

CLASSROOM TALK:
Lowered Affective Filters and ESL Proficiency in Arts and
Culture Classrooms

by

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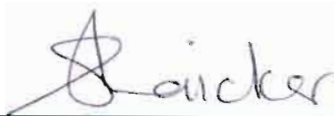
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A case study

This thesis is submitted in fulfillment of the requirements for the degree of Doctor of Philosophy (Ph.D) in the Faculty of Education, in the School of Language, Literary and Drama Studies.

DECLARATION OF ORIGINALITY OF THIS THESIS

I, Shalina Naicker, declare that this study and thesis is an original work that was supervised by Professor Robert John Balfour, at Edgewood College, UKZN.

A handwritten signature in black ink, appearing to read 'Shalina Naicker', is written over a light grey rectangular background. The signature is cursive and somewhat stylized.

Shalina Naicker

Professor Robert John Balfour

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ABSTRACT

This case study explores the impact of a specially designed programme of communicative strategies: role-play, group-work, pair-work, and information gap activities, on English second language proficiency. The aim of this programme is to promote teacher guided, constructive learner talk in the outcomes-based education (OBE) classroom. The case study, which took place in a multilingual secondary school in Durban, focused on four groups of Grade 8 learners in 2003, and the same four groups of learners in Grade 9 in 2004.

This thesis presents an account of my research in three parts and nine chapters. Part 1 introduces and locates the study. Part 2 presents theory and evidence to support the core arguments presented, the design of the project, and its methodology. Part 3 focuses on the research process, the findings and the implications for future policy and practice.

In Chapter 1 the key issues and questions for the exploration of pedagogical strategies for verbal interaction are presented. Language pedagogy in South African schools from the onset of the apartheid era to the present is reflected on, to show that past methods have disadvantaged ESL learners. The history of language policy and practice in African education in South Africa from 1948 to 2003 is reviewed in Chapter 2. The aim is to illustrate that language policy and practice can have a positive impact by lowering the Affective Filter of ESL learners.

In Chapter 3 a review of research on English second language learning is offered to support the theoretical framework. The principles of pedagogy that inform the design of the Classroom Talk Programme are the focus of Chapter 4. Chapter 5 outlines a design for a Classroom Talk Programme and interactive tasks in three Units. Chapter 6 considers possible research methodologies, the quasi-experimental research process, the study context and the sample.

Part 3 presents the findings of the CT Programme organized into themes. Chapter 7 focuses on the learner and educator perceptions of lowered Affective Filters and learner confidence and proficiency and the implications for assessment for progression purposes. The third theme, which is the focus of Chapter 8, is concerned with managing pedagogy and assessment in large 'multilingual' classrooms. Finally, Chapter 9 examines the issues surrounding micro school-based language policies and practices. The CT Programme is critically reflected on in relation to its advantages and disadvantages and what has been achieved in this case study.

TABLE OF CONTENTS

PAGE

PART 1: LOCATING THE STUDY

CHAPTER 1: Education Policy and Pedagogy in South Africa

| | |
|---|----|
| 1.1 Introduction | 1 |
| 1.2 The Pedagogies of Apartheid: 1948 -1993 | 4 |
| 1.3 The Introduction of Outcomes-based Education (1997) | 6 |
| 1.3.1 The Outcomes-based Approach to Teaching and Learning | 10 |
| 1.3.2 The Theoretical Foundations of Outcomes-based Education | 12 |
| 1.3.3 Outcomes and Assessment in Outcomes-based Education | 14 |
| 1.4 Structure of the Thesis | 16 |
| 1.4.1 Summaries of Chapters to Follow | 17 |
| 1.5 Conclusion | 19 |

CHAPTER 2: Language Policy and Practice in South African Education: 1948-2003

| | |
|---|----|
| 2.1 Introduction | 20 |
| 2.2 Medium of Instruction Policies during the Apartheid Era: 1948-1989 | 21 |
| 2.2.1 The <i>Bantu Education Act (1948)</i> and Language Education Policies | 24 |
| 2.3 The English Language Medium and ESL Learners: 1990-2003 | 28 |
| 2.4 Conclusion | 33 |

PART 2: THEORIES, PRINCIPLES, DESIGN AND RESEARCH METHODOLOGY

CHAPTER 3: Communicative Theories and ESL Pedagaogy

| | |
|--|----|
| 3.1 Introduction | 35 |
| 3.2 A Framework for Verbal Language Proficiency | 41 |
| 3.2.1 Hymes (1972) Communicative Performance Theory | 42 |
| 3.2.2 Krashen's (1982-2004) Affective Filter and Input Hypotheses | 45 |
| 3.2.3 Cummin's (1984) Cognitive Academic Language Proficiency Theory | 50 |
| 3.2.4 Swain's Comprehensible Output Hypothesis | 52 |
| 3.2.3 Dornyei's ans Gardner's Thoeries for Motivation | 54 |
| 3.2.6 Quasi-experimental Research Studies | 55 |
| 3.2.7 A Meso-Micro Level Study | 57 |
| 3.3 Reflections | 59 |

CHAPTER 4: Principles for Exploring Classroom Talk

| | |
|---|----|
| 4.1 Introduction | 61 |
| 4.2 The Principles of Pedagogy for the CT Programme | 64 |

| | |
|--|----|
| 4.2.1 Strategies for Facilitating Verbal Interaction | 66 |
| 4.2.2 Conditions for Verbal Interaction | 68 |
| 4.2.3 Explicit Assessment Criteria for ESL Proficiency | 70 |
| 4.3 Reflections | 72 |

CHAPTER 5: Classroom Talk: Exploring a Programme for Verbal Interaction

| | |
|--|-----|
| 5.1 Introduction | 74 |
| 5.2 Planning the Sequence of Strategies for Effective Pedagogy | 75 |
| 5.3 Design Outline of the CT Programme | 76 |
| 5.3.1 Group-work as a Communicative Strategy | 77 |
| 5.3.2 Show and Tell Presentations | 87 |
| 5.3.3 Information Gap Activities and Learner Talk | 92 |
| 5.3.4 Scripted Role-play as a Strategy for Interaction | 95 |
| 5.4 Assessment Strategy and Instruments | 100 |
| 5.4.1 Continuous Assessment in OBE | 100 |
| 5.4.2 Assessment Strategy in Classroom Talk | 102 |
| 5.4.3 The Assessment Instrument: Rubrics and Level Descriptors | 103 |
| 5.4.4 The Process of Assessment during the CT Programme | 103 |
| 5.5 Reflections | 104 |

CHAPTER 6: The Research Methodology for Classroom Talk

| | |
|---|-----|
| 6.1 Introduction | 106 |
| 6.2 The Classroom Talk Design Process | 107 |
| 6.2.1 Methodology for the Classroom Talk Programme | 109 |
| 6.3 The Instruments Employed to Collect Data | 114 |
| 6.3.1 Educator Questionnaires | 114 |
| 6.3.2 Learner Questionnaires | 117 |
| 6.4 Observations and Instruments Used in Observation | 122 |
| 6.4.1 The Rubric Assessment Sheet as Observation Instrument | 122 |
| 6.4.2 Note-taking by Educators | 124 |
| 6.4.3 Recording as an Instrument in Observation | 124 |
| 6.4.4 Interviews as a Source of Data | 125 |
| 6.4.5 Educator Facilitation Observation Schedule | 126 |
| 6.5 Context and Sample | 128 |
| 6.5.1 The School Time-table and Arts and Culture Lessons | 130 |
| 6.6 The Design of the Lockwood Quasi-experiment | 131 |
| 6.6.1 The Control and Contrast Groups in the Lockwood Study | 134 |
| 6.6.2 The Educators and the Projected Schedule for the Intervention | 136 |
| 6.6.3 The Pilot Classroom Talk Programme | 138 |
| 6.6.4 Evaluations and Implications of the Pilot CT Programme | 141 |
| 6.6.5 The Final Classroom Talk Programme | 144 |
| 6.7 Reliability and Validity of the Lockwood Research Data | 144 |
| 6.8 Reflections | 146 |

PART 3: MANAGING PEDAGOGY AND ASSESSMENT IN LARGE MULTILINGUAL CLASSROOMS

CHAPTER 7:ESL Learner Communicative Performance and CALP

| | |
|---|-----|
| 7.1 Introduction | 148 |
| 7.2 Lowered Affective Filters and Self-confidence | 151 |
| 7.2.1 Improvements in Learner Confidence | 155 |
| 7.2.2 Learner Feedback and their Confidence during Classroom Talk | 164 |
| 7.3 Communicative Performance and the CT Programme | 166 |
| 7.3.1 Self-assessment: Learner and Educator Perceptions | 167 |
| 7.3.2 Educator Assessments of Learner Communicative Performance | 167 |
| 7.3.3 ESL Learners and CALP | 174 |
| 7.4 Analysing Communicative Performance in a Role-play Lesson | 180 |
| 7.5 ESL Learner Talk Inside and Outside the Classroom | 183 |
| 7.6 Reflections | 190 |

CHAPTER 8:Pedagogy and Assessment in Multilingual Classrooms

| | |
|--|-----|
| 8.1 Introduction | 193 |
| 8.2 Classroom Management during the CT Programme | 198 |
| 8.2.1 Group Seminar Presentations | 198 |
| 8.2.2 Comparative Explorations of Reliability: Self, Peer, and Educator Assessment | 202 |
| 8.2.3 Managing Group-work | 204 |
| 8.2.4 Learner Reflective Diaries | 206 |
| 8.2.5 CALP and Communicative Performance in English | 209 |
| 8.2.6 Whole School Language Policy | 215 |
| 8.2.7 Educator Views on the CT Programme as a Scaffold | 216 |
| 8.2.8 Requirements for Effective Facilitation | 217 |
| 8.3 Reflections | 221 |

CHAPTER 9:Lowering the Affective Filter for ESL Proficiency

| | |
|--|-----|
| 9.1 Introduction | 224 |
| 9.2 Classroom Talk in the South African Context | 225 |
| 9.3 Recommendations for Micro Policy and Practice for ESL Pedagogy | 229 |
| 9.4 Reviewing the Implementation Process of the CT Programme | 230 |
| 9.4.1 Institutional Limitations and Influences in the Lockwood Context | 230 |
| 9.4.2 Self-reporting: Issues of Truth and Time | 233 |
| 9.4.3 The Ethics of Implementing the CT Programme | 234 |
| 9.5 Generalisability, Reliability, and Validity of the Lockwood Data | 235 |
| 9.6 Reflections on Second Language Teaching and Learning | 238 |
| 9.7 Conclusion | 245 |

| | |
|--------------|-----|
| Bibliography | 248 |
| Appendices | 261 |

LIST OF FIGURES

| | |
|--|-----|
| CHAPTER 4 | |
| 4.1.1 Principles formulated for the CT Programme | 61 |
| CHAPTER 5 | |
| 5.3.1 The CT Programme Outline for 2003 and 2004 | 77 |
| 5.3.1.1 Lesson Plan of Unit 1: Learners television viewing habits | 79 |
| 5.3.1.2 An Excerpt from the learners' Lesson Survey Questionnaire | 80 |
| 5.3.1.3 Design outline of the four stages of lesson 1.2 | 82 |
| 5.3.1.4 Lesson Plan 1.2 from Unit 1 | 82 |
| 5.3.1.5 Worksheet for learners of Lesson 1.2 from Unit 1 | 83 |
| 5.3.1.6 Rubric for assessment sheet used to assess communicative performance of ESL learners during group-work on television viewing | 86 |
| 5.3.2.2 Lesson Plan 3.2 from Unit 1 | 88 |
| 5.3.2.3 Worksheet for learners of Lesson 3.2 from Unit 1 | 89 |
| 5.3.2.4 Rubric for assessment sheet used to assess communicative performance of ESL learners during show and tell presentations on television viewing | 90 |
| 5.3.2.5 Rubric for assessment sheet used to assess communicative performance of ESL learners during show and tell presentations on a review of a T.V programme | 92 |
| 5.3.3.1 Lesson Plan 6 from Unit 1 | 94 |
| 5.3.3.2 Information gap - Activity 6: An excerpt from the poem: The Sad Story of Percy the T. V Addict, by J.G. Goodacre | 94 |
| 5.3.3.3 Rubric for assessment sheet used to assess communicative performance of ESL learners during information gap activities on <i>The Sad Story of Percy the T.V Addict</i> | 95 |
| 5.3.4.1 Lesson Plan 7 from Unit 1 | 97 |
| 5.3.4.2 Worksheet for learners of Lesson 7 from Unit 1 | 98 |
| 5.3.4.3 Rubric for assessment sheet used to assess communicative performance of ESL learners during role-play activities on: A family dispute | 99 |
| CHAPTER 6 | |
| 6.2.1 The research design outline of the CT Programme | 108 |
| 6.3.1.1 An excerpt from Questionnaire 01(Appendix C2) | 116 |
| 6.3.1.2 Lists the three CPAs conducted by the LLCE educators | 116 |
| 6.3.1.3 Sample of the assessment questionnaire | 117 |
| 6.3.2.1 List of the learner questionnaires employed in the Lockwood study | 117 |
| 6.3.2.2 An excerpt from learner Questionnaire 02a/b which examines the ESL learners use of English in the communicative strategies | 118 |
| 6.3.2.3 An excerpt from Questionnaire 03 - the instrument used to assess learners | 119 |
| 6.3.2.4 An excerpt from Questionnaire 04 - shows ESL learners' perception of English in terms of levels of difficulty | 119 |
| 6.3.2.5 Questionnaire 5a/b - presents strategies preferred by learners | 120 |
| 6.3.2.6 An excerpt from Questionnaire 06 which considers ESL learner improvements in English proficiency | 120 |
| 6.3.2.7 An excerpt from Questionnaire 07 - examines the amount of speech practice learners | |

| | |
|--|-----|
| received during the Classroom Talk Programme | 121 |
| 6.4.1.1 Showing the section of the rubric assessment sheet assessing English proficiency | 123 |
| 6.4.4.1 An excerpt from the unstructured Interview Schedule | 126 |
| 6.4.5.1 An excerpt from the Educator Observation Schedule (EFOS) | 127 |
| 6.4.5.2 List of all the instruments used in the Lockwood study | 127 |
| 6.5.1 Statistics showing the origins of learners of Lockwood sample | 129 |
| 6.5.2 Race and gender distribution of learners in the case study | 130 |
| 6.6.1 Summary of case study population | 132 |
| 6.6.2 Outlines the first variable considered in the groups | 132 |
| 6.6.3 Outlines the two variables considered in the groups | 133 |
| 6.6.4 Statistics of the control and contrast groups | 134 |
| 6.6.5 Total ESL learners in each study group | 135 |
| 6.6.6 Failure and pass rates of grade 8 learners in Lockwood in 2001 and 2002 | 135 |
| 6.6.7 Projected Classroom Talk Programme schedule | 137 |
| 6.6.8 The Pilot CT Programme | 141 |
| | |
| CHAPTER 7 | |
| 7.1.1 The final CT Programme outline for 2003 and 2004 | 150 |
| 7.2.1 Evidence of poor ESL learner interactive confidence owing to limited proficiency in the Arts and Culture classroom from Appendix H... | 151 |
| 7.2.2 Evidence of improving ESL learner communicative confidence due to limited proficiency in the Arts and Culture classroom from Appendix H... | 152 |
| 7.2.3 Evidence of improving ESL learner communicative confidence and CALP in the Arts and Culture classroom from Appendix H... | 153 |
| 7.2.4 Table presenting the responses of ESL learners from grade 8B in 2003 | 154 |
| 7.2.1.1 An excerpt presenting evidence of ESL learner confidence to speak in the medium of English | 155 |
| 7.2.1.2a An excerpt presenting evidence of ESL learner talk and confidence... | 156 |
| 7.2.1.2b An excerpt presenting evidence of ESL learner talk and confidence... | 156 |
| 7.2.1.2c An excerpt presenting evidence of ESL learner talk and confidence... | 157 |
| 7.2.1.2d An excerpt presenting evidence of ESL learner talk and confidence... | 160 |
| 7.2.1.2e An excerpt presenting evidence of ESL learner talk and confidence... | 161 |
| 7.2.1a Mindmap of different types of abuse in society | 162 |
| 7.2.1.3 An excerpt from the educator interview data schedule from Appendix C1 | 162 |
| 7.2.2 Speaking practice received in English | 165 |
| 7.3.1 LLCE and AC communicative performance assessment scores for ESL learners in grade 8B in 2003 and 9B in 2004 | 169 |
| 7.3.2 LLCE and AC communicative performance assessment scores for ESL learners in grade 8C in 2003 and 9C in 2004 | 171 |
| 7.3.3 LLCE and AC communicative performance assessment scores for ESL learners in grade 8A in 2003 and 9A in 2004 | 171 |
| 7.3.4 LLCE and AC communicative performance assessment scores for ESL learners in grade 8D in 2003 and 9D in 2004 | 173 |
| 7.4.1 An example of the rubric assessment sheet ratings for the Scripted Role-plays in Unit 2 | 181 |

| | |
|--|-----|
| 7.5.1 ESL learner improvements in English usage | 186 |
| 7.5.2 The impact of the CT Programme on the proficiency of the contrast group | 187 |
| 7.5.3 The communicative performance ability of the control group as rated by ESL learners in May 2003 and Novemeber 2004 | 188 |

CHAPTER 8

| | |
|--|-----|
| 8.1.1 Views of educators on teaching approach | 194 |
| 8.1.2 An excerpt from Appendix AR - responses of learners to questions on interview schedule A | 197 |
| 8.2.1.1 An excerpt from HAC 8: Observation notes from Unit 1: Lesson 5 | 200 |
| 8.2.1.2 An excerpt from HAC 9: Observation notes from Unit 1: Lesson 6.1 | 200 |
| 8.2.1.3 An excerpt from HAC 10: Observation notes from Unit 1: Lesson 6.2 | 201 |
| 8.2.1.4 An excerpt from HLLCE 8: Observation notes from LLCE lessons from Unit 1 of CT Programme | 201 |
| 8.2.5.1 An excerpt from Figure HLLCE 5: Observation notes from LLCE educators lessons during Unit 1 of the CT Programme | 210 |
| 8.2.5.2 An excerpt from Figure HLLCE 20: Observation notes from LLCE educators lessons during Unit 2 of the CT Programme | 210 |
| 8.2.5.3 An excerpt from Figure HLLCE 25: Observation notes from LLCE educators lessons during Unit 3 of the CT Programme | 212 |
| 8.2.5.4 An excerpt from Figure HLLCE 26: Observation notes from LLCE educators lessons during Unit 3 of the CT Programme | 212 |
| 8.2.8.1 The Educator Facilitation Observation Schedule (EFOS) Mr Reddy | 218 |
| 8.2.8.2 The Educator Facilitation Observation Schedule (EFOS) Mr Reddy | 220 |

LIST OF ABBREVIATIONS

| | | |
|-----|------|---|
| 1. | AC | Arts and Culture |
| 2. | BICS | Basic Interpersonal Communication Skills |
| 3. | CALP | Cognitive, Academic, Language Proficiency |
| 4. | CPAs | Communicative Performance Assessments |
| 5. | CT | Classroom Talk |
| 6. | EFL | English First Language |
| 7. | EFOS | Educator Facilitation Observation Schedule |
| 8. | ESL | English Second Language |
| 9. | LLCE | Language, Literacy and Communication: English |
| 10. | OBE | Outcomes-based Education |
| 11. | RAS | Rubric Assessment Sheet |

PART 1: LOCATING THE STUDY

CHAPTER 1

Education Policy and Pedagogy in South Africa

1.1 Introduction

This chapter introduces the key questions in my exploration of pedagogical strategies to improve verbal interaction among ESL¹ learners and their fellow, EFL² learners, as well as between learners and educators, in a multilingual, outcomes-based classroom. I use the term 'multilingual' here to describe a classroom where learners have different first languages; English, isiZulu, isiXhosa for the most part. The learners themselves are not multilingual, in the sense of commanding two or more languages to the extent of being able to understand and interact in them.

This exploration described in this thesis allowed me to evolve the pedagogical strategies which improved learner confidence to the extent that improvement in their communicative competence could begin. These strategies will be referred to as the Classroom Talk (CT) Programme throughout this thesis. To begin with I shall focus briefly on the situation where ESL - learners necessarily find themselves in the same groups as EFL learners in South African schools. The historical inheritance of Black education since the apartheid legislation of the 1950s is outlined to locate the study for the reader, and to explain the education which has been provided at the primary level to the ESL learners. I then provide the structure of the thesis and a summary of each chapter.

At present in many English medium classrooms in KwaZulu-Natal, a significant proportion of the learners are ESL, and continue to struggle to communicate effectively, even though all have received some teaching in English as a subject (Buthelezi, 2004:20; Kapp, 1998:22). The problem of disparities in exposure to English in learners in the same group has its roots in the past policies and practices of the South African education system³. According to Murray

¹ ESL refers to English Second Language throughout this thesis.

² EFL refers to English First Language throughout this thesis.

³ Chapter 2 of this thesis presents a detailed historical review of this language policy and practice in South African education from 1948 to 2003.

(2002:437), apartheid South African language education policies disadvantaged Black learners by preventing the transition to an English medium of instruction before the fifth year of schooling. Murray (2002) states that research by the Threshold Project⁴ indicates that ESL learners in the fifth year of schooling found it difficult to cope with the transition to English as a medium of instruction. Lockett (1992:46) claims that such a transition process in the schooling of ESL learners will "... impede the cognitive and social development of the child". In South Africa Black parents seem to prefer that the language of teaching and learning be English. Murray (2002:438) points out that, "many parents believe that the home language is learnt quite adequately at home; it is the job of the school to teach the language of wider communication." Furthermore, Murray (2002:438) quotes the words of a parent from KwaZulu-Natal, "By school-going age a child is already fluent in isiZulu...so there is no need for that child to dance on one spot ... that child must learn English and must be taught in English" (Mhlanga, 1995:41-42).

According to Murray (2002:438), despite the difficulties of teaching English as a second language, educators preferred that it be introduced as a medium of instruction earlier than the fifth year of schooling. This became evident in KwaZulu-Natal during the rapid movement of Black learners in the early 1990s from isiZulu-medium schools to "open"⁵ schools where the medium of instruction was English. While schools became multicultural, their contexts caused ESL learners to be seen as linguistically, cognitively and socially inadequate, as Lockett shows (1992). Ten years later, in 2002, the linguistic barriers encountered by children in the multilingual classroom are still clearly present in Arts and Culture classrooms, in schools like Lockwood Secondary⁶. Here educators and ESL learners struggle to function effectively within OBE curriculum guidelines, which emphasize interactive tasks in the language of teaching and learning. Arts and Culture⁷ requires that all learners participate in interactive and performance tasks in the medium of English. Communication and interaction in English is thus central to this learning area.

⁴ The Threshold Project was conducted in the 1980s in Bantu Education schools to equip educators with skills and materials to teach English as a second language (Murray, 2002).

⁵ From 1992, certain Indian, Coloured and White schools opened their doors to African learners.

⁶ I am located in this school as an educator.

⁷ Arts and Culture is one of the nine learning areas in OBE in South Africa. It is comprised of five areas: drama, art, music, dance and culture studies. In the Arts and Culture learning area, the critical outcomes stress that learners are to be assessed orally in performance activities for 50% of the course and the other 25% takes the form of formal testing, while the remaining 25% consists of written assignments and research reports. OBE refers to outcomes-based education which is dealt with in Chapter 2 of this thesis.

Many ESL learners who emerged from isiZulu-medium primary schools experience difficulty expressing themselves in the medium of English (Buthelezi, 2004:20). These learners' limited communicative competence and performance skills in English cause them to remain silent, as they are not confident enough to perform verbal tasks. In Lockwood Secondary, the case study school, educators have foregrounded this problem of confidence and the need to design a programme to facilitate ESL learner communicative performance⁸ for assessment and progression purposes. After informal discussions with these educators, a pilot version of the CT Programme was proposed for design and implementation. The aim of the CT Programme was to provide ESL learners with opportunities to interact in the medium of English with the aim of developing learner proficiency and the confidence to speak in English. This version was tested and adjusted initially during the first two months of 2003; the final CT Programme was devised, adapted and adjusted in the period from the second term of 2003 until the end of 2004.

The CT Programme (theorized and contextualized) forms the focus of my study. It draws on a range of communicative strategies to promote meaningful teacher-guided verbal interaction in ESL classrooms. Its aim is to develop ESL proficiency amongst learners in outcomes-based classrooms. The communicative strategies that will be focused on include group-work, pair-work, improvisations, information gap activities, show and tell presentations, and debates, to promote ESL learner talk.

Many different types of talk take place in a classroom: the focus of my case study is on increased teacher-guided constructive classroom talk to develop ESL learner proficiency in English. The intervention is designed also to facilitate continuous assessment which is likely to be a more accurate assessment of the ESL learner's ability, in the Arts and Culture disciplines specifically. The key questions posed at the onset of the exploration for investigation were:

- a) To what extent does participation in verbal interactive tasks in the communicative classroom lower the Affective Filter⁹ of Grade 8 and 9¹⁰ ESL learners in Lockwood Secondary School?

⁸ Communicative performance refers to the ability of learners to speak English fluently and coherently. This concept will be dealt with in greater detail in Chapter 3 of this thesis.

⁹ Affective Filter refers to the affective state of the learner and is a construct of Krashen (1982) and is discussed in detail in Chapter 3. A lowered filter indicates a favourable affective state while a raised filter prevents learning from occurring.

- b) To what extent does increased constructive classroom talk in English improve communicative performance among Grade 8 and 9 ESL learners in Lockwood Secondary School?

This chapter provides a critical review of the pedagogical practices in South Africa from the apartheid era to the present time, in an attempt to supply an historical background for the Classroom Talk Programme entitled: “Lowered Affective Filters for ESL Proficiency in Outcomes-based Education.” Outcomes-based Education stresses communicative activities in classrooms which should provide opportunities for learners to communicate effectively in the medium of instruction. It is nevertheless the case that verbal communication in English among ESL learners is still problematic in many South African schools. The effects of the apartheid Christian National transmission mode pedagogy and the post-apartheid OBE on English Second Language Learners (ESL) will be discussed below.

1.2 The Pedagogies of Apartheid: 1948-1993

Learning in South African classrooms, during the apartheid era, especially in Black schools, was viewed by many educators and parents as necessarily a passive process. Teachers taught in the transmission mode while learners were required passively to accept the words of the teachers (Kraak, 1999:43). The approach to teaching was usually non-critical and non-analytic. Learners were treated as empty vessels to be filled with knowledge (Kraak, 1999:43). Christie (1991) points out that, for many years, critical and analytical verbal interaction between teachers and learners and learners and learners was considered unacceptable by most teachers. She explains that, learners were required to ‘receive’ the information, which was ‘deposited’ into their heads (1991:168). There was no emphasis on critical thinking: learners were required to regurgitate chunks of information in examinations or in formal objective assessments. Learners were required to remain silent during the time spent inside the classroom. Learner talk in the classroom was not encouraged as it was considered disruptive and time-consuming (Jacobs *et al*, 1996:2). Freire refers to this as the “banking system” of education and as “education for domestication” aimed at preventing the development of critical thinking skills in learners (1972:46). According to Christie (1991:168), such traditional methods of teaching in South

¹⁰ Grade 8 and 9 learners are between the ages of 13 to 16 years in most multilingual schools in Durban.

African classrooms, especially in Bantu schools, prevented learners from becoming active participants in their learning.

In terms of language-teaching methods, a structural model of language teaching, with emphasis on formal grammar, which is considered a traditional approach to second language teaching, was adopted in South African classrooms in this period (Richards and Rodgers, 1992:17). Further, the audiolingual transmission styles of language teaching which involve the learners being required to memorise lists of words, rather than using them meaningfully, still prevail in South African classrooms (Wickham 1997:502 and Barkhuizen 1999). These are behavioural and structural approaches to teaching a second language.

The emphasis of the structural approach is on learning through drilling the syntactical structures of the second language as well as vocabulary (Richards and Rodgers, 1992:17). In this system learners are expected to repeat language tasks until they can produce the information from memory, even though there may be no understanding of what has been learnt.

A study completed by Barkhuizen (1999) at Rhodes University in South Africa indicates that despite the communicative thrust of more recent departmental syllabuses teaching at the sample of schools was mechanistic. Aspects of English like parts of speech, tenses and spelling were taught by transmission and drill, in such a way that when communicative tasks like writing letters, debates and discussion lessons took place, learners considered the latter to be 'fun' lessons and therefore not serious work. Despite departmental directives after the 1994 elections the communicative approach is not practised properly in some South African classrooms.

Behaviourism outlines principles for language learning which stresses individual learning rather than group interaction. Here learners learn language items individually during lessons or by spending time memorizing them. This mechanical and uncritical process of language learning appeared in South African education in the form of Christian National Education (Balfour, 1995:18). Its influence was apparent in the teaching of both English and Afrikaans to Black learners. Teachers focused on helping learners to master the structural aspects of both English and Afrikaans. Learners were viewed as passive objects and not required to engage in any interaction during transmission lessons. The learners in Barkhuizen's (1999) study perceived such transmission lessons as useful, owing to the confidence of the educators in this mode and their belief in its value.

The value of the communicative teaching approach in ESL is explored in a case study conducted by Ssemakalu (1998) on the implementation of the communicative approach to ESL progress testing in a South African secondary school. Ssemakalu (1998) found that educators in this secondary school drew on a mixture of structuralist, sociolinguistic-psycholinguistic, communicative and other testing practices acquired during their years of teaching. Many, however, were still functioning in the transmission mode to which they were accustomed. Ssemakalu however found that there were educators who were willing to move away from a Christian National Education approach to teaching. Wildsmith (1992) in her unpublished thesis based on teacher attitudes and practices, highlighted that teachers in South African schools found it difficult to overcome the 'rote-rhythm' transmission mode of teaching.

In a study based on five South African primary teachers, Wickham (1997) found that the transmission mode of teaching has continued to be the norm in most South African schools in the post-apartheid years (Wickham, 1997:502). She conducted a qualitative study based on educator thinking, knowledge and learning and classroom practice in five classrooms in five different schools in Durban in 1996. According to Wickham, "it will be difficult to wean both teachers and those involved in teacher education off the transmission approach" (1997:502). She points out that the history of educational experience in South African classrooms both at school and at university level has not prepared educators to function critically and innovatively. Furthermore, she argues that it is only through the transformation of teacher education that educators will be able to function in this way, and to search for approaches and strategies which will represent alternatives to the transmission mode of teaching. The transmission mode of teaching was an indication that the influence of the apartheid era is still evident in post-apartheid curriculum practices, despite the reforms of the South African government and the Department of Education.

After 1994, the new government became concerned with curriculum reconstruction to replace the apartheid education system (Nzimande, 1997). The new curriculum reform would "serve as an instrument of the new political vision" (Harley and Wedekind, 2004:196). A discussion of the political, ideological and educational reasons for the introduction of Outcomes-based Education and Curriculum 2005 is therefore presented in sections to follow.

1.3 The Introduction of Outcomes-based Education (1997)

Along with the shift in political power in 1994 to a government of national unity came rapid changes in the South African education system. These changes were considered urgent by the newly-elected government, as they represented “a major shift from past practice and one that resonates with the ideals of transparency, democracy and equity” (Malcolm, 1999:107).

The initial changes included unifying the various Departments¹¹ of Education that had existed during the apartheid era in South Africa into a single, national department to ensure equality and equity of educational provision and practice. The priority at this time was the revision and eventual replacement of the apartheid syllabuses that were in operation in each department. Officials worked quickly to eliminate discriminatory aspects embedded in the old syllabuses in all four Departments of Education of the apartheid era (Jansen, 1997a). The differences that existed in the curriculum of the 18 different Departments of Education were to be reformed (Harley and Wedekind, 2004:197). The attempt was to create a single unitary syllabus that would be in accord with the transformation process in South African society.

Assessment reform involved the introduction of continuous assessment in schools. However, this proved to be an expensive and time-consuming process, especially as it was initially considered a temporary measure. Pressure was placed by political leaders on educational officials to introduce the new curriculum. The Government of National Unity introduced the National Qualifications Framework and Curriculum 2005 in 1997. Curriculum 2005 advocated an outcomes-based approach, and the system as a whole is often referred to as outcomes-based education or OBE.

In South Africa OBE was introduced in schools by the South Africans Qualifications Authority¹² (SAQA) in 1998. The underlying assumption of the NQF is that, “learning can best be assessed and evaluated by the use of an outcomes-based approach to the curriculum” (Deacon and Parker, 1999: 61). OBE principles of learning are encompassed in three different types of outcomes; namely, critical outcomes, specific outcomes, and learning area outcomes. There are eight critical outcomes that apply to all the learning areas. They deal with the fundamental abilities

¹¹ There was a separate department of education for each race group in S.A. According to Christie (1991), these departments were allocated unequal budgets. The largest sums of money were allocated to Whites, while the lowest were allocated to Blacks, Coloureds, and Indians.

¹² After the inception of the new government in 1994, the South African Qualifications Authority (SAQA) was established. This body is comprised of various stakeholders in education and responsible for the establishment of the National Qualifications Framework (NQF), which reflects the nature and quality of all qualifications attainable in South Africa (Jacobs *et al*, 2000:2).

and aspects that the educator should aim towards. OBE is concerned with the expected achievements or outcomes of the learner. The learning area outcomes are broad outcomes that state the skills, abilities and values that are expected of a child in a particular learning area. The eight learning areas each have broad critical outcomes and specific outcomes (Malcolm, 1999:102). Each of the OBE learning areas is similar to the 'old' subject areas, but the OBE areas have additional topics integrated into the syllabus guidelines, as well as a distinct change in content. This allows the educator to design a context-specific curriculum in accordance with the guidelines and the specific outcomes (Malcolm, 1999:102).

Because OBE was transmitted to educators, from above, and they had been trained in a completely different system, they tended to experience it as confusing and frustrating rather than enlightening. The terminology and philosophy associated with OBE were unfamiliar to many educators, who found it difficult to understand and therefore to put into practice (Jansen, 1999:147).

Furthermore, educators were not included in the process of formulation of the new OBE paradigm, even though they were to be the implementers to teaching and learning, since the process was perceived as politically motivated as an attempt to eradicate all traces of the apartheid system of education.

The workshops that were established to inform educators how to be teacher-facilitators within the OBE paradigm were highly problematic. They were often conducted by people who were themselves not well informed or properly trained to present OBE to educators. Educators' requests for OBE to be placed on hold until they could be trained to operate effectively within this new system were ignored. According to Jansen, there were "calls from teachers for more time and training" (Jansen and Christie, 1999:149). Specific training on the implementation of OBE in multilingual classrooms was simply unavailable, and the teacher facilitators seemed either unaware of the linguistic differences in classroom situations or to consider them unimportant.

Group-work as an OBE teaching strategy became the major focus during such workshops (Harley and Wedekind, 2004:200). Educators were lectured on presenting lessons where group-

work and learner interaction were emphasized. There was less stress than formerly on the memorization of content (Jansen and Christie 1999:146). Further, learners were to be continuously assessed during group-work lessons. In OBE, the emphasis is on the outcome of learning events, the integration of learner knowledge with the lesson and learner-centred collaborative learning, as well as continuous assessment of such integrated learning (Harley and Wedekind, 2004:197).

Educators who had attended workshops were expected to communicate what they learnt there to their colleagues in the schools – a process, at times, of the partially instructed attempting to train the uninstructed. The training of educators in general in OBE, including the continuous assessment process, was characterized by poor planning, disorganization and disappointment (Potenza and Monyokolo, 1999:239). Clearly, the majority were not prepared for the shift in teaching and assessment (Sieborger and Nakabugo, 2001). Many felt that the new methods were unsuited to the very large classes still characteristic of Black township schools.

For the politicians who encouraged the drafting of OBE, it marked a change from the old apartheid system of teaching and learning to a new method of teaching and learning where learners were to be active, critical participants. According to Jansen and Christie (1999: 214) implementing the new policy in Grade 1 classrooms in South African schools from 1998 became a challenge for educators. This they observed in a study conducted in 32 Grade 1 classrooms in two provinces in S.A pointing out that the “...quality and the impact of teaching” came under an intensified scrutiny by policy-makers, researchers and parents (Jansen and Christie, 1999:146).

Educators at the time found the terminology of OBE too difficult to understand and the paperwork time-consuming, (Naicker, 1998:108). Nevertheless, all those involved in education had to find a way of understanding OBE, the NQF and Curriculum 2005, despite the new vocabulary of teaching and learning that educators were required to master (Jansen and Christie, 1999:12).

The urgency for government to bring about educational changes in South African schools was clear, but not welcomed by all. Many theorists predicted that this rush could contribute to the failure of OBE. Controversial articles published at the time were entitled: ‘Why OBE will fail?’ by Jansen (1997b), as well as a reaction to this entitled: “Critical Responses to ‘Why OBE will fail’” by Rasool (1999). Despite the debate, OBE has remained in place in South African schools, though imperfectly implemented by educators with only partial understanding of it.

However, it is not my intention to discuss further the details of the controversies that surrounded OBE but to consider its underlying principles, given that it still is the pedagogic and policy context for education in all South African schools.

1.3.1 The Outcomes-based Approach to Teaching and Learning

How was this new approach different from the old system of transmission mode teaching in South Africa? In OBE, teachers acquired the new label of ‘facilitators’ and were expected to strive to engage learners in a constructivist approach to pedagogy. They were to ensure that all learning took place through a process of active construction and reconstruction of theory and practice (Killen, 2000). Learners were viewed as active participants in the learning process; learning outcomes related to themes worked on over a period were to be achieved on a long-term basis and all specific, small scale outcomes were to be achieved in short class tasks.

Learners were to interact with the learning material and one another verbally in the language of instruction in a constructive process-oriented approach to learning. Furthermore, educators were required to engage learners in problem-solving tasks, while simultaneously facilitating and conducting continuous assessments. OBE is a learner-centred approach that focuses on learners’ verbal interaction. Outcomes-based education, as defined in documents of the Department of Education and Culture, “emphasise the development of critical, investigative, creative, problem-solving, communicative future-orientated citizens” (Steyn and Wilkinson, 1998:203).

This definition assumes that every learner has the potential to learn, and the approach focuses on the learner, rather than on the content. The implication is that learners are thinking, analyzing, evaluating, critical beings, able to control their own progress in education consciously in an interactive process. This definition shows OBE to be an interactive approach (educator – learner, but also learner – learner) in comparison to more passive pedagogical approaches (from the learner’s viewpoint) inherited from the apartheid era, characterized as they were by the transmission of knowledge and rote-learning.

OBE outlines exact outcomes that describe what learners should be able to do after a series of lessons. The outcomes focus on specific skills which learners should have gained; they are continuously assessed to determine progress to the next grade (Christie, 1999:282). The specific outcomes are influenced in the way in which the children are exposed to them by the context (urban or rural) of the school, and the availability of resources in the community, to ensure that

learning makes sense and that teaching is realistic and relevant to the learners. In this respect it aims to differ from the “content-laden, ideologically distorted, examinations orientated apartheid curricula” (Christie, 1999:282). The facilitator has to ensure that all learning happens at the learner’s pace. The process of learning has (at least in theory) to be based on the learner’s needs and interests and geared to the level of each individual learner. There must not be pressure for learners to achieve any particular outcome simultaneously. Learners are treated as individuals.

The outcomes focus on skills, not content and the learner is encouraged to participate critically and actively in the lesson (Jacobs *et al*, 1996:3). Lessons must be designed so that the learner is able to acquire knowledge from experience or use previous experience to understand a task. This process can be effective only if the learners engage in constructive teacher-guided interactions during lessons: “classroom activities must form a participative engagement of learners in significant learning activities which allow them to take charge of their own learning” (Jacobs *et al*, 1996:3).

In Arts and Culture¹³ classes, learners are required to engage in interactive group tasks. Here the educator is required to facilitate the group activities where learners are either critically debating or creatively choreographing a dance, musical presentation, or drama production or visual art project. These activities require both ESL and EFL learners to interact with one another through the medium of English.

The exploration that I present in this thesis assesses the effects of such constructive teacher-guided classroom talk during group-work activities, pair-work tasks, role-plays, short sketches, information-gap activities, and debates. An assessment strategy employing various rubrics to assess learner outcomes was designed to assess the specific outcomes of learner performance during each Arts and Culture task.

Co-operative learning among learners is also emphasized in the OBE classroom. Learners engage in group discussions and group-work activities with other learners in order to acquire knowledge. It is a process of gaining knowledge from experience or what Christie (1999:282) describes as “learning by doing”. Textbooks are considered as tools in the learning process and their content must be used critically. Educators are expected to guide and assist learners during

¹³ Arts and Culture in the present South African school curriculum comprises four disciplines or areas of study namely; drama, dance, visual arts and music.

lessons rather than provide learners with information, as in the transmission mode. It is during this time of guidance that educators have also to assess learners. This assessment has to be continuous during lessons and therefore involves educators maintaining a comprehensive set of records (Jansen and Christie, 1999:151). Such continuous assessment is required to “provide fair opportunity for progress and achievement” (Bellis, 1999:228).

Lockwood Secondary, the high school in which my research was carried out, has a majority of learners who are second-language speakers of English and who lack proficiency in that language. Educators there, and in the other similar schools where all teaching is carried out through the medium of English, despite the different degrees of proficiency amongst the learners, are likely to have difficulty with such a system of assessment. Learners will have difficulty in expressing knowledge and skills in these circumstances. Some researchers suggest that such assessment practices are unfair to ESL learners in the South African context and will certainly not provide the redress expected of OBE (Bellis, 1999:228).

In Arts and Culture, the activities used to assess learners’ performance are group-work, pair-work, role-plays, information-gap activities and debates. ESL learners who are unable to speak in English understandably have severe difficulties in expressing themselves in such activities. The CT Programme, which is a series of lessons meant to promote interaction in English between learners, was designed to present educators with possibilities to implement the theoretical aspects of OBE practically within the Arts and Culture learning area.

1.3.2 The Theoretical Foundations of Outcomes-based Education

OBE aims to create better reasoning, critical thinking, independent, yet co-operative individuals in society who can function competently within their context. This approach takes a pragmatic as well as constructivist, and critical view to learning, though the outcomes may appear to lean towards behaviourism. Despite the four theoretical influences underpinning OBE, there is a move away from a content-based syllabus (Kotze, 1999:31). The syllabus guidelines are contextually grounded to ensure that learners are able to achieve outcomes that make them better able to cope in real life situations in society. The curriculum is structured in such a way that, irrespective of the context, the skills taught should enable the learner eventually to be able to cope within his own context and that of others.

However, Kotze (1999:31), also admits that the theoretical foundations of OBE are focused on outcomes which are the end products of a learning process. The outcomes are 'essential', that is to say, critical ones, as well as performance or specific outcomes. Both can be assessed in the short term and therefore allow for continuous assessment throughout the learning experience. Formative assessments are integrated into each learning experience or outcome. There is less emphasis on summative (or examination) assessment. According to Steyn and Wilkinson (1998:204), OBE is based on behaviouristic assumptions, as there is much emphasis on outcomes that are observable and measurable. The National Commission on Higher Education also claims that there is "concern regarding the emphasis on outcomes, which is viewed as reductionistic and behaviouristic" (NCHE, 1996:105)¹⁴. However, Department of Education official documents deny such suggestions (DoE, 1996c:105), but acknowledge that OBE is oriented theoretically towards social reconstructivism as it is designed to bring about social transformation. The aim is to transform learners into empowered, critical, active individuals working towards reconstructing South African society (DoE, 1996b:5; 1996c:13,38; 1996d:7,17).

According to the Department of Education official documents (DoE, 1997:10), one of the national critical outcomes is that learners should be able to "collect, analyse, organize and critically evaluate information". According to Steyn and Wilkinson (1998:204), the "theoretical basis of OBE as planned for South Africa is to be found ...in the critical theory and is acknowledged in official documents". Further analysis of OBE indicates that with respect to assessments, the performance outcomes stress what learners must be able to do at the conclusion of a task. Throughout the official documents, competencies and accountability in the learning situation are emphasized (DoE, 1996c:6-7). This suggests a pragmatic approach to teaching and learning.

In keeping with the theoretical underpinnings of OBE, the CT Programme which forms the focus of this thesis, and which will be outlined in detail later, will focus on formative assessment strategies rather than summative assessment. According to Kotze (1991:32), "The main emphasis in OBE is on outcomes with specific references to skills such as communication skills, thinking skills, life skills and skills related to different learning areas." Furthermore, the emphasis is on learners, who must be active and educators, who must only be facilitators, "responsible for

¹⁴ Quoted in Steyn and Wilkinson (1998).

developing various strategies to enhance learning” (Kotze, 1999:32). The CT Programme draws on the theoretical foundations of OBE by focusing on interactive strategies to enhance ESL learner communicative skills in English. During the interactive lessons, learners were striving to complete tasks successfully, to ask critical questions, to think and participate actively in order to empower themselves. During this process, ESL learners were interacting in English with EFL learners, and, once they had overcome problems of confidence, developed their communicative performance and CALP in the Arts and Culture learning area.

1.3.3 Outcomes and Assessment in Outcomes-based Education

The specific outcomes in each learning area aim to guide the educator in lesson preparation. They indicate the specific skill, knowledge, attitude or value a learner must acquire from a task or experience. The intention is to ensure that the learner actually achieves the defined outcome, which is therefore considered to be short-term. These outcomes are to be arrived at in a set time: by the end of a lesson or a series of tasks. They form the focus for every new lesson or set of lessons. Evidence of learning for every learner is the priority, as the concern here is to ensure that “all students learn well, not just the fastest, the brightest, or the most advantaged” (Spady, 1988:10).

The CT Programme of innovative strategies aimed to increase constructive classroom talk in this study. It involved a series of lesson plans with different specific outcomes for each lesson, but with one common critical outcome. This was to engage learners in teacher-guided talk sessions, so that the ESL learners might learn to speak confidently and articulately in English, and the EFL learners might extend their skills and develop sympathetic understanding of the ESL learners during lessons in the Arts and Culture learning area.

The specific outcomes replace what used, in lesson preparation documents, to be called ‘objectives’ during the apartheid years. The advantage of specifying an outcome is that it allows the educator to direct learning. Learners are made fully aware of what they have to do for every task. Assessment in OBE is different from the traditional norm-referenced system, where the requirements are implied, or at least unspecified; it is “criterion-referenced” – meaning that the requirements are specified in the worksheet or other learning material given to the learners (Kraak, 1999:40). Every task is assessed as a separate unit of work. Initially learners were

assessed according to whether the outcome was achieved fully, partially or not at all¹⁶. The scale was further divided, and the levels were: not ready to progress (corresponding to a percentage of understanding of (0-34%), partially achieved (35-52%), good (52-74%) and outstanding achievement (75-100%). The assessment rubric was broken down into four different levels and termed level 1, 2, 3 and 4. Level 1 meant that the learner did not achieve the outcome at all; level 2 meant that the learner had achieved the outcome satisfactorily; level 3 indicated that the outcome was achieved; and level 4 indicated that the outcome was achieved above expectations and will be described as outstanding on the four point scale for assessment that teachers are expected to formulate for each lesson or outcome (Malcolm, 1999:104). Once the relevant outcomes have been achieved, the learner is able to progress to the next grade. In theory at least the educator's obligation is to work with slow achievers until they make the grade. The emphasis is on personal achievement and improvement rather than competition among learners.

For every specific outcome, there are assessment criteria. The latter serve to describe exactly what a learner should be able to do, or what skill, knowledge, or value has been inculcated. The aims of continuous assessment are to encourage learners to work consistently and to offer the educator a better picture of the learners' ability and progress in the learning areas. Learner improvement at different points in the process of learning is emphasized (Spady, 1994; Malcolm, 1999). Continuous assessment allows the learner to be more actively involved in self and peer assessment. Learners are given the opportunity to evaluate their own and their peers' tasks critically in the classroom. Discussion and decision-making among educators and learners, and between learners and learners, becomes significant to the whole OBE experience.

Continuous assessment can occur purposefully and accurately only if all learners in the classroom are proficient in the linguistic medium of instruction and can display their knowledge and skills either verbally or nonverbally, depending on what kind of assessment is required. The outcome for each learner indicates his/her achievement for the educator's assessment records, which will culminate at the end of the year in determining the progress of the learner to the next grade or the next institution of learning. This result therefore has educational, economic, and social consequences for the learner (Bellis, 1999:220). The assessment procedures and teaching approach in OBE are significantly different from that of the formal objective assessment procedures of the earlier, transmission approach. The merits and demerits of OBE have been

¹⁶ This was the first rubric that was sent to educators via handouts at workshops that were implemented from 2001 to 2004. Since then the Department of educator revised this to include 5 levels in 2005 and 7 levels in 2006.

debated by academics, parents, and even learners (Jansen, 1997:a); (Goolam and Kumalo, 1997); (Potenza and Jansen, 1998); (Skinner, 1997). The fact that educators are presented with guidelines and are allowed to choose content that they feel is relevant for a lesson allows a degree of freedom to the educators, though the system is by no means proof against the charge of indoctrination, since the specification of outcomes implies a degree of constraint (McKernan, 1994; Jansen, 1997:b). The emphasis on the individual learner, who must be allowed to progress at his or her own rate, ignores the very large numbers of learners who confront many educators – classes of up to 70 are not unknown, especially in previously Black areas, and classes of more than 50 learners are commonplace. Finally, OBE, as officially defined, takes no account in its emphasis on interaction and critical responses of the enormous difficulties which these pose for ESL learners in English-medium schools. It is with these difficulties that my research has attempted to cope.

My focus in this study is on how Arts and Culture lesson strategies within the OBE curriculum can be designed to develop ESL learner confidence and communicative performance in English. The design and implementation of the CT Programme which I devised, and which I implemented with the help of colleagues, is designed to facilitate continuous formative and summative assessments that will be both fair and accurate in the cases of all learners within the multilingual OBE classroom.

Having dealt with apartheid education and some of the systemic inequities it produced and having described how OBE attempted to deal with these, the next section describes the structure of this thesis and presents an outline of each chapter as an overview for the reader.

1.4 Structure of the Thesis

This thesis is divided into three parts, comprising nine chapters in all. Part 1 introduces the study and locates it within the South African historical context of pedagogical and language-medium issues. Analysis of relevant research theory and evidence forms a significant preliminary to and influence on such an exploration, and the first two chapters of Part 2 outline theories of ESL acquisition. The following four chapters in Part 2 focus on the theory, evidence, principles, design and methodology of the CT Programme. The three chapters of Part 3 describe the research exploration findings, issues of triangulation and conclusions, as well as

recommendations. This is followed by a bibliography and the appendices, where the questionnaires, interview schedules, observation notes and CT Programme used in this exploration are presented.

1.4.1 Outline of the Chapters to Follow

The impact of communicative strategies on the English language proficiency of ESL learners in a multilingual OBE setting, the policies, practices and curriculum innovations within South African multilingual schools¹⁷ between 1943 and 2003 are examined in Chapter 2. One part of the struggle in education policy and reform in South African history focuses on the issue of whether to teach Black learners in the English language or in their own first language. The other concerns issues of curriculum innovation in present-day multilingual settings where educators are dealing with issues of learner proficiency in the medium of instruction. School language policy and practice in terms of medium of instruction and the implications for learners are considered in Chapter 2.

In present day South African multilingual classrooms where the English language is the medium of instruction, learners whose first languages are other than English are likely to possess different levels of proficiency in English. The pedagogic approach employed by educators in such classrooms can affect learners' language learning opportunities positively or negatively. In Chapter 3, theory and evidence dealing with pedagogical approaches and classroom talk are reviewed.

Communicative performance as defined by Hymes (1972) is outlined with reference to the speaking ability of language learners. Krashen's Monitor Model is critically considered, and his Affective Filter Hypothesis is considered to be particularly significant. Swain's Comprehensible Output Hypothesis (1994) is equally important in terms of the interactive processes that may promote English language proficiency among ESL learners. The evidence from research literature substantiates the hypothesis that an increase in constructive classroom talk among junior secondary ESL learners can lower their Affective Filters. Furthermore, the comprehension of linguistic input, followed eventually by comprehensible output (Swain, 1994) is likely to serve to improve learner communicative performance.

¹⁷ The category 'multilingual school' has no official existence, and I do not use it here in the sense of 'school with several languages as media of instruction'. What I am referring to is the school where there is a diversity of languages amongst the learners, and where, for the most part, each learner is fully competent only in one.

In Chapter 4, the principles of pedagogy derived from the theories and research dealt with in Chapter 3 are focused on in relation to classroom interaction, communicative performance and communicative strategies for second language teaching in multilingual classrooms. This chapter will reflect on theories of second language acquisition and the second-language teaching of English. Learning studies relevant to classroom interaction and communicative performance will also be considered. I shall present a hypothesis which I have evolved relating to increased constructive teacher-guided verbal interaction among ESL learners within multilingual classes. This hypothesis is influenced by the Affective Filter Hypothesis (Krashen, 1982) to promote communicative performance. The second part of Chapter 4 focuses on the implications of the CT Programme for classroom interaction and communicative performance with regard to ESL proficiency.

The Classroom Talk (CT) Programme design is outlined in Chapter 5, where role-play, drama, show and tell presentations, group-work, pair-work, information-gap activities and debates promote classroom talk among ESL learners. The CT Programme of activities, which are designed to be implemented in three stages are described in detail, with excerpts from lesson plans and worksheets prepared for the learners. The assessment strategy and the assessment instruments, the rubric assessment sheets, are then presented.

Chapter 6 focuses on the research methodology employed in this case study. The case study research approach is illustrated with reference to classroom observations and excerpts from interviews between myself as researcher, educators and learners. A discussion of questionnaires to which educators and learners responded is then presented. The control group, to which the CT programme was applied, and the contrast group, which received only conventional teaching, is defined. Information concerning the location of the school and its population, as well as the nature of the lessons in the Arts and Culture class, are presented for the reader. Ethical issues concerning data collection by a participant-observer are considered, and the research procedures are outlined so as to allow other researchers the chance to replicate the study and compare findings. The assessment instruments served as the main source of data collection in the contrast group and are described in detail. Finally, the English language educators' classroom assessment documentation that will be used to compare levels of language proficiency is discussed in detail. Learner records to be used in the data collection process are briefly considered, as well as issues of validity and triangulation.

Chapters 7, 8 and 9 comprise Part 3 of the thesis, which considers critically the findings derived from the qualitative and quantitative data from the research. The first theme of Chapter 7 focuses on learner and educator perceptions of lowered Affective Filters and learner confidence, and the second theme on the communicative performance and proficiency during interactive tasks. Both themes consider the implications for assessment of ESL learners in multilingual classes for progression purposes. The ESL learners' output in the English language is assessed to determine levels of proficiency improvements. The third theme which is the focus of Chapter 8, concerns managing pedagogy and assessment in large multilingual classrooms. Finally, in Chapter 9 a number of the problems experienced by the researcher and the limitations of the study are presented to the reader. Chapter 9 summarizes this research, reflecting on the strengths and weaknesses of such a study, and then attempts to draw conclusions and suggest possible recommendations for ESL pedagogy within multilingual classrooms in general. The impact of micro-, school-based, and meso-, district level interventions for language education planning is debated in this chapter.

1.5 Conclusion

This chapter locates the exploration of pedagogical strategies for verbal interaction in a multilingual outcomes-based classroom within the historical context of South African apartheid education policy and practice. The pedagogies of the apartheid era, as well as the post-apartheid era, are used to contextualise this study. Pedagogic approaches in Black schools are presented, as well as the new outcomes-based policy and practices which I have shown were top-down government initiatives that have influenced recent pedagogy and assessment practices within South African schools.

I attempt in the case study of Lockwood Secondary to demonstrate that despite the political and theoretical debates that have ensued over the years, it is the impact of pedagogy and practice on learners within the classroom that requires special and careful attention.

In Chapter 2, the South African language policy and practice in terms of medium of instruction, and the implications for pedagogy during the apartheid years and in the post-apartheid period are reflected upon. The impact of micro-language medium of instruction intervention programmes in multilingual South African schools, like the one in this case study, will be debated.

CHAPTER 2

Language Policy and Practice in South African Education: 1948-2003

2.1 Introduction

Awareness of past language policy and practices offers an informed understanding of the effects of apartheid language policies on the academic progress of Black learners, as well as insights for better future policies and practice. According to Jonathan,

That we must understand the past in order to transcend it is a truism. ...[O]ffering new insights into the deep and complex roots and the far reaching outgrowths of education under apartheid ... serves as a significant contribution to the future of education in South Africa. (Jonathan, in Kallaway, 2002:i)

This statement emphasizes the necessity for reflecting on language policies of the past because of the significant implications they have for classroom practices and future policy and practice within multilingual classrooms.

This chapter sets out to review in brief the history of language policy and practice in the context of South African education from 1948 to 2003. First, it reflects on the impact of the media of instruction in Black schools. The oppressive influence of the ruling National Party government from 1948 to 1993 and the choices of language as media of instruction for Black learners are discussed. Second, the impact of these media of instruction on ESL learners from 1990 until 2003, when schools were open to all race groups, is considered. Such background information allows the reader to contextualize the research questions outlined in this thesis.

Despite macro-policies, micro-policies and actual practice in South Africa, past pedagogic patterns tend to persist in schools. For example, language medium policies and practices in English medium schools in the 1990s failed to take into consideration the influx of multilingual learners. In the course of my exploration into ESL proficiency in multilingual OBE classrooms, I consider the implications of past language medium policies and practices for ESL learners, as well as curriculum content. I then consider present-day practices.

I shall demonstrate that learners who have received their primary education in an indigenous language need to be offered special empowering strategies as regards their confidence and

communicative performance in a secondary school where English is the medium of instruction (Murray, 2002:435). In *The Threshold Project* (Macdonald, 1989), for example, the author indicates that learners switching from an indigenous language as a medium of instruction to English are disadvantaged (Macdonald 1989). Kapp (2004:252) reports that in secondary schools where there is a great deal of code-switching and consequent lack of motivation for ESL learners to interact in English, learners have been found to be disadvantaged academically, both in school and later in tertiary education.

For many South African learners proficiency in English is primarily developed in the classroom setting, and this has implications for ESL learners' academic success. According to several writers, for example, Kapp (2004), Kallaway (2002), Hartshorne (1992), Hyslop (1999), Christie (1991), Jansen and Christie (1999), Schlebusch (2002), Cummins (1992), Unterhalter *et al* (1991) and Harley and Wedekind (2004), apartheid language policies, which delayed and limited the learning of English in the classroom, have had a significant impact on the teaching and learning practices in Black schools. The next section will examine these policies relating to media of instruction of the Apartheid years from 1948 to 1989.

2.2 Medium of Instruction Policies during the Apartheid Era: 1948-1989

This section will focus on the impact of the media of instruction in Black schools from 1948 to 1989, the period of apartheid in South African history when schooling was segregated according to race. During this period, languages as media of instruction in Black schools were used as a political weapon (Cross and Chisholm, 1990:54).

According to Christie (1991), until 1948 the languages of instruction in Black schools were controlled by church missionary societies and not by the South African government. This early period, however, is not a focus of my study, and I wish only to draw the reader's attention to the fact that the languages of instruction in Black mission schools were entirely the choice of mission schools in each residential area. According to Christie (1991) and Kallaway (2002), Black parents and learners did not consider the medium of instruction in schools problematic, perhaps because the matter had not yet been politicized, as it was to be by the *Bantu Education Act* (1953). Kallaway (2002) argues that there is no evidence from the period of mission education to indicate whether ESL learners found the media of instruction in mission schools

acceptable or not. However, what is clear is that ESL learners did not resist being educated in the religion, language and social behaviour of the missionaries (Kallaway, 2002:344).

Although mission education inculcated Christian values and was often segregated and racist, there was no imposition of a single medium of instruction for all schools for Black South Africans and the strong desire for education amongst Black people made them accepting of patronizing or even belittling attitudes. According to Christie (1991), this changed when Black people slowly began to reject western perceptions of Christian religion and values in the late 1940s (Christie, 1991:78-82). When the National Party came to power in 1948, however, it introduced language and curriculum policies that were overtly politically motivated, imposing a narrow and restrictive view on the purposes of Black education, to which Black leaders objected in vain.

In 1951 the Nationalist Government commissioned the Eiselen Commission to draw up a language policy for Black education to reinforce the interests of the ruling class. This policy maintained that the mother tongue of Black people was the best medium of instruction for Black schools and teacher training colleges, even though many South Africans disagreed (Kallaway, 2002:2). This policy was only put into practice two years later in 1953. In 1953 the *Bantu Education Act*¹ (1953) introduced by the National Party ensured that the governance of Black education was removed from the mission churches and became the responsibility of the State (Kallaway, 2002:2). It was decided, as proposed by the Eiselen Commission that the mother tongue of Black learners should be the language medium for instruction within Black primary schools. This caused educators in Black schools in different regions of the country to employ their regional mother tongue, isiZulu, isiVenda, isiSwati, isiNdebele, isiSotho or isiXhosa among many others, as the medium of instruction. The recommendations of the Eiselen Commission regarding the first official and second official languages for Black schools are as follows: first, the first official language (either English or Afrikaans) of the white neighbourhood closest to a particular Black township was to be chosen as the second language, to be taught as a subject from the second year of schooling in Black schools in South Africa. Second, this second language had to be introduced as a medium by the fourth year of schooling.

¹ *The Bantu Education Act* (1953) will be dealt with in detail in the next part of this chapter.

Black secondary schools in this period could choose either English or Afrikaans as a medium of instruction, depending on where the school was located. However, the choice of media in Black schools did not last long, as in 1974 the Government introduced the new policies, suggested above by the Eiselen Commission, that left Black schools without choice in this matter.

The *Bantu Education Act* of 1953 became the mechanism by which the State took control of Black education,

involved financial pressure on the missions to hand their schools over to the Government. It also placed the immediate management of Bantu schools in the hands of African school boards, enforced vernacular instruction in the junior schools, made both English and Afrikaans compulsory subjects in the higher primary and laid down a differential syllabus for Bantu schools, geared to what the Government considered African needs to be. (Davenport: 1984: 270)

Black learners had no choice but to begin schooling in their mother tongue and could gain access to English medium instruction only in the fifth year of schooling (Murray, 2002:435). Moreover, Afrikaans was also compulsory. Since the ESL learners who formed part of the present study came almost entirely from schools in which the second language was English, and from an area (greater Durban and its environs) where the *lingua franca* is English, my focus will be on the challenges of learning English.

Introducing English as the medium of instruction in the fifth year of schooling proved to be extremely challenging for Black learners. They had to cope with acquiring English simultaneously with its being employed as a medium of instruction. Also Black learners had to take all their subjects in the English medium (Murray, 2002:435).

To disadvantage Black learners further, both official languages were compulsory in teacher-training colleges for Black teachers. According to Reagan (2002:422), Blacks were opposed to mother-tongue instruction in schools as they interpreted this policy as part of the apartheid ideology designed to perpetuate the social, economic and educational aims of Dr Hendrik Verwoerd, the Prime Minister in 1954, which were to subordinate Blacks in these spheres of life. The aim, according to Reagan (2002:423), was to reinforce tribal identity among Blacks in order to maintain power and control by creating linguistic divisions between Black groups. Language became an educational tool and a political weapon of the National Party to keep Blacks in

subjugation. Reagan (2002:422) indicates that Blacks were aware of this and reacted by rejecting the mother tongue policy for instruction in schools by holding protests and boycotts. The following quotation explains how indigenous languages as media of instruction were viewed as a vehicle for the control of Black education:

Moedertaalonderwys...is not the Afrikaans term for mother-tongue instruction. It is a political concept which has its roots in the dogma of Christian National Education. According to this dogma, each 'race' or 'volk' has its own identity which sets it apart from all others ... Surely one has to wonder and become suspicious when there is this insistence on the part of the authorities to force upon all children, against the wishes of their parents, a particular language...What is being attempted is certainly not mother tongue education in the interests of the children but the enforcement of 'moedertaalonderwys' as an instrument of social control and subjugation, as a means to an end. (Heugh, in Reagan, 2002:423)

Christian National Education thus imposed upon Black learners indigenous media at primary level of instruction that served to disadvantage them as ESL language learners in secondary and tertiary education. The tradition (and the teachers educated in this tradition) of state control of the languages of education continued well into the 1990s and was influential over the non-EFL learners involved in the present study. The next section will reflect on the *Bantu Education Act* (1953) and the curriculum policies implemented in Black schools to disadvantage these learners academically. This historical review sets the scene for sections to follow.

2.2.1. The Bantu Education Act (1953) and Language Education Policies

The Bantu Education Act, No 47 of 1953, established the Department of Native Affairs which would compile a curriculum that suited the "nature and requirements of the black people". According to Boddy-Evans, (2005) the legislation was introduced by Dr Hendrik Verwoerd, who stated in 1954 that its aim was to prevent Black people from receiving an education that would lead them to aspire to positions they would never be allowed to hold in society. Instead Black people were to receive an education designed to provide them with skills to serve their own people in the homelands or to work as labourers (Boddy-Evans, 2005: 1b). The Afrikaans newspaper, *Die Burger*, quoted Verwoerd on his views on equality in 1953: "When I have control of Native Education, I will transform it so that the natives will be taught from childhood to realize that equality with Europeans is not for them."³

The Bantu Education Act (1953), together with the policy of Christian National Education (CNE), therefore introduced changes that were, according to Rose (1975), politically motivated

³ Source-[http:// www.sahistory.org.za/pages/classroom/pages/projects/grade12/lesson22/02-apa...](http://www.sahistory.org.za/pages/classroom/pages/projects/grade12/lesson22/02-apa...)

with clear ideological assumptions. In this policy document, Article 15 outlined exactly how Black learners were to be disadvantaged in education in terms of the language of instruction and financial issues, thus preventing them from progressing educationally and socially:

[A]ny system of teaching and education of natives must be based on these same principles (trusteeship, no equality, and segregation) ... The mother tongue must be the basis of native education and teaching but ... the two official languages must be taught as subjects because they are official languages (Rose, 1975:127/128)

When the recommendations regarding Afrikaans and English as media of instruction were put forward by the Eiselen Commission, there was great discontent among many Black people (Hartshorne, 1992:196). The Eiselen Report states:

We realize in this connection we will have to face great difficulties and that public opinion, especially among the Bantu, is to a large extent unenlightened, and it would be consequently possibly hostile to any drastic change in the use of medium of instruction. (Eiselen Report, 1951:145 in Hartshorne, 1992:196)

In 1955 and 1956 this discontent among Blacks and the African National Congress (ANC)⁴ became obvious when schools were boycotted. During the school boycott the ANC realized that Black children were being deprived of education. This caused the ANC to establish alternative schools in the community through a body called the African Education Movement (Hyslop, 1999: 65). Hartshorne (1992) points out that many Black people opposed the decisions that were taken on their behalf, so they “attempted to set up alternative community school systems, in which English was retained as medium” (Hartshorne, 1992: 198). However, the ANC school boycott and campaigns for equality and equity in education were overridden by Verwoerd, who was able to declare the ‘alternative’ schools illegal, since they were not registered with the Native Affairs Department. Government policies remained unchanged and by 1956 the majority of the children had been forced into Bantu Education Schools. Consequently, the National Party continued to impose the policies of the *Bantu Education Act* (1953) on disempowered Black learners and educators (Hyslop, 1999: 65).

By the end of 1959, to disadvantage Black learners further as a result of the *Bantu Education Act* (1953), policies were released that stated that the Standard 6 examination (termed Grade 8 at the present time in all South African schools), which had been previously written in English, were to

⁴ An African political party that was banned during the apartheid era in South Africa.

be written for the first time in the medium of instruction of each Black school⁵. This ensured that Black learners were forced to write the Standard 6 examination in their mother-tongue. Clearly, the National Party was determined to prevent Blacks from learning in the medium of English. However, in the process of doing this, some of the recommendations of the Eiselen Commission, were ignored.

As planned by the Nationalist government, the mother tongue policy restricted the opportunities of Black learners when they entered secondary education. After spending six years learning through an indigenous language, Black learners entered secondary school with two possibilities: they might be compelled to learn through English or Afrikaans, depending on the area in which the school was located. They were not equipped to learn through either English or Afrikaans owing to the mother tongue policy of the Nationalist Government. The indigenous language foundation that they had acquired in primary education therefore ensured that they performed poorly in secondary schools as they were unable to communicate proficiently, either verbally or in writing, in either English or Afrikaans. Hyslop (1999) quotes the views of three teachers from Black secondary schools which illustrate the despair of Black learners and educators under the Bantu Education system:

Before Bantu education was introduced it was easy to teach students, man. You find that ... those children can write English, speak English, official languages, easily, easily, easily...It's different now, teaching in a high school is difficult.

Now you talk of a mine where gold and the rest are dug. The trouble is now this child has been taught for about eight years in mother tongue. Now merely spelling of a mine, you find that it's writing m-a-n-e.

When they go to universities they can't even express themselves fluently, because they are used to an African language... (Hyslop, 1999: 62)

Opposition to the policies which legally confined the education of Black people, at least at the crucial early stages, within indigenous language media, continued to grow among Black people from the 1950s to the 1970s. This opposition led to serious consequences, where Black teachers who refused to follow the new language policies were compelled to resign or were dismissed. However, the mother-tongue as medium issue continued to evoke indignation in the ensuing years. To give an example germane to the present study, Black people realized that performing the arts in their indigenous languages prevented Black learners from employing English in

⁵ During the apartheid era, "standards" were used in schools. Since the introduction of OBE in 1998, "grades" have taken the place of "standards".

practical and performance contexts. This they saw as an attempt to limit the opportunities of Black learners to interact in English. Despite continuing opposition, the Nationalist Government kept these policies in place. English nevertheless came to be perceived by most Black people as the route to greater knowledge, information and success personally, socially, economically and politically (Unterhalter *et al*, 1991:114).

When in 1974 the Minister of Bantu Education, M. C. Botha, decreed that Afrikaans should be compulsory in Black secondary schools from Std 5 (presently Grade 7 in all South African schools) onwards, African teachers campaigned against this measure (Boddy-Evans, 2005: 1b). The extreme difficulty it created for learners, and the impossibility for educators who were not proficient in Afrikaans, is expressed by an educator from that particular time: “[W]e had such a difficulty in for instance the teaching of arithmetic in Afrikaans” (Hyslop 1999:62).

The 50/50 policy (Hartshorne, 1992:201-202) was introduced, in terms of which Black people living near an Afrikaans suburb would have to change the medium of instruction in Black schools to Afrikaans. In 1974 the Minister of Bantu Education and Development, introduced a policy that stated that both languages should be employed as media within high schools, necessarily in different subjects.

A policy statement to this effect appeared in the circulars that Black school principals and inspectors received from the regional education departments in 1974. It was clear that it had to be obeyed irrespective of whether educators, learners and parents were happy or not.

The Minister and his Deputy, however, insisted with the greatest arrogance that it should be implemented – and the Soweto Uprising followed on 16 June 1976. Many Black educators and learners were frustrated by the oppression of the Government and its ability to change the medium of instruction policies. Black people lacked the power to gain control of education and the right to learn in an English medium of instruction.

The racist and unrelenting attitude displayed by the Department of Bantu Education, and the immense frustration and disempowerment that educators and learners experienced in Black schools when the decree was enforced, eventually led, as we have seen, to the 1976 Soweto uprising. As Christie (1991) shows in the following quotation, the learners were simply unable

to cope with learning through a medium of instruction, namely Afrikaans, that they were unable to understand or speak, and consequently they planned a massive protest to be heard:

In 1975 the Minister of Bantu Education instructed that half of the subjects in Standard 5 and Form 1 must be taught in the medium of Afrikaans. There was widespread opposition to this regulation. Some people opposed it for educational reasons, saying that children would suffer. Others opposed it for political reasons. Protests spread from school to school in Soweto. On 13 June SASM decided to hold a mass demonstration against the enforcement of Afrikaans...On June 20 000 students marched through Soweto in protest against Afrikaans. (Christie, 1991: 240)

Although the consequences of the June 16 massacre were devastating, the Uprising as a whole must now be considered a turning point for Black learners, parents and educators as far as the medium of instruction in Black schools was concerned. Other changes included the renaming of the Department of Bantu Education as the Department of Education and Training, an increase in the allocation of funds for Black schooling, and later the setting up of the De Lange Commission after the 1980 school boycotts to provide high quality educational provision for all races in South Africa (Hartshorne, 1992). Although schooling in South African public schools remained segregated and unequal in the 1980s⁶, Afrikaans as a medium of instruction was no longer imposed on learners. Schools were allowed to choose the medium of instruction. The struggle to eradicate apartheid and to establish equality and equity in education and every other sphere of South African life nevertheless continued.

2.3 The English Language Medium and ESL Learners: 1990 - 2003

Before they were taken over by the State, mission schools in many cases had encouraged indigenous art forms (Ciro *et al*, 2006:94). Although Arts and Culture as a learning area was not officially part of the curriculum during the apartheid era, the arts were practised in the Black schools as part of indigenous cultural art forms. Drama education within Black schools involved dramatizing indigenous narratives in the vernacular rather than in English. Singing, dancing, drawing, painting, storytelling and acting occurred, but were not part of the structured curriculum. Furthermore, these art forms were taught through the indigenous languages in Black schools. According to Ciro (2006:95), from 1948, State funding was provided for performing arts for Whites, but "...did not allow for Black creative participation. While it encouraged the Afrikaans indigenous theatre tradition, "funding was not provided for Black theatre" Spencer

⁶ However, Catholic schools were integrated, at this time.

(1985: 392) points out that “the apparatus of political apartheid increased the use of African ...languages in African education, thus reducing in effect the African child’s access to the two (official) languages, English and Afrikaans”. The aim here was to limit Black learners to the use of indigenous languages to lead them “towards a linguistic and cultural ghetto, with all the economic and political disadvantages” (Spencer, 1985:392).

In 1990, however, the National Party, headed by F.W. de Klerk, introduced a series of changes. These changes, which included the un-banning of the ANC, and a willingness to initiate discussion and negotiation, cannot be elaborated on here, except to acknowledge that not until the early 1990s did gradual changes filter into education (Jansen, 1999). Between 1990 and 1992 the African National Congress (ANC) released a discussion document referred to as the National Education Policy Investigation (NEPI). The aim of this document was to “explore policy options in the educational sphere within a framework derived from the ideals of the broad democratic movement” (Reagan, 2002:427). The NEPI report stated that, “There is no one policy that is ideal for all schools. Language policy for educational needs, therefore, [has] to be flexible without ...the perpetuation of the present discriminatory policies...” (NEPI, 1992:93).

In 1991 documents relating to new education policies were released by de Klerk’s government, suggesting the changes that were planned. These policies showed signs of a change towards equality in education. First, South Africans were led to believe that there would be better education for all races in South Africa when schools were open to all race groups. In theory, the language medium for instruction in schools in the 1990s had ceased to be an issue in Black education, since schools were open to all races. It was of course the case that in a school where speakers of different first languages, and of whom many had little fluency in any other language, any choice of a medium of instruction disadvantaged at least some of the learners. This problem had not become less urgent in the period in which my research was carried out, and my purpose was to suggest techniques of coping with it.

With the change in government, learners could in theory choose the school they wanted to attend, according to the medium of instruction the school had chosen to employ. According to Mda (2004:181), the language choice, as well as the medium of instruction, in all South African

schools at present is the choice of each individual school's governing body.⁷ Consequently, the fact that many ESL learners have chosen to attend English medium schools indicates that they wished to develop their competence and performance in English (Murray, 2002:438). Murray (2002) found that:

African teachers are more aware than parents of the difficulties children experience in learning a second language...They overwhelmingly supported English as the language of learning and wanted to see it introduced earlier. (Murray, 2002:438)

The need to introduce English as a medium of instruction for Black learners early in their school career caused many parents whose homes were in the Black townships to place their children in schools elsewhere, where English was the medium of instruction (Mbatha, 2004:11; de Klerk, 2002). Furthermore, an awareness that English is the dominant international language of trade and commerce (Van Tonder, 1999) also encouraged this trend among Black parents in the 1990s. Van Tonder (1999) states that Black parents wanted to expose their children to a curriculum taught in the English language from Grade R (the pre-school or reception year) in the primary school. This became evident when ESL learners began to attend the former "Whites only", "Coloureds only" and "Indians only" schools.

Research conducted by the Department of Education and Training in 1990 shows that 98% of Black senior primary schools preferred to teach in the medium of English from Standard 3 (Grade 5) onwards (DET, 1990:212). However, the majority of the teachers in these schools were not qualified to teach effectively in the medium of English. Mda (2004:184) states that:

Many African-language speakers – and other South Africans - perceive English as offering greater socio-economic and educational opportunities and potentially 'unifying' a linguistically diverse nation. English is therefore preferred as a *lingua franca* and language of learning.

According to Desai, (1991), Hartshorne (1992), Van Tonder (1999) and Webb (2002), many Black learners moving from schools where an indigenous language was the medium of instruction were disempowered in classrooms where English was the medium of instruction. The ESL learners' linguistic background did not allow them to function effectively in a context where English was the medium of instruction. Many Black learners who entered English-medium

⁷ A School Governing Body comprises parents of learners and educators of the school who are involved in the decision-making processes of that particular school, via *The South African Schools Act*, No. 84 of 1996.

⁹ Cummin's theory and Schlebusch's study are discussed in detail in Chapter 3.

schools after spending years in schools where their mother tongue was the medium of instruction experienced difficulty both linguistically and academically (Van Tonder, 1999:5; Webb, 2002:10).

McLaughlin, Blanchard and Osani (1995 in Van Tonder, 1999:5) suggest that learning a new language is not accomplished by simply placing young children in a second language environment. French (1990 in Desai, 1991:120) asserts that the change to an English medium of instruction after years of indigenous mediums of instruction disadvantages Black learners. Consequently, the move by many Black learners into English medium environments did not necessarily serve the needs of these learners. Learning and communicating in English proved difficult for many of them. According to Cummins (1992), ESL learners possessing no more than “Basic Interpersonal Communication Skills (BICS),” in a language will be unable to interact in English. Cummins (1992) states further that BICS refers to the 'visible' aspects of language, such as pronunciation, basic vocabulary and grammar, which allow learners to participate in undemanding everyday conversations; it would not enable participation in classroom interactive learning activities. A more refined command of language, or Cognitive Academic Language Development (CALP), is necessary if ESL learners are to achieve academic success (Schlebusch, 2002: 1).⁹

Consequently, in the 1990s, a major dilemma faced educators in English-medium but multilingual schools. Educators had to find a way of communicating effectively with ESL learners whose proficiency in English was limited. Learners who had been taught in an indigenous mother tongue before entering the English medium context experienced difficulty expressing themselves in English effectively (Schlebusch, 2002; and Cleghorn *et al*, 1998). Their limited exposure to English in primary school disadvantaged the ESL learners in terms of curriculum content, as well as in interacting during discussions in the English medium environment. Whether these learners were part of a minority or majority group in the multilingual classroom, they became academically disadvantaged (Murray, 2002:437-438). According to Mda (2004:185):

An investigation into the integration experiences of African-language speakers in English medium schools in South Africa revealed that studying through English was frustrating, demoralizing and even traumatic for many learners. While the populations...are linguistically diverse, the institutions remain monocultural, ethnocentric and monolingual (English or Afrikaans). Other cultures are not acknowledged, or suppressed.

The problem was aggravated by the fact that educators were not trained to teach ESL learners and had neither the skills or the materials to teach ESL learners effectively. Educators needed to be innovative and creative in teaching English as a second language (Desai, 1991:121). The ESL learners entering English medium schools had to learn to understand, read, speak and write English, not as a subject, but as the medium of instruction in all learning areas. They also had to cope with studying English as a first official¹⁰ language and Afrikaans as a second official language, as well as understand and assimilate curriculum content through the medium of English. This has proved to be difficult for ESL learners who had not had sufficient opportunity to communicate in English prior to entering a school where English was the medium of teaching and learning. *The Threshold Project*, which spanned two years from 1986 to 1988 (MacDonald, 1989), showed that a sudden shift in medium of instruction does not advance learners' chances of academic success (Desai, 1991:120).

Another major disadvantage is the fact that educators in public schools are often overwhelmed by large numbers of learners, and by the amount of work demanded by the syllabi in the different learning areas, to the extent that they are unable to adjust their programme to accommodate ESL learners (De Villiers, 1997). Instead, ESL learners are expected to adapt to the new environment on their own.

Murray (2002:439) argues that, within our multicultural context, "second-language learning is seen as one of the functions of education". If educators were to devise suitable strategies to teach limited proficiency learners, ESL learners might function better in English medium classrooms. However, since second language teaching is not a priority in all South African schools, the learners become disadvantaged in the very environment in which they had sought out to uplift themselves academically (Schlebusch, 2002:1).

Research conducted by Schlebusch (2002) in one Grade 10 Economics classroom suggests that ESL learners who are not proficient in English become low achievers in an English-medium school. Schlebusch shows that ESL learners find learning in such an environment de-motivating, as they lack what Cummins (1992) terms CALP. In this way, a syndrome of failure among such learners can occur, as in the case of the secondary school used for this case study. According to

¹⁰ This means that in English medium schools these languages were considered as first and second languages officially, irrespective of whether it was the child's first or second language in reality.

¹² However, the 1998 *ECC Report* indicates that the lack of resources in Black schools and the poorly qualified educators also contribute to the high failure rates in Black schools.

Pludderman (1997), ESL learners who lack CALP, lack the proficiency to participate meaningfully in learning activities and tend to be labelled low achievers (Schlebusch, 2002:2). Evidence suggests that the high failure rate of ESL learners in English medium schools does not necessarily indicate a lack of intellectual ability, but poor proficiency in English.¹²

2.4 Conclusion

Although there are several non-linguistic, social, psychological, economical and even biological reasons (such as poor nutrition associated with poverty, for example) that could also contribute to learners' poor academic performance, they are not the focus of this study. My focus is to determine whether participation in verbal interactive tasks in the communicative classroom can lower the Affective Filter, and whether increased constructive classroom talk in the English language can improve communicative performance of Grade 8 and 9 ESL learners in the case study school.

If learners are not proficient in the English medium, they will not be able to interact verbally with other learners, causing their Affective Filters to be raised and themselves to become stressed, unreceptive and de-motivated. In a context where English is the medium of instruction, learners who have previously learnt through an indigenous language will inevitably feel disempowered. According to Pludderman (1997), they are likely to perform poorly and to be labelled low achievers, irrespective of their level of intelligence. As the historical review presented in this chapter has demonstrated, this is unfair, because the medium of instruction employed should not disadvantage learners.

The other aim of this chapter was to demonstrate, by illustrating the injustices of past language medium policy and practices, the devastating effects of apartheid language policies on the academic progress of ESL learners. I believe that such historical insights will inspire better informed future language medium policy and practice in multilingual schools where English is the medium of instruction.

The evidence suggests that multilingual schools should establish school-based language teaching policies and programmes to create opportunities for ESL learners to develop CALP (Cummins, 1992). The development of the learners' CALP, according to Schlebusch (2002), will allow ESL

learners to participate effectively in written and interactive learning activities as well as facilitating more accurate assessment of the learner's ability in the various learning areas. The process of making this a reality is discussed in Part 2 (Chapters 3 and 4) together with an extensive review of relevant literature.

Educators at the level of the classroom may now have to assess their classroom policies and practices in terms of district¹³ and provincial policies, as well as the national education policies on language teaching. Such a critical assessment will enable educators to make significant decisions concerning the language teaching approach and strategies to improve CALP in multilingual settings. This will be considered in detail under *Lowering the Affective Filter for ESL Proficiency* in Part 3, Chapter 9.

In Part 2, I will review the theory and evidence that suggests that communicative strategies within multilingual OBE classrooms can improve ESL learner proficiency in an English medium classroom. I will also illustrate that engaging in communicative strategies will allow ESL learners to develop better communicative performance (Hymes, 1972) by lowering the Affective Filter (Krashen, 1982) and eventually developing learners' CALP.

