response: inaudible ...)

Well the very interesting thing is talking about another relative pronoun, the use of *whom*, we have not got there yet, is that clear? We are looking at *who*, and *which*. After that we shall consider the other relative pronouns. I know you know this because this is just some kind of revision that we are doing, but let's look at things one step at a time. Any sentences use *who* or *which*. ... It shouldn't take you all the day, this is not anything new, and you have done it before.

Sizwe (...inaudible...)

(... learner response: inaudible ...)

The students who were in PE got lost.

(... laughter ...)

(... inaudible ...) *The students who were in PE got lost*, or, *who went to PE got lost*, that's a very good sentence, any other sentence? Let's listen to you, if there is anything that you want to say, just feel free and express yourselves (... inaudible...) Yes?

(... learner response: inaudible ... laughter ...)

(... inaudible ...) You are using *whom*, we are not ready to go there yet, I am looking at the use of *who*, and *which*. Let us look at one step at a time, I know you know these things but we are doing revision and I want us to make sure that we are (...inaudible ...) ... yes? Is your hand up?

(... learner response: inaudible ...)

... *which helped me*. Yes. This is very good, (...inaudible...) *which helped me*. Can I get the last sentence from somebody else. (...inaudible...)... Let's hurry up.

(...inaudible...) Are you ready?

... *That ...*

(... learner response: inaudible...)

... *That boy ...*

(... learner response: inaudible ...)

I can't hear you properly ... *That boy ...* whereas in the first place we are talking about boy, yes? (... inaudible...) So now I would like you to think about another sentence? ... Yes?

(... learner response: inaudible ... laughter ...)

The boy who came late, was not wearing school uniform.

That is very good. Well let's continue, so we know how to use *who* and we know how to use *which*. *Who* for people, *which* for other things that are not people. We continue there are other relative pronouns that I'd like you to know. And the next relative pronoun, is the use of *whom*. When I asked you to give me sentences, some of you already gave me sentences using *whom*. Let's find out how and when you use *whom* as a relative pronoun. If you look at our next example.

(... writing on board ...)

This is the woman. ... I am staying with her. The subject of our sentence is .. *the woman*. There are two pronouns over here, but which of the two pronouns actually refers to the subject of our sentence?

(... learner response: inaudible ...)

Which of the two pronouns refers to the subject of our sentence, *the woman*? ... that is: *her*. What do you notice about this pronoun, *her*? ... It is a pronoun which is used in the object form. Subject, *I*, ... the object form of *I*, is ... *me*, (...inaudible...) so the possessive form is, *my*. *He*, object ... I mean *He* is the subject, the object, is...? And the possessive form, you know is ...? (...inaudible...) very good, she, her and her ... her's. (...inaudible...)

When you have to replace a pronoun that is used in an object form, especially when it is used with a preposition, the pronoun is, *whom*. *This is the woman. ... I am staying with her.* (...inaudible...) And this time you have to use *whom*. *This is the woman whom I am staying with.* Is that clear? (...inaudibly...)

(... writing on the board ...)

This is the woman with whom I am staying. (...inaudible ...) In that same sentence. Give me another example, give me a chance to think out more of those sentences...

(...writing on board... ...learner response: cannot hear ... laughter ...)

Do you know the man? We shall be traveling with him. ... Do you know the man?

END OF LESSON

LESSON – 2

TOPIC: AGREEMENT OF SUBJECT WITH VERB

08 – 10 – 2002

GRADE 12 B

WED 08H20

ENGLISH LESSON

Teacher 1:

(... *background noise* ...)

... yes, no it is not the first time ...

Well before I begin my lesson this morning, I would like to introduce a very important guest in our midst today. ... The face ... may look very familiar to most of you, ... but to those of you who don't know him: This is Mr. Themba Rataza. He used to be my student ... long time ago.

(... *laughter* ...)

(... *inaudible* ...) He is now in one of the schools in the former Transkei, taken up a very prestigious position of principal, and is now doing his masters degree course with Rhodes University. He is here to do some observation and I'm hoping that you will give him all the co-operation that he needs.

This is my 10B class. I should have 80 learners here, but many of them have already passed their matric examinations, so they don't see the need to come to school again.

(... *laughter* ...)

Well we met yesterday and we were doing revision. We started and looked at a very important topic: **Agreement of Subject with Verb.**

(... *writing on board* ...)

It's a very wide topic, and it's not anything that anybody in this class is not very familiar with. But we at this moment are concerned about the problems that we may encounter when it comes to using or putting the subject and the verb in some kind of agreement. We looked at many examples and we started off with *indefinite pronouns*. There were three types that we looked at. **Those that are always used in the singular form.**

And to find out how much you remember, can you tell me some of those pronouns that we looked at yesterday. Those *indefinite pronouns* that are *always used in the singular form*. We had a list of some of them on the board yesterday.

Thando?

(... *learner response: inaudible* ...)

Somebody. ... And can you give me a sentence with *somebody* as an indefinite pronoun. Yes? As a subject in that case. Yes?

(...*learner response: inaudible* ...)

Can you raise your voice?

(... *learner response: inaudible* ...)

Somebody has stolen my ... *pen*. ... Here you have *somebody* in the singular form, and your verb is ... *has*. ... ***Somebody*** has stolen my ... *pen*.

