AN INVESTIGATION OF THE NEEDS OF PRIMARY SCHOOL EDUCATORS IN THE CAPE METROPOLITAN AREA WORKING WITH LEARNERS WHO HAVE ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

The study aimed to describe the needs of Grade 1, 2 and 3 educators at government schools in the Cape Metropolitan area working with English-second (or other) language (ESOL) learners, in order to inform the practice of speech-language therapists in meeting these needs. A mixed quantitative and qualitative, descriptive design was used and data was collected by means of a self-administered questionnaire and three focus groups. The perceptions and experiences of educators regarding ESOL learners, as well as the educators' strategies to overcome the challenges they faced when teaching ESOL learners, were described. The findings indicated that some participant educators at schools that were not former Model C schools had large classes, including large proportions of ESOL learners. Furthermore, there was a shortage of educators who were able to speak the most frequently occurring first language of the ESOL learners, that is, isiXhosa. Educators faced a number of challenges when teaching ESOL learners, including the academic and socio-emotional difficulties of these learners themselves, as well as the fact that some of their parents were not sufficiently involved in the education of their children. This led to frustration of educators. In spite of the coping strategies that educators already employed, participants indicated that they required departmental, professional and parental support, as well as training and resources to meet the challenges faced when teaching ESOL learners. Implications for speech-language therapist collaboration with educators were discussed as were implications for training of educators in which speech-language therapists could participate.

Key words: educator experiences; educator needs; educator strategies; ESOL learner difficulties.

TABLE OF CONTENTS

INDEX TO TABLES AND FIGURES

GLOSSARY OF TERMS AND LIST OF ABBREVIATIONS USED

Bilingual	"Uses two languages on a daily basis" (Owens, 2005, p. 467). In this study the term bilingual is used to refer to multilingual speakers as well, that is, people who are able to use more than two languages.
First language / Home language	The first language acquired in a bilingual speaker
Metalinguistics	Component of linguistic processing that allows the language user to think about language out of context (Owens, 2005).
Phonology	"Aspect of language concerned with the rules governing the structure, distribution, and sequencing of speech-sound patterns," (Owens, 2005, p. 471).
Second language	Additional language/s acquired in a bilingual or multilingual speaker
Cape Metropolitan Area	This area was stipulated as including the Cape Town City Bowl, Southern Suburbs and the Atlantic Seaboard (as far as Bakoven). It also included the Athlone enclosed between the N2 and the N7.
ESOL	English-second (or other) language
LoLT	Language of learning and teaching
BICS	Basic interpersonal communication skills
CALP	Cognitive academic language proficiency
LAC	Language across the curriculum
PART.	Participant

CHAPTER 1: LITERATURE REVIEW

1.1. Introduction

Speech-language therapists have a linguistics background and have specialised knowledge of language and its development. The majority of speech-language therapy clients in South Africa are bilingual (SASLHA Ethics and Standards Committee, 2003), as this country has a wide range of cultures and languages. However, many of these bilingual children are attending school in a language that is not their first language (PANSALB, 2000). Children learning in a language that is not their first language are often referred to speech-language therapists because of difficulties that they experience at school due to learning in their second language (Crago, Eriks-Brophy, Pesco & McAlpine, 1997; Roseberry-McKibbin & Eicholtz, 1994; Stoffels, 2004). Referral of English-second (or other) language (ESOL) learners to speech-language therapy is often inappropriate as these children may not have a language disorder but are in the process of acquiring a second language (Dawber & Jordaan, 1999) and, therefore, their language cannot be expected to be on the same level as their English-first-language peers. Thus, ESOL learners are being 'pathologised' due to educators possibly interpreting communicative differences as deficiencies (Crago et al., 1997).

As a result of the increasing numbers of learners being thus referred in the South African context, speech-language therapists are seeking ways of collaborating with educators to promote the language learning of these children and to prevent them from experiencing academic difficulties due to their language differences (Dawber & Jordaan, 1999; Du Plessis & Naudé, 2003; Jordaan & Yelland, 2003; O'Connor, 2003). Educators are expected to cope with large numbers of ESOL learners in their

classes (PANSALB, 2000). ESOL learners may experience academic and social challenges as a result of learning in their second language (Baker, 1996; Dawber & Jordaan, 1999; Du Plessis & Naudé, 2003). Educators have to deal with the difficulties that ESOL learners experience in addition to the other pressures of their work. Speech-language therapists are able to assist educators in the classroom with regards to teaching ESOL learners (Jordaan & Yelland, 2003; Jordaan, 1992; Struthers & Lewis, 2004; Wadle, 1991). This is because speech-language therapists are trained to facilitate language learning and have specialised knowledge of language, its development and the effects of language (listening, speaking, reading and writing) across all academic content areas (Wadle, 1991).

In order for speech-language therapists to provide relevant assistance to educators, it is necessary to explore the needs of educators with regards to teaching ESOL learners in order to determine what their experiences are, what they perceive the learners' needs to be and what strategies they employ when working with ESOL learners. If the specific needs of educators can be understood in greater depth, it is hoped that speech-language therapists, with their expertise in the issues of language, language learning and language pathologies, will be able to provide improved support and assistance to them.

1.2. Review of the Literature

1.2.1. Language Policies and their Implementation in South Africa

South Africa has eleven official languages, each language having equal status in terms of the Constitution and no person may be discriminated against on the grounds of language in this country (Constitution of the Republic of South Africa, 2002). The

Language Policy and Plan for South Africa states that "since language, as the fundamental instrument of learning and teaching, is at the heart of all education, learners should be strongly encouraged to use their primary languages as their main Language of Learning and Teaching (LoLT) at all levels of schooling" (The Advisory Panel on Language Policy, 2000. p.15).

The Revised National Curriculum statement (Department of Education, 2002) states that all learners should learn their first language as well as at least one other language, and that learners should "become competent in their additional language, while their home language is maintained and developed," (p.4). The Department of Education (1997) thus promotes an additive approach to bilingualism. The additive approach to bilingualism views the learning of a second (or other) language as most effective when the learner's first language is continually used and respected, as well as the cultural beliefs and values that are connected with that language, as it is very difficult to separate language from culture (Baker, 1996). In this way, the first language is maintained and used as a basis for the learning of the second (or other) language (Chick & McKay, 2001). An additive approach to bilingualism has benefits for the learner as "continued development of both languages into literate domains...is a precondition for enhanced cognitive, linguistic, and academic growth," (Cummins, 2000, p. 37). However, when the additive approach to bilingualism is used, it is important that one language is developed to a level that is adequate for learning subject content, as it may take longer to develop academic proficiency in both languages, resulting in the learner not being able to process high level language in either the first language or the second language (Morrow, Jordaan & Fridjhon, 2005). Alexander (2000) states that in the long term an additive approach to bilingualism will

lead to high literacy levels in home languages of South Africans as well as some fluency in English, if the policy of learners learning in their first language is consistently implemented.

However, this policy is currently only being partially implemented in South African schools. In a study carried out by the Pan South African Language Board (PANSALB, 2000) it was found that although only 9% of South Africans spoke English at home, it was used in 78% of school situations. In the Western Cape, specifically, 68% of the province's education is provided in English, 48% in Afrikaans and only 4% in isiXhosa. This is in spite of the fact that 31% of the province's population use isiXhosa for neighbourhood communication, while only 18% use English for communication in their neighbourhood. In the Western Cape, Afrikaans is the dominant language (49% of the population use it for neighbourhood communication) even though it is not the dominant language used at schools in this province. (PANSALB, 2000). (See Table 1.1). Participants may have been able to give an 'other' response resulting in the total for language use in neighbourhood communication having a sum of less that 100% (PANSALB, 2000). As participants of the PANSALB (2000) study could give multiple responses it was possible for the total responses to language use in education to have a sum of more that 100%.

Table 1.1: Languages used for neighbourhood communication and education respectively in the Western Cape (adapted from PANSALB data, 2000).

Language	**Neighbourhood Communication**	**Education**
Afrikaans	49%	48%
English	18%	68%
IsiXhosa	31%	4%

Thus, it can be seen that the majority of learners in the Western Cape are learning in a language that is not their first language, usually English. Furthermore, the first language of these learners is often not maintained (Chick & McKay, 2001). This reflects a subtractive approach, which occurs when education commences in a language the learner may not fully understand and the learner is expected to acquire this language through submersion and exposure to the language (Chick & McKay, 2001). In this way, the learner is placed in a school where the language of instruction is not the learner's first language and he/she is expected to acquire the language of instruction through engaging in that language in the school environment. The subtractive approach may lead to learners losing their home language as a language that can be used for high level cognition (Morrow, et al., 2005).

Adler (2001) states that South African schools can be divided according to three geographical contexts: non-urban schools, urban township schools and urban suburban schools. In non-urban schools educators and learners usually speak the same African language and only make use of English in the formal school environment (Adler, 2001). In some urban township schools English is used as the medium of instruction in spite of the fact that it is not the first language of learners and educators (Adler, 2001). In addition, learners and educators at these schools may not speak the same African language as their first language (Adler, 2001). At English-medium urban suburban schools educators are usually English- or Afrikaans-first-language speakers and have multilingual classes (Adler, 2001).

There are a number of reasons why many South African learners are not learning in their first language. In addition to the shortage of educators for some language groups

(Moyo, 2001), many parents prefer their children to be educated in English as it is viewed by many South Africans as being an international language (Vesely, 2000). isiXhosa-speaking high-school learners in Cape Town preferred their classes to be taught in English, in spite of academic difficulties due to learning in their second language (Vesely, 2000). These learners viewed English as providing more opportunities than isiXhosa in terms of jobs and tertiary education – a viewpoint that may be shared by other South Africans (Vesely, 2000). However, it may still be possible to obtain sufficiently high levels of proficiency in English through learning it as a second language, rather than learning everything *in* English (Morrow, et al., 2005).

Further reasons for the language policy not being fully implemented include the need for greater willpower to apply the language policy effectively at a political level (Moyo, 2001). In addition, Moyo (2001) argues that a larger number of educators are required, both in English as well as in the other official languages of the country, and that there needs to be better infrastructure in terms of equipment and buildings (Moyo, 2001). This relates well to the needs perceived by educators in the past in this respect. (O'Connor, 2003, Pluddemann, Mati & Mahlahela-Thusi, 2000).

South Africa's neighbouring countries have experienced similar barriers to ensuring that learners learn in their first language, largely due to the perceived higher status of colonial languages. Botswana has Setswana and English as its official languages and is currently implementing a policy of learners being taught in Setswana for the first two years of schooling followed by education in English (Nyati-Ramahobo, 2002). This is because English has a high status in Botswana in spite of the fact that

Setswana is spoken by approximately 80% of the people in Botswana (Hornberger, 1999). Namibia has a language policy similar to South Africa's where education is promoted in the learner's first language. However, this policy is not always implemented resulting in many learners learning in a language that is not their first language (Munganda, 2002). Mozambique has adopted a bilingual education model that attempts to include African local languages with Portuguese in the education system (Veloso & Patel, 2002). Swaziland's education system adopts a transitional bilingual-education policy which accepts the use of the first language (usually SiSwati) as a medium of instruction as an instrument to facilitate the move to English as the official language of education (Mbatha, 2002). In Zimbabwe there is no explicit language policy but English is the dominating language for business and politics, while African languages are undervalued in the education system (Chimundu, 1997 cited by Brock-Utne, 2001, p. 126). Thus, it seems that there are problems promoting education in learners' first languages throughout Southern Africa and not only in South Africa.

The Language in Education Policy (Department of Education, 1997) represents the ideal standard for accommodating South Africa's eleven official languages in education but it has not yet been fully implemented in South African schools. Until such time as the Language in Education Policy is fully implemented, educators continue to face the challenges of large numbers of English-second (or other) language (ESOL) learners in their classrooms (PANSALB, 2000). These learners may experience academic and emotional challenges, which educators are then required to deal with. In order to support educators in this responsibility, it is necessary to explore the needs of educators working with ESOL learners in depth, with the aim of

obtaining information that will lead to effective strategies that can be implemented practically.

1.2.2. Previously established needs of educators working with ESOL learners

The needs of ESOL learners

The literature dealing with learners being taught, and learning, in a language in which they are not fully proficient, indicates that these learners experience various difficulties in the school environment. Language and cultural barriers, which lead to a communication breakdown, may result in misunderstandings arising between learners and educators (Crago, et al., 1997). In fact, language is seen as the main issue at South African schools resulting in other problems such as learners dropping out of school, low grades and failure (Brock-Utne & Holmarsdottir, 2004). In South Africa the language problem is sometimes exacerbated as English is used in conjunction with other languages and learners do not always gain sufficient proficiency in English but are assessed in English (Brock-Utne & Holmarsdottir, 2004). This phenomenon is more likely to occur at non-urban and urban township schools than at English-medium urban suburban schools where English is the only language used (Jordaan & Yelland, 2003).

Cummins (2000) draws a distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). He states that schools focus on CALP as "it reflects the registers of language that children acquire in school and which they need to use effectively if they are to progress successfully through the grades," (Cummins, 2000, p. 59). CALP "...enables learners to use the

concepts, to engage in the cognitive strategies and to employ the study skills which constitute school learning" (Burkett, Clegg, Landon, Reilly & Verster, 2001, p.152). One of the difficulties that ESOL learners may experience is that, although they may be able to use English competently among peers and in social settings (BICS), they may not be proficient in the type of language that is expected in the classroom situation (CALP) (McKeon, 1994). It has been found that without special intervention ESOL learners take approximately two years to become competent in everyday English communication skills (BICS), but about five to seven years to reach the same level as their first-language peers in terms of CALP (Hall, 1996).

In a South African study Burkett et al. (2001) noted three obstacles that ESOL learners may encounter when acquiring CALP in their second language. Firstly, these learners (especially in the Foundation Phase – Grades 0 to 3) are unlikely to have learnt these academic language skills in their first language sufficiently (Burkett et al., 2001). Secondly, ESOL learners may not have well-developed CALP in their second (or other) language, either because these skills have not transferred from their first language, or because educators have not explicitly highlighted these skills in their lessons (Burkett et al., 2001). The third obstacle that ESOL learners may face when acquiring CALP in their second language, is that they may not have sufficiently well developed BICS in their second language to acquire CALP in that language (Burkett, et al., 2001). Thus, if a child does not have adequate CALP in the language of instruction (usually English), their success at school may be compromised.

Earlier on, an international study had already identified that the effectiveness of education may be reduced when a learner is taught in his/her second language (Cloud,

1993). This is due to a number of reasons. These include the fact that the learner, having inadequate CALP, may become fatigued due to information taking longer to process in a second language (Cloud, 1993). In addition, fatigue may result in the learner not receiving all the information given by the educator (Cloud, 1993). Furthermore, educators may unintentionally reduce the amount of information that is given, in an attempt to reduce the language demands that are placed on the ESOL learners (Cloud, 1993). Yet another factor is that the speech discrimination of ESOL learners has been found to be worse in noise than that of learners learning in their first language (Nelson, Kohnert, Sabur & Shaw, 2005). As most classrooms are noisy, ESOL learners may have difficulty processing English linguistic information, making the learning of new concepts even more difficult for them (Nelson, et al., 2005).

A very important area of school achievement is that of reading and the learning of this skill may have added difficulties for an ESOL learner. It has been found that learners should learn to read in their first language before learning to read in any other languages (Baker, 1996). This is because a learner needs to have spoken language competency before being able to learn to read in that language, as various linguistic processes are required for reading, and oral language proficiency aids comprehension of written material (Cloud, 1993). Once learners have learnt to read in their first language, the foundation has been laid upon which reading skills in another language can be built (Baker, 1996). However, as many learners in South Africa do not start school in their first language, it is to be expected that they are learning to read in their weaker language first. This means that they may experience less success and slower progress in their reading skills than those learners who are learning to read in their stronger language first (Baker, 1996). An added problem in the South African context

is that African languages are not related to English in terms of structure or sound (Dawber & Jordaan, 1999). As a result, the languages would express ideas differently making it very difficult for the ESOL learner to understand *what* they are reading (Dawber & Jordaan 1999). "This means that there will not be a simple match between the written language the child is trying to learn to read and speak, and their own first language...There is also almost no meaning being associated with the reading until the child has acquired enough language skills to make sense of words and structure in English," (Dawber & Jordaan, 1999, p. 31).

It can be seen that ESOL learners may experience academic underachievement due to the impact of their poor language skills. The Western Cape Education Department (2004) recognises that ESOL learners may have academic difficulties related to not learning in their first language, yet it recommends that, where possible these learners should proceed through the grades with their peers so that their self-esteem is not negatively affected. It is further recommended that these learners get additional support in the following grade where possible, although the nature of this support is not specified (Western Cape Education Department, 2004).

In addition, limited academic success is likely to impact negatively on ESOL learners' self-esteem and confidence. This in turn is known to affect other areas of learning and functioning (Dawber & Jordaan, 1999). It has been found that bilingual children have a greater risk of developing disfluency than children who speak only one language (Travis, Johnson and Shover, 1947 and Stern, 1948 cited by Silverman, 1996, p. 108). ESOL learners may experience embarrassment when they make mistakes in their second language in front of their first language peers (McLaughlin, 1992). Educators

in South Africa working with learners who were not learning in their first language have reported that many of these learners experience social isolation due to inadequate language abilities, frustration due to the fact that they battle to express their needs and emotions, as well as problems with discipline because of limited comprehension skills (Du Plessis & Naudé, 2003). Discipline problems are reported to be common when the educator and learners do not share linguistic and cultural backgrounds (Pluddemann, et al., 2000). When educators are forced to spend a great deal of time on discipline it can interrupt the regular flow of the lessons. This will require increased concentration on the parts of the learners to follow the lesson (Pluddemann, et al., 2000), thus adding to the academic difficulties experienced by ESOL learners.

The needs of Educators working with ESOL learners

It is left to educators to cope with the large number of ESOL learners and the problems they may experience at school. Furthermore, it is up to educators to ensure that ESOL learners obtain a good education that is equal to that of their peers who are learning in their first language by conveying concepts in a manner that can be understood by ESOL learners (Kasule & Mapolelo, 2005). Therefore, it is important to explore the specific needs of educators working with ESOL learners.

Educators may experience ESOL learners as awkward and find them difficult to teach (Baker, 1996). In addition, South African educators reported that at times they battle to understand what ESOL learners are trying to say, sometimes due to the pronunciation that ESOL learners use (Du Plessis & Naudé, 2003). At some schools in the Western Cape educators have to deal with the basic needs of learners such as

hunger and fatigue due to poverty and travelling long distances (O'Connor, 2003; Stoffels, 2004). In Botswana it was found that educators had a multilingual class with there being a number of first languages among ESOL learners (Kasule & Mapolelo, 2005). Thus, educators had to deal with the multilingual context and ensure that their lessons were conveyed in such a manner that all ESOL learners could understand (Kasule & Mapolelo, 2005). Due to South Africa having eleven official languages, this may also be a problem in this country.

In two surveys of speech-language therapists working with ESOL children in the United States of America, it was found that the most frequently experienced problem by speech-language therapists, was not being able to speak the first language of the children (Roseberry-McKibbin, Brice & O'Hanlon, 2005; Roseberry-McKibbin & Eicholtz, 1994). This finding also applied to educators in South Africa (O'Connor, 2003). Basically, educators in the United States of America reported that they had a good response when they were able to use the first language of ESOL learners (Sidhu & Mills, 1993). However, in the Western Cape there are a shortage of educators who are able to speak isiXhosa, which is one of the three main languages of the area (Smith, 2005).

Educators have reported difficulties communicating with the parents of ESOL learners due to cultural differences (Willett, Solsken, Wilson-Keenan, 1999). Educators in Du Plessis and Naudé's (2003) study were concerned that learners did not receive supportive input in their second language (English or Afrikaans) at home, but were expected to learn that language as well as academic concepts at school (Du Plessis & Naudé, 2003). Parents need to be informed about language acquisition as

well as language stimulation (SASLHA Ethics and Standards Committee, 2003). A need for greater parent collaboration with educators has been indicated, (Du Plessis & Naudé, 2003; NAEYC Position Statement, 1996; O'Connor, 2003; SASLHA Ethics and Standards Committee, 2003). However, strategies to deal with this need have not yet been addressed. The Western Cape Education Department is in the process of developing an early childhood education resource programme to provide information to caregivers of young children on language development and language stimulation (Naicker & Van Wyk, 2005). This concept could be developed further to provide information to caregivers on language in education.

A need for resources such as posters and charts to use in teaching ESOL learners has been expressed by South African educators (Du Plessis & Naudé, 2003; O'Connor, 2003; Pluddemann, et al., 2000). The use of reading books and other resources in the home languages of ESOL learners has been promoted (Crawford, 1993; Pluddemann, et al., 2000). However, these books are not readily available and some educators in the Western Cape have expressed a need for such reading books in the home languages of ESOL learners (Pluddemann, et al., 2000; O'Connor, 2003).

Other needs of educators include the involvement of other professionals to assist them (O'Connor, 2003). In the study done by Du Plessis and Naudé (2003) it was found that educators would like help in selecting appropriate material for language lessons. In addition, educators cope better when provided with a teaching assistant who is fluent in the mother tongue of ESOL learners (Pluddemann, et al., 2000; O'Connor, 2003). At present the Western Cape Education Department is prioritising the

implementation of employing teaching assistants in foundation phase classes to assist with literacy and numeracy (Western Cape Education Department, 2006).

Other professional support, for which educators have expressed a need, is that of English second-language educators for the ESOL learners (O'Connor, 2003). Hall (1996) states that partnership teaching is required. This involves all education partners, including learners, educators, support staff as well as the senior management of the school, working together for the benefit of the ESOL learner (Hall, 1996). District-based and institutional level support teams at schools in South Africa are a potential resource for educators working with ESOL learners (Department of Education, 2001). According to the policy of inclusive education, educators should have access to district-based and institutional-level support teams (Department of Education, 2001). The district-based support team is comprised of staff from district, regional and head offices as well as from special schools. It has roles to play in evaluating and building the capacity of schools, early childhood education, dealing with severe learning difficulties as well as assisting in a wide range of learning needs (Department of Education, 2001). The role of the institutional level support team, on the other hand, is to support the learning and teaching process through identification and meeting of learner, educational and institutional needs (Department of Education, 2001).

In addition to the above-mentioned needs of educators, South African studies have found that the needs of educators are primarily in training and knowledge with regards to bilingualism, second language acquisition and learning in a second language (Du Plessis & Naudé, 2003; O'Connor, 2003). It has been found that *speech-language*

therapists who had more training with regards to treating ESOL clients experienced problems less frequently (Roseberry-McKibbin, et al., 2005). In addition, in the United States of America *speech-language therapists* are expected to know the developmental characteristics of the languages of their bilingual clients (American Speech and Hearing Association, 2004). These findings may also apply to South African *educators*. The effects of bilingualism on language learning have been widely documented and the importance of considering the effect of simultaneous acquisition as opposed to successive acquisition has been emphasised (Owens, 2005). Simultaneous bilingual acquisition refers to acquiring two languages before the age of three years, whereas successive acquisition refers to acquiring a second language once the first language is established (usually after the age of 3 years) (Owens, 2005). Simultaneous bilingual acquisition is characterised by the child mixing the languages in the initial stages and eventually developing an improved awareness of the differences between the languages (Owens, 2005). The child develops both languages at a similar rate to that of monolingual children, with consistent use of both languages in the environment being the key to successful language development (Owens, 2005). Successive bilingual acquisition is characterised by the child mastering receptive language before expressive language (Kohnert & Bates, 2002 cited in Owens, 2005, p. 420) and development of the second language reflecting the development of the first language (Owens, 2005). First language knowledge as well as metalinguistic skills that the child has already acquired may facilitate the development of the second language (Owens, 2005). Factors that determine successful second language acquisition include need and motivation as well as the child's attitude towards speakers of the second language and towards his/her first language and associated

culture (Owens, 2005). It is important for educators working with ESOL learners to be aware of how a second language develops.

Reeves (2006) found that educators felt untrained to work with ESOL learners and that they had misconceptions about how a second language is learnt. However, nearly half the educators in this international study were not interested in receiving training to deal with ESOL learners (Reeves, 2006). Du Plessis and Naudé (2003) found that pre-school educators in Pretoria had not covered issues on working with multilingual learners as part of their formal diploma training, however a small percentage had obtained some training in the form of courses, workshops or independent study, once their formal training was completed. In South Africa there is not the problem observed in other countries of there being very few educators who are able to speak more than one language and thereby assist learners in the classroom (Baker, 1996). However, there is the problem of educators possibly having unrealistic expectations of ESOL learners as they may have inadequate knowledge of second language development (Stoffels, 2004).

Alexander (2002) documents the importance of ensuring that South African schools have a multilingual approach to education in the long term so that the language-in-education policy is properly implemented. He suggests that there are a range of different ways of accomplishing this that increasingly phase in the use of the home languages of learners as the languages used for learning and teaching (Alexander, 2002). The different options range from support for home languages of ESOL learners to a completely dual-medium approach to education (Alexander, 2002). The option chosen would depend on teacher competence, availability of books and resources in

addition to language attitudes of the different communities (Alexander, 2002). However, Heugh & Siegruhn (1995, p. 91) acknowledge that not all schools can immediately adopt a multilingual model of education and the "impetus for change is likely to come from teachers within the school simply because they are directly confronted by the education system's inadequacy in catering for the needs of linguistically-diverse students". This means that the educator in the classroom is often the one taking the initiative, either to experiment with new teaching strategies, or to call for the school as a whole to deal with the changing circumstances (Heugh & Siegruhn, 1995). Implementation of multilingual education needs to address educator training (Alexander, 2002), as one of the assumptions underlying it is that teachers should be able to understand and speak the first language of ESOL learners in their classes fluently as well as the medium of instruction - English (Young, 1995).