¹³ 'Districts' were introduced post-1994 as geographical areas each containing a group of schools. Each has a Senior Education Manager and Subject Advisors who serve the schools within in the district. The school in which my study was conducted is located in the Ethekekwini District and contains 38 schools.

***PART 2: THEORY, PRINCIPLES, DESIGN AND RESEARCH
METHODOLOGY***

CHAPTER 3

Communicative Theories and ESL Pedagogy

3.1 Introduction

Learning to speak and understand English well among ESL learners in the South African context is likely to be crucial to their prospects in adult life. In Part 1 of this thesis I have therefore reviewed some of the history of language pedagogy, policy and practice in South Africa from the introduction of Bantu education (1953) until the introduction of outcomes-based education (OBE) in Chapters 1 and 2.

Part 2 is comprised of four chapters focusing on ESL learners, speaking and understanding English in the classroom. Chapter 3 presents the rationale and the theoretical framework, based on communicative theories for ESL pedagogy. Reasons for employing a communicative approach to teaching within the Arts and Culture learning area are presented in the introduction to Chapter 3.

The theoretical framework then focuses on definitions of communicative performance by Chomsky (1965) and Hymes (1972), the Affective Filter Hypothesis of Krashen (1982, 1992, 2002a and 2002b), and the Cognitive Academic Language Proficiency Theory of Cummins (1984). The Output Hypothesis by Swain (1994) is also briefly considered. Then the motivational theories of Gardner (1993) and Dornyei (2001) are briefly analysed with regard to learners motivation to learn a second language. The theories used in this thesis may appear outdated or predated to some, however, they are suitable and relevant for the purposes of the Lockwood study.

The structure of Chapter 3 prepares the reader for the following two chapters. In Chapter 4, the principles that inform the design of the intervention programme, entitled Classroom Talk, and its implications for ESL learners in English medium OBE classrooms in South Africa are outlined.

In Chapter 5 the processes and products¹ of the Classroom Talk² (CT) Programme are explained, using the details of Unit 1 tasks as samples to illustrate what transpired during lessons.

The CT Programme stems from my interest in ESL language communicative competence, and from communicative performance in one multilingual secondary school, Lockwood Secondary School, Sydenham, KwaZulu-Natal. As an educator operating within an OBE multilingual school, I was motivated to explore communicative language teaching strategies. Difficulties in obtaining equitable and accurate assessment of learner ability and progress caused me to explore communicative language teaching strategies. These were pair-work, group-work, improvisations, role-plays, debates, panel discussions, information gap activities and show and tell presentations. These will be known collectively as CT Programme strategies.

Like Todeva (2003:1), I wanted to offer my learners “exciting learning opportunities” and to explore a communicative framework in my CT Programme. I therefore decided to employ the communicative strategies listed above in the Arts and Culture learning area, which comprises discussion and performance-related activities. The intention was to promote teacher-guided classroom talk to lower the Affective Filter (Krashen 1982) of ESL learners. The “exciting learning opportunities” it is hoped will motivate ESL learners to learn English in the English medium classroom (Dornyei, 2001).

According to Motala (2001:63), little research has occurred in the South African context to place learner experience at the centre of educational change. Motala points out that, internationally, there is a trend towards placing the learner at the heart of educational change and transformation, and Schlebusch (2002:10) concurs by stating that African ESL learners “are part of the educational system and are to be nurtured and encouraged to attain their maximum level of achievement, just like all other learners”.

This perspective stresses learner-centred education in OBE³ to enable the learner to perform at his or her optimum level. Furthermore, Kapp (1998:26) points out that little empirical research has been conducted as to why ESL learners struggle with the use of English when it has been a

¹ Products refers to the materials that were produced such as worksheets, assessment instruments and works by the learners.

² The name of the programme, Classroom Talk, was inspired by the text written by Gibbons (1998) entitled ‘*Classroom Talk and the Learning of New Registers in a Second Language*’.

³ OBE is discussed in some detail in Chapter 1 to locate this study for the reader.

medium of instruction in school for many years. The implication is that educators do not have access to information regarding effective methodologies for ESL teaching and learning. Buthelezi (2004:18) states that “While English language teaching has been happening for decades in KwaZulu-Natal schools, limited research has been done to determine how isiZulu first-language speakers learn English and which approaches work best in facilitating the progression of learners.”

My view is that engaging English Second Language (ESL) and English First Language (EFL) learners in interactive learning activities will improve the former group’s communicative performance and eventually their CALP (Cummins, 1984). Mwamwenda (1989) claims that ESL learners acquire competence long before they demonstrate it. Lantolf (2000:81) points out that, “Vygotsky saw consciousness as a process through which people dynamically organize and realise higher mental functions such as voluntary attention, voluntary memory, intention, planning and the resulting physical behaviour.” Engaging these learners in interactive learning tasks will allow “air time” (Gibbons, 1998) for learners to develop their CALP during communicative performance (Hymes, 1972). According to Gibbons (1998:104), learners require this “air-time” in classroom discourse to develop and demonstrate communicative performance skills. Kapp (1998:22) points out that with respect to classroom practice “language is central to learning...and can play a major role in the development of an appropriate culture of learning”. I believe, together with researchers quoted above, that it is possible to develop ESL learner communicative performance by lowering the Affective Filter of ESL learners using CT Programme communicative strategies.

The CT Programme strategies which I have enumerated in Part 1 of this thesis provide ESL learners with the opportunity to develop their communicative proficiency in English. English proficiency development in multilingual classrooms can occur when communicative strategies are employed to promote ESL learner talk. Mwamwenda (1989:117) claims that “A child is usually more advanced in linguistic comprehension. In other words, there are words and structures in a language that children understand, but are not able to use in their everyday language.”

A study by Balfour (1995), based in multilingual classrooms at tertiary level, indicates that improvements in ESL proficiency are possible where first and second language learners interact in the same context. Ellis and Roberts (1987) concur that the context in which the learner is communicating influences second language output. Furthermore, a study conducted across several multilingual secondary schools by Kapp (2004:252) points out that educators in English are aware of their roles as facilitators of learner talk, and the “importance of practising the language in order to achieve fluency, and of developing the confidence to take risks and make errors”. In many South African schools, including the school⁵ in which this research was carried out, both first and second language learners of English interact daily inside and outside of the classrooms. The question that I posed at the outset of the study was: to what extent can such classroom interaction be strategically and optimally utilised by educators to develop communicative performance and lower the Affective Filter of ESL learners? I believe that when ESL learners are engaged in interactive tasks their Affective Filter is lowered, which encourages them to communicate in English. While ESL learners are interacting in English, educators will be able to conduct assessments accurately and equitably within multilingual OBE contexts.

Otherwise, the implication is that, having chosen to study in an English medium context, but being of limited proficiency, ESL learners will perform poorly⁶ because they will rely only on BICS (Cummins, 1984 and Schlebusch⁷, 2002). Furthermore, my study attempts to show that if ESL learners develop CALP during verbal interactions, they could achieve academically according to their potential. This would ensure that they did not become victims of the medium of instruction. In the apartheid era, the media of instruction⁸ imposed upon Black learners were shown to be major barriers⁹ to meaningful learner interaction and thus to effective learning in classrooms.

⁵ The case study school is described in later chapters.

⁶ Ntenza (2004: 8) in a similar study found that once ESL learners overcame the language barrier, their mathematical achievement was astounding.

⁷ Schlebusch (2002) conducted a study in South African rural schools in the Orange Free State – one of the nine provinces in South Africa. The study demonstrates that ESL learners experience difficulty progressing in school owing to poor CALP as they rely on BICS which prevents them from expressing themselves. BICS refers to Basic interpersonal communication skills which restricts learners from using the language to communicate fluently and coherently, while CALP equips learners with the language skills to communicate fluently and coherently. The details of this study are dealt with later in this chapter.

⁸ The history and impact of media of instruction on ESL learners is discussed in Chapter 2 of this thesis.

⁹ Others include lack of educational resources such as poorly or unqualified educators; see the 1998 Education Crisis Committee Report and studies by Pretorius (2000) that focus on contextual, financial, and psychological reasons why learners do not succeed educationally. The ECC report shows that there were many reasons (lack of resources, both human and material) unrelated to media of instruction, that lead to black learners failing in school.

Taking into consideration these conclusions, it would appear that if learners are engaged in CT Programme strategies they are more likely to be relaxed and receptive to the input from their fellow learners and from educators. Such co-operative learning contexts should provide a great deal of comprehensible input for the ESL learner, and eventually output in terms of learner talk. With the Affective Filter lowered, learners should become more receptive and allow more comprehensible input to enter the Language Acquisition Device¹⁰. This in its turn should then promote acquisition of the target language and consequently increase communicative performance. Gibbons (1998) argues that:

The classroom implication for this, I suggest, is not that language ‘form’ *per se* should become a major focus, but that it is important, at times, for learners to have opportunities to use stretches of discourse in contexts where there is a ‘press’ on their linguistic resources, and where, for the benefit of the listeners, they must focus not only on what they wish to say, but on how they are saying it. (Gibbons, 1998:103)

Gibbon’s statement supports the intention of the CT Programme, as its focus is to create opportunities for learners to engage in constructive talk in order to motivate them to display knowledge, skills and English proficiency and to facilitate equitable assessment processes.

Chapter 1 established that the principles of OBE appear to mirror those of the communicative approach in terms of achieving the specific outcomes related to acquiring language proficiency. According to Heugh, Siergruhn and Pluddermann (1995), communicative strategies to develop ESL learners’ ability to use English within an OBE context would be a suitable practice for educators to employ. Kapp (2004:258) found that while ESL learners may try to avoid participation in the classroom, they are highly motivated to learn English, which they prefer as a medium of instruction, and view as the key to success. Communicative strategies could therefore afford ESL learners the opportunities described here, within a co-operative context, to achieve the specific outcomes related to language acquisition, as outlined in the *National Qualifications Framework*¹¹ document. Since the learner-centred principles of OBE and those of the communicative approach are similar where classroom teaching and learning are concerned, when verbal or verbal interactive tasks are carefully organized, communicative performance can be developed among ESL learners in a communicative setting (Richards, 1985). Consequently, when ESL learners are allowed the opportunities to practise and test their command of English,

¹⁰ In this thesis the LAD will refer to the Language Acquisition Device which Chomsky (1965) claims is responsible for learning language.

¹¹ ‘NQF’ refers to the National Qualifications Framework of South Africa, responsible for outlining terms of qualifications. The NQF was adopted in 1997 and OBE was implemented in Grade 1 classrooms in 1998.

they will be motivated to take risks and actually use the language. ESL learners will therefore speak more often and more effectively during assessment tasks in the classroom. Gibbons¹² (1998) asserts that:

traditional classroom interactions may actually deprive learners of just those interactional features and interactive conditions which second language acquisition research suggests are enabling factors in language learning. (Gibbons, 1998:104)

The suggestion here is that it is the underlying philosophy of an educator, and the facilitative method employed, that will determine whether the ESL learner finds the classroom conducive to acquiring communicative competence. OBE stresses critical thinking and discussion among learners (Jacobs *et al*, 1996:3). Thus the kind of interaction that actually occurs between learners and learners, and between educators and learners, will determine whether the learners' Affective Filter is lowered or raised. This in turn will determine the comprehensible input capacity of the ESL learner as well as the effectiveness of the "i +1" scenario (see p.47 for a full discussion of this concept) (Krashen, 1982). Gibbons (1998) terms this "a 'press' on their linguistic resources".

The strategies that an educator employs can have either a positive or negative impact on the language learner. Porter (1983)¹³ discovered this in a study based on communicative tasks, where she examined ESL learner discussions during problem-solving tasks and concluded that:

Simply practicing communicative activities in the classroom will not generate the type of socio-cultural input that learners need. Though while doing problem-solving tasks they will get practice expressing opinions, agreement, and disagreements. (Porter, 1983:27)

This suggests that the positive outcome in this outcomes-based milieu should be to accelerate ESL acquisition and therefore communicative performance in the second language. According to Selinker (1972) the second language learner will acquire what he terms "interlanguage...a separate linguistic system based on observable output which results from a learner's attempted production of a target language norm..." (Sisak, 2007:1). Some learners may never master the second language and fossilize which could cause such ESL learners to commit errors that

¹² Gibbons (1998) conducted a study on the formal academic registers of 9- and 10-year-old ESL learners in a primary school in Sydney, Australia. The focus was on interactions between teachers and learners. The sequencing of the tasks contributed to the process of learners interacting meaningfully with one another and educators, as well as the degree of learner-initiated talk. In this study, the learners were expected to learn in and through the dominant language. In my Lockwood study the learners are faced with the same situation.

¹³ Porter (1983) has done extensive research into English Second Language learning in the USA, in San Francisco in particular. Her focus has always been on interaction in communicative language classrooms on both adults and children. Her study focuses on the variations in the conversations of adult learners of English as a function of the proficiency level of the participants.

suggest failure to progress from the point of entry into the ESL classroom. According to Schlebusch (2002:1), this could cause the learner to fail to develop CALP to interact effectively in the medium of instruction, and to fail to progress academically to the next grade.

In light of this, I present questions to be explored in this thesis and a rationale for the exploration of the impact of communicative language teaching strategies for teacher-guided verbal interaction, in a multilingual OBE classroom. The two research questions are:

- a) To what extent can participation in verbal interactive tasks in the communicative classroom lower the Affective Filter of Grade 8/9 ESL learners?
- b) To what extent can increased constructive classroom talk in the English language improve communicative performance among Grade 8/9 ESL learners?

Sections which follow will consider the theories and hypotheses that inform the framework and the pedagogic principles that inform the CT Programme which comprises communicative strategies to be discussed in Chapter 4. The last section in this chapter will review the quasi-experimental school-based research studies that I draw upon in this thesis to inform the methodology and design of the CT Programme.

3.2 A Framework for Verbal Language Proficiency

Teaching English, Arts and Culture, and Speech and Drama in an English medium school has led me to examine the teaching-learning processes that allow some ESL learners to communicate more effectively than others in English as a medium of instruction. As mentioned in Chapter 1, while some Black children in the case study school speak English well, others experience difficulty in expressing their ideas and thoughts in English during lessons. The theoretical framework of my study therefore focuses on four theories that I found to be relevant, on the grounds that they describe and offer suggestions. Hymes's (1972) theory of communicative competence and communicative performance is analysed, with particular attention being placed on communicative performance. Then the Cognitive Academic Language Proficiency (CALP) theory, as explicated by Cummins (1984), is examined in relation to ESL learner ability to employ English proficiently during interactive assessment activities. The Affective Filter and Input hypotheses from Krashen's (1982) Monitor Model are critically analysed in presenting the

CT Programme for ESL proficiency. Finally, the Input and Output hypothesis, as presented by Swain (1994), is considered in relation to Krashen's Affective Filter and Input hypotheses. The theories presented are considered specifically in terms of their relevance in providing a means to address the case study questions posed earlier. Each theory is considered critically within the South African multilingual OBE context and the needs of ESL learners.

3.2.1 Hymes's (1972) Communicative Performance Theory

"Communicative performance", as defined by Hymes (1972) and Chomsky (1965), is my point of focus in the CT Programme. I will show that Hymes's (1972) definition of communicative performance, which refers to the actual use of language in concrete situations, has relevance to my study. What is now known as "communicative performance" was initially termed "linguistic performance" by Chomsky (1965) and defined as "what the speaker does, i.e. says or writes, at any given time, and what the linguist should not be concerned with" (Yalden, 1987: 15).

Chomsky (1965) proposes that the linguist should be concerned with speech in a homogeneous speech community and not with aspects like memory limitations, distractions, shifts of attention and interest, as well as errors, when the learner is using the language. However, Hymes¹⁴ (1972) argues that this does not appear to be a realistic point of view in second language learning, since the second-language learner is more likely to use the second language in a heterogeneous speech community rather than in a homogenous one. According to Hymes (1979:13):

Clearly, work with children, and with the place of language in education, requires a theory that can deal with a heterogeneous speech community, differential competence, the constitutive role of sociocultural features – that can take into account such phenomena as socio-economic differences, multilingual mastery.

Chomsky's (1965) theory that language cannot be formally and artificially learned, because language is determined by innate structures, makes his theory discouraging for the second language educator. Hymes's proposition (1979) that a theory is necessary in language in education in multilingual classrooms allows the educator the opportunity to search for suitable ways to work towards effective outcomes. Evidence from research by Canale (1983), Swain (1983), Schlebusch (2002), Gibbons (1998), Duff (1986), Long and Porter (1985), Harley (1988), Yonge and Stables (1998), and Balfour (1995; 2000), as well as many others, suggests that it is possible for language to be acquired in the classroom and that communicative

performance can be promoted through classroom interaction. I shall not focus on the details of each study here as my intention is to show that Hymes's proposition (1979) that a theory is necessary in language in education in multilingual classrooms is supported by others in the field. Hymes (1972) criticizes Chomsky's (1965) view, claiming that the latter does not consider performance and social interaction realistically. Hymes (1972) feels that both practical and theoretical issues must be considered where communication is concerned. Hymes (1972) stresses that it is within a heterogeneous speech community that communicative competence can best be assessed. According to Hymes (1972), in a heterogenous speech community, communicative competence can be defined as interactional competence, and the emphasis here is on language use and language users. Hymes (1972) proposes a theory of communicative competence that takes into consideration communication and culture. In this theory, a sentence serves as a means of communication and can be awkward, tactful, unusual, difficult or easy to comprehend; it can be an insult or a compliment (Hymes, 1972: 278). The point made by Hymes is that language learning and acquisition do not depend only on grammatical rules, but on significant human factors as well, such as emotions and thought. Hymes therefore disagrees with Chomsky's (1965) theory of performance, for according to Hymes (1972)

Such a model implies naming to be the sole use of speech, as if languages were never organized to lament, rejoice, beseech, admonish, aphorize, inveigh...for the many varied forms of persuasion, direction, expression, and symbolic play. A model of language must design it with a face toward communicative conduct and social life. (Hymes, 1972: 278)

Hymes (1972) is concerned with the communicative function of language or language in use, in communicative instances. Here the definition of communicative performance refers to the actual use of language in authentic situations and has direct relevance to my study, which is concerned to promote the communicative performance of ESL learners within multilingual classrooms.

Therefore, communicative performance, more than communicative competence is the focus in this study. Although Hymes (1972) differentiates between linguistic and communicative competence and linguistic and communicative performance, the former will not be considered in this thesis in any further detail, as my focus is the latter. Communicative performance refers to the "ability for use" or "actual use" of the second language. According to Shohamy (1996:139), "ability to use" is difficult to understand and fails to consider such cognitive and affective factors as reasoning, emotional state, and personality of the learner. As I shall demonstrate, however,

¹⁴ Hymes (1972) was a major critic of Chomsky's work. Hymes criticises Chomsky's theory as one that views the

these cognitive and affective factors are taken into consideration when the CT Programme strategies are employed in the CT Programme. Furthermore, Berns (1990:104) views language as a tool to express meaning and understanding in the classroom. Gibbons (1998:99), like Berns (1990), states that ESL learners view the medium of instruction as a tool for communication to “...learn in and through it” in multilingual contexts. Thus in the CT Programme¹⁵ English, which is the medium of instruction, is viewed in terms of “... language as communication, that is, language is seen as a social tool which speakers use to make meaning; speakers communicate about something to someone for some purpose, either verbally or in writing” (Berns, 1990:104).

As a result, the challenge of promoting ESL learner talk in English, or the actual use of the English language, during interactive tasks in the case study school persuaded me to draw on communicative strategies to facilitate communication, with the intention of developing English proficiency among ESL learners in the case study school. The term “communicative performance” as defined by Hymes (1972), where it refers to the “ability for use” or “actual use” of the second language, is useful to my study with regard to ESL participation in interactive learning tasks.

With this in mind, I draw on the four areas of knowledge and skill proposed by Canale (1983), which I find relevant to my argument here. The four areas of knowledge and skill interact to create in the children their ‘actual performance’ or communicative performance during the employment of communicative strategies in second language classrooms. The four areas could also interact to create ‘actual performance’ in multilingual OBE classrooms. However, Canale fails to explain the actual processes of interaction that create communicative performance. What Canale (1983) does explain is that during interactive activities, learners draw on the interactive processes and then build up grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Savignon (1983) shares this point of view to some extent as she states that:

... certain sociolinguistic and strategic capacities allow the learner a measure of communicative ability, even before the acquisition of any grammatical competence ... that strategic competence is always present, even – or especially at the beginning, and it diminishes in importance as other components increase. (in Yalden, 1987: 21)

individual as “an abstract, isolated individual...in a social world” (1972: 272).

¹⁵ The CT Programme comprised of a series of communicative strategies such as pair-work, group-work, role-plays, improvisations, debates, panel discussions, show and tell, and information gap activities designed to promote constructive classroom talk. Details informing the design and implementation are discussed in more detail in Chapter 4.

Thus, according to Savignon (1983), some degree of strategic competence is likely always to be present and allows the ESL learner some communicative ability. This ability can be improved if conditions in the classroom allow this. Krashen (2004:7) points out that language acquisition will increase if the input is “narrow”, that is if it is focussed in the area in which the learner is required to work. Krashen (2004) claims that ESL learners will be better able to develop communicative ability if input is from a narrow range of subjects. In this way, learners are able to build up a repertoire or strategic competence to interact within the required area(s) in the target language. The next section therefore focuses on the Affective Filter and Input Hypotheses which demonstrate that the input which a learner receives, and the affective state of the learner impact upon second language learning.

3.2.2 Krashen’s *Affective Filter and Input Hypotheses* (1982, 1992, 2002, 2004)

In Krashen’s (1982, 1992) theory of language learning, he suggests that the learner must be actively involved in the process in order for understanding and acquisition to take place. He also emphasizes the role of social interactions in language learning. Social interactions, he suggests serve to assist ESL learners to improve their conversational skills and enable them to think clearly and coherently in the target language during conversation. He claims that formal learning is a conscious process resulting from classroom instruction and that this does not immediately lead to competent usage, especially when the individual’s understanding of what is being taught is incomplete. Learning can act only as a supplement and a means of expediting one’s acquired system of language. This theory therefore suggests that competence in use of language must be arrived at through the communicative use of language, even though formal teaching may speed up or extend that competence. My focus in the CT Programme is not on formal teaching¹⁶ but on sequencing the communicative strategies to encourage interaction between learners and learners and learners and educators with the aim of lowering the Affective Filter of ESL learners. In terms of the non-interface position, Krashen (1982) suggests that there is no relationship between acquisition and formal learning. While the CT Programme maybe characterised as a formal classroom intervention process, language is not formally taught in the Arts and Culture classroom. The aim of the CT Programme is to encourage learners to confidently use the English language forms that they have already acquired and thus improve their acquisition.

¹⁶ Krashen (1982) suggests that there is no relationship between acquisition and formal learning. The CT Programme may be characterised as a formal classroom intervention process.

In *The Natural Approach: Language Acquisition in the Classroom*, Krashen and Terrell (1983) discuss how the processes of language learning should take place within the classroom. According to Krashen and Terrell (1983), language learning is accelerated where ESL learners engage in social interactions and the emphasis is on communication. According to Barasch and James (1994), Krashen and Terrell (1983) fail to explain exactly how a language teacher must actually teach to accelerate language learning. The specific techniques and strategies the teacher should employ in a lesson are not clearly outlined in *The Natural Approach* (Barasch and James, 1994: 213). On the other hand, this can be considered to be one of the strengths of the approach, as it allows educators the freedom to make informed choices, in terms of the hypotheses of the monitor model, concerning suitable teaching strategies for a particular context. Given that the multilingual context which exists in the school in which I teach (which is replicated in many schools in KwaZulu-Natal) the freedom to make strategic choices is valuable to me. Research shows that the Natural Approach can be applied to all learners in a multilingual classroom as well as to learners of all age groups (Barasch and James, 1994: 213).

With all this in mind, I shall consider the role of the Affective Filter Hypothesis and the Input Hypothesis (Krashen, 1982, 1992) specifically with regard to the effect they may have on the process of developing second language communicative performance. Krashen (1982, 1992) claims that language acquisition is influenced by the Affective Filter, which controls input entering the language acquisition device (LAD):

If the acquirer is anxious, has low self esteem, does not consider himself or herself to be a potential member of the group that speaks the language, s/he may understand the input, but it will not reach the language acquisition device, – a block, the “Affective Filter,” will keep it out. (Krashen, 1992: 6)

The LAD, according to Chomsky (1965), is the part of the brain responsible for language acquisition. The function of the Affective Filter is to allow input to the Language Acquisition Device (LAD). However, this can be accomplished only if the filter is lowered. Krashen (1992) states that “for many people, speaking lowers the affective filter” (Krashen, 1992: 7). Once the Affective Filter is lowered as a result of animated discussions among learners, more comprehensible input should enter the LAD. The suggestion here is that engagement in verbal discussions with their fellows lowers the Affective Filter because learners are concentrating on talking and expressing their points of view rather than on their limited proficiency in the medium

of instruction. This view is also shared by Brumfit (1984)¹⁷, a Communicative Approach theorist.

In the Input Hypothesis, Krashen (1992) presents a theory of the process of language acquisition:

We acquire language in one way: when we understand messages, or obtain 'comprehensible input'. We acquire language, in other words, when we understand what we hear or what we read, when we understand the message. (Krashen, 1992: 4)

Krashen (1992) claims that comprehensible input is understood by using previously acquired linguistic knowledge and contextual clues. In order to progress to the next level, or next rule in language acquisition, the learner has to move from "i" to "i + 1" by understanding the input in "i + 1". According to Krashen (1982), gaining understanding of this "i + 1" actually leads to acquisition. The new information must be slightly more difficult in relation to the point which the learner has already reached. This slight increase in difficulty allows the learner to gain understanding of the input by simply using meaning already acquired to make it comprehensible. Understanding the meaning of the input leads to acquisition. Krashen (1992) claims that the more comprehensible input learners are subjected to, the better for language proficiency. Furthermore, input received on a particular topic "allows the acquirer to take advantage of background knowledge built up through the input" (Krashen, 2004: 7).

According to Vygotsky (1962 in Yonge and Stables, 1998:56) learner talk is the basis for the cognitive development of language. Bot *et al*, (2005: 80) state that Vygotsky's Zone of Proximal Development suggests that while a learner may be at a point where he or she is almost ready to, but has not yet accomplished a particular language structure, the process of interaction allows the learner the opportunity to try out the language forms. The act of 'trying out' syntactical and semantic language structures will allow the learner to acquire the second language. Bot *et al* state that interactive tasks allow for a variety of internal developmental processes to occur to promote learning. These processes are unconscious and occur when the learner is developmentally ready.

Krashen (1982, 1992) claims that during classroom discussions between learners, interaction, comprehension, and mastery of the input will be almost unconscious, it will at the same time increase the second language learners' level of proficiency. Allen *et al* (1990:74)¹⁸ quote other

¹⁷ See Brumfit (1984: 77). According to research by Brumfit (1984) learners working in small groups create a setting more natural than the whole class setting. The stress of presenting or talking in front of the entire class is therefore

researchers, for example, Harley (1993), Swain (1988), Harley and Swain (1978, 1984)¹⁹ and Schachter (1983)²⁰, who criticize the assumption that all input will be automatically tuned to the learners' level or will provide relevant input. Furthermore, Harley and Swain²¹ (1984; in Allen *et al.*, 1990:74) argue that language learning opportunities for learner output have to be planned, as classroom talk does not always provide learners with the opportunity to produce the full range of target language forms. Allen *et al.* (1990) point out that exclusive focus on content teaching, where the emphasis is on the message rather than on the code, fails to create optimum conditions for second language acquisition (Allen *et al.*, 1990:74). Taking into account these criticisms concerning the input hypothesis, and bearing in mind that there are several factors that could affect a learner's ability to acquire and display communicative performance, the next section focuses on one that is of major concern here, namely the Affective Filter Hypothesis.

In order for language learning to occur, the learners must be relaxed, feel good and feel part of the class or 'team'. Furthermore, as I have mentioned earlier, Krashen (1992) states that for many learners, speaking lowers the Affective Filter. The classroom implication of this is that when learners are speaking confidently and to their equals, the process of speaking will itself lower the filter. This will enable comprehensible input to enter the language acquisition device (LAD), and should then improve the proficiency of the learner. Krashen (1992) goes on to point out that using the medium of instruction in such instances helps to make language learners feel more like users of the target language.

Nevertheless, factors such as environment, personality traits, self-esteem or emotional state could interfere with the learner's response and prevent the lowering of the filter. Thus the degree of input and acquisition are dependent upon the learner's affective state at a particular time.

removed when the learner has to interact within the small group. This will be considered in more detail in Chapter 4.

¹⁸ Allen *et al.* (1990), includes Swain, Harley and Cummins who together published a paper entitled: "*Aspects of Classroom Treatment: Towards a More Comprehensive View of Second-language Education*". In this paper, Swain's output hypothesis is presented. The one conclusion drawn here is that immersion learners need more opportunities for talk and that this can be accomplished through group-work, tasks where learners can initiate talk, and when teachers ask open-ended questions. See Allen *et al.*, (1990: 65-75).

¹⁹ Harley and Swain (1978, 1984) conducted several studies in Canada on French immersion programmes in classrooms, focusing on pedagogical practices that might enhance the second language learning of their students. Much of their work is quasi-experimental in nature. They have considered such teaching strategies as peer-tutoring, pair-work, group-work, and co-operative learning. However, they claim to know little about what happens when these activities are used in immersion classrooms, except to promote interaction in the target language (Swain and Kowal, 1997:286). This interaction allows for input and output during verbal communication in the immersion classroom. Reference will be made in this thesis only to information relevant to my study.

²⁰ Schachter (1983) is quoted by Allen, *et al.* (1990:74), in terms of the criticisms levelled against Krashen. However, other details of Schachter's (1983) study are not relevant to the discussion here except the criticisms she directs at Krashen's Input Hypothesis.

According to Marton (in Barasch and James, 1994: 57), the Affective Filter Hypothesis has an “anti-pedagogic” aspect in the Monitor Model. His criticism is that the hypothesis implies that language pedagogy is of little or no value for language acquisition. Only readily comprehensible input, such as occurs in informal conversation, seems to be required for language acquisition to take place. The non-interface position that Krashen adopts is thus criticized. It is unclear whether interactive tasks like those planned in my CT Programme would be considered formal or informal by Krashen. In the CT Programme learners interact in English in the formal context of the classroom and depend on input (Krashen, 1992) and output (Swain, 1994) to acquire the second language. Marton (in Barasch and James, 1994) points out that according to the Monitor Model, classroom instruction and therefore formal classroom learning, will not improve the natural processes of language acquisition. However, communication with other learners during informal interactive learning activities in the classroom will, according to Krashen (1982) and Cummins (1984), cause learners to feel relaxed. This, Krashen (1982:1992) claims, will cause the Affective Filter to be lowered.

My own view, which I shall demonstrate and argue for in my study, is that a combination of the informal (interaction between learners) and the formal (interaction between educator and learner(s)) will bring about optimal language acquisition in each case.

Gregg (in Barasch and James, 1994:41) also criticizes the Affective Filter Hypothesis as “inadequate” for language teaching and learning. He states that Krashen shifts from a theory of acquisition to a theory of non-acquisition in claiming that the Affective Filter is responsible for language acquisition rather than language learning. Despite the shortcomings mentioned, the Affective Filter Hypothesis, when evaluated critically, can be useful pedagogically. The teaching strategies employed by the second language educator, including the allowing of learners to interact, will influence the dynamics in any classroom and cause the Affective Filter of some learners to be lowered to allow for input and acquisition of the second language. The strategies employed by educators may therefore determine whether the context of the second language classroom is conducive to promoting language proficiency. I believe that communicative strategies are conducive to this goal.

²¹ Harley and Swain (1984) is quoted in Allen *et al*, 1990:74.

A study conducted by Wong-Fillmore (1985)²² indicates that, irrespective of the ratio of ESL and EFL learners, it is the way in which the teacher organises the classroom tasks and interactions that impacts upon the communicative performance of the learners. She finds that careful organisation of activities allows the less proficient ESL learner opportunities to engage in the interactive activities, thereby promoting proficiency and constructive talk. It therefore seems reasonable to suggest that if ESL learners are exposed to the CT Programme strategies they will be able to develop greater proficiency. According to Krashen (1982), such strategies could engage the learners' attention and interest, allowing the learners to focus on the task rather than on their limited proficiency in the second language. It is possible, in the light of the above, to argue that CT Programme strategies will reduce the stress of the ESL learners, and they will gradually become less self-conscious concerning their limited proficiency in English and learn to participate in the tasks. This will eventually promote verbal interaction in the English medium of instruction and proficiency in verbal interaction in the second language classroom and develop ESL learners' CALP (Cummins, 1994) as I demonstrate in the next section.

3.2.3 Cummins's (1984, 1992) Cognitive Academic Language Proficiency (CALP) Theory

Cummins (1984, 1992) is a bilingual theorist who points out that the development of CALP in a second language is strongly dependent on transfer from the first language. He considers the home language as a resource. While I will focus on code-switching and its effects on the development of CALP in second language classrooms, I will not focus on transference theories in my study. I will be adapting Cummin's theory which focuses on writing skills, to investigate the development of the verbal skills of ESL learners during interactive tasks in multilingual classrooms. Furthermore while Lockett (1992) and Murray (2002) are bilingual theorists who advocate instruction through the medium of the first language, my study advocates instruction in the medium of English from the onset of schooling in order to develop the CALP of ESL learners.

Cummins (1992) asserts that ESL learners possess only what he refers to as Basic Interpersonal Communication Skills (BICS) and are therefore unable to interact in English during classroom interactive tasks, since for many their BICS in English is restrictive. Cummins (1992) claims that

²² Wong-Fillmore conducted a study in an ESL context in English schools in the USA. Black and Hispanic primary school learners were studied over three years. The focus was on learner verbal communication and interaction and instructional practices for ESL learners. Her research is relevant to my thesis as it focuses on pedagogy and language learning for second language contexts similar to the South African context in many language teaching instances.

BICS refer to the ‘visible’ aspects of language, such as pronunciation, basic vocabulary and grammar, which allow learners to participate satisfactorily in undemanding everyday conversations, but not in interactive assessment tasks. According to Cummins (1992) CALP which is a refined and elaborated code is necessary for learners to perform successfully in writing and comprehension tasks. CALP is the abstract academic language that allows learners to comprehend and grasp concepts, analyse, synthesize, classify, store and retrieve information to express thoughts and ideas effectively. Almost all learning involves language, whether in written or spoken form (Schlebusch 2002:2). Wesche (1994:245) points out that for academic and vocational success learners require experience in a wide range of written and oral language uses. Drawing on related research Wesche (1994:245) also states that it is through scaffolding of language interactions with the more proficient learners that ESL learners will develop English knowledge and higher-order cognitive skills or CALP. Such support will allow ESL learners to use new language forms to accomplish tasks, thus providing input and developing CALP during interactive tasks. Delpit (1995:53) claims scripted drama tasks allow students to interact in Standard English. Improvised drama, on the other hand, allows for communicative performance to occur in “real” contexts (Delpit, 1995:49). Porter (1986: 202) draws on research and claims that during small group-work learners were able to correct each other successfully as learners were actively involved in the “genuine” communicative tasks that provided comprehensible input for acquisition and thus CALP.

Classroom interactive assessment tasks enable the learner to develop communicative competence and performance in the target language. Only then will the learners be able to employ what Hymes (1972) refers to as communicative performance, and actually participate in the discussions. Participation in interactive tasks in groups will lower the Affective Filter of learners (Krashen, 1992). Once the Affective Filter is lowered, ESL learners will be more open to acquisition of CALP. CALP allows learners to express to educators their knowledge, skills and proficiency in the medium of instruction, thus enabling fair and accurate assessment practices for learners in OBE classrooms.

Cummins’s (1992) CALP Theory was considered critically by Schlebusch (2002), who conducted a study in five English-medium secondary schools in a Black township²³ in the Free State goldfields area of South Africa. The learners in these schools comprised both EFL speakers

²³ All Black township schools were situated in areas that were previously designated for Black people only. This occurred during the apartheid era – between 1948 and 1994.

and ESL speakers. Schlebusch (2002) states that “a more refined command of language or CALP is necessary if ESL learners are to achieve academic success”, and if they are to be able to interact effectively during verbal class assessment tasks within an OBE multilingual setting (Schlebusch, 2002:1).

Studies by Schlebusch (2002) and Cleghorn, *et al* (1998)²⁴ show that, because many ESL learners’ command of English is limited, they fail to progress in the different learning areas. Schlebusch (2002) found that the learners in Black township schools were able to speak what Cummins (1984) refers to as BICS. According to Schlebusch (2002), “many African ESL learners lacked CALP” (Schlebusch, 2002:1). This research, and discussions with other learning area educators in the case study school, revealed that even intelligent Black learners who perform well in objective tests experience difficulty expressing themselves in verbal interactive classroom tasks during verbal assessment.

Drawing from Cummins (1992) and Schlebusch (2002), my study within the Arts and Culture learning area explores the verbal interaction of Grade 8 (12-13 year olds) ESL learners in a communicative classroom. Here CT Programme strategies were employed to promote learner output (Swain, 1994), also referred to as communicative performance (Hymes, 1972) in the second language. My study explores the question of whether increased verbal interactions among Grade 8 ESL learners will motivate them to engage in meaningful classroom talk, with the aim of developing their CALP (Cummins, 1984). If ESL learners in the case school possess CALP, they will be able to express themselves clearly and concisely and this will enable educators to assess their knowledge and skills.

3.2.4 Swain’s (1983) Comprehensible Output Hypothesis

According to Swain’s (1983) Comprehensible Output Hypothesis, in order for learning of the second language to take place, learners must be given the opportunity to use the new forms of the target language that they have been exposed to and may have acquired. This means that they must participate in interactive group activities to practise the input already acquired in the target language. The Comprehensible Output Hypothesis suggests that communicative performance, or actual speech, is just as significant in language acquisition as is input from others. Therefore,

²⁴ Cleghorn *et al* (1998) conducted studies on the way ESL learners in Quebec and Zimbabwe use the language in multilingual settings. They focused specifically on the use of language during mathematics lessons in primary schools.

while Krashen (1982, 1992) states that comprehensible input is important for communicative competence, Swain (1983) claims that comprehensible output is as important for communicative performance. The Comprehensible Output Hypothesis states that second language learners need to test out their input or learning with first language learners. Therefore, in my study I shall show that the CT Programme strategies employed in the CT Programme allow learners to interact, with the result that output can be practised by learners and assessed by educators. This will also allow learners to improve their competence by listening to themselves and others use the target language, thus allowing for error correction and preventing the learners from “fossilizing”²⁵ (Serlinker 1972, 1992; Krashen 1992).

According to Long and Porter (1985:224) and Harley (1988:171), studies of classroom talk show that small group-work tasks are beneficial in providing learners with opportunities to talk and negotiate meaning, as well as to gain comprehensible input. In a study by Duff (1986:147-181), problem-solving tasks were shown to create an opportunity for increased comprehensible input, as well as output. Similarly, the CT Programme is envisaged as increasing output during group-work to facilitate fair and accurate assessments of all learners. Ellis (1994:13) points out that while studies show that there exists a definite relationship between interactive opportunities and learning, studies also show that formal instruction can have a positive impact on language acquisition. The CT Programme focuses on interactive tasks to promote opportunities for output without any formal instruction on language structures.

In another study on classroom talk conducted by Yonge and Stables (1998) in Bath on 9 – 11 year old primary school learners, it was found that during collaborative group activities, learners were able to extend their repertoire of communicative skills.

This study was based on Vygotsky’s social basis of thought that language output develops from internalization of speech. This study showed that learners use a wide variety of speech styles while remaining involved in the task at hand. Learners’ self - confidence too influenced learning of the language. Furthermore, while sharing ideas and trying to understand one another, second language learners were able to improve their performance skills. Taking into account the findings of these researchers and the claim by Ellis (1984:6) that “the utterances that the learner produces are treated as windows through which the internalized rule system can be viewed”, it

²⁵ Fossilizing refers to the situation where learners reach a point of learning and fail to progress beyond it.

means that output is equally significant with input in the process of developing ESL learner CALP. The next section will briefly consider two theories of motivation that are relevant to the second language classroom.

3.2.5 Dornyei's (2001) and Gardner's (1993) Theories for Motivation.

Motivation plays a vital role in learning and achievement in the second language classroom (Gardner, 1993:157). The CT Programme aims to motivate ESL learners to speak in English with the intention of developing their CALP. Gardner (1993) reflects on goal or orientated motivation and core motivation. Gardner points out that core second language learning motivation is a construct composed of three characteristics. These are attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). A motivated learner will strive to learn the second language and enjoy doing so. The CT Programme sets out to motivate learners by introducing the element of fun into each task. Gardner (1993) differentiates between integrative and instrumental orientation. Integrative refers to a learner's intrinsic desire to learn the second language. Instrumental refers to the learner's need to learn the second language for a more utilitarian reason, like needing to pass an examination. The CT Programme draws on both integrative and instrumental motivation and attempts to develop learner's CALP for examination purposes as well as for lifelong usage.

Dornyei's (2001) theory deals with motivation in the second language classroom. Dornyei outlines three levels: the Language Level, the Learner Level and the Learning Situation Level. The Language Level focuses on "orientations and motives related to various aspects of the second language" (Dornyei, 2001:18). The motives and orientations at the Language Level determine the language studied and the basic goals. Motivation at the Learner Level is influenced by the learners need for achievement and self-confidence. Motivation at the Learning Situation Level is determined by motives that are course specific, teacher specific and group specific. Course specific refers to the class syllabus, the materials used, the teaching method, and the learning task. Teacher specific refers to the characteristics of the teacher and the teaching style that affect learner motivation. The CT Programme draws on all of these conditions to develop the confidence and motivation of ESL learners to interact effectively in ESL classrooms.

The next section will examine a few quasi-experimental research studies in the field of verbal interaction in ESL classrooms as my Lockwood study is quasi-experimental.

3.2.6 Quasi-experimental Research Studies

In the process of planning and designing the CT Programme in the case study school, several research approaches²⁶ were considered as possibilities. Before implementing and testing out the CT Programme, quasi-experimental research studies were selected and consulted, to evolve the research design and implementation.

Balfour (2000) conducted a quasi-experimental study in a South African multilingual school. Balfour designed and implemented the SEE Project as an alternative curriculum to improve English skills in the classroom. SEE refers to Syllabus for Explicit English designed to develop the writing skills of Black learners in the medium of English by focusing on the literary skills of the learners.

The SEE Project integrated language and literary skills and examined the beneficial effects on pupils' progress in secondary education. He worked in consultation with English language educators in the schools to test the benefits of the SEE Project on ESL learners who were participating in this project between 1997 - 1999. He concluded that the long-term effects of the SEE Project could be beneficial to ESL learners, although the study was affected by time constraints and the prescribed syllabus. The SEE Project is relevant to the CT Programme insofar as both focus on ESL learners in a multilingual context, where strategies are aimed at developing ESL learner CALP to function effectively. He was, however, primarily concerned with the literary skills of ESL learners, while the CT Programme focuses on developing the CALP of ESL learners in the Arts and Culture learning area. Furthermore, my study, undertaken in Lockwood Secondary School, ensured that the issue of time was taken into consideration²⁷, and that the syllabus was integrated into the CT Programme.

Mati (1998) also conducted a quasi-experimental study in several South African primary schools on Grade 6 learners. He focused on communicative strategies to teach isiXhosa as a second language within the OBE context. He found that isiXhosa second language learners were better able to learn isiXhosa when communicative strategies were employed. Where the transmission teaching approach was employed learners experienced difficulty learning isiXhosa. This study illustrated that the educator's approach and the strategies employed in second language contexts

²⁶ The various research approaches considered are discussed in detail in Chapter 6.

have a significant impact on second language teaching and learning. Similarly, the CT Programme comprises various communicative strategies sequenced to develop the communicative performance of ESL learners in the Arts and Culture learning area.

Ntenza (2004) conducted a quasi-experimental study in six junior high schools in KwaZulu-Natal. In this study, the focus was on the language and pedagogy of Mathematics. Ntenza found that ESL learners encounter difficulties in Mathematics because of their inability to function effectively in the medium of English, and that once this was overcome, learners performed well. The quasi-experiment²⁸ conducted in this study suggested to the researchers and the educators that Mathematics is not the problem area for the second language learners - the difficulty is the learners' limited proficiency in English. Learners need to develop the CALP to be able to function effectively in Mathematics. This study is of relevance here, as the CT Programme proposed for Lockwood Secondary aims to develop the CALP of ESL learners in the Arts and Culture learning area. Interacting in communicative strategies will enable learners to develop the communicative competence and performance to display knowledge, skills and values during assessment tasks.

Further afield, an experimental study conducted by Day and Shapson (in Larsen-Freeman and Long, 1991), working with primary school ESL learners in Britain, shows that an increased focus on any aspect of language in the experimental group is an effective method in case study research. The increased focus and the use of the experimental designs allow researchers to draw informed conclusions about the alternative approach under scrutiny. Of course, in such experimental situations the researcher has to guard against the halo effect²⁹ to ensure that the findings are valid.

Another relevant experimental study was that conducted by Kowal which is described in Kowal and Swain (1997)³⁰ at the University of Toronto. Kowal's quasi-experimental study focuses on French language learners' competence patterns and perceptions in the target language. Kowal

²⁷ While it appeared that at the beginning the issue of time was taken into consideration during the CT Programme, even this consideration was not adequate as educators felt pressured for time as the CT Programme progressed due to unforeseen events that caused much time to be lost.

²⁸ The term 'quasi-experiment' refers to the fact that although the researcher used two groups of learners, a control group and a contrast group, he did not have independent and dependent variables.

²⁹ The halo effect refers to instances where the researcher forms an early impression of events or subjects, or behaviours and unconsciously allows this impression to influence the conclusions drawn.

³⁰ The article is entitled: "From semantic to syntactic processing – how can we promote it in the immersion classroom". Swain, Lapkin and Kowal (1997) were funded by the Social Sciences and Humanities Research Council of Canada to conduct an empirically based research on the Output Hypothesis. This was Kowal's (1997) doctoral thesis.

concludes that sequencing activities in the target language assists learners in developing communicative competence. Influenced by these studies, the CT Programme was designed as a quasi-experimental study to assess the impact of a sequence of communicative strategies on ESL learners' Affective Filter and communicative performance. According to Kowal, quasi-experimental studies allow the researcher to make more informed decisions for future research concerning experiments or programmes and the learners involved. The nature of quasi-experimental studies allows the researcher to draw conclusions about programmes by studying the control and quasi-experimental or 'contrast' group responses to inform further research and the search for patterns of change in learners. According to Swain and Kowal (1997),

...possible pedagogical approaches for promoting interlanguage development ... include application of successful first language teaching strategies to the immersion context- for example, peer tutoring, cross-age tutoring, pair or group work, co-operative learning ... but as yet we know very little about what happens when activities such as these are used in the immersion classroom ... Immersion teachers in Canada ... experiment with pedagogical practices that might enhance the second language of their students ... If immersion pedagogy is to develop, immersion teachers need to continue to take risks in their classrooms and refine their pedagogy...(Swain and Kowal, 1997: 285-286)

Although the findings of Kowal's study are not of direct relevance to my research, such research shows how learners interact and learn from one another in second language contexts. Moreover, as a research methodology, the findings provide data of direct relevance to the questions raised in my thesis.

In the next section, I reflect on the implications of one meso-level intervention on the micro-level. The aim is to show (later in Chapter 9 of my thesis) that the collaboration between micro- and meso-level educators (school-based and office-based educators) will empower school based educators as well as develop their skills to improve teaching and learning in multilingual contexts. This will impact either negatively or positively on second language classrooms.

3.2.7 A Meso-Micro Level Study

The CT Programme is a micro-level project planned for Lockwood Secondary School by the researcher, with input from her fellow-educators and operating at this level. The term 'meso-level' in South African education refers to district officials such as chief education specialists, subject advisors and senior education managers who are office-based educators. In South Africa educational changes at present are top-down directives from the government of national unity.

(See Chapter 1 for a full discussion of the introduction of OBE, which illustrates this ‘top-down’ approach.)

The Rand Change Agent study is cited as an example of a meso-level intervention project that provided educators with skills to function effectively at the micro-level of the classroom. It was a meso-level study, designed to introduce and support innovative practices in public schools via district officials in the United States from 1973 to 1978. The aim of the study was to encourage practitioners to develop new approaches and innovative teaching practices through the intervention of meso-level officials. The study projects were localised and focused on providing support and funding to initiate changes in pedagogical practices in public schools. An example of one study programme was the Right-to-Learn programme, which was designed to eliminate illiteracy (McLaughlin, 1991: 147). The programmes “were initiated in districts around the country” and focused on the impact of district initiatives in terms of innovative classroom practices (McLaughlin, 1991: 144). This was a meso-level policy to improve pedagogical practices in schools in a particular district. At the micro, classroom level the Rand Change Agent study focused on the strategies that practitioners or educators employed within their classrooms to eliminate illiteracy within a particular school. The findings of this study are therefore relevant to this thesis as they show that meso-level officials can have a positive impact on the micro-level of the school. The Rand Change Agent study showed that when the meso- and micro-levels work collaboratively, implementation of such programmes can be successful. The implication for the South African context would be that meso-level district level officials provide educators in schools with long-term support and guidance to implement OBE effectively in large multilingual classrooms. This in turn would provide ESL learners with the chance to acquire CALP and achieve academically.

I shall therefore take up in my conclusions the benefits which might accrue from interventions by meso-level officials to transmit, not only the aims of present-day language teaching, but the best methods of achieving them. The next section draws on the various studies discussed to reflect on the implications they have for the proposed CT Programme in the South African context.

3.3 Reflections

This chapter demonstrates that ESL proficiency in South African classrooms is necessary for academic success when learners enter an English medium environment. Second-language proficiency in the medium of instruction in multicultural schools has significant academic, psychological, social (Zafar, 1998) and, in the world of employment later, economic implications for ESL learners. Proficiency in English is therefore important for progress and communicative performance.

Communicative performance, as defined by Hymes (1972) as the “actual use” of the language in situations, becomes significant for linguistic and academic success within multilingual OBE classrooms. In light of the theories reviewed in this chapter, it seems evident that using English as a medium of instruction during constructive teacher-guided lessons will lower the Affective Filter (Krashen, 1982) of ESL learners. This in turn will allow learners, especially ESLs who are being taught together with EFLs, to perform better academically, as they will possess CALP (Cummins, 1994). Furthermore, as I have argued in this chapter, ESL proficiency in multilingual classrooms, where English is used as the language of teaching and learning, is necessary to enable fair and accurate assessments of learner progress. This chapter also reviewed quasi-experimental studies that were considered to be of benefit to the researcher in designing and implementing the CT Programme. These studies offered insights relevant to my own study in the Lockwood context, which is also of a quasi-experimental nature.

The research findings in Chapter 2 indicate that Black South African learners have been severely disadvantaged during the apartheid era and continue to be marginalized in the post-apartheid period in South African schools, because they require special support when moving into schools where the medium of instruction is English. This suggests that educators in multilingual schools need to find ways of ensuring that ESL learners are not disadvantaged owing to their lack of proficiency in English. As Murray (2002: 439) argues, “second-language learning is seen as one of the functions of education”.

On the one hand, it is the responsibility of educators to find suitable strategies to teach limited-proficiency learners effectively, in the microcosm of the classroom. On the other hand, part of the responsibility lies with the meso-level district officials to consult with educators at the micro-level of the school, to develop educator skills and learning materials. Unless second language

proficiency and the management of large multilingual classes become the priority among these role-players in South African schools, ESL learners will continue to be disadvantaged academically (Schlebusch, 2002:1).

In order to enhance second language teaching in large multilingual classes, Chapter 4 outlines the principles that inform the design of the CT Programme of communicative strategies. In order to not disadvantage learners, educators need to be guided by principles that aim for positive outcomes in multilingual classrooms.

CHAPTER 4

Principles for Exploring Classroom Talk

4.1 Introduction

In Chapter 3 the rationale, theoretical framework, and research concerning the impact of communicative strategies in multilingual classrooms were presented. Research by Chomsky (1965) and Hymes (1972) was discussed, as was the Affective Filter Hypothesis according to Krashen (1982), and the Cognitive Academic Language Proficiency Theory by Cummins (1984). Here I demonstrated that interactive tasks will allow the Affective Filter of ESL learners to be lowered so that learners can develop CALP to interact meaningfully in multilingual Arts and Culture classrooms. I intend to draw on all these insights in Chapter 4 to inform the design of the proposed CT Programme of communicative strategies employed in exploring communicative performance in the multilingual OBE context of Lockwood Secondary School.

The secondary principles, related to the work of the authorities above, which I have used to formulate the CT Programme to ensure that it benefits ESL learners and enables the educators to accomplish their goals, are listed in Figure 4.1.1. The purpose of the CT Programme is to ensure that a communicative strategy is employed for every lesson with the intention of promoting verbal interaction amongst ESL and EFL learners in order to lower the Affective Filter of the ESL learners.

Figure 4.1.1: Principles formulated for the CT Programme

| Principles for Pedagogy | Rationale for Choice of Strategy |
|--|---|
| 1. Linguistic communication is a form of social interaction, and is therefore normally acquired and used in social interaction. | Activities with strategies for Facilitating Verbal Interaction: CT Programme strategies. |
| 2. Linguistic communication is carried out limiting psychological and other conditions such as memory constraints, fatigue and other distractions. | Creating Supportive Conditions for Verbal Interaction: Educator as Facilitator and Guide. |
| 3. Linguistic communication always has a purpose. | Explicit Assessment Criteria for ESL Proficiency: Rubric for Assessments. |

The second part of Chapter 4 focuses on the implications of this proposed design of the CT Programme for classroom interaction and communicative performance with regard to ESL

proficiency. This section also focuses on the implications that ESL proficiency has for learner assessment and progression within OBE.

Communicative performance is considered in this chapter by first outlining three principles of pedagogy for language teaching derived from the framework outlined in Chapter 3, including Canale's (1983) definitions of linguistic communication¹. Second, the principles are outlined that determined the choice of communicative strategy for the CT Programme. The aim here is to determine whether such a programme of communicative strategies will develop ESL learner communicative performance (Hymes, 1972) in terms of CALP (Cummins, 1984). The focus is on the way in which the strategies can be organized to promote interaction among ESL and EFL learners (Wong-Fillmore, 1985: 21). Once ESL and EFL learners are engaged in interactive tasks through the medium of English, their communicative performance in English will improve (Balfour, 1995). The aim is to develop the ESL learners' CALP to enable them to display their skills, knowledge and English language proficiency effectively within the OBE classroom. Furthermore, this will facilitate accurate and fair assessment of all learners, especially ESL learners, and allow successful learners to progress to the next grade in the secondary phase².

Taking the above insights into consideration, selected studies based on second language acquisition and teaching are examined in terms of the relevance they have for designing strategies for classroom interaction and communicative performance. Long (1981)⁵, Porter (1983)⁶, De Villiers (1997)⁷,

¹ Canale's (1983) definitions of linguistic communication are outlined in Section 4.2 in this chapter.

² Secondary phase learners are between ages 12 and 18 years. The learners participating in the CT Programme are aged between 12 and 15 years.

⁵ Long (1981) showed that tasks involving interaction and negotiation - where there is clarification, confirmation checks and repetition - will provide more and better comprehensible input for second language learning. For more details see Richards (1985).

⁶ Porter (1983) examined discussions during problem-solving tasks between ESL learners. She found that simply practising communicative activities in the classroom will not generate the type of sociocultural input learners need. But, while doing problem-solving tasks learners will gain practice when expressing themselves... (1983: 27).

⁷ De Villiers (1999) conducted a study in South African primary schools, where the focus was on task-based syllabi. De Villiers found that the South African syllabus promotes communicative strategies to teach tasks in the ESL classroom and was found to be the most suitable approach for South African outcomes-based classrooms.

Yonge and Stables (1998)⁸, Ssemakalu (1998)⁹, Mati (1998)¹⁰, Barkhuizen (1999)¹¹, Kapp (2004)¹², Ntenza (2004)¹³, Buthelezi (2004)¹⁴ Singh (2004)¹⁵ and Balfour (1995, 2000) are some of the researchers whose arguments and findings will be referred to in this chapter, with the intention of

⁸ Yonge and Stables (1998), from the University of Bath, conducted a study on a group of 9-year-olds in a classroom where the teacher encouraged collaborative talk, using a variety of tasks and group-work. They focused on how learners interacted socially with other learners and the impact of the interaction on the verbal language skills of the learners. They observed that learners developed their communication skills and gained in terms of building up their ideas and understandings of others and the tasks in the classroom.

⁹ Ssemakalu (1998) conducted a case study in the implementation of the communicative approach to ESL progress testing in a secondary school in Alexandria in South Africa. This study showed that educators in the school were not actually implementing the communicative approach to testing effectively due to poor training and a lack of skills. However, they were implementing communicative strategies effectively in terms of teaching tasks.

¹⁰ Mati (1998) conducted a study on Grade 6 learners in several South African primary schools. Mati focused on using communicative strategies to teach isiXhosa as a second language within the outcomes-based context and found it to be effective for learners learning isiXhosa.

¹¹ Barkhuizen (1999) looked at the attitudes of ESL learners learning English in communicative classrooms in several South African schools. Barkhuizen found that learners enjoyed the communicative activities such as debates, discussions and group-work. Yet they seemed to consider such work less important and traditional approaches more important and serious.

¹² Kapp (2004) conducted a study in Mziwethu Senior Secondary School in Cape Town, South Africa, from 1997 to 1999 focusing on ESL learning and pedagogy. She observed biology and history classes. She engaged in participant observation outside the classrooms, examined student writing and documentary information, and conducted semi-structured interviews. Kapp's study stemmed from an interest in why ESL learners are unable to function effectively in English at university level after learning English at school for several years.

¹³ Ntenza (2004) conducted a study in six junior high schools in KwaZulu-Natal, focusing on the pedagogy of mathematics. Ntenza found that ESL learners encounter difficulties in mathematics because of their inability to function effectively in the medium of English, and that once this was overcome, learners performed well.

¹⁴ Buthelezi (2004) is concerned with the inability of ESL learners to acquire the CALP to function effectively in the classroom. She is concerned with the lack of research into methodologies that one could employ to teach English across the curriculum, so that ESL learners are able to interact in English successfully.

¹⁵ Singh (2004) conducted a study in a secondary school in Durban over a four-month period. She focused on the assessment practices of an Arts and Culture educator within the outcomes-based context. Here Singh took on the role of both researcher and mentor in guiding the educator through the process of developing assessment criteria and rubrics for assessment within Grade nine Arts and Culture classrooms.

¹⁶ The principles that inform the CT Programme are explained in this chapter. In Chapter 5 examples of tasks and lessons are presented to illustrate how these principles are embedded in practice.

drawing conclusions concerning the impact of classroom interaction on the ESL learner's communicative performance. Evidence from critical literature is therefore used to support my hypothesis that promoting constructive classroom talk among junior secondary ESL learners could lower their Affective Filters and could allow the assimilation of comprehensible input, and, eventually, the production of comprehensible output (Swain, 1994). Other studies will be elaborated on in chapters to follow, to prevent repetition.

4.2 The Principles of Pedagogy for the CT Programme¹⁶

Communicative approach strategies will be employed to allow ESL learners to communicate voluntarily in the medium of English within multilingual classrooms during collaborative or interactive activities that learners perceive as enjoyable.¹⁷ The process of interacting in enjoyable interactive tasks¹⁸ would enable learners' Affective Filter to be lowered, thus preventing them from becoming self-conscious about their limited proficiency in English. According to Brumfit (1984:77), the stress that second language learners of limited proficiency often experience will be eliminated when they are engaged in communicative tasks. Such enjoyable and stress-free situations will encourage ESL learners to participate in interactive lessons in English and will promote the development of CALP (Cummins, 1984).

Research undertaken in South Africa by Schlebusch and Thobedi (2004) indicates that such interaction creates understanding of each other's inputs and outputs for educator and learner (Schlebusch and Thobedi, 2004:37). The implication is that when learners are not stressed in their second language, they will develop the ability to speak in the target medium effectively. Thus the implication of communicative strategies in terms of the CT Programme is that educators will be able to help ESL learners to develop CALP (Cummins, 1984).

¹⁷ In the Affective Filter Hypothesis that Krashen (1982) outlines, the filter is lowered when learners are not under stress, thus allowing input into the Language Acquisition Device (LAD) (Chomsky, 1965). In this study, the reason for implementing the CT Programme in fun-filled ways is to ensure that this will create an unstressful context for learners. It will allow the Affective Filters of the ESL learners to be lowered so that they are able to gain input as they acquire second language proficiency and display output.

¹⁸ Barkhuizen (1999), who explored the attitudes of ESL learners learning English in communicative classrooms in several South African schools, found that learners enjoyed communicative activities such as debates, discussions and group work and considered them to be interesting ways to learn. Ogude and Rollnick (1999), in a study in South African primary schools in Gauteng, found that using drama – role-plays, improvisations, scripted plays and puppets – encouraged learners to view science with interest and pleasure within OBE.

I have established in Chapter 3 by reviewing related theory and acquisition research that classroom interaction does promote communicative performance when communicative strategies are employed in an ESL context. I will now draw on the work of Canale (1983)¹⁹, who examined a large body of literature while conducting research into the role of learner interaction with regard to communicative competence and performance. Canale established that linguistic communication:

- a) is a form of social interaction, and is therefore normally acquired and used in social interaction;
- b) involves a high degree of unpredictability and creativity in form and message;
- c) takes place in discourse and socio-cultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;
- d) is carried out in limiting psychological and other conditions such as memory constraints, fatigue and other distractions;
- e) always has a purpose (for example to establish social relations, to persuade and to promise);
- f) involves authentic, as opposed to textbook-contrived language; and
- g) is judged as successful or not on the basis of actual outcomes. (Canale, 1983: 3-4)

I find Canale's principles (1983) relevant as they illustrate, despite the constraints of the multilingual classroom, that learner interaction during the employment of communicative strategies will promote input, understanding, and proficiency in the second language. According to Canale (1983), these language-learning principles and processes contribute to the underlying knowledge that leads learners to engage in "actual communication" or communicative performance. Yalden (1987) states that communicative performance is considered to be the realization of communicative competence (language knowledge and skills), under restricting psychological and environmental conditions (Yalden, 1987: 20).

With this in mind I focus on three principles from Canale (1983) which inform my framework²⁰ for this study. While his principles will be discussed below, principles that I developed to inform the choice of a particular communicative strategy for the actual CT Programme of activities, are also presented in brackets and tabulated in Figure 4.1.1 for reference.

¹⁹ Canale has performed extensive research in immersion programmes on interaction amongst second language learners. I will not consider all of his research, which was conducted in the 1980s in schools in Canada. In much of his work he collaborated with researchers like Swain to create "models of communication". As a result of his work on communicative competence and performance, he specified various aspects of competence. Some of them I have found to be relevant in formulating the principles that inform the CT Programme.

²⁰ My framework for this study is outlined in detail in Chapter 3 and focuses on the theories of Hymes, Krashen, Cummins, and Swain.

Canale's principles and my pedagogical principles for choice of strategy are tabulated in Figure 4.1.1 in this Chapter to show that they serve to compliment one another in terms of fulfilling the same purpose in the OBE classroom, which is to facilitate verbal interaction among ESL learners. Each set of principles is discussed in detail overleaf.

4.2.1 Strategies for Facilitating Verbal Interaction

According to Canale (1983:3-4), linguistic communication is a form of social interaction and is therefore normally used in social interaction. This is the first principle that informs my choice of the communicative strategy to be used in a particular lesson – that is, the 'actual use' of the medium of instruction in the classroom. The communicative strategies (outlined in Chapter 3) will be selected to facilitate ESL learner verbal interaction in English in the classroom. The actual strategy that each of these principles leads to will be dealt with in the CT Programme design in Chapter 5. ESL learners will be given time to gain practice speaking in English. Gibbons (1998:104) in her research report entitled '*Classroom Talk and the Learning of New Registers in a Second Language*', states that "there must be a focus on extended opportunities for student talk and consequently, in terms of programme planning, 'air time' for interactions to occur".

This insight suggests that teacher-guided verbal interaction among learners in an ESL classroom allows learners the opportunity to use the second language in meaningful instances. It provides the learners with a purpose for speaking in the target language. In the study of language teaching by Gibbons (1998), she considers the relationship between context and meaning. In her study, the emphasis is on performance in the ESL context, and the design of activities is based on tasks that involved learners interacting with educators and other learners in a process of learning the second language and curriculum content. Gibbons (1998) concludes that:

...interactionally derived input provided data for learners to extend their language into more decontextualised registers ... such episodes offer to students the opportunity to use longer stretches of discourse and hence to produce comprehensible output. (Gibbons, 1998: 115)

Classroom Talk by Yonge and Stables (1998) shows that collaborative talk allows learners the opportunity to extend, “their repertoire of communicative skills, and ... their ideas and understandings with others” (Yonge and Stables, 1998: 68). Collaborative talk as a communicative strategy in the OBE classroom could enable learners to express themselves clearly and coherently in the medium of instruction. Such conversation offers ESL learners the opportunity to speak their thoughts, as well as allowing them to absorb comprehensible input (Krashen, 1982) and display learner output (Swain, 1994).

As mentioned in Chapter 3, such studies indicate that interactive learning contexts provide communicative opportunities for second language learners which tend to lower the Affective Filter. For the proposed CT Programme, my hypothesis is that communicative strategies such as show and tell presentations, debates, role-plays, sketches, information gap activities, group-work and pair-work will promote communicative performance among ESL learners in a multilingual outcomes-based classroom. This will enable OBE educators to assess all learners accurately and fairly in terms of their proficiency in English, as well as knowledge and skills displayed in the OBE learning areas. The CT Programme therefore focuses on communicative strategies to encourage ESL usage of English,

However, Saville-Troike (1994), in a study based on ESL learners’ academic achievements, claims that communicative activities and verbal interaction are not sufficient for output, but that a growing vocabulary is necessary to develop English language and other academic skills. The aim of my study is to develop learners CALP in Arts and Culture to improve communicative performance. Furthermore, I shall draw on Vygotsky’s Sociocultural Theory (1978 in Yonge and Stables, 1998), to outline the possibilities, in the context of my own research, for better communicative performance. On what he calls the “inter-psychological” or social plane, learning initially occurs between a novice and more capable peers, and then, within the “intra-psychological” level, the learning changes to an achievement of language acquisition. According to Takashashi *et al* (2000), as the ESL learner interacts with other more advanced ESL and EFL learners within the classroom, he or she would be using English to construct meaning. The process of interacting with peers would create input and encourage output, which can gradually improve learner competence and performance. Furthermore, according to Porter (1983), communicative tasks can aid learners in learning the target language as

“[they] can offer each other genuine communicative practice, including the negotiations for meaning that may aid second language acquisition” (Porter, 1983:29).

Verbal communication and negotiations for meaning, however, may occur under limiting psychological and other conditions²¹, which leads me to the next pedagogical principle also drawn from Canale (1983).

4.2.2 Conditions for Verbal Interaction

The second principle that informs my choice of communicative strategies is that linguistic communication may be, according to Canale (1983:3-4), carried out in limiting psychological and other conditions, such as memory constraints, fatigue and other distractions. Conditions in the classroom can encourage or discourage ESL learner interaction.

According to Krashen (1982:7), “speaking lowers the affective filter for some people”, and when the Affective Filter is lowered, learners experience less stress and are more likely to interact with others. Thus the focus of the proposed CT Programme of communicative strategies attempted to determine whether an increase in lessons which facilitate and encourage interaction would lower the ESL learner’s Affective Filter (Krashen, 1982). Krashen states that psychological, physiological, emotional, and other factors could affect a learner’s state of mind and prevent him/her from interacting in the second language. If favourable conditions in the multilingual classroom are created²², then ESL learners’ Affective Filter will be lowered and they will achieve communicative performances that will allow educators to assess them accurately in terms of their linguistic proficiency as well as their skills, knowledge, and values. Much of the assessment in OBE is verbally based, as learners are assessed while making verbal presentations based on class tasks. Educators therefore rely on the proficiency of ESL learners in English or their CALP to display the level of their achievements.

²¹ According to Krashen (1982) and Canale (1983), there are studies which indicate that these limiting conditions could be physiological, emotional or environmental, as well as psychological, and prevent the learner from communicating proficiently, confidently and precisely.

²² Favourable in the sense of the activities making the lesson pleasant and relaxed, by allowing learners to choose to participate when they are ready to do so, and making them feel in control in a learner-centred environment.

When the CT Programme is implemented educators will need to consider that factors such as the classroom environment, individual personality traits, the self-esteem and emotional state of the learners, could interfere with responses to communicative strategies, and prevent the lowering of the Affective Filter for some learners. Teaching approaches and strategies employed by educators can influence the dynamics in any classroom, as well as the way in which the strategies are sequenced in language teaching and learning. All these conditions will determine whether classroom atmosphere is conducive to promoting conversation among learners. A study conducted by Wong-Fillmore (1985),²³ shows that, irrespective of the ratio of ESL and EFL learners present, it is the way in which the teacher organizes the classroom tasks and interactions that impacts upon the communicative competence and performance of the learners. She found that careful organization of activities allow the less proficient ESL learner opportunities to engage in interactive activities, thereby promoting proficiency in talk.

Richards (1998) describes a study by Weck (undated) who encountered difficulty motivating her ESL learners to speak in class. Weck discovered that her learners were either too shy or embarrassed to practise their English on these occasions. Her solution was to arrange lessons where these learners had to participate in verbal presentations in pairs, to overcome their fear of talking to an audience. According to Richards (1998), the learners were assessed in terms of their communicative competence in English during the discussion session (that is, the question-and-answer session) that followed the presentation. Another theorist Tsui (quoted in Richards) comments on this study and claims that:

speaking in a foreign language is psychologically unsettling because speakers feel that they are not being fully represented when they speak in a language that they are still trying to master. They are afraid that when they make mistakes in the target language, they are seen as incompetent, and hence their self-esteem will be undermined. (Richards, 1998: 333)

According to the findings of these researchers, learners who are beginning to speak proficiently in the second language need to be encouraged and made to feel comfortable and accepted in second language classrooms. EFL learners must be helped to be sympathetic and co-operative with the efforts of the ESL learners. In many South African schools, including the case study school, classes are often as large as 53 learners per classroom. My proposed CT Programme will consider group-

²³ Details about the Wong-Fillmore study are presented in Chapter 3.

work strategies and the use of the outdoors, where such large groups can be at least partly accommodated, as a way to ensure that all learners obtain as much as possible of the educator's attention some of the time. The design of the activities in the CT Programme will ensure that during the time that some learners are engaged in group-work, others can benefit from the attention of the educator.

On the other hand, Krashen (1992) points out that forcing the second language learner to speak when the learner is not ready to do so could raise the filter. This would prevent any input from reaching the acquisition device and prevent acquisition of the target language from taking place. According to Krashen, studies by Loughrin-Sacco *et al* (1988) and Young (1990)²⁴ indicate that telling ESL learners to speak in the classroom when the learners do not wish to do so, could raise the Affective Filter, as the learners could become emotionally stressed which would prevent them from actually speaking in the target language or displaying communicative performance. Krashen (1992) claims that learning is a rather conscious process resulting from instruction and does not lead to acquisition; and that learning can only act as a monitor to one's acquired system of language. His theory is that language can be acquired only through the communicative use of language. The actual process of using the language allows understanding of the meaning of words and therefore the appropriate usage of words in context. Such usage of words is according to Canale, purposeful. The pedagogic principle that is considered in the next section is concerned with the purpose of linguistic communication. In multilingual OBE classrooms verbal communication enables educators teaching Arts and Culture to conduct assessments for learner progression.

4.2.3 Explicit Assessment Criteria for ESL Proficiency

The third principle is that linguistic communication always has a purpose (Canale, 1983). The explicit criteria, (can be found in rubric assessment sheets, see Chapter 5, Figure 5.3.1.6) for ESL Proficiency will inform the choice of communicative strategy, depending on the purpose for the communication in the classroom. In OBE multilingual classrooms the purpose of verbal interactive tasks is to communicate knowledge, skills and language proficiency during verbal outcomes-based

²⁴ These studies were researched by Krashen (1982) and used to substantiate his theory. Details concerning these studies are provided by Krashen in *Principles and Practice in Second Language Acquisition* (1982:80-82).

assessment²⁵ (OBE and assessment procedures are discussed in Chapter 1). The explicit criteria makes the purpose of the assessment clear to learners. The proposed CT Programme will conduct such assessment by employing communicative strategies to motivate ESL learners to display their CALP and thus their proficiency in English. Establishing explicit assessment criteria in the Arts and Culture classrooms in this way ensures that all learners are assessed fairly and accurately.

Other theorists like Yalden (1987) and Halliday (1975) focus on describing speech acts. This is relevant in terms of assessing ESL learners within the context of the OBE multilingual classroom. Yalden (1987:18) clearly states that "...it is only when language is in use that all its functions, all components of meaning, are operating at the same time". The implication here is that unless ESL learners actually 'speak up' during learning activities within OBE classrooms, educators will not be able to assess whether the learners' skills, knowledge and proficiency in English were acquired in terms of the various OBE critical outcomes which demand that learners are "...communicating effectively, solving problems, organizing and managing one's self, working co-operatively with others, processing information efficiently..." (Ogude and Rollnick, 1999:251). The purpose of linguistic communication within the medium of instruction in OBE classrooms for ESL learners is significant as it affects progression to the next grade.

Furthermore, Ellis (1984) points out that when a learner produces language, whether written or spoken, it is supposed to indicate the level of the learner's competence in the second language. A display of communicative performance in the target language will therefore indicate the level of ESL learners' level of proficiency in English for assessment purposes. Ellis (1984:6) states that the learners' language proficiency, as well as knowledge and skills, can be discerned because: "The utterances that the learner produces are treated as windows through which the internalized rule system can be viewed." Therefore, the assumption is that the level of CALP of ESL learners in English, and their skills and knowledge in the OBE learning area, can be assessed during communicative performance or during the use of English within the context of the OBE classroom. The CALP (Cummins, 1984) of ESL learners will also hopefully be displayed when the skills, knowledge and language proficiency of the learner are expressed during communicative performance

²⁵ The aim of testing or assessment in OBE is detailed in the KZN Education and Culture: GET OBE Assessment document – (Facilitators Guide:22)

of the English language. The aim of the CT Programme is to build up the confidence of ESL learners and motivate them to speak with EFL learners and in this way display output specifically as a result of the lowered Affective Filter.

The learner's ability and learning in the OBE classroom can therefore be assessed during performance activities. These activities can include both written and verbal communication tasks in the English language. In the Arts and Culture learning area, the activities for assessment are both verbally communicative in nature and written, demanding that learners be proficient in English to express themselves clearly and concisely. In the case study school, the implication is that if ESL learners cannot express themselves in English effectively they are almost certain to fail to progress to the next grade, as Schlebusch (2002) found in a study of Grade 8 African ESL learners in five schools in the Free State (this study is discussed in Chapter 3).

The CT Programme therefore set out to focus on promoting constructive verbal interactive tasks to facilitate both ESL and EFL learner communication in the medium of instruction. The final possible outcome of the CT Programme is that ESL learners will be better able to communicate their points of view and learning during verbal assessment. This will enable progress to the next grade within multilingual OBE classrooms. It is only during such verbal interaction in English that the assessment of certain specific outcomes in the Arts and Culture learning area can take place. Furthermore, these assessments will be conducted using rubric assessment sheets with specific criteria. These criteria will be developed in consultation with the Arts and Culture educator. The educator will be motivated and guided via the development of the rubric sheets for assessment. The criteria will take into consideration the outcomes of the learning area guidelines as well as those of the CT Programme in order to determine whether the CT Programme enhanced ESL learners' ability to interact in English.

4.3 Reflections

The CT Programme of communicative strategies aims to demonstrate that interactive processes facilitate ESL learner development in terms of communicative performance and ESL proficiency and CALP (Cummins, 1984) in multilingual OBE classrooms. The CT Programme design is drawn from the "principles" outlined by Canale (1983) and procedures employed by Gibbons (1998) in a study

which focused on talk among ESL and EFL learners in English medium classrooms. Gibbons's (1998) study is similar to my study insofar as both studies focus on a programme designed to promote second language learning by creating opportunities for interaction in the classroom. The CT Programme sets out to investigate the impact of the communicative strategies on the Affective Filter and communicative performance, and thus the proficiency, of ESL learners in the English medium classroom. While Gibbons (1998) focuses on the Science learning area, my study focuses on the Arts and Culture learning area. According to Todeva (2003:1), "Initial scaffolding of the reflective process through various frameworks can be beneficial to novice teachers." The CT Programme design thus seeks to provide educators with a reflective framework to promote constructive classroom talk with the intention of developing ESL learner CALP. The CT Programme design, with examples of lesson plans that illustrate these principles in practice, is therefore presented in Chapter 5.

CHAPTER 5

Classroom Talk: Exploring a Programme for Verbal Interaction

5.1 Introduction

The CT Programme which emerges in Chapter 5 as a communicative strategies project to promote classroom talk among ESL learners appeared to be a suitable way to empower and develop ESL learner confidence in a multilingual milieu. This chapter focuses on the processes and products that emerged during the design, and the implementation and assessment strategies. The principles presented in Chapter 4 are dealt with in terms of how they inform the design of the CT Programme.

This chapter comprises four sections: an introduction, which provides a rationale for the chapter; the sequence of the strategies for effective pedagogy; the design outline of the CT Programme which details the processes and products for implementation; and a conclusion in which I reflect on issues and implications of the CT Programme.

Although the CT Programme is concerned to promote verbal communication among ESL learners, it also seeks to develop the pedagogic and classroom management skills of educators in ESL contexts to empower them to manage classes effectively. Thereafter, a detailed outline of the design of the CT Programme, which comprises three units to be implemented in three phases, is presented. To avoid repetition, selected lessons from Units 1 and 2 are presented, as it is hoped that they will prove useful to others planning such a project for similar contexts. Furthermore, in the design outline section of this chapter, the communicative strategy employed in each lesson is critically discussed. Examples of the lesson worksheets and rubric assessment sheets are then included to present a holistic picture of how selected lessons from Units 1 and 2 of the CT Programme¹ are to be implemented. The specific lessons outlined serve as samples of the procedures and processes

¹ The remaining Unit 1, 2 and 3 lesson worksheets and rubric assessment sheets are available for scrutiny in the form of a workbook, entitled *Classroom Talk*, in Appendix F.

involved in promoting verbal interaction among ESL learners in English. Each lesson selected from Units 1 and 2 includes a detailed lesson plan for the educator, a worksheet for learners, and a rubric assessment sheet for educator and/or peer assessment. This is followed by a description of the assessment instrument and the procedures to be followed by the educators.

Finally, the concluding section of this chapter evaluates the CT Programme in terms of its design and implications for pedagogy.

5.2 Planning the Sequence of Strategies for Effective Pedagogy

The CT Programme consists of several lessons that employ communicative strategies in their methodology and implementation. Each lesson employs a particular strategy to promote verbal interaction between ESL and EFL learners. The communicative strategies to be employed are pair-work, group-work, improvisations, role-plays, debates, panel discussions, information gap activities and show and tell presentations. They are listed later in Figure 5.3.1 to indicate the sequence in which they are to be employed.

The sequence was determined by the principles of pedagogy outlined in Chapter 4 to ensure that the CT Programme facilitated verbal interaction among ESL and EFL learners. The sequence of strategies and each lesson plan for each Unit have therefore been selected with the aim of ensuring that learners are not placed under stress and that the Affective Filter will not be raised as a result of the strategies employed. The communicative strategies are sequenced according to the amount of interaction they may demand from learners in the classroom. At the beginning of Unit 1, for example, the sequencing of the communicative strategies is designed to allow learners to experience each strategy gradually and progressively interact more at each stage. This is to ensure that the risks which learners are asked to take each time are small, ensuring that the Affective Filter is not raised. The sequencing of the communicative strategies will allow ESL learners to interact a little more with each lesson in the Unit. This process will, it is hoped, allow the Affective Filter to be lowered gradually but surely as the ESL learner develops confidence to communicate in English. This will allow the ESL learner to become better motivated to talk in English as Unit 1 progresses.

This encouragement to communicate in English during class-time will, it is hoped, filter into other aspects of the ESL learners' everyday experiences, such as interacting with EFL learners outside the classroom and later when listening to television and radio stations where English is used. According to Wong-Fillmore (1985:18-22)², while exposure to the target language in general is important, inside the classroom the way in which educators organize and manage learners becomes significant to language acquisition. In designing the CT Programme, I ensured that the numbers of ESL and EFL learners per group were approximately equal. Learners were allocated roles (Chairperson, Spokesperson, Scribe, Timekeeper) to ensure that all members of the groups felt needed by the group and thus contributed to the task. According to Wong-Fillmore (1985), "how classes are organized and how instructional events are structured determines to a large extent the nature of the language that students hear and use in the classroom" (Wong-Fillmore, 1985:23-24).

It is hoped that the clear outline of the CT Programme will offer both educators and learners clear guidelines at each stage. The sequence of the strategies and the stability of being allowed to work in the same group during each task will, it is hoped, ensure that the learner is prepared for the communicative strategy and activities to follow. According to Littlewood (1981:87), this sequence allows learners to "use the new language they have acquired and the teacher can monitor their progress".

With this purpose in mind, a list of the lessons designed to be implemented in the three proposed units and the strategy to be employed in each Unit is listed in Figure 5.3.1.

5.3 Design Outline of the CT Programme

The design outline for the CT Programme is described in Figure 5.3.1 to show the sequence of the strategies as well as the time period and the list of topics for each Unit.

² Wong-Fillmore's study was discussed in Chapter 3 of this thesis and will be discussed again later in Chapter 5.

Figure 5.3.1: The CT Programme Outline for 2003 and 2004

| Period | Unit | Lesson topic | Strategies employed |
|----------------------------|------|--|---|
| May 2003 to September 2003 | 1 | Learners' television viewing habits: a survey. | 1. Group-work (3 lessons). 2. Show and Tell poster presentations. 3. Short speech on movie review. 4. Information gap activity in pairs. 5. Role-play in groups of 4. |
| February 2004 to June 2004 | 2 | Child abuse. | 1. Group-work. 2. Pair-work. 3. Show and Tell presentation. 4. Role-play. 5. Panel discussion. |
| July 2004 to November 2004 | 3 | Culture and teenagers. | 1. Group-work. 2. Debate. 3. Improvisation. 4. Prepared speech. |

This Figure indicates that for each Unit and Lesson topic, the communicative strategies are sequenced in such a way as to promote learner talk and the lowering of the Affective Filter. Each Unit began with group-work, as the researcher and educators believed it would make an accessible starting point to initiate constructive classroom talk in the medium of English among ESL and EFL learners. Furthermore, it would offer to less confident and limited proficiency learners the security of the group to share ideas and ask questions.

5.3.1 Group-work as a Communicative Strategy

According to Schein (1965) in Brumfit (1984), group-work supports certain psychological needs that learners experience when interacting in small groups:

- i) affiliation needs – for friendship and support;
- ii) means of developing, enhancing and confirming a sense of identity and maintaining self-esteem;
- iii) means of establishing and testing reality, by establishing consensus and thus security about the nature of the world;
- iv) means of increasing security and a sense of coping with external threats;
- v) means of ensuring that specific jobs, determined by the wishes and needs of the group members, are performed. (Schein, 1965: 84-85 in Brumfit, 1984: 73)

Although the groups offer ESL learners a safe context in which to express themselves, sometimes conflicts are expected as a result of differing points of view held concerning a particular task or ideas. However, such conflicts create a feeling of excitement among group members, while the anger generated at one or two members creates a sense of solidarity among the members of the group who

are in agreement. According to Brumfit (1984:73), while this may seem problematic for the educator, it “can be seen as potential source of strength”.