Another example of an indefinite pronoun used in the singular form. Apart from *somebody*, there were many others that we wrote on the board. Let's carry on, you'll see that we have a lot to look at. ... Do you have any idea? Let's listen to you again.

(... learner response: inaudible ...)

Everybody ... that is good. Can you give me a sentence with *everybody* as the subject?

(... learner response: inaudible ...)

Everybody in the class must listen to the teacher. Of course you are using the future tense. Very good. ... Another sentence ... or another example in a sentence (... ??? ...)
... Let's hurry up. Those of you who were here yesterday. We have *somebody*, and now we have *everybody*. What are the other examples that we looked at? ...Is your hand up?

(... learner response: inaudible ...)

Someone, and the sentence is: *Someone is staring at me.*

Well, all of these are very good examples. We also looked at another class of those pronouns, that, ... which are always used in the *plural form*. What examples did we look at yesterday? We have looked at three of these examples and they are always used in the *singular form*. What about those that are always used in the *plural form*?

(... learner response: inaudible ...)

wait ... again

(... learner response; inaudible ...)

both ... that is correct ... now can you give me a sentence ...?

(... learner response: inaudible ... laughter)

Both of them are ... Very interesting! I suppose you are not afraid of anybody in this class.

(... laughter ...)

Everybody here is beautiful ... Everybody here is handsome. (... learner response: inaudible ...) Other examples, apart from *both*, what other did we look at? **Both of them are ugly.** That is the example that we got. What are the other examples that ... yes?

(... learner response: inaudible ...)

Very interesting, that's correct, yes, and a sentence ...?

(... learner response: inaudible ...)

A few weeks ago, I won a pen. You have given us a sentence, where the subject in the sentence, is ... *I*, ... that is what you gave me again yesterday, you remember, the agreed sentence inversion, *I won a trophy a few weeks ago.* ... (...inaudible...) used as a subject. Can you think of another one?

(... learner response: inaudible ...)

That is still sentence inversion. The subject of the sentence is ... *they*. Can I give you one? ... Yes?

(... learner response: inaudible ...)

A few of them have made it. Yes that's correct. And we have a line from yesterday, those that can be used, either in the *singular* form or in the *plural* form. I gave a list on the board yesterday. ... What are these? And how do we use them in sentences? (... *writing on the board* ...) An example was the word... *All*.

(...*writing on board*...)

All the water is finished. All used the water.

That is not comfortable and because of that your subject is in the plural form, is that clear? Then, you can also say *all the students are present. All* used in comfortable line with the tense, and your subject in that case becomes plural ... *All the students are present* ... Well we continue, we haven't finished. And then I also talked about another problem, the use of ... what?

(... *learner response: inaudible* ...)

It's a structure, which normally gives problems to people. And we had some examples like: *One of the boys is sick.* There are many boys, but it is only one boy who is sick. The verb comes immediately after by. The verb, *is*, does not actually relate to *boys*, but it relates to... what? ... *One of the tyres is ... flat?* The verb comes immediately after the use of *tyres*, but it doesn't go with *tyres*, it rather goes with ..*flat?* What other examples did we talk about, or can you think of anything? Yes ... hurry up. (... inaudible ...)

(... *learner response: inaudible* ...)

One of the teachers is absent ... that is very good, there are many teachers, and **one** is absent. Another sentence?

(... *learner response: inaudible* ...)

*One of the sheep is hurt ...there are many sheep but **one** is hurt. (... inaudible ...)*

(... learner response: inaudible ...)

*One of my books is missing ... there are many books, but there is only **one** book that is missing.*

But we also took a look at another use of *one*, in which your verb will not be in the singular form, but will relate to something else, we have an example like: *he is one of the boys who play rugby in the school*. It is a different construct altogether. We are using **one**, that is true, but, there are many boys who play rugby and he is one of them. In that sentence, you cannot say that he is one of the boys who plays rugby, is that clear? He is one of the boys who play rugby. He is one of them. There are many boys who play rugby and he is one of them.

We continue and we have another problem, ... (*... writing on the board ...*) and this time we are going to look at ... what I recall, or what we know as **compound subjects**.

(... writing on the board ...)

You should know what compound subjects are. When two or more subjects are put together to form a single subject. *The boys and his brother* would be an example of a **compound subject**. *The boy* is a subject, *the brother* is a subject, that we put them together to form one subject. Instead of *the boy and his brother*, we can simply say: *they*. Is that clear? And when a subject or two subjects are joined together by the use of *and*, for example, we call it a **compound subject**. If a compound subject is joined by *and*, there is no problem, the subject is considered to be in the plural form. Did you know that? ...

The boy and his sister attend the same school. There are two of them: *The boy and his sister*. And because there are two, we know that the subject is in the plural form, and so

the verb must agree with the form of the subject in the plural. *The boy and his sister attend the same school.*

Give me an example that you can think of, of a compound subject joined by *and* ...?

Yes, hurry up, ... it's not anything new. ... *The boy and his sister attend the same school.*
What other sentences can you think of? We don't have enough time. ...

Do you understand what you are supposed to be doing?