As it can be seen, according to the literature, the first area needing to be addressed by educator training, is ensuring fluency in at least two languages for graduating educators (Kasule & Mapolelo, 2005; NAEYC Position Statement, 1996; Young, 1995). These languages would have to be chosen depending on which part of the country the training educator plans on working in, as different languages are spoken more frequently in different parts of the country (Young, 1995). In the Western Cape, for example, an educator would need training in isiXhosa and Afrikaans, as languages of the area, in addition to English (Young, 1995).

Young (1995) also indicates that educators need language awareness. This concerns awareness and sensitivity of educators regarding the language situations in different environments, including home, community and school, and how these contexts affect

the learner (Young, 1995). A language awareness programme would address issues such as language acquisition, the relationship between language and cognition and how concepts are comprehended in the first and second languages, the role of parents and caregivers in language acquisition as opposed to the role of educators in language teaching and language learning, as well as socio-linguistic issues such as language and power (Young, 1995). The acquisition of knowledge in this area is supported by Cloud (1993) as well as Johnson (1994) and can be summarised as educators needing to know "how children learn; how language is understood, interpreted and created in different situations, how language use varies across cultures and across situations; and how all of these processes relate to second language development," (Johnson, 1994, p.184).

Furthermore, Young (1995) indicates that language-across-the-curriculum (LAC) should form part of South African educator training courses. LAC makes every educator aware of how language affects the subject that they are teaching and a course in this area would entail educators learning about how subject knowledge is encoded in language (that is, every subject has its own discourse that needs to be understood in order for the learner to comprehend the subject), how educator-learner interaction is shaped by language processes such as questioning, explaining and instruction-giving as well as the role of textbooks (Young, 1995). Barkhuizen (1993) suggests that implementing LAC would involve making LAC a policy, taking into account educator attitudes and educator resistance as well as doing a needs analysis (Barkhuizen, 1993). In addition, educator training courses should teach educators practical strategies for teaching language subjects such as English or isiXhosa (Young, 1995) as well as teaching educators about different cultures (NAEYC Position Statement, 1996) as this

was highlighted as a need of educators in a study by Stoffels (2004). Implementing the above-mentioned areas into educator-training would equip educators to deal with the needs of ESOL learners. Although the knowledge of what training educators need has been available for ten years or more, investigation into whether educators have received this training is necessary.

South Africa's Revised National Curriculum Statement (Department of Education, 2002) has specific and different language expectations from those learners who are learning in their home language as opposed to those learners who are learning in an additional language. For instance at a Grade 1 level in the area of speaking, an ESOL learner is expected to be able to respond to simple questions with single words or phrases. However, a first language English speaker is expected to be able to use more complex language and should be able to use descriptive words and use language imaginatively (Department of Education, 2002). Thus, theoretically, educators' language expectations should not be the same for ESOL learners as they are for English-first language learners and they should be able to teach on different language levels (Du Plessis & Naudé, 2003). However, Mills and Thurtell (2005) found that some educators are not able to differentiate between a first language communication problem, that is, a language disorder, and a communication problem that arises due to a learner being in the early stages of second language development.

Educators also need to know the difference between a *learning* difficulty and a *language*-based academic problem (Ortiz, 1997). It has been found that some ESOL learners underachieve academically as a result of learning in a language that is not their first language (Baker, 1996; Dawber & Jordaan, 1999; Ortiz, 1997; Statham,

1997). Often learners who are learning in a second language are mistakenly labelled as "learning disabled" and may even be inappropriately referred for special education (Ortiz, 1997). Essentially, the often mistaken diagnosis of a learning difficulty in an ESOL learner is due to confusion between language and learning, as it is difficult to distinguish whether a learner's difficulties are due to language problems or learning difficulties (Statham, 1997). Speaking more than one language is usually not the cause of learning difficulties (Baker, 1996). However, if the school is not equipped to support a learner's first language, such learners may well be labelled as having a learning difficulty, as they are only assessed in their weaker second language as opposed to their stronger first language (Baker, 1996).

A study carried out in the United States of America investigated the awareness and attitudes of student educators with regards to teaching in multicultural settings (Barry & Lechner, 1995). This study found that, in addition to requiring further training in the area of multicultural education, student educators were uncertain of how to become good multicultural educators, but still had a positive outlook on multicultural education (Barry & Lechner, 1995). Willard-Holt (2001) found that exposing student educators to different cultures heightened their cultural awareness and made them want to instil this cultural awareness in their pupils. A study by Meier (2005) found that South African student educators held some negative perceptions towards people of other cultures. It was, thus, recommended that student educators be exposed to multicultural learners from an early stage in their training and that this exposure may lead to a breaking down of stereotypes between different cultures (Meier, 2005). A further recommendation was that all teacher training programmes have compulsory courses on multicultural issues in education (Meier, 2005). As culture and language

are interlinked, exposing student educators to different cultures could be a way of preparing educators and broadening their knowledge with regards to ESOL learners.

1.2.3. Previously established strategies of educators working with ESOL learners

There are a number of strategies that educators have made use of to improve the education of ESOL learners and enhance educator effectiveness (Kasule & Mapolelo, 2005). Du Plessis and Naudé (2003) divide these into three categories: verbal strategies, non-verbal communicative strategies and operational strategies.

Verbal Strategies

Verbal strategies are strategies educators employed to change the way they talked in order to improve the understanding of ESOL learners. These strategies included simplifying or rephrasing what is said, repeating instructions and new vocabulary, using alternative forms of interaction such as songs, rhymes and stories, slowing the rate of speech, repeating what the learner says and expanding on it, as well as translating into the first language of ESOL learners, to name but a few (Du Plessis & Naudé, 2003; Kasule & Mapolelo, 2005; McKeon, 1994; Met, 1994). By changing the way they talked in these ways, educators were able to improve the comprehension of ESOL learners.

Non-verbal strategies

Non-verbal strategies refer to communicative strategies that educators utilise to accompany their speech to aid the comprehension of ESOL learners. According to Du Plessis and Naudé (2003), there are three main non-verbal communicative strategies that educators made use of with ESOL learners: easily interpretable

gestures, mimed actions as well as dramatised speech. These strategies were used in conjunction with speech and made the educators' speech more understandable to ESOL learners.

Operational strategies

Operational strategies are those that do not form part of the way in which the educator communicates, but incorporate other ways in which he/she can improve the participation and understanding of ESOL learners in the class. Operational strategies that have been used include the use of extra visual material such as concrete objects or pictures, teaching learning strategies directly, games, making use of an interpreter; have English-second-language educators to teach English explicitly to ESOL learners as well as valuing the first language/s of ESOL learners (Baker, 1994; Burkett, et al., 2001; Cloud, 1993; Du Plessis & Naudé, 2003; Kasule & Mapolelo, 2005; Statham, 1997).

One of the most documented operational strategies is that of co-operative learning. This strategy makes use of methods that encourage learners to learn with and from each other (Hudelson, 1994). Thus, the class is divided into groups according to language, knowledge or friendship, for example. Within these groups ESOL learners with a better knowledge of English can be encouraged to explain, in their first language, to their peers who are not as proficient in English as they are (Burkett et al., 2001). Educators who allowed learners to make judicious use of their first language found that their lessons became more understandable to ESOL learners with limited English proficiency, and that it encouraged the participation of these learners (McKay & Chick, 2001). Reyes, Laliberty and Orbanosky (1993) found that the use of a co-

operative learning approach allowed learners to experience and learn about other cultures first hand. It also gave these learners an idea of multilingualism that viewed it as a positive asset and encouraged them to learn each other's languages. As well as highlighting linguistic and cultural differences among groups, this approach also made these pupils aware of what they had in common (Reyes et al., 1993). "Use of co-operative learning communicates that the school values the natural cultural and learning dispositions of students as well as the use of their social and cultural patterns of communication," (Lasley & Matczynski, 1997, p.346). Fung, Wilkinson and Moore (2003) found that a related strategy, that of L1-assisted (first-language-assisted) reciprocal teaching, improved the reading ability of ESOL learners. Reciprocal teaching involves small groups of students questioning, summarising, clarifying and predicting while reading the same text. Use of the first language of ESOL learners in these groups improved their reading ability as they were able to use their proficiency in their first-language as well as literacy experiences as they learned higher level thinking strategies (Fung et al., 2003). Once these ESOL learners were required to use English they knew which strategies to use.

1.2.4. Speech-Language Therapist Involvement

It has been proposed that speech-language therapists may be able to meet some of the earlier-mentioned needs of educators (Dawber & Jordaan, 1999; Elksnin & Capilouto, 1994; Jordaan & Yelland, 2003; Jordaan, 1992; Lewis, 2004; Struthers & Lewis, 2004; Wadle, 1991) and educators have expressed an interest in collaboration with speech-language therapists (Farber & Klein, 1999; Mills & Thurtell, 2005). Jordaan (1992) carried out a study involving ESOL learners in a pre-school setting and the language intervention strategies that were used to facilitate the acquisition of English.

The ESOL learners' English improved when no language intervention strategies were used and there was even greater improvement when language intervention was received on an individual basis from a student teacher. However, optimal English improvement was noted when language intervention was received from a speech-language therapist. Jordaan (1992), therefore, believes that speech-language therapists are able to inform educators with regards to how best to facilitate the acquisition of English of ESOL learners. However, caution should be exercised when generalising from a pre-school setting to a primary school environment.

Wadle (1991) highlights the fact that speech-language therapists are "language focused" and are therefore able to explain to teachers the effects of language on learning. She also suggests that speech-language therapists are able to provide curriculum guidelines for all areas, as the communication skills of listening, speaking, reading and writing form part of all content areas (Wadle, 1991). In addition, speech-language therapists are able to assist educators in identifying learners who have a specific language disorder as opposed to those learners who are in the early stages of second language development (Dawber & Jordaan, 1999).

There is a continuum of collaboration between educators and speech-language therapists (DiMeo, Merritt & Culatta, 1998). This continuum has three levels: the traditional level, the transition level and the collaboration level (DiMeo, et al., 1998). The traditional level involves learners being taken out of class to receive speech-language therapy and there is little collaboration between the educator and the therapist (DiMeo, 1998). The transition level combines such "pull-out" therapy with in-class intervention where the speech-language therapist supports and instructs

learners in the classroom. At this level there is increased opportunity for collaboration between the educator and the speech-language therapist and they are "increasingly able to share expertise and complement the skills of each other," (DiMeo, et al., 1998, p.62). The collaboration level entails the educator and speech-language therapist working as a team and conducting assessments, planning and intervention together (DiMeo, et al., 1998). The speech-language therapist spends most of her time in the classroom setting at the collaboration level (DiMeo, et al., 1998). The collaboration level reflects a transdisciplinary approach in which different disciplines are integrated to form a united entity so that the learner is managed from a holistic perspective (Mackey & McQueen, 1998; Rapport, McWilliam & Smith, 2004). Thus the professionals engaging in the collaboration level would need to help one another to learn some of their profession's skills through role release, and be prepared to learn skills from the other profession through role acceptance (Rapport, et al., 2004).

A number of barriers to effective collaboration between educators and speech-language therapists have been identified in international literature. These include limited knowledge of educators regarding the roles of speech-language therapy and a lack of speech-language therapy involvement in policy-making committees (Pershey & Rapking, 2002). In addition, speech-language therapists and educators, with their busy schedules, need to formally reserve time to plan collaboration and define their roles (Elksnin & Capilouto, 1994; Farber & Klein, 1999; Pershey & Rapking, 2002). These problems are also experienced by South African speech-language therapists and educators.

However, collaboration between educators and speech-language therapists is advantageous to the ESOL learners and other learners with communication problems as well as educators and speech-language therapists (DiMeo, et al., 1998; Cirrin & Penner, 1995). The learners benefit by receiving language intervention in a natural context which may result in better generalisation of new communication skills (Cirrin & Penner, 1995). In addition, communication problems may be prevented as the educator may become more aware of communication difficulties and adapt the language of the curriculum and her own language to meet the learner needs (Cirrin & Penner, 1995). Through collaboration, speech-language therapists can learn more about the curriculum and teaching methods as well as about implementing programmes with large groups (Di Meo, et al., 1998; Farber & Klein, 1999). Educators in turn are able to learn language techniques that have broad applicability (DiMeo, et al., 1998; Jordaan & Yelland, 2003). Advantages of collaboration with speech-language therapists for educators may also include language enrichment lessons of the speech-language therapist benefiting the whole class, not just those learners with language difficulties, as well as learners making good progress through the collaborative process (Pershey & Rapking, 2002). Speech-language therapists are also able to assist educators in providing information to parents of bilingual children (Jordaan & Yelland, 2003). Furthermore, speech-language therapists may be able to assist educators in using language appropriately for the benefit of ESOL learners. This is because it has been found that mainstream classrooms using only English as the language of learning and teaching demand high levels of auditory processing and short term memory skills from ESOL learners and that educators in these classrooms tend to use long, complex sentences (Brice & Brice, 2000).

It is felt that speech-language therapists would be most effective in the classroom ensuring carry-over of speech and language skills as well as providing information and support to the teacher (Elksnin & Capilouto, 1994; Lewis, 2004; Wadle, 1991). For this, speech-language therapists require an understanding of the curriculum and the classroom context (Lewis, 2004). Thus, speech-language therapists require training that moves away from a medical model focusing on providing rehabilitative support to individual learners who need it (Struthers & Lewis, 2004). Speech-language therapists need to be able to provide support that is not only directed at the learner, but also the educator, school-environment and parents through a health promoting model (Struthers & Lewis, 2004). This is in line with the Declaration of Alma Ata's (World Health Organization, 1978) primary health care principles of promotion of good language use, prevention of further communicative problems, resolving current communication problems and rehabilitation. Speech-language therapists also need to be knowledgeable of second language acquisition, how language is used in different classroom contexts and the different language demands placed on ESOL learners in different environments (Brice & Brice, 2000).

By working in collaboration with educators in the classroom environment, speech-language therapists will be able to support and build the school environment in which the ESOL learner has to function (Struthers & Lewis, 2004). Speech and language services that are provided in a natural setting such as the classroom facilitate communicative competence and promote academic success (Elksnin & Capilouto, 1994).

1.3. Rationale for current research

Studies by Du Plessis and Naudé (2003) as well as O'Connor (2003) found that educators require further training with regard to teaching ESOL learners. However, it was felt that more information was needed with regards to what specific training has been received and what further training is required. In addition, the study by Du Plessis and Naudé (2003) was carried out in Pretoria, which is very different geographically and socially to Cape Town. Furthermore, most of the schools used in their study were dual-medium (English and Afrikaans) pre-schools, whereas more information was needed on the needs of educators in primary schools with only one Language of Learning and Teaching.

The previous Cape Town sample used by O'Connor (2003) was small and specific (educators at 6 schools who had access to speech-language therapy students in clinical training). This sample may have biased the results and, thus, cannot be generalised to the teaching population in the Cape Metropolitan area. A wider, more representative sample was required.

Speech-language therapists have a Linguistics background and have specialised knowledge of language and its development (Lewis, 2004; Wadle, 1991). It has been found that speech-language therapists can assist educators in the classroom with regards to teaching ESOL learners (Elksnin & Capilouto, 1994; Wadle, 1991; Du Plessis & Naudé, 2003; O'Connor, 2003). If the specific needs of educators working with ESOL learners can be understood in greater depth, it is hoped that speech-language therapists, with their expertise in language will be able to provide improved assistance to them.

More research is needed that focuses specifically on the perspectives of the educators teaching ESOL learners. This is because knowledge about the needs, experiences and coping strategies of educators teaching ESOL learners could lead to better training for educators, and better preparation for speech-language therapists for their role in supporting educators, as well as their role in educator training. In addition, this knowledge could lead to further research into this area as well as possible policy changes that would meet educators' needs, and, thus, provide a more effective education to ESOL learners. It is thus necessary to answer the question: "***What are the needs of educators in the Cape Metropolitan area working with ESOL learners***?"

CHAPTER 2: METHODOLOGY

2.1. Aims of the study

In view of the previously mentioned limitations of the South African studies that provide information on what the needs of educators may be (Du Plessis & Naudé, 2003; O'Connor, 2003), and studies done elsewhere that do no address South Africa's distinctive context, more information was needed on the needs of educators working with ESOL learners. Thus, the **main aim** of this study was to describe the needs of educators working with ESOL learners to inform the practice of speech-language therapists in meeting these needs. The main aim was dealt with through the following **objectives**:

1. To describe the perceptions of educators in the Cape Metropolitan area regarding the difficulties experienced by ESOL learners
2. To describe the experience of educators in the Cape Metropolitan of teaching ESOL learners
3. To describe the strategies educators in the Cape Metropolitan area employ to overcome the challenges they face with regard to ESOL learners.

2.2. Overview of Methodology

The study fell within an interpretive paradigm as it aimed to understand the reality of the experience of educators working with ESOL learners (Terre Blanche & Durrheim, 1999). In order to achieve the aims of the study, triangulation was used. This is the use of different methods to confirm research findings (Cresswell, 1998). Data from different sources allows for richer information (Terre Blanche & Durrheim, 1999). Thus, the first part of the study consisted of a questionnaire with a mixed quantitative

and qualitative design. The quantitative element traditionally falls within the positivist paradigm (Terre Blanche & Durrheim, 1999). However, the purpose of the study was to understand how educators teaching ESOL learners construct their experiences and to discover the meaning attached to their experiences, which is in line with interpretive practice (Gubrium & Holstein, 2003; Schwandt, 2001). The questionnaire was followed by three focus groups with a qualitative design. Participants for both parts of the study were educators at English-medium primary schools. The methodological issues concerning each part of the study will be discussed separately. Figure 2.1. gives an overview of the structure of the study.

Questionnaire	Focus Groups
Quantitative	Qualitative

Figure 2.1.: Methodology Overview

2.3. Ethical Considerations

The four ethical principles of autonomy, beneficence, non-maleficence and justice were addressed (Medical Research Council, 2003). The participants' confidentiality and anonymity was ensured by numbering questionnaires so that the use of names of participant educators and participating schools was not necessary. In addition, the informed consent letter explained what the study was about, thus informing them of the research in which they would be participating. This addressed the issue of autonomy. No identifiable information (such as participant names or names of schools) was included in the study. In addition, the participants could refuse to participate and could withdraw from the study at any time, with no negative consequences. The study was not harmful to participants and no risks were involved,

ensuring non-maleficence. The issue of beneficence was addressed by each school being sent a summary of the research results ensuring that all participants have would have access to the results of the study. In addition the issue of beneficence was addressed by the value of the immediate insights gained by reflection, which occurred with educators completing the questionnaire and participating in the focus group. Furthermore, the aim of the study was to benefit educators and ultimately ESOL learners in the Cape Metropolitan area and this will be achieved if the findings of the study lead to changes in the way educators are trained and in the support they receive, thus addressing the ethical principle of justice.

Following University of Cape Town Research Ethics Committee approval (See Appendix F) the following protocol was followed:

1) Permission was obtained from the Western Cape Education Department to conduct research at schools under their jurisdiction (Appendix A)
2) Permission was obtained to conduct research at participating schools from the school principals (Appendix B)
3) The consent form and information letter were used to invite educators at the identified schools to participate in the research (See Appendix C)

2.4. Questionnaire

2.4.1. Research Design

The first part of the study had a mixed quantitative and qualitative descriptive design. The design was partly quantitative as numerical data was analysed using statistical procedures (Cresswell, 1994). The first part of the study was also qualitative in design

as it obtained some in-depth information (Katzenellenbogen, Joubert & Abdool Karim, 1997), made up of words that reported the views of participants (Cresswell, 1994). In addition, the design was descriptive as it aimed to describe the needs of educators working with ESOL learners accurately so that these needs could be met (Terre Blanche & Durrheim, 1999). The descriptive design allowed the researcher to measure relationships between variables (Terre Blanche & Durrheim, 1999). However it did not seek to provide causal explanations for these relationships as in an experimental or quasi-experimental design (Terre Blanche & Durrheim, 1999). This mixed quantitative and qualitative descriptive design was appropriate for this study as it allowed for an accurate description of the needs of educators working with ESOL learners from their perspective.

2.4.2. Participant Information

Selection Criteria

Grade 1, 2 and 3 educators in permanent or temporary posts teaching at English-medium government primary schools in the Cape Metropolitan area could be selected for the study. The educators had to have a minimum of three ESOL learners in their class. This specific region was chosen as it was easily accessible to the researcher. English-medium schools were chosen as these made data collection easier, as English is the first language of the researcher, and there was, thus, not a language barrier between the participants and the researcher. In addition, it is clear from the literature that most learners in the Western Cape who are not learning in their first language, are learning in English (PANSALB, 2000). Grade 1, 2 and 3 educators were chosen as the first three years of primary schooling form the basis for the rest of the education process.

Sampling

Cluster random sampling was used to obtain the sample as schools formed convenient pre-existing units which could be sampled randomly rather than sampling individual educators (Oppenheim, 1992). A decision was made to sample one third of schools in the Cape Metropolitan Area and permission was obtained from the Western Cape Education Department (Appendix A). Thus, 23 schools from the list obtained from the Western Cape Education Department website (2005) were randomly selected and then approached. The principals of all of the schools that were sampled agreed to participate in the research. Within these schools, all educators that taught Grade 1, 2 or 3 were included in the sample and invited to participate in the research.

Recruitment Strategy

The participants were recruited by firstly obtaining permission from each of the schools to conduct research with their educators. This was achieved by an introductory telephone call and then faxing a letter requesting permission to the principals at each of the schools (Appendix B). The principals were then contacted telephonically a few days later to ascertain whether permission had been granted. In some cases the facsimiles had to be resent as they had been misplaced or had not been received. Once permission had been obtained from the schools, the Grade 1, 2, and 3 educators at each of the schools were invited to participate by means of an information letter accompanied by a consent form together with the questionnaire. The letter assured them that participation was voluntary and that all information given would be kept confidential (Appendix C).

Description of participants

Of the 139 educators approached to participate in this research, 100 returned their questionnaires. This indicates a response rate of 72%. There were differences between the urban suburban schools that participated in this study. Six of the schools that participated were previously Model C schools that were regarded as the privileged 'white' schools during apartheid. Some of the other schools that participated in the study were formerly 'coloured' schools that had experienced an influx of isiXhosa speaking learners.

Seventeen participants' questionnaires were excluded as they had fewer than three ESOL learners in their classes (these educators were all from former Model C schools). A further three questionnaires were excluded as they were incomplete. Therefore, the actual sample size was 80 and it was made up of 27 Grade 1 educators, 30 Grade 2 educators and 23 Grade 3 educators from 21 schools, as educators from two schools did not return their questionnaires as they reported not having a problem with ESOL learners. One of these schools was a previously Model C school. Thus, educators who participated in the research may have been those who have problems with ESOL learners, and those educators who do not experience difficulties with this learner population may have chosen not to participate. All areas within the Cape Metropolitan region were represented in spite of the fact that stratified random sampling was not used.

2.4.3. Data Collection

Instrument

A self-administered questionnaire based on those used by Du Plessis and Naudé (2003), Roseberry-McKibbin and Eicholtz (1994) as well as O'Connor (2003) was used for the first part of the data collection (Appendix D). The self-administered questionnaire was chosen as it saved time (Bourque & Fielder, 1995) and participants could complete it in their own time without the researcher being physically present. Furthermore, the self-administered questionnaire was a cost-effective means of accessing a large sample (Bourque & Fielder, 1995). However, one of the limitations associated with using a self-administered questionnaire for data collection is that participants could not ask for clarification on certain items. For this reason, the participants were provided with the researcher's contact details (in the consent letter) and were encouraged to contact her if they had any enquiries. None of the participants contacted the researcher with queries. A further disadvantage of self-administered questionnaires is that the researcher had no control over who actually completed the questionnaire and whether they consulted with others (Bourque & Fielder, 1995).

The content of the questionnaire aimed to meet the aims of the study. Factual questions were asked to obtain demographic information from participant educators. These questions included a question on the years of teaching experience of participant educators as well as a question on the qualification they received. Questions were asked to determine information on the class demographics of participant educators. In this regard, participant educators were asked what grade they taught, how many learners were in their class as well as how many of these learners were ESOL learners. To acquire information on languages in the classroom, participants were

asked about the most common languages of ESOL learners as well as what their first and other languages were. In order to understand the experience of educators when teaching ESOL learners, they were asked questions about their felt competence teaching these learners, the frequency of problems they experienced teaching these learners, as well as what training they had received in issues of ESOL learners and what needs they had in teaching these learners. A question was also included to determine the strategies participant educators used when teaching ESOL learners. In addition, a question was included to establish the extent to which educators collaborated with parents of ESOL learners and what strategies they used to encourage parent involvement.

Predominantly closed questions were asked as these promote faster, more standardised data collection (Katzenellenbogen, et al., 1997). To balance the limitations these questions place on the variety and depth of responses, an open-ended question was asked at the end of the questionnaire to provide the opportunity for the respondents to add any further information that they deemed relevant (Katzenellenbogen, et al., 1997). The responses to the open question were also used to plan the focus groups. The closed questions made use of varied response formats. These included:

- Likert Scale response format
- Checklist response format (multiple options from which the respondents could choose)
- Yes/No questions
- One-word-answer questions.