To prevent serious conflict within the groups, a few interactive roles and rules were established during group-work. These roles and rules are considered necessary as all learners in the group must feel secure if they are to keep the Affective Filter lowered during the lesson. Each person will have a role and should keep to it. The Spokesperson’s task is to present feedback to the class, the Scribe to make notes of important points during the discussion while also contributing to the discussion, and the Timekeeper to ensure that points are discussed according to the time allocated either by the group or the educator. The Chairperson has to act as the leader and mediator to ensure that the rules are adhered to. The rules are:

- a) talk softly and on the point;
- b) never interrupt or speak out of turn;
- c) await your turn to speak in the group;
- d) respect each others’ point of view, even when you disagree;
- e) when there is a problem call the teacher.

These rules will enable all learners to obtain ‘air-time’ to express themselves. The learners in each group are to remain together throughout the Unit, unless they need to change their groups because of personality incompatibilities or are asked to join another group because of a shortage of members. Where the learners remain together in the same group, they enjoy a sense of belonging and understanding in terms of group dynamics and roles.

In choosing the different topics, the age and interests of the learners were considered by the educators. It was decided that “Television” was a good topic to begin with in Unit 1 as learners have emerged from different primary schools, and this is a topic that interests almost every child. “Child Abuse” seemed a good topic to follow as learners would be more confident to talk in Unit 2, and it is a topic that is relevant to them⁴. Although the LLCE and AC educators are not equipped to

⁴ The topic “Child Abuse” is sensitive, and was therefore selected under guidance from the guidance (LO) educators and the learners. The learners indicated that they would be interested in this topic as it was important to raise awareness among both EFL and ESL learners as both groups of learners emerged from communities where the topic is not openly discussed among parents and children. In terms of developing awareness among the learners and working with a topic that the learners found interesting, “Child Abuse” was selected.

investigate actual cases of child abuse, the Life Orientation (LO) educators can offer guidance and counselling to learners where necessary. “Teenagers and Culture” was chosen for Unit 3, as educators felt that learners would be at a point where they could critically assess their culture and heritage. The first group-work task that learners are to engage with therefore deals with their personal television viewing habits, which will be discussed and compared with others within the group. This task is part of Unit 1.

Figure 5.3.1.1: Lesson Plan of Unit 1: Learners’ television viewing habits

| Term | Week | Topic | Communicative strategy | Appendix ⁵ |
|------|------|--|---|-----------------------|
| 2 | 5 | 1. Learners fill in and then discuss questionnaire. | 1.1. Individual completion of survey. 1.2. Small group discussion (learners). 1.3. Report back by Spokesperson. | G |
| | 6 | 2. Read the passage and discuss: The bad effects of watching too much T.V. | 2.1. Small group discussions. 2.2. Report back by same or new Spokesperson. | |
| 3 | 1-4 | 3. Conduct survey on viewing patterns of your sibling or a friend not in your class. | 3.1. Small group discussions. 3.2. Poster presentation of results (group seminar-style). | |
| | 5 | 4. T.V. programme reviews. | 4. Whole class discussion: information sharing lesson. | |
| | 5-6 | 5. Prepare a T.V. programme review. | 5. Short prepared speeches: individual learners in groups present their reviews (seminar style). | |
| | 7 | 6. Complete: The sad story of Percy the T.V. addict. | 6. Information gap activity: asking and answering questions. Pair-work. | |
| 4 | 1-3 | 7. Family dispute over T.V. programme. | 7. Role-play in groups of 3. Rehearsal and final presentations. | |

Figure 5.3.1.1 details the lesson design plan for each lesson on the topic, “Television”. The CT Programme began in Term 2, on Weeks 5 and 6, because during January and February of 2003 educators were busy with learner enrolments, planning the school time-table, and other administrative duties. When the school time-table and educator class allocations were finalized, the study could begin. As indicated, much preparation and time was taken up by the baseline and pilot studies that were carried out in March of Term 1 and April and May of Term 2. This time was needed to test and adjust the pilot questionnaires. The actual CT Programme could therefore begin only in Week 5 of Term 2. Each lesson in fact took more time than originally anticipated due to large

⁵ Appendix G contains the lesson worksheets and the rubric assessment sheet used to assess learners.

class sizes and time-consuming assessment⁶ procedures. Educators could adjust the time as they require.

In Figure 5.3.1.1 it can be seen that the first principle⁷ that informed the choice of the communicative strategy employed, was: the necessity of facilitating verbal interaction. This principle, which influenced my choice of strategy, was informed by pedagogic principles⁸: Linguistic communication is a form of social interaction and is therefore normally acquired and used in social interaction (Canale, 1983:3-4). In order to ensure that verbal interaction will take place, the educator has to design activities that will facilitate speaking. Therefore, the communicative strategy employed in Lesson 1 involves small group-work. In Lesson 1 learners are required to fill in a questionnaire on television viewing and then discuss the information from their own and their peers' questionnaires. Figure 5.3.1.2 presents an excerpt from the learners' lesson survey questionnaire.

Figure 5.3.1.2: An Excerpt from the Learners' Lesson Survey Questionnaire

| Television Viewing Habits Survey Questionnaire | | |
|---|---|---|
| Name:..... Grade:..... | | |
| <i>Answer the questions below as honestly as possible:</i> | | |
| 1. How many T.V. sets do you have at home? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3+ |
| 2. Do you have a video recorder? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Viewing habits: | a) at which times do you usually watch T.V? | |
| Times | Schooldays | Weekends |
| 16h00 – 17h00 | ..... | ..... |
| 17h00 – 18h00 | ..... | ..... |
| 18h00 – 19h00 | ..... | ..... |
| 19h00 – 20h00 | ..... | ..... |
| 20h00 + | ..... | ..... |

The excerpt from the questionnaire illustrates the nature of questions each learner was required to answer. The ESL and EFL learners were then required to discuss their responses with one another to complete the tasks outlined in Lesson Plan 1.2. Small group-work appeared to be the most suitable

⁶ The assessment procedures became time-consuming because time had to be spent with each group in the control and 'contrast' groups to assess each ESL learner. Observing a single group and waiting for interaction to occur where the ESL learners contributed their views sometimes took up to 12 to 16 minutes.

⁷ These principles were outlined in Chapter 4.

⁸ These pedagogic principles are also discussed in detail in Chapter 4.

strategy to employ here to facilitate verbal interaction. This strategy allows all learners in the group to participate in the discussion freely, without the educator needing to persuade learners to do so.

The second strategy is informed by the conditions which promote verbal interaction⁹. The second principle of pedagogy recognises that “linguistic communication is carried out in limiting psychological and other conditions such as memory constraints, fatigue and other distractions” (Canale, 1983:3-4). This means that while selecting and sequencing communicative strategies, the psychological state of learners, the environmental aspects of the classroom, time of day and the physiological conditions of learners (fatigue, sickness, hunger, sleepiness), must be considered. Educators must take these conditions into consideration when preparing to implement the activities of each Unit of the CT Programme.

It was hoped that the educators would be able to manage the ESL classroom so that learners’ Affective Filter was lowered to encourage input (Krashen, 1982, 1992) and output (Swain, 1994). This enables the third principle of pedagogy for the communicative classroom to be followed by the educator: “Linguistic communication always has a purpose” (Canale, 1983:3-4).

The act of speaking in class has to have a purpose. Talk inside classrooms can constitute serious communication: it may be a speech for assessment or it may be a question for clarification or even casual chatting. However, the purpose served by the communication determines how it is viewed and interpreted by the educator listening to or assessing the learner. The educator should be able to conduct assessment using the strategy that best reflects the principle of pedagogy, which is: “Explicit Assessment Criteria for ESL Proficiency” (Canale, 1983:3-4). When ESL learners are engaged in verbal interaction during the lesson, the purpose for communication is:

- a) to enable the ESL learner to display knowledge, insight, and proficiency in English and
- b) to enable the educator to assess the ESL learner according to explicit assessment criteria in terms of the OBE outcomes.

⁹ See Chapter 4, Figure 4.1.1.

Each lesson can be divided into four stages. First, the communicative strategy to be employed in the task is introduced to learners. Second, the details of the task topic and the assessment procedures and criteria (rubrics) are explained to the learners so that they know what is expected of them. Third, the learners are observed during the lesson and assessed according to the criteria. Finally, each learner can record his or her experiences on the portfolio diary¹⁰ page. The four stages are outlined in Figure 5.3.1.3:

Figure 5.3.1.3: Design outline of the four stages of lesson 1.2

| Stages | Procedure |
|----------------------------|---|
| a) Communicative strategy. | Small-group discussions. |
| b) Topic details. | Discussion of the survey findings on the television viewing habits of each learner in the group. |
| c) Assessment criteria. | Verbal performance during discussions in English in peer groups. (Details in Appendix F and Figure 5.3.1.6). |
| d) Reflection. | Learners present summary to class, evaluate their findings in response to those of the rest of the group or class and then make notes in diaries in portfolios. |

Each lesson will follow a plan to guide the educator during the lesson. The plan for Lesson 1.2 is presented in Figure 5.3.1.4.

Figure 5.3.1.4: Lesson Plan 1.2 from Unit 1

| |
|---|
| <p>Topic: Learners' television viewing habits</p> <p>Activity: 1.2. Learners to discuss their completed questionnaire on their personal television viewing habits in groups of four.</p> <p>Time: 45 minutes</p> <p>Strategy: Group-work</p> <p>Educator's Task:</p> <ol style="list-style-type: none"> 1. Place learners in groups of four. 2. Explain to learners that they are required to compare and discuss their viewing habits survey findings with one another. 3. Explain to learners how to determine the most popular time for watching T.V. among their age group. 4. Show learners how to work out who spends the most time watching T.V and videos on a) schooldays b) weekends c) holidays. 5. Show learners how to work out who spends the most time watching T.V. during term time. <p>Learners' task:</p> <ol style="list-style-type: none"> 1. Discuss their viewing habits in terms of their completed questionnaires and then work out Activity 2 as illustrated by the educator. |
|---|

¹⁰ Portfolios are kept by each child in OBE, according to the requirements of Curriculum 2005 and the Revised National Curriculum Statement for each learning area. Each child has nine portfolios as there are nine learning areas. The portfolio comprises all the learner's classwork, projects, assignments and assessments. The diary page is a section reserved for learner reflections after each task in the Arts and Culture portfolio. The portfolio is considered to be the most important learner document of progress in OBE and is regularly checked by educators and signed by parents to ensure that learners take it seriously.

This lesson plan or guideline had to be adhered to by educators as far as time allowed. Where unforeseen¹¹ events occur, educators might adjust the plan or continue the lesson in the next session. The Unit is highly structured to allow the educators involved in the CT Programme to feel empowered and gain a sense of direction and purpose, as the guidelines and support materials allow the educators to accomplish the different aspects of the CT Programme and develop their Communicative Approach pedagogic skills and classroom management skills. Furthermore, the CT Programme was produced in consultation with the educators and is therefore structured according to their needs. However, despite the rigid structure presented by the CT Programme, for it to be effective, educators had to be allowed to ‘personalise’ the CT Programme to ensure that pedagogy in the ESL classroom was effective for ESL learners and that the principles of pedagogy¹² were taken into consideration. According to Todeva (2003:2), for the researcher and educators, the CT Programme in this instance “can be the object of a contrasting conversation aimed at a deeper understanding ... through which we can look at our teaching”.

In Figure 5.3.1.5 the worksheet for learners based on Lesson 1.2 is presented. The worksheet acts as a guide to the learner to reinforce the requirements of the lesson which are presented by the educator at the beginning of the lesson.

Figure 5.3.1.5: Worksheet for learners of Lesson 1.2 from Unit 1

| |
|--|
| <p>Activity 1.2 Time: 2x45 min. sessions</p> <ol style="list-style-type: none"> 1. Place yourself in a group of 4 or 5. 2. Compare your questionnaire with others in the group. 3. What is the most popular time for watching T.V. among the learners in your group? 4. Work out who spends the most time watching T.V and videos on: <ol style="list-style-type: none"> a) schooldays, b) weekends, c) holidays. 5. Work out who in your group spends the most time watching T.V. during term time. 6. Discuss the findings of your group. 7. Chose a Spokesperson to present these findings to the whole class. 8. Homework: discuss your feelings and views about this lesson in your diary. |
|--|

¹¹ For example, the Department of Education officials would enter the school and call an assembly for a “head count” of learners and staff - up to three times in a year. The school principal would call an assembly to reprimand learners for serious bad behaviour reported. Learners are often called out of class for special sports training or to participate in interschool events. Periods are often shortened to accommodate emergency staff meetings or early closure of the school.

¹² The three key principles of pedagogy that inform the Programme are outlined in Chapter 4.

During the group discussions, the educator could assess each learner while the learners interacted in the groups. The rubric sheet in Figure 5.3.1.6 was to be used to assess learners during the group-work lesson on television viewing. At the conclusion of the group discussions, one learner from each group would present a summary of the group findings to the whole class. The Spokesperson would be chosen by the group. This would ensure that the first and second pedagogical principles¹³ are adhered to by the educator. Because the Spokesperson was expected to address the class, it was hoped that this would ensure that he or she was not stressed and that the Affective Filter was not raised. Spokespersons were assessed for their participation in the small group discussions, rather than for presenting information to the whole class.

The learners were also assessed according to rubric sheets containing five criteria to ensure that a variety of outcomes could be considered at once. The rubric sheet for each activity of Units 1, 2, and 3 was designed by the researcher in collaboration¹⁴ with the LLCE and AC educators to take into account the outcomes-based guidelines, specific outcomes, and the aims of the CT Programme. Learners were graded on four levels, each with a rating from 1 to 4. In this instance, 1 is the lowest rating that a learner could receive for being unable to perform or display the achievement, while 4 would indicate that the learner has achieved the outcome very well. Each rubric sheet contains five criteria. The score achieved by the learner at the end of an activity is therefore calculated as 4 (the levels) multiplied by 5 (the number of criteria) which $4 \times 5 = 20$. Finally, this mark out of 20 is converted to a percentage for recording and analysis. One Department of Education document states that, “The rubric enables consistent scoring across judges and time” (2005:67)¹⁵. The rubric assessment sheets presented in this thesis were designed in this way to empower the educators to create rubrics to use in future lessons.

The rubric sheets were devised to assess learners in terms of their communicative performance as defined by Hymes (1972) and proficiency in English while completing the communicative tasks in

¹³ (1) Linguistic communication is a form of social interaction, and is therefore normally acquired and used in social interaction and (2) linguistic communication is carried out limiting psychological and other conditions such as memory constraints, fatigue and other distractions in the classroom (Canale, 1983:3-4).

¹⁴ The rubric sheets, the topics, and the strategies employed in the CT Programme were all decided upon in consultation with the educators involved in putting the CT Programme into practice. The aim, as discussed in this chapter was to empower and develop educator pedagogy and classroom management skills in the case study context.

¹⁵ This document was handed to educators of Dramatic Arts at a Workshop on FET assessment strategies. The title of this document is: “An interpretation of the Subject Assessment Guidelines and Suggested Guidance for Formal Summative Assessment: 2006”.

the CT Programme. The aim was to test communicative performance; that is, the ability of the ESL learner to engage in a coherent and meaningful conversation with other learners. The rubric criteria employed in the assessment process therefore took into consideration the aims of the specific outcomes for the lesson as well as the aims of the exploration. This process of assessment was formative in nature as it served as feedback both to the learners and educators concerning learner performance. The focus of assessment was on the progress that learners were expected to make through the CT Programme. According to Mackrory (1996) in Kotze (1999:32), summative assessment allows one to sum up the progress of the learner in terms of the experiences over time (Mackrory, 1996:17).

Although in terms of Curriculum 2005, OBE¹⁶ continuous assessment is based on both formative and summative assessment, the CT Programme focussed more on formative assessment than on summative assessment. Assessment was performed continuously during each activity of the CT Programme, but what was tested was learner performance in terms of improvement and quality of the communicative performance. Furthermore, according to Kotze (1999), formative assessment is more in line with the demands of OBE and Curriculum 2005 (Kotze, 1999:1).

The use of rubrics as an assessment strategy was emphasised in Curriculum 2005 and OBE. Educators were trained to formulate criteria and establish scales to assess learners formatively on a continuous basis. The purpose of the rubric criteria is to allow learners and educators to assess the quality of ESL learner communicative performance, English language proficiency, and the specific outcomes that need to be addressed. Each rubric sheet in the CT Programme was formulated with the intention of assessing the impact of the CT Programme on the ESL learners, as well as the specific outcomes in terms of the requirements of the Arts and Culture Programme. The rubric sheet for the group-work part of Lesson 1.2 follows in Figure 5.3.1.6.

¹⁶ The details of Curriculum 2005 and OBE are discussed in Chapter 1.

¹⁸ This principle is discussed in detail in Section 2 of Chapter 4.

Figure 5.3.1.6: Rubric for assessment used to assess communicative performance of ESL learners during group-work on television viewing

| Rubric for Assessment | | | | |
|---|---|---|--|--|
| Unit: 1 | Topic: Television | | Strategy: Group discussions | |
| Activity: 1.2 | Sub-topic: A survey of learner's own viewing habits. | | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct simple sentences. | Speaks fairly fluently and is able to form sentences. | Speaks very fluently. Constructs sentences correctly. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation of words. Uses very simple words. Lack of clarity in spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary is outstanding. A very well-spoken learner. |
| 3. Confidence when presenting own point of view to rest of the group. | Severely lacking in confidence when speaking. Nervous and uncomfortable. | Displays some confidence when speaking in English. Able to present own point of view to rest of the group to some extent. | Confident when speaking English. Able to present own point of view to rest of the group. | Very confident when using English. Outstanding confidence displayed when presenting own point of view. |
| 4. Contribution of ideas to the group discussion. | Almost no contribution to group talk. Is silent most of the time. | Some contribution to group talk. Shows signs of attempting to express ideas in English. | Good contribution of ideas. Shows ability to think and express ideas in English. | Excellent contribution of ideas. Very capable of thinking and expressing ideas in English. |
| 5. Speaking role taken in relation to other members in the group and frequency of speech. | Hardly ever speaks during discussion. Prefers the role of listener. | Speaks some of the time. Accepts role of note-taker and verifier of points. | Mediatory role adopted. Speaks quite often. Intervenes and redirects group argument. | Leadership role taken. Spokesperson of group. Speaks most of the time. Directs and initiates discussion. |

This rubric, like all those employed in the CT Programme, was designed by the researcher and educators in collaboration. It was designed to assess the communicative performance of ESL learners speaking English, taking into consideration the impact of the Affective Filter (Krashen, 1982) and CALP (Cummins, 1984). Furthermore, the criteria in the rubric sheets take into consideration the specific outcomes of the group-work discussion task at hand (conducting surveys

of TV viewing habits of classmates), as well as the Affective Filter and communicative performance of ESL learners in English.

The criteria allow for assessment of the ESL learners' communicative performance ability and their English language proficiency in terms of how they are able to express themselves academically. The first criterion focuses on the fluency of the ESL learners' speech and ability to construct sentences in English. The second focuses on learner pronunciation and the clarity with which words are spoken. The other three criteria focus on learners' confidence, willingness to contribute ideas and the speaking role the learner will play in relation to other members of the group. The amount of confidence displayed by the ESL learner when interacting with group members will illustrate whether the Affective Filter (Krashen, 1982, 1992) of the learner is lowered or raised. Thus the criteria on this rubric sheet will allow for the assessor to determine whether the Affective Filter is lowered or raised and whether the ESL learners are developing proficiency in the English language. The rubric sheets in the CT Programme are designed to indicate whether the ESL learners have developed CALP (Cummins, 1984) as a result of participating in the CT Programme of activities.

5.3.2 Show and Tell Presentations

I decided that show and tell presentations will be a suitable strategy to employ in the Drama component of the Arts and Culture curriculum. These presentations can take the form of a poster presentation, a demonstration of "how to make or do something", or a display of skill (dance techniques, karate). Before the show and tell presentation, the first three lessons will be based on group discussions followed by report-backs presented to the whole class by group volunteers. This will provide learners with sufficient opportunity to interact with members of the group, and to develop affinity and trust. This will allow less confident group members to look to the group for support when facing an audience. A group show and tell presentation was therefore selected as the strategy to follow the group tasks. Brumfit (1984) suggests that this is likely to ensure that the ESL learners' Affective Filter is not raised and to provide learners with a "means of increasing security and a sense of coping with external threats" (1984:73).

A group strategy was chosen, based on the principle that linguistic communication occurs in limiting psychological and other conditions such as memory constraints, fatigue, and other distractions¹⁸. The

aim here is to motivate ESL learners to present their interview findings to the rest of the class in a group. To stand in front of the class and present the findings individually may appear a psychologically stressful task for some learners, likely to raise the Affective Filter. Allowing learners to present together as a group ensures that ESL learners do not become stressed or intimidated because of their limited proficiency in English. Consequently a group presentation is designed to create favourable conditions for building confidence. The ESL and EFL learners, in groups of four, prepared individual posters and a talk based on the poster information, and then addressed the class together. Brumfit (1984) advises that “the stress that accompanies ‘public’ performance in the classroom should be reduced.” (Brumfit, 1984:77) However, learners presented their particular findings based on the interview each conducted, according to Lesson Plan 3.2¹⁹ in Figure 5.3.2.2.

Figure 5.3.2.2: Lesson Plan 3.2 from Unit 1

| |
|--|
| <p>Topic: Learner’s television viewing habits.</p> <p>Activity: 3.2. Learners present their findings of their sibling’s/friend’s personal television viewing habits in groups of four.</p> <p>Time: 6 minutes per group of four.</p> <p>Strategy: Show and tell poster presentation.</p> <p>Educator’s Task:</p> <ol style="list-style-type: none"> 1. Explain to learners that they are each required to present their findings to the following questions derived from Activity 1. 2 worksheet to the class. 2. Explain to learners each group has 6 minutes to do so. 3. Explain to learners that they are to present information to the class using a poster as a show and tell aid concerning who spends the most time watching T.V and videos on a) schooldays b) weekends c) holidays and which is the person’s favourite programme. <p>Learner’s task:</p> <p>Present the findings of Activity 2 to the class using a prepared information poster as a show-and-tell aid.</p> |
|--|

Such show and tell presentations will offer the less confident, limited-proficiency ESL learners the opportunity to gather support from group members when facing an audience. The poster as an aid during the short talk offers the learners a sense of support. They will be allowed to decide whether they want to present their data in the form of graphs, diagrams, or in short sentences. Learners will be given guidelines to help them design effective posters. The guidelines state:

1. Design a simple poster – only important details should appear on it.
2. Choose a simple title in bold, clear print.
3. Diagrams should be clearly visible to all in the room.

¹⁹Lesson 3.2 is a part of Unit 1, but is the third set of lessons from Unit 1. Please refer to Figure 5.3.1.1 on p.73 of this chapter to obtain clarity as to why this Lesson plan is called 3.2.

4. A colourful, attractive poster will hold the attention of the audience.
5. Use a ruler or pointer when referring to details on the poster.

Learners will be guided to ensure that when addressing the class public speaking skills should be adhered to:

1. Learners were not allowed to read off notes.
2. Maintain eye-contact with the class audience.
3. Speak loudly and clearly.
4. Keep to the time limit and be concise or to the point.
5. Refer to the poster meaningfully and effectively.

Figure 5.3.2.3 is an example of the kind of information learners will be presented with in worksheets to prepare for the show and tell tasks in their groups. The time allocated for the task is indicated on the worksheet, so that learners are aware that over a period of two weeks at least two groups will be required to present their work at each lesson. This allows the learners to plan which group would be presenting work on the different days of the class calendar. The teacher allows each group to choose its session on the calendar. Learners should be forewarned by the teacher that failure to present on the set date will cause the group to be disadvantaged in the final assessment for the show and tell project.

Figure 5.3.2.3: Worksheet for learners of Lesson 3.2 from Unit 1

| | |
|---|-----------------------------------|
| Activity 3.2 | Time: 5 x 50 min. sessions |
| Topic: Show and tell: Prepare and present your findings using a poster to show your statistics. | |
| Task : | |
| 1. Present information to the class using a poster as a show and tell aid concerning who spends the most time watching T.V and videos on: | |
| a) schooldays? | |
| b) weekends? | |
| c) holidays? | |
| 2. Which is the person's favourite programme? | |
| Points to remember: | |
| 1. Prepare your poster colourfully and accurately. | |
| 2. Speak loudly and clearly. | |
| 3. Maintain eye-contact with your audience. | |
| 4. Use a pointer or ruler when referring to the poster. | |
| 5. Each member of the group to talk for 1 minute only. | |

Figure 5.3.2.4: Rubric for assessment used to assess communicative performance of ESL learners during Show and Tell presentations on television viewing

| Rubric for Assessment | | | | |
|---|--|---|--|---|
| Unit: 1 group seminars | | Topic: Television | | Strategy: Show and Tell: Poster presentations: |
| Activity: 3.2 | | Sub-topic: A survey of a sibling/friend's viewing habits. | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct simple sentences. | Speaks fairly fluently and able to form sentences. | Speaks very fluently. Constructs sentences correctly. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation of words. Uses very simple, easy words. Lack of clarity in spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary are quite good. Speech is clearly understandable. | Pronunciation and vocabulary are outstanding. A very well-spoken learner. |
| 3. Confidence while speaking in English in front of class. Ability to use poster effectively. | Severely lacking in confidence when speaking. Nervous and uncomfortable. Unable to use poster effectively. | Displays some confidence when speaking in English in front of class. Able to use poster effectively to some extent. | Confident when speaking English in front of class. Good use poster – referred to poster often and effectively. | Very confident when using English in front of class. Outstanding ability displayed when using the poster for effectiveness. |
| 4. Pitch/volume: softness or loudness when talking. Is the learner audible? | Speaks too softly, barely audible. Unable assess pitch and volume. | Speaks softly - but audibly. Able to change pitch to some extent. | Speaks at a good pitch and able to change pitch according to the demands of the discussion. | Excellent ability to regulate pitch during the discussion. |
| 5. Ability to answer questions posed by audience effectively in English. | Unable to answer questions posed by audience effectively in English. | Able to answer questions posed by audience effectively in English to some extent. | Displays a good ability to answer questions posed by audience effectively in English. | Displays an outstanding ability to answer questions posed by audience effectively in English. |

During the show and tell presentations, learners were assessed individually using the criteria presented in the rubric assessment sheet labelled Figure 5.3.2.4. Here each learner was assessed for a

summative²¹ analysis to decide whether or not he or she was ready to progress to the next grade. Each learner's fluency in English, pronunciation of words, confidence in facing the class of learners, pitch and volume, as well as the manner in which the learner responded to questions from the class, was assessed. This allowed the educator and researcher to assess the learner's progress in the CT Programme. Such information determined whether the CT Programme strategies were effective or not. In Lesson 5 a similar pattern was followed by learners as they prepared to present a review of a movie watched on television or a short T.V. programme.

In Lesson 4, learners participated in a class discussion based on: how to prepare a review of a T.V. programme. This served as an information-sharing session where learners gained understanding and information about writing reviews. Then in Lesson 5 learners were required to prepare a review of a television programme individually for presentation to the class. The preparation process involved the learners in preparing the review at home, then discussing it during class with their group members and refining and correcting it with the assistance of their group members, before finally presenting it to the class. The criteria used to assess learners for Lesson 5 differed from those used to assess learners in Lesson 3.2; therefore a slightly different rubric assessment sheet was prepared for each Lesson. This sheet is presented in Figure 5.3.2.5. While the first three criteria on the sheet remain the same, the originality, creativity and critical ability of the learner is assessed, as these are necessary to fulfil the OBE outcomes according to the curriculum guidelines. This particular task is important for the research exploration and class continuous assessments in Arts and Culture.

²¹ This assessment strategy is discussed in Chapter 4.

Figure 5.3.2.5: Rubric for assessment used to assess communicative performance of ESL learners during Show and Tell presentations on a review of a T.V programme

| Rubric for Assessment | | | | |
|--|--|---|---|---|
| Unit: 1 | Topic: Television | Strategy: Show and Tell: Group seminar presentations | | |
| Activity: 5 | Sub-topic: T.V. Programme Review | | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct simple sentences. | Speaks fairly fluently and is able to form sentences. | Speaks very fluently. Constructs sentences correctly. |
| 2. Choice of vocabulary. | Use of vocabulary is very limited. Uses very simple, easy words. | Able to discuss the T.V. programme. Vocabulary is satisfactory. | Good use of vocabulary when discussing the T.V. programme. | Uses excellent vocabulary appropriately when discussing the T.V. programme. |
| 3. Confidence during presentation. | Severely lacking in confidence. | Displays some confidence when discussing the programme. | A good confident presentation. | A very confident and outstanding presentation. |
| 4. Originality and creativity. | No sense of originality or creativity shown during presentation. | Some sense of creativity and originality. | A good attempt. A good sense of originality and creativity. | An outstanding description. Very original and creative. |
| 5. Critical ability. | Unable to be critical when reviewing the programme. | Able to be critical to a limited extent when reviewing the programme. | A good critical analysis of the programme displayed. | A very critical and astute review of the programme. |

5.3.3 Information Gap Activities and Learner Talk

According to Comeau (1987:64), “Gathering information from people through interviews, talk shows, questionnaires, or guessing games provides a natural context for grammar practice.” ‘Information gap’ activities can be employed to improve ESL learner verbal communication and communicative performance. Thus the pedagogic principle: “linguistic communication always has a purpose” informed the lesson. The principle for choice of strategy drew on all three strategies outlined²². Information gap activities are employed in Units 1 and 3. In Unit 1, a poem entitled: “The

²² The three principles for the choice of strategy that information gap activities allow to happen in an ESL classroom are outlined in Chapter 5 and are: (a) Strategies for Facilitating Verbal Interaction, (b) Creating Classroom Conditions for Verbal Interaction and, (c) Explicit Assessment Criteria for ESL Proficiency.

Sad Story of Percy, The T.V. Addict”, by J.D. Goodacre (undated), with certain words missing, was handed to the learners. This lesson took place in two sessions. In the first session the ESL and EFL learners were required to interact verbally in English with the intention of finding the missing words while maintaining the rhyme and rhythm. This information gap activity allowed ESL learners to interact with EFL and other ESL learners intensively on a task that demanded verbal interaction. Such pair-work, involving comprehension and interpretation in English, stimulates verbal interaction and comprehensible input, and thus lowers the Affective Filter. In order to complete the information gap activity successfully, learners will have to be able first, to understand the poem and, second, to respond to it and engage in pairs. According to Papalia (1987):

Students become inquirers – investigators learning from their peers successful strategies for extracting meaning and interpreting content. In small groups the students have the opportunity to decode and interpret the script, to include personal findings, refine those in association with others and inject their own reactions. (Papalia, 1987:78)

Such verbal interactions, where learners are engrossed in discussion, should lower the Affective Filter and allow for comprehensible input to enter the Language Acquisition Device (LAD) (Chomsky, 1965). Language acquisition should take place, as the learners will be engaged in “extracting meaning and interpreting content” and decoding the meaning in the English text. Papalia (1987:78) claims that information gap activities allow ESL learners to interact verbally and cognitively²³ in the medium of instruction, thus promoting communicative performance. According to Brumfit (1984:77), “Small groups provide greater intensity of involvement, so that the quality of language practice is increased.”

In the second session, the learners were allowed time to present their version of the completed poem to the class of learners. Learners were asked to volunteer to present their efforts to the class. There must be no pressure on them to present their poems unless they want to do so. The purpose of this lesson is to encourage learners to use the English language and display their communicative performance, as defined by Hymes (1972).²⁴ This will ensure that ESL learners do not experience any form of stress and the Affective Filter is not raised. This lesson plan is presented in Figure

²³ Papalia (1987:78) discusses this point, where in terms of reading and understanding the text the learner develops cognitive skills while discussing the text in the second language. The point that Papalia makes is that the act of discussing the activity in the second language allows the learner to improve both the thinking and speaking ability in the target language.

²⁴ A detailed discussion of communicative performance as defined by Hymes (1972) is presented in Chapter 3.

5.3.3.1 and the rubric for assessment that outlines the explicit criteria for assessment is in Figure 5.3.3.3. After learners present their versions of the poem, they are presented with the original words of the poem.

The original words of the poem are then compared by the learners with their completed versions which they discuss with their partners in terms of the reasons for the difference between their words and those of the original. During all this verbal communication ESL learners are being assessed according to the assessment criteria in the rubric sheet in Figure 5.3.3.3. The assessments can later be used to determine whether such communicative strategies as information gaps have a positive or negative impact on the communicative performance of ESL learners. Nevertheless, this activity is expected to have a positive effect, rather than a negative one.

Figure 5.3.3.1: Lesson Plan 6 from Unit 1

| |
|---|
| <p>Topic: The Sad Story of Percy the T.V. Addict Activity: 6. Learners to work in pairs to complete the poem on television viewing. Time: 2 x 45minutes sessions Strategy: Information gap – Pair work Educator’s Task: Lesson 1</p> <ol style="list-style-type: none"> 1. Place learners in groups of 2. 2. Explain to learners that they are required to find suitable words to fill the blanks in the poem. 3. Explain to learners how to maintain the rhyming scheme and rhythm in the poem. <p style="text-align: center;">Lesson 2</p> <ol style="list-style-type: none"> 1. Place learners in groups of 2. 2. Allow volunteers to read out their completed poems to the class. 3. Allow learners to compare their words in the information gap task to the original words and discuss them with one another. <p>Learners’ task:</p> <ol style="list-style-type: none"> 1. Complete the poem by filling in the blanks with suitable words. Try to keep the rhyming scheme and rhythm in the poem. |
|---|

An excerpt from the poem is presented in Figure 5.3.3.2 to illustrate what is required of the learners:

Figure 5.3.3.2: Information gap - Activity 6: An excerpt from the poem: The Sad Story of Percy the T.V. Addict, by J. G Goodacre

| |
|--|
| <p>He watched the...1..., the plays, the news, the westerns and the...2.... The programmes might be good or bad, they might be...3...or sad; He watched them all the evening...4...(They say he watched the test card, too.)</p> <p>At half -past five, the little...5... would eat his...6...on his lap; But what he ate, he did not know - his eyes were on the children’s...7...! All table manners he forgot - it didn’t ...8... him a jot.</p> |
|--|

Finally, the rubric for the information gap activity is presented in Figure 5.3.3.3. Criteria 4 and 5 are different from the previous rubric sheets in this chapter. Criterion 4 considers the originality and creativity the learner displays during the information gap task. The ability of the learner to hypothesize and make creative suggestions in the medium of English is the last criterion (5) to be assessed in Figure 5.3.3.3.

Figure 5.3.3.3: Rubric for Assessment used to assess communicative performance of ESL learners during information gap activities on: *The Sad Story of Percy the T.V. Addict*

| Rubric for Assessment | | | | |
|---|--|--|---|---|
| Unit: 1 | Topic: Television | | Strategy: Information gap task: pair-work | |
| Activity: 6 | Sub-topic: The Sad Story of Percy the T.V. Addict. | | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and ease in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fairly fluently and is able to form sentences. | Speaks very fluently. Constructs sentences easily. |
| 2. Choice of vocabulary when completing the poem. | Use of vocabulary is limited. Uses simple, easy words. Hardly ever makes good suggestions. | Vocabulary usage is satisfactory. | Good use of vocabulary when making suggestions for the poem. | Uses extensive vocabulary appropriately when making suggestions for the poem. |
| 3. Confidence while speaking in English during pair-work. | Severely lacking in confidence when speaking in English. Nervous and uncomfortable. | Displays some confidence when speaking in English during activity. | Confident when speaking English during activity. | Very confident when using English during activity. |
| 4. Originality and creativity. | No sense of originality or creativity shown during presentation. | Some sense of creativity and originality. | A good attempt. A good sense of originality and creativity. | An outstanding description. Very original and creative. |
| 5. Ability to hypothesize and make creative suggestions. | Unable to hypothesize and make creative suggestions. | Able to hypothesize and make creative suggestions offered to a limited extent. | Good ability demonstrated in hypothesizing and presenting creative suggestions. | Outstanding ability to hypothesize and make creative suggestions. |

5.3.4 Scripted Role-play as a Strategy for Interaction

The pedagogic principle that informs the use of role-play as a strategy is: “linguistic communication is a form of social interaction, and is therefore normally acquired and used in social interaction”.

During a role-play lesson, ESL and EFL learners can interact, thus allowing ESL learners to develop

their linguistic repertoire in English. Role-play is the communicative strategy that is chosen for the last lesson in Unit 1. Role-play is reserved for the last lesson as it is hoped that by this time in the CT Programme, ESL learners will have acquired some confidence to interact verbally in English within their groups. It is also hoped that the learners will feel better prepared in terms of confidence and proficiency and therefore better able to perform before the class audience. Since the learners will be interacting with the same group members, it is hoped that they will be able to interact easily during the role-play and “practice language that is close to what they might actually use” (Sadow, 1987:39). The pedagogic purpose for using the strategy of role-play is to facilitate verbal interaction among learners in the group as well as to create classroom conditions conducive to verbal interaction. According to Littlewood (1981:47), role-plays in the classroom have a “‘therapeutic’ as well as a linguistic function”. Clearly, whether the drama is scripted or improvised, the learners become involved in a great deal of conversation while preparing to present before an audience.

According to Brumfit (1984:77), such opportunities allow for intense language practice, feedback, and monitoring when there is adequate preparation and guidance by the teacher. The role-play activity should lower the Affective Filter of learners and promote comprehensible input, as the CT Programme is designed to promote interaction. According to Brumfit (1984:77), when the learners are taken to the drama room, “the setting is more natural than that of the full class, for the size of the group resembles that of normal conversational groupings”. The discussion of the scenario, the roles to be played by each member of the group, the costumes and props to be prepared and worn and the actual rehearsal of the final script are processes that can be expected to lower the Affective Filter of the learner. A great deal of comprehensible input of the English language should occur as the preparation process involves much social interaction among the learners in the group. According to Sadow (1987:39), “Activities in which all class members participate at once provide for a constant and varied interaction”. In Lesson 7, all learners in the class will work in the same groups of four as for Lesson 1.2. They will be presented with the lesson topic and given seven schooldays and four Lessons to plan, prepare a script and rehearse the role-play to prepare for performance in front of the class. This scripted role-play task will allow ESL and EFL learners to practise communicative performance in English. The role-play entitled: *A family dispute* is outlined in Figure 5.3.4.1.

Figure 5.3.4.1: Lesson Plan 7 from Unit 1

| |
|--|
| Topic: A family dispute. |
| Activity: (7) Learners act out the roles of two children and two parents in a dispute over television viewing. |
| Time: 10 minutes per group of 4 – performance piece. 2x50 minute lessons per class for group rehearsal time. 3x50 minute lessons per class for the performance assessment. |
| Strategy: Role-play. |
| Educator's Task: <ol style="list-style-type: none">1. Place learners in groups of 4.2. Explain to learners that they are each required to choose a role to play.3. Explain to learners that their role must be discussed and rehearsed for final presentation to the class audience.4. Explain to learners that they can use costumes and props to make the role-play interesting.5. Explain to learners that each group can decide what the “dispute” should be about. |
| Learners' task: <ol style="list-style-type: none">1. Prepare, rehearse and present the role-play to the class audience. |

Learners will be presented with a worksheet (Figure 5.3.4.2) of possible scenerios that they can use for the plot of their role-play. They will be offered the option of choosing to perform a scenario chosen in consultation with the group. The groups are required to present the role-play to the class on a date that each group is given on the class calendar. This will ensure that each group comes to class prepared with props and costumes and is well rehearsed.

During the rehearsal which takes place in Lesson 4 learners will be allowed to prepare and memorize the conversation to allow them a sense of security and control and to prepare them for improvising role-plays in the classroom for OBE assessment purposes in other learning areas. According to Littlewood (1981:51), using the forms of drama “in a ‘semi-communicative’²⁵ context helps to prepare learners to use them later in fully spontaneous interaction”.

²⁵ This term implies the use of body language as well as words.

Figure 5.3.4.2: Worksheet for learners of Lesson 7 from Unit 1

| | |
|---|--------------------|
| Unit: 1 | Activity: 7 |
| Topic: Television : prepare a role-play. Time: 10 minutes per group for final presentation. | |
| Sub-topics: Choose one or come up with a related scenario on the topic with your group. | |
| 1. Your sibling wants to watch another T.V programme while you are watching your favourite programme. You ask him/her to wait, but he/she refuses to be reasonable and understanding. You begin to argue. Mom and Dad hear you argue and enter. Dad is upset that you are arguing. Mom is upset that you are watching T.V. on a school day. | |
| 2. Your Mom and Dad have decided that you are not allowed to watch T.V. during the examination period. You and your sibling disagree. What happens? | |
| 3. Your parents catch you and a friend watching a T.V programme that is unsuitable for child viewing. You feel that you are mature enough, they disagree. Your friend claims that his/her parents allow such viewing. What happens? | |
| You may use costumes and props to enhance your presentation. | |

The aim of Lesson 7 of Unit 1 is to allow ESL learners to display their communicative performance while preparing a script, rehearsing the roles and performing for the class. ESL learners are therefore assessed during the role-play in terms of the level of their proficiency when they communicate in English. The aim here is to assess learner performance as well as to establish whether the communicative strategies are effective or not. According to Littlewood (1981:54), the language produced by the learners during the role-play allows them to practise the *process* of communicating rather than focusing on the *product* of the task. Furthermore, the process of producing language that is comprehensible to the class means that ESL learners of differing abilities will be motivated to obtain comprehensible input and will develop their repertoire in English. This enables the educator to evaluate the ESL learners' proficiency. All five criteria listed in the rubric sheet in Figure: 5.3.4.3 are aimed at assessing the ESL learner's ability to use English effectively. Fluency in forming sentences, pronunciation of the words, confidence and volume used to speak enable the educator to assess the level of the ESL learner's proficiency in English.

The ability of the learner to act out the role appropriately means that the educator will be assessing one of the Arts and Culture learning area skills listed in the curriculum guidelines²⁶.

Figure 5.3.4.3: Rubric for assessment used to assess communicative performance of ESL learners during role-play activities on: A family dispute

| Rubric for Assessment | | | | |
|---|---|--|---|--|
| Unit: 1 | Topic: Television | | Strategy: Role-play | |
| Activity: 7 | Sub-topic: Family dispute | | | |
| | Levels | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct simple sentences. | Speaks fairly fluently and is able to form sentences. | Speaks very fluently. Constructs sentences correctly. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Pronunciation is poor. Use of English is limited. Uses simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary are outstanding. A very well-spoken learner. |
| 3. Confidence while speaking in English in role. | Severely lacks confidence when speaking in English. Nervous. | Displays some confidence when speaking in English in role. | Confident when speaking English in role. | Very confident when using English in role. |
| 4. Pitch/volume: softness or loudness when talking. Is the learner audible? | Speaks too softly, barely audible. Unable to assess pitch and volume. | Speaks softly-but audibly. Able to change pitch to some extent. | Speaks according to the demands of the role and able to change pitch according to the role. | Excellent ability to regulate pitch according to the demands of the role. |
| 5. Ability to portray the role. Vocal expression and body language are appropriate. | Unable to portray the role. Poor vocal expression and body language | Able to portray the role to a limited extent with some vocal expression and body language. | A good portrayal of the role is displayed with good vocal expression and body language. | An outstanding portrayal of the role is displayed with excellent vocal expression and body language. |

This rubric will assess ESL learners for fluency, ability to construct sentences in English, confidence, pitch and volume, as well as vocal expression and body language employed when

²⁶ The Arts and Culture learning area has several specific outcomes that indicate whether the educator is to assess learners in terms of their skills, knowledge, attitudes or values. This is presented in a comprehensive Department of Education document labelled: Arts and Culture document 08/content/p2/nc – pages 13 to 18 lists in detail the specific outcomes.

playing a role. The first three criteria remain constant in all the rubric assessment sheets as they will be used to assess ESL language acquisition, while criteria 4 and 5 change for each activity.

Criteria 4 and 5 in each rubric sheet assess the specific outcomes of a particular lesson.

5.4 Assessment Strategy and Instruments

5.4.1 Continuous Assessment in OBE

Continuous assessment was introduced with the implementation of Curriculum 2005 and OBE to transform the assessment process. Educators were required to take on the role of facilitators, and to be constantly engaged in the assessment of tasks in the classroom (Malcolm, 1999; Spady, 1994; Pahad, 1999). However, the term “continuous assessment” became the focus of much debate and discussion with respect to the actual implementation, which involves the designing of assessment tasks, rubrics and exemplars and assessment support systems (Jansen and Christie, 1999). According to Sieborger and Nakabugo (2001:54), this assessment was introduced to “inform educators and learners about a learner’s progress ... to report the achievements of learners to others”. Clearly then, continuous assessment plays a significant role with regard to learner progress and thus to progression to the next grade in South African schools. However, the point that remains difficult to clarify in continuous assessment is: “Does it require carefully prepared tasks with a clear focus on defined outcomes, or is it simply a matter of being alert and sensitive to the progress of learners in the classroom?” (Pahad, 1999:249).

As facilitators, educators are required to encourage learners to express knowledge, ideas, and points of view for the purpose of assessment during group-work, pair-work, debates, role-plays and show and tell presentations. However, such assessment can become problematic, as is clear from a study conducted by Schlebusch and Thobedi (2004). They found in several outcomes-based, English second language classrooms in South African schools in the Free State that where assessment was concerned, “Most learners do experience problems with ESL. They normally cannot say their sentences properly. They struggle to say what they are thinking. They want to speak English, but find it difficult” (Schlebusch and Thobedi, 2004:42).

Hence assessment within OBE classrooms, where ESL learners are not proficient in English, disadvantages the ESL learner who cannot produce responses to indicate understanding of knowledge, skills, and values. Consequently, for accurate forms of assessment to occur, ESL learners have to be able to understand teacher-talk in English and to express thoughts and ideas in English. My case study at Lockwood Secondary explores the communicative strategies which will allow ESL learners the opportunities to improve their communication skills in English. According to Moore (1992:24), verbal communication skills do improve when learners are engaged in a programme of teacher-guided interactive activities that encourage constructive classroom talk, and my own work at Lockwood Secondary School confirms and extends this. Furthermore, since speaking lowers the Affective Filter, according to Krashen (1992) learners' classroom talk gives them the confidence to use their second language.

According to Moore (1992:24), such constructive conversations among ESL learners, while planning and participating in classroom drama and other communicative activities, will develop their vocabulary and proficiency in the English language and their understanding of concepts and tasks. This therefore becomes significant in my study, as learner proficiency in the medium of instruction has been shown in Chapter 2 to play a significant role in learner academic progress. When learners are unable to express themselves in the language of instruction because of their limited proficiency, their progress is affected adversely and, as mentioned in Chapter 2, they may fail because they are unable to respond to assessments of their capabilities. The intention here is to show that constructive classroom talk aimed at improving learner vocabulary and communicative performance in English could develop ESL learners' CALP.

The CT Programme was designed to ensure that all ESL learners engaged in activities designed to promote verbal interaction. Interacting verbally in the English language with other ESL and EFL learners created more opportunities for ESL learners to hear and practise the English language, as well as understand English better.

This chapter presented the design of the lessons of the CT Programme. In the next chapter, assessments to determine improvements in ESL proficiency conducted by the Arts and Culture (AC)

and Language, Literacy, and Communication (English) (LLCE) educators will be described and comparisons are made between them. These comparisons ensured that the LLCE educators were independent and unbiased assessors of the ESL learners' language proficiency and communicative performance ability. The conclusions drawn from the data of this case study will be discussed critically in terms of their relevance to ESL classrooms and ESL learner proficiency.

5.4.2 Assessment Strategy in Classroom Talk

According to the *Government Gazette* (1998), assessment is defined as “the process of identifying, gathering and interpreting information about a learner’s achievement, as measured against nationally agreed outcomes for a particular phase of learning” (*Government Gazette*, 23 December 1998:8, No: 19640). The assessment strategy employed in the CT Programme included continuous assessment of learners by educators, peer assessment, and learner self-assessment, according to the OBE guidelines issued by the Department of Education.

In OBE, such assessment is considered to be learner-centred and results-oriented with the understanding that learners need to and can achieve their full potential over a specified period of time (*Government Gazette*, 23 December 1998:8, No: 19640). Furthermore, according to Bellis (1999), assessment in OBE is conducted in terms of clearly defined criteria, which leads to greater accuracy. Thus in OBE the learner’s “performance is assessed in terms of the achievement of outcomes, of the competence as described in the learning objective for the relevant portion of learning and not assessed in relation to other learners” (Bellis, 1999:227).

In terms of progress and achievement, such continuous assessment in OBE should provide all learners with equitable and fair opportunities to progress to the next grade (Bellis, 1999:227). However, to enable fair and equitable continuous assessment (CASS), a criterion-referencing approach is adopted in OBE. Criterion-referencing is defined as “The practice of assessing a learner’s performance against an agreed set of criteria. In the case of OBE the learner is assessed against agreed criteria derived from the specific outcomes” (*Government Gazette*, 23 December 1998:8, No: 19640). In the next section, I shall discuss the assessment instrument that will be used in the CT Programme.

5.4.3 The Assessment Instrument: Rubrics and Level Descriptors

The criteria for assessment in OBE are laid down on rubric assessment sheets and on lesson worksheets so that the learners are aware of exactly what is expected of them. This enables learners to become part of the assessment process and to apply the criteria to their own work and work towards achieving them. According to Wiggins (2002:2), “A good rubric allows valid and reliable; criterion referenced; discrimination between performances”. A rubric thus uses a set of clear criteria based on a hierarchy of scores or level descriptors to assess learner performance. The numerical four-point scale is used in OBE rubrics for scoring purposes. These rubric scales are evaluative in nature and employ such terminology as: ‘fully achieved’; ‘partially achieved’; ‘achieved’; ‘not achieved’. Each of these descriptors will be allocated a number, so ‘fully achieved’ will be a 4; ‘achieved’ to a good extent, but not fully will be a 3; ‘partially achieved’ will be a 2; and ‘not achieved’ a 1. Sample rubric lesson assessment instruments used in this study are presented in Chapter 6 and in Appendix F for the reader.

5.4.4 The Process of Assessment during the CT Programme

Initially, either one or two 53-minute lessons each week will be spent observing ESL learners in the ‘contrast’ group for the purpose of assessment. During the process of assessment for each lesson, rubric sheets will be employed which will contain short descriptions of levels of progress. Because the rubrics contain level descriptors, all that the AC educator will be required to do here is tick the appropriate level descriptor that describes the learner’s level of performance. The criteria in the rubrics present the AC educator with information about ESL learners’ choice of vocabulary in English, frequency of speech, fluency of speech, role taken in relation to others in the group, quality and quantity of ideas contributed, and the confidence with which these ideas are presented. When the ratings attributed to each level descriptor are added, conclusions can be drawn about each learner’s communicative performance and proficiency in English, and thus the impact of the CT Programme.

The AC educator will use the rubric assessment sheet designed for the different lessons²⁸ from the CT Programme²⁹ to assess ESL learners during the lesson. Learners will be required to engage in self-assessment and peer assessment using similar rubrics. In order to assess one another effectively

²⁸ These lessons are outlined in Chapter 5.

²⁹ Details about this programme of lessons are discussed in Chapter 4 and will not be discussed here to prevent information from being repeated.

they will be required to observe and listen to one another closely during the discussions. In light of this, I shall reflect on the design and implementation processes that are planned for the CT Programme in terms of pedagogy and assessment.

5.5 Reflections

In this chapter the design and implementation procedures for the CT Programme for verbal interaction in a multilingual outcomes-based classroom have been described. Then the proposed CT Programme of interactive activities for implementation in the Arts and Culture learning area was outlined for the reader. The lessons from Unit 1 of the CT Programme, the pedagogic principles and the principles informing the choice of strategy, as well as the purpose of the CT Programme, were outlined to show that careful sequencing of strategies will lower the Affective Filter of ESL learners and promote classroom talk. During the implementation of the CT Programme, the verbal interactive tasks are intended to lower the Affective Filter and to allow ESL learners to express themselves clearly and concisely in English in the Arts and Culture learning area. Kapp (2004:260) points out that present pedagogy does not allow ESL learners to acquire the “conceptual framework, the metalinguistic tools, or the vocabulary required for the task”.

This chapter demonstrates that the CT Programme involved a great deal of preparation for the educators in the case study school. The educators ran the CT Programme parallel to the normal curriculum. Inevitably it increased the workload and took up much of the class time. However, the process of the planning and the implementation of the CT Programme in consultation with educators will, it is hoped, serve to empower educators and develop their pedagogic and classroom management skills.

The principles of pedagogy mentioned here and in Chapter 4 will it is hoped allow the educators to understand the processes of learning and teaching for the promotion of verbal interaction in an ESL context. Furthermore, the CT Programme will present the educators with the opportunity to acquire skills and expertise to practise OBE in the Arts and Culture classroom. Educators in other programmes may be able to view the CT Programme as a scaffold for their own work.

The researcher has prepared the CT Programme with materials in consultation with the educators for each activity and will assist the educators for the duration of the CT Programme in terms of acquiring effective classroom management skills when dealing with group-work tasks. The design of the CT Programme is therefore structured explicitly to guide the pedagogical process and empower the educators. The lesson plans, worksheets, and rubric assessment sheets offer the educator guidelines to implement the CT Programme.

Most of all, Unit 1 serves to introduce the ESL learners to the process of interacting and communicating with other learners in English with the aim of promoting communicative performance. The implication is that improved communication in English allows for better proficiency and improvements in language acquisition, as well as fair and accurate evaluation of the ESL learner's skills, knowledge, values and language proficiency. Canale and Swain³⁰ (1980) state that evaluating knowledge of the language and communicative performance on the basis of the learner's demonstration of knowledge in concrete situations allows one to test the effects of any communicative programme. Todeva (2003:2) sums up what the CT Programme attempts to achieve:

...systemic explorations of alternatives in everything we do, carefully keeping track of every small change we make impacts the entire learning experience of our students. This approach has been described in different ways as *conscious rule breaking...or shift of mind...*"to educate"...means to take one from a particular place in one's thinking to a new place that allows exploration from a fresh perspective.

Thus it is envisaged that the educators and learners will benefit from the CT Programme in terms, respectively, of pedagogy and learning.

In the next chapter the Pilot CT Programme and the research methodology employed in gathering the research data during the CT Programme will be discussed. The major focus in this chapter is the promotion of ESL learner talk in classrooms, and effective pedagogy and classroom management skills. These two themes will be the focus of Chapters 7 and 8.

³⁰ In a paper entitled: "Theoretical Bases of Communicative Approaches to Second language Teaching and Testing," Canale and Swain (1980) discuss the feasibility and practicality of testing the communicative competence of students enrolled in French second language programmes in Ontario. They establish a set of principles for communicative approach and then suggest implications for second language teaching and testing.

CHAPTER 6

The Research Methodology for Classroom Talk

6.1 Introduction

Research into second language classrooms¹ indicates that it is sometimes difficult to assess objectively ESL learners' academic progress and language proficiency. This difficulty is a methodological one which I hope to address in three sections of this chapter concerned as it is with the research methodology.

My work is situated in classrooms where there are learners who are first language speakers (EFL) as well as second language speakers (ESL), as is frequently the case in South African schools, and in this lies the importance of my study.

The first section considers the design, the CT Programme itself and the implementation process associated with it. The second section considers the way in which I situate myself as an educator and researcher within the context of this study. The third section focuses on the difficulty of assessing the impact of an intervention in learners' ability to communicate proficiently in English. Furthermore, this chapter considers how the Pilot CT Programme influenced the adjustments made to the final CT Programme. The findings of the pilot study which are presented in this chapter allowed the researcher and educators to reflect on and consider changes in terms of the methodology, the instruments, the design, and implementation of the intervention.

The first section of this chapter begins by describing the design process of the CT Programme. The second section examines the methodology of the case study in terms of how well it enabled the implementation of the CT Programme in Lockwood Secondary School. The third section considers the questionnaires that were used to collect data, with excerpts and discussion of selected sections, and to which educators and learners were required to respond. In the fourth section, I describe how I intended to observe and interpret the research for the purposes of this study; and offer selected excerpts from educators' diaries and transcribed recordings of lessons.

¹This refers to research by Cleghorn *et al*, 1998; Schlebusch, 2002; and¹Cummins, 1994 based on the Cognitive Academic Language Proficiency and Basic Interpersonal Communication Skills, and learners' communicative competence and performance which are discussed in greater detail in Chapter 3 of this thesis.

The fifth section considers the actual context of Lockwood Secondary School in terms of the physical aspects and facilities, as well as the academic culture of the school, its learners and educators. The sixth section discusses the quasi-experimental design of the Lockwood intervention, the employment of control and contrast² groups, and the implementation of the Pilot CT Programme. The projected research schedule is presented before the Pilot CT Programme is described and evaluated, and then the process of refining the research instruments, both for learners and educators, and the final amended CT Programme are presented. In the last section of this chapter, the reliability and validity of the data and the need for triangulation will be considered before the conclusion. This chapter is structured to demonstrate to the reader the planning and implementation process for the research as a carefully and critically planned, piloted, and revised intervention.

The research design outline and the methodology which are presented in this chapter are also informed by insights arising from preceding chapters which focus on the theory, principles and design of the CT Programme. This chapter also concludes Section B of the thesis and prepares the reader for Section C, which focuses on the analysis of the data, findings, conclusions and recommendations.

6.2 The Classroom Talk Design Process

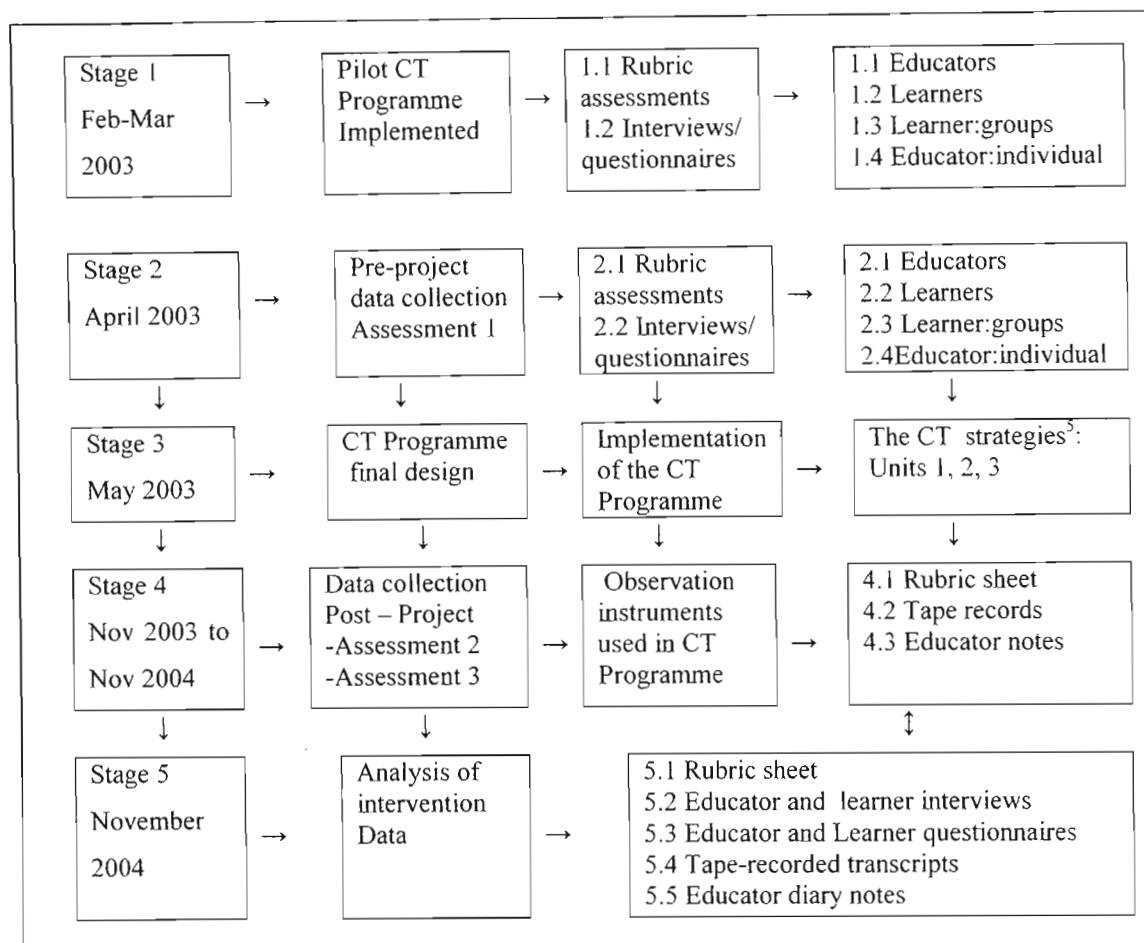
The CT Programme is designed to determine the impact of communicative strategies on the ESL learners' Affective Filters (Krashen, 1982) and communicative performance (Hymes, 1972). In order to determine whether there will be a positive or negative impact on ESL learner ability to communicate in English, the research design entailed the collection of pre-project data³, which was to be compared to data collected after the intervention. Thus, before the CT Programme was implemented, the LLCE⁴ and AC educators were required to complete the first rubric assessment sheet which provided the researcher with the pre-project data for comparisons at the end of the study. Figure 6.2.1 presents the research design outline.

²The term contrast is used here instead of the term 'experimental group' since the study in this thesis was not sufficiently scientifically based to be termed experimental. The qualitative nature of the data collection led to the term contrast being used. This term has been employed by Balfour (2000) in a similar research design. However, Balfour (2000) focused on testing the effectiveness of a Writing Programme (SEE Project), while I focus on employing communicative strategies to promote communicative performance or CT.

³ The Ethical Clearance Certificate was obtained from the Faculty of Education and can be found in Appendix M.

⁴ LLCE – as indicated in the 'List of abbreviations' at the beginning of this thesis refers to the Language, Literacy and Communication educators of the English language learning area. AC– refers to the Arts and Culture learning area educators.

Figure 6.2.1: The research design outline of the CT Programme



Before the implementation of the final CT Programme, a pilot study was conducted to test the research instruments, the rubric sheet, and the questionnaires and interview schedules. The final CT research process involved Grade 8 in 2003 and in 2004, the same learners, now in Grade 9, at Lockwood Secondary⁶. The data was collected at the start of the study by conducting interviews with educators and learners using interview schedules and questionnaires to gather information on the learners participating in the study. Furthermore, interviews were conducted with LLCE and AC educators at the beginning of the study to gather information concerning the school's language policy. The information provided by the questionnaires, interviews and educator notes allow the researcher to assess the validity of the CT Programme assessments; that is, the post-project data assessments 2 and 3⁷.

⁵The strategies refer to the communicative strategies employed in the CT Programme which include pair-work, group-work, information gap, show and tell, debate, panel discussion, role-play, public speaking and improvisation.

⁶Please refer to Section 6.5 for details on the sample selection.

⁷Please refer to Section 5.4.3 in Chapter 5 for details on the design of these assessment instruments.

The CT Programme, as mentioned in Chapter 5, will provide a “framework”⁸ (Todeva, 2003:1) for educators to promote communicative performance among ESL and EFL learners. It will be implemented in Stage 2 in the form of Units 1, 2, and 3. Each unit focuses on communicative strategies to lower the Affective Filter and promote ESL learners’ interaction in English. During Stage 2, learner verbal interactions are expected to take place through the medium of English. During Stage 3, observations and assessments of ESL learners in the control and contrast groups are conducted by a participant observer, the Arts and Culture educator. These observations and assessments are conducted during each of the interactive tasks in Units 1, 2, and 3. These assessments were conducted using rubrics and level descriptors according to the outcomes-based principles of assessment described in Chapter 5.

Lessons were tape-recorded for later analysis. The assessment of ESL learners was conducted by LLCE educators using rubric assessment sheets designed by the researcher and was scheduled for the end of 2003 and the end of 2004. These assessments were compared with the final Arts and Culture assessments to determine whether the CT Programme had any effect on ESL proficiency and CALP. In Stage 4, the data was analysed. The questionnaires devised by the researcher were administered to and interviews conducted with educators and learners at the beginning and end of the intervention,

Analysis of the sources of data mentioned in Figure 6.2.1 indicated the extent to which the CT Programme was effective. These findings will be discussed in Chapters 7 and 8 of this thesis. The research procedures outlined here must therefore be considered in terms of the relatively small scope of the Lockwood study. The methodology described in the section to follow shows how I draw on both qualitative and quantitative methods.

6.2.1 Methodology for the Classroom Talk Programme

After considering ethnography as a possible method for the study of ESL learning in context, the realisation that it would entail an anthropological and sociolinguistic focus (Johnson, 1992:133), rather than a comparative focus on an intervention’s impact, influenced the researcher to reject it. I then considered the survey method (Johnson, 1992) as a possibility, because it allows for comparative analysis. This, however, entailed a study of several schools to yield broad descriptive data (Johnson, 1992:106) instead of a study of an intervention programme which

⁸ Todeva (2003) refers to “framework” as a reference point from which educators are able to work with the aim of developing and changing pedagogy.

would allow for control and contrast groups. Consequently, the case study approach was selected as the focus of my research. Furthermore, in order to conduct a comparative study to determine the effectiveness of the CT Programme, the Lockwood case study required a quasi-experimental design.

As a participant educator and researcher in this study, I considered the case study an appropriate means of addressing the two research questions referred to in Chapter 3. These questions were concerned with the Affective Filter and communicative performance of ESL learners. The case study allows for an in-depth study of a particular group of learners in the formal setting of a school. According to Stake, "A case study is a bounded system" (1988:252) that focuses on an educational problem, in a single context which can be of relevance to others in similar contexts.

A case study of a particular group of ESL learners, within the context of a single secondary school, in this case Lockwood, may provide a rich source of research data concerning the way in which individual ESL learners develop communicative performance in an English medium context. This allows educators and the researcher to examine whether the communicative strategies employed during verbal interactive activities in the English medium classroom have an impact, positive or negative, on ESL learners during the research period. Furthermore, it allows educators to study ESL learners as they develop (or fail to do so) linguistic proficiency in English.

According to Johnson (1992), case studies:

inform us about the processes and strategies that individual L2 learners use to communicate and learn, how their own personalities, attitudes and goals interact with the learning environment, and about the precise nature of their linguistic growth. (1992:76)

The case study therefore appears to be the most suitable approach to researching ESL learning using a quasi-experimental design¹⁰ comprising two control and two contrast groups. This choice also seems appropriate because case studies that focus on second language learning, such as those conducted by Hakuta (1976) and Wong-Fillmore (1976), show that the case study is often chosen when the focus of a study is second language learning. Methodologically, these studies suggest that the case study allows the researcher to concentrate on a specific context over a long

¹⁰The quasi-experimental design is detailed later in this chapter.

period of time. This allows the researcher to gain deeper understanding of the subjects and the context.

Another researcher, Hakuta¹¹ (1976), conducted a case study of a Japanese child learning English as a second language over two years. The focus was on the way the child memorised parts of sentences and used them as formulae to develop rules of syntax.

Wong-Fillmore (1976) employed the case study in an ESL research project which focused on the way in which five children were able to learn English. In this particular study, she examined the cognitive and social strategies that these children used in the learning process.

In 1985, Wong-Fillmore conducted another three-year study based on Hispanic primary school learners. The focus here was on the way the learners learned English as a second language. Although these studies were based in the United States, both the Wong-Fillmore and Hakuta studies show that the case study is effective for research in language proficiency. Furthermore, the study conducted by Wong-Fillmore (1985) is of particular significance in this chapter because of the design. Wong-Fillmore focuses on a design which considers the relationship between pedagogy and language acquisition and learning, and is therefore similar to the CT Programme.

Johnson (1992:79) argues that case study methodology serves as a means of discovering how second language learners interact with the second language and the curriculum content. A study conducted by Hawkins (1988) (in Johnson 1992:79) draws on scaffolding to study how Grade 4 learners cope with academic content and language demands. Hawkins (1988) set out to search for evidence of scaffolding in the interaction of the teachers and learners, concrete signs of language learning and the type of classroom activity that motivates scaffolded interaction. In her study, Hawkins has devised a programme which provides the structure necessary to enable the learners to develop what she terms “concrete signs of language learning resulting from instances of scaffolded interaction” (Johnson, 1992:79). The importance of describing the Hawkins case study is to illustrate that “scaffolded” interaction can promote second language acquisition and that, in terms of the Lockwood study, the CT Programme strategies would serve as a set of

¹¹The studies mentioned here illustrate the effectiveness of the case study in dealing with language learning.

scaffolds to lower the Affective Filters and promote communicative performance among ESL learners.

Furthermore, the findings of Hawkins study agree with Gumperz (1986 in Johnson, 1992) that the case study allows the researcher to focus on communicative interaction in a particular situation. Similarly, my Lockwood case study in KwaZulu-Natal is concerned to test the impact of communicative strategies on four groups of learners, two of whom form the control groups and the other two the contrast groups. Johnson (1992) states that this allows the researcher to compare the cases in the study and “describe the case in its context” (Johnson, 1992: 76). The case studies discussed in this section reveal that the data obtained from each case study is of significance to the researcher and the participants in that particular context. Furthermore, the methodology employed in these case studies allow me to approach my case study from an informed background, as the CT Programme serves as a scaffold for the educators in Lockwood Secondary School.

A case study can reveal significant information that may not be generalisable to other cases, but may serve the needs of the researchers in a specific context, in terms of improving understanding of the relationships of the variables in a particular context. According to Stake (1995:xi), the case study allows the educator-researcher in a specific project, like the Lockwood case and those quoted above, to understand the particular dynamics. It allows researchers to make informed decisions about that learning environment and the learners there. Although each case is unique, a study may reveal new knowledge of the processes prevalent in a particular context (Stake, 1995:xi).

A case study can take the form of a major study, or can be composite, including several approaches within one study. In both of these quasi-experimental techniques may be employed to compare the effect of programmes across groups in a single context (Johnson, 1992). Thus the Lockwood research questions were considered using a quasi-experimental case study approach, as they all focus on “the effect of an activity on some aspect of learning” (Johnson, 1992:164).

The quasi-experimental case study conducted by Balfour (2000) focuses on two isiZulu secondary schools in KwaZulu-Natal. An in-depth study was conducted by the researcher in collaboration with the English language educators to determine the effectiveness of a programme (the SEE Project), which differed from the syllabus of KZN high schools, in the teaching of

English literary and language skills in isiZulu-medium schools. The methodology included observation, questionnaires, tests and interviews to test the effectiveness of the SEE project, using control and contrast groups. According to Balfour (2000: v), the findings indicate that the long-term effects of the SEE Project were likely to have been positive had the project continued for a longer period. A similar case study was conducted by Ogude and Rollnick (1999) who engaged in a quasi-experimental study by focusing on groups of ESL primary school science learners from 11 to 13 years of age in Soweto.¹²

In the case of Lockwood Secondary School and the CT Programme, the focus was on whether participation in verbal interactive learning tasks in the communicative classroom could lower the Affective Filter of ESL learners and whether increased constructive classroom talk in the English language would improve communicative performance among ESL learners. The aim of the CT Programme is to provide the educators in the case study school with alternative pedagogical strategies to lower the Affective Filter of ESL learners. The pedagogical strategies¹³ to be employed are such communicative strategies as group-work, debates, information gap activities, role-plays and show and tell presentations which are illustrated in the research design in Figure 6.2.1 and in Chapter 5. The three pedagogical principles¹⁴, detailed in Chapter 4, inform the design of the CT Programme and define the alternative classroom procedures to be tested using the control and contrast groups. In the next section, representative parts of the instruments that were used in February 2003 in the Pilot study and later adapted for the final implementation are described.

¹² The quasi-experiment involved engaging one group of Grade 7 science learners in a drama in education project; another group engaged in video presentations, and the last group were engaged in 'normal transmission-style' science lessons where the chalkboard and text books and/or worksheets were used. The aim here was to teach science, specifically the topic 'Force', through Drama, and to determine which group of learners would obtain a better understanding of the subject matter. The quasi-experiment involved a collaborative effort between a Drama specialist and a Science educator. The process of learning science through drama in education was conducted in the medium of English. The findings of this case study indicate that learning science through drama and producing a script allows learners to learn better when they are actively involved in the process of learning both content and the second language which is being used as a medium (Ogude and Rollnick, 1999:255).

¹³ Pedagogical strategies in this context refer to the communicative strategies group-work, show and tell presentations, role-play, debates and information gap activities indicated in Figure 6.2.1.

¹⁴ First, linguistic communication is a form of social interaction and is therefore normally acquired and used in social interaction and, second, linguistic communication is carried out under limiting psychological and other conditions such as memory constraints, fatigue, and other distractions and, third, linguistic communication always has a purpose.

6.3 The Instruments Employed to Collect Data

Questionnaires were used to gather data in this case study from a sample of 95 ESL learners in 2003 and 62 learners in 2004. I began the study by presenting the learners in the control and contrast groups with pre-project questionnaires which explored their motives in choosing Lockwood and the conditions under which they attended the school. The responses to these pre-project questionnaires were used to evaluate ESL proficiency and the frequency of individuals' verbal interaction in English. This information was re-used at the end of the study to make comparisons between learners' estimates of their proficiency and amount of their verbal interaction in English. The four Language, Literacy and Communication (English) educators and the Arts and Culture educator participating in the study were required to respond to pre-project questionnaires to record their assessments of the ESL learners' proficiency in English at the beginning of the study. In this way, the questionnaires proved useful in evaluating the effectiveness of the CT Programme. According to Weir and Roberts (1994:16), pre-project data is significant because "at the very start of the implementation stage, measurements of criterial features can be determined (for example, pupil language data...) to allow for later comparisons with project outcomes".

The data resulting from both these kinds of questionnaires were then analysed to reveal significant patterns in ESL learner proficiency in English and eagerness to communicate verbally in interactive lessons. These questionnaires provided a base after which improvement, deterioration or stasis in ESL learner communicative performance during the three Units of the CT Programme could be gauged.

6.3.1 Educator Questionnaires (Appendix C2)

The case study spanned two years and educator questionnaires were used in the collection of part of the research data¹⁷ over this period of time. (see Appendices C2-4). According to the educators who participated in the Pilot study, evaluating each learner and then recording the mark on the questionnaire was a time-consuming process. The researcher formulated

¹⁷Data was collected using questionnaires, and during observation and assessment. The latter is discussed in Chapter 8.

questionnaires consisting of rubric assessments for the educators teaching Grade 8 Language Literacy and Communication of English (LLCE) and Arts and Culture (AC) to evaluate learners at the beginning of 2003, the end of 2003 and the end of 2004. These evaluations of learners were based on the rubric assessments completed in class based on learners' performance in English verbal tasks. The assessments recorded in the responses to educator questionnaires were unavoidably influenced by the perceptions of the LLCE educators, but these assessments nevertheless formed part of the mark used by the language educators to determine learner progression. The other part of the mark for English progression was obtained from written tests and assignments which were then added to the verbal mark to obtain a final English year-mark for the learner. Comparisons were made between these two kinds of marks so that inconsistencies and bias would be apparent. Assessing learners' verbal output may be subjective and the researcher strove to establish, as far as possible, the reliability¹⁹ of such data.

As discussed in Chapter 1, from 1998 all schools have been using OBE in terms of instruction and assessment procedures. In OBE training workshops, level descriptors were suggested as a suitable assessment procedure to adopt. They therefore appeared to be the most appropriate procedures to adopt for assessments. The educators were now familiar with this system and the aim was to ensure that no additional or unnecessary stress was added to their already stressful OBE environment.²⁰ It would also ensure that they could conduct the assessments with seriousness and accuracy.

Each educator was required to study the four level descriptors that appeared on the questionnaire. They would then be required to assess the communicative performance of ESL learners in their class and record the number of the level descriptor that best described each learner. The educators would do this three times during the course of this case study. The three times during which ESL learners would be assessed would be: before CT Programme, once during the programme, and at the conclusion. An excerpt from the questionnaire is presented in Figure 6.3.1.1. Questionnaire 01 can be viewed in Appendix C2.

¹⁹The definition and further discussions of the terms reliability and validity take place later in this Chapter in Section 6.7.

²⁰Details of stress experienced by OBE educators in South Africa mentioned briefly in Chapter 1 and details can be found in Jansen (1997) whose text *Curriculum Reform in S.A: A Critical Analysis of Outcomes-based Education* describes his research on the topic as well as those of several other South Africa researchers and academics.

Figure 6.3.1.1: Excerpt from Questionnaire 01 (Appendix C2)

| Assessment of the learner's ability to speak in English | |
|---|---|
| Please assess each ESL learner's ability to speak in English. PLEASE WRITE THE NUMBER OF THE LEVEL DESCRIPTOR IN THE APPROPRIATE COLUMNS PROVIDED. | |
| Level 1: | Very limited English language proficiency. Well below a satisfactory standard. Cannot cope academically. Can barely speak English. |
| Level 2: | Limited English language proficiency. Some weaknesses in English-speaking ability which hampers him/her academically in this English medium environment. Struggles to express ideas in English. |
| Level 3: | Better English language proficiency. Can cope academically. A higher standard would be desirable. Able to express ideas reasonably. |
| Level 4: | English language proficiency is very good. Able to use the language well with a few minor faults. Able to express ideas very well. |

Figure 6.3.1.1 presents the four level descriptors that were used by the LLCE educators as guidelines to assess ESL learners in terms of English language proficiency for the three communicative performance assessments (CPA). The schedule for each CPA is presented in Figure 6.3.1.2.

Figure 6.3.1.2: Lists the three CPAs conducted by the LLCE educators

| Test | Date |
|----------------------------------|---------------|
| 1. Pre-project CPA | May 2003 |
| 2. First CPA during intervention | November 2003 |
| 3. Second CPA after intervention | November 2004 |

The communicative performance assessments (CPAs) conducted by these LLCE educators were used in comparisons with the assessments conducted by the Arts and Culture (AC) educators during lessons. Each learner in this case study was assessed during the AC lessons using the same level descriptors to ensure that the AC assessments and those of the other three educators (LLCE) were based on similar criteria²¹. Learners were assessed on each task and an average was calculated of each of these assessments. The final figure was reconciled with the scale used in the level descriptors. This level descriptor would then be entered next to the assessment of the LLCE educators' level descriptor for further comparisons with the AC mark. Figure 6.3.1.3, represents sample results of learners' CPAs.

²¹See Figure 6.3.1.1 for details.

Figure 6.3.1.3: Sample of the assessment questionnaire

| No | Name of Learner ²² | Language Ability in LLCE | Language Ability in AC |
|----|-------------------------------|--------------------------|------------------------|
| 1. | Bheki G | 2 | 2 |
| 2. | Danga G | 2 | 2 |
| 3. | Mike A | 3 | 3 |

The pre-project assessment, the 2003 year-end assessment, and the 2004 year-end assessment for each ESL learner in the control and contrast groups were conducted by each educator on separate assessment documents.²³ For each assessment conducted by the LLCE educator, the AC educator would produce a final level descriptor for the same learner. The next section will provide excerpts and explain the procedures to be followed in the administration of learner questionnaires.

6.3.2 Learner Questionnaires

The learner questionnaires (Appendices C5 to 12) were presented to all the learners in the study to determine whether they understood what was happening, and to ensure that appropriate feedback was obtained. The content of each of these questionnaires will be discussed in detail in Chapter 7 to prevent repetition of information. Excerpts from the questionnaires are presented with explanations of their design. Figure 6.3.2.1 presents details of the dates when each of the questionnaires were presented to the control and contrast groups.

Figure 6.3.2.1: List of the learner questionnaires employed in the Lockwood study

| Questionnaire | Date completed | Group | CT Programme |
|---------------|----------------|----------------------|--------------|
| 01 | May 2003 | Control and contrast | Before CTP |
| 02a | May 2003 | Control and contrast | Before CTP |
| 02b | November 2004 | Contrast | After CTP |
| 03 | May 2003 | Control and contrast | Before CTP |
| 04 | May 2003 | Contrast | Before CTP |
| 05a | May 2003 | Contrast | Before CTP |
| 05b | November 2004 | Contrast | After CTP |
| 06 | November 2004 | Contrast | After CTP |
| 07a | November 2003 | Contrast | During CTP |
| 07b | November 2004 | Contrast | After CTP |

²² Names of learners and educators are pseudonyms.

²³Please see Appendix 1 for an example of the educator assessment document.

Seven separate questionnaires were administered to the learners in the contrast and control groups during the study. Four of the questionnaires²⁴ were completed only once during the case study. The other three questionnaires were presented to the learners twice during the course of the study. Questionnaires 2a and 5a and 7a were presented at the beginning of the study, while Questionnaires 2b, and 5b and 7b were presented to learners at the conclusion of the study. This was to ensure that the data obtained could be compared each time, and to check for patterns or changes in improvements in proficiency and verbal interaction, if any. The questionnaires relied on learner self-report of performance. The reliability of self-report can be determined by comparing the learners' self-assessments with the information from learner questionnaires and with assessments conducted by the LLCE and AC educators. The fact that learner self-assessments²⁵, in terms of the research design, were as far as possible simultaneous with the LLCE and AC assessments lent reliability and validity to the learners' self-reports where they concur with the other assessments. Such comparisons, it was hoped, would reveal to the researcher differences in standards that might exist. These differences were taken into consideration when conclusions were drawn concerning the findings of the study. Knowledge of discrepancies allowed the researcher to draw informed conclusions.

Figure 6.3.2.2: Excerpt from learner Questionnaire 02a/b which examines the ESL learner's use of English in the communicative strategies

| TICK THE MOST APPROPRIATE ANSWER | | | | |
|--|-------------|---------------------|-------------|------------------|
| Describe your use of English in the following areas: | | | | |
| Areas | Poor | Satisfactory | Good | Very Good |
| 1. Speeches | | | | |
| 2. Show and tell | | | | |
| 3. Poster presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

²⁴Questionnaires 1, 3, 4 and 6 were presented only once for information. Please see Appendices C4, C6, C7 and C9 for full copies of questionnaires.

²⁵ The research design allows for assessments to be conducted over a two-year period at three different times during the intervention. Please refer to Figure 6.3.1.2 for details of the three assessments.

²⁷The communicative strategies referred to here are role-plays, group-work, pair-work, information gap activities, show and tell presentations, debates and panel discussions.

planning of lessons and for management of the class of learners to ensure that ESL learners benefit optimally. This questionnaire presented information to the educators concerning each learner. This information allowed educators to place learners in groups and to address learners in a manner that would make them more confident about speaking thus lowering the Affective Filter.

Figure 6.3.2.5: Questionnaire 05a/b – presents strategies preferred by learners

| | | | |
|--|------------------|-----------|-------|
| CROSS THE ANSWER THAT BEST DESCRIBES YOU | | | |
| I speak in English during | | | |
| 1. Small group discussions: | | | |
| Always | Most of the time | Sometimes | Never |
| 2. Class discussions: | | | |
| Always | Most of the time | Sometimes | Never |
| 3. Role-play lessons: | | | |
| Always | Most of the time | Sometimes | Never |
| I speak in English when | | | |
| 4. Talking to classmates during group discussions: | | | |
| Always | Most of the time | Sometimes | Never |

Adapted from Weir and Roberts (1994:89)

Questionnaire 05a/b seeks to determine (a) the strategies preferred by learners during lessons and (b) the lessons when ESL learners communicate most in English.

Figure 6.3.2.6: Excerpt from Questionnaire 06 which considers ESL learner improvements in English proficiency

| | | | |
|---|-----------------|-------------|---------------------|
| COMPARE YOUR USE OF ENGLISH NOW TO THE BEGINNING OF THE YEAR | | | |
| When I use English to speak now: | | | |
| 1. I pronounce the words: | | | |
| no better than before | a little better | much better | a great deal better |
| 2. My vocabulary is: | | | |
| no better than before | a little better | much better | a great deal better |
| 3. I am able to use the grammar: | | | |
| no better than before | a little better | much better | a great deal better |
| 4. I am able to speak in complete sentences: | | | |
| no better than before | a little better | much better | a great deal better |

The details of Questionnaire 06 indicate that it was designed to be administered to learners at the end of the study. This questionnaire attempts to ascertain in which aspects of communication in English, and to what extent learners feel they have improved. For example, ‘no better than before’ shows the researcher that the learner does not believe he/she has improved at all in any of the different aspects listed on Questionnaire 06. The information in this questionnaire allows the educators and researcher insight as to the success or failure of the CT Programme. Such insight will influence the use of CT strategies in the future. If the results indicate that improvements occurred, then similar programmes may continue to be used. If the results indicate lack of improvement in ESL communicative performance, then such programmes are unlikely to be attempted.