A compound subject is a pair of subjects where there are two (... *cellular phone interference* ...) different subjects joined together. Is that clear? In this example they are joined by the word *and*. The boy that is one subject, his sister one subject, and we say *the boy and his sister*, that the two subjects are put together to form a compound subject. It is always in the plural form joined by *and*.

(... learner response: inaudible ...)

My brother and I ... (... inaudible ...) And continue ...

(... learner response: inaudible ...)

Well that is in the past, that is still all right. *My brother and I attended a memorial service yesterday.* (... inaudible ...)

(... learner response: inaudible ...)

My brother and Louis are studying.

Yes that's very good. Another example.

(... learner response: inaudible ...)

Nokosi and Thombekhaya have cut their hair.

That is also very interesting. So when you have a compound joined by *and*, you don't have a problem, your subject is in the plural form, is that clear? But we have another example of a compound subject, and this time joined by *or*, not *and*. (...*cell phone interference* ...). The example we just asked was a compound subject joined by *and*. But what happens when the compound subject is joined by *or* ...? We are looking at **three different groups**. In the first group, either side of the compound subject is in the singular form. If either side of the compound subject joined by *or* is in the singular form, you consider the whole subject to be in the singular form.

The girl or her mother cooks supper early.

We are looking at one person at a time.

(... *writing on the board* ...)

The girl or her mother ... there are two people here, but it is only one person at a time, is that clear? The girl cooks supper, if the girl does not cook, then her mother cooks the supper. It is not the two of them. We are not saying the girl *and* the mother, but rather the girl *or* the mother. It is one person at a time. A compound subject joined by *or*, either side of the subject is the singular, so the whole subject is considered to be in the singular form. One or two examples of the class, it did not take you long to come out with examples.

Hurry up ... we've got a lot of work to do. You are not looking at this for the first time. You do not have to be intimidated by the guest. (... inaudible ...)

Yes

(... learner response: inaudible ...)

Yes, *The principal or his deputy signs our forms.* That's a very good example. If the principal does not sign the form then the deputy does it. So *the principal or the deputy signs our forms.* Can I get another example?

Yes

(... learner response: inaudible ...)

(... laughter ...)

Uncle or (... inaudible ...) ... while in the context, the sentence is correct ...
(... inaudible ...) *the uncle or maka hates* ... (... cell phone interference ...)

(... learner response: inaudible ...)

(... laughter ...)

... Sibongile or his father (... inaudible ...) ... in the context let us take the liberty.
Sibongile or his father works in the garden. ... Yes?

(... learner response: inaudible ...)

Mary or James win the competition. If Mary does not win the competition, James will certainly win the competition. That is what you want to tell us.

Let us continue and look at another category. We are going to have compound subjects joined by *or*, but this time either side is in the plural form. One side is in the plural form and the other side is also in the plural form. Let's look at this example:

The teachers ...

(... *writing on the board ...*)

This side is plural and that side is also in the plural form. *The teachers or the students lock the gate after school.* (... inaudible ...) You will simply regard the whole compound subject as being in the plural form. The teachers lock the gate after school, or, if the teachers don't do it, the students will. In either case, because either side of the subject case is plural form we consider imposing the plural form. Is that clear? The teachers lock the gates *or* the students lock the gate. If the teachers don't do it the students will do it.

The boys or the girls sweep the class every day after school. If the girls don't do it, the boys will do it. Although I know this is very different here. Although this not the story here. (... inaudible ...) Let's get one or two examples for the class before I look at the next one. Hurry up, it looks like the same students are giving us the examples, others are very (... inaudible ...) pick up what we are doing.

(... inaudible ...) I haven't seen your face for about one year. Where have you been? Are you busy preparing, writing the matric exams. U phililie?

(... *learner response: inaudible ...*)

You had problems at home. Are the problems are solved now? That's good news. Can you give me a sentence? Now that the problems are solved you will be able to give me a sentence.

(... *learner response: inaudible ...*)

The boys or the girls (... inaudible ...) read books

Yes, another sentence ... hurry up, we don't have all the time to sit and wait for you

the boys or the girls (... inaudible ...)

Okay let's continue and look at the last group here ... Let me look at this same sentence, and this time and I turn this part or change this part of the compound subject into the singular form. *The teacher or the students*. One side is plural and the other side is singular. What do you do? You have a sentence like this. What happens is to consider the side of the compound subject that (... inaudible ...) your verb.

We start with this side of the verb, we cannot say the student locks gate. (... inaudible ...) In that case your verb is, *to lock*. What are we trying to say? The teacher locks the gate after school. If the teachers don't do it then the student locks the gate. Is that clear? (... inaudible ...)

(... writing on the board ...)

the mother or her daughters ... and look at your verb here ... *prepare*.

(... inaudible ...) The compound subject joined by *and* is in the plural form, in that case we consider the whole subject to be in the plural form. (... inaudible ...)

So we have looked at two types of compound sentence, those joined by *and*, and those joined by *or*. In the compound subject joined by *and*, we don't have a problem. The entire subject is considered to be in the plural form. Number two you can have either side in the plural form, in that case you have to consider the entire subject in the plural form. In the third instance the one side can be singular and the other can be plural, and when you have that problem what are you expected to do? If one side of the compound subject is in the singular and the other side in the plural form, what do you do?