These response formats all have inherent advantages and disadvantages associated with them and, therefore, a combination of response formats was used. For example, with the Yes/No response format, when an option was not ticked, it was unclear whether it had been left out or whether the respondent simply did not agree with the statement. When no 'disagree' option was checked for checklist questions but the respondent had checked options with which (s)he agreed , it was assumed that the participant did not agree with the unchecked statements. A problem of acquiescence also occurred for the checklist response questions. This refers to a tendency to agree rather than disagree (Oppenheim, 1992). Thus, some participants ticked all options and it was unclear whether they agreed with all responses, or whether they were ticking all the options because it was easiest to agree with all statements. Yes/No questions also have the disadvantage of possible acquiescence where some participants may have answered yes to all questions without really considering their answers and these questions did not allow for a more subtle response other than agreement or disagreement (Terre Blanche & Durrheim, 1999).

The Likert Scale response format (used in question 8, Appendix D) allowed the researcher to assess subtle gradations in the frequency with which problems were experienced when teaching ESOL learners (Terre Blanche & Durrheim, 1999). However, a problem with a Likert Scale response format is that of participants predominantly choosing the middle option. This question was adapted from Roseberry-McKibbin and Eicholtz's (1994) questionnaire and an extra option (that of 'infrequent') was added, as it is usually advisable to have an even number of options (Katzenellenbogen, et al., 1997) so that participants cannot choose the middle option.

It was ensured that questions were "simple, concise and specific" (Katzenellenbogen, et al., 1997, p. 85) and every effort was made to avoid ambiguities. Participants were provided with an option for 'other' in most questions so that they could identify topics that the researcher may have omitted (Terre Blanche & Durrheim, 1999). Questions that suggest an expected answer as well as sensitive questions were avoided (Katzenellenbogen, et al., 1997). In addition, a pilot study was completed to increase the validity and reliability of the questionnaire (Liwin, 1995).

Pilot Study

Three educators from outside of the Cape Metropolitan area were approached to participate in the pilot study. Although the educators approached for the pilot study were not in the same geographical area of the research, they taught in a Western Cape Education Department primary school and were representative of the proposed sample. The pilot study included one Grade 1 educator, one Grade 2 educator, and one Grade 3 educator. The pilot study helped to determine the time it would take to complete the questionnaire (approximately 15 minutes). In addition, it helped to clarify the questions and assisted in correcting any difficulties with the format of the questionnaire. Two minor changes were made to the questionnaire following the pilot study. In question 2, "What teaching qualification do you have?" was changed to "What teaching qualification/s do you have?" In addition, the instruction "Please tick one" in question 9, was changed to "Please tick **one**" as an educator who participated in the pilot study ticked two options (Appendix D). The problems of acquiescence that occurred in actual data collection had not occurred during the pilot study, and changes had therefore not been made to control for this issue.

Data Collection Strategy

The self-administered questionnaire (see Appendix D) was used in order to gather descriptive information about the needs of educators working with ESOL learners. A good response rate to the questionnaire was ensured by the questionnaires being dropped off at schools personally and then collected a week later, following a telephone call to act as a reminder two days before they were collected. This method of data collection has been found to result in a better response rate than a mailed questionnaire (Katzenellenbogen, et al., 1997). The anonymous questionnaires were numbered when they were returned to aid data analysis.

2.4.4. Data Analysis

Data obtained from the questionnaire was first coded into numeric values, for example, Yes = 1 and No = 2 (Terre Blanche & Durrheim, 1999). The codes were then entered into the computer program, MOONSTATS (2002). Questions that were omitted or where the response was inappropriate based on previous data were not coded and formed missing data (Bourque & Fielder, 1995). The data was analysed for frequency, means and standard deviations. Two-sample *t* tests were used to assess the difference between means (Howell, 1999). Chi-square analysis was used to measure the association between certain categories (Howell, 1999). For example the association of felt competence as well as the frequency with which problems were experienced with certain categories was analysed using the chi-square test. Tables and figures were used to clarify written results where necessary.

2.4.5. Reliability and Validity

Efforts were made to ensure the reliability and validity of the quantitative part of the questionnaire. Reliability refers to the extent to which the data from a questionnaire is reproducible, while validity assesses how well an instrument measures what it aims to measure (Litwin, 1995).

There are five types of reliability: test-retest reliability, intraobserver reliability, alternate-form reliability, internal consistency and interobserver reliability (Litwin, 1995). Test-retest reliability is the measurement of the stability of a response over time, while intraobserver reliability is the measurement of the stability of a response over time in the same individual respondent (Litwin, 1995). To improve these forms of reliability a pilot study was conducted. In addition, an ambiguous question from the questionnaire used by O'Connor (2003), which was the same questionnaire used in this study, was changed to enhance its clarity and the format of the questionnaire was slightly altered to allow for quicker and clearer completion of the questionnaire. Alternate form reliability refers to using differently worded questions to obtain the same information (Litwin, 1995). As the questions in the questionnaire were based on those used by Roseberry-McKibbin and Eicholtz (1994) as well as the results of the study by Du Plessis and Naudé (2003), this form of reliability checking was not employed. On the whole participants' responses seemed to have alternate form reliability. However, the answers of a few participants did not have alternate form reliability. For example, a participant indicated that she did not think that educators required training with regards to bilingualism and teaching learner learning in a second language, but then indicated which topics she thought should form part of educator training courses on these issues. "Internal consistency is an indicator of how

well the different items measure the same issue" (Litwin, 1995, p. 21). Internal consistency was ensured as the questionnaire was based on literature and the questionnaire used in another study (Du Plessis & Naudé, 2003; Roseberry-McKibbin & Eicholtz, 1994), in spite of the fact that internal consistency is usually measured using computer programs to do calculations. Interobserver reliability, which is a measure of the extent to which two different interviewers agree in their assessment of a variable (Litwin, 1995), was not an issue in this study as the questionnaire was self-administered.

According to Litwin (1995) there are four types of validity: face validity, content validity, criterion validity and construct validity. Face validity is a review by a casual untrained observer of how good the questionnaire seems to be (Litwin, 1995). This was applied and the questionnaire was concluded to have good face validity by an untrained objective observer. Content validity, which is a review of the adequacy of the questionnaire by an individual with some expertise in the subject of the study (Litwin, 1995), was assessed by a speech-language therapist as well as by participants in the pilot study. Additional questions were included following review by the speech-language therapist (questions 10 and 11, Appendix D) to allow for richer data and to ensure that all relevant areas were covered by the questionnaire. There are two types of criterion validity: concurrent criterion validity, which measures how well items compare with established measures of the same variables, and predictive criterion validity, which is a measure of how well an item can predict behaviour (Litwin, 1995). Concurrent criterion validity was not statistically calculated, but, as the questionnaire was closely based on previously used questionnaires (Du Plessis & Naudé, 2003; Roseberry-McKibbin & Eicholtz, 1994), it was assumed to be adequate.

Predictive criterion validity could not be measured. Construct validity is a theoretical measure of the meaningfulness of an instrument, which can only be determined after many years of experience with the tool with a number of different researchers (Litwin, 1995). This is yet to be established.

Ten percent of the questionnaire coding was verified by an independent external observer to improve the validity of the results. One minor change was made after the codes were verified.

2.5. Focus Groups

2.5.1. Research Design

The second part of the study had a qualitative design because it concerned the participants' subjective experience and obtained in-depth information on how they "perceive their situation and their role within its context" (Katzenellenbogen, et al., 1997, p.176). It allowed the researcher to understand a social phenomenon based on forming a holistic representation by reporting detailed views of participants (Cresswell, 1994). The design of the second part of the study was also descriptive as it aimed to make factual claims about what was perceived as all description and interpretation are related (Schwandt, 2001). This part of the study also had a phenomenological aspect, which seeks to understand human experience in a certain context (Terre Blanche & Durrheim, 1999) by describing the meanings and essence of this experience, (Cresswell, 1998; McMillan & Schumacher, 2001). Thus, the phenomenological perspective focuses on how individuals subjectively experience their reality (Denzin & Lincoln, 2000; Schwandt, 2001). This type of design was

appropriate for this study as it allowed the researcher to gain an in-depth understanding of the experiences and needs of educators from their own perspectives with regard to teaching English second (or other) language (ESOL) learners.

2.5.2. Participant Information

Selection Criteria

All participants who completed the questionnaire had the opportunity to attend the focus groups. As part of the information letter and consent form, participants were asked to indicate whether they would be interested in attending a focus group at their school or at a school in their area (Appendix C).

Sampling

All participants who expressed an interest in attending the focus groups were contacted. This method of accepting participants on the basis of their availability is known as convenience sampling (Terre Blanche & Durrheim, 1999).

Recruitment Strategy

Three focus groups were arranged at central schools for the participants who were interested in attending. The participants were then contacted telephonically approximately three to five days in advance to tell them the time and location of the focus group. However, most of the participants gave their school's number as a contact number so a message had to be left for them and receipt of the message could not be ensured.

Description of participants

Thirty-one participants expressed an interest in attending the focus groups. As a result of difficulties communicating with potential participants, only six participants arrived for the first focus group and only four participants attended the second focus group. These participants were all from the schools where the focus groups were held. Six participants attended the third focus group, of which one participant was not from the school where the focus group was held. The principal at the school where the first focus group was held attended the focus group for approximately five minutes out of interest. The teacher aid at the school where the third focus group was held attended for the last twenty minutes of the group. Table 2.1. summarises the number of participants who were interested in attending each focus group compared to the number that arrived.

Table 2.1.: The number of participants who attended the focus groups as compared to those who expressed an interest in attending.

Focus Group	Participants Interested	Participants Arrived
1	8	6
2	11	4
3	12	6

The first and third focus groups consisted of educators who worked at former 'coloured' schools that had experienced an influx of ESOL learners in the past few years. On the other hand, the second focus group consisted of educators from a former 'Model C' school where there were a small percentage of ESOL learners. See Appendix E for further descriptions of the focus groups.

2.5.3. Data Collection

The respondents were all invited to attend a focus group to add additional in-depth information to the open-ended question of the questionnaire. The focus group method entails a group of people meeting, and the participants of the group talking to one another under the guidance of a facilitator (Katzenellenbogen, et al., 1997). This method has the advantage of being a practical way of accessing many research participants in a short time period (Macun & Posel, 1998). In addition, it is flexible and exploratory and allows one to elicit a wide range of responses in a conversational setting (Macun & Posel, 1998). The focus group method is particularly suited to a phenomenological perspective as it sheds light on the world-views of the participants (Macun & Posel, 1998). Furthermore, the focus group may be advantageous to the participants as, through in-depth conversation, the focus group "may deepen and shape the participants' self-understandings, heightening their awareness of, and insight into, those aspects of their experience under discussion," (Macun & Posel, 1998: p. 122).

The focus groups in this study provided more qualitative information about the participants' attitudes, perceptions and opinions of the education of ESOL learners (Katzenellenbogen, et al, 1997). The small numbers at the focus groups allowed for good interaction and input from every participant. The fact that most of the educators at the focus groups were from the same school, meant that the groups may have been too homogenous which may have affected the extent of the debate that occurred (Macun & Posel, 1998). However, familiarity and trust contributed to the flow of conversation during all three focus groups and the researcher only had to ask questions to maintain the flow and make sure that conversation was meeting the aims

of the study. The focus groups were heterogeneous from one another, due to the differences between the schools and the number of ESOL learners at each of the schools as well as the availability of resources to educators at those schools. Thus, diverse information was obtained. The researcher recognises the possibility of volunteer bias as only eager educators may have attended. For this reason the results of the focus groups cannot be generalised beyond the groups.

A research facilitator was present in order to take notes of the verbal and non-verbal, interaction. The research facilitator was another speech-language therapy masters student who had done a research methods course. She was given a brief overview of the topic as well as what open-ended questions would be asked in the focus group. In addition, verbal interactions during the focus group were tape-recorded with two tape-recorders so that verbal interaction that was unclear on one tape could be checked on the second tape, thereby improving the accuracy of the information recorded. The tapes were later orthographically transcribed for content analysis.

The focus groups made use of an open-ended format with the aim of understanding concepts from the perspective and experience of the participants (Denzin & Lincoln, 2000; McMillan & Schumacher, 2001). The questions used were based on the aims of the study as well as information obtained from the open-ended question of the questionnaire and issues that arose within the focus groups. The participants led the conversation. Data saturation occurred by the end of the third focus group when the same information recurred and new data could be integrated into already devised categories (Denzin & Lincoln, 2000).

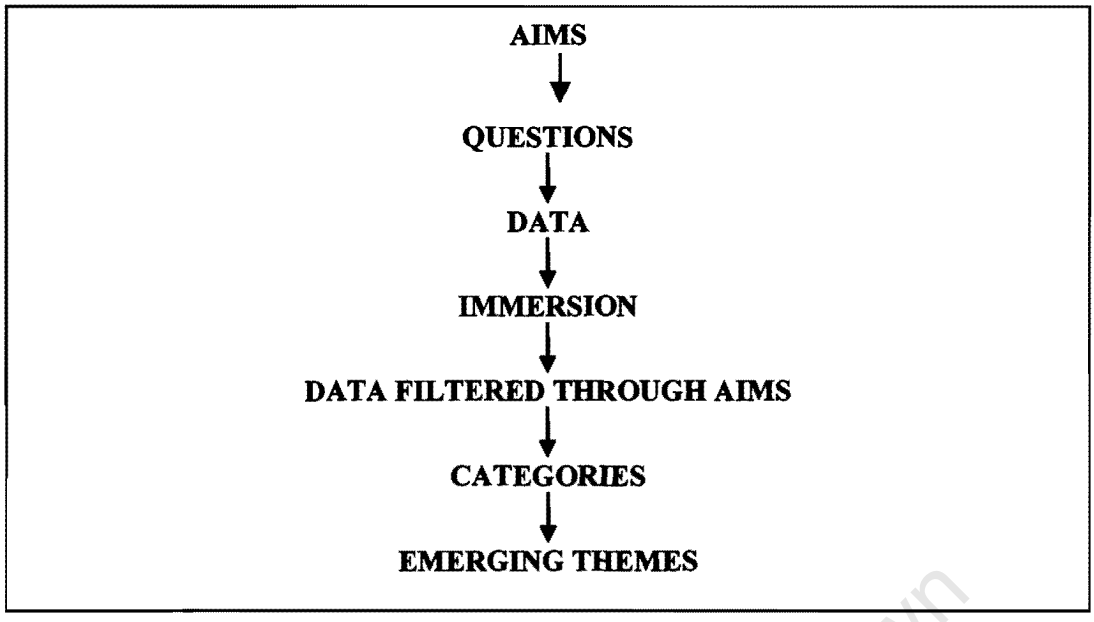

Figure 2.2.: Content analysis of qualitative data

2.5.5. Trustworthiness

A number of steps were taken to ensure trustworthiness of qualitative data according to the criteria of credibility, applicability, dependability and confirmability (Denzin & Lincoln, 2000). Reflexivity contributed towards ensuring trustworthiness as personal preconceptions, biases and beliefs in the context of the research were acknowledged and analysed (Terre Blanche & Durrheim, 1999). These included how knowledge of the literature may have caused the researcher to have preconceptions on what the needs of educators are. In addition, peer debriefing took place in which the research process and findings were discussed with a supervisor who has experience in qualitative methods (Krefting, 1991). Thick description was used to describe the context of the findings (Appendix E) so that others who wish to apply the findings elsewhere can establish the similarity of their context to the context of this study and negative or opposing data was included for analysis (Denzin & Lincoln, 2000). Furthermore, a detailed audit trail was provided detailing exact steps followed in the

research process so that the research can be replicated (Terre Blanche & Durrheim, 1999). The use of triangulation of methods also enhanced the trustworthiness of the study. Different methods (questionnaire and focus groups) were used to confirm research findings (Cresswell, 1998). Triangulation of data ensured that the researcher obtained a correct understanding of the phenomenon (Terre Blanche & Durrheim, 1999). The researcher summarised and reflected within the focus groups to ensure that she had understood correctly. As a means of member checking, findings from previous focus groups were confirmed with the following focus groups to ensure that the researcher had not misinterpreted some of the results (Cresswell, 1998). Member checking has limitations as the researcher inherently has a different account of the findings to the participants due to the different role that she plays in the research process and the fact that her account is for a wider audience (Mays & Pope, 2000).

CHAPTER 3: RESULTS AND DISCUSSION

This study was both quantitative and qualitative in design and was carried out in two parts: the questionnaire followed by focus groups. For clarity purposes the quantitative and qualitative results are presented separately and the discussion, which integrates the quantitative and qualitative results with the literature, is incorporated with the qualitative results section.

3.1. Quantitative Results

The quantitative findings of the questionnaire are reported in this section and will be discussed in the subsequent section with the qualitative findings of the study.

3.1.1. Teaching experience and qualifications of participants

Years of teaching experience

The years of teaching experience of educators in the Cape Metropolitan area, who took part in this study, are summarised in Table 3.1. It can be seen that most educators had teaching experience of more than 10 years. The least experience reported was 1 year (indicated by 3 participants) and the most experience reported was 40 years (indicated by 2 participants).

Table 3.1: Years of teaching experience of educators in the Cape Metropolitan Area

Teaching Experience (years)	Number of Participants (N = 80)
1-10	20 (25%)
11-20	20 (25%)
21-30	34 (42.5%)
31-40	6 (7.5%)

Qualifications

Four educators did not respond to the question regarding the qualifications they had received (thus, N = 76). Of those who responded 19 (25%) had received a Higher Diploma in Education, 25 (32.9%) had qualified with a Teaching Diploma, 9 (11.8%) received a Teaching Certificate and only 1 had a Bachelor in Education. Sixteen educators (21%) had more than one teaching qualification. Educators were considered to have an "other" qualification if they did not specify what qualification they received.

Table 3.2: Qualifications of educators in the Cape Metropolitan Area

Qualification	**Number of Participants (N = 76)**
Higher Diploma in Education	19 (25%)
Bachelor of Education	1 (1.3%)
Teaching Diploma	25 (33%)
Teaching Certificate	9 (12%)
More than one qualification	16 (21%)
Other qualification	6 (8%)

3.1.2. Class Information

There were 27 Grade 1 educators, 30 Grade 2 educators and 23 Grade 3 educators who participated in the research. Educators who participated in this study had a mean class size of 34 learners per class. However, the standard deviation was 8 and there was, therefore, a wide range of class sizes. The smallest class size reported was 12 learners and the largest class size was 50 learners. Of the participants, 37 (46%) reported between 31 and 40 learners in their class and 20 educators (25%) had between 21 and 30 learners. Eighteen educators (23%) reported between 41 and 50

learners in their class. Only 5 educators (6%) had a class size that was smaller than 20. These results are shown in Table 3.3.

Table 3.3: Size of classes in the Cape Metropolitan Area

Class size	Number of Participants (N=80)
12-20	5 (6%)
21-30	20 (25%)
31-40	37 (46%)
41-50	18 (23%)

A statistically significant difference was found between the mean class size for previously Model C schools and other schools using the two-sample *t* test ($t=7.06$; $df=78$; $p<0.001$). Educators at previously Model C schools had significantly smaller classes than educators at other schools with the difference between the two means being 11.9 learners. The mean class size for previously Model C schools was 24.9 learners (standard deviation of 5.098) while the mean class size for other schools was 36.8 learners (standard deviation of 6.537). There were only 18 participants from previously Model C schools included in the sample as 17 participants from these schools were excluded from the study as they had less than three ESOL learners in their class. Therefore, due to the small size of this sample, these results should be interpreted with caution.

In this study, there was an average of 17 ESOL learners in Grade 1, 2 and 3 classes. This should be interpreted with caution, as the standard deviation was 12 and there was a wide range. In addition, 17 questionnaires were excluded from the study as they reported fewer than 3 ESOL learners, while the maximum number of ESOL learners reported in one class was 42. Figure 3.1. shows the percentage of ESOL learners in

classes (N=76). As it can be seen, 2 participants (2.6%) had 100% ESOL learners in their classes while 19 participants (25%) had less than 20% ESOL learners in their classes (this is excluding those educators that were not included in the study as they had fewer than 3 ESOL learners in their class). Of the participants, 31 (41%) had more than 60% ESOL learners in their classes and, of these, 18 participants (24%) had over 80% ESOL learners in their class.

Figure 3.1: Percentage of ESOL learners in Grade 1, 2 and 3 classes in the Cape Metropolitan Area

A two-sample *t* test was used to determine whether there was a significant difference between the mean percentage of ESOL learners in classes at previously Model C

schools and the mean percentage of ESOL learners in classes at other schools. The mean percentage of ESOL learners in classes at previously Model C schools was 23.3% (standard deviation of 17.9) while the mean percentage of ESOL learners in classes at other schools was 55.8% (standard deviation of 28.4). The difference between these two means of 32.5% is statistically significant ($t=5.74$; $df=45.98$; $p<0.001$). Thus, previously Model C schools, tended to have a lower percentage of ESOL learners per class. There was also a statistically significant difference in the mean number of ESOL learners at previously Model C schools as compared to other schools ($t=8.40$; $df=70.6$; $p<0.001$). The mean number of ESOL learners in classes at previously Model C schools was significantly less than the mean number of ESOL in classes at other schools with the difference between the two means being 15.4. Once again, the small sample size for participants at previously Model C schools must be taken into account as 17 educators from these schools who completed the questionnaire had to be excluded from the study as they had less than three ESOL learners in their classes.

3.1.3. Language Information

The most common first language reported for ESOL learners was isiXhosa (reported by 70 educators – 87.5%; N = 80) and the second most common first language amongst ESOL learners was reported to be Afrikaans. Not all participants filled in a second most common or third most common first language for ESOL learners. Other first languages reported for ESOL learners included other official South African languages such as isiZulu and seSotho, Asian languages such as Korean and Chinese and languages used in other parts of Africa, for example, French and Portuguese.

Most educators who participated in the study were English-first-language speakers (65 of the 80 participants – 81 %). Eight educators (10%) spoke Afrikaans as their first language. Only 7 educators (9%) spoke isiXhosa as their first language in contrast to the fact that most ESOL learners have isiXhosa as their first language. Apart from isiXhosa-first language educators, no other educators reported being able to teach in IsiXhosa. Of the participants, 64 (80%) indicated that they would be able to teach in Afrikaans, although it was not their first language. One educator (1.5%) reported being able to speak German well enough to teach in that language while 2 educators (2.5%) could teach in seSotho. Four educators (5%) were not able to teach in any other language besides English. Table 3.4. shows the languages spoken by educators in this study.

Table 3.4.: Languages spoken by educators in the Cape Metropolitan Area

	Number of educators' first language (N=80)	**Number of educators' other language**
English	65 (81%)	15 (19%)
isiXhosa	7 (9%)	0
Afrikaans	8 (10%)	64 (80%)
Other	0	3 (4%)

3.1.4. Educators' Felt Competence

Forty-one participant educators (52%) reported feeling competent when teaching ESOL learners in most circumstances and activities. Twenty-one educators (27%) reported feeling confident in all circumstances while 17 educators (21%) reported feeling confident in some circumstances when teaching ESOL learners. No educators reported that they did not feel competent teaching ESOL learners in any circumstances. One participant's response to this question was not included as it was considered invalid because (s)he had ticked two responses, thus, N=79.

Chi-square testing was used to determine whether certain categories were statistically significantly associated with the felt competence of participants. A statistically significant association was found between class size and how competent the participants felt teaching ESOL learners (chi-square=6.40; df=2; p=0.041) (see Figure 3.2). Participants with a class size larger than 30 learners were more likely to feel competent in only some circumstances when teaching ESOL learners (28% of participants with a large class felt competent in some circumstances as compared to 4% of educators with smaller classes). Conversely, significantly more educators with class sizes of less than 30 learners felt competent in most circumstances (70%) than educators with large class sizes (45%).

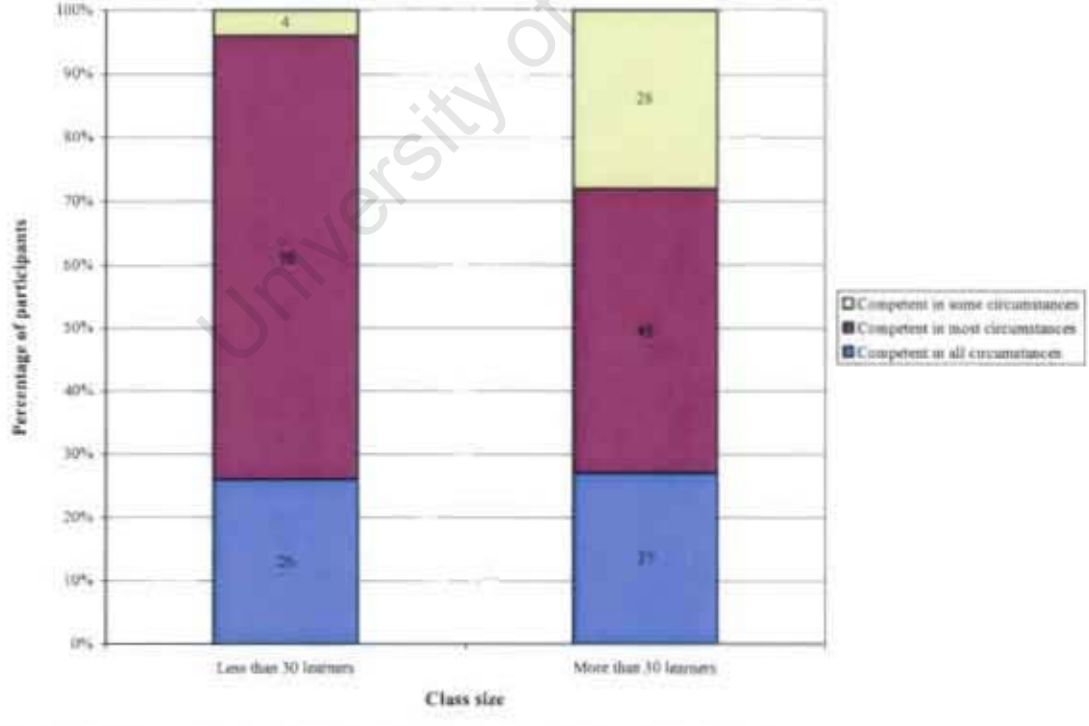

Figure 3.2.: Class size and Felt Competence when teaching ESOL learners

The chi-squared test was also used to determine whether there was a statistically significant association between felt competence when teaching ESOL learners and other categories. These categories included years of teaching experience, grade, educators' first language, percentage of ESOL learners in the class, formal training received as well as whether or not the participant taught at a previously Model C school. No statistically significant associations were found between these categories and how competent the participants felt when teaching ESOL learners. Graphs illustrating these relationships can be viewed in Appendix G.