Questionnaire 07 seeks to determine how much English communicative performance ESL learners engaged in. Questionnaire 07 was the final questionnaire presented to the control and contrast groups. All the questionnaires, except for 2b, 5b, and 7b, were presented to learners at the beginning of the study. This information allowed the educators and researchers to begin the process of observation using the rubric assessment sheet as the observation instrument.

Figure 6.3.2.7: An excerpt from Questionnaire 07 - examines the amount of speech practice learners received during the Classroom Talk Programme

| TICK THE BEST ANSWER | | | | |
|--|-------------|----------------------------|---------------|-------------------------|
| How much English-speaking practice did you get during Arts and Culture lessons in the following areas? | | | | |
| Areas | None | Some but not enough | Enough | More than enough |
| 1. Speeches | | | | |
| 2. Show and Tell | | | | |
| 3. Poster Presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

The next section describes in detail the use of the rubric assessment sheets, note-taking and observations for the assessment of ESL learner communicative performance and affective states.

6.4 Observation and Instruments Used in Observation

6.4.1 *The Rubric Assessment Sheet as Observation Instrument*

According to Stake (1995), observations in case studies present the researcher with a better understanding of the case. Stake claims that if researchers want to increase their understanding of a case, they need to “look only at a few aspects” of the case (Stake, 1995:60). In qualitative case studies, observation data is considered to have significant meaning that can be immediately recognised by the observer and can be interpreted and recorded. A focus on set aspects or criteria during observation is expected to present the researcher with significant meanings and understandings concerning the learner(s). Weir and Roberts concur with this, stating that “We have to select, and selection is directed by prior decisions as to what is relevant and significant ... observational instruments are a ... theoretical claim about second language learning” (Weir and Roberts, 1994:165).

This suggests that observational data should have a clear focus and should reveal information related to the study, as well as allowing for insights not previously achieved. There may be a danger, when observational instruments are employed of the observer’s pre-determining the nature of the outcomes (Weir and Roberts, 1994:165). Comparisons between the different rubrics and rating scales were used to eliminate bias as far as possible and were used as observational instruments during the study.

Furthermore, in order to obtain representative data concerning ESL learner communicative performance and proficiency for the case study (Stake, 1995:63), the contrast group was observed repeatedly during the CT Programme when actively engaged in one of the communicative strategies²⁷. Rubrics and rating scales as observational instruments were designed to supply the researcher and the participating educators with a structured procedure.

During the study period the communicative performance and proficiency in using rubrics and rating scales during AC and LLCE lessons of ESL learners were observed and assessed. Figure 6.4.1.1 shows the section of each rubric assessment sheet designed to assess ESL learners’ communicative performance in English. Educators were required to observe the ESL learners for short periods of time during the interactive tasks and then to use the rubric assessment sheet to assess them. Educators were required to select the appropriate level descriptor that best described the ESL learner at a particular time.

Educators needed time to observe learners interacting with one another in the context of the classroom if assessment of their performance by means of level descriptors and the criteria listed on the rubric sheet was to be possible. The quality and frequency of learner talk in English during constructive tasks was observed and assessed during each lesson of each Unit,²⁸ using the rubric assessment sheet designed for each lesson. The process of assessment thus became dependent on observation.

Figure 6.4.1.1: Showing the section of the rubric assessment sheet assessing for English proficiency

| CRITERIA | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and is able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation. Use of vocabulary is very limited. Uses very simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary are outstanding. A very well-spoken learner. |
| 3. Confidence while speaking in English in front of class. Ability to use poster effectively. | Severely lacking in confidence when speaking. Nervous and uncomfortable. Unable to use poster effectively. | Displays some confidence when speaking in English in front of class. Able to use poster effectively to some extent. | Confident when speaking English in front of class. Good use of poster – referred to poster often and effectively. | Very confident when using English in front of class. Outstanding ability displayed when using the poster for effectiveness. |

Criterion 1, in 6.4.1.1 focuses on ESL learners' developing fluency in terms of constructing sentences using words from his/her English vocabulary. The pronunciation of the words would have an impact upon the listeners and speakers. The ability of the learner to speak with clarity and fluency in the medium of instruction would provide the ESL learner with greater confidence in speaking to the class as well as to engage in group discussions.

Structured observation served as an important source of data collection in the Lockwood case study. As described earlier, the Arts and Culture and LLCE educators would observe and assess ESL learner progress in terms of the criteria recorded on rubric²⁹ sheets. Rubric assessment sheets were designed to monitor each ESL learner's progress during interactive tasks when learners were engaged in discussions in English. These rubric sheets were separately designed

²⁸The three units for the Classroom Talk Programme are outlined in Chapter 5.

²⁹Samples of the rubric sheet of some of the lessons that were observed as data for this study are included in Appendix 12. These rubrics will be discussed in detail later in the Chapter.

for each lesson. The rubric sheets formed the main observational instrument as the lists of criteria allowed the educators to observe learners in their groups and tick the appropriate level for each. Note-taking by LLCE and AC educators, discussed in the next section, played a minor but significant role during the assessment process.

6.4.2 Note-taking by Educators

During observation of learners, educators would make brief notes concerning the learners' Affective Filter. The focus would be on learner confidence, pitch, pace, tone, expressions, gestures and eye-contact and English vocabulary. Educators would note changes that indicated learners' confidence or lack of it, communicative performance and CALP. Considering the large number of learners per class (45-47), note-taking would be used to supplement the rubric assessments. The educators' diaries would serve as a source of "unstructured supplementary data." According to Weir and Roberts (1994:165), such data is a useful source of additional information.

The educator was expected to facilitate teaching as well record 'significant' details concerning individual ESL learners. To enhance the validity and reliability of educators' notes, lessons were also recorded. The educators decided during the Pilot CT Programme that tape-recordings could be transcribed to supplement notes. Tape-recording will therefore be considered in the section that follows. Inter-rater and observer reliability was established in this study as the Arts and Culture educator served as observer for all four classes 8A, B, C, D, together with the English Language educators for each of these classes. There were two observers for each class as well as the facilitator, although not during the same lesson. I attempted to search for patterns and similarities in the educator notes between observers during a particular time period. However, I do acknowledge that inter-rater and observer reliability would normally apply to two or three observers observing the same phenomenon at the same time and in the same context using the same instrument, and then compare results. This was not possible all the time due to time constraints and the lack of human resources.

6.4.3 Recording as an Instrument in Observation

A tape recorder was used during Arts and Culture lessons to record the group discussions at the beginning and end of each Unit, to enable the educators and researcher to identify patterns of improvement in individual learners' communicative proficiency in English. It is possible, however, that the recording process may have affected learner responses as it is an intrusive

device. Tape recording lessons nevertheless appears to be a good source of data which had to be gathered on each ESL learner. Furthermore, it was decided by the educators that more information could be gleaned from transcriptions of the recordings. The plan was that all recordings should be transcribed by the researcher. In order to gain clarity and greater insight into learner and educator attitudes and perceptions, interviews were conducted at the conclusion of the CT Programme. The next section considers the interview as an observation instrument.

6.4.4 Interviews as a Source of Data

According to Johnson (1994:107), interviews serve as an effective way of eliciting the views of participants in a research study. I chose to interview the educators and learners using the semi-structured approach. This ensured that the scheduled questions were answered. The (fully) structured approach has the disadvantage of not allowing interviewees to express their views. The unstructured approach lacks direction and can become “free-ranging conversation” (Johnson 1994:107), failing to touch on the matter of interest to the researcher, but it allows interviewees to present valuable information that could otherwise be lost to the researcher. The semi-structured approach was therefore an appropriate compromise.

In case study research, the interview is commonly used in one of the three ways above to gather data. Hence Powney and Watts define the interview as “...a conversation between two or more people where one or more of the participants takes the responsibility for reporting the substance of what is said” (1990:355). While taking into consideration the shortcomings of self-reports, the researcher is viewed as the authority in terms of reporting the data which will be considered as authentic. The interview can be recorded, or the researcher can take notes during the session. However accurate, the former is considered to be intrusive and intimidating for some interviewees, while the latter establishes a better relationship between the interviewer and interviewee as it is more personal (Powney and Watts, 1990). Notes were taken and some of the interviews, where educators were at ease with the process, were recorded.

The use of interview schedules and notes ensures that the interviewer remains focused throughout the interview. Furthermore, the interview schedule ensures that ESL learners who are interviewed answer the questions asked. Figure 6.4.4.1 shows an example of a semi-structured interview schedule used to determine the language preferences of ESL learners in their daily lives.

Figure 6.4.4.1: An Excerpt from the Semi-structured Interview Schedule

| |
|---|
| <p>LEARNER INTERVIEW SCHEDULE 1</p> <p>LANGUAGE PREFERENCE OF ESL LEARNERS IN GR 9 – 2004</p> <ol style="list-style-type: none">1. Do you enjoy speaking English?2. Do you enjoy speaking isiZulu?3. Which of these two languages would you prefer to speak most of the time?4. Which of these two languages do you actually speak most of the time?5. Why do you speak this language more than the other?6. Which television programmes do you watch most often? Why? |
|---|

The learner interview schedule allows the interviewee to present other information that may be important for the study. While learners and educators may be allowed to volunteer information, the researcher has to ensure that they do not stray too far from the question posed. Furthermore, a researcher should “not simply ask questions in order to secure answers for later analysis but rather to set signposts, to indicate a tone, to set going a line of thought and analysis” (Powney and Watts, 1990:229).

The interview as an instrument allows the researcher access to a great deal of verbal and non-verbal data that would otherwise be lost. It allows the researcher the opportunity to obtain clarification and elaborations of significant issues. Thus the interview allows the researcher to obtain data by paying careful attention to interviewee responses. According to Cohen and Manion (1990:272), the interview “allows for greater depth than is the case with other methods of data collection”.

6.4.5 Educator Facilitation Observation Schedule

Since the CT Programme also addresses issues of educator pedagogy and classroom management skills, the researcher employed an educator assessment observation schedule to determine whether it was of benefit to educators. Although research concerning classroom management skills and pedagogy was not originally a principal aim of the study, it will be considered here as it emerged during the planning of the CT Programme as vital to the success of such programmes. Figure 6.4.5.1 presents the Educator Facilitation Observation Schedule (EFOS) that the researcher used to evaluate educators’ facilitation.

Figure 6.4.5.1: An excerpt from the Educator Facilitation Observation Schedule (EFOS)

| Requirements for good facilitation for Classroom Talk | Achieved | Not Achieved |
|--|----------|--------------|
| 1. Effective introduction and discussion of lesson | | |
| 2. Effective sequencing of activities | | |
| 3. Effective use of pace for all learners | | |
| 4. Effective use of English for all learners | | |
| 5. Effective assessment of learners during facilitation | | |
| 6. Ability to attend to the needs of all groups eventually | | |
| 7. Learners attentive to task and instructions | | |
| 8. Effective use of aids and worksheets | | |
| 9. Effective time management | | |
| 10. Successful conclusion to task | | |

Adapted from Richards and Lockhart (1994:137)

The EFOS were used by the researcher to ensure that the CT Programme was implemented effectively in terms of the sequencing of activities, educator pace, assessment and time management of lessons. Furthermore, the EFOS would provide the researcher with feedback concerning the implementation process of the CT Programme.

Figure 6.4.5.2 presents the reader with a list of all the instruments used in this study.

Figure 6.4.5.2: List of all the instruments used in the Lockwood study

| List of data sources | Number | Returns |
|----------------------------------|------------|---------|
| 1.Learner questionnaires | 7 x 62 = | 434 |
| 2.Educator interview schedules | 1 | 3 |
| 3. Educator notes | 3educators | 6 terms |
| 4. Learner interview schedules | 2 | 18 |
| 5. Rubric sheets including Pilot | 11x 62 = | 682 |
| 6. Tape-recordings | 3 x15min | 45min |
| 7. EFOS ³¹ | 1 | 9 |

The list of instruments presented shows that validity and reliability in the Lockwood study were a major concern, to ensure that this study could be replicated in the future. The instruments listed in Figure 6.4.5.2 are available in the Appendix (A1 to C12) for scrutiny.

³¹EFOS refers to Educator Facilitation Observation Schedule.

While Section 6.6 considers the reliability and validity of the Lockwood research data, the next section describes the context and the sample of the case study.

6.5 Context and Sample

As a public multicultural school in the Durban suburb of Sydenham, Lockwood is open to all races. Figure 6.5.2 presents the number of learners from each race group in the case study, both in exact numbers and percentages. The ESL learners who will form the sample group are the African learners from the Grade 8B and Grade 8C classes. In the Grade 8 sample, 15% of the ESL learners are expected to be repeating Grade 8. The remaining 85% of the learners are new learners admitted to Lockwood Secondary as already described. The CT Programme was implemented at Lockwood, because it was chosen as an example of many similar public school contexts in South Africa, in that it serves a multicultural population of learners and offers a multilingual context for my study. This context allows me to study ESL learners' communicative performance in a transformational setting. Classes in this school are comprised of mixed-ability learners of both sexes, who are multilingual speakers from different primary school backgrounds. Many of these learners are strangers to one another when they come to Lockwood Secondary from neighbouring primary schools, and schools from the previously "African townships"³³ of Ntuzuma, KwaMashu, Umlazi, and the informal settlements³⁴ near the school. Figure 6.5.1 presents the statistics showing the surrounding areas from which the learners emerge to converge in Lockwood Secondary School:

³³As mentioned previously, the African townships referred to were areas previously reserved for Black people under the apartheid laws between 1948 to 1994. The four race groups were Indian, African, Coloured and White. Apartheid laws like the *Group Areas Act* of 1950 stated where in South Africa the different groups could reside. Although these laws have been repealed and there has been much movement of people across districts, the majority of the people still reside in the areas they settled in during the apartheid years.

³⁴These are shack dwellings constructed out of waste: cardboard, wood and iron, on the roadsides. They are inhabited by many South Africans.

Figure 6.5.1: Statistics showing the origins of learners of Lockwood sample

| Area | No of learners | Learners in percentages |
|----------------|----------------|-------------------------|
| Sydenham | 31 | 32.6% |
| Ntuzuma | 19 | 20% |
| Umlazi | 22 | 23.2% |
| KwaMashu | 23 | 24.2% |
| Total in study | 95 | 100% |

Learners from KwaMashu and Ntuzuma attend Lockwood because of the easy access, as the school lies on the route of the buses and taxis that serve the KwaMashu and Ntuzuma areas. Learners from Umlazi are transported to the school by taxi or take two buses to reach the school. There are also African learners attending this school who reside in the informal settlements mentioned above. Some of the major problems these learners experience relate to punctuality, the purchase of text books and stationery and the payment of school fees.

In collaboration with the educators teaching Arts and Culture (AC) and Language, Literacy and Communication in English (LLCE), the researcher decided to limit the study to Grade 8 African ESL learners in 2003 and the same learners in 2004 who had progressed to Grade 9. This is because the Arts and Culture learning area is only available to learners in the General Education and Training Phase (GET)³⁵. The Lockwood study was longitudinal in nature as it spanned two years. In 2004 the learners remained in the same class groups as in 2003. New learners admitted to these classes in 2004 were not included as part of the study. The control and contrast groups remain unchanged in order to maintain the integrity of both groups.

The number of learners in each class in 2004 in Grade 9 was much smaller than in the previous year, since there had been failures as well as learners who left the school either to transfer elsewhere or drop out. The number of 'subjects' in the study in 2003 was 95, but decreased to 62 in 2004. The ESL and EFL learners in 2003 together formed a total of 186 learners participating in the case study. However, only the ESL learners' assessments will be considered as data for this study as the study focuses on lowering their Affective Filter and communicative

³⁵According to the National Qualifications Framework (NQF) (1997), the GET Phase in OBE is from Grade 1 to 9. Grades 10, 11, and 12 form the FET Phase or Further Education and Training Phase.

³⁷Although the school has some equipment and basic facilities, the windows are broken and doors do not lock securely. This means that equipment has to be locked in the school main office and taken out upon the request of educators. A bigger room with better equipment like more cassette and CD players would improve matters, as the single all-in-one hand-held hi-fi is shared by 34 educators and 1086 learners in the school.

performance ability in English. The learners' ages ranged from 13 to 16 since several learners had to repeat grades, or had been late entrants to primary school. Figure 6.5.2 presents a detailed breakdown showing the race and gender distribution of ESL and EFL learners who formed the Arts and Culture class in 2003 in the Lockwood case study.

Figure 6.5.2: Race and gender distribution of learners in the case study

| Race | Male | % | Female | % | Total |
|----------|------|-------|--------|-------|-------|
| Indian | 37 | 46.8% | 42 | 53.2% | 79 |
| Coloured | 3 | 27.3% | 8 | 72.7% | 11 |
| African | 35 | 36.8% | 61 | 63.2% | 96 |

6.5.1 The School Time-table and Arts and Culture Lessons

Because the school time-table at the time of the study followed a seven-day cycle, during some weeks the learners have four lessons in Arts and Culture, while in other weeks they have three lessons. Each lesson or period is of 53 minutes' duration. The educators are based in classrooms and specialist rooms, while the learners move throughout the day to different rooms for each lesson. Arts and Culture lessons are sometimes held in a formal classroom with 14 small tables and 54 chairs, and at other times in a double room without furniture to allow for Speech and Drama and Dance and Music activities. The spaciousness of the latter room allows for group work and performance tasks comfortably³⁷. An inexpensive 'mini-hi-fi' and a few basic stage pieces³⁸ allow learners to use music and the stage pieces during presentations.

The Arts and Culture learning area is comprised of five subsections in which learners are assessed, namely: Drama, Dance, Music, Visual Art and Cultural Studies. In the Arts and Culture learning area, the curriculum guidelines require that 50% of the time must be spent on the performance outcomes for assessment. The other 50% of the year-mark is made up of marks from formal written examinations, written tests, class-work and research tasks. All learners are expected to communicate proficiently in English, so that they can be assessed accurately³⁹ for progression to the next grade. Given the pressure to 'perform' in English and the difficulties learners experience, a focus on communicative performance becomes desirable not only for the learners and teachers, but also for research purposes. When ESL learners are unable to express

³⁸These items (black wooden blocks) were purchased from funds raised by the Drama and Arts and Culture Departments. Learners raised these funds by showcasing their work to parents and holding cake sales during school lunch breaks.

³⁹Unless the ESL learners express their thoughts, ideas and knowledge in the English medium, it is difficult for educators to assess them accurately and fairly.

themselves in the medium of instruction, they become disadvantaged academically. The consequence of this is failure to progress to the next grade, which then perpetuates the cycle of historical inequalities in education, as shown in Chapter 2. The CT Programme therefore took the form of a quasi-experimental design to determine whether it could prove effective in lowering the Affective Filter and developing CALP (Cummins, 1994). The next section will describe the details of the quasi-experimental design of the Lockwood case study.

6.6 The Design of the Lockwood Quasi-Experiment

Another reason for a quasi-experimental design was that the Grade 8 ESL learners, who would form the subjects of the study, would not be randomly assigned to experimental and control groups (Borg and Gall, 1979). The policy at Lockwood Secondary School is to place Grade 8 learners into classes upon admission. It therefore made sense for me to use the structures and processes already in place for the placement of learners in the school.

Two of the four Grade 8 classes were chosen to form the control groups and two to form the contrast groups. The CT Programme included the same tasks for all learners in the four classes, but with a wider range of communicative strategies for the contrast group and fewer for the control group. The classes known as Grades 8A and 8D formed the control groups and 8B and 8C were the contrast groups. However, one group of learners, namely 8C, from the two contrast groups was taught by an educator receiving guidance and assistance from the researcher, with respect to the skills needed to manage large classes during Arts and Culture lessons. Grade 8B therefore received the same range of communicative strategies as 8C, but was taught by the Arts and Culture educator who has 13 years' experience in teaching Speech and Drama. The control group 8A comprised a greater number of EFL learners than ESL learners. In 8A there were 18 ESL learners and 27 EFL learners. The total class population was 45. This provided the researcher with a phenomenon that allowed consideration of the impact of a greater number of EFL learners on the communicative performance of ESL learners. Finally, 8D remained as the control group with more ESL learners than EFL learners, but the same limited range of communicative strategies. Figure 6.6.1 presents a summary of population of the four groups of learners in the Lockwood study.

Figure 6.6.1: Summary of case study population

| Grade | ESL | % | EFL | % | Total | % |
|--------------|-----|------|-----|------|-------|------|
| 8A | 18 | 19% | 27 | 31% | 45 | 25% |
| 8B | 25 | 26% | 21 | 24% | 46 | 25% |
| 8C | 28 | 30% | 19 | 21% | 47 | 25% |
| 8D | 25 | 25% | 21 | 24% | 45 | 25% |
| Total | 96 | 100% | 88 | 100% | 183 | 100% |

The research design employed in the Lockwood study is referred to as a “non-equivalent control group design” (Borg and Gall, 1979: 559) and can be diagrammatically represented in the following way:

Figure 6.6.2: Outlines the first variable considered in the groups

| | | | |
|-------|----|----|------------------------|
| O1 | X1 | O2 | contrast group 1 (8B) |
| ----- | | | |
| O1 | | O2 | control group 1 (8A/D) |

In terms of the formula, O1 represents the Pre-test and O2 the Post-test, while X represents the strategies of CT Programme used to lower the Affective Filter and increase constructive talk during interactive lessons. The Pre-test, O1, was administered to both groups of learners, while the CT Programme X1 was administered only to the 8B contrast group of learners. Then the Post-test, O2, was administered to both the control and contrast groups. The Post-test was administered twice in two years, at the end of 2003 and 2004. Eventually, I envisage having the Pre-test O1 results, Post-test, O2, and O3.

However, the contrast group 2 (8C) will be administered with X1 and X2. In this formula, X2 refers to the extra classroom management skills imparted by the researcher to the educators and can be diagrammatically represented as in Figure 6.6.3.

Figure 6.6.3: Outlines the two variables considered in the groups

| | | | |
|-------|---------|----|------------------------|
| O1 | X1 + X2 | O2 | contrast group 1 (8C) |
| ----- | | | |
| O1 | | O2 | control group 1 (8A/D) |

As demonstrated above, 8B was compared to 8C and 8D and finally to 8A to determine whether the CT Programme had a positive impact on ESL learners' proficiency in terms of CALP.⁴¹

According to Borg and Gall (1979: 560), the procedure of assessing a group of learners at periodic intervals makes the "non-equivalent control group design" similar to a time-series research design. The results from a time-series design are considered to be more reliable as the long time span serves as a check on the validity of the results (Borg and Gall, 1979:562).⁴² The control and contrast groups in the CT Programme were tested three times during the course of the quasi-experiment to enable the researcher to search for patterns of English proficiency improvement or lack of improvement amongst ESL learners participating in the CT Programme. According to Borg and Gall:

The use of additional measurements preceding and following the experimental treatment makes the time-series design more powerful than the other design. These additional measurements enable the researcher to rule out maturation and testing effects as sources of influence on shifts from pretest to posttest. (1979: 562)

For this reason the Lockwood case study took the form of a quasi-experimental design to allow the researcher and educators to compare the findings of the control and contrast groups. Furthermore, the findings may be used to demonstrate whether or not the CT Programme increased constructive⁴³ classroom talk among ESL learners. The Lockwood "non-equivalent control group design" also determines whether the Affective Filter of the ESL learners can be lowered or not.

⁴¹ As explained in detail in Chapter 3, Cummins (1994) refers to CALP as the ability of learners to use a language to express themselves coherently and thus effectively in terms of the academic demands of learning situations. In order to communicate effectively in the classroom ESL learners need to develop CALP. Thus a lowered Affective Filter will allow learners to engage in communicative performance which will, in turn, provide learners with the opportunity or 'air-time' to develop proficiency in English. Improved proficiency in English will allow learners to develop CALP to express themselves effectively. For a more detailed discussion refer to Chapter 3, Section 3.3.3.

⁴² Internal validity here refers to the ability of the researcher to control for extraneous variables which may influence the subjects and thus compromise the validity of the research findings. In experimental studies where the extraneous variables are strictly controlled by the researcher, the internal validity is high.

⁴³The term 'constructive' here refers to talk produced by learners during interactive tasks and not the otherwise casual 'chat' of learners.

The aim of a quasi-experimental design such as this is to compare the data obtained from one test to that obtained from others, as well as to look for possible patterns of increase in constructive teacher-guided talk and improvements in ESL proficiency in English. It was possible that the intervention process might have had no effect at all on the learners, and this, too, would be apparent, as a result of this design. The control and contrast groups in the Lockwood case study will be considered next.

6.6.1 The Control and Contrast Groups in the Lockwood Study

As indicated already, the control group was comprised of ESL learners from Grades 8A and 8D, and Grades 8B and 8C were the contrast groups. The contrast groups were ESL and EFL learners who were exposed to an increased amount of verbal interactive tasks geared towards lowering their Affective Filter and encouraging them to engage voluntarily in verbal interactive tasks during class-time.

As mentioned, the control and contrast groups consisted of 95 Grade 8 ESL learners at the beginning of 2003 which was reduced to 62 at the beginning of 2004. The study continued with 32 Grade 9 ESL learners in the contrast group (10 ESL learners from Grade 9B and 22 ESL learners from Grade 9C). In the control group, there were 30 ESL learners in 2004, 16 from Grade 9A and 14 from Grade 9D. In terms of percentages, 58% of ESL learners who participated in this study passed Grade 8 in 2003 and thus progressed to Grade 9 in 2004, while 42% failed to progress to Grade 9 in 2004. Figure 6.6.4 presents the statistics.

Figure 6.6.4: Statistics of the control and contrast groups

| Grade | Contrast | % | Grade | Control | % |
|-------|----------|-------|-------|---------|-------|
| 8B | 25 | 47.2% | 8A | 18 | 42.9% |
| 8C | 28 | 52.8% | 8D | 24 | 57.1% |
| 9B | 10 | 31.3% | 9A | 16 | 53.3% |
| 9C | 22 | 68.8% | 9D | 14 | 46.7% |

In 2003, when the study began, the two Grade 8 classes with the greater number of ESL learners (8B and 8C) were selected as a contrast group. According to Schlebusch (2002) and Cleghorn *et al* (1998)⁴⁵, such dropout rates are not abnormal. They suggest that the failure and dropout rate

⁴⁵Details of Schlebusch (2002) and Cleghorn *et al* (1998) studies are presented in Chapter 3.

among Grade 8 and 9 learners is high among ESL learners who begin schooling in an indigenous language in the junior primary phase⁴⁶ and then enter an English medium context in the junior secondary phase. According to Schlebusch (2002), and Cleghorn, Mtetwa, Dube and Munetsi (1998), when ESL learners cannot cope in the ESL context, they either abscond, drop out of school, or transfer to another school, often to a township school where there is less emphasis on using English. As a result, in 2004 it was necessary to work with a much smaller group of learners than when the study began. Figure 6.6.5 clearly illustrates this.

Figure 6.6.5: Total ESL learners in each study group

| Year | Contrast | % | Control | % | Total | % |
|------|----------|-------|---------|-------|-------|------|
| 2003 | 53 | 55.8% | 42 | 44.2% | 95 | 100% |
| 2004 | 32 | 51.6% | 30 | 48.4% | 62 | 100% |

The Lockwood Secondary school register records for 2001 and 2002 show high Grade 8 failure and dropout rates, which decreased the number of learners who entered Grade 9 in 2002 and 2003 respectively. As shown in Figure 6.6.6, there was a total of 286 Grade 8 learners in 2001, of which only 182 progressed to Grade 9 in 2002. In 2002, there was a total of 270 Grade 8 learners, of whom only 186 progressed to Grade 9 in 2003. In 2001 the percentage of Grade 8 learners who progressed to Grade 9 was 63%, and in 2002 the percentage of Grade 8 learners who progressed to Grade 9 was 68%. Thus in 2001, 27 % of the Grade 8 learners failed to progress to Grade 9, and in 2002 22% of the Grade 8 learners failed to progress to Grade 9.

Figure 6.6.6: Failure and pass rates of grade 8 learners in Lockwood in 2001 and 2002

| Year | Failed | % Failed | Passed | % Passed |
|------|--------|----------|--------|----------|
| 2001 | 286 | 27% | 182 | 63% |
| 2002 | 270 | 22% | 186 | 68% |

With these statistics in mind, I chose the classes with the greater number of ESL learners at the beginning of the study to prevent the case study sample from being significantly reduced. However, by the end of 2003 the number of learners in the study was reduced to 65% as a result of a 35% failure and drop-out rate, as shown in Figure 6.6.5 earlier. The number of ESL learners in the Lockwood study in 2003 (95) was reduced in 2004 to 62 ESL learners.. Thus 33 ESL learners from the Lockwood sample failed to progress to Grade 9 in 2004. Following the

⁴⁶Junior primary phase is from Grade 0 to 3, senior primary phase is from Grade 4 to 6, junior secondary phase is from Grade 7 to 9 and the senior secondary phase is from Grade 10 to 12 in South African schools.

progress of learners who failed to progress to Grade 9 in 2004 would have become problematic as they were no longer in the Grade 9 classes that were continuing with the CT Programme. The CT Programme therefore continued in 2004 with the remaining 58% of ESL learners in Grade 9. The next section details the projected work schedule.

6.6.2 The Educators and the Projected Schedule for the Intervention

Ensuring educator efficiency has become important since the educators in public schools such as Lockwood are burdened by classes comprising from 45 to 53 learners. The LLCE educators will be referred to in this study by the pseudonyms Mrs Deochund, Ms Pillay and Mrs Basdew⁴⁷; the AC educators will be known as Miss Brijlal and Mr Reddy. All were involved in the piloting process and presented their criticisms and suggestions for the formulation of the final CT Programme.

The LLCE educators participating in the Lockwood study were all English First Language educators with between 18 and 24 years' teaching experience. Their experience in the learning area gave greater reliability to the data. The Arts and Culture educator, Mr Reddy had 2 years and Miss Brijlal had 13 years of experience in the field of teaching the Arts.

It might be argued that the Arts and Culture educators' assessments of the learners could be biased because the study focuses on their learning area. Roberts and Weir (1994:173) refer to this as observer bias, especially when the findings might reflect on the observers or their areas of interest. In this case the LLCE educators' assessments of the learners were used comparatively in the analysis of the data to ensure that they were reliable.

In 2003, the educator questionnaires were handed to the LLCE educators who taught English to Grades 8A, 8B, 8C and 8D. Grades 8A and 8D share the same teacher, Mrs Basdew, while Grades 8B and 8C share another teacher (Ms Pillay). The two educators teach English as a first language to the Grade 8 learners. They were required to assess the communicative performance of all ESL learners in the above classes, three times over the two-year study period.

As explained earlier in this chapter, Figure 6.3.1.2 presents the reader with a schedule of the times for each of the three CPAs conducted by the LLCE educators during the course of the study. The projected CT Programme schedule for the research period is outlined in Figure 6.6.7

⁴⁷Names of educators were changed to maintain anonymity. More details concerning these educators and their roles in the Programme are presented in Chapters 7 and 8.

Figure 6.6.7: Projected Classroom Talk Programme schedule

| Task | Time/ Date |
|---|---------------------------------------|
| STAGE: 1 COLLECTION OF PRE-PROJECT DATA | February 2003 |
| 1.1 a) Explain nature of study to management and Grade 8 educators – Gain consent of both groups b) Administer Pilot questionnaire to Grade 8 educators c) Administer revised questionnaire | May 2003 |
| 1.2 a) Explain nature of study to Grade 8 learners and gain their consent b) Administer Pilot questionnaire to Grade 8 learners c) Administer revised questionnaire d) Conduct pre-project communicative performance test to measure ESL proficiency | May 2003 |
| STAGE: 2 INTERVENTION: DESIGN AND IMPLEMENTATION OF CT PROGRAMME | February 2003 |
| 2.1 Design of interventions: a) Group-work/Pair-work/Information gap b) Show and Tell/ Debate/Panel discussion c) Role-play/Public Speaking/Improvisation | |
| 2.2 Trial interventions (Pilot Programme) | |
| 2.3 Implementation (Refer to Chapter 5, Figure 5.3.1 for a detailed outline of each unit of the projected CT Programme) | March/April 2003 May 2003 |
| STAGE: 3 EVALUATION OF CT PROGRAMME | November 2003 and November 2004 |
| 3.1 Assess effect of interventions: a) Via rubrics and rating scales for verbal interventions/ tasks by educators | |
| 3.2 Assessing writing effect: a) Examining journal entries kept by learners for duration of study b) Examining English Language and Literacy portfolios | |
| 3.3 Educators' evaluations: a) Interview English language educator b) Examining educators' assessment records | |
| STAGE: 4 FRAMEWORK FOR DATA ANALYSIS | November 2004 |
| 4.1 Analysis of Qualitative data: a) Educator dairy notes b) Educator interview notes c) Learner interview notes d) Learner portfolios (AC and LLCE) | |
| 4.2 Analysis of Quantitative Data a) Rubric assessment documentation b) Learner questionnaires c) Educator questionnaires | |

The Projected CT Programme schedule shows that the research was designed to take place in four stages during the two-year period of study. The pre-project data collection process has already been outlined. Stage 2, which involves the implementation process lists the strategies of each unit of the CT Programme which is presented in Chapter 5 in Table 5.3.1. The process of evaluation during the intervention is comprised of three forms of evaluation. Before the implementation of the CT Programme, a brief pilot study was implemented. The section that follows describes the implementation process of the Pilot CT Programme.

6.6.3 The Pilot Classroom Talk Programme

The Pilot Classroom Talk Programme began in mid-February 2003. The Pilot Programme was implemented to test the research instruments when employing communicative strategies such as group-work, pair-work, information gap activities, drama, and show and tell presentations. Testing the research instruments involved presenting the Pilot instruments to a similar group of learners to determine whether they were relevant to the task. The instruments that proved problematic or ambiguous were adjusted. To be considered valid the instruments had to be shown to test the skill for which they were designed. The major research instrument, the rubric assessment sheets,⁴⁸ had to be trialled in the classrooms. This was to determine whether they were effective in assessing learners' communicative performance in English, CALP as well as ensuring educator efficiency.

The development of learner proficiency in English and CALP was expected to be evident during communicative performance in English. The rubric assessment sheets were designed to assess each learner's proficiency. The rubric assessment sheet in Figure 5.3.1.6 in Chapter 5 assesses learners interacting during group-work. The first criterion estimates the learner's fluency and ease in constructing sentences in English. Fluency and ease becomes evident in the communicative repertoire⁴⁹ and output⁵⁰ of the learners during assessment. Learners show improvement when they speak more coherently than previously, when their facial expressions do not show nervousness, and when eye contact and the flow of the conversation is maintained in the group. ESL learners demonstrate fluency when they refrain from stammering or speaking haltingly and pronounce words in English correctly and easily. When learners are confident, their eagerness to express themselves becomes evident in their facial expressions and their eagerness to voice their ideas using hand⁵³ and head⁵⁴ movements. Furthermore, the pitch⁵⁵ and pace⁵⁶ of

⁴⁸See Chapter 5, Section 5.3 for a sample of the rubric assessment sheet.

⁴⁹In this study, communicative repertoire refers to the gestures, eye-contact, pitch, pace and the confidence with which the learners express themselves.

⁵⁰Output refers to the actual words of English spoken.

⁵³Hand movements such as clapping or showing a thumbs up gesture to show agreement and thumping the hands or a fist on the table to show disagreement or an attempt to stop the member from talking on the point further.

⁵⁴Head movements refer to such movements as nodding for agreement or shaking the head from side to side to express disagreement.

⁵⁵Pitch refers to how loudly or softly the learner speaks. Loudness would demonstrate a lack of shyness and thus confidence, while talking very softly would demonstrate a general lack of confidence or a lack of confidence to employ English. It could, however, also demonstrate that the learner is a softly- or loudly-spoken person. Therefore, learners were assessed over several lessons. They were also assessed during different types of lessons such as pair-work, group-work, role-plays, show and tell presentations, debates and panel discussions.

the learners' communicative performance or talk demonstrates their confidence and eagerness to participate in the discussion.

Criterion 5 in Figure 5.3.1.6 considers the speaking role of the learner. The role the learner chooses to take during the discussion provides evidence as to his or her confidence in expressing him- or herself in English. For example, a learner who chooses the role of spokesperson will be one who feels able to speak in English more confidently than the one who chooses to be time-keeper.

The ESL learners were assessed several times during interactive lessons. These were: pair-work, group discussions, role-plays, show and tell presentations, debates, panel discussions and improvisations. A specific rubric assessment sheet was designed for each lesson⁵⁸ to assess learners according to the criteria fixed for those lessons. For example (in Figure 5.3.3.3 in Chapter 5), Criterion 5 is designed to assess the ESL learners' ability to hypothesize and use English creatively, rather than speak English fluently.

The verbal output of the learner and the communicative repertoire demonstrated to the educator whether the learner had developed proficiency in English and confidence when speaking. In Figure 5.3.4.3, Criterion 5 was used to assess the ESL learner's ability to enact the role assigned to him or her. The other four criteria assessed fluency and naturalness in constructing sentences in English, pronunciation of English words, and confidence (which is demonstrated by eye-contact and gesture), as well as the pitch and pace of the ESL learner. The manner in which learners interacted during tasks allowed the educators and researcher insight into ESL learner language acquisition. Each rubric assessment sheet was specifically designed to facilitate this assessment process for each task.

One of the aims of the Pilot study was to ensure that the questions in the questionnaires were not ambiguous for the learners. Besides testing the CT Programme, the educator and learner questionnaires employed in the study were also tested. The other aim was to ensure that the

⁵⁶Pace refers to how fast or slowly the learner speaks during tasks. Speaking fast could demonstrate that the learner is confident when using English or is simply a fast speaker. Learners who speak slowly and carefully could be experiencing problems expressing themselves in English or may be naturally slow speakers. Therefore, as mentioned, the learners were assessed several times during several different tasks.

⁵⁸Please see Appendix G, the *Classroom Talk* educator workbook, for details of each lesson and each rubric assessment sheet.

topics chosen for each Unit were relevant to learners and that the outcomes were in keeping with the curriculum guidelines. This influenced the sequence in which the strategies were employed, to allow the three pedagogic principles⁵⁹ to be accomplished. This was a time-consuming task, as at the beginning of each year the school experiences an influx of learners that causes class size to reach up to 53 learners per class. During this time, educators are also often overwhelmed by additional administrative duties⁶⁰ that take priority over teaching.

Despite these limitations the Pilot study was completed at the end of April 2003. Questionnaire changes were minimal, as educators and learners found them easy to understand. The LLCE and AC educators provided much input towards the final formulation of the CT Programme.

The Pilot study indicated that learners preferred to work in groups⁶¹ rather than in any other way. Groups definitely seemed to give ESL learners a feeling of confidence and motivated them to speak more frequently in English. The time frames for activities had to be increased in order for tasks to be completed timeously. Some activities took longer than anticipated, and single sessions had frequently to be changed to double sessions. Also a part of the syllabus⁶² could not be covered by learners when the group-work strategy was employed, as shown in Chapter 5, Section 5.3. Activities had therefore to be curtailed. Furthermore, educators found that observing the learners before they were to be assessed during interactive activities was a time-consuming task, as there were several learners⁶³ and several groups per class. AC and LLCE educators commented that the task of educators in recording aspects of individual learners' progress became almost impossible. It was therefore decided that the final CT Programme note-taking would be a selective process of data recording. Only aspects that educators felt were unusual

⁵⁹The three pedagogic principles are outlined in Chapter 4. These are: first, linguistic communication is a form of social interaction, and is therefore normally acquired and used in social interaction; second, linguistic communication is carried out limiting psychological and other conditions such as memory constraints, fatigue and other distractions; third, linguistic communication always has a purpose.

⁶⁰During the months of January and February 2003 educators were busy with such administrative duties as enrolling learners, collecting school fees and phoning other schools and places of business to verify the previous year's final report results, parents' addresses, places of work and income details. Learners were placed into courses and classes, sometimes without much choice. Educators were also busy compiling first a temporary and then a final whole timetable. Once things settle down in school, many of the learners who were admitted at the beginning become absent and eventually drop out of school. While the number of learners in each class may be high in the beginning, this is reduced by 15% to 20% by the end of Term 1.

⁶¹The benefits of group work as a strategy are considered in Chapter 5.

⁶²The great volume of work from the syllabus was of concern to educators in the case study school. Their goal was often to complete as much as they could in a single lesson. But with group work they found that they had to allow learners a great deal of time to discuss, share and apply knowledge.

⁶³Up to 47 learners per class and up to 8 groups per class groups.

were recorded. Consequently, it was decided that to reduce the stress on the educators, note-taking would play a minor role in the data collection process involved in the study.

During the Pilot CT Programme, learners in pairs in the contrast group engaged in an information gap activity which involved completing a cartoon strip with blanks in parts of the strip, a survey task to determine the number of children in each group-member's family, and a show and tell presentation of the survey findings, and finally the writing of a short skit entitled: "You can't live with them and you can't live without them!" Figure 6.6.8: outlines the Pilot CT Programme⁶⁴.

Figure 6.6.8: The Pilot CT Programme

| Period | Topic | Strategies |
|----------------------------|----------|---|
| March 2003 – April 2003 | Siblings | 1. Pair-work: Information Gap Activity 2. Survey and Group-work 3. Show and Tell Presentation 4. Scripted Play |

Eventually a workbook entitled *Classroom Talk* was created by the educators involved in the Pilot CT Programme. Once the educators' input was considered and the relevant changes made, the Classroom Talk Programme began in May 2003.

6.6.4 Evaluation and Implications of the Pilot CT Programme

An evaluation of the Pilot CT Programme indicated that it had positive effects⁶⁵ on ESL learner communicative performance, as well as on the educator pedagogic style. The communicative strategies had significant implications for learner talk as observed⁶⁶ during the implementation of the Pilot CT Programme.

The Pilot CT Programme illustrated that given sufficient "air time" (Gibbons, 1998) to interact in English as a medium of instruction, ESL learners with limited proficiency attempted to use the second language more frequently. However, it became clear that the learners were still not proficient enough to express themselves meaningfully during verbal assessment tasks in the Arts and Culture learning area. Although the learners used English more often as a result of the

⁶⁴Please refer to Appendix F for the Lesson Worksheets, Lesson Plans, and Rubric Assessment Sheets.

⁶⁵Data supporting the claim that the effects of the programme were positive are presented in Chapters 6 and 7 of this thesis.

⁶⁶More details concerning this are presented in Chapter 7.

interactive tasks, they still made extensive use of gestures and speaking in “broken” sentences and incomplete open-ended sentences and struggled to express ideas coherently. However, the slight increase in the confidence of some ESL learners became apparent in their attempts to express themselves in English, using hand gestures, facial expressions, a louder pitch and direct eye-contact when talking. The communicative performance of ESL learners during the Pilot CT Programme indicated that given more “air-time” the ESL learners could develop better proficiency in English and thus CALP.

Another observation that became of great concern to educators was that several ESL and EFL learners were absent from the show and tell presentations and scripted drama presentations. The researcher tried to find out from ESL learners whether they were absent because they were not well prepared, afraid to speak in English, or to speak English to an audience. Each educator addressed this with the ESL learners individually. Educators observed that there was a slight increase in the confidence of a few learners. This had a positive impact on the educators as they felt that improved communicative performance might create opportunities for learners to be assessed accurately and fairly for the purposes of progression.

During informal discussions with the educators at the conclusion of the Pilot CT Programme, they indicated that they had enjoyed part of the Pilot CT Programme because it was well planned⁶⁷ and the prepared materials⁶⁸ allowed them to implement *Classroom Talk* without delays. The part of the Pilot CT Programme that the educators enjoyed was the cartoon information gap activity and the scripted plays.

The educators claimed that the group-work task took up a great deal of time and was a noisy affair as there were too many learners per class. They found show and tell presentations time-consuming owing to the number of learners per class (45 to 48). The communicative strategies involved much preparation time for the learners and educators during class-time before the learners actually settled down to the task. Placing learners in groups proved to be a time-consuming and noisy affair as learners grumbled about wanting to be in ‘friendship’ groups. To ensure that this did not happen in the final CT Programme, educators decided to place learners in

⁶⁷The full Classroom Talk Programme referred to can be found in the workbook in Appendix D1.

⁶⁸“Prepared materials” refers to the worksheets for learners that were prepared by the researcher and given to the educators, presented in Chapter 5 and later in Appendix F.

groups comprising of both ESL and EFL learners who were comfortable with one another for the duration of the Pilot. Educators decided that each learner should volunteer to take on a clear role⁶⁹ to prevent conflict and raised Affective Filters. Furthermore, because each class comprised 45 to 47 learners, the educators found that it was easier to group learners for pair-work than for group discussions and drama. Besides having decided to form set groups, as mentioned, it was decided to speed up tasks and assessments by grouping learners in larger groups, thus creating a few larger groups rather than many smaller groups. Consequently, each class consisted of five groups of eight or nine learners. This ensured that learners who were frequently absent did not affect the dynamics of the group too much. Each group tended to have at least one 'absentee'.

Educators claimed that too many communicative strategies in the week left them tired and 'stressed' owing to the large number of learners they were expected to supervise and assess during these sessions. They indicated that it was not possible to complete a task during a single lesson period; the tasks required more than a single session to complete successfully. One educator indicated that for the final CT Programme an assistant for each teacher would keep such a programme ongoing and effective. Discussions with the educators revealed that providing assistants would not be possible. The final CT Programme was therefore planned so that each task would continue for two to three periods so that educators and learners did not become stressed.

Furthermore, it was observed by the researcher that seating arrangements in the classrooms should be altered to allow for interactive activities. Initially, learners sat facing the chalkboard in each classroom. Educators had to be encouraged to rearrange desks and chairs so that the learners could face one another in groups and engage in discussions. Since the observations of educators during the pilot were taken into consideration, the resulting changes to the final CT Programme allowed for a 'smoother' implementation. The next section describes the revised CT Programme.

⁶⁹The role functions are discussed in detail in Chapter 5 in Section 5.3.1. The roles were: Chairperson, Spokesperson, Scribe and Timekeeper.

6.6.5 *The Final Classroom Talk Programme*

The revised CT Programme consisted of three Units. Each Unit would take approximately five months to complete, as described in Chapter 5. Each Unit is based on a different topic.⁷⁰ The Unit 1 lesson outline for Terms 2, 3 and Term 4 of the final CT Programme is presented in Figure 5.3.1.1 in Chapter 5. Initially, Unit 1 was scheduled for Terms 2 and 3 only. However, owing to time constraints, Unit 1 had to be completed in October of 2003, as November is the month when learners write their final examinations. In 2004, Units 2 and 3 were implemented as outlined in Figure 5.3.1.1 in Chapter 5.

As in the Pilot CT Programme, communicative strategies were employed in the Arts and Culture learning area to promote constructive teacher-guided classroom talk among the ESL and EFL learners in the contrast and control groups. Again, the 8/9B contrast group of learners engaged in communicative strategies to a greater extent than the control group. Grade 8/9C engaged in more communicative activities because their work was facilitated by an educator with better OBE classroom management skills. As mentioned in Section 6.4, Grade 8/9A happened to have more EFL learners than Grade 8/9D. It was hoped that the greater number of EFL learners in Grade 8/9A would have a positive impact on ESL learner communicative performance.

The detailed outline of each Unit is presented in Chapter 5, Section 5.3.1.1. The final CT Programme findings are presented in Chapters 7 and 8. The next section will focus on the rigour of piloting and refining the data collection instruments and the cross-checking of all assessments, intended to ensure that the data collected would yield reliable and valid conclusions.

6.7 Reliability and Validity of the Lockwood Research Data

It is vital in any research study to ensure the reliability of the findings, as findings are often challenged (Weir and Roberts, 1994:171). Triangulation is a significant process of validating a study and involves checking the research data against the data obtained by other methods. In the Lockwood study the major form of data collection took place during observation and assessment, using rubric assessment sheets, as discussed in Section 6.4.1 of this chapter. Other methods used to gather data included questionnaires, interviews, tape-recordings and educators' notes. The reliability and validity of the data are discussed in this section by defining both terms. The term 'reliability' in terms of classroom-based research applies to "a stability coefficient, an observer

⁷⁰See Chapter 5 for details to prevent the repetition of information.

agreement coefficient, and a repeated measure reliability coefficient” (Weir and Roberts, 1994:171). The ‘stability coefficient’ is relevant to the Lockwood study which compares measures of ESL communicative performance made by an observer on different occasions. Given the time series design of this study, the data has maximum chance of being reliable.

According to Weir and Roberts (1994:172), the term ‘validity’ refers to “a true representation of what is taking place”. In terms of the Lockwood study, two different observers would be employed in the study to assess ESL learners. The Lockwood study attempts to meet the validity criteria by ensuring that:

1. Observations provide an accurate record of what took place. This means that observation measurements should indicate significant features in behaviour;
 2. Observation data is relevant to the characteristic features of the programme;
 3. The data is complete, in that the whole Programme is fairly reflected.
- (Weir and Roberts, 1994:172)

Because the validity of the Lockwood research findings could be questioned, three different methods of data collection were employed. First, the learners were required to complete questionnaires at the beginning and the end of the study (see Appendices C5 to C12) regarding their communicative performance in English and their willingness to speak the English language. Second, LLCE educators would be asked to complete three questionnaires (see Appendices C1, C2, C3) at different points in time, regarding ESL learner communicative performance in the LLCE lessons and their proficiency in verbal interactive tasks. Third, classroom observations and assessments were conducted by the Arts and Culture educators of these learners’ communicative performance and affective state while they were engaged in verbal communication and interactive tasks. This, it was hoped, would ensure “inter-observer reliability”. According to Weir and Roberts (1994:172), a high level of agreement between the data of different observers indicates inter-observer reliability.

Furthermore, learner and educator documentation was analysed and educator verbal communication assessment records and learner portfolios in Language, Literacy and Communication (English) were examined. The possibility of researcher bias was as far as possible eliminated by obtaining information from at least three different sources for the purpose of triangulation. According to Weir and Roberts:

Observational data can be triangulated by obtaining data on the same questions by alternative means. Individual observations can be triangulated by joint observations, transcription, and comparison of items. (1994:170)

The validity of the data obtained can be questioned because, although the study was quasi-experimental in nature, the information gathered from educators and learners can be considered subjective. By its very nature, the assessment of learners' communicative performance, whether through self-report or educator assessment, is a subjective process. Furthermore, both learners and educators could be influenced by 'observer bias', thus casting a degree of doubt on the data. Despite the measures taken to ensure validity and reliability, in such a qualitative study, where all educators are from the same school, the data may lack absolute reliability. However, as shown in Figure 6.3.2.1, questionnaires were presented at different points in time – the beginning, middle and end of the study to learners at the beginning and end of the study. The assessment data gathered from the LLCE and AC educators are presented in Chapter 7 for the reader's scrutiny. These measures demonstrate my attempts to ensure reliability and validity by triangulating the data. I now reflect on the implications of my research methodology for other educators and researchers in similar contexts.

6.8 Reflections

Considering the nature of the ongoing transformation of the South African education system⁷² (Malcolm, 1999:107), and the paradigm shift in 1998 to outcomes-based education in multicultural settings, the results of the Lockwood case study might be utilised by other researchers and educators to inform their studies.

Patton (1990:433) claims that qualitative research can be both "scientific" and "artistic" and that "[a]t the simple level, an emphasis on critical thinking is the focus of the scientific side of analysis; the art of analysis depends on creativity". Critical and creative scrutiny of this case study might provide others in the field with insights that could prove interesting and enlightening and that might inspire outcomes-based educators to explore the topic further in relation to their learners and their context.

⁷²Outcomes-based education and the paradigm shift in South African education are detailed in Chapter 1.

The present chapter presents the design of a quasi-experimental case study that employed several qualitative and quantitative instruments, such as observation, documentation analysis, interviews using interview schedules, questionnaires and rubrics for assessment. A detailed description of the research design and the instruments has been presented to demonstrate to the reader that the research processes determine the nature and quality of the data to be discussed in Chapters 7 and 8. In terms of the validity and reliability of the data, the researcher and educators, as well as the learner participants have subjective perspectives in terms of assessing proficiency in English and development of CALP. The objectivity of the Lockwood study is, however, as far as possible ensured by the piloting of the assessment instruments, questionnaires and the CT Programme. Cross-checking of the assessments conducted by the Arts and Culture educator with those of the LLCE educators attempted to ensure that the data presented would be reliable. Such triangulation of the data allows for verification of findings and the time series and the quasi-experimental design suggests that the data discussed in the next section will be of value to educators and researchers operating in similar contexts.

Part 3 (Chapters 7, 8, 9) of the thesis will concentrate on the research findings which emerged during the Classroom Talk Programme. Excerpts from the assessment documents, interview schedules and learner questionnaires will be presented to prepare the reader for the analysis and discussion of the data emanating from the instruments. In Chapter 7, the findings will be discussed under two headings: learner and educator perceptions of lowered Affective Filters and learner confidence and communicative performance and proficiency during interactive tasks. The implications for assessment for progression purposes will also be considered.

Chapter 8 addresses the third theme of this thesis: managing pedagogy and assessment in large multilingual classrooms. Part 3 will consider the findings of the final CT Programme by analysing the data for patterns of ESL learner progress and development in terms of communicative performance, CALP and improvements in educator classroom management skills.

***PART 3: MANAGING PEDAGOGY
AND
ASSESSMENT
IN
LARGE MULTILINGUAL CLASSROOMS***

CHAPTER 7

ESL Learner Communicative Performance and CALP

7.1 Introduction

In the study of Lockwood Secondary, several types of assessment exercises were conducted by educators to ensure that the findings of the project were valid. Chapter 7 considers the data that were collated during the study and introduces the reader to Part 3 of this thesis which is comprised of Chapters 7, 8 and 9. The themes that will form the focus of Chapter 7 are: learner and educator perceptions of lowered Affective Filters, and learner confidence on ESL learner communicative performance during interactive tasks. The implications this has for learner progression will be briefly considered. The third theme, addressed in Chapter 8, focuses on managing pedagogy and assessment in large multilingual classrooms. Chapter 9 concludes the thesis with recommendations for future pedagogy in South African schools, the outcomes of the CT Programme as a whole, its limitations, and a review of the thesis.

Part 3 as a whole is informed by the theoretical framework of this study¹ which focuses on lowering the Affective Filter of ESL learners to facilitate communicative performance. It draws on the principles for exploring classroom talk, the CT Programme design outline, and the research methodology of the Lockwood study described in Part 2. In Chapter 7, the first in this Part, the strategy of employing rubrics and continuous assessment² to document ESL learner progress during the CT Programme is explained. I then present the findings of the rubric assessments and other data gathered from learner interviews, educator interviews, classroom observations and learner questionnaires³.

¹ Please see Chapter 3 for a detailed discussion of the theoretical framework informing this study.

² Continuous assessment is the official approach to assessment in South African schools. Educators in this study were familiar with this approach (Christie, 1999: 282).

³ A total of ten questionnaires was presented to learners during the Lockwood study. Questionnaires 2, 5 and 7 were presented twice to the learners, at the beginning (May 2003) and end (November 2004) of the study. These three questionnaires researched English language proficiency progress in terms of the ESL learners' perceptions of their confidence (affective state) and proficiency level (communicative performance) in English and the amount of interactive tasks they participated in before the study and during the study. This information was then compared to the educators' assessments of these learners' progress during the CT Programme. The purpose of each questionnaire is explained and then the data analyzed in terms of ESL learner communicative performance in the Arts and Culture classroom. The first questionnaire that was presented to learners was Questionnaire 1 (Appendix 4), a baseline information questionnaire³. It was discovered that the ESL learners chose to attend Lockwood Secondary School

Perceptions of ESL learner proficiency and progress during the CT Programme focused on the communicative repertoire⁴ of ESL learners to assess whether ESL learners experienced lowered Affective Filters and whether they engaged in conversations during the interactive tasks. According to Krashen (1982, 1992), a lowered Affective Filter will promote ESL learner interaction during constructive activities. Furthermore, Krashen (1992:7) states that while speaking lowers the Affective Filter it does not result directly in language acquisition. However, if learners engage in conversation in the course of their work, this will allow for a more relaxed state of mind and lowered Affective Filters. They are likely at the same time to acquire vocabulary and syntax, as well as to practice what they already know. As mentioned in Chapter 3, this in turn will enable ESL learners to be more open to the development of CALP (Cummins (1992) in the learning areas allowing them to interact verbally in English with peers and educators (Schlebusch, 2002:2; Wesche, 1994:245).

The CT Programme is analyzed as a programme that explores pedagogy to promote ESL learning within OBE classrooms. According to Buthelezi (2004:20), pedagogy which explores new approaches to ESL learning and teaching is a necessity within the South African context. This necessity arises from the fact that classes have large populations of learners whose first languages differ, and many of whom struggle to progress when the medium of instruction is English. Like Kapp (1998:22), I regard “language as central to learning” and draw on pedagogical strategies to improve the process of learning and teaching in context of Lockwood Secondary.

The CT Programme examined patterns of learner progress in their process of attainment of language proficiency. It involved assessing ESL learners to determine whether they had developed the confidence to engage in conversations in English. The continuous assessment exercises assessed the quality and quantity of ESL learner talk or communicative performance. In the search for patterns of improvements in ESL learner proficiency, continuous assessment

because it was either near to their homes or on the bus route and therefore convenient. Then Questionnaire 2a (Appendix C4), another baseline information questionnaire, was handed to learners from both groups immediately after they had completed Questionnaire 1. The rest of the questionnaires were used throughout Part 3 to substantiate the findings in terms of triangulation.

⁴ As mentioned previously in this study in Chapter 6, ‘communicative repertoire’ refers to the body language, gestures, eye-contact, pitch, pace and the confidence with which learners express themselves.

exercises using rubric level descriptors were analyzed three times during the course of the study⁵. The assessment exercises were conducted in July 2003, November 2003 and November 2004.

The CT Programme outline for 2003 and 2004, presented in Figure 5.3.1 in Chapter 5, was the initial schedule for the research. This plan had to be adjusted because the CT Programme could not continue during the month of June 2004 because the staff and principal had decided to have a controlled testing timetable that prevented lessons from continuing. The amended final CT Programme outline is presented here:

Figure 7.1.1: The final CT Programme outline for 2003 and 2004

| Period | Unit | Topic | Strategies employed |
|------------------------------|------|--|--|
| July 2003 to November 2003. | 1 | Learners' television viewing habits: a survey. | 1. Group-work. 2. Role-play (same groups). 3. Information gap activity. 4. Pair-work (same grp - in 2's). |
| February 2004 to June 2004. | 2 | Child abuse. | 1. Group-work. 2. Show and tell presentation. 3. Pair-work. 4. Role-play. 5. Panel discussion. |
| July 2004 to September 2004. | 3 | Culture and teenagers: teenage sex, pregnancy, HIV/AIDS. | 1. Group discussions. 2. Improvising /Workshopping. 3. Theatre-in-education. |

Unit 1 began after educators had set and moderated examination papers, and had written model or suggested answers for examination marking. The beginning and ending dates of Unit 2 and 3 had to be changed as indicated in Figure 7.1.1. In the following year, 2004, Ms Pillay continued to be the LLCE educator for Grades 9B and 9C and conducted the communicative performance assessments (CPAs) at the end of 2004 for Grades 9B and 9. The educator for Grades 9A and 9D in 2004 changed. The new LLCE educator was Mrs Deochund. Mrs Deochund joined the research team and conducted the CPA's for the 9A and 9D at the end of 2004. The CPAs were then used to search for patterns of improvement, stasis or deterioration, in ESL learner proficiency during verbal interactive lessons.

Research data presented in the sections to follow are drawn from classroom observations and educator assessment questionnaires, learner questionnaires, and learner and educator documentation which focus on learner proficiency patterns and lowered Affective Filters during

⁵ Please refer to Figure 6.3.1.2 as it lists the three CPAs conducted by the LLCE educators which were then used to compare with those of the AC educators' assessments during the course of the study.

the CT Programme. In terms of triangulation, it appeared that the CT Programme did contribute to the ESL learners' lowered Affective Filters. This served to increase classroom talk and improved proficiency in English. The educator notes in Appendix H, the learner questionnaires analysed here, the rubric assessment sheets, and the peer and learner self-assessments confirm this. The next section will examine the continuous assessment data compiled by educators during the CT Programme. The focus was on examining ESL learner communicative performance progress during the CT Programme. The impact of progress, if any, on ESL learners' Affective Filters and confidence during interactive tasks will also be discussed.

7.2 Lowered Affective Filters and Self-confidence

During the course of the CT Programme it was found⁶ by the researcher and educators that by focusing on the communicative strategies mentioned,⁷ they were able to promote constructive learner talk within Arts and Culture and English language classrooms. ESL and EFL learners were found to be interacting with each other in English more frequently as the CT Programme progressed⁸. The educators were able to show that careful organization of classroom activities in this exploration did lower the Affective Filter of several ESL learners. Figure 7.2.1 shows that at the onset of the study ESL learners were reluctant to participate in interactive tasks in English. They remained quiet and allowed the EFL learners to dominate discussion groups. The educators, Mr Reddy and Miss Brijlal, observed that ESL learners preferred to communicate with each other in isiZulu, to gain clarity or suggest a point of view.

Figure 7.2.1: Evidence of poor ESL learner interactive confidence owing to limited proficiency in the Arts and Culture classroom from Appendix H, Figure HAC 2: Observation notes from Unit: Lesson 2.1

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|--|---|
| 04:08:03 Week 2 | 2.1 Bad effects of watching too much television | 8B | Miss Brijlal (Arts and Culture educator) | Group-work – ESL learners were generally quiet most of the time. Seemed to prefer to listen. Rarely spoke in English. Spoke to one another in isiZulu sometimes. |
| | | 8C | Mr Reddy | Most groups were talking about other things. Reluctant to read and discuss passage. Had to reprimand them for talking about other things in isiZulu. Two groups attempted the task. |

⁶ Please see Appendix H for detailed observation notes that substantiate this claim.

⁷ Communicative strategies such as group-work, pair-work, information gap activities, drama (role-play, skits, sketches) and show and tell presentations.

⁸ Please refer to Appendix H, Figure HAC 10: Observation notes from Unit 1, Lesson 6.2.

Figure 7.2.2, on the other hand, shows that ESL learners' communicative performance in English in the Arts and Culture classroom improved as the CT Programme progressed. As indicated in the observation notes, 8B learners were more enthusiastic, which means that their Affective Filters may have been lowered during the group-work task. It is likely that ESL learners were able to gain comprehensible input during the group discussion. The use of gestures and other body language suggests that while ESL learners may not have been communicating frequently in English, they were gaining input and the opportunity to develop their English proficiency during the CT Programme tasks.

Figure 7.2.2 Evidence of improving ESL learner communicative confidence due to limited proficiency in the Arts and Culture classroom from Appendix H, Figure HAC 8: Observation notes from Unit 1: Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|--|---|
| 08:09:03 Week 8 | The sad story of Percy the T.V. addict | 8B | Miss Brijlal (Arts and Culture educator) | This was a pair-work session and ESL learner were asked to pair with an EFL learner. A great deal of discussion in English by everyone in the classes. There was a great reliance on hand gestures and head movements during discussion and often a change to isiZulu, as well broken sentences. The response was much more enthusiastic. Good to see them talking in English – makes it easier to assess them. Some pairs tended to talk about other things – but better response today. |
| | | 8C | Mr Reddy | Very noisy. Talking in isiZulu mostly, about other things. Homework not done by most. Seem to prefer to relax and act busy. Tired of talking to them. |

As the CT Programme progressed, the researcher and educators found that in Grade 9 in 2004, ESL learners began to enjoy the activities and to feel less stressed and less self-conscious about their limited proficiency in English.⁹ Figure 7.2.3 presents data that show that, by the latter part of the CT Programme, ESL learners were confident and better able to express themselves in English. Furthermore, this observation data showed that ESL learners CALP had improved within the Arts and Culture classroom. The improvement in CALP was possible as limited proficiency ESL learners were interacting with EFL and the more proficient ESL learners during the activities. As mentioned in Chapter 3, Wesche (1994:245) states that the scaffolding of

⁹ Barkhuizen (1999)⁹, mentioned that in his study based on learning English in communicative classrooms in several South African schools, ESL learners enjoyed communicative activities such as debates, discussions, and group-work and considered them to be 'fun' ways to learn.

language interactions with more proficient learners allowed limited proficiency ESL learners to develop CALP in English.

Figure 7.2.3: Evidence of improving ESL learner communicative confidence and CALP in the Arts and Culture classroom from Appendix H, Figure HAC 19: Observation notes from Unit 2: Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--|---|
| 24:05:04 | Impromptu panel discussions on: abuse victims' choices | 9B/C | Miss Brijlal (Arts and Culture educator) | Most ESL learners were confident, articulate and spoke with feeling. They were able to use simple English words effectively in context – some did get ‘stuck’ but overall the meanings were expressed by the gestures and facial expressions. Other learners often offered the correct word when someone was ‘stuck’. This showed that learners had developed confidence and close to one another during this unit. Some learners were still softly spoken and used few words – to the point. During the audience question session - learners indicated by their spontaneous and emotive responses that their Affective Filters were lowered and confidence and CALP were definitely improving. |
| | | 9C | Mr Reddy | My two good groups were ready, confident and spoke in English. The other two were trying their best – spoke in English – not to good but good discussions – enthusiastic – had fun. Last group had point cards to assist them. They too tried – English not too bad. Good lesson. |

The data suggests that ESL learners in the Lockwood study enjoyed¹⁰ the interactive tasks and that this caused their Affective Filters to be lowered. This was shown when ESL learners began to speak to one another in English, rather than in isiZulu¹¹ during group-work tasks. Gradually the ESL learners’ self-confidence during group interaction and their communicative performance in English began to demonstrate their progress. Educators involved in the study noticed that interactive tasks allowed ESL learners to communicate more often, and eventually better, in English. Limited proficiency ESL learners were gradually developing the CALP, that is, the ability to employ terminology from the Arts and Culture learning area meaningfully. Drawing from Porter (1986:202) as mentioned in Chapter 3, this indicates that ESL learners were developing the proficiency to interact in Arts and Culture as they were interacting in purposeful or “genuine” communicative tasks that demanded that they communicate meaningfully.

¹⁰ A glance at the learner interview response schedule in Appendix AR will verify this.

¹¹ Please refer to Appendix H, Figure HAC 12: Observation notes from Unit 2, Lesson 1.

Ms Brijlal, the Arts and Culture educator, indicated¹² that both the ESL and EFL learners found the CT Programme activities enjoyable and gradually lost their inhibitions. The responses of learners¹³ to the following questions: “11. Did you enjoy all the Arts and Culture lessons this year? Why? 12. Which lessons did you enjoy the most? Why? 13. Did these lessons help you to improve your spoken English? Explain how or why?” are presented in detail in Learner Schedule 2, Appendix B, and a few are presented in Figure 7.2.4. The responses¹⁴ of ESL learners presented in Figure 7.2.4 indicate that they enjoyed the CT Programme. Figure 7.2.4 presents the responses of ESL learners who were participants of the CT Programme.

Figure 7.2.4: Presents the responses of ESL learners from Grade 8B in 2003

| INTERVIEWEE | QUESTION 11 | QUESTION 12 | QUESTION 13 |
|--------------|---|--|---|
| 1.Bheki G | Yes. It is nice. | Group times. | Yes. I talk more in English. |
| 2.Dladla B | Yes. It is fun. | Working in my group. | Yes. Easy to talk in English. |
| 3.Kheswe S | Yes. Teacher is kind. | Talking in the groups. | Yes. Can talk in English and make the mistake and don't feel shy. |
| 4.Khullise S | Yes. Can talk and do things. | Acting and rehearsing with the groups. | Yes. Can talk in English and isiZulu. Teacher don't shout. |
| 5.Kunene B | Yes. Lot of acting. | Acting with my group. | Yes. Talk in English nicely because you practise first, then you know what you gonna say. |
| 6.Leota D | Yes. I like it, is nice. | Talking in the groups. | Yes. Can talk in English and isiZulu 'cause everyone is talking. You don't feel scared. |
| 7.Luthuli B | Yes. You can talk and have fun, not boring. | Discussing with the group. | Yes. Learn to talk in English better. |

Drawing from this and the CT Programme results¹⁵, for example, Figure 7.3.1, indicates that 28 % of the ESL learners showed an improvement with respect to their communicative performance ability at the end of 2003. It means that ESL learners were talking more often in English, because they had developed confidence. Furthermore, it suggests that ESL learners had developed better communicative performance by engaging in the communicative strategies, thus displaying ESL learner input (Krashen, 1982) and output Swain (1994).

¹² Please refer to in Appendix H, Figure HAC 14: Observation notes from Unit 2, Lesson 2.2.

¹³ These are not the real names of the learners. Names were changed to maintain anonymity.

¹⁴ This can be found in Appendix BR, where all ESL learner responses were tabulated for the reader.

¹⁵ Please refer to Figures 7.3.1 and 7.4.1 further on in this chapter.

7.2.1 Improvements in Learner Confidence

Classroom observation notes, interview responses and rubric assessment exercises conducted by the educators involved in this study indicate that within the context of AC and LLCE classrooms, ESL learners became more active¹⁶ participants during discussions and group tasks. Figure 7.2.1.1 provides evidence from the LLCE educators' observation notes concerning ESL learner improvements with respect to their confidence to speak in English.

Figure 7.2.1.1: An excerpt presenting evidence of ESL learner confidence to speak in the medium of English (from Appendix H, Figure HLLCE 9: Observation notes from LLCE educators lessons during Unit 1 of CT Programme)

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|------------|---|
| 06:10:03 Week 9 | Poetry: <i>The Scarecrow</i> by Walter de la Mare | 8B/C | Ms Pillay | I tried group-work again this week. The response from ESL learners was better than before. Some contributed to the discussions in groups – the meanings of words and sentences were discussed. But I had to cut the lesson short – far too noisy – I needed to complete the poem in this one lesson - issue of time. Report back was handled by EFL learners – except for one group – all ESL group (Varn) handled it well. |
| | | 8A/D | Mrs Basdew | 8A – Learners worked in groups of 8 – discussions were interesting – learners' confidence to voice their opinions and to explain aspects of the poem were refreshing. 8D – Learners discussed the meaning of words and lines of the poem – in isiZulu and in English. It was interesting that some of them reminded others to talk in English – confidence to speak English and to contribute ideas was also refreshing. |

In Figures 7.2.1.2a, b and c, the AC educator presents further evidence in the form of observation notes that illustrates that as the CT Programme progressed, ESL learner's confidence to interact in English improved. The group presentations were organized to allow all members of the group to appear in front of the class to present. Such organization allowed for less confident learners to depend on the support that the group offered.

¹⁶ Please refer to Appendix H, Figure HLLCE 18: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 19: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

Figure 7.2.1.2a: An excerpt presenting evidence of ESL learner talk and confidence from Appendix H, Figure HAC 7: Observation notes from Unit 1: Lesson 4.4

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|-------------------------|-------|--|---|
| 25:08:03 Week 6 | Presenting T.V. reviews | 8B | Miss Brijlal (Arts and Culture educator) | A bit better than the other sessions. The two groups were better prepared and presentations were completed. Standing in front of the class in a group did seem to offer learners a sense of security and confidence - they had someone next to them to touch or smile at and confer with (whispers were common among them). |
| | | 8C | Mr Reddy | Most were ready. Three groups presented their work. Two groups still not ready. Sent them outside to work. Presenting during lunch break. |

The discussions in pairs described in Figure 7.2.1.2b, illustrates that by week 8 of the CT Programme, ESL learners were sufficiently confident to demonstrate their communicative performance in English. Although their levels of proficiency were limited, as the educator's notes illustrate, ESL learners had developed the confidence to draw on their communicative repertoire¹⁷ to express themselves to one another.

Figure 7.2.1.2b: An excerpt presenting evidence of ESL learner talk and confidence from Appendix H, Figure HAC 8: Observation notes from Unit 1: Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|--|---|
| 08:09:03 Week 8 | The sad story of Percy the T.V. addict | 8B | Miss Brijlal (Arts and Culture educator) | This was a pair-work session and learners were asked to pair with an ESL/EFL learner. A great deal of discussion in English by everyone in the classes. There was great reliance on hand gestures and head movements during discussion and often a change to isiZulu, as well broken sentences, i.e. sentences left hanging. The response was much more enthusiastic. Good to see them talking in English – makes it easier to assess them. Some pairs tended to talk about other things – but better response today. |
| | | 8C | Mr Reddy | Very noisy. Talking in isiZulu mostly, about other things. Homework not done by most. Seem to prefer to relax and act busy. Tired of talking to them. Many were absent. |

In Figure 7.2.1.2c, there is further evidence of ESL learner improvements in confidence and communicative performance in English. Here, too, ESL learners relied a great deal on their communicative repertoire. This was a drama role-play lesson where learners were able to display their confidence and their communicative ability and CALP in this aspect of Arts and Culture. Thus the use of drama and role-play in the CT Programme enabled learners to feel less inhibited

¹⁷ In this study, communicative repertoire refers to the gestures, eye-contact, pitch, pace and the confidence with which the learners express themselves.

and to ‘have fun’ preparing for the final performance before the class. This allowed ESL learners to experience lowered Affective Filters and gave them the confidence to express themselves¹⁸.

Figure 7.2.1.2c: An excerpt presenting evidence of ESL learner talk and confidence from Appendix H, Figure HAC 17: Observation notes from Unit 2: Lesson 4.1

| Date | Topic | Grade | Educator | Observation notes |
|----------|---|-------|--|--|
| 03:05:04 | Preparing a play on ending abuse in society (Three rehearsals before final presentation) | 9B | Miss Brijlal (Arts and Culture educator) | Lots of discussion – some in isiZulu – but mostly in English. More ESL learners were taking on the role of leader/ spokesperson. Found that when ESL learners are very passionate about a point and need to express that they would revert to isiZulu or use a great deal of hand gestures, head movements and exaggerated body language to express themselves. Furthermore, their pace would increase and the pitch of their voices naturally increased. So discussions here were loud and clear. From the way in which learners were expressing themselves, it was clear that the Affective Filter of most ESL and EFL learners was lowered and they were quite confidently participating in the task at hand. |
| | | 9C | Mr Reddy | English speaking skills have improved. More speaking in English. Discussions more relevant during lessons. More mature, serious or could be they like the task and are working better than ever. |

The educators observed that when ESL learners were engaged in drama and group discussions, they spoke more often in English, used a great many hand gestures¹⁹ and facial expressions to express their ideas or points of view, and often spoke louder²⁰ and faster as the CT Programme progressed. According to the observations of the AC and LLCE educators, this indicated that during Unit 2 of the CT Programme drama and group activities generated a great deal of enjoyment among the learners. This allowed the ESL learners to be less self-conscious about

¹⁸ Ogude and Rollnick (1999), in a study focusing on using drama as a communicative strategy, reported similar findings where learners enthusiastically participated in the tasks. Barkhuizen (1999), as mentioned previously, in a study focusing on communicative strategies in an English second language classroom, found that the learners enjoyed debates, panel discussions and group discussions which developed learners’ confidence to communicate in English. However, this study also found that the same learners who enjoyed the communicative activities indicated that they valued the transmission style as these lessons enabled them to learn grammar, syntax and the techniques for writing English.

¹⁹ For more evidence please refer to Appendix H, Figure HLLCE 10: Observation notes from LLCE educators’ lessons during Unit 1 of CT Programme and Figure HLLCE 13: Observation notes from LLCE educators’ lessons during Unit 2 of CT Programme.

²⁰ Please refer to Appendix H, Figure HLLCE 16: Observation notes from LLCE educators’ lessons during Unit 2 of CT Programme and Figure HLLCE 18: Observation notes from LLCE educators’ lessons during Unit 2 of CT Programme.

their limited proficiency during the activity, thereby enhancing the process of learning among ESL learners²¹.

Rubric sheets served as another source of data to indicate whether ESL learners had experienced lowered Affective Filters and better self-confidence during the CT Programme. The rubric assessments were based on the following criteria: fluency and naturalness in constructing sentences in English; pronunciation and clarity of spoken words; confidence when presenting one's own point of view to the rest of the group; contribution of ideas to the group discussion; speaking role taken in relation to other group members.

The rubric assessments conducted by the Arts and Culture educator, Ms Brijlal, show that ESL learners who were previously afraid²² to speak in English during lessons had experienced lowered Affective Filters. These ESL learners interacted confidently²³ with group members during the interactive tasks and presented tasks²⁴ in front of the class. Brumfit (1984) also found that the stress that second language learners experience is reduced when learners are engaged in communicative tasks (Brumfit, 1984:77).

At first, these ESL learners depended a great deal upon their communicative repertoire²⁵. Buthelezi (2004:20) indicates that African learners depend on creativity of imagination and body language when communicating, and that this is reflected in the gestures.

As ESL learners with limited proficiencies developed the confidence to present their point of view, their speaking roles gradually became bolder, louder, and more fluent²⁶. Their pronunciation of English words improved. The ability of learners to construct sentences fluently,

²¹ Please refer to Appendix H, Figure HLLCE 16: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 17: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

²² Please refer to Appendix H, Figure HLLCE 5: Observation notes from LLCE educators' lessons during Unit 1 of CT Programme.

²³ Please refer to Appendix H, Figure HAC 19: Observation notes from Unit 2, Lesson 5 and Figure HLLCE 19: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

²⁴ Please refer to Appendix H, Figure HAC 14: Observation notes from Unit 2, Lesson 2.2 and Figure HAC 18: Observation notes from Unit 2, Lesson 4.2.

²⁵ Please refer to Appendix H, Figure HAC 8: Observation notes from Unit 1, Lesson 5 and Figure HLLCE 18: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 17: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

²⁶ Please refer to Appendix H, Figure HAC 17: Observation notes from Unit 2, Lesson 4, and Figure HAC 19 : Observation notes from Unit 2:Lesson 5 and Figure HLLCE 20: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 19: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

without stammering or struggling²⁷ indicated to educators and the researcher that for many learners the Affective Filter had been successfully lowered. The lowered filters allow learners to be less inhibited when they speak²⁸ and to acquire comprehensible input. The LLCE educators also indicated that several ESL learners' ability to speak English improved during the latter part of 2003 and 2004²⁹. According to a study by Gibbons (1998) classroom talk provides ESL learners with "air-time" or "longer stretches" for collaborative talk.

The LLCE and AC educators claimed that because they enjoyed the support of the group, ESL learners were more confident, relaxed and eager to contribute to their own learning when engaged in group research projects and seminar presentations. The support and safety of the small groups allowed learners to take the risk of expressing themselves³¹ although their command of English was still less than satisfactory. The EFL learners as well as the educators served as role models of good pronunciation and syntax for the less proficient ESL learners. During the drama and role-play tasks in 2004 ESL learners were tutored in appropriate pace, pitch, pronunciation and syntax. During rehearsals, EFL learners and the more proficient ESL learners would assist the other members of their groups. Such tutoring stemmed from competitive and collaborative group dynamics, where learners would strive to be the best group, and to obtain a level 4 pass on the rubric scale. Figure 7.2.1.2d provides evidence of group tutoring from the Arts and Culture educator's observations. Clearly, the aim of the EFL and more proficient ESL learners' tutoring of less proficient learners was to ensure that the group as a whole obtained the best possible pass rate.

²⁷ Please refer to Appendix H, Figure HAC 18: Observation notes from Unit 2, Lesson 4.2 and Figure HLLCE 3: Observation notes from LLCE educators' lessons during Unit 1 of CT Programme.

²⁸ Please refer to Appendix H, Figure HLLCE 8: Observation notes from LLCE educators' lessons during Unit 1 of CT Programme and Figure HLLCE 19: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 20: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

²⁹ Please refer to Appendix H, Figure HLLCE 11: Observation notes from LLCE educators' lessons during Unit 1 of CT Programme and Figure HLLCE 12: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 13: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

³¹ Please refer to Appendix H, Figure HAC 14: Observation notes from Unit 2, Lesson 2.2 and Figure HLLCE 8: Observation notes from LLCE educators' lessons during Unit 1 of CT Programme.

Figure 7.2.1.2d: An excerpt presenting evidence of ESL learner talk and confidence from Appendix H, Figure HAC 18: Observation notes from Unit 2: Lesson 4.2

| Date | Topic | Grade | Educator | Observation notes |
|----------|------------------------------|-------|--|--|
| 17:05:04 | Performance of play on abuse | 9B | Miss Brijlal (Arts and Culture educator) | Except for 1 or 2 learners in each group (truants) the rest of the ESL and EFL learners appeared to have worked hard for this presentation. ESL learners appeared confident, well prepared and well rehearsed. Most groups were loud, clear and articulate. Some groups struggled owing to lack of practise and preparation. Other groups, who were competitive and determined to do well and get good marks, worked hard. They helped one other, rehearsed during breaks and often came to me for advice and ideas. Some ESL learners were flourishing with the help of their group members, while others were still struggling. But generally learners were more fluent and clear than at the start of the CT Programme. |
| | | 9C | Mr Reddy | Better in English. More speaking in English – more eager. Like to perform in front of class. Expressions while speaking and confidence much better. Rehearsals very noisy. Squabble sometimes – otherwise working together better. |

Educators observed that ESL learners were better able to work in projects, collaboratively with EFL and other ESL learners, where such tutoring occurred among group members. Figure 7.2.1.2e provides further evidence that even during discussion tasks group members developed a fellow feeling that allowed them to support one another, thus contributing to lowered Affective Filters and greater confidence among ESL learners. This, in turn, allowed less proficient ESL learners to acquire input and demonstrate output during tasks that required communicative performance in the English language.

Figure 7.2.1.2e: An excerpt presenting evidence of ESL learner talk and confidence from Appendix H, Figure HAC 19: Observation notes from Unit 2: Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|----------|---|-------|--|---|
| 24:05:04 | Impromptu panel discussions on abuse victims' choices | 9B | Miss Brijlal (Arts and Culture educator) | Most ESL learners were confident, articulate and spoke with feeling. They were able to use simple English words effectively in context – some did get 'stuck' but overall the meanings were expressed by the gestures and facial expressions. Other learners often offered the correct word when someone was 'stuck'. This showed that learners had developed confidence and closeness to one another during this unit. Some learners were still soft and of limited words – to the point. During the audience question session, learners indicated by the spontaneous and emotive responses that their Affective Filters were lowered, and confidence and CALP was definitely improving. |
| | | 9C | Mr Reddy | My two good groups were ready, confident and spoke in English. The other two were trying their best – spoke in English – not too good but good discussions – enthusiastic – had fun. Last group had point cards to assist them. They too tried – English not too bad. Good lesson. |

Educators found that the communicative strategies of the CT Programme had developed the communicative performance and confidence of the learners to express themselves in English to some extent. Furthermore, it was observed that the ESL learners were not stressed when, for example, they were conducting a show and tell presentation or reporting information³² with the assistance of one or two group members. Wong-Fillmore (1995)³³ states that the way in which the teacher organizes the classroom tasks and interactions impacts on the communicative competence and performance of the learners. She found that the careful organization of activities allows the less proficient ESL learner opportunities to engage in the interactive activities, thereby promoting talk and lowered Affective Filters among ESL learners. Thus small group seminar presentations and pair-work show and tell presentations allowed ESL learners to gain the confidence to face the class and present tasks in English.

By Unit 2, it could be clearly observed during interactive tasks that ESL learners' communicative performance had improved and ESL learner output during interactive tasks in

³² Please refer to Appendix H, Figure HAC 7: Observation notes from Unit 1, Lesson 4.4.

³³ Details about the Wong-Fillmore research are presented in Chapter 3.