(... learner response: inaudible ...)

Can you raise your voice?

(... learner response: inaudible ...)

You look at ... (... learner response: inaudible ...) ... the side of the ... compound subject that is closer to your verb, well, I think that is clear enough. Let's look at our next problem, ... problem number four ...

Look at the sentence that I have on the board here. (... inaudible ...) says the flower has lovely leaves. Where is the problem here? Where is the confusion is in this sentence?

Yes?

(... inaudible ...)

Where do you think there is a problem, the confusion ... look at the board very carefully. Where are you likely to get very confused if you use this sentence? Look at it very carefully. The subject of flowers has just been leaves. (... inaudible ...)

(... learner response: inaudible ...)

(... inaudible ...) The basket of flowers has many leaves. (... inaudible ...)

This is very interesting, Yes.

(... learner response: inaudible ...)

That is a point. That's very good.

Teacher:

Feel free to express yourselves, there's nothing for you to be afraid of. If you make a mistake, it is all part of learning. I have told you many times you mustn't be afraid of giving wrong sentences. Yes?

(... learner response: inaudible ...)

Do you know the man with whom we shall be traveling? And him, goes out ... Is that clear? Do you know the man with whom we shall be traveling?

(... learner response: inaudible ...)

Can you think of your own sentence to use as an example of a relative pronoun, let's talk about it, but let's see what you can do ...

(... learner response: inaudible ...)

At whom are you looking? That is very very good.

You are looking at him or looking at her. In that case, ... *At whom are you looking?* A very good sentence! Yes, another?

(... learner response: inaudible ...)

He was a man, on whom we built an absolute trust. A very very good sentence, (.....) that tells me you are going to get very good marks in the exams. *He was a man on whom I built an absolute trust.* Well let's continue. Can I get another sentence and then we move to the next relative pronoun. Any other sentence? Feel free to ... Let's listen to ... Amanda?

(... learner response: inaudible ...)

... *The friend* ...

(... learner response: inaudible ...)

Yes ... *The friend whom I trusted, disappointed me* ... I hope it's not anybody in the class here!

(... laughter ...)

And so we continue, and look at our next relative pronoun, the use of ... **whose**.

I, subject pronoun, *me*, object pronoun, *mine*, is called a possessive pronoun. The word *possessive* means? It comes the word *possess*. *Possess* means? (...inaudible...) Is that clear? So if in a sentence, the subject, the pronoun you have to replace is a possessive pronoun, then your relative pronoun is, **whose**. If the pronoun shows that the subject has something, we call it a possessive pronoun, then your relative pronoun is ... **whose**.

Let's consider your next example, that is example number six.

(... writing on the board ...)

The man is looking for you. ... You beat his daughter.

We're talking about the man. The subject of our sentence. In our next sentence here, there are two pronouns. But we know that the one that relates to the subject of the pronoun is ... **his**. Is that clear? That is a possessive pronoun.

He, subject ... *him*, object ... *his*, possessive pronoun, is used to show that the man has something. (...inaudible...) ... on the board ... He has a daughter. Is that clear? And if your pronoun is possessive, the relative pronoun is *whose*. (... cellphone interference ...)

(... writing on board ...)

The man whose daughter you beat is looking for you... The position of the relative pronoun is very very important. *The man whose ...* If you use *whose*, you must follow it up with what the man has, in this case, the daughter. Don't every say *the man whose you beat, is daughter ...* Is that clear? *The man whose ...* what does the man have? ... a daughter, so the daughter follows immediately ... what happened to the daughter? ... you beat her. ... Is that clear? ... and that man is looking for you. *The man whose daughter you beat, is looking for you.*

(... learner response: inaudible ...)

The man whose daughter has been beaten by you. Well you are doing what we call sentence confirmation now, huh? The sentence is not wrong, except you have put the sentence in a different form-confirmation heh? *The man whose daughter you beat is looking for you.*

We go to our next example. ... (... Writing on the board ...) Or, I should rather give you a chance to bring out your own sentence. The use of, *whose*. Think about similar sentences of your own and let's listen to you.

(long pause)

(... writing on the board ...)

The woman wants to see us. ...We borrowed her spade. Can you put the two sentences together? Use **whose** in your sentence. *The woman wants to see us. ... We borrowed her spade.* ...Let's hurry up ... It shouldn't take up the whole time.

(... learner response: inaudible ...)

Can you raise your voice please?

(... learner response: inaudible ...)

That's very good. *The woman whose spade we borrowed wants to see us. ... The woman whose spade we borrowed wants to see us....* Are you able to get your own sentences now? Next sentence ...Yes?

(... learner response: inaudible ...)

The man whose girlfriend you stole.

(... laughter ...)

I refuse your sentence, I have not stolen anybody's girlfriend!

(... laughter ... writing on the board ...)

The man whose girlfriend you stole is Manchester. ... What is this *Manchester*? Is it the name of the man? (... learner response: inaudible ...) *The man whose girlfriend you stole ...* Well I don't know how you steal a girlfriend? ...Yes? ... *The man whose girlfriend you stole is called Manchester.* Can we get another one? A very interesting sentence! ...Sipho?

(... learner response: inaudible ...)