3.1.5. Problems experienced when working with ESOL learners

Table 3.5. depicts the frequency with which educators experienced certain problems when working with ESOL learners. To make this simpler to interpret, the responses 'very frequent' and 'frequent' were combined to form 'frequent' responses. In the same way the responses 'somewhat frequent' and 'somewhat infrequent' were combined to form 'experienced sometimes', and 'infrequent' and 'very infrequent' were combined to form 'infrequent' responses. Thirty-four educators (43%) experienced not being able to speak the first language of ESOL learners as a problem frequently and 27 (34%) experienced this as a problem sometimes. Not being able to speak the first language of ESOL learners was the most frequently experienced problem of participant educators. Most educators (55%) sometimes experienced a lack of knowledge of ESOL learners' cultural characteristics as a problem. Forty-two percent (42%) of educators who participated in this study sometimes experienced a lack of knowledge of second language acquisition as a problem, while 43% of participant educators sometimes experienced a lack of knowledge of bilingualism as a problem. Only 15 participants (19%) experienced an inability to distinguish a

language problem from a learning problem frequently. Participants seemed to be equally divided on how frequently problems were experienced with discipline due to ESOL learners not understanding. Twenty-seven participants (34%) experienced this problem frequently, 26 participants (32%) experienced this problem sometimes and 27 participants (34%) experienced this problem infrequently.

Table 3.5.: Frequency of problems experienced by educators when working with ESOL learners

	Frequency with which problem is experienced		
	Frequent	**Sometimes**	**Infrequent**
Don't speak first language of the learners (N = 79)	34 (43%)	27 (34%)	18 (23%)
Lack of knowledge of children's cultural characteristics (N = 76)	18 (24%)	42 (55%)	16 (21%)
Lack of knowledge of second language acquistion (N = 78)	24 (31%)	33 (42%)	21 (27%)
Lack of knowledge of bilingualism (N = 80)	21 (26%)	34 (43%)	25 (31%)
Inability to distinguish language problem from learning problem (N = 80)	15 (19%)	28 (35%)	37 (46%)
Problems with discipline (N = 80)	27 (34%)	26 (32%)	27 (34%)

The association between certain categories and the frequency with which participants experienced problems was analysed using chi-square testing. The categories included the grade taught, whether or not formal training with regards to bilingualism and teaching ESOL learners had been received, class size, years of teaching experience, participant educators' first language, as well as whether or not the participants taught at a previously Model C school.

A statistically significant association was found between grade taught and the frequency with which the problem of not being able to speak the first language of ESOL learners arose (chi-sqare=11.65; df=4; p=0.020). Although the largest proportion of Grade 1 and Grade 2 educators experienced this problem *frequently* (45% and 55% respectively), this problem was only experienced *sometimes* by 61% of Grade 3 educators. This is possibly because most Grade 3 ESOL learners have better English skills than younger learners as a result of having spent a greater number of years in an English-medium school and therefore Grade 3 educators may not have to rely on knowledge of the ESOL learners' first language as much as educators of earlier grades. The grade that educators taught was not statistically significantly related to the frequency with which other problems, such as knowledge of bilingualism and the process of second language acquisition, were experienced (Appendix H)

A statistically significant association was found between the frequency with which a lack of knowledge of bilingualism was experienced as a problem and whether the participant educators had received training in the areas of bilingualism and teaching ESOL learner as part of their formal diploma training (chi-square=6.26; df=2; p=0.044). Of the participants who had not received any of this type of training, 76% experienced a lack of knowledge of bilingualism as a problem frequently and sometimes while only 24% experienced this problem infrequently. In comparison 59% of participant educators who had received training in theses areas as part of their formal training experienced a lack of knowledge of bilingualism as a problem frequently and sometimes, while 41% experienced this as a problem infrequently. Training received with regards to bilingualism and teaching ESOL learners was not

statistically significantly related to the frequency with which any other problems were experienced (Appendix H).

A statistically significant association was found between the percentage of ESOL learners in a class and the frequency with which a lack of knowledge of second language acquisition processes (chi-square=8.03; df=2; p=0.018) and a lack of knowledge of bilingualism (chi-square=9.95; df=2; p=0.007) were experienced as problems. Participant educators with less than 40% ESOL learners in their class were more likely to experience a lack of knowledge of second language acquisition as a problem infrequently while participant educators with more than 40% ESOL learners in their class were more likely to experience this problem frequently. Forty-six percent (46%) of participants with less than 40% ESOL learners in their class experienced a lack of knowledge of bilingualism as a problem infrequently, while 58% of participants with more than 40% ESOL learners in their class experienced this as a problem sometimes. The percentage of ESOL learners was not statistically significantly associated with any other problems (Appendix H).

A statistically significant association was found between class size and the frequency with which certain problems were experienced. These problems included a lack of knowledge of second language acquisition processes (chi-square=16.22; df=2; p<0.001), a lack of knowledge of bilingualism (chi-square=6.64; df=2; p=0.036) and problems with discipline due to limited comprehension of ESOL learners (chi-square=9.69; df=2; p=0.008). Figure 3.3. shows the relationships between the frequency of problems experienced and the class size. Educators with large classes (more than 30 learners) were more likely to experience these problems frequently. A

large percentage of educators with smaller classes (less than 30 learners) experienced these problems infrequently as compared to educators with larger classes (see Figure 3.3).

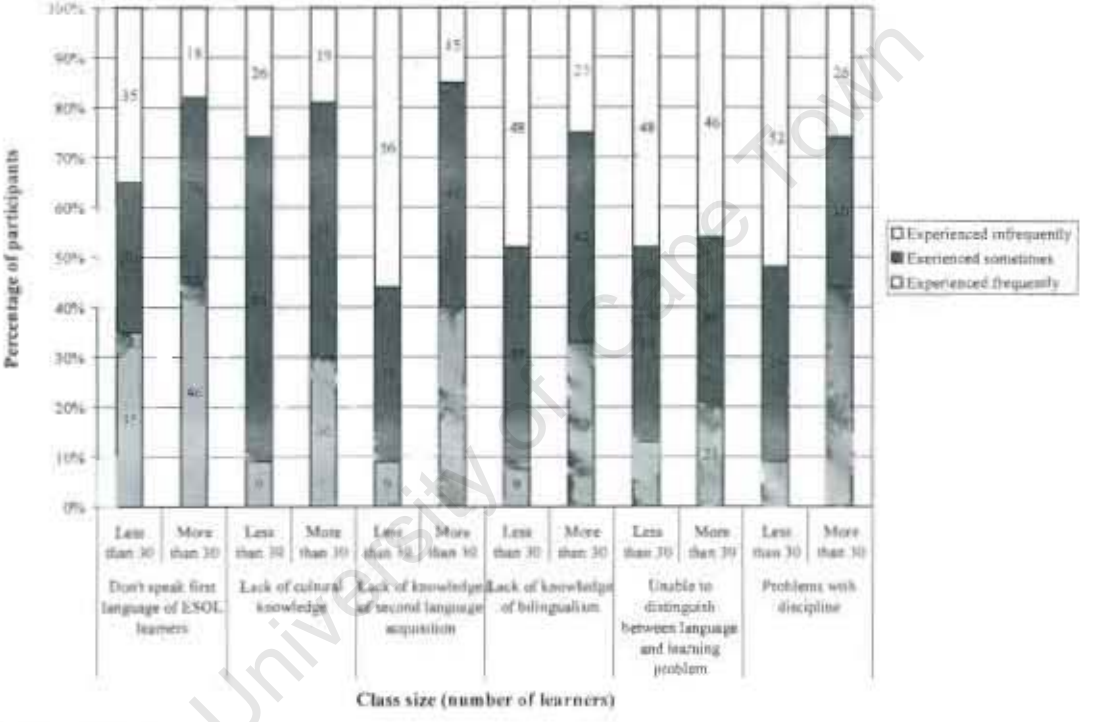

Figure 3.3.: Class size and frequency of problems experienced

A statistically significant association was found between the type of school that participant educators taught at and the frequency with which the problems were experienced as shown in Figure 3.4. Participant educators who taught at schools that were not previously Model C schools were more likely to frequently experience the problems of:

- not being able to speak the ESOL learners' first language (chi-square=11.35; df=2; p=0.003)

large percentage of educators with smaller classes (less than 30 learners) experienced these problems infrequently as compared to educators with larger classes (see Figure 3.3).

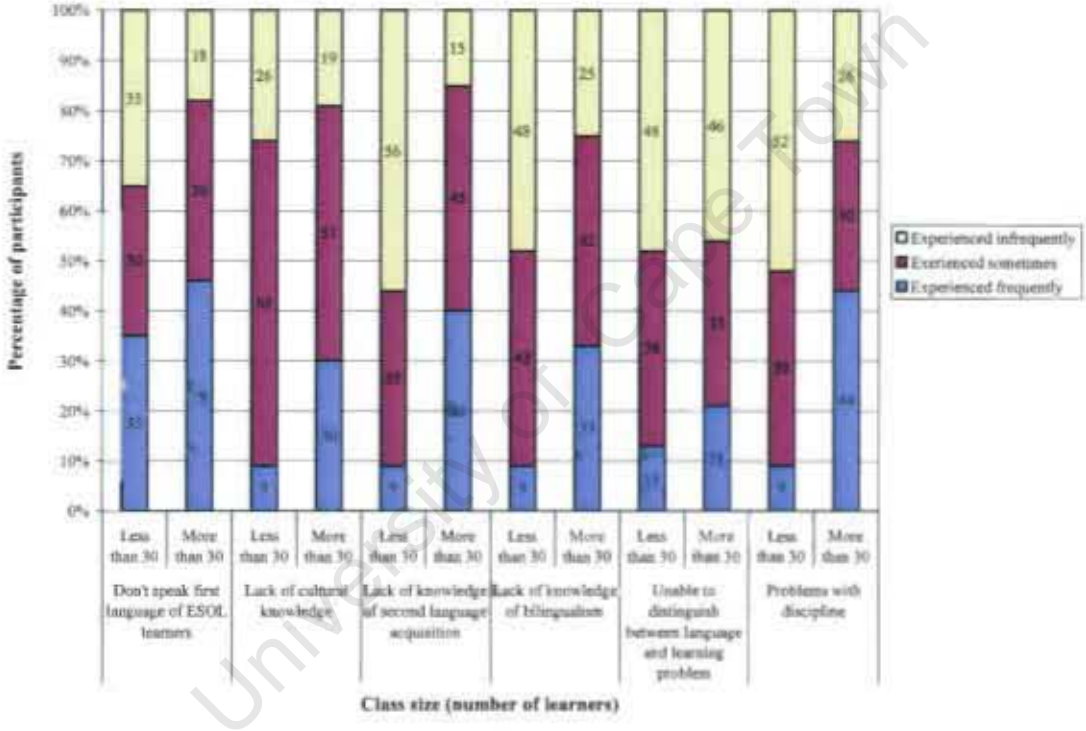

Figure 3.3.: Class size and frequency of problems experienced

A statistically significant association was found between the type of school that participant educators taught at and the frequency with which the problems were experienced as shown in Figure 3.4. Participant educators who taught at schools that were not previously Model C schools were more likely to frequently experience the problems of:

- not being able to speak the ESOL learners' first language (chi-square=11.35; df=2; p=0.003)

- a lack of knowledge of ESOL learners cultural characteristics (chi-square=9.30; df=2; p=0.010)
- a lack of knowledge of second language acquisition (chi-square=17.42; df=2; p<0.001)
- a lack of knowledge of bilingualism (chi-square=18.51; df=2; p<0.001)
- discipline problems due to ESOL learners not understanding instructions (chi-square=15.30; df=2; p<0.001).

The fact that problems were experienced more frequently by educators at schools that were not previously Model C is related to the fact that these educators had bigger classes and a higher percentage of ESOL learners in their classes. Whether or not the participant educators taught at a previously Model C school was not statistically significantly associated with the frequency with which the problem of differentiating between a language and a learning problem was experienced. These results should be interpreted with caution, as the sample size for participants at Model C schools was small (N=18). The small sample size is a result of a number of questionnaires returned by educators at these schools having to be excluded due to having less than 3 ESOL learners in their class.

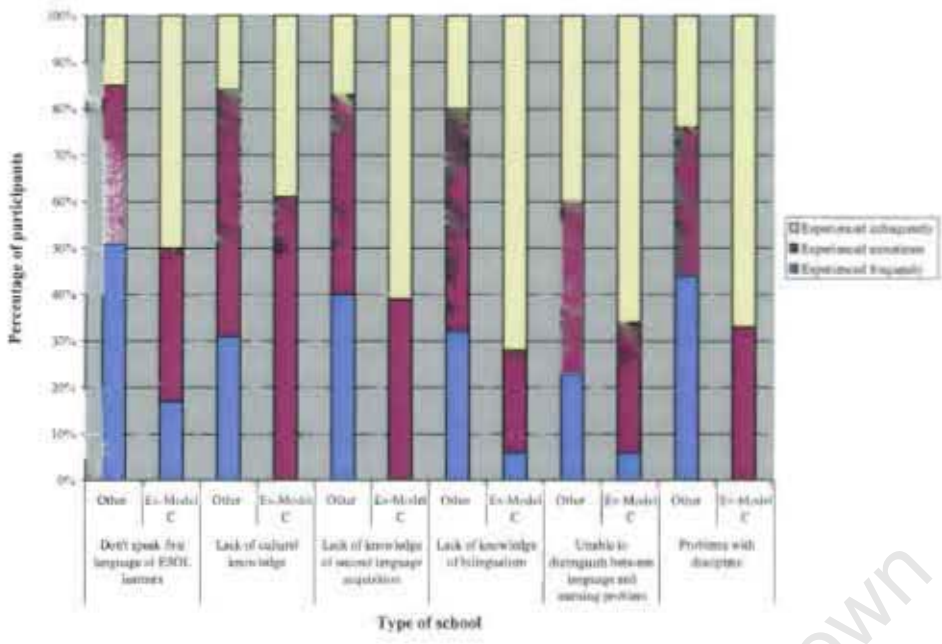

Figure 3.4. Type of school and frequency of problems experienced

The frequency of problems experienced was not statistically significantly associated with educators' years of teaching experience or the educators' first language. The graphs that show these relationships are shown in Appendix H.

3.1.6. Strategies used by educators when teaching ESOL learners

Educators reported making use of a number of strategies to enhance the comprehension and participation of ESOL learners (Table 3.6.). All participants reported making use of the strategy of simplification or rephrasing of their utterances. Other commonly used strategies (indicated by more than 90% of participants) were repetition of instructions, accentuation of key words, repetition of new vocabulary, use of stories, songs and rhymes, slower rate of speech, use of gestures, as well as the use of other ESOL learners to act as interpreters. The strategy used the least by educators working with ESOL learners was that of intensive individual training

sessions (only indicated by 36.7% of educators). The use of humour and translation to the ESOL learners' first languages as well as the use of a translator from outside the classroom were other strategies that educators used infrequently.

Table 3.6.: Strategies used by educators to facilitate the comprehension and participation of ESOL learners

Strategy	Frequency (N=80)	Percentage
Simplifying/rephrasing utterances	80	100%
Repetition of instructions	79	98.75%
Repetition of new vocabulary	78	97.5%
Slowing rate of speech	78	97.5%
Making use other ESOL children to translate	76	95%
Using gestures	74	92.5%
Accenting key words	72	90%
Using stories, songs and rhymes	72	90%
Making use of additional visual material	70	87.5%
Dramatising	68	85%
Involving parents to assist at home	68	85%
Miming actions	62	77.5%
Expanding learner's utterance	58	72.5%
Repetition of learner's utterance	51	63.75%
Translating to the learner's first language	47	58.75%
Using humour	37	46.25%
Making use of a translator from outside the classroom	34	42.5%
Intensive individual training sessions (N = 79)	29	36.71%

3.1.7. Parent Collaboration

Fifty-nine participants (76%; N=78) reported that they collaborate with parents of ESOL learners. Reasons educators gave for whether or not they collaborate with parents as well as suggested strategies to encourage parent involvement are reported in the qualitative results section as these questions were analysed qualitatively for emerging themes.

3.1.8. Educator Training

Participants were asked whether they thought that educators require training in the areas of bilingualism and learning in a second language as part of their diploma training. Seventy-four educators (N=79; 94%) responded 'yes' to this question. There was evidence that some educators may have misunderstood this question to refer to educators learning a second language, as some educators wrote comments stating that it would be difficult to know which language to learn as there are many different languages. This indicated that educators were unsure of the difference between knowing two languages and the theories of bilingualism. Educators were then asked to indicate what training they had received in the area of bilingualism and teaching learners learning in a second language. The results are represented in Table 3.7. Most educators had attended workshops, engaged in independent reading or discussions on the issues of bilingualism and teaching ESOL learners. However, 53% of educators had not received any training in these areas as part of their formal training. The fact that some educators misunderstood the term bilingualism to refer to them being bilingual in English, Afrikaans and/or isiXhosa may have affected the validity of the results obtained for this question. This issue had not been raised during the pilot study and could thus not be clarified by rewording in the revised questionnaire.

Table 3.7.: Training educators had received in the areas of bilingualism and teaching learners who are learning in a second language

Training	Frequency (N=79)
Engaged in discussions on these issues	59 (75%)
Attended workshop(s) after formal studies	48 (61%)
Engaged in independent reading on the subject	44 (56%)
Completed course(s) as part of diploma training	37 (47%)
Completed course(s) after formal studies	16 (20%)
Took related courses e.g. other languages	10 (13%)

3.1.9. Educator Needs

Of the participants, 68 (85%) perceived a need for workshops or courses on bilingualism. Assistance from speech-language therapists in planning language lessons was perceived to be a need by 69 (86 %) of educators in this study. The majority of educators (74 participants – 92.5%) perceived a need for material to use in language lessons. Of the participants in this study, 67 (84%) indicated that they needed professional help to evaluate the language needs of ESOL learners.

Topics that participants felt should form part of educator training courses are depicted in Figure 3.5. Most educators, i.e. more than 60 participants or more than 75%, perceived a need for topics regarding bilingualism, teaching ESOL learners as well as acquiring basic vocabulary in new languages to form part of educator training courses. Less than half of the participants indicated a need for learning about the use of translators/interpreters in the classroom as well as community involvement and bilingualism. The educators were equally divided on whether cross-cultural communication should form part of educator training courses. Other topics that most educators indicated should form part of training courses included second language acquisition, language and culture as well as habits and customs of different cultures.

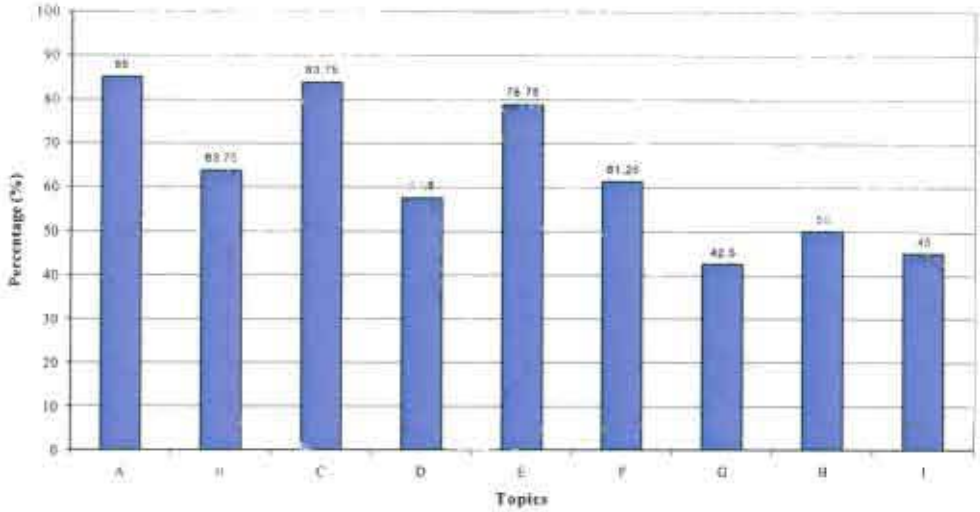

Figure 3.5.: Topics that educators felt should be included in training courses according to the percentage of educators who indicated each topic.

Key:
A: Bilingualism
B: Second language acquisition
C: Teaching ESOL learners
D: Language and Culture
E: Acquiring basic vocabulary in other languages
F: Habits and customs of different cultures
G: Use of translators/interpreters in the classroom
H: Cross-cultural communication
I: Community involvement and bilingualism

This section represents the responses from the questionnaire that could be analysed quantitatively. Some participants added qualitative information to the questionnaire and this information along with the responses to the open questions of the questionnaire was analysed qualitatively with the data from the focus groups.

3.2. Qualitative Results and Integrated Discussion

This section reports the findings from qualitative information from the questionnaire as well as the focus groups and discusses them with regard to the literature and the quantitative questionnaire results. The focus group transcripts together with the qualitative responses to the questionnaire were analysed by content analysis, according to the aims of the study, into categories which were further analysed into eight emerging themes. Table 4.1. illustrates the eight themes as well as the categories that comprised them. Due to the qualitative, descriptive nature of this study seeking to describe richness of data, it was not necessary to report number of responses (Terre Blanche & Durrheim, 1999). The qualitative results are reported according to the outline of the aims of the study.

Table 4.1.: Emerging themes and subthemes from focus groups

THEMES	SUBTHEMES
1. Academic challenges to ESOL learners	- BICS and CALP - Effects of first language on English development - Education system
2. Socio-emotional problems of ESOL learners	- Loss of home language and culture - Discipline - Self esteem - Social circumstances
3. Parent Involvement	- Importance of parent involvement - Reasons for parents not being involved
5. Frustration of Educators	- Workload - ESOL learner difficulties - Class size and demographics - Parent involvement
5. Support	- Departmental - Professional - Parental
6. Resources	- Language Resources - General classroom resources
7. Training	- IsiXhosa training - Practical training
8. Coping Strategies of Educators	- Verbal strategies - Non-verbal communicative strategies - Operational strategies

3.2.1. The perceptions of Educators in the Cape Metropolitan Area regarding the difficulties experienced by ESOL learners

Academic Challenges to ESOL learners

Educators in this study reported that ESOL learners experienced various academic challenges, the first of these being due to poor language skills in their second language - English. Poor language skills resulted in them proceeding to the next grade without having an adequate grasp of the previous grade's work or having to repeat a grade. Cummins (2000) reports that successful use of CALP allows ESOL children to progress in school. However, in this study educators reported that ESOL learners in their class had very little exposure to English at home and were only learning the language at school. This reflects a process of successive bilingual acquisition (Owens, 2005). Due to the large numbers of ESOL learners in their classes, ESOL learners tended to speak their home language to their peers at school and at home. One educator reported:

> "You know and there is no sort of continuity at home. I am the only one that is speaking English to them...you know in a day...you know me...When he goes out into the...break-time – Xhosa...at home...There's no English," (Appendix I: Focus Group 1; from line 182)

This means that ESOL learners may not even have had adequate BICS in English, which would affect the development of CALP in this language (Burkett et al., 2001). This was contrasted by the fact that educators from the second focus group did not have a large number of ESOL learners in their classes and reported that their ESOL learners were making good progress. They were able to pair ESOL learners with English-first language learners to aid the development of their BICS in English.

The fact that ESOL learners at some schools in this study did not have satisfactory CALPS nor BICS in the language in which they were learning, may mean that the effectiveness of education was reduced (Cloud, 1993). This may be as a result of fatigue, due to information taking longer to process in a second language, resulting in the learner not receiving all the information that was given by the educator (Cloud, 1993).

Educators who participated in this study seemed to be aware that ESOL learners were struggling academically due to their language differences and not because of an academic learning difficulty. This was evident from statements such as:

> "They're bright in their own home language hey. They're bright." (Appendix I; Focus Group 1: from line 190)
>
> "Also her logic just doesn't get a chance to feature because I think she's so hooked on getting the language right." (Appendix I; Focus Group 2: from line 126)

Based on the data, specific subjects with which ESOL learners were reported to have difficulty were Mathematics due to the fact that it is encoded in language (Kasule & Mapolelo, 2005) and Afrikaans as it was a third language for some ESOL learners after English.

The second academic challenge to ESOL learners, reported by educators in this study, was that of the education system. A learner is not permitted to spend more than four years in an education phase without special permission (Western Cape Education Department, 2004). Thus, ESOL learners who do not cope with the academic content of a grade are usually promoted to the next grade, although according to the Western Cape Education Department (2004), these learners *should* receive additional support

in the subsequent grades. Participants in this study did not feel that this is always in the best interests of the ESOL learners as it means that they are always behind academically and it is very difficult for them to catch up. In addition, educators felt that, although the schools did have access to rehabilitative support such as psychologists and learning support teachers (Department of Education, 2001), these multifunctional teams were often understaffed and were therefore not able to see all the children who needed help. Educators felt that this was not of benefit to the ESOL learners.