English had increased³⁴. At this point, it was found that some ESL learners in Grade 8B had developed the confidence³⁵ to volunteer as spokespersons for the group to present feedback to the class. This became evident during Lesson 1.1 of Unit 2 where the learners were required to prepare a mind map on the different kinds of abuse in society³⁶ similar to the one shown here:

Figure 7.2.1 a: Mindmap of the different types of abuse in society

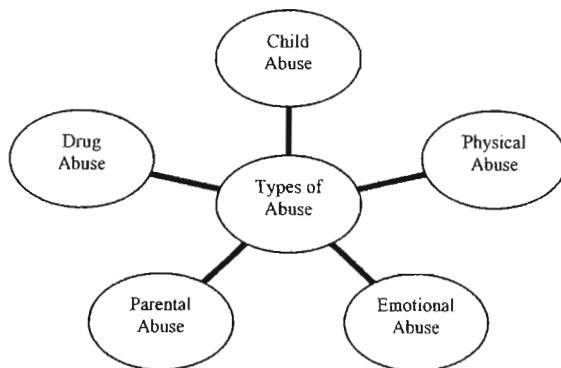


Figure 7.2.1.3: An excerpt from the educator interview data schedule from Appendix C1

| Question | Ms Brijlal | Ms Pillay | Mrs Deochund |
|--|--|---|--|
| 11. What do you think about the CT Programme in terms of ESL learner confidence and proficiency? | The ESL learners are more confident now than at the onset of the study. I think the nature of the activities would have played a role. It seemed to have gotten the ESL learners speaking English more often and better in Arts and Culture lessons. | I think it seems to have achieved the goal of the task, and that most ESL learners are definitely more confident. It allowed many shy EFL learners to overcome their fears or the barriers that existed where the use of English was concerned. | It was very effective, but had it also focused on writing skills, would have been better. It contributed a great deal towards building learners' confidence to communicate in English. |

³⁴ Please refer to Appendix H, Figure HAC 14: Observation notes from Unit 2, Lesson 2.2 and Figure HLLCE 16: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 17: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

³⁵ Please refer to Appendix H, Figure HAC 10: Observation notes from Unit 1, Lesson 6.2.

³⁶ Please consult Appendix G for a detailed outline of Unit 2 and detailed lesson plans.

During Unit 1, Ms Brijlal (AC educator) observed that the spokesperson was always an EFL learner. During Lesson 1.1 of Unit 2, in one group in Grade 9B an ESL learner (Varn Nene)³⁷ volunteered to be spokesperson. Thereafter, in both 9B and C the spokespersons were not always EFL, as some ESL learners who were now more proficient began to take on this role.³⁸

In Figure 7.2.1.3, the views of the educators who engaged in the CT Programme are presented with regard to ESL learner confidence and proficiency. All three educators agree that ESL learners showed improvement with respect to their confidence and communicative performance in English. Ms Pillay found that the EFL learners also benefited from the CT Programme. She found that EFL learners who had previously been reluctant to participate in lessons had acquired the confidence to interact in the LLCE classroom. This suggests that, although the CT Programme was implemented in the Arts and Culture learning area only, it had a positive impact on learners in the LLCE learning area.

As a result of this interview, an informal investigation was conducted at the end of the CT Programme on the ESL learners' confidence and participation in other learning areas. Informal discussions³⁹ with the Mathematics educator revealed that ESL learners were more confident with regard to questioning, discussions and presenting the Mathematics show and tell project to the class in Grade 9 than they had been in Grade 8. Furthermore, the Science educator found that ESL learners were better able towards the latter part of 2004 to present speeches in front of the class than they had been in 2003. The Economics and Management Sciences educator was impressed that ESL learners who had not participated in discussions and presentations before the class in 2003 were able to do so confidently in 2004. The Afrikaans educator, however, was disappointed that the ESL learners were not eager to present Afrikaans speeches and summaries to the class. The Human and Social Sciences educator found that ESL learners were more confident and possessed a better command of the English language in the second half of 2004. These educators were interviewed because they had taught the case study classes in Grade 8 in 2003 and in Grade 9 in 2004.

³⁷ A pseudonym.

³⁸ Please refer to Appendix H, Figure HAC 17: Observation notes from Unit 2, Lesson 4.1 and Figure HLLCE 22: Observation notes from LLCE educators' lessons during Unit 3 of CT Programme.

³⁹ Please note that these educators were not part of the CT Programme in Lockwood Secondary Study and were never formally interviewed. Therefore there is no record of the informal discussions and the educators' responses in the Appendix.

During the CT Programme, Ms Brijlal (AC educator) found that the ESL learners in Grades 8 and 9B developed the confidence to speak in groups sooner than those in Grade 8 and 9C.⁴⁰ Ms Pillay, the English language educator, found that many ESL learners from both Grades 8 and 9B and 8 and 9C spoke more often during small group discussions than during whole class discussions. As mentioned earlier in this section, the notes⁴¹ of these two educators indicate that when engaged in small group-work, ESL learners in the contrast group conferred with one another in isiZulu and English, depending upon the level of their English proficiency. However, during whole class discussions the learners were obliged to respond only in English to the educator. Many limited proficiency learners therefore preferred to remain silent. Furthermore, during Unit 2, the LLCE educators observed⁴² during their English lessons that the communicative repertoire of the learners was more fluent and coherent, and that this stemmed from their confidence as a result of the lessons during the CT Programme.

7.2.2 Learner Feedback and Confidence during Classroom Talk

The responses of the learners during the interview⁴³ and Questionnaire 07b indicate that the ESL learners enjoyed and benefited from the classroom interaction that the CT Programme provided.⁴⁵ Questionnaire 07b sought to determine the quality and frequency of speaking practice opportunities that ESL learners in the contrast group had obtained through the CT Programme during the AC lessons. This Questionnaire sought to ascertain whether a lowered Affective Filter would encourage ESL learner talk in interactive tasks. In this questionnaire, the learners had to indicate whether they received “More than enough”, “Enough”, “Not enough” or “None” concerning speaking practice during the CT Programme. The majority of the learners (67%) felt that they had received enough speaking practice in Arts and Culture lessons, while 22% felt that they had obtained more than enough speaking practice, and 13% felt that they had not obtained enough speaking practice. Figure 7.2.2 presents descriptive statistics which

⁴⁰ Please see Figure HAC 8: Observation notes from Unit 1: Lesson 5 and Figure HAC 12: Observation notes from Unit 2: Lesson 1.

⁴¹ Please refer to Appendix H, Figure HLLCE 12: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HLLCE 13: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme and Figure HAC 3: Observation notes from Unit1: Lesson 3 and Figure HAC 4: Observation notes from Unit 1: Lesson 4.1.

⁴² Please refer to Appendix H, Figure HAC 12: Observation notes from Unit 2, Lesson 1 and Figure HAC 14: Observation notes from Unit 2, Lesson 2.2 and Figure HLLCE 13: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

⁴³ Please browse through Appendix AR and BR to verify this.

⁴⁵ This was the final questionnaire which was handed to ESL learners to complete in November 2004.

illustrate that the majority of the learners, 88%, indicated that they had received sufficient speaking practice in Arts and Culture during the CT Programme.

Figure 7.2.2: Speaking practice received in English

| Speaking practice | More than enough | Enough | Not enough | None |
|--------------------------|-------------------------|---------------|-------------------|-------------|
| Number of Learners | 22% | 66% | 12% | 0 |

This showed that the CT Programme was effective in terms of providing ESL learners with opportunities to speak or, as Gibbons (1998) states, “air-time”. The data from the educator observation notes, rubric assessments and learner questionnaires suggest that the CT Programme had provided learners with extended opportunities to interact in classroom tasks. The results show that 88% of the learners were provided with sufficient speaking practice in English to lower their Affective Filters and improve their confidence to interact in English in Arts and Culture classrooms.

In an interview⁴⁶ in November 2004 the contrast group indicated that they had enjoyed participating in the CT Programme. The learners requested that the CT Programme be part of the Arts and Culture Programme always, as it had helped them acquire the confidence and language skills to perform better in other learning areas. The CT Programme had, according to the Grade 9B/C ESL learners, prepared them to cope with understanding and speaking in English, and in verbal tasks in other learning areas. This view concurs with those of the educators who participated in the study and those who were interviewed informally, except for the Afrikaans educator. The CT Programme tasks had allowed the learners to extend themselves in projects⁴⁷ outside the school as well.

Taking into consideration other factors mentioned, the findings indicate that participation in verbal interactive tasks may have been responsible for some improvement in these ESL learners’ lowered Affective Filters.

The second theme of this chapter examines educator rubric assessments, observation notes and interview data that show that ESL learners with lowered Affective Filters displayed better self-

⁴⁶ Please refer to Appendix A and B, interview schedules 1 and 2 for the questions, and Appendix AR for a table of responses from interview schedules 1 and 2.

⁴⁷ Some of these ESL learners have since then become involved in community radio stations as announcers while others have been attending auditions to act in community theatre productions. V. Gwala and L. Buthelezi were chosen to perform at the Elizabeth Sneddon Theatre.

confidence to interact in English and thus developed better communicative performance and CALP in Arts and Culture.

7.3 Communicative Performance and the CT Programme

A sample of the quality of ESL learner communicative performance is presented here from lesson 1.2 from Grade 8C in 2003. The learners were observed during Unit 1 of the CT Programme which was based on the topic “Television”. During Lesson 1.2 of Unit 1, learners were required to interact in English. Here their proficiency, views and findings, as well as their interactive skills, were the focus of assessment (*c.f.* Chapter 5, Figure 5.3.1.6 presents the rubric used for this task). The ESL learners’ actual talk or communicative performance during the discussion of the television survey results that took place in groups of five is analyzed here:

Nobuhle: I see the TV a little. Only 16 hours for the school time.

Zamazondi: You watshin too mush...ha...16 ours thash too mush. No is me... watshing little. Is...is... wait I showing now! Is 13 hours is little.

Mark: Ish..ish..ish..um..uh..it’s me, not you...ish... I ‘m watching 11 hours...the very little...no? Yes, yes, I’m good boy. You is too much...you is too much ...you two is too much.

Menzi: Aay, you speaking lies ... you counting ...not right...is 11 ours plus the weekend...yo, yo...that’s too much. Is me ...I’m um...er...11 hours plus...plus the weekend. (Appendix K, Unit 1, lesson 1.2)

Clearly, all four learners quoted here understand English to some extent. However, their proficiency is poor. This group⁴⁹ had four ESL learners and just one EFL learner who acted as leader⁵⁰. The learners in this group participated⁵⁰ in the discussion very little. The extract presented above was the highlight of the discussion in this group where learners attempted to compare who watched the most television. Thereafter, the learners became less eager to talk in English. As soon as the observer paid attention to another group, the learners began to speak in isiZulu. The ESL learners had to be reminded several times during the lesson to speak in English for assessment purposes. They either resorted to speaking in isiZulu or became silent. Much of the recorded conversation was in isiZulu, as the educator had to leave this group to monitor another

⁴⁹ There were 5 groups with 6 members, 1 group with 7 and 1 group with 5 members. Altogether, there were 7 groups and a class population of 42 learners, excluding the 2 absentees.

⁵⁰Originally there were seven learners in this group: two EFL and five ESL learners. One of the ESL learners from this group was constantly absent and the other was an EFL learner who often absconded or was detained in the Principal’s office for minor offences.

group that was experiencing problems. This excerpt allows the reader to obtain a baseline idea of the quality of the ESL learners' proficiency and communicative performance at the beginning of the study.

In this section on communicative performance and assessment, I will therefore first consider how learners in the study were assessed and required to assess themselves and their peers, using rubrics to determine their progress levels in terms of English proficiency during a scripted role-play on the topic 'Abuse'.⁵¹ Second, the data derived from the learner interview notes and questionnaires during the period of the study will be employed to illustrate ESL learner perceptions of progress. Educator perceptions will be analyzed from interviews and observation notes and rubric assessments. This, it is hoped, will demonstrate the triangulation of the research data with respect to the focus of this theme, which is the ability of ESL learners to display English proficiency in the AC classroom.

7.3.1 Self-assessment⁵²: Learner and Educator Perceptions

Like the educators in the Lockwood study, ESL learners were also required to employ the general OBE level descriptor ratings on rubric sheets to assess their own performance (using a pencil) in terms of the quality and amount of English they used during selected lessons. Then a peer from the particular group had to verify this information by peer-assessing the same task, using a black pen. The educator would then assess the task using a red pen. The educator and the researcher would then compare educator notes and assessments with learner self-assessments to ensure that learner and peer assessments were fair. Where there were major discrepancies between learner and peer assessments, the educator would consult both individuals, discuss the matter and have them re-evaluate the task. This process describes how educators were able to use peer assessment documentation to inform and verify the findings.

7.3.2 Educator Assessments of Learner Communicative Performance

The rubric assessment sheets⁵³ were designed to present evidence concerning whether the ESL learners had shown improvements in terms of communicative performance during the course of the CT Programme. An analysis of the rubric assessments conducted by the educators show that these improvements were confirmed. The rubric assessment document also set out to determine

⁵¹ Please refer to the final schedule of work in Appendix G, Figure GB, lesson dated for 03:05:04.

⁵² This section is dealt with in greater detail in Chapter 8.

⁵³ Please refer to Chapter 6, Figure 6.3.1.1 for details.

whether ESL learners had acquired better communicative performance or not by considering specific criteria and outcomes. Singh (2004:13) mentions that such a method was used by an educator in another Durban school to assess learners in the Arts and Culture learning area. This educator reported that despite being time-consuming to design, the rubric sheets "...were worth the effort" (Singh, 2004:13). The rubric assessment sheets were therefore the assessment instruments that were used to continuously assess the contrast and control groups. Furthermore, educator diary notes and learner and educator interviews and questionnaires already mentioned were consulted to verify that assessments were accurate. Singh mentions that the educator in that study also used notes to observe and assess in a diary-style. The verbal assessment documents of ESL learners from the LLCE classroom were analyzed and compared to assessment documents from the AC classroom in the search for patterns in ascertaining the level of the learners' confidence to interact and participate in tasks.

The LLCE educators were required to assess the learners in the contrast and control groups three times (during the units) during the CT Programme according to the level descriptors on the educator questionnaires⁵⁴. Each rubric sheet⁵⁵ was made up of four level descriptors and five criteria which were calculated thus: $4 \times 5 = 20$ and then adjusted to form a percentage ($20 \times 5 = 100\%$) for each lesson. An average percentage of scores in all lessons for the period of study were calculated for analysis. In this way the data was accumulated and analyzed using educator assessment documentation.

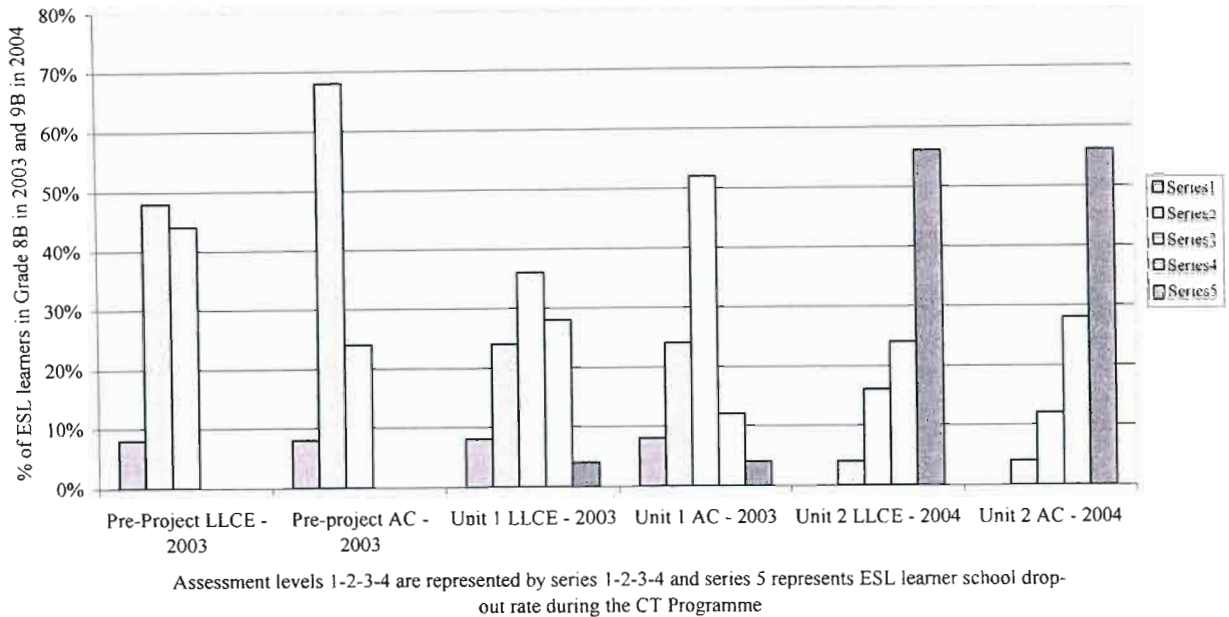
In Figure 7.3.1, scores⁵⁶ illustrating the progress of the ESL learners' in the contrast group during the CT Programme are presented. Here the LLCE and Arts and Culture assessment scores for Grade 8/9B ESL learners at the pre-project stage and during the CT Programme are presented.

⁵⁴ The level descriptors on the educator questions were the same as the level descriptors employed in the rubric assessment sheets found in Chapter 5. There were four levels: 1 represented a very poor level of proficiency and communicative performance in English, while 4 represented an excellent level of proficiency and communicative performance in English.

⁵⁵ See Appendix F for sample rubric sheets that were used in this study and consult Chapter 5 for more details.

⁵⁶ The scores were taken from the rubric assessment sheets in Appendix 1.

Figure 7.3.1: LLCE and AC communicative performance assessment scores for ESL learners in Grade 8B in 2003 and 9B in 2004



This graph shows that at the pre-project stage the majority of ESL learners were at level 2 in terms of their communicative performance in English (Hymes, 1972). At the end of Unit 1 of the CT Programme, the graph shows that the number of ESL learners who had progressed to level 3 in terms of their communicative performance ability in English had risen from 24% to 36%. This indicates an improvement in the quality and quantity of spoken English of 12% in LLCE. In AC the Level 3 improvement in communicative performance ability in English was quite high. There is a difference of 28% between the pre-project assessment in 2003 and Unit 1 assessments conducted at the end of 2003. Furthermore, at the end of Unit 1, the percentage of learners who reached level 4, according to the LLCE educators, was 28%, and 12% reached level 4. By the end of Unit 1 in 2003, the number of ESL learners who had dropped out of the study was 4%. By the end of Unit 3 in 2004, the drop-out rate of Grade 9B had risen by 52% to 56%. Despite the improvements in language acquisition and communicative performance amongst ESL learners in Grade 9B, external factors had prevented their progress⁵⁷. This sharp drop-out rate in Grade 9B was not investigated as it was not within the scope of this study.

Figure 7.3.2 illustrates the communicative performance assessment scores for ESL learners in Grade 8/9C who were part of the contrast group. Here the graph shows that 28% of the ESL

⁵⁷ 'External factors' refer to personal, financial, psychological, physiological and emotional factors that may have adversely affected learners and thus prevented them from attending classes and participating in the CT Programme, and this affected their progress.

learners were assessed to be at level 1 in both LLCE and AC, while 39% and 47% of the ESL learners obtained a level 2, and 32% and 28% obtained a level 3 respectively at the pre-project stage. In Unit 1 in both LLCE and AC, the number of ESL learners at level 1 dropped to 4%, while the number in level 3 rose to 39% in LLCE and 50% in AC, which illustrates that the communicative performance of the ESL learners in English had improved considerably. The Grade 9C level 4 scores for Unit 2 are 58% for LLCE and 64% for AC, much higher than the level 4 scores of Grade 9B in Unit 2, which was 24% in LLCE for Unit 2 and 28% in Unit 2 for AC. This indicates that the Grade 9C ESL learners performed better in the CT Programme than the Grade 9B ESL learners. 58% of the Grade 9C ESL learners had acquired a better level of communicative performance in English and had by Unit 2, gained the confidence and comprehensible input to interact verbally with other ESL and EFL learners in English.

Thus the design and implementation of the activities in the CT Programme in the Grade 9C contrast group served to lower the Affective Filter of the ESL learners to a greater extent (64%) compared with that of 9B (28%) during Arts and Culture in Unit 2 in 2004. Clearly, the CT Programme was effective in the Grade 8 and 9C group, as the descriptive statistics show that several learners experienced lowered Affective Filters and progressed gradually towards better communicative performance. This implies that these learners had gradually increased their output during the CT Programme and had experienced lowered Affective Filters during lessons that employed communicative strategies.

Figure 7.3.2: LLCE and AC communicative performance assessment scores for ESL learners in Grade 8C in 2003 and Grade 9C in 2004

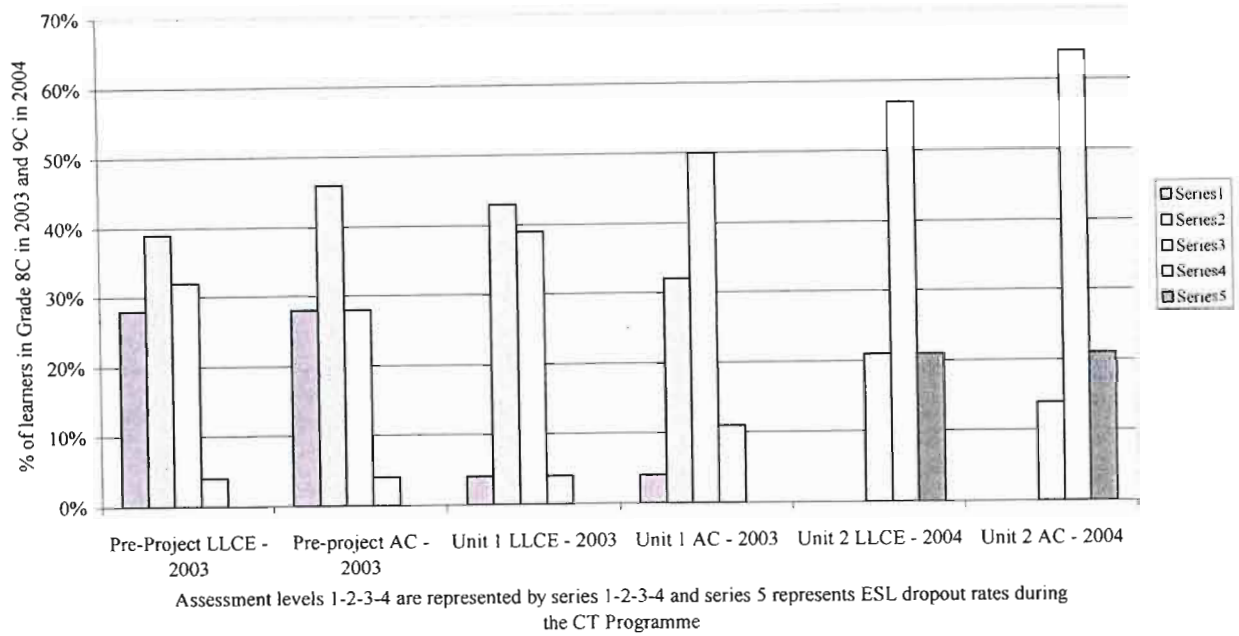
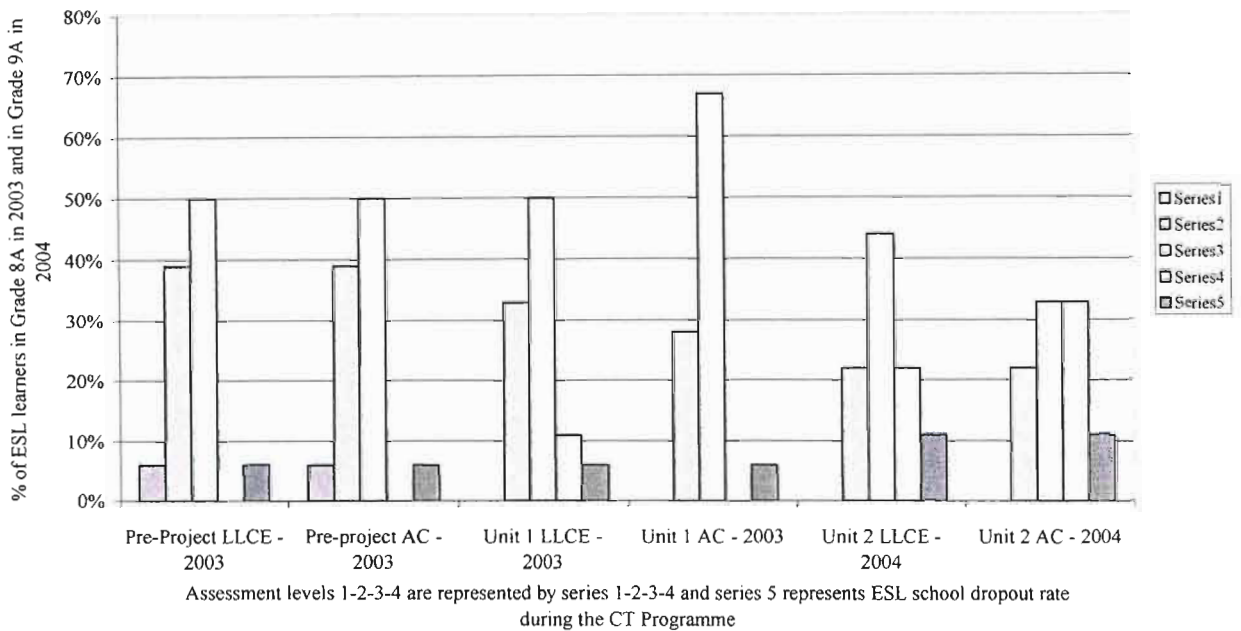


Figure 7.3.3: LLCE and AC communicative performance assessment scores for Grade 8A in 2003 and Grade 9A in 2004



Grades 8 and 9A and 8 and 9D were part of the control group. The ratio of ESL and EFL learners in 8A was 42 % and 58% respectively. The Grade 8D ratio of ESL to EFL learners in 8D was 54% and 46% respectively. The control group did not participate in the CT Programme of

communicative strategies, but their level of progress in terms of their communicative performance was assessed during the same three periods in which the contrast group was assessed. These learners followed the 'normal' Arts and Culture (AC) syllabus guidelines and engaged in only one lesson a term that employed a communicative strategy. This was owing to the time constraints in each term. Figure 7.3.3 shows that the communicative performance of this group of ESL learners had improved, although they were not part of the CT Programme. This was owing to the fact that ESL learners in this group had the opportunity to interact with EFL learners more often. According to the observations of Mrs Basdew (LLCE) and Miss Brijlal (AC), ESL learners in 8/9A spoke English more often than ESL learners in the other classes because they had to do so in order to interact with EFL learners. Figure 7.3.3 shows ESL learner proficiency progress over the two-year period, 2003 and 2004.

Unlike Grades 8/9B and 8/9C, the contrast group, Grades 8 and 9A consisted of a greater number of EFL learners than ESL learners. An analysis of the data in Figure 7.3.3 indicates that 33% of the ESL learners in 8/9A progressed to level 4 in terms of their communicative performance during the period the CT Programme was implemented with the contrast group. Although they were not focused on in this study because of time constraints, the EFL learners in this group also showed improvement. Furthermore, the statistics indicate that 6% of ESL learners at level 1, had progressed to one of the other three levels, as no learner was found still to be at level 1 by the end of 2004, except possibly those who dropped out of school during the course of the CT Programme.

Although it may be that some learners' improvement would have occurred in classes which received conventional teaching, examination of the control group statistics indicate that the CT Programme had a significant impact on learner progress. Although the learners in the control group were not part of the CT Programme, the Grade 8 and 9A ESL learners' communicative performance ability appeared to have improved. The improvement could be attributed to the fact that ESL learners in Grade 8 and 9A had the benefit of interacting with EFL learners who made up the majority of the class population. It could also be attributed to learners' progressing naturally in the speaking of English, because of time spent in an English First Language context.

A comparison between the ESL⁵⁸ learners in Grade 8 and 9C (Figure 7.3.2) and 8 and 9B (Figure 7.3.1) of the improvements indicates that the learners in the Grade 8 and 9C group showed greater improvement than the Grade 8 and 9B group. In the Grade 8 and 9C group, 64% of the ESL learners reached level 4, while in the 8 and 9B group, only 28% of the learners reached level 4. These groups are too small to be statistically significant, but the learners from the Grade 8 and 9B group, for whatever reason, benefited most from the CT Programme. However, Figures 7.3.1 and 7.3.2 indicate that the drop-out⁶⁰ rate of ESL learners at this school in Grade 8 and 9B (56%) was greater than the drop-out rate of learners in Grade 8 and 9C (21%). Taking these statistics into consideration, of the remaining 44% of learners in the Grade 8 and 9B group, 28% had reached level 4, which means that 12% reached level 3, and 4% reached level 2. The implication is that from the remaining group of learners more (28%) reached level 4, showing that the CT Programme did have a positive impact on the ESL learners who did not drop out of school.

Figure 7.3.4: LLCE and AC communicative performance assessment scores for Grade 8D in 2003 and Grade 9D in 2004

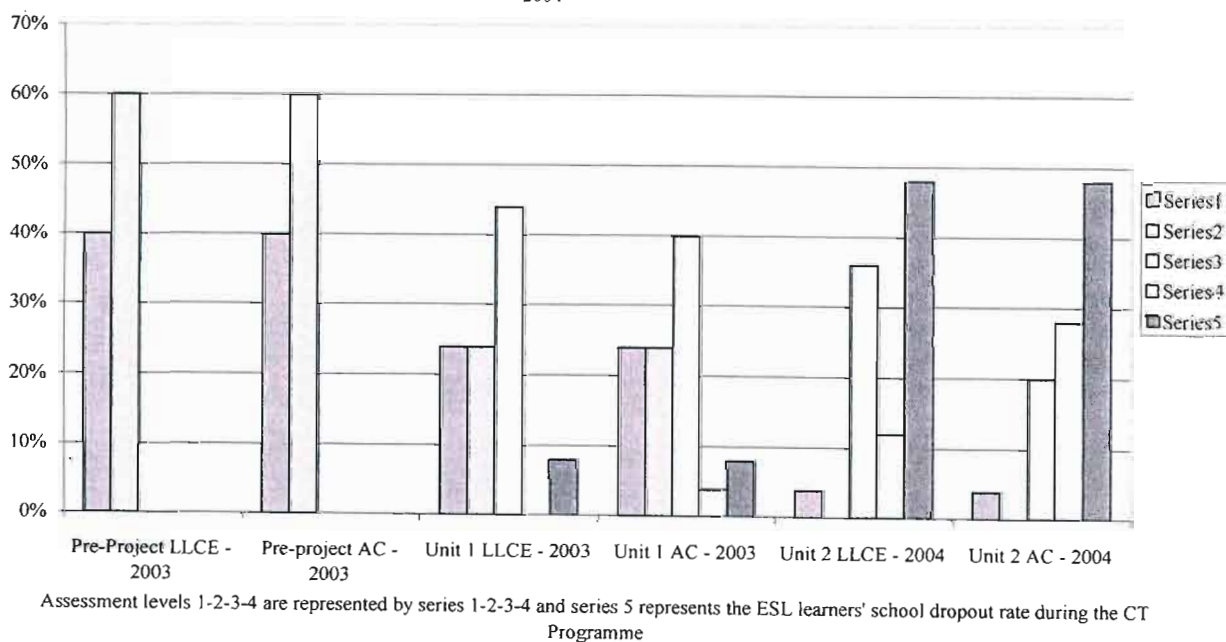


Figure 7.3.4 outlines the data for Grade 8 and 9D ESL learner progress during the period of the CT Programme. An analysis of the data in Figure 7.3.4 indicates that by 2004, 20% and 28% of the ESL learners from the Grade 8 and 9D control group had reached the 3rd and 4th levels of

⁵⁸ This study focused only on the communicative performance improvements of ESL learners only.

⁶⁰ The drop-out rate refers to learners who dropped out of school as a result of various social, psychological and educational issues mentioned in Chapter 1 of this thesis.

communicative performance respectively, despite not being part of the CT Programme. The data here indicates that despite not being part of the intervention, 48% of the ESL learners had developed better communicative performance and thus proficiency in the target language. In Grades 8 and 9B and Grades 8 and 9D, 4% of the ESL learners in each of these groups showed no sign of having developed better communicative performance skills in English. By the end of 2004, 48% of the ESL learners who were part of the Grade 8 and 9D class had dropped out of Lockwood. In terms of triangulation of data, and the search for explanations for the silence of ESL learners, the findings from Questionnaire 04 (Appendix 8) are presented in the next section.

7.3.3 *ESL Learners and CALP*

Communicative proficiency in English for ESL learners means that CALP in the different learning areas must be achieved. The ESL must have acquired the vocabulary associated with the learning area in order for the learner to be successful in understanding concepts, content, and skills meaningfully. For example understanding such Visual Art vocabulary as ‘shape’, ‘tone’, ‘texture’, and primary colours’ in the Arts and Culture learning area will enable the learner to communicate proficiently and the educator to assess the learner accurately. This has implications for ESL learner assessment, and eventually progression to the next grade. Cleghorn *et al* (1998) state that in South Africa ESL learners possess Basic Interpersonal Communication Skills (BICS) but lack CALP to interact within classrooms successfully. As mentioned in Chapter 3, CALP refers to a refined command of the language of specific learning areas that allows ESL learners to “grasp concepts, establish relationships between concepts, and analyze, synthesize, classify, store and retrieve information” (Schlebusch, 2002:2).

The CT Programme tasks were designed to engage the ESL and EFL learners in spoken English to develop ESL learner communicative performance and CALP in the Arts and Culture learning area. Balfour (2002:155) points out that in order for ESL learners to interact successfully in English and acquire proficiency, educators have to take into consideration the ESL learner’s level of proficiency at entry as well as cultural and social background. This enables learners to begin at a point where input is comprehensible. Furthermore, Buthelezi (2004:190) points out that the differing world views of the English speaker and the isiZulu speaker create difficulty for the ESL learner in the EFL classroom. It is difficult for the isiZulu speaker, at the stage when this occurs, to think in isiZulu and translate such thoughts into English during interactive tasks, as the rules in English are not as flexible as the rules of isiZulu. This makes it difficult for the limited

proficiency ESL learner to cope with the differences in syntax and semantics where the two languages are concerned. During the CT Programme, educator observations indicated that code-switching, or changing to isiZulu for clarification from peers, is the one way that isiZulu ESL learners were able to develop CALP in the Arts and Culture classroom. Learners were able to understand and use such Arts and Culture (Drama) terminology as 'improvise', 'select', 'compose', 'stage space', 'stage props', 'backstage', 'script' and 'rehearsals', which indicated that they were developing the language associated during the interactive tasks.

Questionnaire 04 sought to find out how easy or difficult it was for ESL learners to interact in English in a multilingual context. According to Lanham *et al* (1995:88), the ability of the learner to interact effectively will depend on the learner's "fields of experience" and "frames of reference" which are used to interpret and integrate a flow of new information. Lanham points out that the amount of common ground between learners would influence communication, intelligibility, and comprehension.

In Questionnaire 04, the majority of the ESL learners, (82%), indicated that they preferred to be spoken to at a slower pace. The findings show that these learners found it easier to understand what was being said if a single person spoke in the group, slowly. Some ESL learners indicated that they found it difficult to follow the line of the argument when the pace of the speaker was fast or when an argument developed among group members and more than one person was speaking. A sizeable minority (43%) of the ESL learners indicated that when they engaged in conversations with EFL learners whose speech variety was different to their own they found it difficult to understand them at times. The majority (57%) of the learners claimed that it was not a major barrier, as long as the person did not speak too quickly.

Some ESL learners found it difficult to understand when an EFL learner pronounced a word incorrectly. The ESL learners claimed that they were sometimes confused as to whether the words were new or wrongly pronounced. According to Lanham *et al* (1995:90), in such circumstances the pronunciation will "...contribute significantly to the meaning of the words". Lanham *et al* states that in order to comprehend in such circumstances, speakers must seek clarification. In the ESL classroom the ESL learner should ask a question to gain clarification; otherwise distortion of messages and meanings may occur.

Balfour (1995: 16) points out that it is vital for the teacher to provide a supportive environment for both the ESL and EFL learners. According to Lanham *et al* (1995:90), it is the educators' responsibility to ensure that the messages being conveyed during discussions are comprehended by the ESL learners. In such circumstances, it is in the interest of all learners that speakers should be aware of problems of comprehension so that clarity is achieved.

Lanham *et al* (1995:88), in a model demonstrating the communication process, explain in detail that when there is background noise, messages are often distorted. They point out that in order for a message to be transmitted effectively, there sometimes has to be "a great deal of redundancy, repetitions and affirmations which help to ensure that the messages get through more or less intact...the additional redundancy may make all the difference to the success of the transmission" (Lanham *et al*, 1995:89). This suggests why learners found it difficult to interpret EFL speakers who spoke too fast, or those in the midst of an argument. Lanham *et al* (1995:88) state that "the amount of common ground that exists between the sender's and receiver's fields of experience is crucial to the success of a communication". Thus the noise factor, the lack of clarity, and the lack of common ground may be responsible for the inability of ESL learners to comprehend the EFL speakers when they speak too fast or in an unfamiliar accent. The data gathered during learner interviews (Appendix A, B and AR) suggest that the ESL learners benefited from group tasks because these allowed them the opportunity to engage in code-switching as well as to gain clarification from other learners whenever they were unclear about the meaning or pronunciation of a word.

According to Kapp (1998:30), code-switching may "guide interpretation of the new discourse, and enable students to voice difficulty and to practice the discourse in class, thereby gaining confidence and fluency". She points out that code-switching may serve as a scaffold for the ESL learners, who should be gradually "weaned" from it to motivate learners to become proficient in English. The responses of ESL learners also indicated that they enjoyed the opportunity to speak and the security that the small group offered them to practise English and acquire the confidence to express their ideas and views. As indicated in Chapter 3, scaffolding and sequencing of the interactive tasks, allowed ESL learners in the Lockwood context to use the new language forms they had acquired during interaction in LLCE and Arts and Culture lessons (Wesche, 1994). This

⁶² Please see Appendix H (educator observation notes) for examples of such instances.

concur with the research in Porter (1986) as ESL learners in Lockwood were able to develop CALP, after interacting in “genuine” communicative tasks.

During classroom observations⁶² LLCE educators, Ms Pillay and Mrs Deochund claimed that when learners found themselves struggling for a suitable word they sometimes attempted to find it by consulting other ESL learners in their mother tongue. Ms Pillay did not approve of this and insisted that learners refrain from using their mother tongue during lessons. However, Mrs Deochund sometimes allowed the ESL learners to clarify issues in the mother tongue, but insisted that discussions had to take place in English most of the time. The Arts and Culture educators found that this use of isiZulu occurred during group-work when ESL learners were angry with one another, or when the group was experiencing some problem, as well as when clarification was required concerning English.

Studies by Olivier (1998) and Jiya (1993) suggest that code-switching in ESL classrooms can be detrimental to learners developing the CALP for a particular learning area. Olivier (1998:57) points out that the input that the ESL learners receive influences the developing academic proficiency of the learner to function effectively in the relevant learning area. Olivier states that when co-learners or educators explain concepts in the mother tongue rather than the second language, the learner will have gained understanding in the mother tongue but will continue to lack the academic proficiency to express the thought in English. The ESL learner will therefore not have acquired the CALP necessary to engage in that particular aspect of the learning area competently. Jiya (1993:76) points out that, the educator’s intervention should be at the point of cognitive interaction in order to encourage appropriate use of language in a learning area. According to Jiya, the use of English as a tool to gather, formulate, understand and express ideas in a learning area will allow for the development of CALP within that learning area. Thus code-switching in second language classrooms affects input and the development of CALP in the medium of instruction. My study intended to develop the CALP of ESL learners in Arts and Culture, and while there are no data to indicate whether code-switching affected this adversely, the educator observation notes, rubric assessments and learner interviews indicate that the ESL learners’ CALP in Arts and Culture did improve.

Questionnaire 05a (Appendix 9), for example, which presents further insight into learner communicative performance and CALP during interactive lessons in Arts and Culture classes, was completed by learners in 2003. Questionnaire 05a was completed by learners at the

beginning of my study to find out when, or at which times, ESL learners choose to speak most in English. This questionnaire was handed to learners again at the conclusion of the study in November 2004 to determine whether the contrast group of ESL learners' English speech patterns had changed or not after participation in the CT Programme.

The findings indicated that 87% of the ESL learners found it difficult to speak fluently in an impromptu role-play. They indicated that they felt more secure if they had prepared and rehearsed the role-play before the lesson. As mentioned in Chapter 3, Delpit (1995:53) states that "memorizing parts of drama productions will allow students to 'get the feel' of speaking Standard English while not under the threat of correction". She also points out that "Learning to orally produce ... comes with exposure, comfort level, motivation, familiarity, and practice in real communicative contexts" (Delpit, 1995:49). Furthermore, 93% of the ESL learners found it less difficult to speak fluently before the class during prepared oral tasks. Only 6% from the group felt that they were confident enough to speak impromptu in front of the class when required to do a presentation or report back after a discussion. These were the initial responses of learners. However, the findings of Questionnaire 5b, discussed already, illustrate that during the course of the CT Programme ESL learners developed improved communicative performance in English and the CALP to interact in Arts and Culture classrooms. This enabled ESL learners to communicate confidently and to interact effectively in all learning areas. A better command of English and the confidence to interact in the classroom would gear ESL learners to greater academic success.

Interviews⁶³ with educators at Lockwood indicated that they instructed learners and taught content in English at all times. This information was verified by ESL learner responses to Questionnaire 5a. According to the ESL learners at Lockwood, 90% of the educators taught in English at a pace that suited the educator and the EFL learner, and not the ESL learner. This questionnaire sought to find out how ESL learners dealt with such issues as understanding instructions, with regard to the pace of the educator's speech. The findings indicate that ESL learners were afraid to ask educators to slow down or repeat explanations. Kapp (1998:28)⁶⁴ points out that ESL students at tertiary level indicated that they would prefer to remain silent rather than ask for help from lecturers. They did not want to be labelled or patronised. ESL learners were asked whether they preferred the educator to explain a task to the class as a whole,

⁶³ Please refer to Appendix C for the interview schedule.

⁶⁴ Kapp (1998) draws on the study conducted by Hall, Rex and Sutherland (1995:27).

to the class group per group, or to individual ESL learners on a one-to-one basis. ESL learners preferred the educator to discuss or explain to small groups rather than to the whole class. The learners felt it was easier to talk to the facilitator and clarify misunderstandings in a small group. It drew less attention to their limited proficiency⁶⁵. Furthermore, interviews⁶⁶ conducted with ESL learners from the contrast group indicated that group-work was favoured by all the learners (100%).

Educator observations⁶⁷ show that ESL learners responded to each other easily when they were working in small groups. The majority of ESL learners (86%) found it easier to ask questions when in a small group. This suggests that the security and linguistic support that the small group offers learners made understanding the task easier. The learners preferred to consult fellow ESL learners rather than talk to the teacher during whole class discussion sessions. ESL learners preferred to be questioned by educators on a one-to-one basis rather than while the whole class was listening. This concurs with data obtained during the ESL learner interviews, discussed earlier in this chapter. Prior to the implementation of the CT Programme, the language learning and teaching processes did not seem to be adequate for ESL learners to participate effectively in the classroom. The learner interview data indicates that the CT Programme provided ESL learners with the opportunity to interact with one another and EFL learners and the educator more often. This developed their confidence, communicative performance and CALP within the Arts and Culture learning area. This can be clearly seen when the spoken words of a single group of ESL learners are analyzed at the beginning and towards the end of the CT Programme. The group quoted earlier is presented here from a group-work discussion in Unit 3 (2004):

Sarisha: I follow my culture quite strictly...my mum and dad are so strict about respecting our culture. We have to fast on Fridays and pray... unlike my friends who eat meat and go out on Fridays...we are so traditional. Do you listen to your mum and dad all the time too?

Zamazondi: I listen to some things my mother wants me to do. Some things I don't agree with her. Like the prayers and nice things...like cutting the goats for the ancestors. They are dead ...how can you make them angry, if they dead...that don't make sense.

Menzi: Yes, the ancestors, they are dead but...the... the spirits are still here. You have to remember them ...and pray to them ...and er...er... buy the nice things for them too.

Nobuhle: Aay... no we don't have enough money to buy nice things for ourselves, how we must buy nice things for the ancestors...and cutting the goats...is too much expensive. No, no...I think our parents ...our culture...yes our culture is not right. I want nice things for me now, while we alive...tell me what I'm gonna do with nice presents when I am dead. I

⁶⁵ This was verified during interviews. Please see Appendix A for the interview schedule.

⁶⁶ Please refer to interview schedule AR and BR for verification, in Appendix A and B respectively.

⁶⁷ Please refer to Appendix H, Figure HAC 10: Observation notes from Unit 1, Lesson 6.2.

can't eat the goat when I'm dead. All the relatives will enjoy it. My family will not have money for them, but they must buy goats and sheep and cows...so expensive... for me when I am dead...that is not right...our culture must change now. Aay..ay...its betta we go to Church. See, I can wear nice clothes and shoes and look smart...yes...yes.

Mark: But the ancestors is gonna bless you for the nice things you give them...then you can have a happy life... and get more things...because you giving them so many nice things.

Nobuhle: No, no...but this culture is stupid...this culture about worrying about keeping the dead people happy. I want to be happy with nice clothes and things for me...and dress up and go to Church and then eat nice Nandos.

Menzi: No...ay,ay,aay..you must not talk like that...you make them cross. Aay, aay...Sarisha our culture is nice ...the ancestors don't eat the meat...its we ...we eat it and its...fun with the family ... (Appendix K, Unit 3, Lesson .1)

It can be seen that these speakers, in 2004, dealing with topics on which each feels knowledgeable, are reasonably confident. This group of five learners from Grade 8C had remained together throughout the CT Programme. Avoiding the problems of conflict, absenteeism and truancy that caused problems in many of the other groups, this group bonded and worked well together. According to the LLCE educators, the ESL learners in this group also showed improvement in their written English tasks. This “backwash” effect developed during the CT Programme and had a positive impact on a few ESL learners’ fluency, syntax, grammar, vocabulary and sentence construction. Improvements and the development of CALP in ESL learners became apparent from learners’ writings in the reflective diaries and reviews of tasks in Arts and Culture and from written tasks in LLCE. My own study, however, focussed on communicative performance.

The next section will consider the communicative performance of ESL learners during a role-play lesson.

7.4 Analysing Communicative Performance in a Role-play Lesson

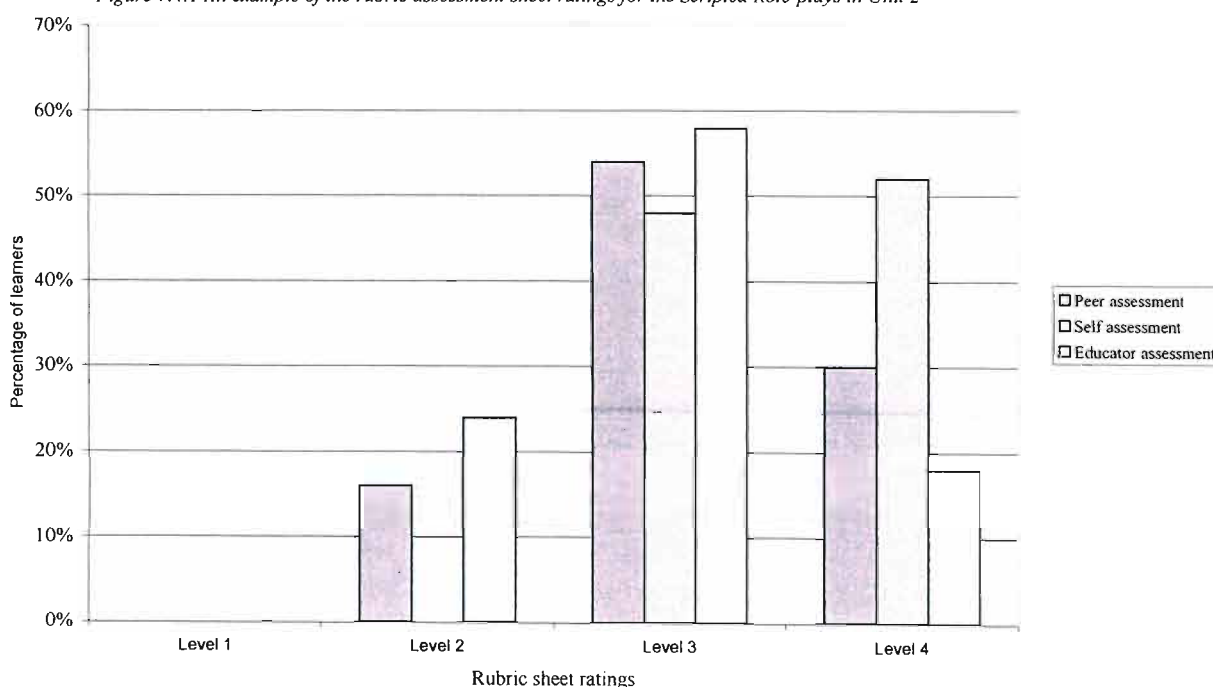
Several role-play lessons were conducted during the course of the CT Programme. Only one lesson⁶⁸ will be analysed in terms of the communicative performance assessment procedures during the CT Programme. Figure 7.4.1 provides the reader with the educators’ assessment, learners’ self-assessment, and the peers’ assessments for the scripted role-play based on the different types of abuse in society⁶⁹. This graph illustrates that all three assessors agreed that all

⁶⁸ Please refer to Appendix F, Figure N: Lesson design Plan 4.1 of Unit 2 for more details of this lesson.

⁶⁹ Again please refer to Appendix F, Lesson 2.5, Figure N: Lesson Plan 4.1 from Unit 2 for details.

learners were above level 1. The educator's assessments show that 25% of the learners were at level 2, while the peer assessment shows that 17% of the learners were at level 2. All ESL learners assessed themselves above level 2: 48% had assessed themselves at level 3, and 52% at level 4. However, the peer assessments showed that 54% of the ESL learners were at a level 3 and 30% were at level 4. The educator assessments indicate that 58% of the ESL learners were at level 3, and 18% of the learners were at level 4. The graph shows that there were discrepancies between the assessments conducted by the educators, peers and ESL learners. The absence of inter-narrator reliability will be discussed in more detail in Chapter 8.

Figure 7.4.1 An example of the rubric assessment sheet ratings for the Scripted Role-plays in Unit 2



The focus here will be on analyzing the graph in terms of ESL learner communicative performance improvements. The findings indicate that learners seemed to enjoy participating in role-plays more in 2004 than they did in 2003. In fact, the ESL learners in the contrast group claimed to have felt more confident and competent to speak in English during role-plays. They indicated that their communicative performance in the role-play had improved considerably. While 52% of the ESL learners still reverted to isiZulu, when addressing other ESL learners, 48% found that they did so less often than in 2003. ESL learners found themselves using English more often when addressing other ESL learners in the classroom⁷⁰. Thus, as the ESL learners progressed through the CT Programme, the use of English increased during interactive tasks.

⁷⁰ Please refer to Appendix H, Figure HAC 12: Observation notes from Unit 2, Lesson 1 where this is confirmed by educator's observations.

Furthermore, the data indicated that 87% of the ESL learners were using English during social conversations inside and outside the classroom in 2004 compared to the 34% in 2003. While self-report is not a reliable source of data, the data presented (earlier in this chapter) from educator observation notes, educator interviews and the graphs (Figures 7.3.1 to 7.3.4) support the finding that ESL learner talk in English increased during the CT Programme.

During Unit 1 and for part of Unit 2 of the CT Programme (2003 and the beginning of 2004) it became apparent to the LLCE and AC educators while observing ESL learners that, whether new to the school and whether competent in English or not, they preferred to speak in their mother tongue. They would choose to communicate in isiZulu, sometimes in the classroom and always outside the classroom. Informal interviews (Appendix A) with these learners revealed that ESL learners preferred to use the indigenous language because they felt that they were unable to use English to express themselves comprehensively and quickly. They indicated that although they were exposed to a great deal of English in the media, which might have helped to develop their communicative competence, they lacked opportunities to employ English. These learners claim they watch more television in isiZulu than they do in English. Furthermore, they listen to their local isiZulu radio stations and mostly page through rather than actually read the magazines and newspapers in English (Appendix A).

The learner interview data provided further evidence that supports the data gathered from Questionnaire 5, that ESL learners enjoyed participating in role-plays⁷¹ and claimed that it had improved their communicative performance and proficiency in English. During the scripted role-plays (towards the end of Unit 2) the amount of isiZulu spoken during rehearsals and discussions was reduced considerably. ESL learners were found to be speaking English to one another most of the time, inside and outside the classroom. By the end of Unit 3, which marked the end of the CT Programme in 2004, AC educators indicated that when ESL learners were faced with problem-solving tasks such as planning and rehearsing a short play for assessment purposes, they drew on what Canale and Swain (1980) refer to as “strategic and discourse competence” to communicate effectively in English⁷².

⁷¹ In Appendix AR, it can be clearly seen that ESL learners claim to enjoy the acting and dancing lessons. Furthermore, the ESL learners claim here that they are able to talk more easily in the groups and often resort to code switching when they seek clarification in isiZulu.

⁷² Duff (1986) undertook an experimental study where she examined the impact of problem-solving tasks and debates in the second language classroom of Japanese and Mandarin Chinese speakers at the University of Hawaii. According to Duff, such tasks create valuable comprehensible input but that problem-solving tasks more than

Furthermore, the AC educators in the CT Programme claimed that the learners most enjoyed the problem-solving information gap activities and the group discussions when planning short plays. The enthusiasm among the educators and learners resulted in Unit 3 culminating in a production based on teenage culture in the school. The rehearsals and preparations for the production entitled *One Life* allowed ESL and EFL learners to interact in English inside and outside the classroom. During rehearsals and improvisations, learners would have drawn upon their “strategic and discourse competence” to communicate ideas. Furthermore, the lowered Affective Filters and improved confidence of the ESL learners allowed for meaningful discussions between learners and educators.

The next section will discuss data gathered on ESL learner talk inside and outside the classroom in the Lockwood context, to determine the impact of the CT Programme on learners’ proficiency in English when communicating with other learners, during non-lesson times.

7.5 ESL Learner Talk Inside and Outside the Classroom

According to a study conducted by Schlebusch and Thobedi (2004:44) in several schools in Cape Town, “ESL learners did not feel confident enough to speak English outside the classroom ... and spoke to members of their community in the mother tongue”. At the beginning of my study AC and LLCE educators found that initially ESL learners preferred to speak in isiZulu rather than English to one another.

The perceptions drawn from learner questionnaires of when, where and how often ESL learners in English medium contexts actually chose to speak in English was considered in Questionnaire 03⁷³ (Appendix C7). This questionnaire was completed by the Grade 8 learners in June 2003. It presented evidence that ESL learners in this study used English mostly inside the classroom when they were interacting with group members who are not isiZulu, or when addressing everyone in the classroom, or when they are responding to the educator. When ESL learners speak to the educator or non-isiZulu speakers, they speak in English. However, when they speak to other ESL learners inside the classroom during a task, and when outside in the playground,

debates were found to be “...useful vehicles of instruction and language practice in second language classrooms” (Duff, 1986: 172).

⁷³ There was no follow-up questionnaire in 2004 to Questionnaire 03 as Questionnaire 5b, the rubric assessments and observation notes of the AC and LLCE educators and the interview schedules of the ESL learners would present this information already shown in this chapter.

they often revert to isiZulu. In other words, most of the time many ESL learners (82%) prefer to speak in isiZulu rather than in English⁷⁴. The interview data discussed also verifies this, as ESL interviewees stated that they speak in English only when required to, when addressing EFL learners or educators. Furthermore, educator observations indicate that ESL learners speak in English during lesson time because it is the medium of instruction, but revert to isiZulu⁷⁵ when the educator is not listening to their conversations or when the lesson is over. This questionnaire revealed that at the start of the study the trend among ESL learners at Lockwood Secondary school was to speak in isiZulu even in class rather than in English, irrespective of their proficiency in English.

At the conclusion of the CT Programme, learners were required to complete Questionnaire 06 (Appendix C11) where ESL learners had to evaluate their proficiency level in English in November 2004. This questionnaire provided data that applied to ESL proficiency both inside and outside the classroom. Analysis showed that 62% of the ESL learners who participated in the CT Programme had improved in terms of interacting in English in the various communicative strategies, including role-play. Both the contrast and control groups were presented with this questionnaire. In response to the first question in the questionnaire, it was found that a third⁷⁶ of the learners in the contrast group indicated that their pronunciation of English words was better and half indicated that their pronunciation of words in English was a great deal better. Only 12% of the learners in the contrast group felt that their pronunciation was 'a little better'. These data indicate that the learners were able to pronounce the English words more confidently.

Questionnaire 06 indicated that the ESL learners had improved in English in terms of their grammar usage, vocabulary, and sentence construction. Question 2 focused on whether their vocabulary had improved at all. Here 24% of the learners indicated that they felt their vocabulary was a little better than when they came to Lockwood, while 58% of the ESL learners indicated that they were much better able to use the vocabulary correctly. 15% of the ESL learners⁷⁷ felt that their vocabulary had improved a great deal. These learners responded to questions 3 and 4 in

⁷⁴ I acknowledge, however, the artificiality of two mother-tongue speakers of isiZulu speaking English together, and do not feel that this detracts from the validity of my findings.

⁷⁵ Please refer to Figure HAC 1: Observation notes from Unit 1: Lesson 1.1, Figure HAC 8: Observation notes from Unit 1: Lesson 5, Figure HAC 9: Observation notes from Unit 1: Lesson 6.1 which are a few examples.

⁷⁶ Figure 7.4.5 which follows presents a complete tabulated summary of the statistics described concerning ESL learner improvements in English usage.

⁷⁷ Two learners are V. Nene and L. Makalima (pseudonyms) whose vocabulary and use of the English language had improved so much that they were not only on par with many of the better EFL learners, but were also performing extremely well academically.

the same manner. There was a small percentage (3%) of ESL learners who claimed that they were able to use English grammar a great deal better and that they were able to speak in complete sentences a great deal better. The Arts and Culture and LLCE educators felt that this 3% had achieved very good communicative performance.

Of the contrast group of ESL learners, half felt that they were able to use grammar much better, while a third felt that they were able to use grammar a little better and 15% indicated that their grammar had improved a great deal. Only 2% of ESL learners indicated that their use of grammar and their ability to speak in complete sentences was no better than when they had first arrived at Lockwood Secondary. This 2% of learners⁷⁸ were absent much of the time and had not participated in most of the tasks. The final question in Questionnaire 06 assessed the ability of ESL learners to speak in complete English sentences. Almost a fifth of the ESL learners indicated that they had improved a great deal in speaking in sentences, while half of the learners in the study felt that they were much better at speaking in full sentences, and a quarter felt that they were a little better than when they had arrived in 2003. Again, 3% of ESL learners indicated that their ability to speak in complete sentences in English was a great deal better.

Each part of Questionnaire 6 was analysed to determine whether or not the CT Programme had a favourable impact on ESL learners. ESL learner responses were analysed in terms of their perceived improved proficiency in the use of the English vocabulary, grammar, syntax and pronunciation. Prior to the study, discussions with language educators⁸⁰ indicated that ESL learners rarely spoke in class. Clearly, the data indicates that the CT Programme allowed the majority of the ESL learners to acquire and practice English in the AC classroom as well as in the other learning areas. In Figure 7.5.1 the improvements are presented in percentages for scrutiny. The data shows that for the ESL learners to have acquired English proficiency, their Affective Filter had to have been lowered during the course of the interactive activities. This suggests that when classroom talk activities are carefully planned and carried out in ESL classrooms they can have a positive impact on ESL learner proficiency. The improvements outlined here accord with those presented in the graphs (Figures 7.3.1 to 7.3.4) as well as with the educator notes in Appendix H. Figure 7.5.1 provides a summary of the data to suggest that

⁷⁸I will not mention these learners' names since I did promise confidentiality in the questionnaire and they were unavailable at the time of writing this to obtain their permission.

⁸⁰Please see Chapter 1.

projects like the CT Programme can benefit ESL learners with poor communicative performance.

Figure 7.5.1: ESL learner improvements in English usage

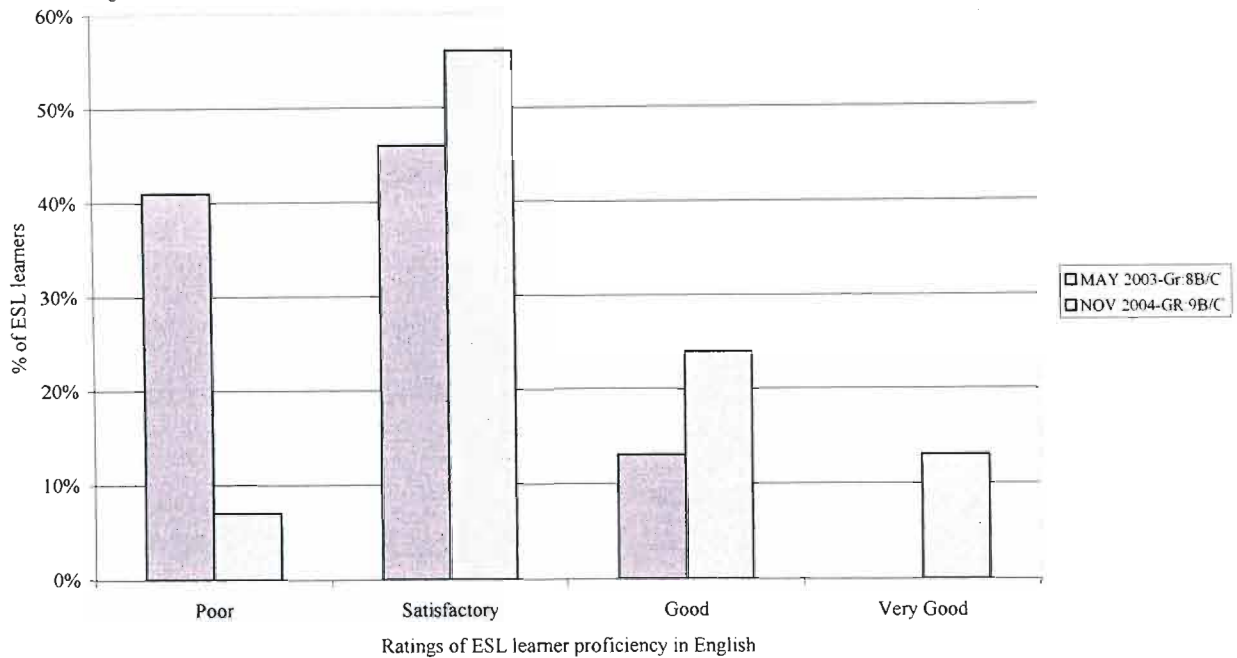
| Ability in English | Great deal better | Much better | A little better | No better |
|---------------------------|--------------------------|--------------------|------------------------|------------------|
| Pronunciation | 58% | 30% | 12% | 0% |
| Vocabulary | 15% | 58% | 24% | 3% |
| Grammar | 15% | 52% | 31% | 2% |
| Syntax | 19% | 51% | 27% | 3% |

Throughout this study, an attempt has been made to ensure that data gathered can be considered valid and reliable for conclusions to be drawn for future classroom practices. Assessments were conducted using rubric sheets designed for each AC lesson that formed part of the CT Programme. Conclusions about ESL learners' improvements in English proficiency and communicative performance were drawn from similar rubric assessment sheets completed by the LLCE educator questionnaires⁸¹. Analysis of the LLCE educator assessments shows that the learners had improved in terms of their communicative performance and proficiency in English.

Questionnaire 2b was completed by ESL learners in November 2004 to assess whether they had improved or not by the end of the CT Programme. The data presented by the ESL learners in May 2003 and November 2004 are presented graphically in Figure 7.5.2 which follows.

⁸¹ Copies of these sheets, including the scores of the learners, can be found in Appendix I.

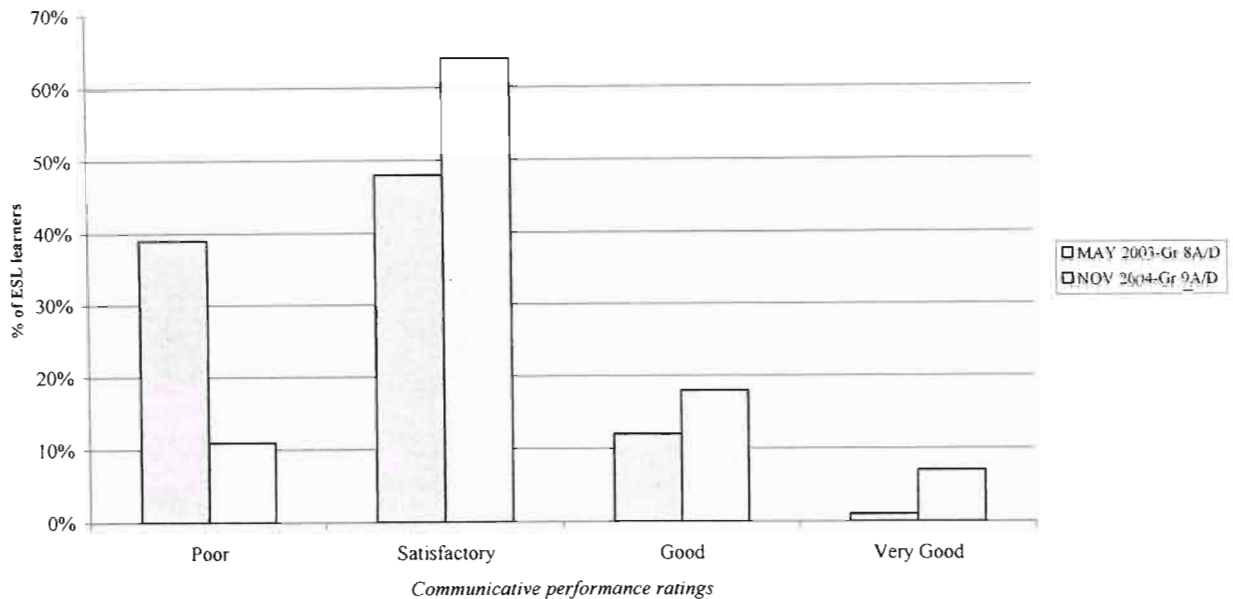
Figure 7.5.2: The impact of the CT Programme on the proficiency of the contrast group



In this graph, learners in the contrast group indicated in May that 41% of them rated themselves as poor and 46% as satisfactory. 13% rated themselves as good but no one rated themselves in the 'very good' category. But in November 2004, 24% of the same learners rated themselves as good and 13% as very good, while over half of the ESL learners rated themselves in the 'satisfactory' category. Only 7% rated themselves as poor. It appeared that ESL learners in Grades 8B and 8C, the contrast group, were speaking English more frequently in 2004 than in 2003. These are learner self-reported data that have to be considered critically.

Furthermore, analysis of the control group data showed that there was a significant difference between the control and contrast groups. The control group, that is, Grades 8/9A and 8/9D, was required to fill in the same two questionnaires and also had to search for patterns of improvement, if any, at the end of 2004. These data are presented graphically in Figure 7.5.3 which follows.

Figure 7.5.3: The communicative performance ability of the control group as rated by ESL learners in May 2003 and November 2004



An analysis of the results indicated that 39% of the learners had rated themselves in the 'poor' category in 2003, while only 11% rated themselves in the 'poor' category in 2004. While 48% rated themselves in the 'satisfactory' category in 2003 64% rated themselves in the 'satisfactory' category in 2004. This means that 16% of the ESL learners who had rated themselves in the 'poor' category in 2003, considered themselves to be in the 'satisfactory' category in November 2004. In November 2004, 18% and 7% of the ESL learners in the control group had rated themselves as 'good' and 'very good' respectively. Figure 7.5.2 presents the ratings of ESL learners in the contrast group who were engaged in the CT Programme. The control group was not involved in the CT Programme. This shows that the learners involved in the CT Programme benefited from the classroom strategies used. Figure 7.4.1 focuses only on ESL learners' responses with regard to scripted role-plays. Figure 7.5.3, on the other hand, presents data that describe ESL learner improvement in communicative performance during the whole CT Programme.

Figure 7.5.2 shows that only 7% of ESL learners in the contrast group rated themselves in the poor category in 2004. The majority of the learners in the contrast group had experienced lowered Affective Filters and appear to have developed a better level of English proficiency and communicative performance as well as a better level of self-confidence. Considering the first research question, which was: can participation in verbal interactive tasks in the communicative

classroom lower the Affective Filter of Grades 8 and 9 ESL learners at Lockwood? ESL learners replied that to some extent participation in verbal interactive tasks did lower the Affective Filter (Krashen, 1992)⁸². This is reinforced by the successful participation of the contrast group of learners in verbal interactive tasks, which had increased, as had their awareness of the improvement.

Self-rating of learner proficiency improvement nevertheless must be compared with other data gathered during the Lockwood study. In terms of triangulation, besides the learner questionnaires, the rubric assessments and educator observation notes also suggest that the language barrier had caused ESL learners to remain silent during interactive tasks.

Ntenza (2004:7) states that in particular contexts, like the Mathematics or Arts and Culture classroom, language becomes a barrier for ESL learners. Ntenza further points out that the solution in such classes might be to consider code-switching. This means that the educator would have to be proficient in isiZulu in order to have discussions with ESL learners in isiZulu. At Lockwood, this would not be possible because all the educators were from a KwaZulu-Natal 'Indian' background and proficient only in English. The CT Programme attempted to develop the communicative performance and thus the proficiency of ESL learners in English, by ensuring that groups comprised both ESL and EFL learners during interactive tasks. This enabled ESL learners to draw on the intelligibility of the more proficient EFL learners to provide clarity and assistance during moments of incomprehensibility when interacting in English. Thus the interactive tasks were designed to allow learners the opportunity to talk in English. As Gibbons (1998:104) mentions, the ESL learners required "air-time" to engage in classroom discourse to develop communicative performance skills.⁸³ EFL learners and proficient ESL learners served as role models for the limited proficiency ESL learners during group discussions when the educator was not with the group.

Group tasks and drama lessons allowed the contrast group of learners to interact with one another constructively for long periods of time, and more frequently. This allowed ESL learners to express themselves in English, thus improving communicative performance and CALP in the

⁸² Clearly there may have been several other psychological, physiological and environmental influences that could have contributed to improve communicative performance and lowered Affective Filters that this study did not control for as it is a quasi-experimental study. These issues have been dealt with earlier in this thesis.

⁸³ Please refer to Chapter 3 for details.

Arts and Culture classroom. A study by Porter⁸⁴ (1983:27) found that such communicative strategies allow learners the opportunity to practice expressing themselves in the target language. Yonge and Stables (1998)⁸⁵ found that communicative tasks allowed learners to develop their verbal communicative skills. According to Wegerif and Mercer (1996:51), the learner talk that takes place during group-work allows for exploration and problem solving. This enables learners to develop the ability to use the target language and acquire the CALP to reason critically and express their thoughts. This is in keeping with the aim of the CT Programme and OBE where the emphasis is on the learner and not the facilitator.

According to Gibbons (1998), Hymes (1972), Krashen (1982, 1992), Long (1981), and Porter (1983)⁸⁶, constructive interactive tasks in the second language classroom allow the learners the opportunity to practise the target language. Richards (1985) claims that learners “get practice in ‘repairs’ and ‘prompts’ ... that may aid them in learning the target language”. Long (1981) suggests that interactive tasks that involve repetitions, confirmation checks and clarification develop learner CALP, as they provide the ESL learner with comprehensible input in a particular learning area. Schlebusch (2002) states that for ESL learners to achieve academic success, CALP is a necessity within OBE classrooms. The data gathered from the CT Programme indicates that when ESL learners are provided with opportunities to communicate in the target language, in the Arts and Culture learning area for example, they develop CALP and communicative performance.

The next section reflects further on the impact of the CT Programme in relation to the themes discussed in this chapter.

7.6 Reflections

As a quasi-experimental study, the CT Programme cannot be credited with all the improvements that the contrast group experienced, because as Figures 7.3.3 and 7.3.4 indicate several ESL learners in the control group also improved in terms of their communicative performance, although they were not part of the CT Programme. An analysis of Figures 7.3.3 to 7.3.4 shows that the control groups improved to level 4, by 33% and 28% respectively, in terms of

⁸⁴ Please refer to Chapter 4 for details of this study.

⁸⁵ For details please refer to Chapter 4 of this thesis.

⁸⁶ These researchers work has been detailed in Chapter 3 of this thesis.

communicative performance in English. Figures 7.3.1 and 7.3.2 show that the contrast groups improved by 28% and 60%. Overall, the percentage of ESL learners in the contrast group, that is, Grades 9B and 9C, showed greater improvement – 88%. The control group's communicative performance in English improved by 61%. This suggests that while the CT Programme lowered the Affective Filter and improved the communicative performance of ESL learners in the contrast group by 88%, the control group of learners, too, were able to show an improvement of 61%. Other factors - environmental, psychological, and physiological - may have been responsible for a large percentage of the improvements experienced by the ESL learners in both the control and contrast groups.

As mentioned earlier in this chapter, Krashen (1992:7) claims that speaking does not lead to the acquisition of language, but rather the acquisition of the language allows speaking to take place. This means that the ESL learners in the CT Programme must already have acquired some English but were remaining silent because they lacked opportunities or confidence to practise it. According to Gibbons (1998), the ESL learner merely requires opportunities that promote classroom talk in the target language. Yalden (1987:15) and Hymes (1979:13) suggest communicative performance of the second language is most likely to occur in a heterogeneous setting when the ESL learner obtains the opportunity to do so.

Bearing in mind that ESL learners in the control and contrast groups might have been exposed to English as a school subject and in the media for many years, they might have gained a level of competence that was never displayed because of lack of opportunity. In the CT Programme it was not possible to determine, control, or prevent media influences on ESL learner proficiency. However, according to the educators at Lockwood, the exposure to English of learners over the years was not sufficient to enable effective participation in an English medium classroom.

The aim of this study was to find out if constructive teacher-guided classroom talk would lower the ESL learners' Affective Filters (Krashen, 1992) and encourage learners to speak in English by means of the communicative strategies mentioned. As discussed in detail in Chapter 3, Krashen (1982, 1992) states that the process of engaging in conversation in the target language provides learners with comprehensible input and at the same time serves to provide the learner with practice.

The communicative repertoire of ESL learners observed by the educators in the study and the learners' responses indicated that the Affective Filter was definitely lowered, or these learners would not have felt confident enough to engage in constructive classroom talk. Krashen (1992:7) observes that: "For many people speaking lowers the affective filter." This means that increased constructive classroom talk during the CT Programme allowed ESL learners to experience a lowered Affective Filter. Furthermore, the lowered Affective Filter allowed them to participate in the interactive tasks better, as it served to improve their self-confidence and encouraged them to participate in English more often than before.

Both the educator and learner questionnaires revealed that, while many of the ESL learners benefited from the CT Programme, some experienced difficulties. Arts and Culture became a popular learning area in the case study school. Most learners who continued at school attended all classes and completed all tasks without pressure from the educators. The highest percentage (24%) of 'A' symbols obtained from all learning areas in the 2004 assessment year at Lockwood Secondary School was in Grade 9 Arts and Culture. These symbols were obtained by many of the learners who participated in this study. External variables like environment, psychology, or biological influences could have impacted either positively or negatively upon individual learners. Therefore, although the assessments indicated definite improvements in many learners' ability to communicate verbally in English, it is possible that external influences could have played a role.

The two themes discussed in this chapter explored communicative performance as a result of a lowered Affective Filter in one multilingual context. Quantitative and qualitative data illustrated that there were clear patterns of learner change and progress in terms of ESL confidence and classroom talk. This became clear from the patterns of ESL learner proficiency progress using continuous assessment exercises conducted during the study periods in LLCE and AC. The data were supported by learners' perceptions of their progress in the learner questionnaires.

In Chapter 8, the CT Programme data is triangulated and critically examined to determine whether the CT Programme equipped educators with effective classroom management skills for large classes comprising both ESL and EFL learners.

CHAPTER 8

Pedagogy and Assessment in Multilingual Classrooms

8.1 Introduction

Chapters 7 and 8 focus on interrelated themes. Chapter 7 focused on the first theme, which was learner and educator perceptions of lowered Affective Filters and learner confidence. The second theme was communicative performance and proficiency during interactive tasks, and the implications for assessment for progression purposes. The third theme, which will be addressed below, focuses on the management of pedagogy and assessment in large multilingual classrooms. There is a necessary degree of cross-referencing between the two chapters.

Chapter 7 showed that improved proficiency has positive implications for fair and accurate assessments in OBE. In the Arts and Culture learning area, where assessments are often verbal, the CT Programme allowed learners to talk and educators to conduct assessments. In this chapter, the CT Programme is described as a means to enhance pedagogy in ESL classrooms with educator learner ratios of 1:48. The CT Programme strategies acted as a set of “frameworks” (Todeva, 2003) for an alternative ESL pedagogy in multilingual classrooms.

The insights that the educators gained during the CT Programme will therefore be discussed in this chapter. These insights focus on the group-work, pair-work and drama strategies employed by the educators while teaching large multilingual classes. These strategies allowed ESL and EFL learners to interact in English. The interactive tasks enabled ESL learners to acquire comprehensible input as well as demonstrate output. Verbal output during discussions and presentations allowed educators to assess ESL learners in both content and language. Interactive tasks allowed ESL learners to acquire communicative skills to interact confidently during lessons.

Drawing from the insights gained in the CT Programme, it seems that the pedagogical experiences of educators determine the learning experiences of learners within OBE. Wong-Fillmore (1985) points out that pedagogy is significant in shaping the classroom learning

processes. She claims that pedagogy refers to the style or approach of the educator and the classroom management techniques. “[T]he way in which classes are organised...” will affect the outcomes of the lesson” (Wong-Fillmore, 1985:21). The way in which the communicative strategies were sequenced and the way in which the learning activities were designed and managed during the CT Programme facilitated learner interaction in English. This facilitated assessment and served to provide educators with scaffolds to enhance their pedagogical skills in the classroom. The CT Programme functioned as a scaffold¹ and could be viewed by the educators participating in this study as a “framework” to reflect on their classroom practices. The CT Programme processes will be discussed further in Section 8.2.

Chapter 1 of this thesis has shown that despite the tertiary training of many educators and many OBE workshops, pedagogy in South African classrooms is often still delivered in the transmission mode (Wickham, 1997; Barkhuizen, 1999; Jacobs *et al*, 1996; Kraak, 1999)². Educators who were part of the CT Programme indicated that they had to use the transmission mode if they intended to complete the syllabus.. The responses of educators in Figure 8.1.1 present the views of each with respect to their experiences in teaching the classes before and during the CT Programme. There was a tendency for LLCE teachers to complain more about time constraints than did the AC.

Figure 8.1.1: Views of educators on teaching approach

| Miss Brijlal (AC) | Ms Pillay (LLCE) | Mrs Deochund (LLCE) |
|--|---|--|
| It has improved, because you learn a great deal as you go along. I think I can really focus less on lecturing to the learners in the traditional way, and allow the children to experience learning. | I tried. I think it was OK sometimes, but most of the time I reverted to transmission mode just to have quiet and order in the class. | It has improved. I learn a great deal. But, I feel I have to stand in front and teach more often if the syllabus is to be completed. |

According to the educator interviews³, they found OBE problematic to implement, as many of the ESL learners possessed only Basic Interpersonal Communication Skills (BICS). The educators claimed that much of the OBE learning activities placed pressure on learners to communicate verbally with their classmates and educators. Mrs Deochund stated prior to the CT Programme in 2003 that most of the second language learners could not express themselves

¹ A scaffold is presented by Todeva (2003:2) as a support system that will allow new educators to develop frameworks for improved pedagogic practices.

² Each of these studies has been outlined and discussed in detail in Chapter 1 of this thesis.

³ Discussed in Chapter 1 of this thesis.

clearly in English and either elected to remain silent or to communicate with one another in isiZulu during the lesson. The educators pointed out that:

The ESL learners prefer to remain silent and just stare back at you when you ask a question. Otherwise, they simply start speaking in isiZulu. Verbal assessment cannot be done fairly or accurately under these circumstances and so I have to give most ESL learners a fail mark. (Ms Pillay: Appendix D)

The ESL talk in isiZulu most of the time. No matter how many times you tell them to discuss in English, they always end up talking in isiZulu, because they do not understand English well and experience difficulty speaking and expressing themselves in English. It makes it almost impossible to assess them, so most of them fail. (Mrs Deochund: Appendix D)

Very difficult to assess learners who cannot or refuse to speak the English language during verbal tasks. Most end up failing, because nothing substantial is spoken to pass them. (Miss Brijlal: Appendix D)

These educators indicated that a few ESL learners participated verbally in the lesson because they possess limited proficiency in English. Harley and Wedekind (2004), Harvey (1999) and Reeves's research (1999) indicates that ESL learners who possess only BICS might not have been given the opportunity to speak in class in the "Black" primary schools from which they emerged (Harley and Wedekind, 2004:206). This, they claimed, could be due to the educator's teaching approach and or the physical classroom circumstances which might not have encouraged learner talk and learner-centred education (Harley and Wedekind, 2004:206). The primary schooling of many of these learners had prevented them from learning to speak proficiently in English. Kapp (1998:26) points out that despite spending three to four years in the primary phase and five years in the secondary phase learning in English, many ESL learners still struggle.

Interviews conducted with LLCE and AC educators show that the silence of the ESL learners in OBE classrooms became problematic for educators. These educators had been teaching in OBE since 2001 and were aware that the policy of OBE was to allow learners to participate actively during lessons while the educator acted as a facilitator. Over the last few years (2001 and 2002), educators claim to have seen several ESL learners become demotivated and disempowered because of their inability to speak proficiently in English. Many such learners either dropped⁴ out of school or resigned themselves to failure. The educators claimed that

⁴ Figures 7.3.1 to 7.3.4 in Chapter 7 indicate the drop-out rates of learners at Lockwood Secondary.

there was no whole-school policy⁵ designed to integrate ESL learners into the system of learning through the medium of English.

Interviews conducted with ESL learners revealed that many were from “township” schools where English is taught as a formal subject, rather than a language for use in daily activities⁶. Kapp (1998:26) points out that four of the seven primary years were spent learning English as a subject. This leaves educators with only three years in which to employ English as a medium of instruction. ESL learners seem to spend this time in “rote-learning”, causing their cognitive skills to be poorly developed (Kapp, 1998:27). The norm among ESL learners is to use the indigenous language for communication in everyday life, at school and at home. Mbatha (2004:11) points out the great difficulty that indigenous language learners experience in schools where English is a medium of instruction because, “...for these learners English is not their home language, although some of them have an adequate exposure to English in their home environments”.

Consequently, when these ESL learners are placed in English medium schools like Lockwood, some of them experience difficulty communicating in English. The LLCE educators claim that some ESL learners are able to cope with written English, but most of these learners have difficulty here too. There are ESL learners at Lockwood Secondary who refuse to attempt verbal and written tasks because of their inability to communicate proficiently.

According to the ESL learners interviewed, being taught in English is a disadvantage as they are unable to comprehend the level of English used by educators and EFL learners.⁷ According to learners interviewed during the baseline phase of the case study:

Sanele: Speaking the English, ish, she is too, too hard...sometimes yous, yous can't say it right. And da words, she not coming in the head...ish... (No:6)

Andile: I speak little...I try ...but is not easy. They all looking...I jus close my mouth, one way. Must stop for us to understand. (No:3)

Skumbuzo: We come here to learn the English nice...but tha teachers they teach one way. They donne worry about us ... they jus teach, teach one way. Then we having trouble (No:17)

⁵ Please to Appendix CR for interview responses.

⁶ See Appendix B - This interview with several ESL learners in Grade 8 in 2003 presented me with this data.

⁷ This has been discussed in Chapter 7 and substantiated with educator observation notes and information from learner questionnaires.