That is the boy. ... His essay won the money. Use **whose** ... It's a very good example you have given me. ... *his essay ... Yes? That is the boy,* that is one sentence. *His essay won the prize,* that is another sentence, and I want you to put these sentences together and make use of a relative pronoun. ... Use **whose** in your sentence. It is another good example that you have given me, but I want you to put the two sentences together and use **whose**. Let's hurry up, if you get confused, ... anyone to help him? *That is the boy. His essay won the prize.* And I want you to put the two sentences together by using **whose**. Pumeza you think you can do this one? *That is the boy. His essay won the prize.* Yes? It shouldn't be ...

Amanda?

(... learner response; inaudible ...)

Yes. *That is the boy whose essay won the prize.* Another example, we have about five minutes left.

(... learner response: inaudible ...)

The girl whose ... whose hairs ... her? (... learner response: inaudible throughout next paragraph...) ... *yes ... started to cry?* (... laughter ...) ... *The girl whose hairs were broken, started to ... to cut them,* well that is, ... what do you mean *the girl whose hair is broken...* I don't see anyone with broken hair. (...laughter ...) Another example? Are you ready now? Yes?

(... learner response: inaudible ...)

The boy ... whose dog ... had been stolen ... has been found. Who has been found? Is it the boy who has been found, or the dog who has been found?

(... learner response: inaudible ...)

It is the dog. But the way you have put the sentence you are giving the impression that is the boy who has been found. Right? *The boy whose dog, ... where ...* in the context that sentence is correct, is that clear? *The boy whose dog has been stolen has been found.* I saw somebody's hand up earlier.

(... learner response: inaudible ...)

The lady ...?

(... learner response: inaudible ...)

What happened to her hair ...? (...laughter ...) *The girl whose hair is being styled ... (...laughter ...)* ... that's fine ... so this is what we have done this morning, we have looked at **relative pronouns**. We are managing the use of *who* and the use of (... inaudible...) ... That is if the pronoun that we are trying to replace is a subject pronoun use *who*, or use *which*, or use *that*. ... Is that clear? If you are looking at a pronoun, that is an object, use *whom*. You may also use *which*, for subjects that are not included, and if the pronoun that you are trying to replace, is a possessive pronoun then your relative pronoun is, *whose*. We have looked at these examples and I would like you not to forget them ... Is that clear? ... We shall meet again tomorrow.

END OF LESSON

LESSON -3

TOPIC : PROBLEMS ASSOCIATED WITH AGREEMENT OF SUBJECT WITH VERB

17 – 10 – 2002

GRADE 11 A

09H00

ENGLISH LESSON

(... *background noise* ...)

Teacher:

Good morning everybody ...

Learners:

Good morning sir ...

Teacher:

Have you (... Inaudible ...) at the back there.

Before I start my lesson this morning, I would like to introduce to the class a guest that you find amongst us this morning. For those of you who don't know him, I suppose most of you probably know him around, as we normally put it he is *a son of the soil*. Actually he was a student of this school many years ago. Now the principal of a high school in the former Transkei, Mr. Rataza. And currently doing a course with Rhodes University, that is a master's programme. And he is here to observe what is going on in our class. He is not a policeman so there is no need for anybody to sit down and start panicking just because of his presence. You feel free and contribute to what we are doing this morning. Is it working Mr. Rataza?

Mr.Rataza:

Yes, thank you.

Teacher:

This is my 11 A class. There should be about 75 learners in this class. I think there are a few of them who are not present. Please listen carefully. We have worked ... the work that we have been doing through the course of the year to the end, and what I would like us to look at this morning, first, will be to do some oral work, because I have told you oral work is a very important aspect of ours. We have been doing orals from time to time and I would like to give you the opportunity to express yourselves. Before the orals, we will look at a topic close to us. That is going to take us up to the end of the first half of the lesson and then I will use the second half of the lesson to look at your files and to see what you have done so far. Because I've told you, I will be collecting all the files and start working on your year marks which will also constitute part of your exams which you will be writing very very soon. The last lesson that we had, was in connection with the problems that we have ... agreement of subject with verb. We made many interesting observations in that lesson, problems that we face when we have to make the subject agree with the verb and before we look at this oral lesson that we are going to have, I would like to find out how much you have remembered. What are some of the problems that we mentioned? You feel free and express yourself. Of course that is going to be part of your oral work.

What are some of the problems that we talked about in connection with the agreement of subject with verb? Yes, hurry up. What are some of the problems that we discussed in class, if you have to make your verb agree with your subject? Do you have any idea? Feel free, you don't have to. If I wait for some time and I don't get the answers, which I suppose you have, I will be tempted to point at you. At this stage I don't want to do that ...

What are some of the problems that we started with?

(... Inaudible ...)

(... learner response: inaudible ...)

Can you raise your voice because we want to capture whatever you are speaking?

(... learner response: inaudible ...)

Yes, certain words that come between the subject and the verb. What do we call these words? The words coming between the subject and the verb ... Yes?

(... learner response: inaudible ...)

We call them *intervening words* ... Can you give me an example of a sentence in which we have intervening words? Words coming between the subject and the verb.

(... learner response: inaudible ...)

Can you raise your voice? ... yes?