Participants in this study reported that the ESOL learners' first language influenced their development of English and also had an effect on academic achievement. They stated that ESOL learners' pronunciation affected their phonics in their writing.

> "One of the problems we have – is it a problem, what is it? – is with the vowel sounds. And we get that all the time. Mostly by the end of grade 3, that's still the mistakes they make in their writing. The /a/ and the /e/ particularly, but I don't know how one changes that or how one can fix that." (Appendix I: Focus Group 2: From line 328).

This finding was similar to findings by Pluddemann, et al. (2000) and is in line with the characteristics of successive bilingual acquisition where the phonological system of the first language forms the foundation for the second language (Owens, 2005). Another effect of the first language of ESOL learners – specifically those who spoke isiXhosa as their first language – was that of personal pronouns. In isiXhosa, the personal pronouns for male and female are the same. This resulted in ESOL learners confusing the English male and female pronouns. Furthermore, educators indicated that English is a complex language to learn:

> "...because we've got so many different sounds and rules that go with everything. I mean, it must be really confusing for someone who's a second language learner to come and have to figure out that three sounds, I mean,

have different letter combinations but they all make the same sound. And, kind of just, you just have to know it." (Appendix I; Focus Group 2: from line 365).

Socio-emotional problems of ESOL learners

Participants in this study reported that ESOL learners experience socio-emotional problems associated with learning in a language that is not their first language. There was evidence that participant educators were sympathetic towards ESOL learners and the emotional problems that they experienced.

Educators sympathised with isiXhosa-first language ESOL learners because they felt that these learners were losing their home language and culture due to not learning in isiXhosa. Educators felt that isiXhosa-first language ESOL learners were replacing some isiXhosa words, such as colours and numbers, with the English equivalent and were losing some of their isiXhosa vocabulary. This may have been an effect of the subtractive approach to bilingual education leading to ESOL learners not being able to use their first language for high level cognition (Morrow, et al., 2005) or a result of the influence of English on the Xhosa language due to the predominant use of English in the media and in urban areas (Vesely, 2000).

In addition, educators felt that these learners were at a disadvantage, as they did not know how to read in their home language. Although reading was not highlighted as a specific academic problem for ESOL learners in this study as in other studies (Baker, 1996; Cloud, 1993), educators felt that an ability to read in English, did not mean that a learner would be able to read in isiXhosa.

> "...the child doesn't know the Xhosa alphabet. You've got a word there, that's the Xhosa word. Doesn't mean because the child speaks Xhosa, he's going to be able to read the word. It's not going to make sense to him anyway." (Appendix I; Focus Group 3: from line 410).

This is because English and isiXhosa are not phonetically related and the languages express ideas differently (Dawber & Jordaan, 1999).

Another socio-emotional problem of ESOL learners described by participant educators was that of discipline. Discipline and behaviour problems amongst ESOL learners were reported to arise due to large class sizes compounded by language issues. One educator stated:

> "You can't sit with a group of 4 children, then 40 of them *will* do what they want to do. Really! And some of them they just don't pay any attention. You speak to them and they don't listen..." (Appendix I; Focus Group 3: from line 113).

This is related to the findings of the questionnaire in which 34% of educators reported experiencing discipline problems with ESOL learners frequently. In addition, a significantly larger proportion of participant educators with large classes experienced discipline problems as compared to participant educators with smaller classes. Furthermore it is similar to literature findings of educators who experienced discipline problems due to limited comprehension skills of ESOL learners as well as linguistic and cultural mismatches between ESOL learners and educators (Du Plessis & Naudé, 2003; Pluddemann, et al., 2000).

Educators in this study reported that, due to ESOL learners' limited English language skills, they sometimes lacked confidence. In addition, educators reported that ESOL learners were sometimes confused by the language and were therefore not able to understand instructions. In addition one educator reported that ESOL learners took a long time to express themselves and this may also have affected their confidence.

> "But they're not confident with the language. You know, they're not standing on their feet. They're not confident and here you're passing them along and their self-esteem is zero." (Appendix I; Focus Group 1: from line 562).

A further socio-emotional influence on ESOL learners reported by educators in this study was that of their social circumstances, especially those of isiXhosa-first language ESOL learners. These learners often did not live in the same area as the school they attended and had to travel long distances to get to school. This means that they had to wake up very early in order to catch the bus in the morning and arrived home late in the afternoon. This may have been a cause of ESOL learner fatigue in addition to fatigue caused by language taking longer to process in a second language (Cloud, 1993).

Poverty was another social circumstance that affected the ESOL learners. One educator revealed how an ESOL learner in her class had not been able to pay for the school bus for two months. The teacher aid at his school had to negotiate with the bus driver every morning to permit him to get onto the bus or he would have missed school. Educators also reported that due to poverty, nutrition of ESOL learners was also sometimes a problem they had to deal with.

> "You know what also plays a big role is their nutrition as well. With them being so poor, the children eat the last time they have a sandwich at school here in the afternoon until the next day. So that is why they also fall asleep." (Appendix I; Focus Group 3: from line 307).

Lack of adequate nutrition could negatively affect the concentration of ESOL learners and thereby affect their academic achievement. These findings are supported by those of O'Connor (2003) and Stoffels (2004).

Life experience also affected ESOL learners. One educator reported that they were more knowledgeable about domestic chores, such as baking, than other learners. However, due to poverty and other social circumstances, they had not had other

experiences, such as exposure to some wild animals and therefore it was difficult for them to learn the vocabulary. For example:

PART. E: And then when you want to speak about the hippopotamus and the camel…
PART. B: Yes, they don't know!
PART. E: Everything is dog and a cat. You know, they don't know
PART. C: It's because they're not experienced where they live
(Appendix I; Focus group 1: from line 287)

Culture and social circumstances affected the ESOL learner's attitude towards learning. Educators reported that some ESOL learners were very eager to learn and they worked hard and did well. Others, however, did not show respect for their books and messed them up. One educator told of how learners started selling their reading books on the train and, thus, the school had to stop sending their reading books home.

Parent involvement

The involvement of parents of ESOL learners was reported by participants to influence their scholastic achievement. Educators who attended the focus groups reported that some parents of ESOL learners were not involved in their children's schoolwork.

Most educators (76%) who completed the questionnaire reported that they collaborated with parents. However, in the focus groups, educators reported that despite the fact that they tried to involve parents of ESOL learners, not all parents were interested. Educators reported that when the parents of ESOL learners were involved and helped their children with their homework at home, the ESOL learners made good progress. This reflects that educators of ESOL learners in this study were

aware of the importance of parent collaboration as advocated by the literature (Du Plessis & Naudé, 2003; NAEYC Position Statement, 1996). Educators felt that it was the parents' responsibility to take an interest in their child's progress at school. Ways that educators collaborated with parents of ESOL learners indicated in the questionnaire included:

- Parents were asked to help with homework including worksheets, reading and flashcards.
- Parent-teacher meetings about the child's progress at school.
- Education of parents about importance of helping children at home.
- Encouraged parents to speak English at home.

From this data it appears that participant educators were aware of the benefits of encouraging parents to use their first language when helping their child with homework as well as creating opportunities for their child to listen and interact in English (Dawber & Jordaan, 1999).

Educators in this study reported that parents of ESOL learners sometimes could not assist with their child's schoolwork at home as they themselves did not understand English. Furthermore, some ESOL parents were illiterate or unable to read and write in English. Social circumstances may also have affected the degree to which ESOL parents could become involved. They may not have had the transport or the finances to attend parent-educator meetings. In addition, parents of ESOL learners were reported to work long hours and may not have had the time to assist their children with their homework. One educator said that she thought that it was the individual's interest that determined their involvement in their child's education. Another educator

reported that their school took their parent-teacher meeting into the community in which the learners lived and the parents still did not attend. Ultimately, educators are unsure of why parents do not get involved in their children's education:

> "It's not a matter of saying, here is a letter. I send it to the parents saying this is an important meeting. I need to speak to you about your child's progress, I mean the parents…It's a not a matter of the lack of interest – I don't know I can't actually tell you. I haven't researched it long enough. You know, I can't tell you what…I can't also say that it's financial. It cannot be financial all the time. You don't have to come see me because you don't have bus-fare, but you can actually phone me or you can write me a letter or you can just check your child's book when it's sent home. You know?" (Appendix I; Focus Group 3: from line 290).

3.2.2. The experience of educators in the Cape Metropolitan Area of working with ESOL learners

Frustration of Educators

> "You know all these…um…these 'handicaps' let me call it that. You know the language thing. That has cause many teachers to lose their *love* for the actual teaching." (Appendix I; Focus Group 1: from line 640).

A feeling of frustration of educators working with ESOL learners was evident from the data from the focus groups. This was in spite of the fact that they felt sympathy for the needs of ESOL learners. Participants in the second focus group (from the former 'Model C' school) had smaller classes, less ESOL learners in their classes and more support than participants in the other two focus groups and experienced less frustration. This is in line with the questionnaire findings of educators at former Model C schools experiencing problems when teaching ESOL learners less frequently than educators at other schools.

The workload of participant educators was a source of frustration to them. They reported that they could not start the academic syllabus with ESOL learners until they had taught the language and vocabulary for the specific content.

> "But now I find it's just *harder* to, um, to get to the Xhosa-speaking children because whatever word you use, you've got to explain." (Appendix I; Focus Group 3: from line 99).

This was difficult for the educators as they were expected to cover a certain syllabus in a year and they found this impossible to do. In addition, there were learners in the class with better English abilities and, thus, educators in this study reported that they had to teach on different language and academic levels, as found by Du Plessis & Naudé (2003) too.

> "You know, we have to work on different levels all the time. And so, in Grade 3, you're working on Grade 1, 2 and 3 level in the same class at the same time so it is rather difficult... So, we're being...you know...split yourself in three everyday. More than 3 – some of them are on a grade R level." (Appendix I; Focus Group 1: from line 101)

This made teaching difficult, as educators needed to ensure that the learners in their class all received an equally effective education. They needed to give extra individual attention to learners who were not keeping up with the work as well as making sure that the stronger learners were being adequately challenged. The workload created by the large number of ESOL learners in participant educators' classes was in addition to the other demands of teaching such as marking and preparation of lessons. Educators, thus, described their working day as very busy and said that they did not have much free time.

> "I constantly feel that I am over-working and something's not fair towards me somewhere along the line. I'm doing work that I shouldn't be doing." (Appendix I; Focus Group 3: from line 127).

Some of the frustration experienced by educators in this study was caused by difficulties of the ESOL learners. The fact that ESOL learners came to English-medium schools without an adequate knowledge of English was a source of frustration for educators in this study as it created extra work for them. In addition, problems with discipline amongst ESOL learners created further frustration for educators. The educators in this study also found it difficult not being able to speak the home language of the ESOL learners (usually isiXhosa) and there were only 9% of participant educators who spoke isiXhosa as a first language. The findings of the questionnaire confirmed the previous study (O'Connor, 2003) where the most frequently experienced problem for educators working with ESOL learners was that of not being able to speak the home language of the learners, although this problem was experienced less frequently by Grade 3 educators. The Western Cape Education Department, as suggested by Moyo (2001), are considering making isiXhosa speaking educators available at schools throughout the province to work towards achieving a multilingual education system (Smith, 2005).

The size of classes as well as the demographics of classes was another source of frustration to participant educators.

> "Not only that, I started with 48 children at the beginning of the year, I now have 42... I don't only have Xhosa-speaking children but I also have the children that come from Burundi, Congo, Zambia, um, Malawi, did I say Malawi? Yes, Malawi. So I have that as well, besides the Xhosa. And I think I shared with you that time at the beginning of the year, I actually got sick. I actually got sick, the beginning of the year with all this and I knew – I mean teaching I'm teaching long- and I knew what was expected of me and I knew I wouldn't be able to perform, like, normally. And that, I just got sick, I stayed at home. I didn't go to the doctor. I was tearful. I mean 48 children what am I going to do? How am I going to accomplish what I...you know?" (Appendix I; Focus Group 3: from line 208).

Although The Language Policy and Plan for South Africa (The Advisory Panel on Language Policy, 2000) strongly encourages learners to learn in their first language, it was clear from the data collected here that large numbers of learners were attending school in English when English was not the language that was used for communication at home. This is in line with PANSALB's (2000) findings of many learners attending school in English when it was not the language that they used for neighbourhood communication. Educators who attended the focus groups reported that they found having large numbers of ESOL learners in their classes challenging. There were significantly more ESOL learners at schools that were not former Model C schools. Furthermore, although most ESOL learners in the classes of educators who participated in this study had isiXhosa as a first language, educators reported that they had children of *other* languages too and this posed more challenges for the educators as found by Kasule & Mapolelo (2005).

One participant's qualitative response to the questionnaire revealed a positive attitude towards the multicultural and multilingual demographics of the school. The participant stated that with large numbers of ESOL learners in schools, it provided an opportunity for educators to learn about different cultures and understand the difficulties that ESOL learners experienced. Educators from one of the former Model C schools who attended the second focus group also reported that teaching ESOL learners was a rewarding experience.

Class sizes for educators in the first and third focus groups were large. Questionnaire results found that as the class size increased the frequency of problems educators experienced increased. Most educators (69%) had more than thirty learners in their

class and educators reported that it was very difficult to work with large classes. They felt that smaller classes would make their jobs easier. Large class sizes could result in an increase in noise levels which would make second-language processing more difficult for ESOL learners (Nelson, et al., 2005). Therefore, participant educators felt that, not only would smaller classes lessen their frustration, but they would also be of benefit to the ESOL learners.

> "...the smaller classes. It is not because we have such a load and you know we want the easy way out. It's not like that. You know the child...the third language child, the Xhosa child...they need so much of time to talk..." (Appendix I: Focus Group 1: from line 533).

Educators in this study were frustrated that parents were sending their children to school in a language that was not their first language as this was more difficult for the child and created more work for educators. They felt that parents believed that the child would get a better education at an English school than at an isiXhosa school. In addition, educators sensed that parents considered English to be a 'superior' language to isiXhosa as it is an international language and would be useful for obtaining a job in the future as found by Vesely (2000). Educators also found it frustrating that parents' involvement with their children's schoolwork was limited as they felt that the ESOL learners progressed better when the parents assisted at home. Furthermore, educators experienced difficulty collaborating with parents due to language and cultural barriers as found by Willett, et al. (1999).

Support

There was a sense that educators who participated in the first and third focus groups felt unsupported and alone. They felt that they had to accept all responsibility for the education of the learners in their classes, while they were not receiving support from

key contributors. Educators in the second focus group (from the former Model C school) appreciated the support that they had:

> "We're lucky at this school with the support groups and the extra...that we do have." (Appendix I; Focus Group 2: from line 348).

Participants in this study expressed a need for departmental support. They felt that they could not make decisions about the progress of the children in their classes. If they felt it was necessary for a learner to repeat a grade, they needed to have the child's work reviewed by an external team who would make the ultimate decision (Western Cape Education Department, 2004). Educators felt disempowered by this system. Educators also felt that although the Western Cape Education Department was aware of the situations they faced of large classes and large numbers of ESOL learners, the department did not assist them or meet their needs.

PART. F: They take it at their own pace. That's what the department wants. And they want a whole file if you want to keep a child behind.
PART. C: You could actually question Western Cape.
PART. F: Nobody seems to help us. We had a meeting in August, all of us were sitting here and no-one could help us. What are you going to do as School X but the department can't help us, we must come up with strategies
(Appendix I; Focus Group 3: from line 458)

It seems that educators who took part in this study would welcome partnership teaching as advocated by Hall (1996) where there is collaboration between senior management and the educators who work with the learners. One educator reported that it was the Western Cape Education Department's responsibility to equip educators to handle the situation with ESOL learners.

There was a call for support in the form of professionals to assist educators working with ESOL learners. Educators in this study felt that assistance was required *in* the

classroom to assist with ESOL learners and with large class sizes. This assistance could be provided by an isiXhosa-speaking teacher aid. This was supported by findings of Pluddemann, et al. (2000) and O'Connor (2003) who also found that educators in the Western Cape needed teacher aids to assist them. Educators who had an aid to assist them, even for a fixed period every day, reported that it was a great help to them. One educator said that her school had hosted student educators for one month who had assisted in the classroom and she found that it made her job easier. The Western Cape Education Department (2006) is currently planning to provide 500 teaching assistant posts for schools in the Western Cape. This is yet to be implemented.

> "I still say give us something to work with the kids. Give us a teacher at the school, give us a learning support teacher at the school. Just make it a little bit more pleasant." (Appendix I; Focus Group 1: from line 663).

In addition, educators who had a language enrichment teacher at their school found her to be of assistance with ESOL learners. The language enrichment teacher provided language support and facilitated acquisition of English for ESOL learners in a fun environment. Not all schools had a language enrichment teacher. This is a job that could be fulfilled by speech-language therapists as 86% of educators in this study stated that they would like assistance from a speech-language therapist and 84% said that they needed professional help to evaluate the language needs of ESOL learners. Speech-language therapists may even be able to provide practical assistance to educators, as it is suggested that speech-language therapists could be of greatest help to educators in the classroom (Elksnin & Capilouto, 1994; Lewis, 2004; Struthers & Lewis, 2004; DiMeo, et al., 1998).

A further area of professional support that educators expressed a need for was that of the educator support team (Department of Education, 2001). Although these teams are meant to assist learners, educators felt that they were understaffed and that the support was not always available for learners who needed it. Educators who participated in the second focus group said that having a remedial teacher, language enrichment teacher as well as an isiXhosa educator who could be called upon to translate was of great assistance to them.

Educators in this study also expressed a need for support from parents of ESOL learners. They felt that parents placed all the responsibility for their children's education on educators. They expressed a belief that more support from parents would benefit the learners they teach and would also lessen the educators' frustration.

Resources

Educators in this study reported that they have to provide some of the language teaching resources necessary for teaching ESOL learners themselves. They expressed a need for resources to address the language needs of ESOL learners. In response to the questionnaire, almost all educators (92.5%) reported that they needed material to use in language lessons with ESOL learners. During the focus groups educators indicated that they needed resources to assist them in helping ESOL learners to become familiar with English vocabulary. This finding is supported by the literature that has found that educators are short of language resources to use with ESOL learners (Du Plessis & Naudé, 2003; O'Connor, 2003; Pluddemann, et al., 2000). Educators in this study stated that they needed simple picture vocabulary theme books as well as actual objects and pictures to demonstrate vocabulary. Language home

programmes and worksheets were also reported to be useful in assisting ESOL learners at home but they rely on a literate adult who is proficient in English to assist the child.

Educators in the third focus group reported that they had sufficient language resources including isiXhosa reading and storybooks for the children. Educators in the first focus group reported not having isiXhosa books for the children but this was not seen as a need, as they felt that they were an English-medium school. This may have implications for the training of educators with regards to best practice for learning to read (Baker, 1996).

Educators in this study report that, in addition to resources to assist the learning of a second language of ESOL learners, they needed basic resources for their classroom. Educators reported that, due to social circumstances of the learners in their class, not many of them had their own stationery. The educators found themselves providing stationery for the children out of their own finances or unable to do creative activities with the learners as a result of lacking resources. Educators also reported that they needed bigger classrooms as their classes were crowded due to the large numbers of learners in the class. During the third focus group it emerged that two grade two educators were sharing one room:

> "...I'm with [part F] in grade 2, we share a class. In fact it's a hall with a partition. So there's 44 that side and 44 this side. It is sheer madness sometimes. Sometimes she takes her class out to do something outside because it just gets so *rough* here on the other side." (Appendix I; Focus Group 3: from line 81).

Training

According to the results of the questionnaire, 53% of participant educators had not received any training on bilingualism and teaching learners who are learning in second language as part of their diploma training. This may be because most educators (75%) had been teaching for more than ten years and would thus have trained before South Africa's democracy, prior to many ESOL learners attending English-medium schools. A lack of training in these areas as part of diploma training was significantly associated with the frequency with which the problem of a lack of knowledge of bilingualism was experienced in the classroom. Participant educators reported having learnt about teaching ESOL learners through experience and 94% of educators expressed a need for training in the areas of bilingualism and teaching ESOL learners. During the focus groups it emerged that, although educators would be interested in acquiring theoretical knowledge of bilingualism, they were more interested in practical training.

> "I always say that it's easy for them to stand up there and say, now you need to do this and you need to do that and you need to do that. Instead of that they should take a class of children and show you this is how you do it. And I always sit there and I say 'Show me. Show me that it works'". (Appendix I; Focus Group 1: from line 585).

Educators in this study indicated that, although they had attended some workshops on teaching ESOL learners, they would like to be able to observe demonstrations of how to implement the strategies that they learnt, preferably with the learners that they teach:

> "I think they should come in. Each school is different. Everybody's situation is different. And I think they…we should get people coming into our class and

> don't put on a show, we don't put on a show that day, you know what I'm saying, and they come in and they actually sit and see how we…what's our problem." (Appendix I; Focus Group 3: from line 641).

As speech-language therapists are focused on facilitating the comprehension and use of language (Wadle, 1991) they may be able to assist in the training of educators (Jordaan, 1992). Literature has shown that speech-language therapists should work with educators in the classroom (DiMeo, et al., 1998; Elksnin & Capilouto, 1994; Lewis, 2004; Struthers and Lewis, 2004). This focus group data shows that educators would be open to collaborating with speech-language therapists, as 'language experts' in the classroom and learning from speech-language therapists. Educators also indicated that they would be open to collaboration and help on an ongoing basis:

> "Not one day. For a month every day." (Appendix I; Focus Group 3: line 647).

If speech-language therapists were to assist by such transdisciplinary in-class collaborations, they could also provide practical assistance, for which educators expressed a need. "When two professionals are engaged in a collaborative teaching effort, one can facilitate a particular student's response or mediate learning as needed while the other can concentrate on content," (DiMeo, et al., 1998, p. 41). Collaboration between educators and speech-language therapists will assist the ESOL learners who are struggling academically, possibly alleviate levels of educator frustration and broaden the curriculum knowledge and practical teaching strategies of speech-language therapists (Cirrin & Penner, 1995; DiMeo, et al., 1998).

In addition to practical training, educators in this study also expressed a need for training in the isiXhosa language. Young (1995) promotes training in the home

languages of ESOL learners for educators. Only 9% of educators who participated in this study were able to teach in isiXhosa in spite of the fact that isiXhosa was the most common first language of ESOL learners in their classes. Educators in this study reported a good response from isiXhosa-first language ESOL learners when they tried to speak isiXhosa. This had already been found by Sidhu and Mills (1993). Questionnaire results indicated that the most frequently experienced problem by educators working with ESOL learners was that of not being able to speak the first language of ESOL learners and this was a source of frustration for participant educators. Participant educators indicated that, although they knew basic isiXhosa words, that they had to learn through "desperation" (Appendix I; Focus Group 3: line 688), they would like a better knowledge of isiXhosa as this would assist them in teaching ESOL learners:

> "I tell you what would have helped, what I would like to have had is some more Xhosa language myself. Rather than training how to teach, but just some phrases that I could use or content words like 'above', 'below', 'under', 'over', 'more than', 'less than'. I mean I can say 'Sit down and listen' but that's kind of where it ends [laughs]." (Appendix I; Focus Group 2: from line 282).

These results indicated that participant educators realised that education in the first language of ESOL learners is optimal (Alexander, 2002). However, in the context of the Cape Metropolitan Area, they did not feel equipped to provide this education as they were not sufficiently proficient in isiXhosa.

3.2.3. Strategies educators in the Cape Metropolitan Areas employ when working with ESOL learners

One theme emerged that dealt with the subaim of identifying strategies that educators use when working with ESOL learners. This subaim was categorised according to the

same format used by Du Plessis and Naudé (2003). There were, thus, three categories: verbal strategies, nonverbal communicative strategies and operational strategies. Educators seemed to use strategies from one category in conjunction with strategies from another.

Coping Strategies of Educators

Verbal strategies seemed to be the most commonly used strategies by participant educators according to the results of the questionnaire. During the focus groups educators reported a good response from learners when stories, songs and rhymes were used (90% of educators indicated in the questionnaire that they made use of this strategy). Educators reported that they used English songs as well as isiXhosa and Afrikaans songs.

> "There was one Xhosa song that I tried, I had a student in my class. She sings it and then they all sing. Then you know then I tried to sing with them but [laughs] I was struggling." (Appendix I; Focus Group 1: from line 261).

Of the participants who completed the questionnaire, 59% indicated that they translated to the home language of the ESOL learners. In the focus groups it emerged that most educators had at least a rudimentary knowledge of isiXhosa from working with isiXhosa-first language ESOL learners and educators use this basic isiXhosa knowledge to help ESOL learners when they could.

> "You know what hey, we've picked up some Xhosa words that the children need to know. You know when you say write, 'bala' or look at me, 'jonga'". (Appendix I; Focus Group 3: from line 251).

Educators in this study seemed to be aware of what verbal strategy they should be using but some educators indicated that occasionally they were pressed for time, and did not always implement strategies effectively.

PART. B: Sometimes you finish their sentences for them.
PART. A: Oh yes!
PART. F: We shouldn't but we do that because they take so long.
PART. B: You're supposed to rectify them when they speak incorrectly but sometimes that just goes by because, man, if I must rectify 20 children…you know what I'm saying?
(Appendix I; Focus Group 1: from line 556).