Phumele: I manage her most of the time. But ... sometimes she's hard. You see the teachers, she talking, talking. We don't know what to do...just be quiet. (No:24) (Appendix AR 1)

Evidently, these learners understand some English, but find it difficult to speak with proficiency and confidence in a classroom where there are both ESL and EFL learners⁸ during assessment tasks. The ESL learners claimed that being placed in mainstream classrooms with both “Indian” and “Coloured” learners who are English first language learners, and who are accustomed to English as a medium of instruction, made them feel self-conscious⁹ about their limited proficiency during classroom talk. ESL learners felt they were “unhappy”, that they were left to struggle with the learning of English as a language. They claimed that it was difficult to understand English and at the same time to assimilate curriculum content, not only in the English language classroom but in all other learning areas as well. Some ESL learners claimed that they often felt that their position as ESL learners was problematic, and that the only way to deal with this was by maintaining silence. The first learner interview conducted at the onset of the CT Programme provided the evidence presented in Figure 8.1.2.

Figure 8.1.2: An excerpt from Appendix AR - responses of learners to questions on interview schedule A

| | | |
|-----|------------|--|
| 5. | Khawula N | Sometimes, it is so hard. I just be quiet. |
| 6. | Kheswe S | Yes, I think so. I feel hard to say I don't understand. So I keep quiet. |
| 7. | Khullise S | Most of the time. Otherwise, I am keeping quiet. |
| 8. | Khumalo T | (not at the interview) |
| 9. | Kunene B | Sometimes, too fast, then I'm lost. I just listen. |
| 10. | Leota D | Most of it. No, no talk, too shy. |
| 11. | Luthuli B | Yes. Sometimes. |
| 12. | Mabaso P | Yes. I think I talk the most. |
| 13. | Makhaye P | Ja, it's ok. But I don't say anything. Better to close my mouth. |
| 14. | Mdunge I | Sometimes when it is easy, I ask a question. |
| 15. | Mhlongo S | It is so hard, is talking too fast. Just be quiet. |

The interview data presented here shows that ESL learners in Grade 8 in 2003 preferred to remain silent because they felt incompetent as speakers of English to interact in lessons. The CT Programme provided educators with lesson possibilities to engage all learners in constructive classroom talk. The communicative strategies provided learners with opportunities

⁸ Appendix H presents this evidence to the reader.

⁹ The CT Programme set out initially to build learner self-confidence, and this is discussed in Chapter 7.

to extend their communicative performance. The next section will therefore focus on the way in which the CT Programme provided effective classroom management skills for the educators.

8.2 Classroom Management during the CT Programme

Initially during informal discussions¹⁰, educators claimed that verbal assessment was difficult to conduct accurately within the context of OBE, as several ESL learners preferred to remain silent during assessment tasks. Furthermore, in multilingual OBE classrooms, where all learners are expected to interact in English for assessment purposes, educators claimed that ESL learners did not possess the level of proficiency in English or the CALP to interact confidently¹¹. The purpose of the CT Programme was to provide educators with a “set of frameworks” (Todeva, 2003:1) to allow learners to engage in classroom talk.

The CT Programme was designed in a sequence where learners attempted less demanding tasks that enabled them to feel confident enough to attempt more demanding tasks. This allowed ESL learners to practise their communicative repertoire in English. The CT Programme therefore began with small group-work activities, followed by whole class discussions and then group seminar speech presentations which allowed learners to face the class with the support of their group members, before they were introduced to role-play performance tasks to perform before the class.

8.2.1 Group Seminar Presentations

The group seminar speech presentations were less stressful for learners¹³ and ensured that all members of the group had the opportunity to talk English so that assessment could be conducted. As mentioned in Chapter 5, a group presentation reduces stress on the learner, as the limelight is not on a single person but on the group (Brumfit, 1984:77). According to Slabbert (1992: 440), co-operative learning processes within groups of learners from multilingual backgrounds contribute towards an increase in learners’ self-esteem and towards “bridging the gaps in language proficiency”. In terms of managing group-work and assessment

¹⁰ These discussions occurred before the pilot or final CT Programme began. In fact, discussions of this nature from 2001 with educators in the staffroom inspired this study.

¹¹ Please refer to Appendix D for details and at the beginning of this chapter.

¹³ Please refer to Appendix H, Figure HAC 7: Observation notes from Unit 1:Lesson 4.4

in a multilingual setting, it appears that this technique is effective. In the CT Programme, the interactive processes fulfilled the needs of both learners and educators. Learners needed to achieve outcomes, and educators need to complete assessments for progression purposes. Educators who claimed that assessing ESL learners was impossible¹⁴ because learners did not participate in verbal assessment tasks were able to use an alternative strategy. Managing large classes with ESL learners should not focus on the quantity of speech or the content of presentations. The focus should be on the quality of the learners' efforts to encourage participation, motivation and improvement in language acquisition. The following quotation by Davidson (1990:1) sums up my point of view: "co-operative learning involves more than just putting students together in small groups and giving them a task. It involves careful attention and thought to various aspects of the group process". Small groups of learners therefore worked together preparing for tasks like group seminars and show and tell presentations, as well as short plays for classroom assessment purposes.

The CT Programme began by ensuring that learners were placed in groups in which they felt able to work comfortably. Each group comprised both ESL and EFL learners. Each group had roles and rules designed for them.¹⁵ However, as the CT Programme progressed, it became necessary to include more rules¹⁶ in order to manage the classes effectively. The rules ensured that all learners were placed in non-stressful situations, so that lowered Affective Filters allowed them to interact confidently.¹⁷ According to Miss Brijlal, an AC educator, assessment became easier during the CT Programme because ESL and EFL learners were engaged in interactive tasks in English. During the interactive group tasks, even the 'silent' ESL learners interacted in English to some extent and could be assessed for proficiency as well as for their ideas and knowledge. Evidence of improvements in ESL learner talk during the CT Programme is presented in Figures 8.2.1.1 and 8.2.1.2.

¹⁴ Please refer to Appendix D for educator interview responses.

¹⁵ Please refer to Chapter 5 for details to avoid repetition of information.

¹⁶ These are listed further on in this chapter.

¹⁷ Please refer to Appendix H, Figure HAC 9: Observation notes from Unit 1: Lesson 6.1 and Figure HAC 10: Observation notes from Unit 1: Lesson 6.2.

¹⁹ Details concerning the rubric assessment sheets are provided in Chapter 5.

Figure 8.2.1.1: An excerpt from HAC 8: Observation notes from Unit 1: Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|--|--|
| 08:09:03 Week 8 | The sad story of Percy the T.V. addict | 8B/C | Miss Brijlal (Arts and Culture educator) | This was a pair-work session, and learners were asked to pair with an ESL/ EFL learner. A great deal of discussion in English by everyone in the classes. There was reliance on hand gestures and head movements during discussion and often a change to isiZulu, as well broken sentences, i.e. sentences left hanging. |

Figure 8.2.1.2: An excerpt from HAC 9: Observation notes from Unit 1: Lesson 6.1

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|------------------------------------|-------|--|---|
| 06:10:03 Week 9 | Family dispute over T.V. Programme | 8B/C | Miss Brijlal (Arts and Culture educator) | Role-play groups spent a great deal of time talking – some in English – some in isiZulu. More time spent planning rather than practising/rehearsing roles for scene. Everyone had something to say whether in isiZulu or English. |

The rubric assessment sheets¹⁹ were designed to assess learners for improvements in proficiency as well as for the learning outcomes²⁰ that were the focus of the lesson.

However, the Arts and Culture educator, Miss Brijlal, found that when ESL learners participated in teacher-guided verbal interactive tasks, the proficiency of ESL learners improved. Furthermore, the ESL learners acquired BICS and CALP to interact effectively during group discussions. According to the educator, improvements in ESL learner CALP allowed her to obtain better assessments of learner ability, knowledge, skills and proficiency in English. It became apparent quite early in the study that educators found it a little easier to conduct assessments after Unit 1 of the study because learners were participating in the conversations during group tasks enthusiastically and expressively, although not all learners were fluent. Figure 8.2.1.3 presents observations of the Arts and Culture educator who found it easier to assess ESL learners as they began to interact in English meaningfully. According to Schlebusch and Thobedi (2004:37), when the learner is able to communicate competently using academic terminology while engaged in cognitively demanding and problem-solving tasks, it suggests that the learner has developed CALP. The observations show that learners in my study were developing CALP as their interactions were more meaningful than when the study began.

²⁰ Learning outcomes are same as specific outcomes which were mentioned previously in Chapter 1 'Learning outcome' replaced the term 'specific outcome' in the Revised National Curriculum Statement (2004).

Figure 8.2.1.3: An excerpt from HAC 10: Observation notes from Unit 1: Lesson 6.2

| Date | Topic | Grade | Educator | Observation notes |
|------------------------|---|-------|--|---|
| 13:10:03 Week 10 | Family dispute over T.V. Programme | 8B/C | Miss Brijlal (Arts and Culture educator) | Groups present their scenes in the medium of English. Overall, clearly ESL learners were speaking in English with some confidence – some ESL learners’ level of English was extremely poor – their sentence construction and vocabulary were very poor. I was able to assess some learners who had never opened their mouths before. Also several leaders emerged as they introduced and directed the scenes. The spurt of confidence and enthusiasm was encouraging for me after so much work. |

Figure 8.2.1.4 presents observation data from the LLCE educators. These two educators found that as the CT Programme progressed, the communicative performance of ESL learners improved. As the confidence of learners improved during interactive tasks, their output in English improved, too.

Figure 8.2.1.4: An excerpt from HLLCE 8: Observation notes from LLCE lessons from Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|-----------|---|
| 15:09:03 Week 8 | The Pearl (A short story) by John Steinbeck | 8B/C | Ms Pillay | To complement your AC Programme (CT Programme is referred to here), I thought I would try group-work again. To revise the story, I gave each group a theme from the story to discuss and share with the class. I insisted that all speak English - I feel that this was not the right thing to do - but it is the only way that I will get every ESL learner to actually talk in English. This was quite good for a change. Everyone spoke in English-the noise was incredible- they need to learn to speak softer. The feedback was interesting. Many ESL learners can speak satisfactorily in English if they have to or want to ...? |

The effectiveness of the CT Programme as an alternative strategy to promote constructive classroom talk for assessment was therefore achieved, because ESL learners were talking. This indicated to the researcher and educators that the ESL learners’ lowered Affective Filters were enabling them to interact with other learners in English. Verbal interaction developed the learners’ abilities to communicate, as described by Hymes (1972). Furthermore, besides indicating improvement in communicative performance, the data of the rubric assessment sheets indicated that many learners had acquired better CALP (Cummins, 1984). According to

the Arts and Culture educators, several ESL learners had gradually acquired a better command of English vocabulary. This was ascertained during such assessments tasks as group-work, show and tell, speech presentations, and when learners participated in the role-plays and improvisations which are provided in detail in Appendix I, the final work schedule for the CT Programme.

According to the LLCE and AC educators involved in the assessment process, the pattern of improvement in ESL learner proficiency appeared in the final scores.²¹ During Unit 1, Ms Brijlal found that most verbal communication in English took place between ESL and EFL learners engaged in group activities where learners interacted constructively, especially discussions for role-plays and sketches²². These scores indicated that ESL learners' communicative performance in English improved and that role-plays and sketches seemed to promote interaction in English. The CT Programme allowed ESL learners to develop communication skills in English to interact with one another and EFL learners. Such classroom talk allowed the educators to assess learners in terms of content, learning and language skills.

8.2.2 Comparative Explorations of Reliability: Self, Peer, and Educator Assessments

In Section 7.4 of Chapter 7, peer, self, and educator assessments of a scripted role-play lesson were analyzed by presenting the scores graphically for comparison. I have already explained the process of assessing learners on rubric sheets and the processes of self, peer and educator assessments were discussed. This particular role-play lesson²³ shows that by the end of Unit 2 of the CT Programme, ESL learners had acquired the skills, confidence, and CALP to conduct self- and peer-assessments. An analysis of Figure 7.4.1 shows that the learner's self-assessments were somewhat generous in comparison to the peer and educator assessments. The learner-peer and educator assessments were more realistic in terms of percentages, but learners were still much more generous than the educator, Ms Brijlal. Thus self-assessments indicated that learners were accurate most of the time²⁴, but sometimes assessed themselves too leniently. This is not uncommon in such studies, as Balfour (2000:408) claims that ESL learners in the SEE project also rated their ability to speak English more highly than did either the teacher or researcher. Peer assessment of the task that was self-assessed leniently caused

²¹ The graphs and discussions can be viewed in Chapter 7 to prevent a repetition of information.

²² Please refer to Appendix H, Figure HAC 10: Observation notes from Unit 1: Lesson 6.2.

²³ This lesson can be found in Appendix I, under Unit 2, Lesson 4.1.

²⁴ In this study the educators' experience and expertise in assessing for proficiency is considered to be accurate, and thus the final authority against which learner self- and peer-assessments could be compared.

the peers to remark on assessments that appeared unfair. This often caused discussion among the learners before a compromise was reached. However, where a compromise between the educator, peer and learner was not reached, the educator present had to intervene to help the learners to do so.

During these discussions, educators claimed they had discovered that some of the learners were aware of their progress in English and communicative performance. Some learners argued that they felt that they had performed better than their peers thought or that if the educator listened to them during the discussion, they would have recognised their improvements in speaking English. Analysing the discrepancies between educator and learner assessments, it appeared that often the learners believed that they had improved far more than was perceived by educators. The educators concurred that the learners had improved, and claimed²⁵ that the communicative repertoire of learners indicated to educators that the ESL learners who engaged in discussions concerning assessment marks acquired confidence and a better command of English.

There were, however, ESL learners who thought that they had improved considerably, while their educators and peers disagreed. This is illustrated in Figure 7.4.1. The positive outcome of this assessment process was that ESL learners felt that their level of proficiency had improved, even if their perceptions of their level of their improvements were inaccurate. Learner perceptions of their communicative performance ability, and improved self-confidence to communicate in English during lessons, served as a source of data to determine the impact of the CT Programme on proficiency development. This and the ESL learner questionnaire responses indicated that the learners rated their improvement to be far greater than the educators did.

For the purposes of triangulation of the data that supports the finding that ESL learners believed that they had improved in terms of communicative performance, the responses of ESL learners to Questionnaire 5b (Appendix 10) were analyzed. In this questionnaire, learners had to compare the responses they had made in 2003 to the responses they had made in 2004. Analysis of this questionnaire indicated that many were more eager in 2004 to participate in role-plays and class discussions and answer questions, whether in small groups or in whole

²⁵ Please refer to Appendix C, the interview schedule and Appendix C1 for educator responses.

class discussions. This is likely to mean that ESL learners' confidence and communicative performance had improved. Furthermore, this indicates that ESL learners' CALP had improved as they had begun to communicate with enthusiasm, whereas previously they had been silent during interactive tasks. Implementing the CT Programme proved to be especially challenging as the educators were teaching multilingual classes of 45-48 learners.

The next section will discuss the procedures employed during group-work to manage large multilingual classes effectively.

8.2.3 *Managing Group-work*

Chapter 5 described the group processes that would be employed in the final CT Programme. These processes were implemented according to the way the CT Programme was planned in the design²⁶ except for a few minor adjustments after consultation with the educators. Since the Arts and Culture educator, Mr Reddy, experienced difficulty in managing classes of 45 to 48 learners, the classroom management skills which he was required to use will be described. As the main facilitator in the CT Programme, I discussed the procedures and ideas with all four educators during workshops.²⁷ This allowed me to facilitate the discussion on effective classroom management skills during group-work. For example, during group sketches learners were placed in groups of seven or eight learners. Thus the educator had five or six groups²⁸ to assess. Four groups were allowed to plan and rehearse the task inside the drama-room²⁹, while the rest worked immediately outside the classroom. I then moved from group to group, monitoring group interaction, time management, redirecting, and conducting the assessment. This allowed the learners to seek clarification and ideas from the educator. Struggling and divided groups often needed assistance to prevent the group from dissolving or stagnating. The supervision of the educator enabled the groups to obtain individual attention. Each group was assessed separately during their performance before the class. This often took two to three sessions. During the assessment, one group at a time performed while the others sat on the floor to watch. After each performance learners commented critically on the performance,

²⁶ Please consult Chapter 5, Section 5.3.1. to prevent repetition of details.

²⁷ These were short, informal discussions held during the course of the CT Programme, just before a new lesson that involved a different communicative strategy to be employed.

²⁸ Many learners abscond from class lessons and loiter around the school or leave the school premises despite the school employing three security guards to monitor the problem.

²⁹ This is a large room the size of two normal classrooms that is available only to the Arts and Culture and Speech and Drama learners at Lockwood secondary. This room did not contain any furniture such as desks or chairs. It contained a few basic stage pieces that learners were allowed to use creatively during performances.

focusing on the criteria³⁰ outlined for the task. Simple classroom rules which had been workshopped by the Arts and Culture educator and the researcher together were explained to the learners:

- All learners were required to remove their socks and shoes before entering the drama room to ensure that the room remained clean for learners to sit on the floor.
- During group discussions or rehearsal tasks, learners were required to remain in their designated part of the room.
- During discussions, only members of the group should hear you speak, so talk softly.
- Discuss the topic only.
- Focus on the assessment criteria to achieve good marks.
- Adhere to the time limits given.
- The first group to present its work will be considered favourably by the examiner³¹.
- No cheering and no conversation will be permitted while a group is performing.
- Negative marking will cause groups that break the rules to lose marks.

The lessons that were conducted in the drama room were mainly performance-related. The rules outlined above worked well, as long as the educator maintained contact with each group, listened to their discussions, redirected when necessary, did not neglect any group for too long, and remained within learners' line of vision. The noise factor that educators complained about in interviews was one of the aspects of the CT Programme that could not be avoided. However, the educators did agree that this could be considered as 'valuable noise' as it emerged during constructive classroom talk³². At the end of each session,³³ learners were called together for a short summing up, a clarifying and reflecting session, before they were dismissed. At the end of each presentation, learners were required to reflect on and review their role in the activity that they had just completed. This was done by each learner in his or her diary.

The learners were also engaged in group-work sessions in a conventional classroom, with desks and chairs. Group-work proved to be effective, as learners were seated facing one another³⁴ and followed all the above rules, except for the first rule. The rules outlined for

³⁰ This criteria are listed on the rubric sheet containing levels of achievement for peer and educator assessment. Please refer to Chapter 5 for examples of rubric sheets.

³¹ This rule ensured that groups were eager to present first second, third, thus making it easier for the educator to get started, as the culture, according to the educators was for each group to opt to go last, making it difficult to get started as everyone needed a little more time.

³² Please refer to Appendix H for examples of noise, Figure HAC 12: Observation notes from Unit 2:Lesson 1, Figure HAC 1: Observation notes from Unit 1: Lesson 1.1, Figure HAC 15: Observation notes from Unit 2:Lesson 3.1.

³³ Sometimes the discussions, rehearsals and presentations took more sessions to complete than was expected, because of the number of learners in the class or because the lesson periods were shortened owing to sport or other activities at the school.

³⁴ The Arts and Culture classroom had nine rectangular tables – around each table four or five learners could sit in groups which allowed for comfortable group discussion.

group-work in Chapter 5, where the role of each member of the group is described, were also followed. Owing to the large number of learners per class, these group-work sessions were noisy experiences for the educators. Here again, the educator had constantly to check on each group to determine whether they were busy with the task at hand. The tasks that were attempted in the classroom were the small group discussions (Example: Unit 1, lessons 1.2, 2.1)³⁵ pair-work (information gap activities), group seminar presentations (Example: Unit 1, lessons 3.2, 5) and show and tell presentations (puppet shows). While the group discussions were unavoidably noisy, the presentation sessions were quiet, as learners obeyed the rules because they were afraid to lose marks and were eager to hear what others were presenting.

In Grades 8C and 8B, there were either five or six groups, depending on the task. The educators commented that while the CT Programme was effective in getting learners to interact in English, it did not allow for effective time-management. Each lesson on the CT Programme proved to be extremely time-consuming³⁷ and tiring for the educator who was required to facilitate as well as conduct assessments. Time was also required to allow educators to monitor³⁸ individual learners' written tasks and reviews of the lesson which had to be placed in portfolios for safe-keeping. These tasks had to be reflected upon by learners in their diaries, and this, too, took up time. The data provided by learner diaries and their usefulness will be discussed in the next section.

8.2.4 Learner Reflective Diaries

All learners in the Arts and Culture and LLCE classes were required to keep a reflective journal where they recorded their feelings and thoughts about the tasks and these proved a valuable source of data for this study. They recorded their weekly progress in terms of their

³⁵ Please refer to Appendix I for more details.

³⁷ The issue of not having enough time to finish had more to do with the fact that educators could not fulfil the plans according to the CT Programme. The management tended to work on an impromptu or *ad hoc* basis very often. Educators were often forced to adhere to revised times owing to sudden urgent staff meetings in the mornings or to sporting activities. For example, interclass soccer and netball matches, athletics training, prom dance training, working with Emis documents, IQMS documents, head counts twice a year, blood donor clinics, emergency assemblies owing to learner discipline problems. These and other disruptions (educator workshops away from school, educator absenteeism) made it difficult to adhere to the routine times and complete tasks.

³⁸ Monitoring each child's work here involved the educator in reading, checking and marking/ signing completed tasks and reviews. This individual attention proved to be time-consuming.

motivation or de-motivation to interact verbally, their achievements and/ or disappointments, and their thoughts and hopes about improving their participation. In the diaries, learners were required to evaluate their participation during group-work, their use of English during the course of lessons, and their perceptions of their progress in learning to speak and write in English. The findings here indicate that the majority of ESL learners felt that they were improving.

Recording in the diaries became a time-consuming task for the learners, who often forgot to complete their diaries or preferred to relax and chat in isiZulu at the end of a task rather than make records in English. Not all the ESL learners recorded their feelings and progress regularly, and educators became frustrated, especially as the noise levels increased during this time. Several diaries contained gaps where learners failed to complete their records. From the 62 learners in the study, 27% of the ESL learners kept diaries throughout, whereas 0,03% of the ESL learners failed to record anything in their diaries for most of the study. Consequently, while the researcher used the diaries as a source of data for triangulation purposes, the shortcomings of this kind of data was taken into consideration. Nevertheless, diaries that were completed regularly provided a valuable source, and the educator records were sometimes consistent with those of the learners. Quotations from completed diaries presented here indicate that learners enjoyed and benefited from the CT Programme (Unit: 2, Lesson: 4.1, Date: 03:05:04, Topic: Abuse in Society),

Benzi: I like the lesson today. I want to get a good mark. I am rehearsing every break. I like my group. Only Dennis, talk too much ... make me mad.

Buhle: Everyone listen to me, they like my ideas. I feel great to do this play. I have some ideas to make our group do the best play. We are talking about.

Dennis: There was so much to talk about today, the time was so short, our group did not finish the discussing part so we will meet in the free period to do some more planning. It is exciting and lots of noise in the class, we go outside to discuss under the tree, mam say, it is fine, then we talk better and do some practice. (Appendix L)

The quotations from ESL learner diaries indicate their enjoyment and readiness to engage in interaction. They also indicate that learners' written English³⁹ had improved as well. This was a 'backwash' effect that educators noticed. However, this was not pursued further in this thesis.

³⁹ However, this could not be explored as the CT Programme focused on verbal interaction and thus spoken English.

The effectiveness of employing diaries as a source of data collection is well documented in language learning.

A similar approach was used by Schmidt and Frota (1986 in Richards, 1998) in a case study focusing on the processes and strategies that Schmidt utilized while he learned Portuguese. The case study lasted for five months while they were in Rio de Janeiro. Schmidt kept a diary throughout the five months. He recorded all his learning experiences during formal classes as well as those outside of the classroom. The Schmidt and Frota (1986) study shows that a learner's records can be a valuable source of data, and that where the learner is the researcher, regular journal entries can be of value to the researcher. Such documents, of course, are subjective and that their incorporation into research introduces a subjective element. However, they are often used qualitatively as they provide researchers with what Harber (1997) refers to as "flesh and blood" in understanding details. Any case study findings are often peculiar to that case study, as the learning experiences of individuals tend to differ. What is significant in case studies like those of Harber and Schmidt are the procedures used. Access to the procedures allows researchers to learn from case study processes.

In the Lockwood study, the ESL learners indicated in the diaries that the group-work lessons were interesting and that the drama activities were exciting and fun. They also indicated that talking in English in groups with both EFL and ESL learners proved to be stressful at first. Several stated that they found it difficult to communicate with EFL learners because they did not speak English as well or as quickly as the EFL learners. The ESL learners in the 8/9A⁴⁰ class claimed to have felt intimidated by their limited proficiency and inability to express themselves as well as the EFL learners. The ESL learners in 8A felt that EFL learners monopolised the lessons. By Grade 9, however, the ESL learners indicated that their proficiency and confidence had improved so much that they were able to interact with the EFL learners to a greater extent. The ESL learners mentioned that they realised that in the beginning their silence disturbed the educators, who needed to assess them during interactive tasks. They realised that they had to communicate in English or fail to progress to the next grade.

⁴⁰ The Grade 8/9A class did not participate in the CT Programme. However, this class was interesting because of the fact that there were more EFL learners here than ESL learners.

8.2.5 CALP and Communicative Performance in English

The process of conducting assessments during Unit 1 of the CT Programme proved to be difficult as many ESL learners remained silent and listened to the EFL learners and the ‘advanced’⁴¹ ESL learners in their groups. Sometimes one or two ‘limited proficiency’ ESL learners would attempt to present their point of view with expressive hand gestures and broken English during group-work. However, all the educators indicated that in LLCE and in AC class, many ESL learners in the contrast group who had remained silent during Unit 1 of the CT Programme were more ‘active’ during Unit 2. The educators found that when opportunities were provided for ESL and EFL learners to talk on topics of interest in the medium of English, classroom talk increased. This allowed ESL learners “air-time” to practise speaking in English and educators the opportunity to conduct assessments.

The LLCE educators also found that during this time ESL learners acquired a better English vocabulary as a result of the communicative thrust of the CT Programme. This suggests that they had gained some comprehensible input during Unit 1. The ESL learners were able to interact with other learners, and this enabled accurate assessments to be conducted. Ms Pillay mentioned that she felt that when the ESL learners were silent, they were listening and learning. Again, this can be interpreted as the learners’ acquiring comprehensible input. In Unit 2 the AC and LLCE educators found that the learners participated more actively in the CT Programme⁴².

Mrs Deochund found that several ESL learners began to talk to one another in English in LLCE class during Unit 2 of the CT Programme, which could be evidence that they had developed confidence to speak in English because of increasing vocabulary. Mrs Deochund also found that many of the previously silent ESL learners understood the meanings of words better and were able to discuss the meaning and pronunciation of new words with group members during group-work. This, she claimed, made it easier to assess the ESL learners as they were communicating ideas and proficiency in English.

Although the CT Programme was implemented in the Arts and Culture class, learners were able to transfer these skills to lessons in the LLCE class. The sequence in which the CT

⁴¹ The advanced ESL learners were those whose proficiency in English improved very quickly during the CT Programme.

⁴² A perusal of the observation notes in Appendix H will provide evidence to support this statement.

Programme was planned seems to have allowed the ESL learners gradually to acquire confidence and proficiency to display communicative performance during group-work in the LLCE class as well. This allowed the LLCE educators to conduct assessments more accurately than before the CT Programme. A comparative look at two LLCE lessons will indicate the change in learner classroom talk behaviour during the CT Programme. The observation notes from the creative writing lesson in Figure 8.2.5.1 and the lesson entitled: *A woman's place is in the kitchen/boardroom* in Figure 8.2.5.2 show that the learners were interacting better in other learning areas besides Arts and Culture.

Figure 8.2.5.1: An excerpt from Figure HLLCE 5: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|------------------|-------|------------|--|
| 29:08:03 Week 5 | Creative writing | 8B/C | Ms Pillay | I attempted group-work today-to complement your AC work – but the response of ESL learners was poor for a simple brainstorming session where they had to share ideas on the topic: My role in environment awareness. Struggled to form coherent sentences and many simply spoke mostly in isiZulu. |
| | | 8A/D | Mrs Basdew | 8A – Quite a good discussion amongst both ESL and EFL learners. Use of English language was good – discussion purposes. 8D – I was very disappointed because most of the ESL learners spoke in isiZulu – most appeared to be discussing the topic – sometimes in isiZulu and sometimes in English- mostly isiZulu – lots of gestures and they were very loud. |

Figure 8.2.5.2: An excerpt from Figure HLLCE 20: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--------------|--|
| 17:05:04 | Essay: A woman's place is in the kitchen/boardroom | 9B/C | Ms Pillay | Whole class discussion was interesting as both ESL and EFL learners -boys and girls- had different points of view – all spoke in English very loud and eager. Much more confidence was displayed by several ESL learners who used to be silent. |
| | | 9A/D | Mrs Deochund | The discussion in 9A was very lively and interesting. As usual all spoke in English when responding to the class as a whole. In 9D there was much discussion in English today. Several learners were rather vociferous than usual. Raised their hands eagerly to voice opinions. |

An analysis of part of the conversation, recorded during Unit 1, between the four ESL learners⁴³ quoted earlier indicates that these learners did not possess the English proficiency to interact effectively with EFL learners. Clearly the meaning of the message was considered to be important and the syntax, vocabulary and grammar of the sentences in English was not of significance to the educator or the learners. No one attempted to correct a learner who used poor grammar or syntax. The emphasis was on encouraging communicative performance and expression of meaning with the intention of allowing the learners to acquire CALP. Working with ESL and EFL learners in this way allowed ESL learners to gain confidence to communicate verbally and to obtain comprehensible input.

This prevented learners from benefiting, however, from having educators correct their errors⁴⁴. According to Krashen (1992), correcting learners who are speaking could cause the Affective Filter to go up and cause the learner to feel less confident. The ESL learners' only source of error correction arose from incidental attempts by EFL learners or the educator when sentences were rephrased to verify meaning, or during EFL learner and educator talk. Thus the essence of what learners were saying was of great significance, and attempts at participation were praised to encourage learners to engage in classroom talk. In Kapp's study (2004:252), where the focus was on communication rather than error correction, other educators were found to agree with this policy. One educator in Kapp's study, (Mrs Mabandla) pointed out that the importance lies in allowing learners to practise the language to attain fluency, self-confidence and enjoyment.

The research by Swain (1994) which states that talking in the second language promotes learning in three different ways is important here. First, Swain claims that talking draws the learner's attention to the structural characteristics of the second language. Second, it provides ESL learners with the opportunity to practise the second language. Third, it allows the learners to think and reflect in the second language. However, Swain (1994) argues that only talk that involves the learners actively and constructively will create the processes mentioned.

⁴³ This conversation is presented in Section 7.2 in Chapter 7. Please refer to it, as I have tried to avoid repetition of information. The EFL learner named Sarisha was chosen as leader by the group. Sarisha had often to remind the ESL learners to speak to one another in English.

⁴⁴ Krashen (1982, 1992) states that when ESL learners are speaking, their speech should not be corrected with respect to grammar, syntax and vocabulary. He states that such correction will cause the learner to become anxious, causing the filter to be raised and preventing input from entering the learners' LAD, language acquisition device, thus preventing meaningful learning or input from being comprehensible.

The LLCE and AC educators in my study claim that constructive conversations between ESL and EFL learners developed the English ability of many of the ESL learners. Ms Pillay claims that learners' linguistic improvement or CALP became evident during verbal and written class assessment tasks. The ESL learners' talk indicated the trend of their thinking, points of view and ability to understand and engage with content.⁴⁸ Figures 8.2.5.1 and 8.2.5.2 present the reader with two samples of observational evidence from Ms Pillay's notes. More evidence can be viewed in Appendix H, from HLLCE 20 to HLLCE 29. Figure 8.2.5.3 shows that a few of the ESL learners were beginning to read English books and engage with the content. Ms Pillay mentions that learners showed improvement in presenting book reviews in the third term. Figure 8.2.5.4 shows that Ms Pillay was impressed with ESL learners, as they had demonstrated that they could read the chapter allocated to them and prepare a summary for presentation. The fact that all the ESL learners participated in the presentations of the summaries and spoke in English means that they were developing confidence and communicative performance in English.

Figure 8.2.5.3: An excerpt from Figure HLLCE 25: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|-------------|-------|-----------|--|
| 09:08:04 | Book review | 9B/C | Ms Pillay | Book reviews were presented in English by many of the learners – clearly some had read the books while others had copied from the back of books. Presentations by some learners were very good; others were looking at pieces of paper. But this was a better effort than the second term. |

Figure 8.2.5.4: An excerpt from Figure HLLCE 26: Observation notes from LLCE educators' lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|-------------------------------|-------|-----------|--|
| 16:08:04 | Short story: Test revision | 9B/C | Ms Pillay | Each group was required to discuss a chapter and present a summary to the class. Both ESL and EFL learners seemed to have accomplished this very well. All spoke in English, and all members in the groups participated. |

Mrs Deochund stated that when the ESL learners' communicative performance improved their CALP appeared to improve, too. She observed this from the way they employed literary terminology in their group discussions⁴⁹. The implication was that as soon as the ESL learners made use of the opportunity to verbalise, the educators could conduct accurate assessments of

⁴⁸ Please see Figure HLLCE 14: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

⁴⁹ Please see Figure HLLCE 14: Observation notes from LLCE educators' lessons during Unit 2 of CT Programme.

the learners' knowledge and ability. The confidence to interact in English and the developing proficiency of the ESL learners could have been due to the sequencing of the communicative strategies which allowed them to take small risks successfully.

During the process of developing CALP in Unit 2, Ms Brijlal found that there were instances when the ESL learners were confused as to what they were expected to do during an assessment task. Sometimes they misunderstood or misinterpreted instructions from the educator or other ESL or EFL learners during a group assessment task. This, according to Gibbons (1998), is referred to as the 'intertextual' nature of classroom language. This refers to the differences that exist between the teacher's instructions and the learner's task and between what learners hear and what they write or speak⁵⁰. According to Gibbons (1998:116), learners do not always hear what we imagine them to hear, and this is where misunderstanding of meaning can happen in the second language classroom. In managing assessment, the problem was overcome by educators' clarifying what was expected of the learner. Then ESL learners were allowed extra time to re-attempt tasks they were unable to complete in the amount of time that was allocated.

Managing assessment in large classes in this way allowed the learners eventually to complete the task successfully. The educators found that while this need arose often early in Unit 1, it became less of a problem during the latter part of Unit 2. Educators found that while the ESL learner sometimes experienced difficulty understanding the terminology of Arts and Culture, at other times there was general confusion about instructions⁵¹. The educators therefore ensured that they were always available to the learners in the role of facilitators and mediators to clarify, redirect and provide support.

Managing assessment during the latter part of Unit 2 and during Unit 3 of the CT Programme in 2004 was easier for the educators as they found that the learners were more able to follow instructions in English and had developed a better command of the terminology of Arts and Culture. Learners were better able to understand what the educators were referring to when the educator mentioned "focus", "form a tableau", "take a bow", "shape your personal space", "extend into general space", or "maintain eye contact" during a movement lesson. During Unit 2, it became evident that the learners were in a more confident phase of the CT Programme, as they possessed the CALP to use the terminology for Drama, Dance, Art and Music tasks. ESL

⁵⁰ This has been considered in detail in Chapter 7, Section 7.3.3, sub-titled, ESL Learners and CALP.

⁵¹ Again reference is being made to Chapter 7, Section 7.3.3.

learners were able to comprehend classroom instructions. They understood enough of such terminology as props, costumes, make-up, scripts, rehearsals and audience rapport, pitch, pace, pause, tone, texture and primary colours to enable them to prepare and present the task successfully. According to Cummins (1984), ESL learners who had acquired CALP were able to function effectively by employing the terminology of the learning area during assessment tasks. Ms Brijlal claimed that ESL learners were more confident⁵³ about presenting work in Unit 2 than they had been during Unit 1. She stated that the learners' CALP in Arts and Culture had improved.

Ms Pillay and Mrs Deochund (LLCE) stated that, during Unit 3, with the exception of one or two ESL learners in each class, the majority of the ESL learners were able to communicate confidently during speech and book review presentations. Mrs Deochund found that even when ESL learners had difficulty in the search for suitable vocabulary when presenting impromptu speeches, they were able to find alternatives and continue, whereas previously they would stop. This finding concurs with that of Wong-Fillmore (1985: 23), who points out that the way in which educators structure lessons and organize classes determines the learning outcomes for learners. In my case study, it was found by the educators implementing the CT Programme that ESL learners were eager to talk during the CT Programme, while previously they had remained silent. Furthermore, when difficulties occurred during group tasks they asked other proficient ESL or EFL learners for assistance or attempted to 'figure out' the correct word without switching to isiZulu as they had in Units 1 and 2. Miss Brijlal also indicated that during improvisations in Unit 3 for the drama-in-education production, the learners were able to employ CALP better and 'fill in the gaps' when speaking in English more quickly and with appropriate words. This suggests that the CT Programme had allowed ESL learners the opportunity to gain practice using English which served to develop their strategic competence (Canale and Swain, 1980). In light of these findings the next section will consider the implications of a whole school policy with respect to developing ESL proficiency in multilingual schools.

⁵³ Although Unit 1 did not include speech or book reviews, learners were expected to present these to the class as part of the syllabus for LLCE. This formed part of the verbal or verbal examinations in LLCE.

8.2.6 *Whole School Language Policy*

Ms Pillay and Mrs Deochund⁵⁴ claimed that in order to make learning English a real and exciting process for the struggling ESL learner, the school needed to have a “whole school” language policy that would promote language proficiency for ESL and EFL learners. They reported that the CT Programme allowed ESL learners to develop confidence and proficiency. This, they said, provided ESL learners with the opportunity to understand curriculum content and to communicate effectively. Mrs Deochund stated that a group of proficient learners who were able to communicate in English enabled the educators to conduct assessments for progression more accurately. The ESL learners’ improved proficiency in the English language allowed them to communicate their knowledge, skills and proficiency better.

Educators found that learners were able to communicate confidently and express themselves in English better in Unit 3 than in Unit 1⁵⁵. However, while the AC educator felt that the learners had developed some CALP in that learning area, the LLCE educators felt that the majority of the ESL learners were proficient in terms of possessing what Cummins (1984) refers to as BICS⁵⁶. All educators felt that the learners still needed to progress towards CALP. The AC educator found that the progress of the ESL learners thus far had led to academic success for several of them and had contributed towards reducing failures at Lockwood. Hartshorne (1992) concurs that many ESL learners fail because of a lack of proficiency in the medium of instruction, rather than a lack of intellectual ability.

In the Lockwood context the educators pointed out that the onus rests on the managers⁵⁷ of the school to implement a whole school language policy to manage assessment for progression purposes. Educators stated that if attempted by a select group of educators without management support and assistance, such a project, would not be effective. The CT Programme was appreciated by the educators participating in the study, as they received support and assistance from the researcher. The next section will consider the views of the educators participating in CT Programme with respect to the process of scaffolding.

⁵⁴ Please refer to interview data in Appendix AR and BR.

⁵⁵ A browse through Appendix H educator observation notes will provide evidence to the reader.

⁵⁶ BICS refers to learners’ Basic Interpersonal Communication Skills.

⁵⁷ ‘Managers’ refers to the head of each department and the principals of the school. There were four department heads in Lockwood, heading Languages, Commerce, Humanities and Technology and Arts and Culture, two deputies (who managed Sciences and Mathematics), and one principal.

8.2.7 Educator Views on the CT Programme as a Scaffold

The CT Programme strategies acted as a set of scaffolds for educators teaching large groups of learners in a multilingual context because they created opportunities for the educators to employ communicative strategies creatively. A range of communicative strategies were employed to lower the Affective Filter and promote learner talk between ESL and EFL learners. This developed ESL learner proficiency in English as well as adhering to OBE syllabus guidelines (DoE, 1997a: 6-7)⁵⁹. The CT Programme presented educators with realistic possibilities of managing large, multilingual, OBE classrooms effectively. It is hoped that the educators in this study will tap into the CT Programme in the future.

Wong-Fillmore (1985) has shown that classrooms that are effectively organized allow for effective teaching. The CT Programme therefore organized lessons to ensure that the outcomes were achieved, as well as promoting constructive talk in English. During the CT Programme, the organisation of lessons, the sequence of strategies and the sequence of events in each lesson influenced ESL learners' responses to the interactive activities. Because OBE is learner-centred, all learners should engage in constructive classroom talk to be critical and reflective. This was not the norm in Lockwood before the beginning of the CT Programme. As in many other schools in South Africa, transmission modes of teaching continue to exist (Wickham, 1997). Educators still lack the skills required to involve learners in learner-centred tasks and the CT Programme provides educators with an alternative approach to transmission teaching in large multilingual classes of 44-plus learners.

The educators aired their views concerning the disadvantages of CT Programme procedures. They found that the rubric sheets, which listed five criteria, time-consuming as an assessment instrument during the group tasks. They also found the process of computing marks and recording them in class lists⁶¹ time-consuming. They complained that employing the CT Programme every day would be tiring and time-consuming. They also said that having the assistance of the researcher and support materials prepared by her enabled such lessons to occur frequently.

⁵⁹ The National Curriculum Statement (1997) serves as a guideline for educators to develop syllabuses.

⁶¹ Class lists refer to a list of all the learners in a particular class. These lists are used to record learners' assessment marks.

The educators indicated in an interview⁶² at the end of the CT Programme that coping on their own with facilitating learners and conducting assessments in a similar way would be stressful and time-consuming. Despite participating in a scaffolded programme of tasks, the educators claimed that there were too many learners per class, as well as too many administrative tasks and too much preparation for them to be able to work in a similar way on a continuous basis.

The educators, however, did state that the CT Programme was interesting and effective in terms of lowering the Affective Filter, building confidence and developing the communicative performance of ESL learners. The LLCE educators stated that while the pedagogical ideas and skills to manage large classes allowed the CT Programme to be implemented effectively, they were reluctant to attempt to implement something similar in LLCE. During the “workshop discussion time” the Arts and Culture educator stated that without the support and guidance of an experienced Speech and Drama educator, drama as methodology and praxis would be difficult to implement. Miss Brijlal stated that many of the ideas would not have been put into practice as easily as they had during the CT Programme.

The Arts and Culture educator indicated that the drama methodologies employed in the CT Programme enabled the topics in the syllabus guidelines to be ‘brought to life’ in interesting lessons. Ms Brijlal found that employing drama as a methodology⁶³ allowed ESL learners and educators to engage in self-evaluation and self-reflection. According to McMurtry (2006:3) drama not only allows learners to engage in self-reflection and self-evaluation, but also allows them the freedom to question creatively. Thus the pedagogical skills employed by the Arts and Culture educator, together with the researcher’s mentoring, allowed her to manage the large classes effectively. The rules that were enforced maintained classroom control during the interactive tasks. The management of these lessons enabled ESL learners to enjoy the tasks and develop self-confidence and the ability to communicate with the learners and the educator. The next section will discuss the effectiveness of implementing the communicative strategies and educator facilitation in large multilingual classes.

8.2.8 Requirements for Effective Facilitation

Informal discussions with educators revealed that group-work in the Arts and Culture classroom was not favoured at Lockwood as a teaching-learning strategy. The Educator Facilitation

⁶² Please refer to Appendix D for the details.

⁶³ Please refer to the interview data in Appendix D.

Observation Schedule (EFOS) discussed in Chapter 6 and presented in Figure 6.4.5.1 considered ten requirements that the educators had to practise to ensure good facilitation during interactive tasks. All ten requirements were considered to be necessary for effective classroom management. Appendix I presents the data for the lesson discussed here (lesson 1.2 of Unit 1). This lesson was conducted by Mr Reddy and, in terms of the EFOS in Figure 8.2.8.1, it appears that he was unable to achieve all the requirements.

Figure 8.2.8.1: The Educator Facilitation Observation Schedule (EFOS): Mr Reddy (Appendix K)

| Requirements for good facilitation for Classroom Talk | Achieved | Not Achieved |
|---|----------|--------------|
| 1. Effective introduction and discussion of lesson | * | |
| 2. Effective sequencing of activities | * | |
| 3. Effective use of pace for all learners | * | |
| 4. Effective use of English for all learners | * | |
| 5. Effective in assessing learners during facilitation | | * |
| 6. Able to attend to the needs of all groups eventually | | * |
| 7. Learners attentive to task and instructions | | * |
| 8. Effective use of aids and worksheets | * | |
| 9. Effective time management | | * |
| 10. Successful conclusion to task | | * |

Adapted from Richards and Lockhart (1994:137)

Time management for facilitating and for assessing in lessons was not achieved fully as only half of the learners were assessed. Learners working in groups were not always attentive to the task. When the educator was busy with a group, learners in other groups tended to diverge from the topic at hand. The educator forgot to call out ‘time checks’ which would have helped to keep the learners focused on the topic. Lesson 1.2 of Unit 1, for example, did not conclude successfully as the educator postponed the conclusion until the next time they were to have Arts and Culture. Brophy and Alleman (1991: 660) point out that in OBE, communicative tasks need to be pre-planned as this process can be time-consuming. They state that educators require retraining in order to function effectively so that lessons are planned to achieve outcomes⁶⁴.

At the end of lesson 1.2 the researcher advised the educator to present learners with the criteria for assessment to focus their attention on the task. The researcher assisted the educators to decide

⁶⁴ Jansen (1999:147), too, claimed that the lack of effective retraining of educators and the inability of educators to conceptualize and put the policy into practice will make teaching within large multilingual classes frustrating and difficult.

assessment criteria during short workshops. This process empowered the educators in the creation of rubric assessment sheets⁶⁵ for each lesson under the supervision of the researcher. During group-work tasks, the rubric assessment sheets, listing five different criteria, were used to assess ESL learners for proficiency in English as well as ability to perform the task. In tasks like these, educators had to be ‘workshopped’ to focus on the quality of learners’ utterance and assess accordingly.

As researcher I also worked with educators as co-facilitator during Unit 1 to empower them to implement the CT Programme effectively and develop skill in managing large classes. I pointed out that attempting to listen to 45-48 learners in one lesson and focusing on the quantity of utterances, would be a frustrating and time-consuming task. Discussions enabled the researcher and educators to organize the lessons so that the CT Programme could be effective. Consequently, the educators and I agreed that each lesson would require three to four periods to complete assessments for classes of 45-48 learners. Wong-Fillmore (1985:23) points out that the structure of lessons should allow for learner participation as well as educator management. Time spent workshopping educators during the CT Programme ensured that educators were organised to manage the communicative activities effectively. Furthermore, such management promoted classroom talk and allowed educators to conduct assessments of progress and communicative performance in English.

As researcher, I was present for many of these lessons and took on the role of co-facilitator when required. The researcher and educators worked as a team, despite educator complaints regarding the difficulty of working with large, noisy classes and too much work. Assessment during group activities was initially problematic for educators working in a class of 48 learners. During the group activities, learners were divided into six groups. Assessing all six groups using the rubric sheets became difficult and time-consuming for one educator. Mr Reddy complained that it was not possible to assess every group as the lesson times were too short. Postponing lessons until the next session of Arts and Culture often caused the essence of the discussion to be lost. The educator was advised to make a list of questions or activities for each lesson, and then plan that each session of Arts and Culture dealt only with what could be accomplished. Time management for assessments during small group activities consequently became less stressful. In some sessions, I would focus on three groups while the educator focused on the other three. During

⁶⁵ These assessment sheets are presented in Chapter 5.

these sessions, the educator and I focused on three groups each per session to assess learners according to the criteria listed on the rubric sheet. Practical assistance of this kind was motivating for the educator who could then see the CT Programme as a “framework” (Todeva, 2003) for future planning.

As the CT Programme progressed, the educator was assisted, advised, motivated and ideas were negotiated. It became easier to see the possibilities that the CT Programme offered the educator for interactive lessons. As researcher, I assisted the educator with the management of group-work, thereby providing the educator with a “framework” for future lessons. Mr Reddy preferred having the researcher in the role of facilitator rather than as an observer in the classroom. Figure 8.2.8.2 presents the EFOS for lesson 2.1⁶⁶ in the final schedule of work for the CT Programme. Here the educator was able to manage his time better and complete all assessments. Learners were given an achievable task for that lesson and were able to accomplish it. Figure 8.2.8.2 below shows that the educator was able to fulfil all the requirements of the EFOS by Unit 2.

Figure 8.2.8.2: The Educator Facilitation Observation Schedule (EFOS): Mr Reddy Appendix D

| Requirements for good facilitation for Classroom Talk | Achieved | Not Achieved |
|--|-----------------|---------------------|
| 1. Effective introduction and discussion of lesson | * | |
| 2. Effective sequencing of activities | * | |
| 3. Effective use of pace for all learners | * | |
| 4. Effective use of English for all learners | * | |
| 5. Effective in assessing learners during facilitation | * | |
| 6. Able to attend to the needs of all groups eventually | * | |
| 7. Learners attentive to task and instructions | * | |
| 8. Effective use of aids and worksheets | * | |
| 9. Effective time management | * | |
| 10. Successful conclusion of task | * | |

Adapted from Richards and Lockhart (1994:137)

Initially, while conducting assessments using rubric sheets, ESL learners had to be reminded to speak English. Sometimes they would respond by explaining to the educator that they were trying to explain something to a fellow ESL learner and felt it was easier to explain to the learner in isiZulu. Such responses caused the educator to complain that the observational instruments were not very effective in Unit 1 because ESL learners often resorted to isiZulu and had to be

⁶⁶ Details for this lesson can be found in Appendix I, Unit 2, dated 01:03:04.

reminded to speak in English. When, in Unit 1, ESL learners were talking mostly in isiZulu or were silent, it was difficult to assess them according to the criteria on the rubric sheets. The presence of the researcher might have affected the responsiveness and interaction of the learners at the beginning of the CT Programme. As I have mentioned earlier, in Unit 2 ESL learners spoke English more often and this allowed accurate assessments to be conducted. Whether ESL learners spoke more often in Unit 2 because they were used to the presence of the researcher, or because they had acquired confidence to speak in English or because of improved comprehensible input, is difficult to determine. The sequencing of tasks in such a way as to ensure that learners were “taking one step at a time” could also have helped. Besides the affective factors discussed in Chapter 3, environmental factors could also have impacted on ESL learner responses in the classroom. During Unit 3, the majority of ESL learners were communicating in English most of the time during group-work and during general class interaction⁶⁸. This allowed the educators and researcher to assess learners in Unit 3 using the rubric assessment sheets. By this time, educators had grown familiar with the rubric sheets and were able to work accurately. They were able to devise their own rubric sheets for assessment. Educators had developed the skills to structure interactive tasks effectively over several periods⁶⁹, manage assessment in large classes, and create the conditions to enable ESL and EFL learners to communicate in English during interactive tasks.

The next section will reflect on the effectiveness or otherwise of the CT Programme as an alternative pedagogy offering educators a set of frameworks from which to function in multilingual OBE classrooms.

8.3 Reflections

This Chapter analyzed the data gathered during interviews and from educator and learner questionnaires, classroom observations, and learner and educator rubric assessment documentation. The Communicative Approach is concerned with the function of language within classes comprised of learners from different cultural, social and economic backgrounds. The CT

⁶⁸ ‘General class time’ refers here to that time in the classroom when learners are not engaged in lesson tasks but are settling down before the start of the lesson or preparing to leave at the end. During Unit 1, ESL learners always resorted to speaking to one another in isiZulu during this time.

⁶⁹ Refers to lesson times on the daily school time-table, which were of 53 minutes duration.

Programme techniques for assessment and managing large classes therefore focused on the learner and complemented the principles of OBE.

As shown in Chapter 1 of this thesis, in OBE the focus is on the learner's ability to participate critically and actively in lessons. According to Heugh *et al* (1995), OBE was designed for effective teaching and learning within the South African multicultural classroom. The CT Programme presented educators with pedagogic possibilities to enable ESL and EFL learners to interact in English and work in groups co-operatively to achieve outcomes. The researcher was able to guide and assist the educators throughout the CT Programme on site. While working as a team, the educators and the researcher were able to ensure that the OBE outcomes from syllabus guidelines were adhered to. The CT Programme was adapted according to the needs of the context as well. Unit 3, for example, was designed to accommodate the request of the school principal and the educators that they undertake a particular production. Unit 3 was planned as a drama-in-education production which culminated in two public performances. This production was entitled *One Life* and dealt with teenage love, HIV/AIDS, and teenage pregnancy. Units 1, 2, and 3 provided the educators with an example of possible lesson plans for planning similar learning programmes in the future.

Furthermore, Leamson (1999) states that employing communicative strategies within multilingual OBE classrooms can assist ESL learners to develop communicative performance as they verbalise their thoughts using "inventive language" during discussions. This was actually achieved in the CT Programme. The communications between ESL and EFL learners interactive tasks allowed educators to assess ESL learners effectively in terms of their language proficiency, skills, content and knowledge. The research data gathered during the CT Programme showed that active learning and participation among ESL and EFL learners improved their communicative performance and allowed the ESL learners to display CALP (Cummins, 1984) in the Arts and Culture learning area.

This chapter illustrates the classroom management techniques that the CT Programme provided for the educators participating in the project. The way in which the various communicative strategies were sequenced and then put into practice in the Lockwood study was described to enable others to replicate the process. Educator and learner roles and classroom rules that were the norm of the CT Programme were explained to provide other educators with a framework to facilitate groupwork. The aim for classroom management was to ensure that the educator and the

learners functioned in an environment that promoted learning during interactive tasks. This created opportunities for both ESL and EFL learners to be assessed accurately during verbal assessments for progression purposes.

I shall not argue that the CT Programme should be considered as the best possible way to manage ESL learner interaction and assessment in large multilingual classrooms. There were flaws that needed to be overcome. One flaw was the issue of time. The time frame for the lessons had to be adapted to fit that of the school time-table and school term, which was shortened as a result of educator workshops, meetings, absenteeism and extra- and co-curricular activities.⁷⁰ Thus the CT Programme offered the educators at Lockwood a possibility that worked in their context.

The CT Programme allowed researchers to consider the OBE approach where there are large classes of both ESL and EFL learners. The statistics⁷¹ show that ESL learners in the control groups did show improvement in ESL learner proficiency, but that the improvement of the contrast group was more substantial. Educators acknowledged that they had been enriched in terms of assessment and pedagogic approach as facilitation improved. This suggests that the study was beneficial to ESL learners and educators in enabling effective assessments of learners for progression purposes.

In Chapter 9 of this thesis, I shall examine the limitations of the study and the problems experienced by educators and the researcher in order to allow the reader insight into its processes. The generalisability of the data is discussed with the intention of illustrating to the reader that such case study research can be valuable beyond the case study context. This is especially important since English is the *lingua franca* in South Africa and every learner needs to possess CALP in English with respect to each learning area in order to function in the various spheres of life.

⁷⁰ These include sport, athletics and academic activities such as interschool competitions (Ara Be Your Best, Bridge Building), contests (Speech, Debates) and external testing programmes (Mathematics and Science Olympiads).

⁷¹ The statistics being referred to can be found in Chapter 7, Section 7.3.

CHAPTER 9

Lowering the Affective Filter for ESL Proficiency

9.1 Introduction

Chapter 9 concludes this thesis on the lowering of the Affective Filter to improve ESL proficiency at Lockwood Secondary School. I shall also review the key research questions that initiated the case study:

- a) To what extent does participation in verbal interactive tasks in the communicative classroom lower the Affective Filter of Grade 8 and 9 ESL learners?
- b) To what extent does increased constructive classroom talk in the English language improve communicative performance among Grade 8 and 9 ESL learners?

In attempting to answer these two questions, and in designing the CT Programme, it became apparent that some underlying problems in this study were pedagogical. The CT Programme was therefore adapted to address the issue of the skills necessary for educators managing large multilingual classes in interactive situations for the process of conducting accurate verbal assessments of ESL learners with respect to the learning outcomes. The CT Programme therefore incorporated an alternative pedagogy to empower educators in terms of managing large classes. Educators' views of these processes and the CT Programme will be reviewed in the first section of this chapter. The impact of the meso levels of education on the micro school-based policies and practices in terms of language education and pedagogy is considered in the second section.

This is followed by Section 3 in which the implications of meso or district level interventions on educator empowerment and the formulation and implementation of such micro projects as the CT Programme are discussed. The Rand Change Agent Study¹, which took place in America, is

¹ The Rand Change Agent Study was a national study of four federally-funded programmes designed to introduce and support innovative practices in public schools through district officials in the United States from 1973 to 1978. The aim of the study was to encourage practitioners to develop new approaches and innovative teaching practices. The study projects were localised and focused on providing support and funding to public schools. An example of one such study programme was the Right-to-Learn programme, which was designed to eliminate illiteracy (McLaughlin, 1991:147). The aim of the project was micro and meso practices and programme facilitators were

cited as a comparative example for intervention by educationists at the meso level of the South African education departments, often referred to by educators as the district offices². In the Rand Change Agent Study intervention by district officials at the micro level of classrooms empowered educators to reflect on and change their approach to pedagogy.

Tentative recommendations for the case study school follow. The limitations of the study, the problems experienced by the educators and the researcher, and the interesting requests and suggestions of educators and members of the school management will be described. Thereafter the validity, reliability, and generalisability of the data, as well as the value of case study research in similar contexts, will be considered. In the last section of this chapter, the implications of my study for research into second language acquisition are considered.

9.2 Classroom Talk in the South African Context

English is the *lingua franca* in South Africa and the medium of instruction favoured by ESL learners from many communities who consider it to be the key to success (Kapp, 1998:258). Thus it is not surprising that multilingual schools are searching for solutions to the problems of developing the communicative competence of ESL learners. The introduction of OBE in 1998 required that all learners develop critical skills and become active participants in learning³. Outcomes-based education demanded that learners interact verbally in the medium of English. However, as pointed out in Chapter 1, ESL learners from historically-disadvantaged educational backgrounds were largely prevented from acquiring the skills to interact verbally in the medium of English. Studies conducted by Kapp (1998, 2004), Buthelezi (2004), Mbatha (2004), Ntenza (2004), Thomson (2004) and many others show that verbal interaction in English amongst ESL learners is problematic in primary, secondary, and tertiary institutions in South Africa. Barriers to reading, writing and speaking proficiently in English include fear of humiliation, patronising attitudes of educators and EFL learners, and unfavourable labels (Kapp, 1998:28). Educators within institutions need to find new ways of organizing learning experiences to enable ESL

based in the local regions and focused on the immediate public schools. The programmes “were initiated in districts around the country” and thus focus was on the impact of district initiatives in terms of innovative classroom practices (McLaughlin, 1991:144).

² This is where senior education managers, education specialists, and subject advisors are based. These educationists are responsible for servicing a large group of schools within a radius of up to 50km. However, discussions from educators indicated that these individuals remain unknown and unseen, except for some cases where their names only are known or where they are seen at annual meetings.

³ Please read Section 1.3.1 in Chapter 1 for further details on this topic.

learners to develop the confidence to express themselves proficiently in English, whether written or spoken. The process must begin with educators who need to be empowered and retrained to regain “the drive to do better ... *through*⁴ the exploration of various models for professional development that preserve and enhance a teacher’s excitement, commitment and sense of mission” (Todeva, 2003:1).

The CT Programme, the SEE Project (Balfour, 2000), the Classroom Literacy Project (Thomson, 2004), the Threshold Project (Macdonald, 1989), and the Molteno Project (Walker, 1983) present alternatives and possibilities for educators in terms of improving English language proficiency among ESL learners. These projects present educators with pedagogical scaffolds or “frameworks” with support materials for promoting ESL proficiency within the classroom. According to Todeva (2003:1), frameworks “enhance our ability to see and to look at key elements of teaching from multiple perspectives”. Departments of Education in South Africa need to consider frameworks and policies that can allow learners to overcome the present syndrome of failure (Kapp 1998, 2004; Hartshorne, 1992; Mbatha, 2004). This can be accomplished by preparing educators to employ interactive strategies to develop English language proficiency among ESL learners, through departmental and school in-service training programmes.

“[M]any educational problems have deep roots in the past...” (Tyack and Cuban, 1995:6). This is especially true in South African education, where policy and practice continue to be transmitted from the top down, as I have outlined in Chapters 1 and 2. Besides the practices of the apartheid era, post-apartheid practices have not brought about the hoped for changes in education⁵. According to language educators,⁶ school-based language policies and practice in terms of teaching strategies and medium of instruction are influenced by educators’ qualifications as well as their assumptions about teaching and learning. Learners’ needs as well as the directives of national policy are also influential. Furthermore, these language educators indicated that the lack of support offered by the officials at district education departments (the meso level) has contributed to poor practices at schools. This view is shared by McLaughlin (1991) who claims that context-specific micro and meso level policies have a more significant

⁴ This word was included here by the writer to express her point of view, which is reflected by Todeva (2003) as well.

⁵ Please refer to Part 1 of this thesis for detailed information.

⁶ See Appendix C for the views of the educators interviewed in the Lockwood study.

impact on practitioners than do higher level government policies (McLaughlin, 1991:147). Educators implement policy and, according to McLaughlin (1991), their choices and decisions about practice will influence the outcomes of policy.

The Rand Change Agent Study indicates that any meso level support in terms of research into needs and training impacts on the micro school and classroom policies implemented. The Rand Change Agent study shows that “what matters most to policy outcomes are local capacity and will” (McLaughlin, 1991:147). Within the South African context, local capacity and will is lacking, which is why schools like Lockwood struggle to cope with OBE and ESL pedagogy. The Rand finding was that where district education officials were engaged with educators in putting policies into practice, implementing the policies were more successful. This could apply to the South African context as well. In the South African education system, besides the national and the nine provincial (macro level) Departments of Education, there are numerous district level departments that serve schools within provincial zones. School district⁷ officials form the meso level and are involved in the training and support of educators and principals at the micro level.

However, educators in the Lockwood study indicated that at the micro level, schools that are responsible for school-based policies and practice concerning the language of instruction are neglected in terms of time and interest from officials in district offices. The strategies employed by educators in classrooms are based on the educators’ understanding of pedagogics and their past teacher training. At present educators indicate that meso support was minimal in some learning areas and non-existent in others. The South African Democratic Teachers Union (SADTU) claims that “the department did not have enough subject advisers to assist teachers in understanding the new curriculum” (*Sunday Tribune*, 31:12:2006:2).

At the micro (classroom) level the Rand Change Agent Study, focused on the strategies that educators employed to eliminate illiteracy within a school context. The findings of this study are relevant to my thesis, in that they show that where school teachers had “the active support of the superintendent, district central office staff, and principals” (McLaughlin, 1991:145) the implementation of such programmes was successful. In Lockwood Secondary educators indicated that they did not receive school-based support from district curriculum specialists,

⁷ School district refers within the South African context to “ a geographical unit as determined by the relevant provincial legislation, or prevailing provincial practice” defined in the Department of Education Language in Education Policy document dated 14 July 1997.

except for one or two OBE workshops at district offices. At the micro classroom level, the Rand Study found that strategies were effective where teachers received training, classroom assistance, observed other educators in the classroom, had a voice in decision-making and were supplied with material resources (McLaughlin, 1991:146). This study indicates that micro and meso level policy and practice are interdependent for successful implementation at the micro level of the classroom.

According to the “Final Report of the Language Plan Task Group” (LANGTAG)⁸, the presence of a multilingual learner population in South African schools necessitates that language policy and planning be effectively managed for the benefit of all learners. The implications of the findings of the Rand Change Agent Study are that it is the interaction of micro, meso, and macro levels that will determine whether policies are put into practice. According to Tyack and Cuban (1995:44) “The journey from policy talk at the national and state levels to what occurs in schools and classrooms is long, often unpredictable, and complicated”.

The case study school, for example, has no policy or programme (educator interview data presented in Chapter 8) to overcome the problem of limited ESL learner proficiency in the language of instruction. According to the Department of Education, and the *Language Policy Act* 27 of 1996, educators and school governing bodies can formulate school-based language policies in terms of the needs of individual schools. Yet the educators continue as before to teach without school-based assistance from subject advisors and district managers, and therefore without adapting their teaching for multilingual classrooms⁹.

The next section will focus on recommendations for micro policy and practices within schools and classrooms.

⁸ Presented by B.S.Ngubane, Minister of Arts, Culture, Science, and Technology, 08:08:96.

⁹ This was the view expressed by the English Language and Arts and Culture educators in Lockwood Secondary school, during informal discussions.

9.3 Recommendations for Micro Policy and Practice for ESL Pedagogy

Schools are therefore required to formulate their own communicative strategies and language across the curriculum policy, to overcome the problem of limited English proficiency amongst ESL learners. In the case of Lockwood Secondary there is no whole school language policy to enhance ESL proficiency. Balfour (2000:427) points out that “an innovative syllabus is the first of many steps towards achieving better writing and reading competencies in English”. The CT Programme is a step towards bringing about pedagogical changes at the micro level of the Arts and Culture classroom. As researcher, I acted as mentor in the introduction and facilitation of changes at Lockwood.

In Lockwood, at the micro level of the classroom, educators employ the strategies and approaches that each feels is best. There is no set plan or specific strategies for educators to implement within classrooms to alleviate the ESL problem. At the meso level the district officials have, since the dismantling of apartheid, focused on curriculum change, curriculum planning and OBE, but not on practical language across the curriculum policies for the micro context. According to Webb (2002:38), “Language planning is directed at solving problems.” Thus in order to solve the problem of limited English proficiency among learners, according to the LANGTAG report and Ngubane¹⁰ there should be a policy and a plan in place. However, this is not a reality at Lockwood and possibly not in other schools in South Africa. Whole school language planning and policy formulation have not been addressed, and schools, like the one in this study, have continued with English as the official medium of instruction without taking into consideration ESL learners entering the school each year from isiZulu-medium schools.

Lockwood requires a school language policy that takes into consideration the linguistic diversity amongst learners. A recommendation of this thesis is that attempts should be made by school managers and educators to implement a programme to assist ESL learners upon entrance in Grade 8 to improve proficiency in English. The Lockwood case study began with 95 ESL learners in Grade 8 in 2004. From this number, 33 Grade 8 ESL learners failed to progress to Grade 9 in 2004, despite the CT Programme intervention: 58% of the learners progressed to Grade 9 and 42% failed to progress to Grade 9. Limited proficiency in English was an important factor in their failure.

¹⁰ B.S.Ngubane, Minister of Arts, Culture, Science, and Technology on Language planning in SA: 08:08:96.

Unit 1 of the CT Programme was completed before the final examinations, but its impact on ESL could not be assessed at this point as it was too early a stage. The high failure rate of ESL learners in this grade may well be due to their limited proficiency in English.

The actual practice of the school¹¹ suggests that ESL learners cope, or fail to cope, individually with their language problems in English medium classrooms. This contradicts the Strategic Goal No 3.1 of the Department of Education which states that educators must, “[c]reate an environment that supports effective teaching and learning”.¹² OBE and language in education policies¹³ in South Africa are long-term, and are thus macro level reforms, relating to government policy and often failing to change the practice of educators. As governmental reforms these policies should be put into practice, yet evidence from Lockwood suggests that micro policy and practice do not always conform to macro policies. The implication of this is succinctly stated in the following quotation: “if teachers lie at the heart of successful efforts to enhance classroom practices, then professional networks that engage teachers comprise promising vehicles for change” (McLaughlin, 1991:153).

The next section will discuss the positive outcomes and limitations of the CT Programme for future networking within the micro context of classrooms.

9.4 Reviewing the Implementation Process of the CT Programme

9.4.1 Institutional Limitations and Influences in the Lockwood Context

The limitations of this study and the problems experienced by the researcher, educators and learners during the study will be presented, as they add to the richness of such studies. The educators attempted to blend the CT Programme tasks into each OBE outcome that they were working on. They claimed that when the learners found that a task was not for assessment purposes, they tended to show a lack of interest. Tasks forming part of their continuous assessment were considered significant and performed conscientiously. Continuous assessment as mentioned in Chapter 1 is part of the OBE curriculum and is used to determine whether a learner is ready to progress to the next grade or not. Learners were informed that their tasks would be assessed according to specific criteria by the educator or that they would be involved in

¹¹ According to the four English language educators of Grade 8 learners who were interviewed, see Appendix B.

¹² In “Department of Education – Strategic Plan 2005-2010”:9.

¹³ Language policies with respect the LANGTAG report (1996) mentioned.

peer assessment using rubric sheets. That appeared to be all the learners needed to know in order to complete any task seriously.

The CT Programme did not always occur exactly as planned, owing to other school events. These were the annual athletics sports training and the Sports Day, the Fun Run, interclass and interschool soccer, netball, volleyball and cricket matches,¹⁴ and mini-school-based fund-raising ventures for the Prom¹⁵. Furthermore, educators had to attend workshops at district level at least twice a year. School-based departmental committee meetings took up time, as they are held twice a term. Whole school staff meetings and workshops also took up time set aside for ‘workshops’ between the researcher and educators. Educator union meetings and functions caused further disruptions, as learners were sent home early so that educators could attend SADTU¹⁶ functions and meetings during school hours, and a whole day would be lost. Sometimes educators were on sick leave, and this caused the CT Programme to take longer to complete.

In light of these factors, Unit 3 had to be shortened. Also the Principal¹⁷ recommended that the CT Programme should culminate in a school play for *Cultural Day*¹⁸. The theme of ‘Teenage Culture’ was consequently altered to include a theatre-in-education production entitled *One Life*¹⁹. The play dealt with such teenage issues as teenage love, friendship, family values, sex, pregnancy, and HIV/AIDS. All the Grade 9 learners were involved in this production, either as actors, singers, dancers, stage/production assistants and sound assistants, or members of the script-writing committee. The LLCE educators acted as script-writing critics. Mrs Singh, the music teacher, trained the singers for the production. Mr Lal, and a few learners took photos and videoed the production, only to find that the camera was faulty. However, there are photographs

¹⁴ Sporting and fund-raising activities are given high priority in this school and disruptions to classwork are tolerated by some educators and managers while others complain to senior management who promise to discuss matters with the educators in charge.

¹⁵ The Prom is an annual formal dance in many Durban schools. There is a huge fund-raising drive that involves parents, educators and learners.

¹⁶ SADTU refers to the South African Democratic Teachers Union. This is one of the largest educator unions in S.A.

¹⁷ The School Principal was supportive of the CT Programme and followed our work with interest and enthusiasm. His request for a public theatre-in-education production stemmed from his enjoyment of the role-plays he had observed during the implementation of the CT Programme.

¹⁸ Cultural Day is a day set aside by schools to celebrate the religious and cultural diversity of the South African population. According to the informal discussions with the Principal, Mr Subban, this is usually characterised by dances, speeches, a fashion parade or short skits and sketches on the school podium.

¹⁹ A copy of the script is included in Appendix J. This script was a working-in-progress document as many parts were re-workshopped as the production took shape. This was due to the input of learners, educators and even members of management who were all caught up in the excitement of creating the production.

²⁰and local newspaper coverage of the event as records²¹. The Technology educator, Mr Moodley, and a few learners put up posters around the district and distributed pamphlets to neighbouring schools to advertise the production. Miss Brijlal and Mr Subban arranged for simple costumes to be made, despite a shortage of funds at the time.

The CT Programme became a focal point among other learning area educators who became interested in the process. The CT Programme processes occurring in Lockwood influenced other learning area educators who experienced its impact through the observed²² improvements in ESL learner confidence, communicative performance and CALP. During informal interviews with these educators, the Mathematics and the EMS (Economical Management Sciences) educator claimed that the CT Programme might be an effective teaching approach for all learning areas.

The Mathematics educator, Mr Ramsamy, pointed out that for many years ESL learners in his class had lacked the confidence to express themselves in English. This educator claimed that ESL learners were unable to interact with him or other learners in English, especially in “mathematical terminology”. He claimed that this caused ESL learners to fail Mathematics. Mr Ramsamy stated that Grade 9 ESL learners in 2004, who were involved in the CT Programme, were the first group to express themselves confidently and ask questions clearly. This, he stated, caused them to perform better than the Grade 10 and 12 learners he was teaching at that time.

The EMS educator, Mr Lal, was impressed with the ability of the ESL learners to seek clarification of concepts and express themselves confidently in class during EMS seminar tasks for assessments. Informal discussions among educators in the staffroom inspired them to recommend that in 2005 the OBE facilitator²³ should design the Grade 8 and 9 phase with more communicative strategies. Several educators indicated that an integrated curriculum will enable all ESL learners at Lockwood to develop better communicative skills and CALP in the different learning areas. These were some of the positive outcomes of the CT Programme.

²⁰ Photographs and the newspaper clippings are not included in this thesis to maintain the anonymity of the learners and the educators in the school.

²¹ See Appendix 11 for newspaper report and photographs of the production.

²² These observations were actually informal comments by educators who were not part of the CT Programme. They were educators from other learning areas who were impressed by the confidence and improved proficiency of many ESL learners taught by them in 2003 and 2004.

²³ Since 2002, each school in the Durban Central District has been required to nominate a member of management to act as the outcomes-based facilitator for Grades 8 and 9. This person was to create an “integrated across the curriculum programme” for the Grades 8 and 9 learners. However, I discovered that all the facilitator managed to do was ensure that all learning areas were working on the same theme. Pedagogic strategies and assessment strategies were never discussed.

The advantages and disadvantages of self-reporting will be considered in the section which follows.

9.4.2 Self-reporting: Issues of Truth and Time

A major problem experienced by the researcher was the limitations of self-reporting. Learners were required to rate their own and their peers' verbal or communicative performance in English. The LLCE educators, AC educators and the researcher were also required to observe and assess ESL learners. The "truth" factor during self- and peer-assessments became problematic as the researcher and educator tried their best to ensure that learners understood the significance of assessing honestly. One way in which the educators and researcher attempted to overcome this was to co-assess simultaneously. While the learners conducted peer- and self-assessments, the educators also conducted assessments. All learners were individually assessed using rubrics and rating scales²⁴ by the AC educator and the LLCE educators, as well as by peers (other ESL and EFL learners).

The assessment instruments were derived from the pilot OBE department documents of 2001/2 and the score converted to a percentage for later analysis after every verbal activity. According to the educators, this was not difficult, but proved to be very time-consuming. The educators complained that there was hardly enough time to complete assessments and recording of the scores during class-time. These, they claimed, had to be completed after school hours. The lesson time was 53 minutes, but the exact amount of time that each verbal interactive task took to complete varied. In the beginning, the Arts and Culture educators agreed to keep a diary of each ESL learner's progress to establish patterns of progress in terms of communicative performance and CALP. Eventually they spent less and less time on this as the rubric assessments were time-consuming to complete during lessons. Nevertheless, the diaries were maintained and notes of learner progress patterns were available for most learners, which concurred with the assessment figures calculated at the end of each Unit. Absentees and learners who were not committed to their work failed to show significant progress in terms of communicative performance (Hymes, 1972) and English proficiency. The statistics showing the impact of CT Programme on ESL learner proficiency are discussed in detail in Chapter 7.

²⁴ Please refer to Appendix 3 for rubric sheets.

The next section examines ethical issues that were relevant to the implementation of the CT Programme.

9.4.3 *The Ethics of Implementing the CT Programme*

The CT Programme created opportunities for ESL learners to communicate verbally with peers and the educator. It is based on three principles derived from the work of Canale (1983). These three principles are listed in Figure 4.2.1 in Chapter 4. They inform the choice of communicative strategy for each lesson and were designed to guide the research process and to ensure that the data is carefully analysed, reflectively interpreted and ethically justifiable (Bull *et al*, 1992:128).

The CT Programme was integrated with the topics²⁵ and outcomes in the Arts and Culture syllabus guidelines. During these lessons, educators observed and assessed all the learners according to OBE requirements. Educators were advised to remain as impartial during assessments using rubrics. To test the educators' fairness to learners during assessment, the Arts and Culture and LLCE educators' assessments were compared. Peer- and self-assessments were also considered.

Only ESL and EFL learners in the contrast group participated in the CT Programme. The learners in the control group were not part of the CT Programme. However, for ethical reasons, the control group was not deprived of the opportunity of interacting in communicative tasks. It would have been irresponsible of the educators and unfair to the learners to deprive them of the opportunity of participating. Where the control group was concerned, the researcher and educators followed the guidelines²⁶ for the Arts and Culture learning area. The control group engaged in one or two interactive tasks per term, as was normal, while the contrast group engaged in five or six interactive tasks. The final schedule of work for the CT Programme in Appendix G presents the increased programme of interactive strategies for the contrast group.

At the beginning of the study, learners were told that they were part of an important research study dealing with their development and progress in communicative performance in English; they would be formally acknowledged as participants in the final thesis. They were also

²⁵ Topics are outlined in Chapter 5.

²⁶ These guidelines were presented to educators at workshops at the Durban Teachers Centre. These guidelines stipulated the minimum number of assessment tasks in terms of tests, assignments and projects for the year. In Arts and Culture this entailed one group or pair-work interactive task a term.

informed that some classes might have extra tasks to complete for the study, which would not effect their continuous assessment for progression. It appeared that Grade 8B²⁷/9B and 8C /9C learners seemed always to have extra class-work compared to the Grade 8/9A and 8/9D classes. The educators felt that there was no need to remind the learners constantly of this fact during the CT Programme. As the CT Programme progressed, it was accepted as part of 'normal' class work for Grades 8/9B and 8/9C. The LLCE and AC educators felt that a more spontaneous response of learner communicative performance and proficiency would be presented during tasks if learners were not reminded that they were part of a research study (Bull *et al*, 1992:4). The educators and the researcher wanted to let the study take place in as 'natural' a setting as possible.

Furthermore, while the learners completed questionnaires at the beginning and end of the study and participated in interviews, they were required to rate themselves and their peers using the rubric assessment sheet. Many of the ESL learners' responses seemed uninformed and uncritical. Responses were triangulated with those of the AC and LLCE educators that were formal assessments conducted as verbally-based assessments. Issues of generalizability, reliability and validity became significant. These important aspects of the study will be discussed in the next section.

9.5 Generalisability, Reliability, and Validity of the Lockwood Data

Since this was a quasi-experimental study, the researcher realised that maintaining a sense of objectivity was important. By its very nature, qualitative research involves the researcher's making subjective interpretations of the situations studied. The process of describing the findings and interpreting experiences with the learners at Lockwood may be problematic in terms of validity, reliability and generalizability for other contexts. The triangulation of data to ensure validity and reliability has been discussed in detail in Chapter 6 (Section 6.7). The researcher employed questionnaires, engaged in classroom observation and testing (peer and educator), and examined learner and educator documentation to strengthen the validity and reliability of this case study. Stake (1995) points out that the validity of a case study depends on the use of its findings.

²⁷ The learners were in Grade 8B and 8C in 2003 and 9B and 9C in 2004.

According to McDonald and Walker (1975), there are other issues that a case study researcher needs to consider. The researcher must be aware of his/her involvement in the event or situation under study and the issue of subjectivity, to the point where the researcher is unable to distinguish the data from the interpretations of the data. Stake (1995), on the other hand, states that the case study focuses on a particular case, and is concerned to understand that case, so generalizing data is not the major point of significance. He explains that case studies contribute more to naturalistic generalizations than to scientific generalizations. Knowing and understanding issues and patterns illustrated is the significant point of the experience.

This means that a small-scale, in-depth case study such as this can with careful scrutiny be valuable in its own right and should be accorded respect. Educators and researchers in multilingual contexts like Lockwood will draw on the attempts made in this study. The Lockwood study therefore adds value to the research database. Individuals are likely to consider this data of value as it is of relevance to their needs. The value of case study research, like the Lockwood one, lies in understanding the issues and patterns illustrated and outlining the research procedures.

The greatest value of the CT Programme was that the learners enjoyed and benefited from the process. Both the contrast and control groups benefited, although in different ways and to different extents, in terms of their levels of confidence, proficiency and CALP. There were greater expectations for improvements in proficiency among the ESL learners in the contrast group. These were achieved, as ESL learners' confidence improved owing to lowered Affective Filters as a result of interacting in groups. This allowed ESL learners to interact with EFL learners and to acquire better communicative competence. Informal discussions with the English Language educators revealed that ESL learners in the contrast group were able to speak more proficiently in English and use CALP in the various learning areas more meaningfully. The educators and researcher were impressed with their efforts when they found that the CT Programme had a positive impact on teaching and learning in Lockwood, even if it was statistically a minor impact²⁸.

²⁸ Statistics are provided in Chapter 7 in detailed graphs and tables.

Post-reflections on the planning and implementation of the CT Programme indicate that preparations, examinations and administrative tasks proved to be time-consuming and caused teaching time to be lost during the project. In other words, had the CT Programme been planned and piloted a year ahead, the benefits to the learners would have been greater. This needs to be considered by researchers in the future.

The Lockwood study is also limited insofar as it is difficult to determine how much influence other sources such as the media, social environment and the genetic make-up of the learners had on ESL learners. While the CT Programme focused on ESL learners' interaction inside the classroom, the impact of these learners' experiences outside of the classroom cannot be determined. This study acknowledges that there may have been several uncontrolled variables²⁹ that could have impacted on ESL learners, either positively or negatively. However, these variables were not within the scope of this thesis.

The CT Programme presents valuable information that allows educators and researchers to make informed decisions where ESL communicative performance is concerned. It allowed the researcher to design the CT Programme of communicative strategies to promote ESL learner proficiency and communicative performance in the medium of English. Such data may be useful to educators who teach in other learning areas and possibly to those in neighbouring secondary schools with a similar population.

The findings in this case study are therefore relevant not only to the AC and LLCE educators but to other learning area educators in multilingual schools where classes are large. The procedures and principles outlined in Chapters 4, 5 and 6 as well as the findings of this study will be significant to researchers and educators who strive to find new ways to conduct research in the field of second language learning.

This study indicates that using communicative strategies in multilingual classrooms to promote interactive tasks in Grades 8/9B and 8/9C had a positive effect on the communicative

²⁹ Uncontrolled variables include media influences, extra tuition, socio-economic issues, culture and upbringing, health (sickness, diseases such as HIV/AIDS), regular attendance or truancy.

performance and CALP³⁰ of ESL learners. Furthermore, where there are more EFL learners than ESL learners in a class, as in the case of 8/9A, ESL learners were afforded better exposure to English because of the opportunity to participate in communicative activities with EFL learners. The ESL learners in 8/9A were able to acquire better English and CALP without being part of the CT Programme. For 8/9B and 8/9C classes, the CT Programme provided increased opportunities for the ESL and EFL learners to engage in interactive tasks in English. This eventually lowered the Affective Filter of ESL learners. During the communicative activities, the ESL learners acquired comprehensible input and comprehensible output. By using a contrast and control group, the effectiveness of the CT Programme of communicative strategies was evaluated within the OBE multilingual context in terms of ESL learner communicative performance. Thus the concern in this study was to gain a better understanding of the complexities and dynamics of the effects of communicative strategies and effective pedagogy on ESL learner communicative performance and CALP.

To conclude this thesis, the next section will briefly review important insights gathered from each chapter.

9.6 Reflections on Second Language Teaching and Learning

Employing communicative strategies from the CT Programme to lower the Affective Filters of ESL learners to promote classroom talk or communicative performance in multilingual outcomes-based classrooms has been shown in this thesis to have been a successful strategy. The process entailed designing, implementing and testing out the effectiveness of the CT Programme to promote ESL learning. The reason for such a focus stemmed from the need for pedagogical intervention in Lockwood, as explained in Part 1. The CT Programme had to be adapted to assist educators with management of large classes, as well as with designing rubric assessment sheets to facilitate assessment in Arts and Culture and LLCE classrooms.

The CT Programme's primary focus was to equip ESL learners with Cognitive Academic Language Proficiency (CALP) (Cummins, 1984). ESL learners' inability to interact in English in Lockwood made it difficult for the Arts and Culture educator to assess them during performance and interactive tasks. The CT Programme set out to create interactive tasks to develop ESL

³⁰ As mentioned educators in the different learning areas found that the contrast group of learners were able to use the terminology meaningfully. They had thus acquired CALP to some extent.

learner confidence and verbal interactive skills. This it was hoped would enable them to interact with confidence in English during constructive class activities. Moreover, it was hoped that once ESL learners began to participate actively in English, educators would be better able to assess ESL learners accurately.