(... learner response: inaudible ...)

A bag of potatoes costs R40.00 ... The subject of our sentence, we know is ... *the bag* ... the word we know coming between the subject and the verb, *is cost*. ... The problem that we have there, yes, you may be tempted to think that the subject of the sentence is potatoes, but that is not true. The subject of the sentence is *a bag*. Is that clear? And you say a bag costs, not a bag cost What other problem are we talk about apart from intervening verbs. Read these out quickly, you know them.

(... learner response: inaudible ...)

Can I listen to you? Compound subjects joined by *and*. What did we say about compound subjects joined by *and* ...?

...

What did we say about compound subjects joined by *and* ...? It's a problem. What did we say about compound subjects joined by *and*? ... What do we do if a compound subjects is joined by *and*? ... There was something that we mentioned, do you remember it?

(... learner response: inaudible ...)

If the compound subject is joined by *and*, then the subject is considered to be in the plural form. Is that clear? And so the verb must **agree** with the subject in the plural form. Can I have an example from somebody. ... Yes?

(... learner response: inaudible ...)

Tom and his brother ... and because of *Tom and his brother*, **plural**, our verb is **attend** and not attends. That is very good.

We also looked at another form of compound subject, what was it? We have a compound subject joined by *and*, there is also another one joined by ...?

(... learner response: inaudible ...)

Again?

(... learner response: inaudible ...)

And what do we do in that case?

When a compound subject is joined by *or*, what do we do? (... inaudible ...)

(... learner response: inaudible ...)

The verb should be in the singular form, that is true but there is a certain condition ... where would we expect the verb to be in the singular form? Or the verb to go in the singular form of the subject, it is not every time that the verb agrees with the singular form of subject. We mentioned that if either side of the compound subject is singular, is that clear? If either side of the compound subject joined by *or* is singular, then the verb must agree with the singular form of the subject. Any examples? ...Any examples?

(... learner response: inaudible ...)

Can you raise your voice?

(... learner response: inaudible ...)

The teacher or the students locks the gate. The teacher locks the gate, or the student locks the gate. There are two people involved but we are looking at one person at a time. That is what we said. What other forms of the compound subject joined by *or* did we discuss? This is just one form; we also looked at others. If you have any ideas please feel free and let's listen to you. And I have observed something, you are reading those sentences we put on the board and you are not coming out with your own sentences.

What about the compound subject joined by *or*, in which one side of the subject is singular and the other side is plural? What do we do? In the example we have just looked at, one side of the compound subject is singular, the other side is also singular, the whole subject is considered to be in the singular form. What about in the case where one side is

in the singular form but the other side in the plural form? What are we expected to do?
Do you understand?

(... inaudible ...)

In a compound subject joined by *or* we can have two different situations: in the first one, each side of the compound subject is in the singular form. *The teacher or the student ... Teacher*, singular, or *the student*, singular, either side is singular. The whole subject is considered to be in the singular form. What about the case when one side is singular, the other side is plural? I think I have an example: *the students or the teacher*, ... What are we going to do in that situation? What did we say in class? *The students or the teacher ...* In that sentence, which we have just considered, what is going to happen?

(... writing on the board ...)

Do you want to say something?

(... learner response: inaudible ...)

If the subject, or that part of the subject that is closer to the verb, yes, that is good ...

(... learner response: inaudible ...)

If that side of the subject which is closer to the verb is in the singular form, then the form of the verb must agree with that part of the subject ... so what we are trying to say then, is, if we have a sentence in this way: *the students or the teacher*, then our verb is supposed to be, *locks ... they lock the gate*. If we put it the other way, *the teacher or the students*, then our verb is not going to be *locks* but our verb is going to be *lock*. That is the point.

There were other problems that we also looked at ...

(...inaudible...) ... two different types of compound subjects.

What other problems did we talk about? What other problems did we talk about?
(...inaudible...) You must not be intimidated by his presence, I told you, he is not a policeman. (...inaudible...) What other problems did we talk about?

(... learner response: inaudible ...)

(...inaudibly...) Indefinite pronouns. We looked at different types of *indefinite pronouns*, that is also very interesting. We looked at those that are always used in the singular form; those that are always used in the plural form; and those that can be either singular or plural. What indefinite pronouns that are always used in the singular form, what examples do you know? Those that are always used in the singular form? Can I listen to you? Somebody? Can you make a sentence, using an indefinite pronoun in the singular form?

(... learner response: inaudible...)

Somebody ...

Somebody stole my pen. Again? Are you that person again ... *somebody ... somebody*, third person singular, what do you do to your verb in that case? *Somebody stealed ...* that is what you are saying. How do you put it in a more appropriate way? *Somebody steals or Somebody has stolen, ... my pen.* What other example do you know?

Yes?

(... learner response: inaudible ...)

No one ... Can you give me an example with no one as your subject?

Can we consider those that are always used in the plural form. Those subjects that are always used in the plural form. We are still talking about compound subjects. Let's hurry up.

(... learner response: inaudible ...)

Several ... ? Very interesting, very good. What sentence do you have for me using *Several* as ... Yes?

(... learner response: inaudible ...)

... *Several*, ...

(... learner response: inaudible ...)

...*Several*, gave ... and continue ...