According to the quantitative and qualitative results, educators often made use of the nonverbal strategies of dramatising, miming actions and using gestures to facilitate the participation and comprehension of ESOL learners.

> "We used to kind of…we used to do it in actions. "What did you do this weekend?" [gestures] "I went swimming" [gestures]. You know…and that was between the 2 of us…we had a kind of demonstrative [laughs]… showing me everything." (Appendix I; Focus Group 2: from line 90).

It seems that educators occasionally found the use of dramatising tiring. One educator reported that she found dramatising to be an effective strategy while another reported that miming actions did not always aid comprehension.

> "So everything is an *act* for the teacher. You've got to stand there and perform the whole day." (Appendix I; Focus Group 3: from line 103)

> "how do you explain children not understanding when you show them something. You show them how to do it… Now they can't do it. That didn't need a word! I showed you how to do it. You didn't even have to speak to me. You just had to do the action. Now that happens often." (Appendix I; Focus Group 3: from line 698).

Most educators (95%) made use of the operational strategy of co-operative learning as advocated by the literature (Hudelson, 1994; Reyes, et al., 1993; Fung et al., 2003; Lasley & Matczynski, 1997).

> "BUT, there's always one or two that speak English quite well and they understand. And those learners become your helpers right from the beginning. You know, translating or they will tell them a word in Xhosa – that we don't know the language. They are your helpers." (Appendix I; Focus Group 1: from line 25).

However, educators who participated in the focus groups reported that this strategy was not always effective as the ESOL learners who were used to translate did not always translate correctly. An educator in the second focus group (who had a small number of ESOL learners in her class) paired ESOL learners with English-first language learners.

> "But what does help a lot I think in any school context where it's possible to actually get the peers to work with...with... I know in my class, the one thing that's made a massive difference was to have children...set up play dates...so a child goes to fluent language speakers and ...explaining the reasoning why you're paring them up with this person and what you want to see. So that your class becomes co-teachers with you and that is definitely a very effective tool to get your English-speaking....because it's contextual and meaningful to them." (Appendix I; Focus Group 2: from line 200).

This is in contrast with an educator from the third focus group, whose class was made up of mainly ESOL learners, who was finding it difficult not having learners with better English abilities to assist ESOL learners who were struggling.

> "You could actually at that time put an English speaking child next to a Xhosa child but now the picture has changed and I find it's more difficult now that we don't have the English-speaking children or, for that matter, maybe they were Afrikaans-speaking, but they knew more English, even if it was very pidgin-English that they spoke like the Salt River children." (Appendix I; Focus Group 3: from line 94).

Educators also used operational strategies to involve parents of ESOL learners. These included scheduling parent-educator meetings regarding the child's progress as well as sending letters home. These strategies were not always successful in ensuring collaboration between parents and educators. Educators suggested that firstly parents needed to be educated on their role in their child's education. This education, according to educators, could include informing parents on school choice, implications of learning in a second (or other) language as well as methods for assisting their children at home. Educators in this study suggested that this education of parents could be in the form of parent workshops or information could be conveyed

through popular media such as newspapers, television and radio. Educators also recognised that not all parents of ESOL learners are proficient English speakers. They suggested that school communication could be translated into the main additional languages of the school. Educators in this study had also involved translators when communicating with parents of ESOL learners as well as taken school meetings into the communities where the ESOL learners live to alleviate transport difficulties of parents. However, this strategy was not successful in involving the parents. Educators were asked to provide suggested strategies for involving parents of ESOL learners as part of the questionnaire. The following suggestions were included among those made by educators in this study:

- *Providing parents with the resources* to do homework with their children, for example, reading books, flash cards and worksheets.
- *Informing parents* about the difficulties their child experiences, how to best assist them and how to pronounce words to help with phonics. Parents should also be informed about the importance of certain skills, such as reading, and how to assist their children with these, for example, taking their children to the library. Parent workshops could be used to inform parents on these issues.
- *Language enrichment at home* – Educators felt that parents should be encouraged to speak some English at home or watch English programs on television so that their children are exposed to English. Educators also recognise the importance of using the child's home language at home to assist with homework and concepts the child does not understand.
- *Parent involvement in class*: It was suggested that parents could observe their child in class and see how the educator assists the child. Some educators also

suggested that bilingual parents could assist educators in class as interpreters or teacher aids.

- *Community groups*: Groups of parents could be established in the ESOL learners' communities to help ESOL learners with homework. These groups could also act as support groups for the parents.

Another area where educators in this study made use of operational strategies was in the teaching of the English language. Educators reported that they supported their verbal input with the use of additional visual material such as pictures as well as the actual objects to teach vocabulary (Du Plessis & Naudé, 2003; Kasule & Mapolelo, 2005). However, due to a lack of resources, educators often had to provide their own additional visual material. Educators in the second focus group reported that they also used a language home programme to facilitate the English language learning of ESOL learners. Furthermore, participant educators reported exposing ESOL learners to English through the use of the radio, computer and videos. Some participant educators also made use of other professionals such as isiXhosa-speaking language aids as well as speech-language therapists.

3.3. Summary of Results and Discussion

In spite of coping strategies that participant educators employed when working with ESOL learners, they faced numerous challenges when teaching ESOL learners. These challenges included the academic and socio-emotional difficulties of the ESOL learners themselves, as well as frustration. Frustration was caused by a considerable workload as well as large class sizes with many ESOL learners per class, especially in schools that were not previously Model C schools. A discrepancy was also noted in

the support and resources available at Model C schools as opposed to other schools. Educators called for increased departmental, professional and parental support as well as more resources to meet the needs of ESOL learners. Furthermore, educators expressed a need for practical training in teaching ESOL learners as well as training in the isiXhosa language to be able to meet the needs of these learners and to ensure that they obtain a good education.

CHAPTER 4: IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

The study described the needs of educators in the Cape Metropolitan working with ESOL learners. The educators' needs were described through an interpretive paradigm according to their perceptions of the challenges faced by ESOL learners, their experiences of teaching these learners, as well as the coping strategies that they employed to overcome the challenges they faced with regard to ESOL learners. A questionnaire and focus groups were used to gather the data. The results of the study have implications for the practice of speech-language therapists in meeting the needs of educators working with ESOL learners. Furthermore, the results have implications for training and supporting educators as well as for the implementation of South Africa's language in education policy.

4.1. Clinical and practical implications and recommendations

4.1.1. Implications and recommendations for collaboration between speech-language therapists and educators in the South African context

The results of the study show that participant educators face challenges teaching ESOL learners, especially when this is combined with large class sizes and a lack of support and resources. Educators in this study indicated that they require in-service training in this regard, preferably in the classroom environment, so that they can be shown how best to facilitate the learning processes of ESOL learners. Furthermore, those participant educators who had access to a speech-language therapist or a language enrichment teacher, reported that she was of great assistance to ESOL

learners. Educators indicated that help in the classroom in the form of teacher aids would assist them with large class sizes and reduce educator frustrations. It has been shown that, through a collaborative process, speech-language therapists would be able to support educators by helping with the language needs of ESOL learners as well as providing practical assistance and training for educators of these learners.

In the South African context there are some potential barriers to effective collaboration between speech-language therapists and educators. However, if the barriers to effective collaboration between speech-language therapists and educators can be overcome, there are numerous possible benefits to both professionals and learners.

One of the possible barriers to effective collaboration between speech-language therapists and educators in South Africa is that of limited finances, which may limit the number of speech-language therapy posts available in the Department of Education. In an attempt to overcome this barrier, speech-language therapists need to advocate and inform the Department of Education, schools and educators on their scope of practice (Di Meo, et al., 1998) in order to gain support for collaboration (Struthers & Lewis, 2004). This collaboration may take a long time to implement because it requires many levels of compliance: from the Department of Education, school principals, educators and speech-language therapists. In order for collaboration to be established, it needs to be included in policies and must be negotiated with school administrations (Di Meo, et al., 1998).

Another potential barrier to effective collaboration between speech-language therapists and educators is that large caseloads of speech-language therapists may limit the amount of time that the speech-language therapist would be able to spend in a particular classroom. With the many challenges that educators with large numbers of ESOL learners face, in addition to large classes, a limited amount of time spent in the classroom by the speech-language therapist may not be of adequate benefit to the ESOL learners or the educators. However, in the long term, through a transdisciplinary approach, educators could be enabled to implement some language intervention goals on their own or by consultation with a speech-language therapist who is not necessarily *in* the classroom. By collaborating with educators, speech-language therapists will be able to help them identify language problems which they may not have been aware of (Mills & Thurtell, 2005). Furthermore, collaboration with educators in the classroom will allow speech-language therapists to effectively manage large caseloads (Pershey & Rapking, 2002) that arise due to an over-referral of ESOL learners for speech-language therapy. Collaboration in the classroom will also enable speech-language therapists to work within the framework of inclusive education and provide language intervention to, not only ESOL learners, but all learners who require this type of support

An additional barrier to effective collaboration is that collaboration has to include time for planning (Elksnin & Capilouto, 1994; Farber & Klein, 1999; Pershey & Rapking, 2002), which may be difficult with the multiple expectations of both educators and speech-language therapists. For this reason, collaboration must occur between compatible professionals (Di Meo, et al., 1998) who realise the benefits of

collaboration and are accommodating of the time commitment it would involve from both the speech-language therapist and the educator.

A further barrier to implementing effective collaboration between professionals for the benefit of ESOL learners is that there are an insufficient number of speech-language therapists who are able to speak an African language (Jordaan & Yelland, 2003). Speech-language therapists may be able to assist educators practically through transdisciplinary in-class collaborations. However, educators in this study specifically expressed a need for teacher aids who are able to speak isiXhosa. In addition, language intervention in the first language of ESOL learners is of the most benefit to them (Jordaan & Yelland, 2003).

Speech-language therapists will need to adjust their focus, as communication problems are not always the first priority for educators. They have other difficulties such as large classes, discipline problems and socio-emotional circumstances of their learners. This will provide an opportunity for speech-language therapists to broaden their approach and assist educators in other areas besides communication. By being prepared to practice role acceptance, speech-language therapists will be able to apply a truly transdisciplinary approach (Rapport et al., 2004) that will meet the diverse needs of educators working with ESOL learners as well as the needs of the ESOL learners themselves.

If the barriers to collaboration between professionals can be overcome, it has many benefits for learners. Through collaboration between educators and speech-language therapists, learners receive contextual language assistance in the least restrictive

environment, which is the most beneficial and relevant to the child (Di Meo, et al., 1998). As most ESOL learners are merely in the process of second language acquisition and do not have a specific language impairment, collaboration with the educators in the classroom may be the best way speech-language therapists can assist them and avoid 'pathologising' them. Collaboration has benefits for learners not currently receiving speech-language therapy as language lessons may benefit the whole class (Pershey & Rapking, 2002). It also benefits the large number of learners in mainstream schools who are not developing appropriate literacy and, to some extent, numeracy skills (Lewis, 2004). Through collaboration, speech-language therapists are also able to assist educators in informing and supporting parents of ESOL learners so that they can give their children additional assistance at home (Jordaan & Yelland, 2003).

Effective collaboration between speech-language therapists and educators for the benefit of ESOL learners has implications for the training of speech-language therapists (Elksnin & Capilouto, 1994). Speech-language therapists should be confident in the skills they already have that can be used in collaborating with educators (Struthers & Lewis, 2004, Wadle, 1991). However, they do require training regarding their role in the curriculum and need to be equipped with the skills and knowledge to work within the curriculum (Struthers & Lewis, 2004). This type of speech-language therapist training could possibly be accomplished through joint training with educators for some aspects of the speech-language therapist degree (Struthers & Lewis, 2004). It should also be ensured that speech-language therapists who are already practicing receive in-service training to equip them with the

necessary knowledge and skills to work within the curriculum (Elksnin & Capilouto, 1994).

Once collaboration between educators and speech-language therapists is established as a system, speech-language therapists can observe in the classroom to see which learners need assistance as well as which learners can be used as 'peer-helpers' (Di Meo, et al., 1998). Specific, previously identified skills that speech-language therapists are able to use in a collaborative classroom situation could address the needs of educators of ESOL learners established in this study. These skills that speech-language therapists can bring to the collaborative process include:

- pre-teaching of vocabulary relevant to lesson content (Dawber & Jordaan, 1999)
- task analysis skills (Wadle, 1991) that can be used to analyse curriculum guidelines and assessment standards into composite skills that can be taught (Lewis, 2004)
- assist the educator in recognising the language demands of the curriculum (Dawber & Jordaan, 1999)
- assist educators in using language appropriately for the benefit of ESOL learners as it has been found that some educators tend to use long, linguistically complex sentences (Brice & Brice, 2000)
- share ideas regarding how to enhance ESOL learners' self-esteem by respecting their first language and culture (Jordaan & Yelland, 2003)
- share strategies for using themes in teaching (Jordaan & Yelland, 2003)
- assist educators in using effective questioning techniques (Jordaan & Yelland, 2003)

- help educators facilitate acquisition of CALP in English for ESOL learners (Jordaan & Yelland, 2003).

Collaboration with educators may extend to speech-language therapists advising parents of ESOL learners on maintenance of their child's first language (Jordaan & Yelland, 2003) as first language competence may facilitate second language acquisition (Owens, 2005). 'Pull-out' therapy should be combined with intervention in the classroom (Di Meo, et al., 1998), as this is necessary for ESOL learners who also have a specific language impairment in addition to acquiring a second language (Jordaan & Yelland, 2003).

4.1.2. Other practical implications and recommendations

This study showed that educators were implementing their own coping strategies in an attempt to provide an effective education to ESOL learners in spite of the fact that most of them had not had formal training in issues related to teaching ESOL learners. This means that all educators - those who are already qualified as well as those entering educator training institutions - require training in bilingualism, second language acquisition as well as the isiXhosa language and culture. Training of educators has time and cost implications. Educators currently teaching already have extensive demands on their time, energy and skill resources and may not be able to attend additional in-service training courses. In-service training that takes place in the classroom during the normal flow of a lesson could remedy this and is something for which educators in this study expressed a need. This type of training could be provided by speech-language therapists. However, some theoretical training outside of the classroom would also be required to address issues such as second language acquisition as well as teaching educators about the isiXhosa culture and language.

Some educators have large classes to cope with in addition to dealing with issues related to ESOL learners. This is not easily dealt with as there seems to be a shortage of educators and minimal finances to employ more educators. Educators have expressed a need for teacher aids who could help them to manage the large classes and ensure that all learners in their care receive a good education. From the results of this study it appears that there is not an adequate number of teacher aids employed by the Western Cape Education Department at this stage, however, a commitment has been made to employ more teacher aids at schools in this area (Western Cape Education Department, 2006). A further possibility for addressing this problem is for student educators to act as teacher aids during their practical training. Furthermore, as already mentioned, if there is collaboration between educators and speech-language therapists in the classroom, speech-language therapists can provide practical assistance to educators and help with communication issues.

It is apparent that many parents of ESOL learners prefer their children to be educated in English as it is seen as an international language of increased opportunities. This results in large numbers of ESOL learners at some English-medium schools. These learners have been found to struggle academically. It would be in the best interests of the ESOL learners, especially in the Foundation Phase, to receive at least some of their education in their first language (in the Western Cape this is usually isiXhosa or Afrikaans), as it would be easier for them to acquire CALP in a language with which they are familiar (Burkett, et al., 2001). If their education is to commence in English at a later stage, it needs to be ensured that these learners are exposed to English while learning in isiXhosa so that they can acquire BICS in English in order to acquire

CALP in English later on. Alexander (2002) promotes this system in an attempt to ultimately attain a multilingual approach to education. For this system to work, however, isiXhosa-speaking educators are needed. It has been shown that, in addition to a general shortage of educators, there is a scarcity of isiXhosa-speaking educators at schools in the Cape Metropolitan Area. If a good education for all learners is to be ensured, more isiXhosa-speaking educators need to be employed, and the Western Cape Education Department is considering how to implement this (Smith, 2005).

It was indicated during the study that parents of ESOL learners may not be open to such a multilingual approach to the education of their children as they would prefer their children to be educated in English. This suggests that parents need to be educated about language choices for their children's schooling to be able to make informed choices. Furthermore, educators indicated that parents need to be informed about how they can best assist their children who are being educated in their second (or other) language. For instance, parents of ESOL learners being informed on the advantages of sending their children to English-medium pre-schools, could act as a preventative measure and lessen educators' frustration. This also has implications for the preparation of pre-school educators.

The process of informing parents could take place through popular media such as newspapers, radio or television. Workshops for parents who are enrolling their children at English-medium schools can also be held. Parents' involvement in the school and their children's education can be encouraged through making them feel like equal partners and informing them of their responsibilities. Speech-language therapists have a role to play in informing parents of the influence of bilingualism on

education and making language choices with regard to their bilingual children's schooling (Jordaan & Yelland, 2003).

4.2. Research Limitations and Recommendations

Schools in all areas of the Cape Metropolitan region were represented in the sample. However, a limitation of the study was that stratified random cluster sampling was not used to ensure that the proportion of schools from each area in the sample reflected the proportion of schools in those areas. Ideally, the research should also have used stratified random cluster sampling to ensure that the proportion of former Model C schools included in the sample was representative of that of the population. However, the data indicated that educators at previously Model C schools had different needs to educators at other schools and this was not known at the time of sampling.

A self-administered questionnaire was used due to cost limitations and time constraints. However, as educators were busy at the time of data collection, many did not read questions thoroughly and the problem of acquiescence may have occurred, which affects the reliability and validity of the results obtained. Having the researcher or an interviewer present during the completion of the questionnaire would have improved the validity and reliability of the questionnaires as she could have asked the participants if she was unsure of their response validity or reliability. This may also have improved the response rate as the questionnaire would have been completed immediately, as some educators may have forgotten about the questionnaires during the week they were given to complete them. On the other hand, this process would have taken longer and, due to their busy schedule, fewer educators may have been willing to participate, thus, reducing the response rate. In accordance with the aims of

this study, the results of the questionnaire are relevant for educators at government primary schools in the Cape Metropolitan Area and cannot necessarily be generalised to other populations.

Educators who participated in the focus groups may be those for whom teaching ESOL learners is a problem or a priority. Thus, the results of the focus groups cannot be generalised to all educators working with ESOL learners in the Cape Metropolitan Area.

Further research is required to investigate the availability of speech-language therapists in government primary schools in the Western Cape. In addition, more research is needed on educators' knowledge of the role of speech-language therapists in dealing with ESOL learners as well as in other communication difficulties and this is in fact being addressed by a study in process (H. Wilkinson, personal communication, 17 February, 2006). Furthermore, future research should investigate the extent to which speech-language therapists are collaborating with educators in the South African context and how effective this collaboration is perceived to be.

Further opportunities for related research include investigating the needs of educators working with ESOL learners at other levels of schooling. This is because, this study only investigated the needs of educators in Grade 1, 2 and 3 and the needs of educators in the senior primary phase, high school or pre-primary school may be very different. Similarly further studies at pre-schools are indicated to identify preventative measures that may lessen primary school educators' frustration levels.

In addition, future research is needed into the perceptions of ESOL learners regarding their education. This research could look at their perceptions of the challenges as well as the opportunities they face.

4.3. Conclusion

Participant educators were sympathetic to the challenges that ESOL learners faced. These challenges included academic difficulties as a result of poor language skills in their second language (English) as well as the effects of their first language on the development of their English abilities. Educators also felt that the way the education system was structured did not meet the academic needs of ESOL learners. Another challenge to ESOL learners perceived by participant educators was that of their socio-emotional circumstances. Educators in this study felt that ESOL learners were at risk of losing their home language and culture through attending a school in their second (or other) language. Furthermore, participant educators reported that ESOL learners experienced problems with discipline and self-esteem. Educators in this study recognised the importance of parent involvement for ESOL learners but were concerned that not all parents of these learners were able to assist their children at home.

Educators in this study were frustrated in their efforts to meet the challenge of providing an effective education to ESOL learners, as, in addition to dealing with the difficulties experienced by the learners, some educators had large classes as well as a high proportion of ESOL learners in their class. A significant difference was found between the class sizes as well as the percentage of ESOL learners at former Model C schools as compared to other schools. Schools that were not former Model C schools

had larger classes with a significantly greater percentage of ESOL learners in their classes. This led to these educators experiencing problems when teaching ESOL learners more frequently and the large class sizes negatively affected how competent they felt when teaching these learners. It was evident that educators required increased support from the Western Cape Education Department, other professionals as well as parents of ESOL learners. In addition, educators needed additional resources to meet the needs of ESOL learners as well as more training, in terms of practically teaching ESOL learners as well as in the isiXhosa language.

Educators made use of a number of verbal, nonverbal and operational strategies in an attempt to meet the challenges they faced when teaching ESOL learners. These strategies were learnt through experience with ESOL learners and not through formal training. Educators felt that hands-on practical training in strategies to use with ESOL learners that took place in the classroom would be of enormous benefit to them.

Speech-language therapists are able to meet some of the needs of educators by working in close collaboration with them. Due to the large classes of some educators as well as the large numbers of ESOL learners in these classes, speech-language therapists would be the most effective in assisting educators and ESOL learners by employing a transdisciplinary approach and being in the classroom with the educators. Speech-language therapists need to change their perceptions through role acceptance and be prepared to take on roles that they may consider to be outside of their scope of practice. They also need to equip educators to assist ESOL learners through role release. By collaborating in this way speech-language therapists can be effective at a number of levels. These include the policy level by being involved in policy-making

committees that advocate collaboration between educators and speech-language therapists. Furthermore, speech-language therapists need to be advocates for the roles they can play in assisting educators and ESOL learners. Speech-language therapists can assist with language intervention in the classroom as well as on a practical level (through role acceptance) to assist educators with large class sizes and large numbers of ESOL learners.

Educators need to be provided with appropriate support, training and resources in order to be able to provide the best education possible to large classes as well as the large numbers of ESOL learners in their classes. With many learners attending school in a language other than their first language, meeting the needs of the educators who teach them, partially through the involvement of speech-language pathologists, will ensure that these learners achieve their academic potential and have the same opportunities in life as their peers who are learning in their first language.

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APPENDICES

APPENDIX A: Western Cape Education Department Permission

Navrae
Enquiries
IMibuzo
Dr RS Cornelissen

Telefoon
Telephone
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(021) 467-2286

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Verwysing
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ISalathiso
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Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Miss Julie O'Connor
12 Guildford Place
Guildford Road
ROSEBANK

Dear Miss J. O'Connor

RESEARCH PROPOSAL: AN INVESTIGATION OF THE NEEDS OF PRIMARY SCHOOL EDUCATORS IN THE CAPE METROPOLITAN AREA WORKING WITH LEARNERS WHO HAVE ENGLISH AS THEIR SECOND LANGUAGE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02nd September 2005 to 23rd September 2005.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2005).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the schools indicated by the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Education Research
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 02nd September 2005

APPENDIX B: Permission Letter

UNIVERSITY OF CAPE TOWN

Division of Communication Science and Disorders

School of Health and Rehabilitation Sciences
Faculty of Health Sciences
F45 Old Main Building. Groote Schuur Hospital
Observatory 7925
Telephone: 406-6313
Fax: 406
6323
5 September 2005

To Whom It May Concern:
Re. Permission to conduct research with educators working at for a Masters thesis project

I am a Speech-Language Therapy Masters student at the University of Cape Town. In fulfilment of the requirements of my degree, I am conducting a research project investigating the needs of educators working with learners who are learning in a language that is not their first language. This research project is an extension of a similar project that I completed as part of my B.Sc. Speech-language Therapy in 2003. The department of education has given me permission to approach 23 schools of which is one.

A self-administered questionnaire will be used to gather this information. In order to complete this project, I request your permission to obtain information from available grade 1, 2 and 3 educators. The questionnaire will be dropped off at the school and picked up one week later. Therefore, the educators will be able to complete it in their own time. In addition, focus groups will be held after school hours, which educators will be invited to attend. Participation in this research project is entirely voluntary and participants may feel free to withdraw at any time. Please be assured that all information will be kept confidential and no information identifying the participant or the school will be disclosed. The school will receive a summary of the results once the study is completed

If you need any further information please do not hesitate to contact me. I hope that you will be able to assist me. Thank you for your time.

With gratitude,

Julie O'Connor
Speech-Language Therapist

Martha Geiger
Research Supervisor

Telephone: 083 446 9419
E-mail: ocnjul001@mail.uct.ac.za

APPENDIX C: Consent Letter

UNIVERSITY OF CAPE TOWN

Division of Communication Science and Disorders

School of Health and Rehabilitation Sciences

Faculty of Health Sciences
F45 Old Main Building, Groote Schuur Hospital
Observatory 7925
Telephone: 406-6313
Fax: 406
6323

CONSENT FORM

Dear Participant

Participation request for thesis project

I am a Speech-Language Therapy Masters student at the University of Cape Town. As part of the requirements of my degree, I am conducting a research project investigating the needs of educators working with learners who are learning in a language that is not their first language.

I would be grateful if you would participate in this research project. Please be assured that all information will be kept confidential and no information identifying you will be disclosed. Participation in this research is entirely voluntary and you may feel free to withdraw at any time. If you wish, the final results will be available for you.