In Chapters 7 and 8 I have shown that there were improvements in ESL learner confidence and English communicative performance, as well as improvements in the classroom management and assessment skills of the Arts and Culture educators. It is hoped that for pedagogical reasons the process of the CT Programme will be sustained in this school, where the size of the ESL population has overtaken that of EFL learners. In Chapter 7, Figures 7.3.1 to 7.3.4 present the drop-out rate information graphically. The 9A/D classes were part of the control group of learners in the CT Programme. Several ESL learners dropped out of school for social, historical, financial and personal reasons³¹.

The nature and severity of learners' disadvantage, not only in language, but in their family and economic circumstances, is largely the result of historical occurrences in South Africa. In Chapter 1, therefore I provided a critical review of the pedagogical practices from the apartheid era to the present time in an attempt to locate the study. The effects of the transmission mode of teaching during the apartheid era from 1948 to 1993 (and I have pointed out that this kind of teaching still lingers) and the introduction of OBE in 1994 had implications for ESL learners. The problems experienced by educators and learners then are not entirely different from those experienced by educators and learners at the present. OBE from its inception has been problematic, and educators and learners continue to grapple with it as it continues to evolve several years later, as seen in Lockwood Secondary.

Educators have had to assimilate the National Curriculum Statement (NCS) for Curriculum 2005 in 1998, then the Revised NCS document in 2002, and a third edition in 2005/6. The meso level - that is, the district officials made up of senior education managers and subject advisors - merely presented the new documents to educators each time in short workshops, according to Lockwood educators. These educators were left to develop "frameworks", programmes and organize

³¹ According to informal discussions with long-serving educators on the staff who have been in the school for 18 to 30 years, ESL learners drop-out of school for various reasons. Many reside in the rural areas and board without parental supervision in the neighbourhood or in informal settlements. They endure much hardship financially, personally, and academically and to often succumb to peer pressure and drugs. This causes them to lack commitment at school and eventually drop-out.

pedagogical experiences without support. The Arts and Culture educators felt that the rapid changes that continue to take place in South African schools and the pedagogical problems that accompany them appear to be ignored. Understanding the complexity of limited English proficiency for the ESL learners, who entered Lockwood Secondary where English is used as the medium of instruction after spending their primary years learning in an African language is the most important contextual factor arising out of Chapter 1. (Maphalala:2000; Webb:2002).

The policies, practices, and curriculum innovations within South African multilingual schools were therefore presented in Chapter 2, with the aim of locating the CT Programme in the Lockwood context. In the past, the struggle in education policy and reform in South African history has focused on the issue of teaching African learners either in the English language or in an indigenous language in schools. Presently, educators are concerned with dealing with issues of curriculum innovation in multilingual (in the special sense in which I have defined this term in Chapter 1) settings and with ESL learner proficiency in English medium. School language policy and practice in terms of the medium of instruction, and the implications for learners, were considered in Chapter 2 as a means of contextualizing language acquisition theories and the choices made for this project. This facilitated the preparation and implementation of the CT Programme designed to develop learner confidence, English proficiency and communicative performance in Arts and Culture classrooms.

The theories of acquisition and learning articulated by Chomsky (1965), Hymes (1972), Cummins (1984), Krashen (1982, 1992, 2004) and Swain (1994) provide the rationale and theoretical framework for the design of the CT Programme. The CT Programme comprised of fun-filled interactive tasks which were sequenced to lower the Affective Filter of ESL learners. My hypothesis that once ESL learners Affective Filters are lowered there would be an increase in constructive classroom talk has been proven. I have pointed out (in Part 3) that classroom talk did increase during the CT Programme as ESL learner's self-confidence and CALP developed in the Arts and Culture learning area. Furthermore, the work of these theorists enabled me to develop principles upon which to base the CT Programme.

In Chapter 4, I show how the work of Canale (1983) informed the development of the three pedagogic principles that influenced the design of the CT Programme. The pedagogic principles influenced the selection and sequencing of strategies. Each strategy was chosen with the purpose

of lowering the Affective Filter, developing learner confidence and increasing communicative performance. My rationale here was that, when there is a purpose for communication in the target language, learners will engage in interaction. The tasks were designed with the purpose of engaging all the learners in interactive tasks. As shown in this thesis this purpose was achieved, as all learners had developed communicative performance. However, the contrast group had shown slightly better improvements in communicative performance than in the control group. The CT Programme of communicative strategies which is described in Chapter 5 allowed the educators in Lockwood Secondary to create the conditions for constructive classroom talk and improved communicative performance.

Chapter 5 outlined the three Units of the CT Programme. Each Unit was designed to progressively and sequentially develop ESL learner confidence and proficiency. The sequencing of the communicative strategies like role-play, drama, show and tell presentations, group-work, pair-work, information gap activities and debates promoted classroom talk. The sequencing allowed for learners to gradually develop confidence to interact in English. To improve learner confidence and motivation to speak English, the CT Programme began with pair-work and information gap tasks and progressed to role-play improvisations in the Arts and Culture learning area. The CT Programme showed that the organisation and management of ESL and EFL learners aided ESL learners to develop their proficiency in English and, more specifically, their CALP in Arts and Culture. They gradually became more willing to participate in the interactive tasks (*c.f.* Chapter 7). Insights from my pilot study served to improve the CT Programme and this thesis will enable others to take it a step further in terms of providing scaffolding for educators in multilingual classrooms.

Each of the communicative strategies was discussed in detail for educators who may attempt the CT Programme within their contexts. For the same reason examples of lessons were presented with the corresponding rubric sheet used to assess learners for evidence of improvements in confidence and language proficiency. Assessment strategies and rubric development served to empower both educators and learners in the processes of implementation of self- and peer-assessment and managing assessment during group activities in large classes. Educators were empowered to prepare group activities for large classes. The process of implementing the CT Programme, as scaffolding formed the research study. Researching the effectiveness or lack thereof of the CT Programme in Lockwood Secondary entailed adopting appropriate approaches

for this study. Chapter 6 outlines the research approaches that enabled the researcher to determine the effects of the CT Programme.

The approaches employed in the CT Programme to gather data include classroom observation, educator and learner interviews and questionnaires. The rationale for choosing these approaches which were discussed proved effective. The process of data collection and the technique of participant observation are explained, while the research procedures are outlined so as to allow other researchers the chance to replicate the study and compare findings. The quasi-experimental nature of the case study project allowed me to compare both qualitative and quantitative data to draw conclusions. The process of designing the CT Programme and accumulating pre- and post-project data for comparisons and conclusions in Chapters 7 and 8 is described in Chapter 6. Descriptions of the research procedures and excerpts of the instruments will allow the reader insight into the process of data collection.

Data was collected from several sources. The rubric assessment sheets employed as the main source of data collection in the control and contrast group are discussed in Chapter 5, but described in Chapter 6 as the main instrument in the data collection process. The use of rubric assessment sheets allowed the educator to conduct assessments effectively in large classes and the researcher to collect observational data simultaneously. The Arts and Culture educators gained insight into designing rubrics for each task, as well as the value of informing learners as to the criteria for assessment. The educators developed skills to manage group-work in large classes of 45-48 while simultaneously assessing learners using the rubric sheet with five criteria. This enabled the educators to convert the mark to a percentage and identify learners' problem areas for remediation. The rubric also provided the educators with a more objective way to assess learners in group and performance tasks. Prior to the CT Programme, assessments during group tasks were conducted in such a way that marks were allocated to learners at the discretion of the educator. The rubric assessment sheets, on the other hand, presented a less subjective way to conduct assessments. The rubric sheets presented the Arts and Culture educator with an efficient way to conduct assessments. The rubrics and questionnaires enabled educators to quantify data, showing ESL learner communicative performance, confidence and proficiency as a result of lowered Affective Filters. The classroom observations and interviews conducted provided qualitative evidence that supported the conclusions drawn from the quantitative data.

The impact of the CT Programme is examined thematically in Chapters 7 and 8. Chapter 7 focuses on the theme of learners' and educators' perceptions of lowered Affective Filters and learner and communicative performance during interactive tasks and the implications for assessment for progression purposes. An evaluation of the Classroom Talk Programme indicates that ESL learners developed better communicative performance (Hymes, 1972) and CALP (Cummins, 1992), while the educators were able to reflect on and improve their pedagogy for the future.

The communicative strategies, had positive consequences for learner talk, as was observed³² during the implementation. The CT Programme illustrated that given sufficient "air time" (Gibbons, 1998) to interact in English, limited proficiency ESL learners were able to use the second language more frequently, meaningfully and proficiently during verbal assessment tasks in Arts and Culture. The statistics presented in graphs in Chapter 7 demonstrate that ESL learners in the contrast group experienced lowered Affective Filters in Unit 1³³. By the end of Unit 3 in 2004, 64% of the ESL learners' communicative performance assessment scores indicated that they were confident and motivated to interact in English.

Ms Pillay (LLCE educator) indicated that all the ESL learners participated in the presentations of the summaries and spoke English. This demonstrates that ESL learners had developed confidence and communicative performance to present individually in front of the LLCE class. According to Swain's (1983) Comprehensible Output Hypothesis, in order for learning of the second language to take place, learners must have the chance to use the new forms of the language that they have been exposed to and acquired (Swain, 1985). The Output Hypothesis suggests that communicative performance or the actual use of speech is as significant in language acquisition as is input. For learners to display output, they require opportunities to do so and the CT Programme allowed this to happen at Lockwood. The sequencing of the strategies and scaffolding of language interactions with more proficient learners allowed limited proficiency ESL learners to begin to develop CALP in English.

³² More details concerning this is presented in Chapter 7.

³³ Please see Figure 7.3.1 in Chapter 7.

The strategic sequencing of the communicative tasks and the effective management of group and performance tasks in large classes benefited the ESL learners. Introducing the element of fun and excitement into each of the communicative tasks ensured that ESL learners' Affective Filters were lowered while engaging with other learners. The work schedule was designed so that ESL learners were allowed to develop both confidence and communicative performance skills. Sequencing allowed learners to interact within small groups and safely develop their limited English before participating in whole class discussions or presenting speeches or role-plays in front of the class. The CT Programme allowed ESL learners to communicate in English more frequently and more fluently by the conclusion of the study. ESL learners' CALP in Arts and Culture improved, allowing many to express ideas, feelings and knowledge using academic terminology. This improved communicative performance created opportunities for them to be assessed accurately for progression to the next grade.

This study has significant implications for ESL pedagogy in South African multilingual contexts. The CT Programme allows educators to manage large classes effectively and to promote constructive classroom talk. It provides educators with scaffolds to reflect on their pedagogy and make changes accordingly. It allows the educator to consider frameworks to implement OBE in multilingual classrooms. The programme offers educators an alternative pedagogical approach to teaching Arts and Culture. The CT Programme offered educators a scaffold: a well planned programme³⁴ with prepared materials³⁵, a planned sequence of communicative tasks and rubrics to allow educators to implement the tasks.

Although, it needs to be acknowledged that educators complained that many communicative strategies were tiring and stressful to implement during the CT Programme, I believe that with mentoring from colleagues, meso level district officials and micro level managers, educators will be better able to manage large classes during interactive tasks and assessment in the future.

This hope inspired the third theme, addressed in Chapter 8, which focuses on managing pedagogy and assessment in large multilingual classes. Observation of ESL learners during the

³⁴ The planned programme referred can be found in the workbook in Appendix F.

³⁵ Prepared materials refers to the worksheets for learners that were prepared by the researcher and presented to the educators.

implementation of the CT Programme indicated that ESL learners' participation in group discussions gradually improved. Figures 8.2.5.3 and 8.2.5.4 provides observational evidence from educator notes. Appendix H (from HLLCE 20 to HLLCE 29), provides further evidence of ESL learner improvements in verbal communication. The educators involved in this study found that interactive tasks allowed limited proficiency ESL learners to obtain comprehensible input (Krashen, 1986) and eventually meaningful output (Swain, 1994).

An Educator Facilitation Observation Schedule (EFOS) was designed to guide the Arts and Culture educator towards effective classroom management. Figures 8.2.1 and 8.2.2 demonstrated that the educator's classroom management skills improved considerably during the researcher's mentoring and assistance in lessons. The educator learnt to manage large classes during group tasks and conduct assessments using the rubric sheets. However, to maintain the processes of the CT Programme will require that educators, district-based and school based managers work co-operatively to empower educators at meso and micro levels to reflect on their pedagogical practices. This will enable educators to manage their learners and the OBE curriculum to promote English proficiency across the school curriculum. The planning of the CT Programme of lessons, rubrics, and learner worksheets; the designing of the Work Schedule and the sequencing of the communicative strategies and the EFOS to manage large classes allowed the researcher to promote constructive classroom talk. Constructive classroom talk and the use of CALP in the Arts and Culture classroom enabled learners to display learning. This enabled educators to conduct continuous assessments accurately for progression purposes.

9.7 Conclusion

Tyack and Cuban (1995) state that the practices of the past are supposed to inform the practices of the present and future. Taking this into consideration, the past language and pedagogical practices were reviewed in the beginning of this thesis (*c.f.* Chapters 1 and 2) to illustrate that micro level curriculum innovations like the CT Programme can offer educators and learners alternatives for multilingual contexts. The CT Programme empowered the Arts and Culture educator by providing an alternative pedagogy with a set of scaffolds. The work schedule, programme of lesson plans, rubric assessment sheets, EFOS all served as scaffolds. These

scaffolds can be used by educators to develop and improve pedagogy in multilingual South African schools.

Improvements in pedagogy at the micro level appear to be an urgent need at present, since despite reforms at macro level in South Africa, learners do not necessarily benefit at the micro level of the classroom (Lockett, 1992). The unwritten³⁶ language policies of Lockwood do not consider the needs of the majority of the learners in the school. The policy at this micro level is the same today as ten years ago. The ESL learners engage in a great deal of code-switching and lack the motivation to interact in English, which causes them to be disadvantaged academically. According to Kapp (2004:252), this is the trend in many South African schools and in tertiary institutions. The meso level plays a significant role in the implementation of macro reforms and policies, in the management of school personnel. Educators and school managers need to receive effective training, support and empowerment in order to be able to function successfully within their schools and their classrooms (McLaughlin, 1991:154).

Language and pedagogic policy and planning decisions within the microcosm of a single school can be a political matter (Reagan, 2002). It becomes political when the changed milieu of the school is ignored, and when we fail to cater for the needs of all learners, who may become disadvantaged academically, socially, politically, and economically. Chapter 8 focused on managing interactive tasks in large, multilingual classes and presented the CT Programme as one possibility for future curriculum planning at Lockwood Secondary.

The impact of the CT Programme, according to the statistics (Figures 7.31 to 7.3.2) in Chapter 7 and educator observation diaries in Appendix H, showed that ESL learners experienced lowered Affective Filters and improvements in communicative performance. However, this thesis did not examine English reading and writing skills of ESL learners, as the focus was on developing learners' verbal skills. The CT Programme could be viewed as an alternative curriculum possibility that could be extended and improved upon by educators and managers for use in multilingual secondary schools across the Grade 9 curriculum.

I have presented a trialled and considered form of change in the Arts and Culture curriculum, which not only empowers learners but improves their English proficiency. This was a radical

³⁶ As mentioned in Chapter 8 there is no written policy for English across the curriculum or for ESL learner upliftment.

change for the educators at Lockwood, who acquired skills for large multilingual classrooms with limited resources. ESL learners at Lockwood were, by the end of 2004, able to communicate proficiently in English. They were able to demonstrate CALP more confidently. The excitement of being part of a group working on a creative task encouraged the most reluctant ESL learner to communicate in English. The ESL learners' need to contribute to the group talk allowed them to overcome inhibitions concerning their limited proficiency. They acquired comprehensible input through interactive tasks, as well as the opportunity to display output and CALP in Arts and Culture classes. According to Todeva (2003:1) "Teachers all want to be part of educational systems which offer their students exciting learning opportunities". It is hoped that the findings of the CT Programme will persuade key meso and micro level roleplayers, as well as researchers, to explore such scaffolds for future professional development of educators in our large multilingual classrooms in South Africa.

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APPENDICES

APPENDIX A

LEARNER INTERVIEW SCHEDULE 1

LANGUAGE MEDIUM AND CHOICE OF SCHOOL

1. Which school did you attend last year?
2. Where is this school situated?
3. What was the language of instruction in that school?
4. Did you learn English as a language subject?
5. Did you learn Afrikaans as a subject?
6. Did you learn IsiZulu as a subject?
7. Which of these 3 languages would you have preferred that school to use as a medium of instruction?
8. Do you understand when the teacher speaks in English? Do you respond (talk too)?
9. Do you feel comfortable talking to the teacher in front of the whole class or in small groups? Why?
10. Why did you choose to attend a school like Burnwood, where the medium of instruction is English?

APPENDIX AR 1

LEARNER INTERVIEW RESPONSE SCHEDULE 1

LANGUAGE MEDIUM AND CHOICE OF SCHOOL

Responses of interviewees :¹ Grade 8b

| | INTERVIEWEE | QUESTION 8 | QUESTION 9 | QUESTION 10 |
|-----|-------------|--|---|--|
| 1. | Bheki G | Most of the time, but I not good, so I do not say anything. | Groups - I'm too, shy. | My mother wanted me too. |
| 2. | Danga G | Very little, sometimes. I sit quiet. | Groups - I 'm not good, you see. | Too learn some English. |
| 3. | Mike A | I speak little...I try...but is not easy. They all looking...I just close my mouth. Must stop for us to understand. | Groups - It's easier. | It is near. |
| 4. | Dladla M | Sometimes more, some not much. | Groups - it's better. | My brother in Grade 11 is good in English. |
| 5. | Khawula N | Sometimes, it is so hard. I just be quiet. | Groups- less people. | The bus is coming straight here. |
| 6. | Kheswe S | Speaking the English, ish, she is too, too hard...sometimes yous, yous can'y say it right And da words, she is not coming in the head...ish... | Groups- Can make mistakes and not feel too bad. | It is near my house. |
| 7. | Khullise S | Most of the time. Otherwise, I am keeping quiet. | Groups- more fun. | My mum hates the township schools. |
| 8. | Khumalo T | (was not at the interview) | | |
| 9. | Kunene B | Sometimes, too fast, then I'm lost. I just listen. | Groups – can talk slowly, is no rush. | I don't know. |
| 10. | Leota D | Most of it. No, no talk, too shy. | Groups – better than everyone looking at you,...yes, better. | My mother want me to be good in English. |
| 11. | Luthuli B | Yes. Sometimes. | Groups or the front – I'm not too shy, nervous sometimes, but ok. | Not dangerous here. |

¹ Please note that only responses to the questions that served as relevant data is included in this section as it is used to support the findings of this study. Many of the questions were to contextualise and lead the interviewee into the interview.

| | | | | |
|-----|-------------|--|---|---|
| 12. | Mabaso P | Yes. I think I talk the most. | Groups- I do like to talk in front of the class, but still scared. | The teachers teach the English, in the Township, it is not so much English. |
| 13. | Makhaye P | Ja, it's ok. But I don't say anything. Better to close my mouth. | Groups- it's better, if you say the wrong things, than the front. | The taxi come here, easy for me.- and my granny want me in to learn English. |
| 14. | Mdunge I | Sometimes when it is easy, I ask a question. | Groups- no talking English is not easy. | It is near. I live in this road. |
| 15. | Mhlongo S | It is so hard, is talking too fast. Just be quiet. | Groups- more time to talk, no rush. | Hey, I don't know. Near. |
| 16. | Mpanza P | Aayish... is talking so fast, quick. I'm lost. | Groups- better, talk slow. | My mother like this school. |
| 17. | Msomi S | No, only little bit, you know. We come here to learn English nice...but tha teachers they teach one way. The donne worry about us...they jus teach, teach one way. Then we having trouble. | Groups- don't know English. | It is better English here. Indian teachers, good for teaching English. |
| 18. | Nene V | Yes. I talk the most in my class. | Groups- or in front- I think I could manage- but I'm scared, shy...yes. | I live nearby. |
| 19. | Ngeama N | I manage. I'm too shy to talk in English. | Groups- easier. | My dad drops me off, works near here, somewhere. |
| 20. | Ntazi X | Is talking too fast. I do not hear the words. | Groups- take more time. | Can't get a place, I register late. |
| 21. | Shabalala F | Sometimes, when he's not rushing, then. | Groups- no rush. | Easy for one bus only. |
| 22. | Shangase L | I am too bad, I don't understand, sometimes. | Groups- I can talk in isiZulu, teacher can't shout, you see. | Stay down here. |
| 23. | Sithole F | Ja, sometimes, I ask my friends, sometimes. | Groups- I can get some help, ask my friends what to do in isiZulu. | I like it. My brother is here too. |
| 24. | Zungu P | I manage her most of the time. But ...sometimes she's hard. You see tha teachers she talking, talking. We donne know what to do...just be quiet. | Groups- I don't want to talk English. | My mother says, my old school, hey, there is too little chance for the English. |
| 25. | Mwandla L | No. | Groups- too hard for me. | Near for me to come here. |

APPENDIX B

LEARNER INTERVIEW SCHEDULE 2

LANGUAGE PREFERENCE OF ESL LEARNERS IN GRADE 9 – 2004

1. Do you enjoy speaking English?
2. Do you enjoy speaking IsiZulu?
3. Which of these two languages would you prefer to speak most of the time?
4. Which of these two languages do you actually speak most of the time?
5. Why do you speak this language more than the other?
6. Which television programs do you watch most often? Why?
7. Which radio stations do you listen to? Why?
8. Which newspaper do your parents purchase regularly?
9. Do you read the newspaper? Why?
10. What is your favorite magazine to read? Why?
11. Did you enjoy all the Arts and Culture lessons this year? Why?
12. Which lessons did you enjoy the most? Why?
13. Did these lessons help you to improve your spoken English? Explain how or why?
14. Should the lessons continue each year? Why?
15. If you could change anything, what would you like to change or suggest for the future? Why?

APPENDIX BR 2

LEARNER INTERVIEW SCHEDULE 2

LANGUAGE PREFERENCE OF ESL LEARNERS IN GRADE 9 – 2004

Responses of interviewee²: Grade 9b

| ³ | INTERVIEWEE | QUESTION 11 | QUESTION 12 | QUESTION 13 | QUESTION 14 | QUESTION 15 |
|--------------|-------------|------------------------------|--|---|---|---|
| 1. | Bheki G | Yes. It is nice. | Group times. | Yes. I talk more in English. | Yes. I like it. | Other classes must be like AC. |
| 4. | Dladla B | Yes. It is fun. | Working in my group. | Yes. Easy to talk in English. | Yes. It is fun. | Have the groupwork for other classes too. |
| 6. | Kheswe S | Yes. Teacher is kind. | Talking in the groups. | Yes. Can talk in English and make the mistake and don't feel shy. | Yes. It help me to be less shy. | Other teachers must let us do the groupwork. |
| 7. | Khullise S | Yes. Can talk and do things. | Acting and rehearsing with the groups. | Yes. Can talk in English and isiZulu. Teacher don't shout. | Yes. Easy to talk to few people. | Tell other teachers not to shout all the time and let have some group time too. |
| 9. | Kunene B | Yes. Lot of acting. | Acting with my group. | Yes. Talk in English nicely because you practice first, then you know what you gonna say. | Yes. I feel better to talk English in the group. | Have a big concert for us to act for all the children. |
| 10. | Leota D | Yes. I like it, is nice. | Talking in the groups. | Yes. Can talk in English and isiZulu cause everyone is talking. You don't feel scared. | Yes. Talk about all your ideas, not only the teachers ideas, children's ideas too are nice. | Have more lessons like this, in other classes. |

² Please note that only responses to the questions that served as relevant data is included in this section as it is used to support the findings of this study. Many of the questions were to contextualise and lead the interviewee into the interview.

³ The numbering here is not 'incorrect' – it has been left like this to ensure easy cross reference to Appendix AR – with respect to learners who have had dropped out of school by November 2004.

| | | | | | | |
|-----|-----------|---|--|--|--|---|
| 11. | Luthuli B | Yes. You can talk and have fun, not boring. | Discussing with the group. | Yes. Learn to talk in English better. | Yes. Nice to talk in English in the group. | More panel discussions. So interesting. |
| 12. | Mabaso P | Yes. You are allowed to talk and it is interesting. | Acting in the groups. | Yes. I get to be leader and speak for the group. | Yes. It is interesting. | To act in a school big play again. |
| 13. | Makhaye P | Yes. Tells us to talk, more, more. | Talking in the groups. | Yes. I don't feel shy to talk my English because only my friends in group. They help me, that times. | Yes. You can talk so much. | Give us more time for the group discussions, because there is so much to say. |
| 14. | Mdunge I | Yes. It is fun. | Working with friends in groups. | Yes. I like to talk in English in the group more, but not in front so much, like the leader. | Yes. I like to work like that with my friends. It is more fun, you know. | Some more acting and dancing shows. |
| 15. | Mhlongo S | Yes. Exciting, to dance. | The dance lessons. I teach them to dance. | Yes. But I talk in isiZulu too in the group, when I get stuck. | Yes. It is exciting and fun to plan and do things with my friends. | A big dance show so the group can do it. |
| 18. | Nene V | Yes. We can discuss and we talk do exciting things. | Discussions. You can give your views too. | Yes. Learn't to express myself better. | Yes. Teaches us to express our views and talk better in English. | More teachers should have more group lessons to discuss our ideas. |
| 19. | Ngeama N | Yes. I think it is so much fun. | Talking in groups. | Yes. I feel good to talk in English now. It's better than before. | Yes. You get a chance to talk in English. | Other classes must have lessons like that, I mean, lessons to talk about things in English. |
| 20. | Ntazi X | Yes. Do nice things. | Work with others in the groups. | Yes. Otherwise, I don't talk in English. | Yes. You have to talk in English, so you do and then you get better. | Give us more lessons like that to discuss things in English in other classes too. |
| 23. | Sithole F | Yes. I like to draw and dance. | It is nice with your friends in the group. | Yes. My English got better. | Yes. It is fun. | Some more lessons, I learn to dance, act and talk the English. It's nice for us. |
| 24. | Zungu P | Yes. I pass it every time. | The group time is nice to talk about your ideas. | Yes. I talk more English now. | Yes. Talk about your ideas. | It must have more group time. I like it. |

APPENDIX C

EDUCATOR INTERVIEW SCHEDULE 1

SCHOOL LANGUAGE POLICIES

1. Is there a language policy that the department of languages adheres to? Discuss, if yes. If no, why is it so?
2. Is there a policy governing the entrance of learners into the school? Discuss, if yes. If no, why?
3. Your comments, thoughts on the topic of school-based language policies or programmes or both for African ESL learners with limited proficiency and EFL learners with limited proficiency.
4. How does this affect assessment practices in OBE?
5. Do you speak isiZulu?
6. Do you speak to the ESL learners in isiZulu when explaining tasks or content?
7. What do you think about the CT Programme in terms of ESL proficiency?
8. What are your thoughts about incorporating such programmes as part of the syllabus design for the year?
9. Comment on your classroom management skills before the CT Programme, during Unit 1 and at the end of the CT Programme?
10. Comment on your assessment practices before the CT Programme, during Unit 1 and at the end of the CT Programme?
11. What are your perceptions in terms of learner improvements in confidence and proficiency?
12. What are your thoughts concerning the learners perceptions of their improvements?

APPENDIX CR1

EDUCATOR RESPONSES

| Questions | Ms Brijlal | Ms Pillay | Mrs Deochund | Mr Reddy |
|--|---|--|--|---|
| 1. Is there a language policy that the department of languages adheres to? Discuss, if yes. If no, why is it so? | That all learners speak, read and write in English. | In English class learners are required to do everything in English. | That learners are able to fulfil the requirements of speaking the relevant language whether in English class, isiZulu class or Afrikaans class. | I don't know. |
| 2. Is there a policy governing the entrance of learners into the school? Discuss, if yes. If no, why? | No. | No. But I think there should be as many of them cannot manage English because of their lack of proficiency. | No. | Yes. School fees must be paid upon entry. |
| 3. Your comments, thoughts on the topic of school-based language policies or programmes or both for African ESL learners with limited proficiency and EFL learners with limited proficiency. | Teachers firstly are not trained to do so, especially where OBE and LLC is concerned. Schoolbased policies need people to be informed and work with the officials from district. They are trained in all this. They should come to school and train us. We heard of INSET but never see it in any school. Planning here at school amongst us is going to be so time-consuming. There is just not enough time to do that. Getting classwork finished is so difficult. We should have assistant teachers or | The HOD should decide with the Principal about language policies. That should not be our job. They have the relevant qualifications and I hope training to do so. We have too much to do with OBE lesson planning, marking and assessment. We should not take in ESL learners who cannot speak English satisfactorily, as it is very stressful for all concerned. | Well, if the school had a policy, the language teachers would have to meet often, discuss and make plans to work together. The teachers need proper training to do so, too. Some of us are not qualified to work with all that. Besides, I cannot see this happening with all the work we have to do. Besides we should have smaller classes to help the ESL learners effectively. | The management and governing body would be best to decide that. |

| | | | | |
|---|--|---|--|--|
| | remedial teachers. There are none to speak off. Where is the time to plan and implement one. | | | |
| 4. How does this affect assessment practices in OBE? | Very difficult to assess learners who cannot speak the English language during oral tasks. | The ESL learners just remain quiet and do not say anything for oral marks. | They cannot manage the oral tasks and end up failing. | These children just fail. |
| 5. Do you speak isiZulu? | No. | Very little. | No. | No |
| 6. Do you speak to the ESL learners in isiZulu when explaining tasks or content? | No. | No. | No. | No. |
| 7. What do you think about the CT Programme in terms of ESL learner confidence and proficiency? | The ESL learners are more confident now than at the onset of the study. I think the nature of the activities would have played a role. It seemed to have gotten the ESL learners talking English, more often and better in Arts and Culture lessons. | I think it seems to have achieved the goal of the task, that most ESL learners are definitely more confident. It allowed many shy EFL learners to overcome their fears or barriers that existed where the use of English was concerned. | It was very effective, but if it had also focused on writing skills, would have been better. It contributed a great deal towards building learners confidence to Communicate in English. | |
| 8. What are your thoughts about incorporating such programmes as part of the syllabus design for the year? | Good idea. But it takes up too much time. | We will never finish the syllabus if each lesson takes so long. | It could work, but only if the class sizes were smaller. Right now 46 is too much to manage effectively. | It is great. I learn't a lot and will be doing it. |
| 9. Comment on your classroom management skills before the CT Programme, during Unit 1 and at the end of the CT Programme? | It has improved, because you learn a great deal as you go along. I think I can really less on lecturing to the learners in the traditional way, and allow the children to experience leaning. | I tried. I think it was OK sometimes, but most of the time I reverted to transmission mode just to have quiet and order in the class. | It has improved. I learn't a great deal. But, I feel I have to stand in front and teach more often if the syllabus is to be completed. | I think it would be great. |
| 10. Comment on your assessment practices | I used more rubrics during the study than before the | I learn't to work faster and better with rubrics. | I found it easier to use the rubrics during the latter part of | It has improved, definitely. I can see how the ideas work. |

| | | | | |
|--|---|--|---|--|
| before the CT Programme, during Unit 1 and at the end of the CT Programme? | study. | | the study and I think I'm quiet good now. | |
| 11. What are your perceptions in terms of learner improvements in English proficiency or the lack thereof? | There definitely was an improvement as far as some learners were concerned. Learners improved more in terms of speaking but there were some who improved in written aspect too. | There was some improvement in both written and oral work. Overall I think the programme got them talking better in English. | Many showed evidence of improvement in written and oral work. It helped them with oral communication more than with written. We could consider a programme to focus on writing skills for the future. | I learn't how to assess using the rubrics. I learn't how to devise those things too. You could see that the learners were thinking and reasoning, which is good. |
| 12. What are your thoughts concerning the learners perceptions of their improvements? | Learners seem to think that they have made immense improvements, but in reality their improvements were very slight. But because they were actually communicating with each other in English they began to believe that they were now extremely good. | The improvements were not much. But the learners felt that it was a great improvement and became carried away when assessing themselves. | The learners were clearly happy with their own progress and imagine their improvements to be far greater than it actually was, because they tended to assess themselves very leniently. | I think they know that they have benefited. But they are not able to assess themselves properly. |

EDUCATOR ASSESSMENT DOCUMENTS

APPENDIX C2

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

EDUCATOR ASSESSMENT DOCUMENT 01

(May 2003)

COMMUNICATIVE PERFORMANCE (SPEAKING ABILITY) OF ENGLISH SECOND LANGUAGE LEARNERS

Dear Educator,

You have been teaching African Second Language English Learners for some time now. I would appreciate you sharing your experience and expertise, for the purpose of this study. All information presented is totally confidential. You will be presented with the conclusions drawn on completion of this research. I hope that this study will prove beneficial to the learners and educators at this and other schools. Thank you for your time and valuable contribution.

Assessment of learner's ability to speak in English

Please assess each ESL learner's ability to speak in English. Read the level descriptors and then write the number of the level descriptor in the appropriate columns provided.

PLEASE WRITE THE NUMBER OF THE LEVEL DESCRIPTOR IN THE APPROPRIATE COLUMNS PROVIDED.

Level 1: Very limited English language proficiency. Well below a satisfactory standard. Cannot cope academically. Can barely speak English.

Level 2: Limited English language proficiency. Some weaknesses in English speaking ability which hampers him/her academically in this English medium environment. Struggles to express ideas in English.

Level 3: Better English language proficiency. Can cope academically. A higher standard would be desirable. Able to express ideas reasonably.

Level 4: English language proficiency is very good. Able to use the language well with a few minor faults. Will cope well academically.

State the language proficiency level of this learner in the first two terms of this year – 2003. Write down the number of the level only. Thank you.

| Name of learner | Level of language ability: LLCE | Level of language ability: AC |
|-----------------|---------------------------------|-------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
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| 25. | | |

APPENDIX C3

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

EDUCATOR ASSESSMENT DOCUMENT 02

(November 2003)

COMMUNICATIVE PERFORMANCE (SPEAKING ABILITY) OF ENGLISH SECOND LANGUAGE LEARNERS

Dear Educator,

You have been teaching African Second Language English Learners for some time now. I would appreciate you sharing your experience and expertise, for the purpose of this study. All information presented is totally confidential. You will be presented with the conclusions drawn on completion of this research. I hope that this study will prove beneficial to the learners and educators at this and other schools. Thank you for your time and valuable contribution.

Assessment of learner's ability to speak in English

Please assess each ESL learner's ability to speak in English. Read the level descriptors and then write the number of the level descriptor in the appropriate columns provided.

PLEASE WRITE THE NUMBER OF THE LEVEL DESCRIPTOR IN THE APPROPRIATE COLUMNS PROVIDED.

Level 1: Very limited English language proficiency. Well below a satisfactory standard. Cannot cope academically. Can barely speak English.

Level 2: Limited English language proficiency. Some weaknesses in English speaking ability which hampers him/her academically in this English medium environment. Struggles to express ideas in English.

Level 3: Better English language proficiency. Can cope academically. A higher standard would be desirable. Able to express ideas reasonably.

Level 4: English language proficiency is very good. Able to use the language well with a few minor faults. Will cope well academically.

State the language proficiency level of this learner in the first two terms of this year – 2003. Write down the number of the level only. Thank you.

| Name of learner | Level of language ability: LLCE | Level of language ability: AC |
|-----------------|---------------------------------|-------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
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| 23. | | |
| 24. | | |
| 25. | | |

APPENDIX C4

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

EDUCATOR ASSESSMENT DOCUMENT 03

(November 2004)

COMMUNICATIVE PERFORMANCE (SPEAKING ABILITY) OF ENGLISH SECOND LANGUAGE LEARNERS

Dear Educator,

You have been teaching African Second Language English Learners for some time now. I would appreciate you sharing your experience and expertise, for the purpose of this study. All information presented is totally confidential. You will be presented with the conclusions drawn on completion of this research. I hope that this study will prove beneficial to the learners and educators at this and other schools. Thank you for your time and valuable contribution.

Assessment of learner's ability to speak in English

Please assess each ESL learner's ability to speak in English. Read the level descriptors and then write the number of the level descriptor in the appropriate columns provided.

PLEASE WRITE THE NUMBER OF THE LEVEL DESCRIPTOR IN THE APPROPRIATE COLUMNS PROVIDED.

Level 1: Very limited English language proficiency. Well below a satisfactory standard. Cannot cope academically. Can barely speak English.

Level 2: Limited English language proficiency. Some weaknesses in English speaking ability which hampers him/her academically in this English medium environment. Struggles to express ideas in English.

Level 3: Better English language proficiency. Can cope academically. A higher standard would be desirable. Able to express ideas reasonably.

Level 4: English language proficiency is very good. Able to use the language well with a few minor faults. Will cope well academically.

State the language proficiency level of this learner in the first two terms of this year – 2003. Write down the number of the level only. Thank you.

| Name of learner | Level of language ability: LLCE | Level of language ability: AC |
|-----------------|------------------------------------|-------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
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RESEARCH PROJECT

QUESTIONNAIRE 1

(Before CT Programme: May 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

1. What is your first name? _____
2. What is your surname? _____
3. How old are you? _____
4. Where do you live? _____

TICK THE ANSWERS THAT DESCRIBE YOU.

5. I travel to school:
 - a) By car.
 - b) By taxi.
 - c) By bus.
 - d) By foot - walking.

6. I come to Burnwood Secondary School because:
 - a) It is near my home.
 - b) My parents want me to study here.
 - c) I like this school.
 - d) Any other reason. Write it down here.

APPENDIX C6

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 02a

(Before CT Programme: May 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

TICK THE BEST ANSWER

Describe your use of English in the following areas?

| Areas | Poor | Satisfactory | Good | Very Good |
|-------------------------|------|--------------|------|-----------|
| 1. Speeches | | | | |
| 2. Show and Tell | | | | |
| 3. Poster Presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

Thank you for your time.

RESEARCH PROJECT

QUESTIONNAIRE 02b

(End of the CT Programme: November 2004)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

TICK THE BEST ANSWER

Describe your use of English in the following areas?

| Areas | Poor | Satisfactory | Good | Very Good |
|-------------------------|-------------|---------------------|-------------|------------------|
| 1. Speeches | | | | |
| 2. Show and Tell | | | | |
| 3. Poster Presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

Thank you for your time.

APPENDIX C7

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 03

(Before CT Programme: May 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

PLEASE TICK THE ANSWER YOU FEEL IS CORRECT.

1. I speak in English to my friends outside the classroom during playtime:
Never Sometimes..... Always.....
2. I speak in English to other s inside the classroom during small group-work lessons:
Never Sometimes..... Always.....
3. I speak in English to other learners and my teachers during whole class discussions:
Never Sometimes..... Always.....
4. I ask my teacher questions in English during lesson time:
Never Sometimes..... Always.....
5. I ask other learners questions in English during lesson time:
Never Sometimes..... Always.....
6. I am able to speak in English during a role-play:
Never Sometimes..... Always.....
7. I am able to speak fluently in English during class oral speech time:
Never Sometimes..... Always.....
8. I can speak in English in front of the class during impromptu short speeches and presentations as the spokesperson (leader) of my group:
Never Sometimes..... Always.....

Thank you for your time.

APPENDIX C8

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 04

(Before CT Programme: May 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

Circle the answer you feel is best.

1 = very difficult

3 = quite easy

2 = slightly difficult

4 = very easy

How difficult is it to understand English when :

1. The teacher or a learner speaks too fast.

1 2 3 4

2. The teacher or a learner speaks too softly.

1 2 3 4

3. More than one person is speaking, as in group discussions.

1 2 3 4

4. Someone's accent is different, because you may not be used to hearing this accent.

1 2 3 4

5. Someone pronounces or speaks the words differently from the way I do.

1 2 3 4

6. The teacher gives instructions to the class.

1 2 3 4

7. The teacher is explaining work to the class.

1 2 3 4

8. The teacher explains the work or task to my group only.

1 2 3 4

9. The teacher explains the work or task to me alone (personally).

1 2 3 4

10. Another learner explains the work or task to me after the teacher.

1 2 3 4

APPENDIX C9

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 05a

(Before CT Programme: May 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

CROSS THE ANSWER THAT BEST DESCRIBES YOU:

I speak in English during:

1. Small group discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Class discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Role-play lessons:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I speak in English when:

4. Talking to classmates during group discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. I need to ask the teacher a question:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. I need to ask a classmate a question:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. I need to explain my thoughts and ideas during lesson time.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX C10

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 05b

(After the CT Programme: November 2004)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

CROSS THE ANSWER YOU THAT DESCRIBES YOU:

I speak in English during:

1. Small group discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Class discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Role-play lessons:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I speak in English when:

4. Talking to classmates during group discussions:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. I need to ask the teacher a question:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. I need to ask a classmate a question:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. I need to explain my thoughts and ideas during lesson time.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Always | Most of the time | Sometimes | Never |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX C11

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 06

(After the CT Programme: November 2004)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

TICK THE ANSWER THAT BEST DESCRIBES YOU:

Compare your use of English now to the beginning of last year.

When I use English to speak now:

1. I pronounce the words:

| | | | | | | | |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|
| no better | <input type="checkbox"/> | a little better | <input type="checkbox"/> | much better | <input type="checkbox"/> | a great deal better | <input type="checkbox"/> |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|

2. My vocabulary is:

| | | | | | | | |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|
| no better | <input type="checkbox"/> | a little better | <input type="checkbox"/> | much better | <input type="checkbox"/> | a great deal better | <input type="checkbox"/> |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|

3. I am able to use the grammar:

| | | | | | | | |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|
| no better | <input type="checkbox"/> | a little better | <input type="checkbox"/> | much better | <input type="checkbox"/> | a great deal better | <input type="checkbox"/> |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|

4. I am able to speak in complete sentences:

| | | | | | | | |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|
| no better | <input type="checkbox"/> | a little better | <input type="checkbox"/> | much better | <input type="checkbox"/> | a great deal better | <input type="checkbox"/> |
|--------------|--------------------------|--------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|

Thank you for you time.

APPENDIX C12

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

QUESTIONNAIRE 07a

(During the CT Programme: November 2003)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

TICK THE BEST ANSWER

How much English speaking practice did you get during Arts and Culture lessons in the following areas?

| Areas | None | Not enough | Enough | More than enough |
|-------------------------|------|------------|--------|------------------|
| 1. Speeches | | | | |
| 2. Show and Tell | | | | |
| 3. Poster Presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

Thank you for your time.

RESEARCH PROJECT

QUESTIONNAIRE 07b

(During the CT Programme: November 2004)

Dear Learner,

This is a research project designed to understand how African children learn to speak English as a second language. I hope you will fill in this questionnaire as honestly as possible. All information is totally confidential. It is not for assessment (marks) and will not affect your marks in any learning area. Thank you for your time.

TICK THE BEST ANSWER

How much English speaking practice did you get during Arts and Culture lessons in the following areas?

| Areas | None | Not enough | Enough | More than enough |
|-------------------------|-------------|-------------------|---------------|-------------------------|
| 1. Speeches | | | | |
| 2. Show and Tell | | | | |
| 3. Poster Presentations | | | | |
| 4. Group discussions | | | | |
| 5. Class discussions | | | | |
| 6. Debates | | | | |
| 7. Asking questions | | | | |
| 8. Answering questions | | | | |

Thank you for your time.

APPENDIX D

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

Classroom Talk Educator Facilitation Observation Schedule

Date: _____

Educator: _____

Lesson topic: _____

Lesson Strategy: _____

Unit: _____

Tick the appropriate column:

| Requirements for good facilitation for Classroom Talk | Achieved | Not Achieved |
|--|-----------------|---------------------|
| 1. Effective introduction and discussion of lesson | | |
| 2. Effective sequencing of activities | | |
| 3. Effective use of pace for all learners | | |
| 4. Effective use of English for all learners | | |
| 5. Effective in assessing learners during facilitation | | |
| 6. Able to attend to the needs of all groups eventually | | |
| 7. Learners attentive to task and instructions | | |
| 8. Effective use of aids and worksheets | | |
| 9. Effective time management | | |
| 10. Successful conclusion to task | | |

Adapted from Richards and Lockhart (1994:137)

APPENDIX E

SHALINA NAICKER: PH.D STUDENT UKZN (EDGEWOOD CAMPUS)

RESEARCH PROJECT

THE PILOT CT PROGRAMME

CT Programme Lesson worksheets, Lesson plans and Rubric assessment sheets

During the Pilot CT Programme learners in the contrast group engaged in a information gap activity in pairs which involved completing a cartoon strip with blanks on parts of the strip, a survey task to determine the number of children in each group member's family and a show and tell presentation of the findings and then write a short play comedy entitled: "You can't live with them and you can't live without them!" Figure 6.4.3.1: outlines the short Pilot CT Programme¹.

Figure 1: (Figure 6.4.3.1: The Pilot CT Programme –in my thesis)

| Period | Topic | Strategies |
|----------------------------|----------|--|
| March 2003 – April 2003 | Siblings | 1. Pair-work – Information Gap Activity 2. Survey – Group-work 3. Show and Tell Presentation 4. Scripted Play |

Please refer to Appendix F for the Lesson worksheets, Lesson plans and Rubric assessment sheets

Lesson 1

Figure P1: Lesson Plan 1. 1 from Pilot

| |
|--|
| <p>Topic: Siblings</p> <p>Activity: Learners fill in cartoon² blank clouds</p> <p>Time: 45minutes</p> <p>Strategy: Information gap activity</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Discuss task with learners.2. Explain to learners that they are required to study the picture in each frame and hypothesize the response in the blank frames. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Complete the frames in the cartoon for the next lesson. |
|--|

¹ Please refer to Appendix F for the Lesson worksheets, Lesson plans and Rubric assessment sheets

² The three cartoon worksheets used in this lesson can be found in Appendix L.

Lesson 2

Figure P2: Lesson Plan 1. 2 from Pilot

| |
|--|
| <p>Topic: Siblings</p> <p>Activity: Learners fill in selected cartoon blank clouds</p> <p>Time: 45minutes</p> <p>Strategy: Information gap activity</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Discuss task with learners.2. Explain to learners that they are required to study the picture in each frame and the responses in selected frames and hypothesize the response in the blank frames. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Complete the frames in the cartoon for the next lesson. |
|--|

Lesson 3

Figure P3: Lesson Plan 1. 3 from Pilot

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| <p>Topic: Siblings</p> <p>Activity: Learners read and compare the responses in each of the three cartoons.</p> <p>Time: 45minutes</p> <p>Strategy: Information gap activity – discussion in pairs.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Discuss task with learners.2. Explain to learners that they are required to study and compare their response to the pictures in each cartoon task. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Learners to determine how successful or unsuccessful the task was and what went wrong. |
|--|

Lesson 4

Figure P4: Lesson Plan 2 from Pilot

| |
|---|
| <p>Topic: Siblings</p> <p>Activity: Learners conduct a survey of number of children in each group member's family.</p> <p>Time: 45minutes (to be completed in spare time later in the day)</p> <p>Strategy: Survey interviews in pairs.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Discuss task with learners.2. Explain to learners that they are required to present the results of this task in a chart as a group show and tell presentation. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Learners to start survey task in class and complete during spare time.2. Learners to present the results of this task in a chart as a group show and tell presentation. |
|---|

Lesson 5

Figure P5: Lesson Plan 3 from Pilot

| |
|---|
| <p>Topic: Siblings</p> <p>Activity: Learners present survey data concerning siblings in each group member's family.</p> <p>Time: 45minutes x 2 sessions</p> <p>Strategy: Survey presentations in groups.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Assess learners as they present the results of this task in a chart as a group show and tell presentation. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Learners' present the results of this task in a chart as a group show and tell presentation. |
|---|

Lesson 6

Figure P6: Lesson Plan 4.1 from Pilot

| |
|---|
| <p>Topic: Siblings</p> <p>Activity: Learners prepare and rehearse comedy sketch entitled: “You can’t live with them and you can’t live without them!”</p> <p>Time: 45minutes x 3 sessions</p> <p>Strategy: Group-work</p> <p>Educators’ Task:</p> <ol style="list-style-type: none">1. Educator to discuss the process of workshopping a short sketch.2. Assist learners as they prepare the sketch. <p>Learners’ Task:</p> <ol style="list-style-type: none">3. Learners’ workshop and rehearse a sketch on the topic as a group. |
|---|

Lesson 7

Figure P7: Lesson Plan 4.2 from Pilot

| |
|---|
| <p>Topic: Siblings</p> <p>Activity: Learners’ pre comedy sketch entitled: “You can’t live with them and you can’t live without them!”</p> <p>Time: 45minutes x 2 sessions</p> <p>Strategy: Role-play</p> <p>Educators’ Task:</p> <ol style="list-style-type: none">1. Educator to assess learners as they perform in the sketch. <p>Learners’ Task:</p> <ol style="list-style-type: none">4. Learners’ perform their roles and engage in peer assessment. |
|---|

The rubric assessment sheets employed in the Pilot were refined and used in the Final CT Programme. To prevent duplication of information please refer to the rubric assessment sheets in the Final CT Programme for the relevant strategy used in each of the Pilot lessons.

APPENDIX F

CLASSROOM TALK
A Workbook for OBE Classrooms
Devised for the Classroom Talk (CT) Programme

CONTENTS

INTRODUCTION

SECTION 1 LESSON PLANS FOR EDUCATORS

SECTION 2 RUBRIC ASSESSMENT SHEETS

SECTION 3 LEARNER WORKSHEETS

CONCLUSION

INTRODUCTION

This workbook was planned, drafted and refined in consultation with the Arts and Culture and Language, Literacy and Communication (English) (LLCE) educators who were part of the Classroom Talk (CT) Programme. The lesson plans, rubric assessment sheets and the learner worksheets were prepared by the researcher to assist the educators in terms of reducing preparation for lessons and administrative tasks during the course of the study. It offered educators detailed guidelines to implement the Classroom Talk Programme. This workbook allows educators to either replicate the study or implement the CT Programme in their contexts.

The workbook is divided into three sections. Section 1 presents the educator lesson plans and guidelines in the sequence that it was implemented in the CT Programme. Section 2 contains the rubric assessment sheets that were used to assess learners communicative performance or ‘ability to speak’ in English. The worksheets that were prepared for selected lessons are in the third section of this workbook. To allow for easy cross referencing with regard to the thesis, some of the lesson plans, rubric sheets and learner worksheets that appear in the thesis are labelled accordingly. Furthermore, each lesson has the corresponding reference details for the rubric assessment sheets (RAS) and learner worksheets at the end of each lesson plan. The Classroom Talk Programme comprised of three units. The three units are presented below and in the thesis in Figure 5.3.1 for the reader. However, Unit 3 was planned in draft but never implemented due to the lack of time.

Figure 1: The CT Programme Outline for 2003 and 2004 (Figure 5.3.1 in thesis)

| Period | Unit | Lesson topic | Strategies employed |
|----------------------------|-------------|---|--|
| May 2003 to September 2003 | 1 | Learners Television viewing habits: A survey | <ol style="list-style-type: none"> 1. Group-work (3 lessons) 2. Show and Tell Poster presentations 3. Short speech on movie review 4. Information gap activity in pairs 5. Role-play in groups of 4 |
| February 2004 to June 2004 | 2 | Abuse | <ol style="list-style-type: none"> 1. Group-work 2. Pair-work 3. Show and Tell presentation 4. Group-work 5. Role-play 6. Panel discussion |
| July 2004 to November 2004 | 3 | Culture and teenagers | <ol style="list-style-type: none"> 1. Group-work 2. Debate 3. Improvisation 4. Prepared speech |

SECTION 1
LESSON PLANS FOR EDUCATORS

This section first presents a design plan of Unit 1, thereafter lesson plans for each topic is presented. Figure A, which is an adaptation of Figure 5.3.1.1 for Chapter 5 of the thesis, presents a summarised lesson design plan for Unit 1.

Figure 2: Lesson design Plan of Unit 1: Learners' television viewing habits.

| Topic | Communicative strategy |
|---|--|
| 1. Learners fill in and then discuss questionnaire. | 1.1. Individual completion of survey. 1.2. Small group discussion-4 learners. 1.3. Report back by Spokesperson. |
| 2. Read the passage and discuss: The bad effects of watching too much T.V. | 2.1. Small group discussions. 2.2. Report back by same or new Spokesperson. |
| 3. Conduct survey on viewing patterns of your sibling or a friend not in your class. 4. T.V. Programme Reviews. 5. Prepare a T.V. programme review. 6. Complete: The sad story of Percy the T.V. addict. | 3.1. Small group discussions. 3.2. Poster presentation of results (group seminar-style). 4. Whole class discussion: information sharing lesson. 5. Short prepared speeches: Individual learners in groups present their reviews (seminar style). 6. Information gap activity: asking and answering questions. Pair-work. |
| 7. Family dispute over T.V. programme. | 7. Role-play in groups of 3. Rehearsal and final presentations. |

Below is a sample design outline of the four stages of each lesson to remind the reader that the lessons that engage learners in a communicative activity are assessed and therefore follow the design outline.

Figure 3: Design Outline of the Four Stages of a Lesson (Eg: Activity 1.2, Unit 1 - Figure 5.3.1.3 in thesis)

| Stages | Procedure |
|----------------------------------|--|
| a) Communicative strategy. | Small group discussions. |
| b) Topic details. | Discussion of the survey findings on the television viewing habits of each learner in the group. |
| c) Assessment criteria. (in RAS) | Verbal performance during discussions in English in peer groups. |
| d) Reflection. | Learners present summary to class, evaluate their findings in response to that of the rest of the group or class and then make notes in diaries in portfolios. |

UNIT 1 Topic: Television

Lesson 1.1

Figure A : Lesson Plan 1. 1 from Unit 1

| |
|---|
| <p>Topic: Learners television viewing habits</p> <p>Activity: 1.1-Learners fill in survey questionnaire</p> <p>Time: 45minutes</p> <p>Strategy: Self assignment</p> <p>Educators' Task:</p> <ol style="list-style-type: none">5. Present survey questionnaire to all learners.6. Explain to learners that they are required to think about their TV viewing habits and complete questionnaire individually.7. Explain to learners that this is a fun task to be done honestly in order for the data to be of use to them for future related tasks.8. Show learners how to complete the questionnaire by demonstrating to the class how to do so. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Complete the questionnaires and hand to the educator for safe keeping till next lesson. |
|---|

(Please see Learner Worksheet A2 in Section C)

Lesson 1.2

Figure B: Lesson Plan 1. 2 from Unit 1 (Figure 5.3.1.4 in thesis)

| |
|--|
| <p>Topic: Learners television viewing habits</p> <p>Activity: 1.2-Learners to discuss their completed the questionnaire on their personal television viewing habits in groups of four.</p> <p>Time: 45minutes</p> <p>Strategy: Group work</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Place learners in groups of 4 and finalise the roles given to each learner in the group: Scribe, Spokesperson, Chairperson and time-keeper must be distributed before discussion begins.2. Explain to learners that they are required to compare and discuss their viewing habits survey findings with each other.3. Explain to learners how to determine the most popular time for watching T.V. amongst their age group.4. Show learners how to work out who spends the most time watching T.V and videos on a) schooldays b) weekends c) holidays.5. Show learners how to work out who spends the most time watching T.V. during term time. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Discuss their viewing habits in terms of their completed questionnaires and then work out Activity 2 as illustrated by the educator. |
|--|

(Please see Learner Worksheet B2 in Section C)

Lesson 1.3

Figure C : Lesson Plan 2 from Unit 1

| |
|---|
| <p>Topic: Learners television viewing habits</p> <p>Activity: 2-Read the passage and discuss: The bad effects of watching too much T.V.</p> <p>Time: 45minutes</p> <p>Strategy: Group work</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Place learners in groups of 4.2. Explain to learners that they are required to read the passage and discuss: The bad effects of watching too much T.V.3. Explain to learners that the roles given to each learner in the group: Scribe, Spokesperson, Chairperson and time-keeper must be distributed before discussion begins.4. Spokesperson will present the summary of groups decision on the what the bad effects of watching too much T.V. are. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Read the passage silently and then discuss the passage and their views in terms of the bad effects of watching too much T.V. |
|---|

(Please see Learner Worksheet C2 in Section C)

Please note that Lesson 4 is based on a homework assignment where learners are to conduct a survey on the viewing patterns of a brother or sister or friend who is not in the same classroom as the learner. The homework task must be given to learners prior to this lesson. Learners will need 2 to 3 days to complete this task. The lesson is based on the data learners gathered from the television viewing survey (same worksheet as per Figure A2 - but apply to sibling/friend this time).

Lesson 1.4

Figure D : Lesson Plan 3.1 from Unit 1

| |
|---|
| <p>Topic: Learners television viewing habits</p> <p>Activity: 3.1-Learners present homework survey results to discuss and compare with group members.</p> <p>Time: 45minutes</p> <p>Strategy: Group-work</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Place learners in groups of 4.2. Explain to learners that they are required to read the findings of the survey to their group members.3. Explain to learners that the roles given to each learner in the group: Scribe, Spokesperson, Chairperson and Time-keeper must be distributed before discussion begins.4. Spokesperson will present the summary of groups decision on the what the bad effects of watching too much T.V. are. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Learners present their homework/ research survey findings to the group for discussion. |
|---|

(Please see Learner Worksheet E2 in Section C)

Lesson 1.5

Figure E : Lesson plan 3.. 2 from Unit 1 (Figure 5.3.2.2 in thesis)

| |
|--|
| <p>Topic: Learners television viewing habits.</p> <p>Activity: 3.2-Learners present their findings of their sibling's/friend's personal television viewing habits in groups of four.</p> <p>Time: 6 minutes per group of 4. (2 x 45 sessions)</p> <p>Strategy: Show and tell poster presentation.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Explain to learners that they are each required to choose to present the findings to the following questions derived from Activity 1. 2 worksheet to the class.2. Explain to learners each group has 6 minutes to do so.3. Explain to learners that they are to present information to the class using a poster as a show and tell aid concerning who spends the most time watching T.V and videos on a) schooldays b) weekends c) holidays and who spends the most time watching T.V. during term time in their group. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Present the findings of Activity 2 to the class using a prepared information poster as a show And tell aid. |
|--|

(Please see Learner Worksheet E3 in Section C)

Lesson 1.6

Figure F : Lesson plan 4 from Unit 1

| |
|---|
| <p>Topic: How to write a review on a T.V. programme.</p> <p>Activity: 4-Learners to listen and respond to educator.</p> <p>Time: 1 x 45minutes sessions.</p> <p>Strategy: Whole class discussion.</p> <p>Educators' Task: Lesson - Part 1</p> <ol style="list-style-type: none">1. Initiate a discussion on T. V. reviews with samples of reviews for class to view on worksheet. <p style="text-align: center;">Part 2</p> <ol style="list-style-type: none">2. Explain to learners that they are required to write a review on a suitable T.V. programme.3. Explain to learners how to write a review from their point of view for class presentation.4. Allow learners to make notes.5. Continue class discussion (allow learners to question and contribute) on which programmes would be suitable to choose for the task.6. Inform learners when reviews are due for presentation to class. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Complete notes on how to prepare a T. V. programme review.2. Complete task of writing a review for homework. |
|---|

(Please see Learner Worksheet F2 in Section C)

(No assessment -no RAS)

Lesson 1.7

Figure G : Lesson plan 5 from Unit 1

| |
|---|
| <p>Topic: Presenting a review on a T.V. programme.</p> <p>Activity: 5-Learners to present reviews to the class.</p> <p>Time: 4 x 45minutes sessions.</p> <p>Strategy: Public speaking.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Inform learners of public speaking skills that will be assessed during presentation as per rubric assessment sheet in Figure vi. <p>Learners' Task:</p> <ol style="list-style-type: none">2. Present their prepared reviews to the class, individually. |
|---|

(Please see Learner Worksheet G2 in Section C)

Lesson 1.8

Figure H : Lesson Plan 6 from Unit 1 (Figure 5.3.3.1 in thesis)

| |
|---|
| <p>Topic: The Sad Story of Percy: The T.V. Addict</p> <p>Activity: 6-Learners to work in pairs to complete the poem on television viewing.</p> <p>Time: 2 x 45minutes sessions.</p> <p>Strategy: Information gap – Pair work.</p> <p>Educators' Task: Lesson 1</p> <ol style="list-style-type: none">1. Place learners in groups of 2.2. Explain to learners that they are required to find suitable words to fill each blank space in the poem.3. Explain to learners how to maintain the rhyming scheme and rhythm in the poem. <p style="text-align: center;">Lesson 2</p> <ol style="list-style-type: none">4. Place learners in groups of 2.5. Allow volunteers to read out their completed poems to the class.6. Allow learners to compare their words in the information gap task to the original words and discuss with each other. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Complete the poem by filling in the blanks with suitable words. Try to keep the rhyming scheme and rhythm in the poem. |
|---|

(Please see Learner Worksheet H2 in Section C)

Lesson 1.9

Figure I: Lesson Plan 7 from Unit 1 (Figure 5.3.4.1 in thesis)

| |
|--|
| <p>Topic: A family dispute.</p> <p>Activity: 7-Learners act out the roles of 2 children and two parents in a dispute over television viewing.</p> <p>Time: 10 minutes per group of 4 -performance. 2x50 minute lessons per class for group rehearsal time. 3x50 minute lessons per class for the performance assessment.</p> <p>Strategy: Role-play.</p> <p>Educators' Task:</p> <ol style="list-style-type: none">1. Place learners in groups of 4.2. Explain to learners that they are each required to choose a role to play.3. Explain to learners that their role must be discussed and rehearsed for final presentation to the class audience.4. Explain to learners that they can use costumes and props to make the role-play interesting.5. Explain to learners that each group can decide "what the dispute" should be about. <p>Learners' Task:</p> <ol style="list-style-type: none">1. Prepare, rehearse and present the role play to the class audience. |
|--|

(Please see Learner Worksheet I2 in Section C)

This is the last lesson plan for Unit 1 of the CT Programme. Unit 1 comprised of 10 lessons (Lesson 8 was a two-part lesson) and 19 sessions. Unit 2 lesson plans is outlined in the next section of the workbook.

UNIT 2 Topic: Abuse

Figure 4: Lesson design Plan of Unit 2: Abuse

| Topic | Communicative strategy |
|--|---|
| 1.1. Learners prepare a mind-map on the different kinds of abuse in society. 2.1. Learners define the different types of abuse. 2.2. Learners stick pictures or draw or paint images of abuse in society. 3.1. Learners write a song/rap on preventing one or all kinds of abuse or play one that exists. Learners then put together a dance sequence to the song. 4.1. Learners participate in a drama-in-education production dealing with the different forms of abuse in society. 5.1. Learners prepare to discuss: Victims choices. (Roles: parent, relative, social worker, teacher, guidance teacher, school counsellor, police, friend. | 1.1. Group discussions. 1.1.1. Report back by Spokesperson. 2.1. Pair-work. 2.2. Show and tell presentation. 3.1. Group-work – ‘pop group’ performance. 4.1. Scripted Role-play. 5.1. Panel discussion. |

Lesson 2.1

Figure J: Lesson Plan 1.1 from Unit 2

| |
|--|
| <p>Topic: Abuse in society.</p> <p>Activity: 1.1-Learners to discuss and draw mind-maps of different types of abuse in society, in groups of four.</p> <p>Time: 45 minutes.</p> <p>Strategy: Group-work.</p> <p>Educators’ Task:</p> <ol style="list-style-type: none"> 1. Place learners in groups of 7-8 and finalise the roles given to each learner in the group: Scribe, Spokesperson, Chairperson and Time-keeper must be distributed before discussion begins. 2. Explain to learners that they are required to discuss what the different types of abuses are and then draw the map. 3. Explain to learners how to draw a map – with an example on chalkboard. <p>Learners’ Task:</p> <ol style="list-style-type: none"> 1. Discuss the topic. 2. Draw the map. |
|--|

(Please see Figure: i RAS)

Lesson 2.2

Figure K: Lesson Plan 2.1 from Unit 2

| |
|--|
| <p>Topic: Abuse in society.</p> <p>Activity: 2.1-Learners to define the different types of abuse.</p> <p>Time: 3 x 45 minutes sessions.</p> <p>Strategy: 1. Pair-work. 2. Show and tell.</p> <p>Educators’ Task: Lesson 1</p> <ol style="list-style-type: none"> 1. Place learners in groups of 2. 2. Explain to learners that they are required to define the different types of abuse. 3. Allow pairs to present out their definitions to the class. <p>Learners’ Task:</p> <ol style="list-style-type: none"> 1. Define the different types of abuse. 2. Present their definitions to the class in a show and tell task. |
|--|

(Please see Figures: i and iii RAS)

Lesson 2.3

Figure L: Lesson Plan 2.2 from Unit 2

Topic: Abuse in society.

Activity: 2.2-Learners to draw or create a collage showing one or the different types of abuse.

Time: 3 x 45 minute sessions.

Strategy: 1. Pair-work.

2. Show and tell.

Educators' Task: Lesson 1

3. Place learners in groups of 2.

4. Explain to learners that they are required to draw or create a collage showing one or the different types of abuse.

3. Allow pairs to present drawing or collage to the class.

Learners' Task:

1. Draw or create a collage showing one or different types of abuse.

2. Present their drawing or collage to the class in a show and tell task.

(Please see Figures: i and ii RAS)

Lesson 2.4

Figure M: Lesson Plan 3.1 from Unit 2

Topic: Abuse in society.

Activity: 3.1-Learners write a song/rap on preventing one or all kinds of abuse.

Time: 5x 45 minutes.

Strategy: Group-work.

Educators' Task:

1. Learners remain in same groups of 8.

2. Explain to learners that they are required to discuss write a song/rap on preventing one or all kinds of abuse.

3. Explain to learners how to mimic the style of their favourite group and change the words of a song to the theme of abuse while keeping to the tune.

Learners' Task: Lesson 1 – 1 session

1. Discuss and write a song/rap on preventing one or all kinds of abuse.

Lesson 2 - 2 sessions

2. Learners to refine, rehearse to perform their song/rap or perform to one that exists.

Lesson 3 - 2 sessions

3. Learners to perform their song/rap or perform to one that exists.

(Please see Figure: i and Figure: v RAS)

Lesson 2.5

Figure N: Lesson Plan 4.1 from Unit 2

Topic: Abuse in society.

Activity: 4.1- Learners participate in a drama-in-education production dealing with the different forms of abuse in society.

Time: 6x 45 minutes.

Strategy: Group-work.

Educators' Task:

1. Learners choose the scenes they would like to act in and rehearse in the same groups.
2. Explain to learners that they are required to role-play – take on the role and act the part.
3. Explain to learners the need to use props, costumes and tableaux during the performance.

Learners' Task: **Lesson 1 – 1 session**

1. Discuss and choose the scenes they like.
2. Rehearse the scenes.
3. Sort out costumes, props.

Lesson 2 - 4 sessions

1. Learners to refine, rehearse and add tableaux to their scenes.
2. Effectively use the stage space.
3. Rehearse with other groups to synchronize production.

Lesson 3 - 1 session

3. Learners to perform their production.

(Please see Learner Worksheet N2 in Section C)

(Please see Figure: v RAS)

Lesson 2.6

Figure O: Lesson Plan 5.1 from Unit 2

Topic: Abuse in society.

Activity: 4.1- Learners participate in a panel discussion on abuse in society.

Time: 6x 45 minutes.

Strategy: Panel discussions.

Educators' Task:

1. Allow learners to choose roles: parent, relative, social worker, teacher, guidance teacher, school counsellor, police, friend.
2. Explain to learners how to prepare for a panel discussion – role of chairperson and each speaker and role of audience.

Learners' Task: **Lesson 1 – 1 session**

4. Discuss and choose the roles: parent, relative, social worker, teacher, guidance teacher, school counsellor, police, friend they would like to prepare for.
5. Learners prepare their speeches.
6. Rehearse with team.

Lesson 2 - 2 sessions

4. Learners to refine, rehearse and finalise their parts.

Lesson 3 - 3 sessions

3. Learners to present in panel.

(Please see Figure: v RAS)

In Unit 2 there were a total of 6 lessons which took up 24 sessions or periods.

SECTION 2

RUBRIC ASSESSMENT SHEETS (RAS)

In this section five sample rubric assessment sheets which were used in Unit 1, are provided for the reader with suggestions as to how they were recycled for Unit 2. The five rubrics are provided as samples to prevent providing each reproduced rubric here.

Figure 1: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during group-work. (Figure 5.3.1.6 in thesis- used for Unit 1 Activity 1.2). This rubric can be adapted for all group-work tasks like those in Unit 2.

| Rubric for Assessment | | | | |
|---|---|---|--|--|
| Strategy: Group-work | | | | |
| | Levels | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation of words. Uses very simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary is outstanding. A very well spoken learner. |
| 3. Confidence when presenting own point of view to rest of the group. | Severely lacking in confidence when speaking. Nervous and uncomfortable. | Displays some confidence when speaking in English. Able to present own point of view to rest of the group to some extent. | Confident when speaking English. Able to present own point of view to rest of the group. | Very confident when using English. Outstanding confidence displayed when presenting own point of view. |
| 4. Contribution of ideas to the group discussion. | Almost no contribution to group talk. Is silent most of the time. | Some contribution to group talk. Shows sign of attempting to express ideas in English. | Good contribution of ideas. Shows able to think and express ideas in English. | Excellent contribution of ideas. Shows very capable of thinking and expressing ideas in English. |
| 5. Speaking role taken in relation to other members in the group and frequency of speech. | Hardly ever speaks during discussion. Prefers the role of listener. | Speaks some of the time. Role of note-taker and verifier of points. | Mediatory role adopted. Speaks quite often. Intervenes and redirects group argument. | Leadership role taken. Spokesperson of group. Speaks most of the time. Directs and initiates discussion. |

Figure ii: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during the show and tell presentations. (Figure 5.3.2.4 in thesis- used for Unit 1, Activity 3.2 – can be used for most show and tell lessons unless the educator needs to adapt it to assess for a specific skill as in Figure iii.)

| Rubric for Assessment | | | | |
|---|--|---|--|---|
| Strategy: Show and tell: Poster presentations | | | | |
| | Levels | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation use of vocabulary is very limited. Uses very simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary is outstanding. A very well spoken learner. |
| 3. Confidence while speaking in English in front of class. Ability to use poster effectively. | Severely lacking in confidence when speaking. Nervous and uncomfortable. Unable to use poster effectively. | Displays some confidence when speaking in English in front of class. Able to use poster effectively to some extend. | Confident when speaking English in front of class. Good use poster – referred to poster often and effectively. | Very confident when using English in front of class. Outstanding ability displayed when using the poster for effectiveness. |
| 4. Pitch/volume: softness or loudness when talking. Is the learner audible. | Speaks too softly –barely audible. Unable assess pitch and volume. | Speaks softly- but audibly. Able to change pitch to some extend. | Speaks at a good pitch and able to change pitch according to the demands of the discussion. | Excellent ability to regulate pitch during the discussion. |
| 5. Ability to answer questions posed by audience effectively in English. | Unable to answer questions posed by audience effectively in English. | Able to answer questions posed by audience effectively in English to some extend. | Display a good ability to answer questions posed by audience effectively in English. | Displays an outstanding ability to answer questions posed by audience effectively in English. |

Figure iii: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during the show and tell presentations, like the T.V. review or be adapted for debates. (Figure 5.3.2.5 in thesis – Unit 1, Activity 5)

| Rubric for Assessment | | | | |
|--|--|---|---|---|
| Strategy: Show and tell: Group seminar presentations | | | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Choice of vocabulary. | Use of vocabulary is very limited. Uses very simple, easy words. | Able to discuss the T.V. programme. Vocabulary is satisfactory. | Good use of vocabulary when discussing the T.V. programme. | Uses excellent vocabulary appropriately when discussing the T.V. Programme. |
| 3. Confidence during presentation. | Severely lacking in confidence. | Displays some confidence when discussing the programme. | A good confident presentation. | A very confident and outstanding presentation. |
| 4. Originality and creativity. | No sense of originality or creativity shown during presentation. | Some sense of creativity and originality. | A good attempt. A good sense of originality and creativity. | An outstanding description. Very original and creative. |
| 5. Critical ability. | Unable to be critical when reviewing the programme. | Able to be critical to a limited extent when reviewing the programme. | A good critical analysis of the programme displayed. | A very critical and astute review of the programme. |

Figure iv: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during information gap activities on. (Figure: 5.3.3.3 in thesis – Unit 1, Activity 6 - can be adapted as required for specific information gap tasks.)

| Rubric for Assessment | | | | |
|--|--|--|---|---|
| Strategy: Information gap task – pair-work | | | | |
| | Levels | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and is able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Choice of vocabulary when completing the poem. | Use of vocabulary is very limited. Uses very simple, easy words. Hardly ever makes any good suggestions. | Vocabulary usage is satisfactory. | Good use of vocabulary when making suggestions for the poem. | Uses excellent vocabulary appropriately when making suggestions for the poem. |
| 3. Confidence while speaking in English during pairwork. | Severely lacking in confidence when speaking in English. Nervous and uncomfortable. | Displays some confidence when speaking in English during activity. | Confident when speaking English during activity. | Very confident when using English during activity. |
| 4. Originality and creativity. | No sense of originality or creativity shown during presentation. | Some sense of creativity and originality. | A good attempt. A good sense of originality and creativity. | An outstanding description. Very original and creative. |
| 5. Ability to hypothesize and make creative suggestions. | Unable to hypothesize and make creative suggestions. | Able to hypothesize and make creative suggestions to a limited extend. | Good ability demonstrated in hypothesizing and presenting creative suggestions. | Outstanding ability to hypothesize and make creative suggestions. |

Figure v: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during role-plays and panel discussions. (Figure: 5.3.4.3 in thesis-can be used for all role-plays unless has to be adapted for a specific lesson – like the ‘pop-group’ performance .Used in Unit 1, Activity 7)

| Rubric for Assessment | | | | |
|--|---|---|---|--|
| Strategy: Role-play | | | | |
| | Levels | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Pronunciation is poor. Use of English is limited. Uses simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary is outstanding. A very well spoken learner. |
| 3. Confidence while speaking in English in role. | Severe lacks confidence when speaking in English. Nervous. | Displays some confidence when speaking in English in role. | Confident when speaking English in role. | Very confident when using English in role. |
| 4. Pitch/volume: softness or loudness when talking. Is the learner audible? | Speaks too softly –barely audible. Unable assess pitch and volume. | Speaks softly-but audibly. Able to change pitch to some extend. | Speaks according to the demands of the role and able to change pitch according to the role. | Excellent ability to regulate pitch according to the demands of the role. |
| 5. Ability to portray the role. Vocal expression and body language is appropriate. | Unable to portray the role. Poor vocal expression and body language | Able to be portray the role to a limited extent with some vocal expression and body language. | A good portrayal of the role is displayed with good vocal expression and body language. | An outstanding portrayal of the role is displayed with excellent vocal expression and body language. |

Figure vi: Rubric for Assessment sheet: used to assess communicative performance of ESL learners during speech presentations. (Used in Unit 1, Activity 5)

| Rubric for Assessment | | | | |
|--|--|--|---|---|
| Strategy: Public speaking skills (Assessing speech presentations) | | | | |
| Levels | | | | |
| CRITERIA | 1 | 2 | 3 | 4 |
| 1. Fluency and naturalness in constructing sentences in English. | Unable to speak fluently. Struggles to construct sentences. | Tries to speak fluently. Can construct very simple sentences. | Speaks fluently to some extent and able to form sentences. | Speaks very fluently. Constructs sentences naturally. |
| 2. Pronunciation and clarity of spoken words in the English medium of instruction. | Poor pronunciation use of vocabulary is very limited. Uses very simple, easy words. Lack of clarity of spoken words. | Pronunciation and vocabulary is satisfactory. Speech is not always clear. | Pronunciation and vocabulary is quite good. Speech is clearly understandable. | Pronunciation and vocabulary is outstanding. A very well spoken learner. |
| 3. Confidence while speaking in English in front of class. Ability to use point cards effectively. | Severely lacking in confidence when speaking. Nervous and uncomfortable. Unable to use point cards effectively. | Displays some confidence when speaking in English in front of class. Able to use point cards effectively to some extent. | Confident when speaking English in front of class. Good use of point cards. | Very confident when using English in front of class. Very effective use of point cards. |
| 4. Pitch/volume: softness or loudness when talking. Is the learner audible. | Speaks too softly –barely audible. Unable assess pitch and volume. | Speaks softly- but audibly. Able to change pitch to some extent. | Speaks at a good pitch and able to change pitch according to the demands of the presentation. | Excellent ability to regulate pitch during the presentation. |
| 5. Ability to maintain eye-contact with audience effectively. | Unable to maintain eye-contact with audience. | Able maintain eye-contact with audience to some extend. | Good ability to maintain eye-contact with audience. | Displays excellent eye-contact with audience. |

SECTION 3

LEARNER WORKSHEETS

Figure A2 Lesson 1: Survey Questionnaire. (Figure 5.3.1.2 in thesis)

| | | |
|---|-------------------|-----------------|
| Television Viewing Habits Survey Questionnaire | | |
| Name:..... Grade:..... | | |
| <u>Answer the questions below as honestly as possible:</u> | | |
| 1. How many T.V. sets do you have at home? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 3+ | | |
| 2. Do you have a video recorder? <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 3. Viewing habits: a) at which times do you usually watch T.V? | | |
| Times | Schooldays | Weekends |
| 16h00 – 17h00 | ..... | ..... |
| 17h00 – 18h00 | ..... | ..... |
| 18h00 – 19h00 | ..... | ..... |
| 19h00 – 20h00 | ..... | ..... |
| 20h00 + | ..... | ..... |

Figure B2: Lesson 2- Worksheet for learners of Lesson 1.2 from Unit 1. (Figure 5.3.1.5 in thesis)

| | |
|--|--------------------------------|
| Activity 1.2 | Time: 2x45 min sessions |
| <ol style="list-style-type: none"> 1. Place yourself in a group of 4 or 5. 2. Compare your questionnaire with others in the group. 3. What is the most popular time for watching T.V. amongst the learners in your group? 4. Work out who spends the most time watching T.V and videos on: <ol style="list-style-type: none"> a) schooldays, b) weekends, c) holidays. 5. Work out who in your group spends the most time watching T.V. during term time. 6. Discuss the findings of your group. 7. Chose a spokesperson to present these findings to the whole class. 8. Homework: discuss your feelings and views about this lesson in your diary. | |

Figure C2 : Lesson 3- *Worksheet for learners based on Activity 2 from Unit 1*

| |
|--|
| <p>Worksheet for Activity: 2 Time: 2X 45 min sessions</p> <ol style="list-style-type: none">1. Place yourself in a group of 4.2. Read the passage below: The effects of Television.3. Discuss the passage.4. List five bad points of owning a T.V. set.5. List five good points of owning a T.V. set.6. Elect a spokesperson to report your views to the whole class.7. Homework: Discuss your feelings and views about this lesson in your Diary. <p>The Effects of Television</p> <p>Regardless of the content of the programmes, television watching affects the development of children. Recent research shows that television watching has an adverse effect on children's thinking. Speaking, imagination, senses, physique, feelings and behaviour. It is important for parents to be aware of these effects.</p> <p>TV zombies?</p> <p>Television viewing puts children into a passive trance-like state where they become "TV zombies" – a condition quite different from their natural active, playful state when they are not watching. Some parents of young children observed that:</p> <p>"My five-year-old goes into a trance when he watches TV. He just gets locked into what is happening on the screen. He's totally, absolutely absorbed when he is watching and oblivious to anything else."</p> <p>"They're cross and irritable after they watch."</p> <p>"After watching, they're nervous, bored and disagreeable, only slowly coming back to normal."</p> <p>What then do children experience while watching television?</p> <p>The "Plug-in Drug" – TV addiction</p> <p>Television has been called the "Plug-in Drug" because many people find they cannot stop watching. People joke about being "hooked on TV". Watching television allows the viewer to blot out the real world and enter into a pleasurable and passive mental state where the normal worries and anxieties of life can be forgotten.</p> <p>How long do children spend watching television?</p> <p>Two out of every three schoolchildren watch TV for 3-5 hours daily, or between 21-35 hours each week, according to a recent survey. A survey completed in United States shows an average of 30 hours a week for pre-school children. In West Germany, 80% of school children gave TV as their favourite hobby. Further research in America showed that about three million children from 2-11 years, watched television till midnight.</p> <p><i>Adapted from: TV Action Group: Television and Child Development</i></p> |
|--|

Figure H 2 : Lesson 8- Information gap Activity 6 – The poem: The Sad Story of Percy the T.V. Addict, by J. G. Goodacre. (Figure 5.3.3.2 in thesis)

Information Gap Worksheet 1 – Unit 1, Activity 6

Read the passage carefully and then fill in the blanks. Discuss each possible answer with you partner.

The Sad Story of Percy the T.V. Addict

Young Percy’s parents could not get their son to leave the TV set,
In fact, it was a common sight, from three o’ clock till late at night,
To see young Percival McQueen before the Television screen.

He watched the...1..., the plays, the news, the westerns and the...2....
The programmes might be good or bad, they might be...3...or sad;
He watched them all the evening...4...(They say he watched the test card, too.)

At half –past five, the little...5... would eat his...6...on his lap;
But what he ate, he did not know-his eyes were on the children’s...7...!
All table manners he forgot-it didn’t ...8... him a jot.

And then one night, I’m sad to tell, young Percival was heard to...9....
“I cannot watch it anymore, my eyes are ...10...strange and sore!”
And when he got up from his chair, his eyes were green and red –and...11...!

Poor Percy had to pay the price of ...12...good advice,
For fear you might share his...13..., you must learn to discriminate,
Don’t be like Percival McQueen-an ...14... of the TV screen.

J. G. Goodacre.

Figure H3 : Lesson 8- Information gap Activity 6 – The poem: The Sad Story of Percy the T.V. Addict, by J. G. Goodacre. Part 2 of Lesson 8

Information Gap Worksheet 2 – Unit 1, Activity 6

Check your answers with those of the original and discuss with your partner your choice compared to the original.

The Sad Story of Percy the T.V. Addict

Young Percy’s parents could not get their son to leave the TV set,
In fact, it was a common sight, from three o’ clock till late at night,
To see young Percival McQueen before the Television screen.

He watched the **comedies**, the plays, the news, the westerns and the **weather**.
The programmes might be good or bad, they might be **happy** or sad;
He watched them all the evening **before** (They say he watched the test card, too.)

At half –past five, the little **addict** would eat his **dinner** on his lap;
But what he ate, he did not know-his eyes were on the children’s **show**!
All table manners he forgot-it didn’t **bother** him a jot.

And then one night, I’m sad to tell, young Percival was heard to **yell**.
“I cannot watch it anymore, my eyes are **rather** strange and sore!”
And when he got up from his chair, his eyes were green and red –and **mere slits**!

Poor Percy had to pay the price of **ignoring** good advice,
For fear you might share his **fate**, you must learn to discriminate,
Don’t be like Percival McQueen-an **addict** of the TV screen.

J. G. Goodacre.

Figure 12: Lesson 9 (Figure: 5.3.4.2 in thesis) Worksheet for learners of Lesson 7 from Unit 1

Unit: 1

Activity: 7

Topic: Television - prepare a role-play.

Time: 10 minutes per group for final presentation.

Sub-topics: Choose one or come up with a related scenario on the topic with the your group.

1. Your sibling wants to watch T.V. while you are watching your favourite programme. You ask him/her to wait, but he/she refuses to be reasonable and understanding. You both begin to argue. Mom and dad hear you argue and enter. Dad is upset that you are arguing. Mom is upset that you are watching T.V. on a school day.

2. Your mom and dad has decided that you are not allowed to watch TV during the examination period. You and your sibling disagree. What happens?

3. Your parents catch you and a friend watching a TV programme that is unsuitable for child viewing. You feel that you are mature enough, they disagree. Your friend claims that his/her parents allow such viewing. What happens?

You may use costumes and props to enhance your presentation.