(... learner response: inaudible ...)

Several treatments have been found for her. I think that this is one of the sentences that we put on the board some time ago

(... laughter ...)

I was thinking that you would give me something else. Apart from what we have looked at in class.

Another example, apart from *several*. You are very good when it comes to reading from the books huh?

(... learner response: inaudible ...)

Many. Read from the books. An example of a sentence using many as a subject... yes? I saw your hand up. Again?

(... learner response: inaudible ...)

He lived many years ago. The subject of your sentence is in that case: *he*, use it in your sentence is that clear? Your sentence is correct, but I'm looking at examples of sentences where *many* is used as your subject. But I'm looking at many ... subject. He lived many years ago, the subject of the sentence he.. well ... yes.. let's hurry up

(... learner response: inaudible ...)

Many students have left ... yes many students have left

And now let's consider those that are either in the singular or the plural form, what comes into your mind? There are some subjects that can be either singular or plural depending on the noun used. What examples can you give me?

(... inaudible ...)

(... learner response: inaudible ...)

Some .. You can only use some in a sentence. *Some of the water is ... ? Some of the waster is used.* Yes, that is very good. (...inaudible...)

Can you use some (...inaudible...)

(... learner response: inaudible ...)

Some of the oranges are sour. So this time we say *are* because oranges is in the plural form. What does that tell us, but that you still remember the things that (... inaudible ...)

You will be writing your exams very soon, and we will expect that all of you will write the exams. I will be very happy if I see all of you in grade 12 next year. And I suppose you are all working very hard (... inaudible ...) At this stage in your life it is very very important for each of you to have an idea of what kind of career you are going to get yourselves into. Is that clear? It's very very important. It's very (...???) when you talk to some students towards the end of the year, and they don't seem to know what they would like to do in the future for themselves. It is very fascinating. It becomes very very dangerous. So I would like us to take a look at what we like to do in the future.

Careers that are (... inaudible ...)

What would you like to be in the future?

(... learner response: inaudible ...)

You want to be a doctor that is very very ... encouraging. Somebody who would like to be a doctor. Before we continue with our plan let us look at what other people would like to be. What about you? Again?

(... learner response: inaudible ...)

You would like to designer. What kind of designer? When we talk about a designer there are different types of design ...

(... learner response: inaudible ...)

A fashion designer ...

(... learner response; inaudible ...)

You would like to become a barman? Well, that is what you want to do. We cannot discourage you from becoming a barman. The most important thing is that you know what you are going to get out of it and work very hard for yourself. What do you want to do for yourself in the future? Yes?

(... learner response: inaudible ...)

You would like to be involved in education? You know what I mean too that is the most important part. It is one thing to be a doctor, but it is another thing to know what you have to do to become a doctor. Do you know exactly what you have to do become a doctor? Can you tell the class what you are going to need to do in order to become a doctor? (... inaudible ...) yes? What do you think one needs to do in order to become a doctor? I will be coming to each of you. (... inaudible ...) I have told you I don't expect you to speak perfect English, the most important thing is that you make the effort. Is that clear?

Yes?

(... learner response: inaudible ...)

What do you think you need to do in order to become a doctor?

(... learner response: inaudible ...)

You need to choose the right subject, that is very very important, the right choice of subject. What other things needs to learn about a career that one (... inaudible ...).
Flowers. (...inaudible...) We are talking about the subject. Very confusing in the plural form. Only one bucket. Let's take another look (...inaudible...)

(...background noise ... cellphone interference ...)

Look at this other example. (...inaudible...) A bag of potatoes ... costs you R45.
(...inaudible...)

A bag of potatoes, and our subject is not potatoes, but *buy*, and one bag costs R45. And that is another example. (...inaudible...)

Very very interesting. (...inaudible...)

END OF LESSON

APPENDIX 4

MATRIC RESULTS 2000 – 2003

FORMER QUEENSTOWN WEST (HEWU) DISTRICT

SS = SENIOR CERTIFICATE

COND. SS = CONDITIONAL ENDORSEMENT

SSE = EXEMPTION

NB: These results were obtained from the Learner assessment directorate in King Williams town, which is the head office.

2003

SCHOOL	Wrote	SS	Cond. SE	SSe	NO. Passed	% Passed
1. Abambo high school	55	28	7	72	37	67,27
2. Ekuphumleni	96	26	6	-	32	33,33
3. Funda High School	125	52	20	24	96	76,80
4. Hewu High School	48	20	3	4	27	56,25
5. Khanya High School	141	41	2	3	46	32,62
6. Mhlotshana High School	101	44	7	1	52	51,49
7. Mzamomhle High School	47	13	1	-	14	29,79
8. Nompumelelo S.S.S	137	47	3	8	58	42,34
9. Nomzi High School	22	1	-	-	1	4,55
10. Ntunja High School	27	10	-	1	11	40,74
11. Phakamani Junior Secondary	15	8	2	-	10	66,67
12. Sibonile Junior Secondary	9	4	-	-	4	44,44
13. Sijongephambili	73	28	4	-	32	43,84
14. Sovuke Sikhanye	38	11	-	1	12	31,58
15. Soyisile Junior Secondary	17	8	-	-	8	47,08
16. Velalanga High School	85	29	3	7	39	45,88
17. Zamokuhle High School	57	19	3	-	22	38,60
18. Zweledinga High School	60	13	1	1	15	25,00