I will be collecting the questionnaires on **Thursday, 22 September**. In addition, I will be conducting focus groups on Thursday afternoons at your school or a school in your area, at which your attendance would be appreciated. The focus groups will involve a group of educators meeting with the researcher and discussing their experiences and needs working with children that are learning in a second language, for the purposes of the research.
I would be happy to answer any queries you may have regarding this project.
Cell: 0834469419
E-mail: ocnjul001@mail.uct.ac.za

With gratitude,

Julie O'Connor
Speech Language Therapist

Martha Geiger
Research Supervisor

Consent Form: Please fill in the permission slip below

I, _____, hereby agree to participate in this research project, by completing the provided questionnaire.
I would be interested in attending a *focus group* at my school or a school nearby on a Thursday afternoon. (If you are interested, you will be contacted with the exact date and time of the focus group.) Tea and cake will be provided.
Yes: ____ No: _____
I would like a copy of the final results: Yes:_____ No: _____
Telephone number: _____ Signature:_____
This information will be kept strictly confidential and will be disposed of once the results have been analysed.

APPENDIX D: Questionnaire

SPEECH-LANGUAGE THERAPY MASTERS RESEARCH PROJECT

QUESTIONNAIRE

NB: The term "bilingual" refers to speaking two or more languages.

1. How many years have you been working as a teacher? _____
2. What teaching qualification/s do you have? _____
3. What grade do you teach? (Please tick appropriate box)

Grade 1	Grade 2	Grade 3

4. How many children are currently in your class? _____
5. How many of these children do not speak English as their first language?

   _____
6. What are the three most common first languages among these children in your class who do not speak English as their first language?

   Most common _____

   Second most common _____

   Third most common _____
7. What is **your** first language? _____
8. What other languages could you teach in?

   _____ _____ _____
9. Do you, at this stage, feel competent in teaching children who do not speak English as a first language? Please tick **one**.

   ___In all circumstances or activities

   ___In most circumstances/activities

   ___In some circumstances/activities

   ___In no circumstances/activities

10. Which of the following specific problems do you encounter most frequently when teaching children who do not speak English as a first language? (Please tick the appropriate box)

a) Don't speak the first language of the child(ren)

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

b) Lack of knowledge of children's cultural characteristics

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

c) Lack of knowledge of second language acquisition

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

d) Lack of knowledge of bilingualism

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

e) Inability to distinguish a language problem from a learning problem

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

f) Problems with discipline as the children do not understand instructions

1 very frequent	2 frequent	3 somewhat frequent	4 somewhat infrequent	5 infrequent	6 very infrequent

Other (please specify)

_____

_____

APPENDIX D: Questionnaire

11. What strategies do you employ to facilitate comprehension and participation of children who do not speak English as a first language? Please tick the appropriate block

Simplifying/rephrasing utterances	YES	NO
Repeating instructions	YES	NO
Accentuating key words	YES	NO
Repeating new vocabulary	YES	NO
Utilising stories, songs and rhymes	YES	NO
Speaking more slowly	YES	NO
Repeating the learner's utterance	YES	NO
Expanding the learner's utterance	YES	NO
Humour e.g. intentionally saying the wrong thing	YES	NO
Translating to the learner's first language	YES	NO
Using gestures	YES	NO
Miming actions	YES	NO
Dramatising	YES	NO
Presenting additional visual material	YES	NO
Involving parents to help at home	YES	NO
Using other children as interpreters/translators	YES	NO
Making use of a translator from outside the classroom (e.g. cleaning or gardening staff)	YES	NO
Intensive individual training sessions	YES	NO

Other (please specify)

_____

_____

_____

12. Is there collaboration between yourself and parents of children learning in second language? Please circle the appropriate answer:

YES NO

Please give possible reasons for your answer:

_____

_____

_____

_____

_____

13. Please provide any suggested strategies you may have to involve parents of second-language learners.

_____

_____

_____

_____

_____

_____

_____

_____

14. Do you think that teachers require training in the areas of bilingualism and learning in a second language as part of their diploma training?

YES NO

15. What training have you received in the area of bilingualism and teaching learners who are learning in a second language? Please tick the appropriate box

Completed course(s) as part of diploma training	YES	NO
Completed course(s) after formal studies	YES	NO
Attended workshop(s) after formal studies	YES	NO
Engaged in independent reading on the subject	YES	NO
Engaged in discussions on these issues	YES	NO
Took related courses, e.g. African Languages	YES	NO

Other (please specify)

_____

_____

_____

16. Do you think teachers have a need for any of the following? Please circle the appropriate answers.

Workshops/courses on bilingualism	YES	NO
Assistance by speech-language therapists in planning language lessons	YES	NO
Material to use in language lessons	YES	NO
Professional help to evaluate the language needs of children learning in a language that is not their first language.	YES	NO

Other (please specify)

_____

_____

_____

_____

17. Please tick the topics that you feel should form part of teacher training courses with regard to the area of learning in a second language (if any):

___Bilingualism

___Second language acquisition

___Teaching children who are learning in a second language

___Language and culture

___Acquiring basic vocabulary in new languages

___Habits and customs of different cultures

___Use of translators/interpreters in the classroom

___Cross-cultural communication

___Community involvement and bilingualism

___Other (please specify)

_____

_____

_____

18. Is there anything else that you wish to add in terms of your experiences, problems and needs when teaching children who do not speak English as a first language?

Please ensure that you have answered ALL questions.

THANK YOU FOR YOUR TIME. YOUR CO-OPERATION IS MUCH APPRECIATED.

APPENDIX E: Description of the context of the focus groups

The focus groups all took place on Thursday afternoons after school had finished for the day in October 2005. They started at approximately 2.30pm.

Focus Group 1

The first focus group was held at a previously 'coloured' school. It took place in a room at the school used for meetings with a boardroom table in it, which the participants sat around. Six participants from the school attended and the school principal attended for approximately five minutes. There were 2 Grade 1 educators, 2 Grade 2 educators and 3 Grade 3 educators present. Although children could be hear playing outside, the venue was quiet enough for the purposes of the research. According to the questionnaire results the mean class size at this school was 40 learners and there was a mean of 17.5 ESOL learners per class. The focus group lasted approximately 1 hour. Tea and cake were served afterwards.

Focus Group 2

The second focus group was held at a previously Model C school and 4 educators from the school attended. There were 2 Grade 1 educators, 1 Grade 2 educator and 1 Grade 3 educator present. The focus group was held in an empty classroom and the desks were arranged so that the educators, researcher and research facilitator could sit around them. The venue was quiet and there were no interruptions. According to the questionnaire results the mean class size at this school was 25 learners and there was a mean of 5 ESOL learners per class. The focus group lasted approximately 30 minutes. Tea and cake were served afterwards.

APPENDIX E: Description of the context of the focus groups

Focus Group 3

The third focus group was held at a previously 'coloured' school that had experienced an influx of isiXhosa learners over the previous few years. Five participants from the school attended as well as one participant from another school. In addition, the teacher aid from the school where the focus group was held attended for the last twenty minutes of the focus group. There were 2 Grade 1 educators, 3 Grade 2 educators and 1 Grade 3 educator present. The focus group was held in the school library and the participants, researcher and research facilitator sat around a long table. The venue was quiet. The mean class size at the school where the focus group was held was 39 learners and there was a mean of 34.8 ESOL learners per class. The mean class size at the school from which the other participant educator came was 38.6 learners and there was a mean of 22 ESOL learners per class. Tea and cake were served after the focus group.

APPENDIX F: University of Cape Town Research Ethics Approval

UNIVERSITY OF CAPE TOWN

Research Ethics Committee
E52 Room 24,Old Main Building Groote Schuur Hospital, Observatory, 7925
Queries : Lamees Emjedi
Tel : (021) 406-6338 Fax: 406-6411
E-mail : lemjedi@curie.uct.ac.za

11 July 2005

REC REF: 248/2005

Miss JE O' Connor
COMMUNICATION SCIENCES & DISORDERS, HEALTH & REHAB

Dear Miss O'Connor

AN INVESTIGATION OF THE NEEDS OF PRIMARY SCHOOL EDUCATORS IN THE CAPE METROPOLITAN AREA WORKING WITH LEARNERS WHO HAVE ENGLISH AS THEIR SECOND LANGUAGE.

Thank you for your letter to the Research Ethics Committee dated 24/06/2005.

It is a pleasure to inform you that the Research Ethics Committee has formally approved the above-mentioned study.

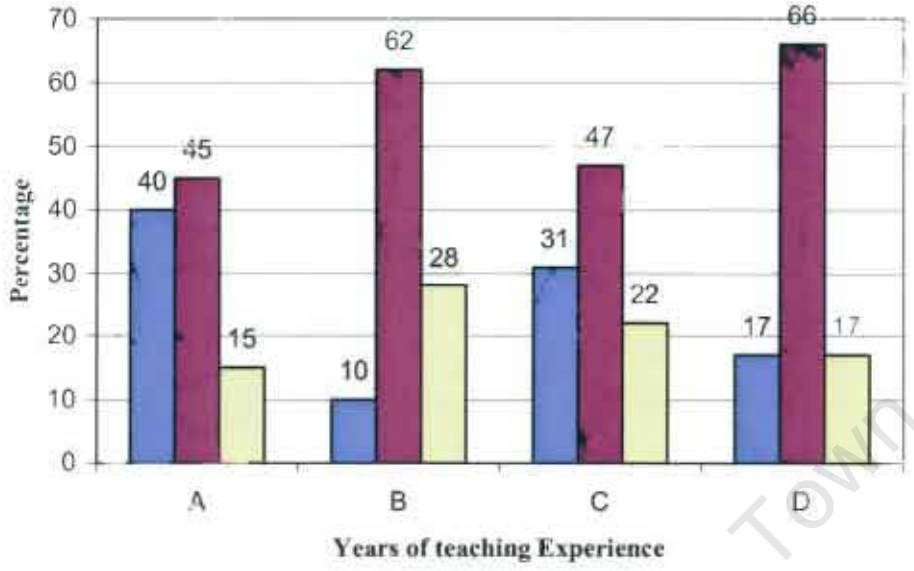
Please quote the REC. REF in all your correspondence.

Yours sincerely

PROF T. ZABOW
CHAIRPERSON

APPENDIX G: Graphs showing the felt competence of educators compared to certain categories

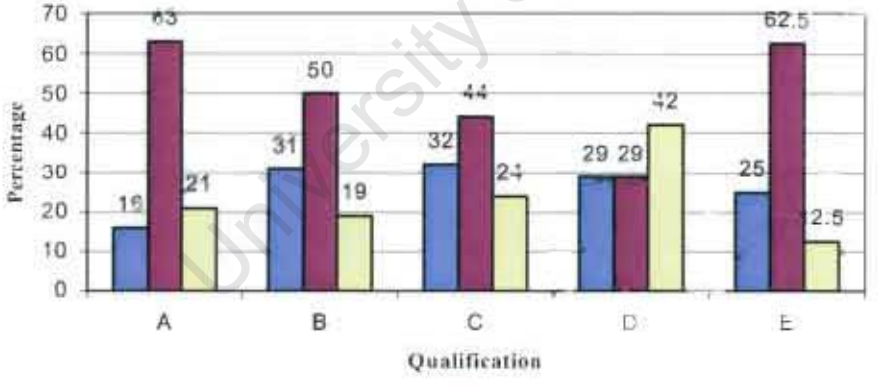
Years of teaching experience and felt competence



Key: A: 1-10 years
B: 11-20 years
C: 21-30 years
D: 31-40 years

Competent in all circumstances
Competent in most circumstances
Competent in some circumstances

Qualification and Felt Competence

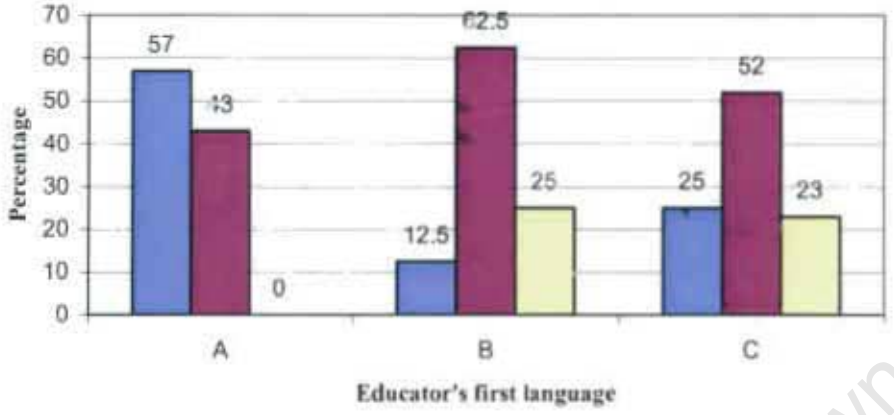


Key: A: Higher Diploma in Education'
B: More than one qualification
C: Teaching Diploma
D: Other
E: Teaching Certificate

Competent in all circumstances
Competent in most circumstances
Competent in some circumstances

APPENDIX G: Graphs showing the felt competence of educators compared to certain categories

Educator's first language and felt competence

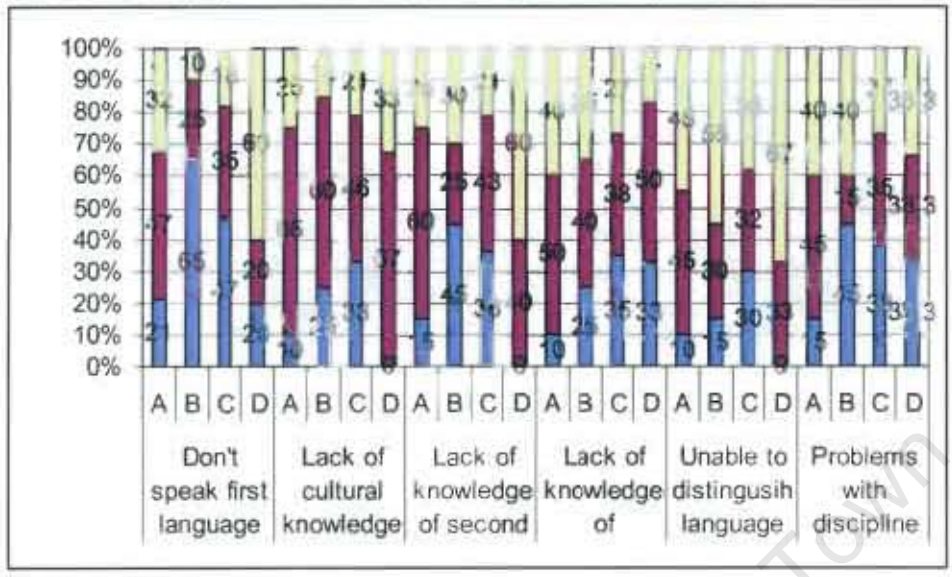


Key: A: IsiXhosa
B: Afrikaans
C: English

Competent in all circumstances
Competent in most circumstances
Competent in some circumstances

APPENDIX H: Graphs showing the frequency of problems experienced by educators compared to certain categories

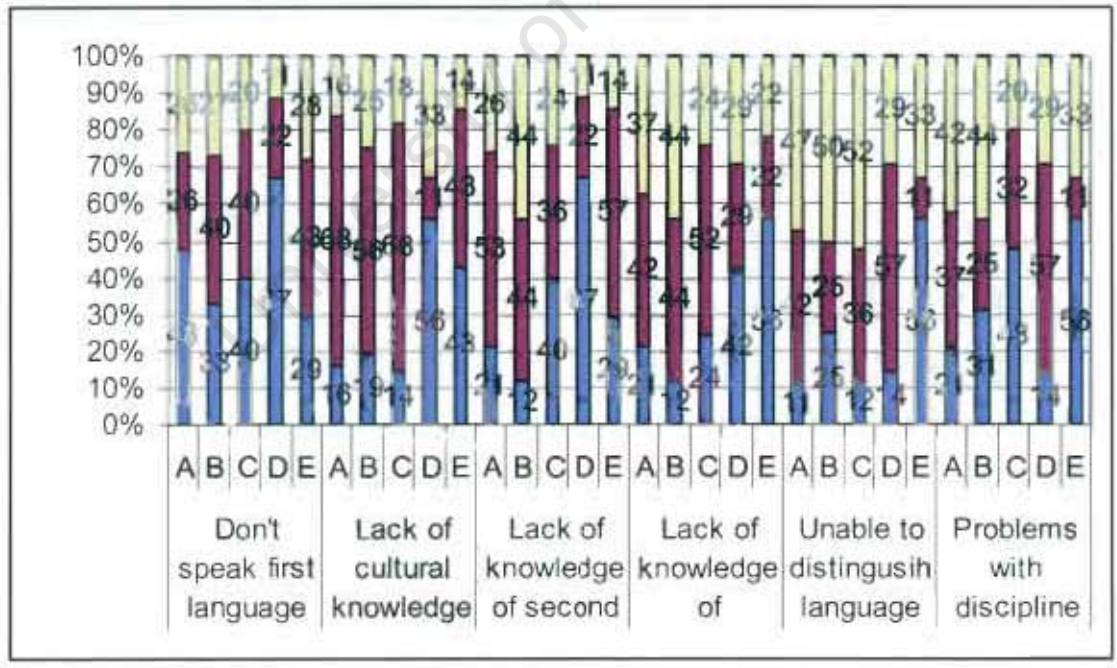
Years of teaching experience and frequency of problems experienced



Key: A: 1-10 years
B: 11-20 years
C: 21-30 years
D: 31-40 years

Experienced infrequently
Experienced sometimes
Experienced frequently

Qualification and Frequency of Problems experienced

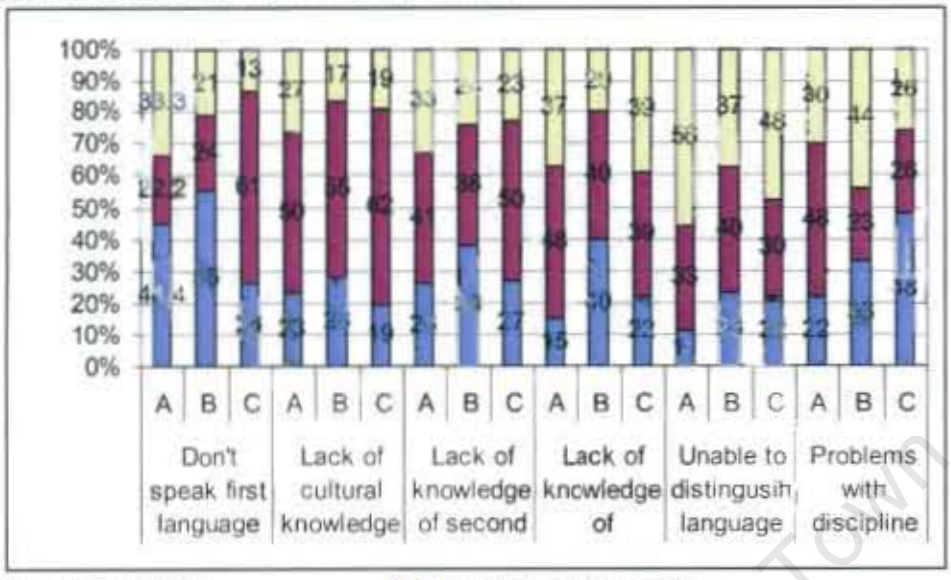


Key: A: Higher Diploma in Education
B: More than one qualification
C: Teaching Diploma
D: Other
E: Teaching Certificate

Experienced infrequently
Experienced sometimes
Experienced frequently

APPENDIX H: Graphs showing the frequency of problems experienced by educators compared to certain categories

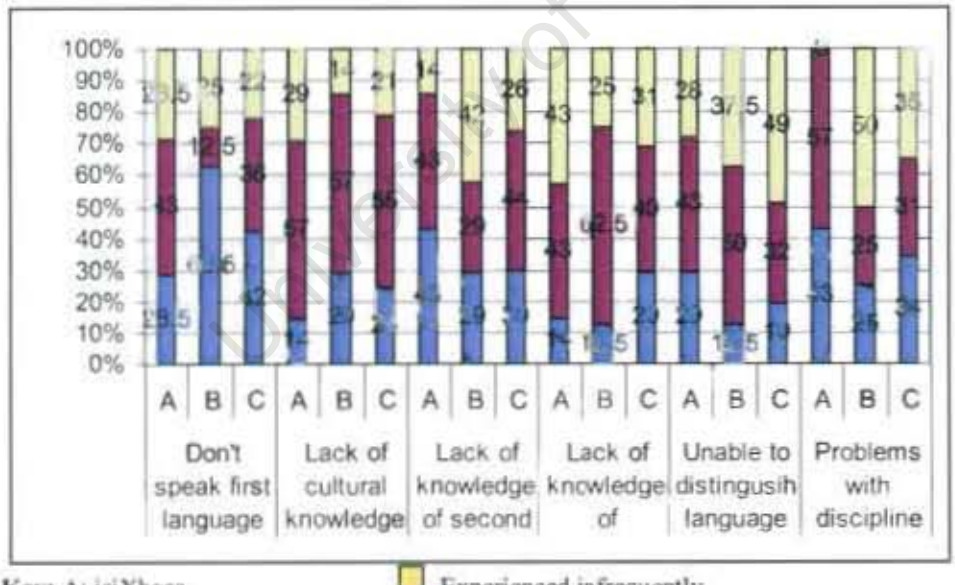
Grade and frequency of problems experienced



Key: A: Grade One
B: Grade Two
C: Grade Three

Experienced infrequently
Experienced sometimes
Experienced frequently

Educator's first language and frequency of problems experienced



Key: A: isiXhosa
B: Afrikaans
C: English

Experienced infrequently
Experienced sometimes
Experienced frequently

FOCUS GROUP 1 (6/10/2005): TRANSCRIPT

RESEARCHER: What we're going to do today is talk amongst yourselves, debate and discuss these issues with second language learners…your needs when teaching them, problems you've experience, successes you've experienced. That kind of thing. If we could start by each saying your name, what grade you teach and what your experience has been teaching second language learners so far.

PART. A: My name is XXXX. I'm teaching grade 3 learners and my experience is that I need to do a lot more for them. You know, I've just…um…I think it requires a lot of getting the correct material. Um… you know, yesterday we talked about fruit and I had all the names: the Xhosa, the English and the Afrikaans. Somehow, I didn't do that before – have the English the Xhosa and the Afrikaans and I did it yesterday and somehow, it makes a lot of sense to incorporate those children and their language and their mother tongue and you're not just ignoring where they are and who they are. So for the first time I have the material and now I can *use* it.

PART B: My name is XXX and I'm teaching grade 2. The question was again?

[laughter]

RESEARCHER: What has your experience been teaching second language learners?

PART. B: I find for them pronunciation is quite difficult and vocabulary – very limited. And the fact that some of them come to an English-medium school with no English background and English isn't reinforced at home. They don't speak English at home.

PART. C: I'm teaching grade 1. Also I'm finding they don't speak English – very little English. BUT, there's always one or two that speak English quite well and they understand. And those learners become your helpers right from the beginning. You know, translating or they will tell them a word in Xhosa – that we don't know the language. They are your helpers. And eventually, you do rhymes, you do word-building, you do sentences and you do lots of picture and experience things. And you find that even they are helping them to repeat the sentence. Then eventually they learn the language – slowly, but you know, understanding in the beginning. And it's difficult with the sounds and that because the parents don't understand how to pronounce the sounds to help them at home. And so you have to call in the parents as well and you have to coach the parents as well.

PART. D: My name is XXX. I'm teaching grade 3. And I've had many experiences teaching children with these kinds of problems – third language, ne? The first problem I've found is that children don't know the vocabulary. They don't know the meaning of the word, they can't comprehend, they can't write sentences. So what I did…I did a lesson on water. You know water…experiment with water. So I put things/articles inside the water and then I said what is in the water. Let's say this is paper. So I say, "This is paper" and whatever it is. So I had flashcards with the words "paper" and "stick" and whatever. And now I ask them questions…you know, to make them understand…to bring out the words maybe "liquid" and "float" and "solid" and whatever…you know, all those words. Then those words were put into

sentences after that and that's how I teach them. And then I have a child that's got learning problems. She came from a Xhosa school and she came into grade 3 but she has a grade 1 level. She couldn't speak a word of English so what I used to do for her…I sat…iTable, iChair, iCupboard, iBook… and that's how she learnt. And she didn't know any vocabulary but she's doing so well and a couple of times I'll give her instructions and then she'll have to do like nursery rhymes and sing songs and you must have the actual picture of the object and you must tell them what it is. That's how the child learns it. And the same I did with sounds and…

PART. E: My voice is gone…My name is XXX and I teach grade ones. I just think, you know we, need to teach the language before we can teach the phonics. When they come here they don't know the language at all. If you say "come here"…"Go fetch the book" then they come with something else – they don't know. That's why I teach the language for them to understand before I commence with my phonics. So that they can understand basic language – English language. And after all that I find it *so* difficult – that's why my voice is like this – speaking whole day. You know, telling them "ibook, ifile, take out ifile, ipage in ifile" like that; write "Bala" – you know, you need to get to know the words and that is *extremely* difficult.

PART. F: I'm XXX. I'm in grade 3 and I probably have more experience than anyone else sitting here *at* this school. In the beginning we had Afrikaans classes at our school and that has dwindled away. Nowadays, it's *fashion* to be at an English school and an English class. Even though we find it difficult to educate those parents that their children will struggle they still insist. They themselves cannot speak the language properly. And I…we find it difficult even with the Afrikaans speaking child in the English class. More so with our Xhosa speaking, even though [Part. C] has said that we have those that can translate and things like that. But, it's very difficult for us when we have learners coming into grade 3 not speaking English, number one, and then we still have to introduce Afrikaans for them too. So, we do have a major problem. Some of them latch on very quickly because they speak Afrikaans at home – they don't speak English again. Some speak English and then speak Afrikaans. So, we do have a few who can and a few who we're like… we're really struggling and battling with them. It's actually going to be their third language.