Worksheets for Unit 2

Figure N2 : Lesson 5 of Unit 2 Drama-in-education script

Heal the World!

Scenes of abuse from our world

A Drama-in-education production

Scene 1 - Physical Abuse

Mika: Simi, please finish all your chores, before mom and dad get home.

Simi: Later, Okay. I have tons of homework to do.

Mika: You do realise that mom will be very upset with you if you do not finish the ironing.

Simi: But I really need to complete my assignment. It is due tomorrow.

Logan: Well, you still have to finish the ironing or mom will hit you again.

Simi: You know that is not right. In fact it is child abuse.

Mika: I know, but what can we do? We are too small.

Logan: We can report her to the police.

Simi: Yes. But my friend, Betty says that the child welfare will take us away.

Logan: Have you been telling your friends about our life at home.

Mika: You will get us all into trouble. Please stop all this talk and finish your chores.

Logan go feed the dogs, before mom and dad get home.

Enter Mom and Dad...

Mom: Why are you feeding the dogs so late, Logan. What were you doing all day?

Logan: My homework

Dad: You were playing soccer all afternoon.

Logan: No. I only went for training after school.

Dad: Do not lie to me. (Slaps him - Tableau)

Mom: Simi did you do the ironing?

Mika: Oh, mom. Simi is so busy with tons of homework. I will do it for you right now.

Dad: Did you finish cooking supper, Mika?

Mika: Yes, Dad. I am going to do the ironing, right now.

Mom: Mika, go do your homework or you will fail. (Screams for Simi) Simi, come here now!

Simi: Why is the ironing not done? Did I not sort you out yesterday? Why are you so lazy? (Hits her-tableau)

Whole group freeze in tableau. 5

Scene 2 - Drug Abuse

Akhil: (Greets friends) Got anything good today?

Sahil: Ja, my man. You got some money, then I got some hot stuff.

Akhil: Don't talk so loud man. (looks around) You want someone to hear us.

Sahil: It is cool. These guys are new customers.

San: Greets Akhil.....

Ben: Greets Akhil.....

Akhil: Here's the cash, gimme a packet, a full packet, don't rob me okay!

Sahil: Gets angry. Hey, what nonsense you chooing er. I never, ever rob nobody.

San: You better not. I won't come there then. I' go buy by the old man.

Ben: the old man is gone to greedy. One pinch coc is R100 bucks man.

San: The packet is R 500 and only 100grams.

Akhil: Ja, I know the old man, he is so rich and very stingy!

Sahil: Here's your stuff. Relax guys and enjoy. Forget your problems.

Ben: Sniffs, his coc. I feel good...collapses forward.

San: (Looks at Akhil.) What are you doing?

Akhil: Making a special boy, making a special. Some dagga and some coc... it's the best ever.

Sahil: (very proud) I taught him that...

Sister: What are you so proud off? You miserable drug peddler! I have called the police, they will lock you up for good. You have ruined my brother's life.

Sister's friend: Come on Akhil, the police will be here any second. Do you want to go to jail too.

Sister: Wait till mom and dad finds out what you have been doing. This is drug abuse!

Akhil: Please don't tell. Here have some and chill...

Sister: Just be quiet and come, you are a drug addict.

Sisters' friend: You have been abusing drugs, that's not cool.

Scene 3 - Child kidnappers/ molesters/ murderers

Secretary: Good morning sir, how may I help you?

Man: Good morning, mam. You look lovely today.

Secretary: Thank you. How can I help you?

Man: I am here to fetch my friend's daughter. There is an emergency at home and he will not be able to fetch her, today.

Secretary: I see. Well you see sir I cannot send for the child until you have spoken to the principal. Please take a seat while I call her.

Man: I'm in a bit of a hurry.

Secretary: I won't be too long.

Principal enters...

Principal: Good morning Sir. My secretary tells me that you are here to take a child away early. Who are you here to fetch?

Man: I am here to fetch Sarah Naidoo from grade 4b.

Principal: What is your name?

Man: I am Peter Chetty.

Principal: Do you have a note from the child's parents.

Man: No. You see this is an emergency.

Principal: (turns to Secretary) Please call Sarah Naidoo to see me now.

Man: Thanks Mam.

Principal: Please do not thank me yet. You see the procedure is for me to first speak to the child and the parents before allowing you to take away the child.

As Sarah enters...the man slowly slips off – tableau!

Sarah: (looks at the Principal) good morning Mrs Govender.

Principal: Good morning my dear. Mr Chetty is here to fetch you. Do you know him?

Sarah: Yes, I do know him. But mom and dad will never send anyone except my grandfather to fetch me.

Principal: Are you sure?

Sarah: Yes mam. After the 10 year old girl was kidnapped in Benoni and killed, my dad and mom has made it quite clear that they will never send anyone except granddad to fetch me.

Secretary: I called her mom and she says that Sarah must not be sent off with anyone except her grandfather.

Principal: Well, then Sarah, please go back to class and Mrs Pillay, will you please send Mr Chetty to my office and call the police.

Secretary: Yes, mam I will call the police, but I think Mr Chetty has left.

Principal: Then I will escort Sarah personally to her class and talk to her teacher.

Sarah: Thank you, Mrs Govender. I wonder why Mr Chetty left without waiting to see me in the office. I always thought he was a bit strange.

Secretary: We will never know what he was up to. But I always feel that mum and dad should always be consulted before children are sent off with anyone.

Freeze tableau 4

Scene - 4 Emotional Abuse - bullying

Tabo : Brent, give me the remote.

Brent: No, I want to watch my programme.

Tabo: Give me the remote, you stupid child.

Brent: I am not stupid.

Tabo: Oh yes, you are not stupid. You are very, very stupid. You never get an "A" at school and you have ugly teeth and ...

Brent: Stop saying such mean things to me.

Tabo, then, hand over the remote.

Brent: No. I will tell mum.

Tabo : Yeh, you tell mom, you stupid little mummy's boy. Give me the remote or I will tell all your friends at school what a cry baby you are at home.

Brent: You wouldn't.

Tabo: If I miss my programme then you are going to be the joke of the school

tomorrow. May I call you stupid brained Brent or stu, short for stupid, in case you did not catch up!

Enter Dad...

Dad: Why are you two fighting again. Dylan, did I not talk to you about being nasty to your brother.

Brent: He will not let me watch my programme. He keeps demanding for the remote and keeps calling me a stupid. I really don't like it.

Dad: Why do you do that to your brother, Dylan. You know that you are hurting his feelings.

Tabo: I was just teasing.

Dad: That is not good teasing. Teasing is funny and should make your brother laugh. You are abusing him emotionally. That is very sad and nasty. Please stop abusing your brother emotionally and bullying him.

Freeze tableau 3

Scene 5 - Parental Abuse

Granma: Niki, Your daughter didn't do any homework. Tell her to do it. She only watching T.V. all afternoon.

Niki: Sumi, Please finish your homework.

Sumi: Oh just shut up. You make too much noise?

Niki: Don't talk so rudely to me. I will tell Dad.

Sumi: If you don't shut up I will run away!

Granma: Why you shouting so badly at you mother, Sumi? You know, that is not nice for young girls to do.

Sumi: Oh, no now you will start lecturing me too. Why are you all so wicked?

Niki: It is wicked to give you time to do your homework.

Sumi: I hate you and I hate homework!

Granma: Stop talking to your mother like that. Good girls do not scream bad things at their parents.

Sumi: Good girls have good parents. My parents are horrible, including you, you irritating old lady.

Niki: Say sorry to your grandmother.

Sumi: Oh! Shut up! (Screams)

Freeze tableau 3

Entire group unfreeze and sing the song together.

APPENDIX G

FINAL SCHEDULE OF WORK

(For detailed lesson plans and rubric assessment sheets please refer to Appendix F)

UNIT 1: Topic : Learners' television viewing habits.

Figure 1 A: Lesson design Plan of Unit1: Implemented from July 2003 to October 2003

| Date | Term | Week | Topic | Communicative strategy |
|----------------------|------|------|--|--|
| 28:07:03 | 3 | 2 | 1. Learners fill in and then discuss questionnaire. | 1.1. Individual completion of survey. 1.2. Small group discussion-4 learners. 1.3. Report back by Spokesperson. |
| 04:08:03 | | 3 | 2. Read the passage and discuss: The bad effects of watching too much T.V. | 2.1. Small group discussion-4 learners. 2.2. Report back by Spokesperson. |
| 11:08:03 | | 4 | 3. Conduct survey on viewing patterns of your sibling or a friend not in your class. | 3.1. Small group discussions. 3.2. Poster presentation of results (group seminar-style). |
| 18:08:03 to 29:08:03 | | 5-6 | 4. T.V. Programme Reviews. 5. Prepare a T.V. programme review. | 4. Whole class discussion: information sharing lesson. 5. Short prepared speeches: Individual learners in groups present their reviews (seminar style). |
| 08:08:03 | | 8 | 6. Complete: The sad story of Percy the T.V. addict. | 6. Information gap activity: asking and answering questions. Pair-work. |
| 06:10:03 to 17:10:03 | 4 | 2-3 | 7. Family dispute over T.V. programme. | 7. Role-play in groups of 3. Rehearsal and final presentations. |

UNIT 2: Topic: Abuse

Figure 1 B: Lesson design Plan of Unit 2: Implemented from February 2004 to June 2004

| Date | Term | Week | Topic | Communicative strategy |
|----------------------|-------------|-------------|---|--|
| 23:02:04 | 1 | 6 | 1.1. Learners prepare a mind map on the different kinds of abuse in society. | 1.1. Group discussions. 1.1.1. Report back by Spokesperson. |
| 01:03:04 08:03:04 | 1 | 7 8 | 2.1. Learners define the different types of abuse. 2.2. Learners stick pictures or draw or paint images of abuse in society. | 2.1. Pair-work. 2.2. Show and tell presentation. |
| 19:04:04 | 2 | 2 | 3.1. Learners write a song/rap on preventing one or all kinds of abuse or play one that exists. Learners then put together a dance sequence to the song. | 3.1. Group-work – ‘pop group’ performance. |
| 03:05:04 | 2 | 4 | 4.1. Learners participate in a drama-in-education production dealing with the different forms of abuse in society. | 4.1. Scripted Role-play. |
| 24:05:04 | 2 | 7 | 5.1. Learners prepare to discuss: Victims choices. (roles: parent, relative, social worker, teacher, guidance teacher, school counselor, police, friend). | 5.1. Panel discussion. |

UNIT 3: Topic: Culture and teenagers: Teen Sex, Pregnancy, HIV/AIDS

Figure 1 C: Lesson design Plan of Unit 3: Implemented from July 2004 to September 2004

| Date | Term | Week | Topic | Communicative strategy |
|----------------------------|-------------|-------------|--|--|
| 26:07:04 | 3 | 2 | 1. Learners discuss teenagers attitudes to sex, pregnancy and HIV/AIDs. | 1. Group discussions. 2. Report back by Spokesperson. |
| 02:08:04 to 27:08:04 | 3 | 3 6 | 1. Learners involved in improvisations and workshopping of scenes. 2. Final script produced. | 1. Improvising/Workshopping |
| 30:08:04 to 22:09:04 | 3 | 7 to 11 | 1. Learners selected for final presentation rehearse and then put together dance sequences to the various songs. 2. Learners create songs to include in production. | 1. Rehearsing/workshopping. 2. Performance. |

APPENDIX H

OBSERVATION NOTES FOR CT PROGRAMME

Unit 1: Learners' television viewing habits – 2003

Figure HAC 1: Observation notes from Unit 1: Lesson 1.1

| Date | Topic | Grade | Educator | Observation notes |
|---------------------------------|--|-------|--|--|
| 28:07:03 Week 1 ³ | 1.1 Completion of Survey and small group discussions and then learner report back. | 8B | Miss Brijlal (Arts and Culture educator) | Group-work - ESL learners spoke to each other in isiZulu mostly. Not sure if about topic at hand – did appear to be to be about television-quiet animated with great deal of gestures and loud – were practically shouting at each other. Had to get some control over noise factor. Classes too big and noisy for such a task – need some assistance with assessment of each group using rubric sheets. This lesson definitely had every learner in a buzz – but most ESL learners were speaking isiZulu, especially when they thought I was not listening – speaking loud and clearly to other isiZulu learners. |
| | | 8C | Mr Reddy | Too noisy. Group-work was too stressful. They talked in isiZulu most of the time. Seemed to find topic interesting, were very excited and talked furiously. |

Figure HAC 2: Observation notes from Unit 1: Lesson 2.1

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|--|--|
| 04:08:03 Week 2 | 2.1 Bad effects of watching too much television. | 8B | Miss Brijlal (Arts and Culture educator) | Group-work – ESL learners were generally quiet most of the time. Seemed to prefer to listen. Rarely spoke in English. Spoke to each other in isiZulu sometimes. Not sure if about topic at hand. |
| | | 8C | Mr Reddy | Most groups were talking about other things. Not too eager to read and discuss passage. Had to reprimand them for talking about other things in isiZulu. Two groups attempted the task. |

³ The 'week' indicated here is not that of the school calendar date as is indicated in Appendix I which follows. Here the 'week' indicated here refers to the week on the CT Programme time table of activities.

Figure HAC 3: Observation notes from Unit 1: Lesson 3

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|--|---|
| 11:08:03 Week 3 | Survey of siblings T.V. viewing habits. | 8B | Miss Brijlal (Arts and Culture educator) | Group discussions-ESL learners were not very talkative. Some ESL learner contributions concerning their data about their siblings viewing habits were brief-too the point and in poorly constructed sentences – some satisfactorily constructed and some poorly constructed in English. Spoke to each other in isiZulu sometimes. Again I'm not sure if about topic at hand. But some are trying out their English. |
| | | 8C | Mr Reddy | Very little discussion in English. Only one group talked in English. Others spoke in isiZulu most of the time. Very noisy. Difficulty in getting them to talk about the topic. Drift of topic and becomes very rowdy and uncontrollable. |

Figure HAC 4: Observation notes from Unit 1: Lesson 4.1

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|-------------------------|-------|--|---|
| 18:08:03 Week 4 | Preparing T.V. reviews. | 8B | Miss Brijlal (Arts and Culture educator) | ESL learners were generally quiet during this whole class discussion. Seemed to prefer to listen. A few spoke in English when questioned, otherwise remained silent. Spoke to each other in isiZulu sometimes. Not sure if about topic at hand. |
| | | 8C | Mr Reddy | Noisy. Not able to concentrate on task. Drifts of topic – need to be reminded to complete task. Very little English spoken only when addressing the whole class. |

Figure HAC 5: Observation notes from Unit 1: Lesson 4.2

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--------------------------|-------|--|--|
| 18:08:03 Week 5 | Presenting T.V. reviews. | 8B | Miss Brijlal (Arts and Culture educator) | The majority of the learners were not prepared to present reviews in front of the class. I drew the ESL learners' attention to the fun aspect, (where for once they had a good reason to watch) of preparing a review and that everyone needed to obtain an assessment. Gained a chorused promise that members of the group will be ready in the next lesson. Groups had to spend rest of lesson sorting this out. |
| | | 8C | Mr Reddy | Reviews not done. Upset with them. Spoke to them about it. Made them write about any programme viewed last night. Told them that they will get 0 for the task. |

Figure HAC 6: Observation notes from Unit 1:Lesson 4.3

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--------------------------------|-------|--|---|
| 25:08:03 Week 6 | Presenting T.V. reviews. | 8B | Miss Brijlal (Arts and Culture educator) | Most of the ESL and EFL learners prepared reviews but only a few ESL learners were eager to present to the class, although they had to present in groups. At least 2 or 3 in groups 3 and 4 claimed that that they were not 'ready'. Promised to be ready for the next lesson. Group 1 and 2 is complete – Absentees to present individually upon return. |
| | | 8C | Mr Reddy | Only one group was ready. Angry with the others. Gave them time to work outside – practise presenting the reviews to each other. |

Figure HAC 7: Observation notes from Unit 1:Lesson 4.4

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--------------------------------|-------|--|---|
| 25:08:03 Week 6 | Presenting T.V. reviews. | 8B | Miss Brijlal (Arts and Culture educator) | A bit better than the other sessions. The two groups were better prepared and presentations were completed. Standing in front of the class in a group did seem to offer learners a sense of security and confidence-they had someone next to them to touch or smile at and confer (whispers were common amongst them) with. |
| | | 8C | Mr Reddy | Most were ready. Three groups presented their work. Two groups still not ready. Sent them outside to work. Presenting during lunch break. |

Figure HAC 8: Observation notes from Unit 1:Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|--|--|
| 08:09:03 Week 8 | The sad story of Percy the T.V. Addict. | 8B | Miss Brijlal (Arts and Culture educator) | This was a pair-work session and learners were asked to pair with an ESL/ EFL learner. A great deal of discussion in English by everyone in the classes. There was a great reliance on hand gestures and head movements during discussion and often a change to isiZulu, as well broken sentences, ie sentences left hanging. The response was much more enthusiastic. Good to see them talking in English – makes it easier to assess them. Some pairs tended to talk about other things – but better response today. |
| | | 8C | Mr Reddy | Very noisy. Talking in isiZulu mostly, about other things. Homework not done by most. Seem to prefer to relax and act busy. Tired of talking to them. Many were absent. |

Figure HAC 9: Observation notes from Unit 1:Lesson 6.1

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|-----------------------------------|-------|--|---|
| 06:10:03 Week 9 | Family dispute over TV Programme. | 8B | Miss Brijlal (Arts and Culture educator) | Role-play groups spent a great deal of time talking – some in English – some in isiZulu. More time spent planning rather than practising/rehearsing roles for scene. Some groups were experiencing problems getting members to act out roles-had to intervene and ask each one to express their feelings to settle group problems. Everyone had something to say whether in isiZulu or English. |
| | | 8C | Mr Reddy | Enjoyed this lesson. Rehearsals were noisy. Spoke furiously and very loudly – mostly all at once. Had to stop some from shouting. Talked in isiZulu most of the time. Reminded them to talk in English. Often spoke in isiZulu and English – here and there. Some spoke more in English and others spoke more in isiZulu. |

Figure HAC 10: Observation notes from Unit 1:Lesson 6.2

| Date | Topic | Grade | Educator | Observation notes |
|---------------------|-------------------------------------|-------|--|--|
| 13:10:03 Week 10 | Family dispute over T.V. Programme. | 8B | Miss Brijlal (Arts and Culture educator) | Groups present their scenes in the medium of English. Overall clearly ESL learners were speaking in English with some confidence – some ESL learners’ level of English was extremely poor – their sentence construction and vocabulary was very poor. I was able to assess some learners who never opened their mouths before. Also, several leaders emerged as they introduced and directed the scenes. The spurt of confidence and enthusiasm was encouraging for me after so much work. |
| | | 8C | Mr Reddy | Most were excited and ready. Spoke in English during presentation. Some not ready – needed more time to rehearse. Sent them outside to work. Surprised that some of them spoke English quiet well. Eager and confident to perform. Very enjoyable lesson for learners and myself. |

Unit 2: Abuse – 2004

Figure HAC 12: Observation notes from Unit 2:Lesson 1

| Date | Topic | Grade | Educator | Observation notes |
|-------------|-----------------------------|--------------|--|---|
| 23:02:04 | Mind maps on types of abuse | 9B | Miss Brijlal (Arts and Culture educator) | Learners found task easy and enjoyable. Both ESL and EFL learners participated in English medium. Sometimes ESL learners would speak in isiZulu to each other. ESL learners were spokespersons in 2 groups in 9B and 1 group in 9C. Group discussions showed learners to be speaking in English more clearly and confidently than before, with better pronunciations and improved syntax. |
| | | 9C | Mr Reddy | Good discussions in some groups. Some groups still speaking in isiZulu more than other groups. Some learners drift of the topic. Enjoyed talking about this topic – discussions noisy – more useful. |

Figure HAC 13: Observation notes from Unit 2:Lesson 2.1

| Date | Topic | Grade | Educator | Observation notes |
|-------------|-----------------------------|--------------|--|--|
| 01:03:04 | Defining each type of abuse | 9B | Miss Brijlal (Arts and Culture educator) | Learners paired themselves with partners. Almost all pairs except for 2 in 9B and 2 in 9C were caught discussing in isiZulu. |
| | | 9C | Mr Reddy | More speaking in English. Class presentations were better. Most were eager to present their understandings of child abuse. |

Figure HAC 14: Observation notes from Unit 2:Lesson 2.2

| Date | Topic | Grade | Educator | Observation notes |
|-------------|---|--------------|--|--|
| 08:03:04 | Show and tell presentations- pictures depicting each form of abuse. | 9B | Miss Brijlal (Arts and Culture educator) | Both ESL and EFL learners seemed to have understood exactly what to do. Some did not complete task – but majority did so and pairs presented their poster to the class quite eagerly and confidently. It seemed like they had enjoyed the task – posters were colourful and employed effectively. Some groups had to present in the next lesson- too less time. Sentence construction, fluency and pronunciation of certain learners had improved. |

| | | | | |
|--|--|----|----------|---|
| | | 9C | Mr Reddy | Poster presentations were good in two groups. Two groups were not ready – needed time. Last group did not prepare anything. Spoke to them. See me lunch time. Improvements in English by many. Many spoke confidently, some very nervous, some struggled to up loudly – not very confident. |
|--|--|----|----------|---|

Figure HAC 15: Observation notes from Unit 2:Lesson 3..1

| Date | Topic | Grade | Educator | Observation notes |
|----------|---------------------------|-------|--|---|
| 19:04:04 | Write and produce a song. | 9B | Miss Brijlal (Arts and Culture educator) | Learners choose their own groups to work in. Great deal of discussion –mostly in English-song had to be in English but some ESL learners just cannot help reverting to isiZulu to explain certain ideas/ thoughts to each other. Much more confidence and enthusiasm displayed by selected learners during this lesson compared to before. Lots of body language, hand gestures, shouting and sentences were often left incomplete. |
| | | 9C | | Very noisy. Very exciting. Had to remind them to talk in English. When excited ESL learners talk in isiZulu, mostly. Lots of talent and displayed eagerness to share ideas and skills. Had to remind them to discuss topic and stick to the requirements – excited to do more. |

Figure HAC 16: Observation notes from Unit 2:Lesson 3.2

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--|---|
| 19:04:04 | Performance of song with a dance sequence. | 9B | Miss Brijlal (Arts and Culture educator) | The better singers in the groups took the lead in groups were the song was sung. Interesting pop group names, costumes and dance sequences were put together. Lyrics of songs were appropriate for most groups. Some used very simple English and others were daring and creative – these of English words illustrated that some very “weak” learners were developing better competence in English. |
| | | 9C | Mr Reddy | Only one group was not ready. Others were excited. Performed well. Could see many were very confident, while some still shy, nervous. But all had fun. Sang in English – were not to bad. English definitely better, at the moment. Used simple words in songs – achieved purpose. |

Figure HAC 17 : Observation notes from Unit 2:Lesson 4.1

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--|--|
| 03:05:04 | Preparing a play on ending abuse in society. (Three rehearsals before final presentation) | 9B | Miss Brijlal (Arts and Culture educator) | Lots of discussion – some in isiZulu – but mostly in English. More ESL learners were taking on the role of leader/ spokesperson. Found that when ESL learners are very passionate about a point and need to express that they would revert to isiZulu or use a great deal of hand gestures, head movements and exaggerated body language to express themselves. Furthermore their pace would increase and the pitch of their voices naturally increased. So discussions here were loud and clear. From the way in which learners were expressing themselves, it was clear that the Affective Filter of most ESL and EFL learners were lowered and they were quite confidently participating in the task at hand. |
| | | 9C | Mr Reddy | English speaking skills have improved. More speaking in English. Discussions more relevant during lessons. More mature, serious or could be they like the task and are working better than ever. |

Figure HAC 18 : Observation notes from Unit 2:Lesson 4.2

| Date | Topic | Grade | Educator | Observation notes |
|----------|-------------------------------|-------|--|---|
| 17:05:04 | Performance of play on abuse. | 9B | Miss Brijlal (Arts and Culture educator) | Except for 1 or 2 learners in each group (truants) the rest of the ESL and EFL learners appeared to have worked hard for this presentation. ESL learners appeared to be confident, well prepared and well rehearsed. Most groups were loud, clear and articulate. Some groups struggled due to lack of practise and preparation. Other groups who were competitive and determined to do well and get good marks – worked hard. They helped each other, rehearsed during breaks and often came to me for advice and ideas. Some ESL learners were flourishing with the help of their group members, while others were still struggling. But generally learners were more fluent and clear than at the start of the CT Programme. |
| | | 9C | Mr Reddy | Better in English. More speaking in English – more eager. Like to perform in front of class. Expressions while speaking and confidence much better. Rehearsals very noisy. Squabble sometimes – otherwise working together better. |

Figure HAC 19 : Observation notes from Unit 2:Lesson 5

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--|---|
| 24:05:04 | Impromptu panel discussions on: abuse victims choices. | 9B | Miss Brijlal (Arts and Culture educator) | Most ESL learners were confident, articulate and spoke with feeling. They were able to use simple English words effectively in context – some did get ‘stuck’ but overall the meanings were expressed by the gestures and facial expressions. Other learners often offered the correct word when some was ‘stuck’. This showed that learners had developed confidence and close to each other during this unit. Some learners were still soft and of limited words – too the point. During the audience question session - learners were indicated by the spontaneous and emotive responses that their Affective Filters were lowered and confidence and CALP was definitely improving. |
| | | 9C | Mr Reddy | My two good groups were ready, confident and spoke in English. The other two were trying their best – spoke in English – not to good but good discussions – enthusiastic – had fun. Last group had point cards to assist them. They too tried – English not too bad. Good lesson. |

Figure HAC 20 : Observation notes from Unit 3: Lessons 1 - 7

| Date | Topic | Grade | Educator | Observation notes |
|----------------------------|--|-------|--|--|
| 02:08:04 to 20:09:04 | Culture and teenagers: Teen Sex, Pregnancy, HIV/AIDS. | 9B/C | Miss Brijlal/Mr Reddy (Arts and Culture educator) | <p>Learners were very eager and excited when the Theatre-in-education (TIE) production was explained to them. A few learners both ESL and EFL confidently posed questions for clarity and suggested possibilities. Affective filters were definitely lowered – no-one appeared to be shy, unhappy, scared or stressed to me at this point.</p> <p>Group-work: very animated, loud and a great deal of discussion amongst all learners in the groups. As usual while the majority spoke in English for the majority of the time, there were several ESL learners who would often revert to isiZulu from time to time.</p> <p>Improvising /Workshopping: ESL and EFL learners formed groups to workshop possible scenes – spoke in English most of the time, spoke simple English – sentences were better constructed than before – vocabulary of English seems to have improved.</p> <p>Auditions: All spoke in English during final auditions - Much more confident – better eye-contact – most ESL learners had good voice projection, expressions and good use of gestures, also better usage of stage space than before.</p> <p>Rehearsals: All were required to speak in English at all times as the production for the purposes of this study. ESL learners' speech in English has definitely improved and continues to improve during rehearsals. Learners' confidence keeps growing better-no signs of raised Affective Filters.</p> <p>Performances: We had two public performances: one for the learners during the morning and one in the evening for parents. The performance raised sufficient funds to cover the cost of the use of the Ethekewini theatre (Springfield College), close to the school.</p> |

LANGUAGE, LITERACY AND COMMUNICATION: ENGLISH EDUCATOR (LLCE) OBSERVATIONS

Although these educators taught the Grade 9 learners for 6 of the 7 days in the school time-table cycle, they claimed that making notes every single day was not a possibility as different areas of English was covered on different days. Also, they indicated that they did not always have interactive lessons. Consequently, initially they agreed to make notes on a weekly basis depending on the task and time they had on hand. In 2003 the LLCE educators for Grades 8A/D was Mrs Basdew and for Grades 8B/C was Ms Pillay. However, in 2004 Mrs Basdew was no more the educator for the Grade 9A/D classes. The new educator, Mrs Deochund agreed to continue, but Ms Pillay was finding the note-taking rather time consuming and her notes were became fewer and further apart.

Observations conducted in term 3 in 2003

Figure HLLCE 1: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|----------------|-------|------------|--|
| 28:07:03 Week 1 | Comprehension. | 8B/C | Ms Pillay | ESL learners barely participate during class discussions. They hardly ever have anything to say during the lesson. But after the lesson during notetaking or classwork time they tend to have a lot to say to each other in isiZulu. |
| | | 8A/D | Mrs Basdew | Learners were extremely noisy when they entered and left the classroom. During the lesson only the EFL learners spoke up in 8A – in 8D (only ESL learners in this classroom) very few ESL learners spoke during the lesson. |

Figure HLLCE 2: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--------------------------------|-------|------------|---|
| 04:08:03 Week 2 | Prepared speech presentations. | 8B/C | Ms Pillay | Very few ESL learners are trying to participate in class discussions. Some have prepared and presented their speeches, although they were mostly reading from the page. One ESL girl prepared point cards, it was not used effectively at all. She basically read from it. Learning off the speech posed a problem. |
| | | 8A/D | Mrs Basdew | Only two ESL learners from 8A presented their speeches. Both read from the point cards. Level of English was satisfactory – level 2. 8D ESL learners were not ready - no-one wanted to come forward – used class time to prepare speeches... |

Figure HLLCE 3: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|---------------|--|
| 11:08:03 Week 3 | Advertisements Emotive language. | 8B/C | Ms Pillay | During group tasks, the EFL learners dominated the lesson. ESL learners continued to contribute very little in English towards the lesson. But when it came to after the task, there was much talk in isiZulu. So they can talk – but just in English it seems during tasks. |
| | | 8A/D | Mrs Basdew | In 8A both ESL and EFL learners contributed to the lesson. Level of English ranged from satisfactory to good amongst ESL learners. In 8D response was poor during the class discussion. Only a third of the learners contributed to the lesson. Great deal of struggling to construct sentences, but the meaning was clear despite this. |

Figure HLLCE 4: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---|-------|---------------|---|
| 18:08:03 Week 4 | Correction of emotive language task. | 8B/C | Ms Pillay | This was a whole class discussion session, where all the learners were expected to contribute but as usual very few ESL learners raised their hands during corrections – but all had something to say later – isiZulu. By the way many did not complete the task. |
| | | 8A/D | Mrs Basdew | 8A - response was good. Both ESL and EFL learners contributed to the lesson in English. 8D – response was poor. The majority of the ESL learners were silent. A few responded. The same set of learners appeared to respond for each lesson. |

Figure HLLCE 5: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|----------------------|-------|---------------|---|
| 29:08:03 Week 5 | Creative writing. | 8B/C | Ms Pillay | I attempted group-work today-to complement your AC work – but the response of ESL learners was poor for a simple brainstorming session where they had to share ideas on the topic: My role in environment awareness. Struggled to form coherent sentences and many simply spoke mostly in isiZulu. |
| | | 8A/D | Mrs Basdew | 8A – Quite a good discussion amongst both ESL and EFL learners. Use of English language was good – discussion purposes. 8D – I was very disappointed because most of the ESL learners spoke in isiZulu – most appeared to be discussing the topic – sometimes in isiZulu and sometimes in English- mostly isiZulu – lots of gestures and they were very loud. |

Figure HLLCE 6: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|---------------------------------|-------|------------|---|
| 08:09:03 Week 6 | Creative writing presentations. | 8B/C | Ms Pillay | I had given this task as homework – due a week later – but many both ESL and EFL learners failed to complete the task. So a few EFL learners and just 3 ESL learners presented their tasks. I collected their work for assessment. The rest had to complete their work before handing it in-kept in during the break. |
| | | 8A/D | Mrs Basdew | 8A – Although some learners had failed to complete the task, the presentations of those who completed the task went well. Good use of English vocabulary and syntax for their grade. 8D – About half of the learners completed the task and presented it – they level of English was mostly a ‘2’ – that would be a satisfactory. |

Figure HLLCE 7: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--------------------|-------|------------|--|
| 08:09:03 Week 7 | Narrative Writing. | 8B/C | Ms Pillay | Learners were required to prepare an essay in draft for today’s lesson. This task was given last week. But very few have done the work. So instead of editing each other’s essay-pair-work- I had to give them (both classes) this time to complete the task. Will see them again tomorrow. Today, many have the task ready – those that don’t are reprimanded and told to do so. Learners sit in pairs – I tried to pair of one ESL with one EFL – not possible as more ESL. Pairs had to read, then discuss each one’s errors of punctuation, syntax, spelling. Discussions were very noisy, animated and I’m not sure if fruitful, until I assess each essay. There was talk in both English and isiZulu. But more talk today in English, than previously. |
| | | 8A/D | Mrs Basdew | 8A- I will describe the editing session which entailed pairs working together – was very useful. Learners contributed towards each others work – spoke to each other – discussed errors in punctuation, spelling and syntax. 8D – many spent the time completing the task in class – very little discussion in English to make substantial comments. |

Figure HLLCE 8: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|------------|--|
| 15:09:03 Week 8 | The Pearl (Steinbeck, 1947) (A short story). | 8B/C | Ms Pillay | To complement your AC Programme (CT Programme is referred to here) I thought I would try group-work again. To revise the story I gave each group a theme from the story to discuss to share with the class. I insisted that all speak English – I feel that this was not the right thing to do –but it is the only way that I will get every ESL learner to actually talk in English. This was quite good for a change. Everyone spoke in English-the noise was incredible- they need to learn to speak softer. The feedback was interesting. Many ESL learners can speak satisfactorily in English if they have to or want ...? |
| | | 8A/D | Mrs Basdew | 8A – Good discussions – good feedback session – good use of English. 8D – Two groups spent more time speaking in English while other 3 groups spent more time speaking in isiZulu. Confidence to contribute to the discussions is developing amongst learners. Hope it will lead to discussions in English all the time instead of some of the time. |

Observations conducted in term 4

Figure HLLCE 9: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|--------------------|--|-------|------------|--|
| 06:10:03 Week 9 | Poetry: <i>The Scarecrow</i> by Walter de la Mare (Undated). | 8B/C | Ms Pillay | I tried group-work again this week. The response from ESL learners was better than before. Some contributed to the discussions in groups – the meanings of words and sentences were discussed. But I had to cut the lesson short – far too noisy – I needed to complete the poem in this one lesson - issue of time. Report back was handled by EFL learners – excerpt for one group – all ESL group (Varn) handled it well. |
| | | 8A/D | Mrs Basdew | 8A – Learners worked in groups of 8 – discussions were interesting – learners confidence to voice their opinions and to explain aspects of the poem was refreshing. 8D – Learners discussed the meaning of words and lines of the poem – in isiZulu and in English. It was interesting that some of them reminded others to talk in English – confidence to speak English and to contribute ideas was also refreshing. |

Figure HLLCE 10: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|------------------------|---------------------------------|-------|---------------|--|
| 13:10:03 Week 10 | Language: Topic sentence. | 8B/C | Ms Pillay | Each group had a set of sentences that were jumbled to rearrange and then identify the topic sentence (T.S). The leader then reported the T.S. to the class. Short task – we managed to complete it quickly without the noise getting too out of hand. Some ESL learners had to be reminded to speak in English and pay attention to the task at hand. |
| | | 8A/D | Mrs Basdew | 8A – Worked with same groups – to maintain the rapport that had developed. Good discussions and good communication between group members. 8D – Better than last group task – learners contributed better – better command of English. Still very expressive, with hand gestures and a sudden change to isiZulu then back to English. |

Figure HLLCE 11: Observation notes from LLCE educators lessons during Unit 1 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|------------------------|----------------|---------------|---------------|--|
| 20:10:03 Week 11 | Comprehension. | Grade 8B/C | Ms Pillay | Learners completed task in class. Class discussions happened during the correcting answers – more of a question and answer session – so when asked to respond ESL learners did so in English. Both ESL and EFL learners responded. Much better responses and more confident than before to answer the questions. |
| | | 8A/D | Mrs Basdew | 8A – A good discussion. 8D - Much better than previous whole class discussion. Better contributions, more use of English, better use of the vocab and syntax. But most had to do corrections – confidence in speaking English has improved – written English needs attention. |

Observations conducted in term 1 in 2004

Figure HLLCE 12: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|-------------|----------------|--------------|-----------------|---|
| 02:02:04 | Comprehension. | 9B/C | Ms Pillay | During whole class discussion - of the passage - all learners respond in English – but half the class, mostly ESL learners are still afraid to raise their hands to respond – sometimes talk when asked directly – but they prefer to be silent. |
| | | 9A/D | Mrs Deochund | The learners in 9A spoke in English eagerly and were a bit noisy. Good command of English. But in 8D the command of English was poor. The ESL learners here need to attain better syntax, and vocabulary. Also learners not very eager to answer questions. They are very noisy when they are speaking isiZulu, just before and after the lesson. I feel that they are not too confident to speak in English in particular as they are able to speak loud and clearly in isiZulu. Need to develop better English skills to be able to use the language confidently. |

Figure HLLCE 13: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|-------------|--|--------------|-----------------|--|
| 09:02:04 | Language: Paragraphs and topic sentence. | 9B/C | Ms Pillay | Learners spoke to each other in English most of the time. Syntax and vocabulary has improved. Some isiZulu learners are still conferring with each other in isiZulu from time to time. Tend to be very expressive with much hand and head and body language. |
| | | 9A/D | Mrs Deochund | In 8A the group discussions were lively and in English. Learners speak quite well here, except for a few ESL learners who still need to acquire better skills in English. In 8D the ESL learners have the confidence to speak but do not seem to have the skills to speak the English language. Some are getting there while most learners are still developing the ability to speak in English. |

Figure HLLCE 14: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--------------|---|
| 16:02:04 | Poetry: The Zoo (by Humbert Wolfe, Undated). | 9B/C | Ms Pillay | During the group discussions, both ESL and EFL learners managed to discuss the poem in English and express ideas and their points of view about what they thought the poem was about. For a change I did not find anyone talking in isiZulu – could be because the poem was in simple English. Two ESL learners were group spokes person and did the report back – other three groups EFL learners did the report back. |
| | | 9A/D | Mrs Deochund | Group discussions of the poem in 9A was lively and in English – some good responses from ESL learners in this class. Good use and understanding of English terms like personification and simile. In 9D the group discussions were better, but still many ESL learners keep changing to isiZulu from time to time. |

Figure HLLCE 15: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|-----------------------------|-------|--------------|--|
| 23:02:04 | Vocabulary enrichment task. | 9B/C | Ms Pillay | Learners had to work out in pairs the meaning of a list of proverbs. Some ESL learners tended to resort to isiZulu during this task – whether to discuss the proverb or have their own conversation is difficult to say. |
| | | 9A/D | Mrs Deochund | Learners discussed the proverbs in pairs – in 9A this went well as usual. In 9D, I found many ESL learners still speaking in isiZulu with each other from time to time. But they were definitely talking a great deal more confidently to each other than before with much hand actions and expressions and very loud – bit too noisy for these lessons. |

Figure HLLCE 16: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|---|-------|--------------|--|
| 01:03:04 | Test corrections on the poem: The Zoo by Humbert Wolfe. | 9B/C | Ms Pillay | This was a good lesson, I would say, since almost all the ESL learners spoke in English. Responses were quick and interesting. They understood the poem. Learners were louder and clearer. Better pronunciations and improved fluency in speech for some ESL learners. |
| | | 9A/D | Mrs Deochund | 9A ESL learners responded quite well by answering the questions correctly and allowing for discussion of points brought up. In 9D the discussion was limited but learners responded to the questions – although it was most of the same learners as usual. |

Figure HLLCE 17: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--------------------------------|-------|--------------|--|
| 08:03:04 | Prepared speech presentations. | 9B/C | Ms Pillay | I definitely see some improvement since last year – more ESL learners were better prepared and came forward to present their speech to the class. I hope the others follow. Command of the English language is definitely improving. |
| | | 9A/D | Mrs Deochund | In 9A most of the ESL learners were well prepared and presented the speeches – but a few are still not confident enough to come forward or are just lazy to prepare and learn the speech. In 9D most of the learners did prepare their speeches but did not learn it off. Only two presented to the class using point cards effectively, while some ended up reading the entire speech to the class. Confidence in this aspect is very poor. |

From 15:03:04 to the end of the first term educators were engaged in the controlled testing programme and made no notes during this time.

Observations conducted in term 2

Figure HLLCE 18: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|----------------------------------|-------|--------------|---|
| 03:05:04 | Cartoon interpretation (Sexism). | 9B/C | Ms Pillay | Learners discussed in small groups a newspaper cartoon – the ESL learners were as talkative as the EFL learners – very few learners spoke in isiZulu in short spurts. Report back was better more ESL learners were taking on leadership roles. Spoke louder and quicker than previously – shows that English skills are improving. |
| | | 9A/D | Mrs Deochund | In 9A the discussions were very good, all in English, but in 9D still I feel some learners are talking in isiZulu without making an effort to use their English which they can do to some extent. |

Figure HLLCE 19: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--------------------------|-------|--------------|--|
| 10:05:04 | Advertisements (Sexism). | 9B/C | Ms Pillay | The ESL learners were just as talkative as the EFL learners during the whole class discussion – more confident these days. |
| | | 9A/D | Mrs Deochund | In 9A the discussion was lively and interesting, both ESL and EFL learners responded equally well, I would say. In 9D most learners participated, many required prompting, while others remained silent. |

Figure HLLCE 20: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--------------|--|
| 17:05:04 | Essay: A woman's place is in the kitchen/ boardroom. | 9B/C | Ms Pillay | Whole class discussion was interesting as both ESL and EFL learners -boys and girls- had different points of view – all spoke in English very loud and eager. Much more confidence was displayed by several ESL learners who used to be silent. |
| | | 9A/D | Mrs Deochund | The discussion in 9A was very lively and interesting. As usual all spoke in English when responding to the class as a whole. In 9D there was much discussion in English today. Several learners were rather vociferous than usual. Raised their hands eagerly to voice opinions. |

Figure HLLCE 21: Observation notes from LLCE educators lessons during Unit 2 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|---|-------|--------------|--|
| 24:05:04 | Essay: Peer editing - The world from a woman's point of view. | 9B/C | Ms Pillay | ESL and EFL learners were paired together – there was much conversation between editor and writer – all in English. |
| | | 9A/D | Mrs Deochund | In 9A ESL and EFL learners who conferred with each other during the editing of the essay spoke in English. In 9D because there were no EFL learners – better ESL learners were paired with the very poor speakers of English – but still some pairs were found to be discussing the work in isiZulu. But there was a great deal of talk and much noise and movement in the classroom during this task. |

Figure HLLCE 22: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|----------------------------|-------|--------------|--|
| 31:05:04 | The Importance of reading. | 9B/C | Ms Pillay | Groups discussed the topic in English and reported to the class. More ESL learners volunteered to take notes and to be spokesperson and leader. The quality of discussions have improved – learners are ready to provide feedback quicker than before. |
| | | 9A/D | Mrs Deochund | In 9A the groups discussed the topic in English, and some ESL learners were eager to be the leader and spokesperson for the group. |

Figure HLLCE 23: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--------------|-------|--------------|---|
| 07:06:04 | Book review. | 9B/C | Ms Pillay | Most of the ESL and EFL learners prepared book reviews - whether it was their own work or copied is... others were just lazy- both ESL and EFL. Some presented today and some will do so next week – all spoke in English – had to. |
| | | 9A/D | Mrs Deochund | Most of the 9A learners had prepared reviews, but only a few were eager to come out to present it. In 9D only 4 learners prepared the book review. I was upset. Only two presented it to the class. |

Observations conducted in term 3

Figure HLLCE 24: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|-------------------------|-------|--------------|---|
| 02:08:04 | Punctuating paragraphs. | 9B/C | Ms Pillay | The learners were required to swop books and mark each others work – then discuss the errors and corrections for each error – before a whole class discussion of answers. As always most learners spoke in English most of the time, but some learners spoke in isiZulu. This is unavoidable, it seems. However the quality of their discussions have improved as they are able to use the English language much better these days. |
| | | 9A/D | Mrs Deochund | In 9A this was a short and simple task, as learners were able to swop books and discuss errors quite well, although they were noisy – I think all spoke in English and quite well too. |

Figure HLLCE 25: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--------------|-------|--------------|---|
| 09:08:04 | Book review. | 9B/C | Ms Pillay | Book reviews were presented in English by many of the learners – clearly some had read the books while others had copied of the back of books. Presentations by some learners were very good, others were looking into pieces of paper. But this was a better effort than the 2 nd term. |
| | | 9A/D | Mrs Deochund | In 9A most of the ESL and EFL learners presented their reviews and showed evidence of having read the book. In 9D many of the learners are not reading English novels. Some brought texts to class and claimed to be reading them. Three learners presented their book reviews and two were asked to actually read the books they borrow. All promised to be ready for next week. |

Figure HLLCE 26: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|-----------------------------------|-------|--------------|---|
| 16:08:04 | Short story: Test revision. | 9B/C | Ms Pillay | Each group was required to discuss a chapter and present a summary to the class. Both ESL and EFL learners seemed to have accomplished this very well. All spoke in English and all members in the groups participated. |
| | | 9A/D | Mrs Deochund | In 9A both ESL and EFL learners participated in the groups in English enthusiastically completed the task well. In 9D most of the learners spoke in English, but a few spoke in isiZulu, now and again. |

23:08:04 school athletics and 30:08:04 – educators were at workshops, therefore no notes were available – lessons were disrupted.

Figure HLLCE 27: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|----------------|-------|--------------|--|
| 06:09:04 | Comprehension. | 9B/C | Ms Pillay | Learners were required to answer the questions and then participate in a whole class discussion during corrective work. Everyone responded in English and ESL responses were articulate and well spoken. |
| | | 9A/D | Mrs Deochund | In 9A the discussion during corrections went extremely well as all spoke in English and answers were clearly and confidently presented. |

13:09 and 20:09 last weeks for third term – teachers busy with testing, marks and report preparations therefore no notes were recorded.

Observations conducted in term 4

Figure HLLCE 28: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|--|-------|--------------|---|
| 18:10:04 | Composition remedial task: Correction of sentences. | 9B/C | Ms Pillay | Learners were required to present the answers at the end of the lesson during discussion and correction. Responses were good and all spoke in English. |
| | | 9A/D | Mrs Deochund | In 9A all the learners spoke in English and the responses were good. In 9D the learners were very responsive, today and more learners spoke up today than usual. I enjoyed this lesson with them. |

Figure HLLCE 29: Observation notes from LLCE educators lessons during Unit 3 of CT Programme

| Date | Topic | Grade | Educator | Observation notes |
|----------|----------------------------|-------|--------------|---|
| 25:10:04 | Poetry: revision for exam. | 9B/C | Ms Pillay | Each group discussed a poem and presented the summary to the class. Both ESL and EFL learners spoke in English. The responses were confident and the discussions were very loud and noisy. |
| | | 9A/D | Mrs Deochund | In 9A the discussions of the poems were very lively and interesting. All the learners spoke in English. Most of the learners spoke in English clearly and confidently. In 9D some of the learners spoke in English and others spoke in isiZulu during the group discussion time. But all groups presented reports in English. |

APPENDIX I

ESL learner progress during the CT Programme

Figure 7.3.1¹: The communicative performance assessments conducted during the Programme – Grade 8/9B

| No | Name of Learner | Pre-Project LLC E | Pre-Project AC | First CPA LLC E | First CPA AC | Second CPA LLC E | Second CPA AC | Evidence of lowered Affective Filter and improved C P ² |
|-----|-----------------|-------------------|----------------|-----------------|----------------|------------------|---------------|--|
| 1. | Bheki G | 2 | 2 | 3 | 3 | 3 | 3 | Yes 1 |
| 2. | Danga G | 2 | 2 | 2 | 2 | 2 | 2 | No 1 |
| 3. | Mike A | 3 | 3 | 4 | 3 | * | * | No 2 |
| 4. | Diadla B | 3 | 3 | 3 | 3 | 4 | 4 | Yes 2 |
| 5. | Khawula N | 1 | 1 | 1 | 1 | * | * | No 3 |
| 6. | Kheswe S | 3 | 2 | 4 | 3 | 4 | 4 | Yes 3 |
| 7. | Khullise S | 3 | 2 | 3 | 3 | * | * | Yes 4 |
| 8. | Khumalo T | 3 | 2 | * | * ³ | * | * | |
| 9. | Kunene B | 2 | 2 | 3 | 3 | 3 | 4 | Yes 5 |
| 10. | Leota D | 3 | 3 | 4 | 3 | 4 | 4 | Yes 6 |
| 11. | Luthuli B | 3 | 3 | 4 | 4 | * | * | Yes 7 |
| 12. | Mabaso P | 3 | 3 | 4 | 4 | * | * | Yes 8 |
| 13. | Makhaye P | 3 | 2 | 4 | 3 | 4 | 4 | Yes 9 |
| 14. | Mdunge I | 2 | 2 | 3 | 3 | * | * | Yes 10 |
| 15. | Mhlongo S | 3 | 2 | 3 | 3 | 4 | 4 | Yes 11 |
| 16. | Mpanza P | 2 | 2 | 2 | 2 | * | * | No 4 |
| 17. | Msomi S | 2 | 2 | 2 | 2 | * | * | No 5 |
| 18. | Nene V | 3 | 3 | 4 | 4 | 4 | 4 | Yes 12 |
| 19. | Ngeama N | 2 | 2 | 3 | 3 | * | * | Yes 13 |
| 20. | Ntazi X | 2 | 2 | 3 | 3 | * | * | Yes 14 |
| 21. | Shabalala F | 2 | 2 | 2 | 2 | * | * | No 6 |
| 22. | Shangase L | 2 | 2 | 3 | 3 | * | * | |
| 23. | Sithole F | 2 | 2 | 2 | 2 | 3 | 3 | Yes 15 |
| 24. | Zungu P | 2 | 2 | 2 | 2 | 3 | 3 | Yes 16 |
| 25. | Mwandla L | 1 | 1 | 1 | 1 | * | * | No 7 |

¹ The data in these tables are the source for the graphs labelled accordingly in Chapter 7.

² Refers to communicative performance.

³ * This symbol illustrates that the learner had stopped attending classes due to bunking, truancy, a transfer to another school).

Figure 7.3.2: The communicative performance assessments conducted during the CT Programme – and skills to manage large classes with Grade 8/9C

| No | Name of Learner | Pre-Project LLCE | Pre-Project AC | First CPA LLCE | First CPA AC | Second CPA LLCE | Second CPA AC | Evidence of lowered Affective Filter and improved CP ⁴ |
|-----|-----------------|------------------|----------------|----------------|--------------|-----------------|---------------|---|
| 1. | Cele P | 2 | 2 | 2 | 2 | 3 | 4 | Yes 1 |
| 2. | Dlamini V | 3 | 3 | * | * | * | * | No 1 |
| 3. | Dube A | 2 | 2 | 2 | 3 | 4 | 4 | Yes 2 |
| 4. | Duma T | 2 | 2 | 2 | 3 | 4 | 4 | Yes 3 |
| 5. | Gasa A | 3 | 2 | 3 | 3 | 4 | 4 | Yes 4 |
| 6. | Gcabashe N | 3 | 2 | 3 | 3 | 4 | 4 | Yes 5 |
| 7. | Gumede L | 2 | 2 | 3 | 3 | 4 | 4 | Yes 6 |
| 8. | Khawula M | 2 | 2 | 3 | 3 | 3 | 4 | Yes 7 |
| 9. | Madikizela L | 3 | 3 | 3 | 3 | 4 | 4 | Yes 8 |
| 10. | Makalima L | 4 | 4 | 4 | 4 | 4 | 4 | |
| 11. | Mbona A | 2 | 2 | 3 | 3 | 3 | 3 | Yes 9 |
| 12. | Mntambo T | 2 | 2 | 2 | 2 | 3 | 3 | Yes 10 |
| 13. | Mseleku T | 1 | 1 | 2 | 2 | 4 | 4 | Yes 11 |
| 14. | Mthembu N | 3 | 3 | 4 | 4 | 4 | 4 | Yes 12 |
| 15. | Mtolo N | 1 | 1 | 2 | 2 | 3 | 3 | Yes 13 |
| 16. | Mtshali M | 1 | 1 | 2 | 2 | * | * | Yes 14 |
| 17. | Ndokweni N | 1 | 1 | 2 | 2 | 4 | 4 | Yes 15 |
| 18. | Ngidi A | 2 | 2 | 3 | 3 | 4 | 4 | Yes 16 |
| 19. | Ngidi M | 1 | 1 | 2 | 3 | 4 | 4 | Yes 17 |
| 20. | Ngubane Z | 2 | 2 | 2 | 2 | * | * | No 2 |
| 21. | Nkosi S | 3 | 3 | 3 | 3 | 4 | 4 | Yes 18 |
| 22. | Nxumalo N | 3 | 3 | 3 | 3 | 4 | 4 | Yes 19 |
| 23. | Nzama F | 1 | 1 | 1 | 1 | * | * | No 3 |
| 24. | Phelakho S | 2 | 2 | 3 | 3 | * | * | Yes 20 |
| 25. | Shangwe S | 3 | 3 | 3 | 3 | 4 | 4 | Yes 21 |
| 26. | Shezi S | 3 | 3 | 4 | 4 | 4 | 4 | Yes 22 |
| 27. | Shusha N | 2 | 2 | 2 | 2 | 3 | 3 | Yes 23 |
| 28. | Thusi N | 1 | 1 | 2 | 2 | * | * | Yes 24 |

⁴ Refers to communicative performance.

Figure 7.3.3: The communicative performance assessments conducted with the control group(*without the CT Programme*) – Grade 8/9A

| No | Name of Learner | Pre-Project LLCE | Pre-Project AC | First CPA LLCE | First CPA AC | Second CPA LLCE | Second CPA AC | Evidence of lowered Affective Filter and improved C P ⁵ |
|-----|-----------------|------------------|----------------|----------------|--------------|-----------------|---------------|--|
| 1. | Dlamini P | 2 | 2 | 2 | 2 | 2 | 2 | No 1 |
| 2. | Duma K | 3 | 3 | 3 | 3 | 3 | 3 | No 2 |
| 3. | Gumede G | 2 | 3 | 2 | 3 | 3 | 3 | Yes 1 |
| 4. | Gumede T | 2 | 2 | 2 | 2 | 2 | 2 | No 3 |
| 5. | Khumalo N | 2 | 2 | 3 | 3 | 3 | 3 | Yes 2 |
| 6. | Magwaza M | 2 | 2 | 2 | 2 | * | * | No 4 |
| 7. | Mhkize T | 3 | 3 | 3 | 3 | 3 | 3 | No 5 |
| 8. | Mnguni N | 3 | 3 | 4 | 3 | 4 | 4 | Yes 3 |
| 9. | Mthembu N | 1 | 1 | 2 | 2 | 2 | 2 | Yes 4 |
| 10. | Mtetwa S | 3 | 2 | 3 | 3 | 3 | 3 | No 6 |
| 11. | Mtolo F | 3 | 3 | 4 | 3 | 4 | 4 | Yes 5 |
| 12. | Mtshali B | 3 | 3 | 3 | 3 | 4 | 4 | Yes 6 |
| 13. | Musombwa F | 3 | 3 | 3 | 3 | 3 | 4 | Yes 7 |
| 14. | Mzimela L | 3 | 3 | 3 | 3 | 4 | 4 | Yes 8 |
| 15. | Nene S | 2 | 2 | 2 | 2 | 2 | 2 | No 7 |
| 16. | Ngcobo S | * | * | * | * | * | * | |
| 17. | Ntuli A | 3 | 3 | 3 | 3 | 3 | 4 | Yes 9 |
| 18. | Nzama P | 2 | 2 | 3 | 3 | 3 | 3 | Yes 10 |

⁵ Refers to communicative performance.

Figure 7.3.4: The communicative performance assessments conducted (*without the CT Programme*) – Grade 8/9D

| No | Name of Learner | Pre-Project LLCE | Pre-Project AC | First CPA LLCE | First CPA AC | Second CPA LLCE | Second CPA AC | Evidence of lowered Affective Filter and improved C P ⁶ |
|-----|-----------------|------------------|----------------|----------------|--------------|-----------------|---------------|--|
| 1. | Buthelezi | 2 | 2 | 3 | 3 | 4 | 4 | Yes 1 |
| 2. | Cele | 1 | 1 | 2 | 2 | * | * | Yes 2 |
| 3. | Goba | 1 | 1 | 1 | 1 | * | * | No 1 |
| 4. | Hadebe N | 2 | 2 | 3 | 3 | * | * | Yes 3 |
| 5. | Hlophe M | 1 | 1 | 2 | 2 | 3 | 3 | Yes 4 |
| 6. | Khweshube S | 1 | 1 | 1 | 1 | * | * | No 2 |
| 7. | Mafa N | 2 | 2 | 3 | 3 | 4 | 4 | Yes 5 |
| 8. | Mathibela M | 1 | 1 | 1 | 1 | * | * | No 3 |
| 9. | Mathuba A | 1 | 1 | 1 | 1 | * | * | No 4 |
| 10. | Madhumba Z | 1 | 1 | 2 | 2 | 3 | 3 | Yes 6 |
| 11. | Memela N | 1 | 1 | 1 | 1 | * | * | No 5 |
| 12. | Mkhize W | 2 | 2 | 3 | 3 | 3 | 3 | Yes 7 |
| 13. | Mncube S | 1 | 1 | 1 | 1 | 1 | 1 | No 6 |
| 14. | Mpungose E | 2 | 2 | 3 | 3 | 3 | 4 | Yes 8 |
| 15. | Mthemba R | 2 | 2 | * | * | * | * | |
| 16. | Mthiyane P | 2 | 2 | 3 | 3 | 3 | 4 | Yes 9 |
| 17. | Mzimela M | 2 | 2 | 2 | 2 | * | * | No 7 |
| 18. | Ndiwande P | 2 | 2 | 3 | 3 | 3 | 3 | Yes 10 |
| 19. | Ndlovu P | 2 | 2 | 2 | 2 | * | * | No 8 |
| 20. | Nxumalo N | 1 | 1 | * | * | * | * | |
| 21. | Nxumalo N | 2 | 2 | 3 | 3 | 3 | 4 | Yes 11 |
| 22. | Sibiya P | 2 | 2 | 2 | 2 | * | * | No 9 |
| 23. | Sibiya N | 2 | 2 | 3 | 3 | 4 | 4 | Yes 12 |
| 24. | Sibiya T | 2 | 2 | 3 | 3 | 3 | 3 | Yes 13 |
| 25. | Zuma N | 2 | 2 | 3 | 4 | 3 | 4 | Yes 14 |

⁶ Refers to communicative performance.

APPENDIX J

The One Life: Script

ONE LIFE

Scene 1

Narrator: (wearing a black cloak)

Hi, I'm here to tell you a story. A story that is real. I story that I was in. Yes, I was a mere character in this story. This was the life of well just another girl and boy. But it was their life, their One Life. Because when you think of it we have just ONE LIFE, not nine, not even two chances any more. They way we live and the way we love that life is entirely up to just one person. That person is you. Tembi and Linda were young and crazy, wanting only to enjoy their life. Lets go back in time and start when, Tembi and Linda were in school.

(Take of cloak and then continue narration)

Tembi is in grade 10. Linda in grade 12. Linda has many girlfriends. He has been sexually active for the past two years. Tembi is intelligent and a virgin. She has no idea that Linda has been sexually active.

Tembi : I'm so sorry Linda I cannot go to the movies with you, on Saturday.

Linda : Why?

Tembi: Because my parents are very strict and they will not send me.

Linda: No it is because you don't love me.

Tembi: But you know I do. I have been bunking all my classes just to be with you.

Linda: Yes, but we do nothing together. You don't really love me at all.

Tembi: What are you talking about?

Linda : Well if you love me, you will make love to me!

Tembi: What? You are crazy! I'm only sixteen.

*** Song and Dance – She's just sixteen years old. (Learners sing)

Tembi and friends dance to song, pointing to Linda.

Linda walks away. Friends sit down and talk.

~~~~~  
Scene 2

Tembi: Sarah, I'm so scared. I don't know what to do.

Sarah : What's the problem? Whoa girl you sound really miserable. Tell me what' wrong?

Tembi: It's Linda. I really love him. But he does not believe me.

Wendy: What do you mean?

Tembi: You know, I think he will leave me.

Wendy: Why?

Tembi: He wants me to have sex with him.

Sarah: (Gets up – horrified.) What? Sex? Oh, no girl. You cannot do that. You are too young. Besides you know it is dangerous. You know this thing everyone keeps talking about, this AIDS. Yes well, it kills you and most people get it from having sex.

Tembi: Really? If you have sex you can get AIDS?

Sarah: Absolutely. If that person is HIV positive you will become infected.

Tembi: I want to be a virgin till I get married. If I have sex, I will not be a virgin anymore and my parents will be so mad.

Wendy: And you can get AIDS and die. That is worse than your parents anger. Have your parents spoken to you about sex.

Tembi: What? Are you crazy girl. Talk to my parents about sex.

*Zanele walks up to them...*

Zanele: Sex! Are you talking about sex! Whose is having sex?

Sarah : Tembi is ...

Zanele: Wow ! Tembi, I would never have thought that you would start the sex stuff. You are so not a sex kind of girl.

Tembi: What do you mean?

Zanele: Your parents are so strict. I bet you could never mention the word 'SEX' at home.

Tembi: You are right. I could never speak to my parents about sex.

Wendy: Why? What is wrong about talking to your parents about sex?

Tembi: It is considered very disrespectful. Ha! I would be so embarrassed to even say the word, let alone have a discussion.

Zanele: Yeh. I know exactly what you are saying. My mom says that sex is bad, bad, bad.

Sarah: Well, my mom says that sex can be good and bad.

Wendy : Yes, and all our parents need to talk to us about the good and the bad, so that we can make the right decisions in life.

Tembi: That is true, our parents need to talk to us about sex. They need to teach us, and help us so that we are not scared.

Zanele: They need to guide us, by being open and honest with us.

\*\*\* Break into song and dance: Let's talk about sex. (Recorded music or learners sing)

---

### Scene 3

Narrator: The next day, Linda has a surprise for Tembi.

Linda: Hi, Tembi.

Tembi: Linda I need to talk to you about something very important.

Linda: Me to. But before you say anything, let me place this ring on your finger.

Tembi: ( shocked) Wow, Linda. Its' gorgeous!

Linda: I hope this prove how much I love you.

Tembi: Yes, it does.

Linda: Now will you make love to me.

Tembi: You mean, have sex with you.

Linda: Well, yes. It is not just sex, I told you I really love you. It's love.

Tembi: But my mom and dad will never understand that.

Linda: Of course they will not. They just want to keep you trapped like a little girl. You need your freedom. You are now a woman. You don't have to tell them everything that you do.

Tembi: You are right, Linda. They never understand anything anyway. They never let me go anywhere. I need my freedom.

\*\*\* Sarafina dance and song about freedom for young people to make their own decisions. Part of song only. (Learners sing)

Scene 4

Narrator: Tembi is at home with her Mom and dad.

Tembi: Mom I need to go to the library on Saturday to do some research.

Mom: Ok, I will tell your Dad to take you. He is not working this Saturday.

Tembi: Mom I can take the taxi, myself.

Mom : No, it is too dangerous.

Tembi: But mom all my friends take the taxi, and they are fine. I need to learn to do so as well.

Mom: Well, not this time.

Tembi: When then? When will I get to do things on my own?

Mom: Fine. But you have to be back at 2o'clock.

Tembi: (Aside) Ja, right!

Scene 5

Narrator: Tembi meets Linda early on Saturday morning. But Linda has no intention to go to the movies.

*Tableaux of couples in school uniform*

Linda: Tembi, I think we need to spend some time alone. We will go to the movies another time

Tembi: Where are we going?

Linda: A quiet place where nobody will trouble us. This is my friend's house. We will be alone.

Tembi: Linda, don't we need condoms.

Linda: What for?

Tembi: Well, everywhere you turn there is a sign saying: Use condoms for save sex.

Linda: What nonsense. I don't need to be safe. Have you done this before, Tembi?

Tembi: No.

Linda: See you are a virgin, and virgins do not give you AIDS.

Some people even say that virgins can cure AIDS.

Tembi: Well, that is nonsense. Virgins do not cure AIDS. They just don't cause AIDS. Thats the difference. But you are not a virgin, you did this before. I think we should use condoms. I don't want to get AIDS.

Linda: Tembi, I don't want to talk about HIV and AIDS. I want to enjoy my life.

Tembi: Yes, so do I. But if you had sex before, you could be HIV positive. So we need to use condoms.

Linda: Listen, Tembi, you are spoiling this moment. Stop talking about condoms. Do I look like I have AIDS.

Tembi: No, But I have'nt seen anyone with AIDS.

Linda: Will you just trust me.

\*\*\* Song a dance about – Condoms ADVERT: It's about trust. Lets talk about trust...

---

Scene 6

Narrator: For the next two months Tembi and her first love, Linda secretly engage in sexual activity without taking any precautions. One day Sarah finds Tembi looking rather depressed. They talk.

Sarah: What's the matter, you look so sad and depressed these days.

Tembi: (Starts to cry.) I am so scared.

Sarah: What's wrong. I thought you and Linda solved your problems.

Tembi: We solved his and caused mine. Oh, What will I do now?

Sarah: Calm down, and tell me what is wrong.

Tembi: Linda and I have been sleeping together for the past two months.

Sarah: What? Wow! What is wrong with you? I hope he used condoms.

Tembi: No! (Cries harder)

Sarah: What if he is HIV positive. He could have AIDS.

Tembi: I could have AIDS. This baby could have AIDS.

Sarah: You are pregnant? Do your parents know?

Tembi: They will kill me.

Sarah: You have to tell them.

Tembi: I can't, so I will hide it. I thought about it. It's the only way.

Sarah: Don't be mad. You cannot hide a pregnancy. Everyone will know soon.

Tembi: I need time to think.

---

Scene 7

Narrator: Tembi realises she has no choice but to tell her parents.

*Tableaux of parents and children talking and arguing.*

Tembi: Mom, I have something to tell you.

Mom: Yes, What is it, you look very serious. I've been wanting to talk to you. You are so quiet these days.

Dad: Yes. What has happened to our lively, fun little girl? You don't even watch T.V. anymore.

Mom : Are you not well?

Dad: Mmm, you look sick, my dear. You are very pale.

Mom: What is the matter? What do you want to tell me?

Tembi: Mom , Dad, I have done something very, very stupid. I am so ashamed of myself. I should never have trusted Linda?

Dad: Linda? What has he made you do? Has he hurt you? I will kill him!

Mom : Stay calm, Fred. Tembi tell us what happened.

Tembi: I wanted to talk to you. I really wanted to talk to you about sex, Mom and Dad. But, I was so frightened. You always said that it was shameful to talk about sex, so I talked to my friends and decided that their had to be something good about sex. I felt that it could not only be bad.

Mom: You had sex with this, miserable Linda, now you want to blame us.

Did you use protection?

Tembi: No.

Dad: Are you pregnant?

Tembi: Yes.

Dad: Where is that miserable boyfriend of yours?

Tembi: He is very, very sick. He has not been to school for two weeks. That place he took me to was his home, he lived alone, his parents are in Umkomas. They give him money to live here alone so that he can get a good education in a good school.

Dad: Education? It looks like he has AIDS!

Mom: You too could have AIDS. ( Mom starts to cry...)

Dad: I will kill him! You have to have an abortion. The baby would be an AIDS baby.

Tembi : An abortion! No! After all the bad things I have already done, I just couldn't kill my baby. I'm having this baby.

\*\*\* Dance to Madonna 's song: Papa don't cry... I'm having my babe.

---

### Scene 8

Narrator: A few months later Tembi finds out that Linda has passed away. He had AIDS. He was too far gone for any treatment to help him. She grows up very fast as she first watches him die a very painful death. Then at the tender age of 16 she gives birth to a baby boy who is stillborn. The baby was born dead. Her family was not much support during this time. They were trying hard to deal with the loss of their baby girl Tembi, who suddenly brought disgrace and heartache for the family. Tembi, of course failed grade 10, but that was the least of her worries for she is now a time bomb waiting to explode. Yes, Tembi is HIV positive and that could turn into AIDS anytime the virus chooses to become active. Tembi, had control of her life, once, but now the AIDS virus has control of her life. Remember, Tembi, she is alive, but she feels like her life is over, she has no life to love and a very tragic life to live. She certainly does not feel alive. Yet, she is alive. While the world continues to debate about the anti-retroviral treatments, whether people with HIV should be given the treatment at the expense of the government, the tax-payer or the patient, Tembi just wishes that she had taken her ONE LIFE seriously. Well it has definitely taught me the value of saying NO! I have this ONE beautiful life and I intend to treasure it. You should too! Love yourself first, love your life and stay alive.

Tembi comes on stage alone and sings : I'm Alive by Celine Dion.

Spotlight on Tembi.

At the end of the song, the cast and dancers walk on stage with candles from different points of the theatre singing Heal the World (Michael Jackson). Curtain closes.

---

Cast: Tembi, Sarah, Linda, Dad, Mom, Wendy, Zanele, Narrator, supporting cast for tableaux and troupe of dancers.

Note: This script was used to initiate rehearsals. As the production rehearsals continued through the term there were many adjustments and additions. There was a great deal of improvisation and work-shopping that went into the actual production.

## APPENDIX K

### Tape-recorded notes from Lesson 1.2 of Unit 1

The ESL learners' actual talk or communicative performance during the discussion of the Television survey results that took place in groups of five are presented here:

*Control Group 8b term 1 -2007.*

*Group 1 - was the only group that the educator managed to tape on this day.*

*Zamazondi:* How mush TV you watching ..er. Nobuhle, how much TV you watching eh?

*Nobuhle:* I see tha TV a little. Only 16 hours for tha school time.

*Zamazondi:* You watshin too mush...ha...16 ours thash too mush. No is me... watshing little. Is...is... wait I showing now! Is 13 ours is little.

*Mark:* Ish..ish..ish..um..uh..it's me, not you...ish... I 'm watching 11 hours...the very little...no? Yes, yes, I'm good boy. You is too mush...you is too mush ...you two is too mush.

*Menzi:* Aay, you speaking lies ... you counting ...not right...is 11 ours plus tha weekend...yo, yo...thash too mush. Is me ...I'm um...er...11 hours plus...plus tha weekend.

*Nobuhle:* Aay....aay...okay, how mush T.V you watching eh? The weekend is two days...is lots that.

*Menzi:* Me? I watching only soccer in the weekends.

*Zamazondi:* You watshin soccer all tha time, all Saturday and Sunday. Aha...aay...that is lots of T. V...is 11 hours plus 6 hours Saturday and 6 hours Sunday. That is um... wait ..er..er..23 hours a week.

*Menzi:* What! Aay ..no! 6 hours on tha Sunday for tha soccer, aay, no soccer for 6 hours on the Sunday... is crazy!

*Mark:* Aay, what about the movies you watching in tha weekend...Saturday and Sunday ... there is tha movies after the sports finish...you mush count that too.

*Menzi:* Aish... you too watching sports and the movies on Saturday and Sunday...you mush count that too.

*Mark:* Now, we said 23 right...so tha movies you watshing is for tha two days is...

*Zamazondi:* Is total to 29 hours.

*Menzi:* Aish! No! No! That is not fair, what...so mush...another 6 hours ..., why? Why now? No!

*Zamazondi:* Ja... is right, yoh, wena! Eee 2 movies Saturday and 2 movies Sunday on T.V.

*Mark:* Yes...um...some movies ...it take very, very long ...taking 2 hours...2 and half hours... is right.

*Nobuhle:* Yes, you watching too mush...mena... watching less!

*Menzi:* I'm watching less TV. But you saying, I'm watching too mush, aay, aay this not right.

Eee Zama, is cheating...how mush you watching?

*Zamazondi:* Is 13 hours only. I'm watshin little. You watshin a lot.

*Menzi:* What you watching everyday...everyday... tha weekdays and day weekends.

*Zamazondi:* Watchin eBold e20...25minutes and Isidingo...e20...25 minutes everyday... weekday ...eFriday ... eJam Alley and movies Friday, Saturday and Sunday.

*Mark:* How mush movies...how many everyday?

*Nobuhle:* Something like 6 hours in weekend plus about 5 hours weekdays...so then is 11 hours...ok, ok then must be like 8 hours in weekend.

*Zamazondi:* Ja I am watshin more T.V on the weekend. My mother is ok in the weekend...for me watchin movies for longer hours.

*Nobuhle:* Prudence...how many hours you watching? Why you not talking er?

*Zamazondi:* Prudence don't want to be talking. Prudence you watching T. V?

*Prudence:* I am not watching T. V. I'm not having da T. V.

*Zamazondi:* Is no T. V? Ay, you joking...!?

*Prudence:* No joke...no T. V.

*Menzi:* Aish, no T.V ! What you do in da weekends?

*Prudence:* No T.V. no watching...is nothing hours...egood...can go out with efriends and shopping and sleep early and listen music all day...e loud music.

*Nobuhle:* Fill in worksheets in pencil...e pen..?

*Menzi:* What is she gonna fill in da...da...worksheet?

*Prudence:* enothing.

*Learners spend the rest of the time completing worksheets.*

### **Tape-recorded notes from Lesson 1.1 of Unit 2**

The ESL learners' actual talk or communicative performance during the discussion of the Television survey results that took place in groups of five are presented here:

*Control Group 9b term 1 -2004.*

*Group 1 - was the only group that the educator managed to tape on this day.*

*Dennis: Beryl you be group leader.*

*Beryl: No, choose someone else. I don't want to be group leader.*

*Swen: Yes, you must be. You can do it.*

*Tandeka: I want to be group leader.*

*Beryl: I will be scribe.*

*Swen: I will be timekeeper.*

*Tandeka: Okay, you got a page, Beryl.*

*Beryl: This pen is not writing. I need a pen.*

*Tandeka: Here, take mine.*

*Beryl: I'm ready. What's the topic?*

*Swen: It is on the board. Draw a mindmap showing the different types of abuse in society.*

*Tandeka: Okay, what are the different types of abuse? Let us list it now.*

*Gram: Ay, no list draw a map on the page, to fill it in.*

*Beryl: Yes, draw a circle and the lines like this on your page.*

*Tandeka: You are the scribe, you draw it.*

*Beryl: No I will take notes.*

*Swen: But, that is the notes this time.*

*Beryl: Okay.*

*Tandeka:* Okay, what are the different types of abuse?

*Swen:* Child abuse.

*Tandeka:* Okay. Beryl, you write that down.

*Dennis:* Hitting someone is abuse.

*Gram:* Hitting children is child abuse.

*Beryl:* Hitting is also physical abuse.

*Swen:* Hitting the wife is physical abuse.

*Tandeka:* Okay, so write down child abuse in one and write down physical abuse in one. (The child points to the mind map on Beryl's paper.)

*Dennis:* Shouting and swearing is abuse.

*Beryl:* What abuse will that be?

*Tandeka:* That will be verbal abuse?

*Gram:* What about emotional abuse, because it is hurting the person's feelings.

*Swen:* It can be both. It can also be child abuse if you swearing the children.

*Gram:* It can also be parent abuse if you swearing or shouting the elders.

*Beryl:* Some children fighting with their parents, is swearing and shouting.

*Dennis:* It is so many things, it is confusing.

*Tandeka:* Okay, let's see then, you write there verbal abuse, there emotional abuse and ther

## **APPENDIX L**

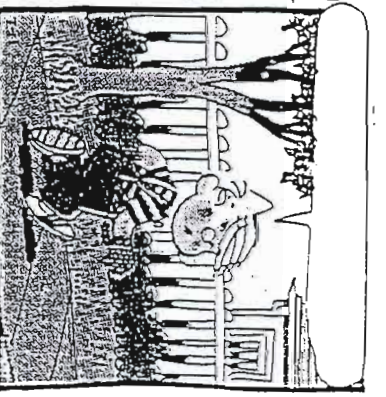
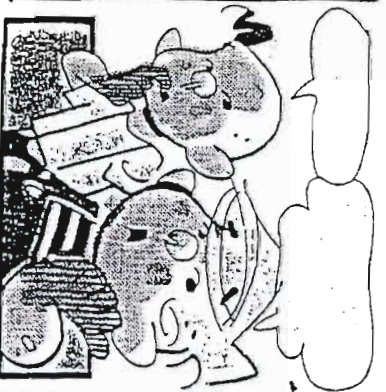
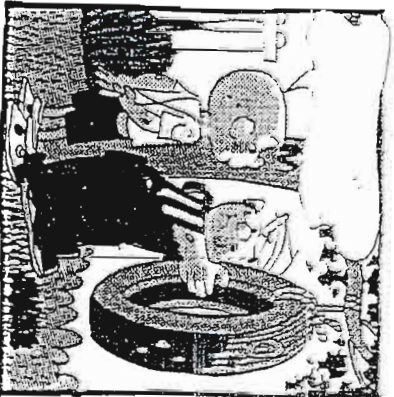
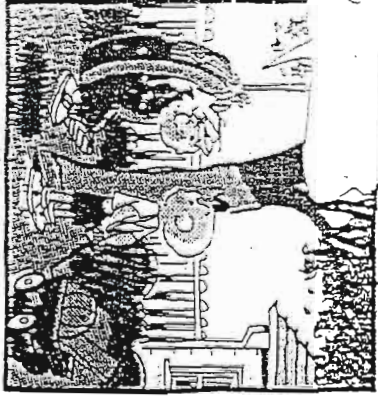
### **Cartoon: Information Gap Activity Worksheets from Pilot CT Programme**

# CARTOONS



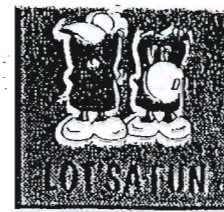
## Benji's New Menace

Pros and Cons



Worksheet 1: Blank cartoon strip

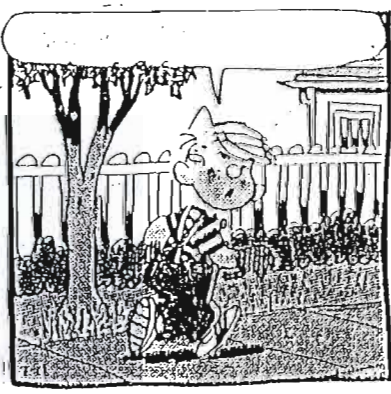
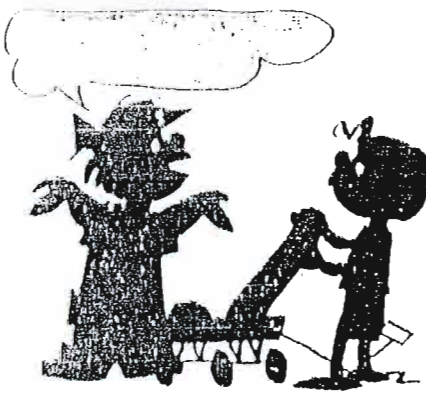
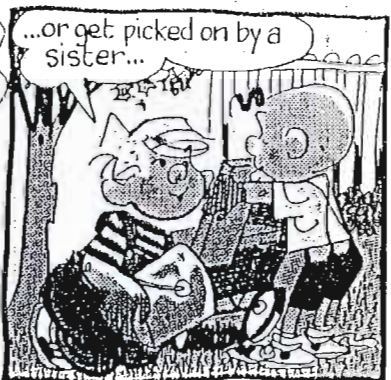
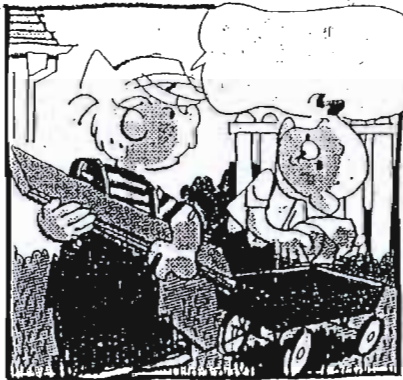
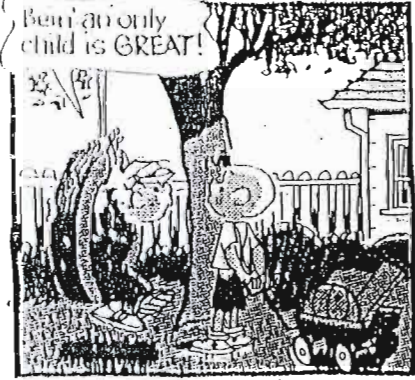
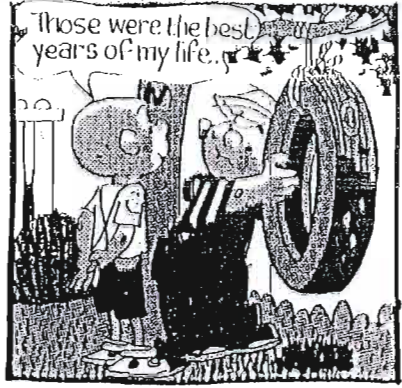
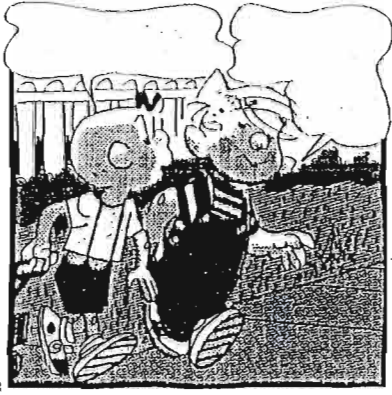
# CARTOONS



## Bennis the Menace

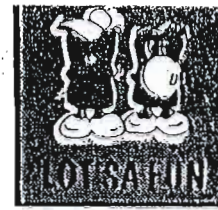
Mark F. Brown

### Pros and Cons



Worksheet 2: Semi-blank cartoon strip

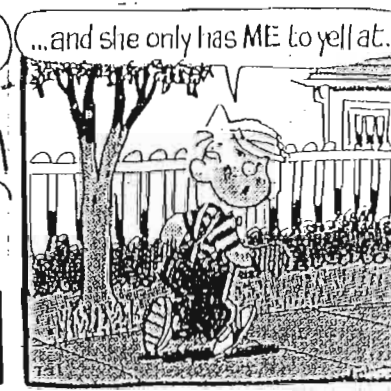
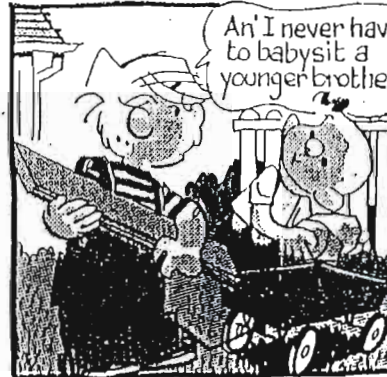
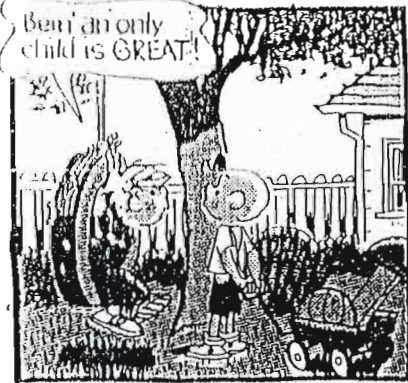
# CARTOONS



## Ben's the Menace

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### Pros and Cons



## **APPENDIX M**

### **Ethical Clearance Certificate**



**UNIVERSITY OF  
KWAZULU-NATAL**

Room A126  
Edgewood Campus

25<sup>th</sup> March 2008

Research Office

RE: Ethical Clearance Certificate

To whom it may concern,

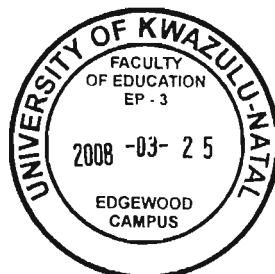
This letter certifies that an Ethical Clearance Certificate was granted to Shalina Naicker (971163736) for the research she conducted towards her PhD.

This EC certificate is on file with the Faculty of Education, Edgewood Campus and should anyone require a copy they can contact my office on the telephone number provided or email me at [buchler@ukzn.ac.za](mailto:buchler@ukzn.ac.za) .

Yours truly,

Derek Buchler  
Research Officer

cc. Prof Bhana  
Ms Ngidi  
File



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