2002

SCHOOL	Wrote	SS	Cond. SE	SSE	NO. Passed	% Passed
1. Abambo high school	95	4	4	8	56	58,95
2. Ekuphumleni	88	22	1	3	26	29,55
3. Funda High School	138	59	13	24	96	69,57
4. Hewu High School	74	25	7	-	32	43,24
5. Khanya High School	96	31	1	4	36	37,50
6. Mhlotshana High School	80	33	9	-	42	52,50
7. Mzamomhle High School	65	19	1	2	22	33,85
8. Nompumelelo S.S.S	175	76	18	6	100	57,14
9. Nomzi High School	26	5	-	-	5	19,23
10. Ntunja High School	22	8	1	-	9	40,91
11. Phakamani Junior Secondary	17	10	1	-	11	64,71
12. Sibonile Junior Secondary	18	3	-	-	3	16,67
13. Sijongephambili	79	32	-	-	32	40,51
14. Sovuke Sikhanye	47	20	3	-	23	48,94
15. Soyisile Junior Secondary	39	16	1	-	17	43,59
16. Velalanga High School	79	25	-	3	28	35,44
17. Zamokuhle High School	33	16	-	-	16	48,48
18. Zweledinga High School	77	21	2	-	23	29,87

2001

SCHOOL	Wrote	SS	Cond. SE	SSe	NO. Passed	% Passed
1. Abambo high school	117	61	9	1	71	60,68
2. Ekuphumleni	66	7	-	1	8	12,12
3. Funda High School	104	59	13	10	82	78,85
4. Hewu High School	47	12	1	1	14	29,79
5. Khanya High School	109	49	9	8	66	60,55
6. Mhlotshana High School	50	26	2	-	28	56,00
7. Mzamomhle High School	57	18	1	-	19	33,33
8. Nompumelelo S.S.S	152	51	5	6	62	40,79
9. Nomzi High School	31	2	1	1	4	12,90
10. Ntunja High School	19	3	-	-	3	15,79
11. Phakamani Junior Secondary	20	8	-	-	8	40,00
12. Sibonile Junior Secondary	39	3	-	-	3	7,69
13. Sijongephambili	86	21	2	1	24	27,91
14. Sovuke Sikhanye	35	2	2	-	4	11,43
15. Soyisile Junior Secondary	24	7	2	2	11	45,83
16. Velalanga High School	77	28	1	5	34	44,16
17. Zamokuhle High School	30	7	1	1	9	30,00
18. Zweledinga High School	65	15	2	1	18	27,69

2000

SCHOOL	Wrote	SS	Cond. SE	SSe	NO. Passed	% Passed
1. Abambo high school	126	75	12	1	88	69,84
2. Ekuphumleni	117	21	5	1	27	23,89
3. Funda High School	104	42	19	20	81	77,88
4. Hewu High School	71	32	6	1	39	54,93
5. Khanya High School	159	82	21	2	105	66,40
6. Mhlotshana High School	78	29	2	3	34	43,59
7. Mzamomhle High School	58	39	1	1	41	70,69
8. Nompumelelo S.S.S	117	50	5	9	64	54,70
9. Nomzi High School	26	4	1	-	5	19,23
10. Ntunja High School	24	10	2	-	12	50,00
11. Phakamani Junior Secondary	16	7	-	1	8	50,00
12. Sibonile Junior Secondary	38	14	3	-	17	44,74
13. Sijongephambili	112	30	4	1	35	31,25
14. Sovuke Sikhanye	43	15	-	-	15	34,88
15. Soyisile Junior Secondary	42	18	5	4	27	64,29
16. Velalanga High School	88	39	1	5	45	51,14
17. Zamokuhle High School	44	12	-	-	12	27,27
18. Zweledinga High School	90	36	2	2	40	44,44

APPENDIX 5

ENGLISH SECOND LANGUAGE MATRIC RESULTS 2000 – 2003

FORMER QUEENSTOWN WEST (HEWU) DISTRICT

N/A = NOT AVAILABLE

NB: These results were obtained from the Learner assessment center in King Williams town, which is the head office.

2000

SCHOOL	Wrote	Subject Average %	Passed as wrote
1. Abambo high school	126	35,27	81
2. Ekuphumleni	115	38,85	90
3. Funda High School	104	45,29	94
4. Hewu High School	71	36,12	50
5. Khanya High School	160	39,39	136
6. Mhlotshana High School	79	38,81	58
7. Mzamomhle High School	58	35,10	39
8. Nompumelelo S.S.S	118	43,96	105
9. Nomzi High School	26	26,46	5
10. Ntunja High School	26	37,47	18
11. Phakamani Junior Secondary	N/A	N/A	N/A
12. Sibonile Junior Secondary	38	34,57	23
13. Sijongephambili	117	37,72	82
14. Sovuke Sikhanye	43	33,17	17
15. Soyisile Junior Secondary	42	34,92	25
16. Velalanga High School	88	33,70	44
17. Zamokuhle High School	45	37,40	31
18. Zweledinga High School	90	38,34	70