PART. G.: Hi, my name's XXXX. I'm in grade 2. Basically everybody said what I wanted to say, but another thing I can add…especially when you give the children homework or when you call a parent in…also, it's their second language and then you call the parent in asking them to assist the children. But then they themselves don't understand. That's also another problem. The parents don't understand.

[Disruption as principal enters the room. Researcher recaps what has happened so far for the principal]

RESEARCHER: Okay, one of the things that came up was that you need to do extra things for these second language learners. So, I was wondering, what is the ratio….are there first language English speakers in the school?

Everyone: Yes

APPENDIX I: Transcript of Focus Group 1

99	RESEARCHER:	Does this disrupt the lessons at all?
100	PART. F:	Yes, you really do find that you have to stop at certain stages to
101		concentrate more on those children. You know, we have to work on
102		different levels all the time. And so, in Grade 3, you're working on
103		grade 1, 2 and 3 level in the same class at the same time so it is rather
104		difficult. And then also, you have to *prepare* the worksheets on the
105		vocabulary and things like that in order to reach out to those learners
106		who are struggling and the more clever ones you can give them a
107		vocabulary of whatever words. So, we're being…you know…split
108		yourself in three everyday. More than 3 – some of them are on a grade
109		R level.
110	RESEARCHER:	Okay. And then, you said you needed more material, and now you've
111		got the material for vocabulary in different languages. Are you all…do
112		you all have some vocabulary in Xhosa?
113	PART. F:	No.
114	RESEARCHER:	So how does that affect things?
115	PART. D:	We don't actually have material in all languages.
116	PART. E:	Have to get that kind of material yourself.
117	PART A:	[Displays book she uses that is a simple picture vocabulary book that
118		has the vocabulary in Xhosa, English and Afrikaans]
119	PRINCIPAL:	There was a strong feeling that we get some Xhosa literacy for teachers
120		and we made a formal proposal towards the end of last quarter and
121		because of our carnival, we sort of put that on ice for a while. You
122		know we had sport…So we hope to get some literacy for teachers. Just
123		so that they can be empowered. But we do a lot of peer teaching in the
124		class where the A group will have to help the C group and that.
125	RESEARCHER:	And that's a mixture of languages?
126	PRINCIPAL:	Yes.
127	RESEARCHER:	And the literacy – is that just for the teachers…
128	PRINCIPAL:	It's just so they will be empowered with basic conversational Xhosa...to
129		get instructions to make the learners follow. But also it's a peep into
130		their culture and maybe with that also…..and because we've found that
131		when we teach them, we can't speak of, you know, Janet and Jane. We
132		need to get into the culture of the Xhosa children and that life
133		experience comes out in the class. So the idea was, for literacy as well
134		as a little bit of just of understanding what makes these children tick.
135		Because they have behaviour problems. Sometimes you don't
136		understand really what makes them tick. So this is a peep into their
137		culture.
138	RESEARCHER:	And then, with the children's literacy, is that all in English?
139	PRINCIPAL:	Yes, yes. Unfortunately we're just a single medium school.
140	PART. F:	In grade 3 we have Afrikaans.
141	RESEARCHER:	Okay, yes, because you're teaching them a third language. Alright, so
142		how many Xhosa and Afrikaans learners are there on average per class?
143	PART. A:	In my class we have 50% of the learners is Xhosa first language and
144		then 50 % is English.
145	PRINCIPAL:	You will find that the demographics have changed now. In grade 7, you
146		will find out of 32, 12 of them are Xhosa speaking and 5 Afrikaans.
147		And as you go to the foundation phase you will find that the ratios are
148		changing *more* towards non-English speaking learners.

APPENDIX I: Transcript of Focus Group 1

149	RESEARCHER:	Okay. I've got a basic idea but if we could maybe chat about what
150		problems you experience in the class. We've touched on them but if we
151		could go into more depth. Um, you said you need to do a lot more work
152		and how does that affect you?
153	PART. B:	A problem is that you have to go back to the basics all the time. [both
154		tapes unclear. Written notes: There's a big gap by the time they get to
155		grade 2]
156		
157	RESEARCHER:	Okay, so there's less of a gap in grade one and then by grade 2 it's
158		bigger.
159	PART. B:	And also it's one thing if the child comes from grade R [unclear]
160	RESEARCHER:	This is very generalised, but do the children come with a basic English
161		or no English?
162	PART, E, F & C:	no English at all!
163	PART C:	Some of them couldn't even share that they want to go to the toilet.
164		They don't sit on the chair in the beginning – I remember!
165	RESEARCHER:	Then, how does that affect getting through the syllabus because…
166	PART F:	It's very hard. It should take us 2 to 3 weeks - we sometimes go into
167		four weeks, you know…certain subjects it does take us very long.
168	RESEARCHER:	And getting through the syllabus for a year?
169	PART. C:	Right at the end of the year they start to understand the basics. But it's
170		even not enough. They have made a little bit of progress, but...
171	PART B:	When it comes to grade 2 I need to consolidate the grade one work.
172		[unclear because of overlapping speech] Then the child has come over
173		and they need support and they need to build confidence in certain
174		areas. You don't really complete the syllabus in time
175	PART E:	You can't!
176	PART A:	In numeracy in grade 3 I asked the child today, "How many hands do
177		you have?" And I showed him hands [gestures: fists]. And he said 10.
178		Now…I mean….at this stage okay….I mean I hadn't picked that up
179		hands [gestures], hands. You know, I said "fingers" [gestures] and
180		"how many?" You know so, there's so much of confusion.
181	PART F:	That's 8, 9 years old.
182	PART A:	Confusion…You know and there is no sort of continuity at home. I am
183		the only one that is speaking English to them…you know in a day…you
184		know me…When he goes out into the….break time – Xhosa…at
185		home…There's no English.
186	PART F:	That's very sad.
187	PART. D:	The speak Xhosa all the time in class also. Their communication to one
188		another is in Xhosa.
189	[all talk at once]	
190	PART. E:	They're bright in their own home language hey. They're bright.
191	PART. F:	They're better in their own language. But you know now we're
192		teaching them in English. And you know, when the parents fill in our
193		registration form and the application forms they will indicate that they
194		want their child to speak English or they want a better education for
195		their child. But they can't assist in any way. I mean when they come
196		with the application form you must sit with them and help them fill it in
197		or else they take it home and somebody else fills it in for them and
198		when you question them about it they just don't understand what you're

199		saying. We have an indication of what children we're going to get from
200		just the application forms.
201	PART B:	And those personal pronouns: 'he' and 'she'. They just don't have a
202		clue about 'he' and 'she'.
203	PART F:	You see it's one word in Xhosa
204	PART E:	It's difficult. And they write. What they say they write it down.
205	PART A:	You know that preference form that we filled out for the auditors. The
206		question was "What is you language of preference?" And everybody in
207		my class filled out English! That is their language of preference. I mean
208		okay, I understand that but we're talking now [sights] you know…
209	PART C:	You know what's so sad. Yesterday I had this boy in my class- grade 5
210		sitting there. And one of the children in my class asked him "Give the
211		Xhosa word for 1, 2, 3 and 4". He could do it but he struggled with
212		some of it. I asked him some of the colours as well. He had to think in
213		his own home language. It's sad that he should lose touch with his
214		home. You know, just being able to know certain things or how to
215		write…
216	RESEARCHER:	Okay, so they struggle in the foundation phase, but by grade 5 are they
217		starting to speak more English?
218	PART C:	Yes. No he know it I mean it's just…
219	PART F:	What she's trying to say with the English, I mean the Xhosa, they
220		cannot…they can speak the Xhosa at home and wherever else but they
221		can't actually read or write Xhosa because they only get education in
222		English.
223	PART D:	And another problem, what I've found is that the children read
224		[unclear] And you give them words to write sentences on a certain topic
225		– the Xhosa speaking children. That are….they don't really speak
226		English as their spoken language at home but they mainly just Xhosa
227		and now they're learning the English and when they write down their
228		sentences I can read between the lines that they leave certain words out
229		like "the" and "a" and even the pronunciation of the written word – you
230		have to say it's written with an 'a' and not an 'e'. What I did, I had to
231		teach them from the basics – that is /a/ and that is /e/. They say "jam" as
232		"jem". The way they say it and then they write it.
233	PART F:	Or for "bed" they say "bad". It's the way they speak and pronounce
234		words.
235	RESEARCHER:	We've spoken a lot about parents. If the parents spoke English at home,
236		how would that help you?
237	PART F:	There would be a major difference – really. Because the basic things
238		come from home. You know we teach our children those as well…you
239		know, "Go fetch your bottle", "Go fetch your…." "Come to mommy",
240		"Come to Daddy" "Granny" "Grandpa", whatever. You know so we
241		teach them all those basic things, but they don't. They come here so you
242		have to do all those little things.
243	PART E:	In Grade 1 you know, you can't start with work; You have to teach
244		them the language so that they can acquire the language, so that they
245		can understand what you're going to teach.
246	PART D:	You know what I've found. I've been teaching Xhosa learners at many
247		other schools. And what I found, I found that is very successful is that
248		they teach the children English and Afrikaans songs and music and

249		even like listening to the radio, watching something on TV and then
250		afterwards [unclear] And that's how the children pick up words.
251	PART F:	They know all the English songs. They know the pop songs! They
252		know every word – you hear how they sing it? Bu they cannot speak the
253		language properly but they sing all those songs.
254	RESEARCHER:	Do they understand the songs?
255	PART F:	They don't understand, but they know, they know the words and they
256		know….other than that…
257	RESEARCHER:	Do you use songs and things in your teaching
258	PART F:	I put the radio on sometimes
259	RESEARCHER:	Like action songs?
260	PARTS E & D:	Yes
261	PART D:	There was one Xhosa song that I tried; I had a student in my class. She
262		sings it and then they all sing. Then you know then I tried to sing with
263		them but [laughs] I was struggling.
264	RESEARCHER:	From what you're saying you have to start with the language especially
265		in Grade one and then you can't get to the work because you're starting
266		with the language. But now we're in the fourth term, does it improve?
267		Does it get better?
268	PART E:	Some of them have not taken in anything that you taught them. Because
269		you see, it's very sad, many of them come when they're five and a half.
270		Their mother speaks Xhosa. We'll teach them "go fetch the bottle".
271		[You know now they're being taught when they're five and a half]
272		If I speak to them in English, they have to interpret it in Xhosa, then
273		they answer me back in English which is very difficult. We are English.
274		If somebody speaks to you in Xhosa, we're going to interpret it in
275		English and then answer them and that is what they're doing in class.
276		They're interpreting it in Xhosa. Because if you say "You're standing
277		in the way," now they don't actually hear what you're saying because
278		they don't understand English but now they must show them, "move
279		away". Even in the fourth term. It's a real struggle. *Ons is baie moeg*
280		*gepraat buy die einde van die dag...[*laughter]
281	PART B:	And I think especially with the little ones in the foundation phase,
282		they're very concrete bound. Every new thing you teach them you must
283		have something concrete. If you want to teach them fruit – show them
284		that. "Keys"- show them the actual keys. That is the only way.
285		Sometimes it's very difficult to bring in those concrete things. It's not
286		always available.
287	PART E:	And then when you want to speak about the hippopotamus and the
288		camel…
289	PART B:	Yes, they don't know!
290	PART E:	Everything is dog and a cat. You know, they don't know
291	PART C:	It's because they're not experienced where they live
292	PART E:	They don't experience it where they live. I spoke about something and
293		then this boy told me he chased a hippopotamus down the road.
294	[laughter] [shame man!]	
295	RESEARCHER:	I can see that this obviously makes the teaching quite difficult in many
296		ways
297	[agreement]	

298		Um… What kinds of solutions could you see for making things better
299		in the future?
300	PART B:	Like if you could wave a magic wand.
301	[laughter]	
302	PART F:	Future – you don't want to discriminate, you know these people want
303		their children to speak English and it's so *difficult* for us to be doing
304		that if we're not getting any support from home. [unclear]At this point,
305		a couple of years ago we have already considered having…you know
306		we have the 3 grade threes for instance – We have the 2 grade 3 English
307		classes and a Xhosa class. So that they are taught in their mother tongue
308		and then swap around for certain parts of the lessons they come to us.
309		But to implement that is so difficult because the parents don't want it.
310		They sent their children to school to be taught in English and they
311		refuse to be amused with us.
312	PART E:	Xhosa seems inferior.
313	PART C:	And now because of that the children are coming here early in the
314		morning – they're here before 7 some of them. In winter they go home
315		after 3 / 4. You can't expect them also…you know, the parents are not
316		there when they get home. The parents come home late [unclear] So
317		that's another thing we can look at – why are they not sending their
318		children there? What's wrong with the schools in those areas? Because
319		what *is* wrong? I mean we need to find out.
320	RESEARCHER:	So children are travelling a long way…
321	PART C:	They're travelling a *long* way
322	PART F:	They're waiting long after school. I went to a workshop about three or
323		four weeks ago now and I can tell you that the educators…I don't want
324		to discriminate now but they've been with us on the course and they
325		will sit there and study their BA whatever they're doing assignments
326		that must go in tomorrow while we are busy with the course. They will
327		be doing their own thing. And they tell you – "How do you study?"
328		"No, I study in school time and I go and write in school time." So
329		there're a lot of issues so that is why those parents don't want to send
330		their children there because they probably know what is happening at
331		those schools. Those schools close….the teachers come in at 9/10
332		o'clock. They leave early, they...um...the end of the month, they aren't
333		at school…then they're gone…things like that. So there was one at our
334		table and she was a very dedicated person and *she* was saying all these
335		things. She said "Don't do that for that one because she's busy doing
336		her BA so she's studying. So don't you do that for her. Leave it let her
337		do it for herself." Because we had to do assignments at the end of the
338		day. So she expected me to do all her work while she was busy studying
339		her BA!! I will never ever be there [laughs] because at this late stage I
340		don't think I will get there. Its little things.
341	RESEARCHER:	If the problem's with the Xhosa school system, why do parents have a
342		problem if you introduce a Xhosa class? And I presume the Xhosa class
343		will be….
344	PART F:	You see, because now they see the language as inferior now these days-
345		You know, the Xhosa language- and they want their children…they feel
346		that if their children must go overseas and their children must go into
347		the job situation then they need to speak English.

PART B: And also as Mr. X, was saying… the demographical change…this school is becoming…there is an influx of Xhosa speaking children at our school and in not a long time our ratio of Xhosa to English will definitely be big and we will be losing all those um….you know at the moment our bright ones in the class are the so-called coloured kids. I mean, take into consideration, that the Xhosa kids, their problem is the language barrier. You know, if the school becomes so-to-say *Xhosa* where are the coloured children going to go to school? What then happens to us? I mean, I have no knowledge of the Xhosa language. You know, I'm at a loss in the class if I must stand and teach in Xhosa.

PART A: I'm not sure how…how a child actually learns language…Does the child…Is it suitable for the child to learn in his/her mother tongue in the foundation phase? Because at one stage there was that sort of message…that a child should learn in his/her mother tongue in the foundation phase and then move…is that??

RESEARCHER: I have also heard something like that, slowly incorporating English, until they can speak it.

PART F: But they do English at their schools. Like we do English/Afrikaans, they do Xhosa/English.

PART A: Is that not more preferable? I mean, how does a child actually learn? Is that more preferable? Or this sort of set up where we're trying to push the English from the start? What is more preferable? What does the literature say?

RESEARCHER: Um…It does…Mother tongue education is the new thing but it's not always implementable because parents have the choice of where to send their children and they send their children to an English school. So it's not easy to implement but it is supposed to be what's best for the child – learning in his mother tongue. I mean, obviously.

PART F: I can tell you that we have been taken to the department on numerous occasions for not accepting Xhosa children. And we were forced to take them and handed a letter and that was that. So

RESEARCHER: And the Afrikaans children? Do they cope better?

PART F: They cope better because they understand that...They have friends that are English. I mean, in my class…sometimes we have the mother speaking English…the mother speaking Afrikaans, the father English, the grandparents Afrikaans. And then we'll have the father speaking English and the mother speaking Afrikaans. You know so they do have some idea about that language.

RESEARCHER: And is it easier for you to teach the Afrikaans children?

PART F: Yes, Because they have friends speaking English in the area, things like that. Because it's not basically just Afrikaans. It's English-Afrikaans. And they play and they pick up.

RESEARCHER: Can you all speak Afrikaans? Does that help?

ALL: Yes

RESEARCHER: Okay, so we can't change the constitution. It is the way it is. How would your job be easier? Like what kinds of…

PART E: If we had an Aid – A teaching aid. I taught at a school where we had aids. I was at XXX and they had aids. That is a 99% black school and they had Xhosa aids – Xhosa first language and assistants. But you know, a lot had to do with discipline. You can teach a child anything. I

398		mean small children are supposed to pick up! I mean you can overseas
399		now with your kids to any country - they pick up the language. I can't
400		understand why our children cannot. It's amazing. Because I can tell
401		you there we had also big classes like here, also big classes…about 40
402		plus – grade one 40 plus: 41/42. So now imagine you have half your
403		class is Xhosa speaking in grade one, where they come and go because
404		you know some of them haven't been to grade R. There's no teaching
405		aid. You have to do everything yourself. You can't finish….You *cannot*
406		complete the syllabus. It's impossible. And then at the end of the day
407		you sit with people that are not going keep [unclear] and a aid would be
408		wonderful – a Xhosa aid.
409	RESEARCHER:	A Xhosa aid. What other possible solutions…
410	PART C, D, E:	smaller classes. 20-25.
411	PART C:	30 even. In the last week of school and the children stay absent and
412		there's 30 in your class – you can do a lot. You can see who's working,
413		who's talking.
414	PART F:	My son's in matric right now and he was at Vista Nova for 2 years in a
415		special class of 10/11. And I saw the difference in that child. Within 2
416		years I sent him back to the mainstream and he has never failed.
417		[researcher: because of individual attention?] Yes, because for those 2
418		years he did so well. If they can give us 10/20 you can work with that
419	PART C:	You can do a lot with small groups. Your bright ones can excel.
420	PART F:	I just feel that we tend to neglect our brighter ones because we're so
421		focused on those ones who can't that we neglect our ones that are
422		progressing so well.
423	PART B:	We also have a multi-functional team coming in where we can present
424		our children [that are struggling] That group coming around here. But
425		it's almost as if they question your proficiency as a teacher because you
426		have to fill in so many things. There're so many interventions. So even
427		if you say that the child can't read, the child can't read but now they say
428		he can read you know 'Coca Cola', then to them that is well the child
429		can read, the child has to progress. You know so there's that as well.
430	RESEARCHER:	What's this team made up of?
431	PART B:	Psychologists…..
432	PART F:	They come around to the schools to say who can fail. So we can't
433		decide….So you know, if I've got 10 children that I feel I want to keep
434		these 10 children then there's no ways that I can just say "Sorry
435		mommy…" or whatever "this is what I've discovered, this is what I
436		think. There's so many things. Then they come and they take the child's
437		books or portfolio or whatever else and then they say what do you
438		feel….and then at the end of the day they make the decision for you. So
439		all your hard work that you have done with admin and everything
440		else…you know…it's like…
441	PART A:	The child then gets passed on and as we were saying that gap just
442		widens. It's not in the child's best interests to move forward. The child
443		needs that time, you know, especially in the foundation phase.
444	RESEARCHER:	So the psychologists are pushing the children through?
445	PART A:	They want documentation, they want things in place
446	PART F:	If they feel, you cannot fail 10, you can fail 5.

PART A: And sometimes they'll feel that a child is illiterate, you know, or illiterate to an extent and then yet the child moves.

PART E: And then the language barrier's bigger next grade.

PART A: And then that's the reason in grade 8 at the school here there are children who cannot read.

PART E: They just get moved on. They just move through the system.

PART F: That is where children become when they reach high school, then they become delinquents. They drop out, they do all the wrong things because they're not able to and they become frustrated and it's because of language barrier.....sitting in class with children much younger than they are and they just don't go to school and they become whatever they become.

PART B: And also with the little ones when they don't understand and they don't know what you expect of them they become irritable and they start hitting and this and that and they just have such problems...they start becoming aggressive when they get out onto the playground and eventually they are aggressive. Not because the child necessarily has that type of personality but because he is frustrated because he doesn't know what is happening in class. Nothing that is said appeals to him. It doesn't make sense. You know, you can think for yourself as an adult when something doesn't make sense to you, it bores you, you want to be out of there. Same thing happens to the child.

RESEARCHER: So you've said that teacher aids would definitely help, smaller classes, more support from the department...

PART E: We need therapists on hand. The child has to go at school through his teacher and the whole thing. By the end of that time it's September or August and the child gets help.

RESEARCHER: So the children have to go away for these tests

PART E: No and the parents must organise it on their own. We don't have.

RESEARCHER: What kinds of therapists do you need?

PART B: Language and learning therapists. Speech therapists, those kinds of people. We don't have people coming in.

PART E: We have a school psychologist – 2 for the circuit.

PART A: Something else also...Our children don't have...we don't have a workbook for them something that we used to call a textbook. So they're not carrying a book home....say for example a book home [gestures book from earlier]...with a picture associated with it with the word...you know what I'm saying. They're not taking a picture and a word... and then they're not working with something. We don't have a book for them. There should be possibly a structured a workbook in place for these children that they can work through and the parent is illiterate and the parent is also able to use the book and learn as well.

RESEARCHER: So something with vocab and words

PART A: Yes, yes and a picture that you associate the words with. But something structured that the child can have. Here we're issuing worksheets. I mean what! You don't....

PART F: Start from grade R for the entire school

PART B: And also workshops for parents encouraging them to speak the language if their children do come to any sort of you know English school.

PART F: Beginners resource book where you have basic Xhosa words and basic English and Afrikaans. Simple little things. Not a whole picture filled with wonderful things but simple basic things we need. Veggies, fruit whatever! Maybe we should get somebody in a bookseller or whatever to come along to the school and we'll tell them "look we need something like this for the school especially". It has to be done.

RESEARCHER: Do they no take a reading book home?

PART A: Well they do, they do but then that is not at the basic level where the child is. That's not meeting the child's needs. Those basic needs. Like, for example, 'hands'…I mean [laugh]…We've gone through that…but still you know now we ask where's the 'hands' and that is I don't know, don't know.

PART F: By this time of the year…..Simple resources, simple, simple, simple. From Grade R we have to have the simple resources. Body parts with simple things. Don't do that complicated thing with the arrows. No, the face, the hair on its own, the eyes on its own, nose on its own, mouth on its own. Little things like that.

RESEARCHER: Is there anything else that you specifically need in your classrooms?

PART C: I still say smaller classes

PART A: I'm sorry what is your job?

RESEARCHER: I'm a speech therapist.

PART A: Okay, so how are you going to help us?

RESEARCHER: I'm doing this research to see what you need and hopefully…well I'm submitting the results to the WCED and hopefully something will…

PART F: Somebody will hear our voices

RESEARCHER: I have to write it up and things….

PART C: And one learning support teacher for each school. You can't have a teacher moving around from place to place [interjection: one per phase]. At the moment we have a learning support teacher but she only comes twice a week for the whole school basically and she can only see 40 children in the whole school.

PART E: That's a remedial teacher. So you know that needs to change. They don't take grade ones. They don't take grade two's unless the grade 2's repeating. Say now I have a child who needs support. Then they don't take that child. They take the child who has failed grade two. Understand? So there the gap is again.

PART A: Just to touch on what C's saying – the smaller classes. It is not because we have such a load and you know we want the easy way out. It's not like that. You know the child…the third language child, the Xhosa child…they need so much of time to talk…you know you will stand there and you will *wait* for them to say something and it takes *so* long for something to be expressed…so *long!!* You wait and you have to ask like 3 questions for them to utter something. It's just…you know you have to ask and ask and ask to come to a point.

RESEARCHER: So it's for the child's benefit.

PART A: Ja, you just need so much of time, that child doesn't talk.

PART F: Like people will think we want the easy way out. But it's *not* the easy way out. We want to do justice to our children…the children in our care. Then we have to do something about it. There's no ways we going

546		to be able to achieve that with the number of children we have in our
547		classes…especially in the foundation phase.
548	PART A:	I *am* guilty….I don't have the time…You know yesterday there was a
549		child crying and today I went to him and I said "Are you ok? You know
550		you had a toothache?" And then I came to the bottom of it and his
551		mother has gone for an operation to Cradock. And it took such a long
552		time to get to the bottom of it. I couldn't deal with it yesterday because
553		he just takes so long! I mean it's not being insensitive, it's
554		just…yesterday I went home. I thought "oh no! I didn't even give this
555		child a hearing" because you just can't!
556	PART B:	Sometimes you finish their sentences for them.
557	PART A:	Oh yes!
558	PART F:	We shouldn't but we do that because they take so long.
559	PART B:	You're supposed to rectify them when they speak incorrectly but
560		sometimes that just goes by because, man, if I must rectify 20
561		children…you know what I'm saying?
562	PART A:	But they're not confident with the language. You know, they're not
563		standing on their feet. They're not confident and here you're passing
564		them along and their self-esteem is zero.
565	PART F:	There are some like Sonny. You know you do get the rare minority
566	RESEARCHER:	So some of the children are coping and doing well?
567	PART A:	Well, because the parents are, you know, they play an active role in the
568		child's education.
569	RESEARCHER:	So it makes a big difference?
570	PART F:	Oh yes!
571	RESEARCHER:	What kind of training did you receive at college about teaching Xhosa
572		learners?
573	Everyone:	Nothing
574	PART E:	We should get basic Xhosa. Just to equip us.
575	PART F:	Now I just need to know…tell me what to do with a Xhosa child in my
576		class...How far and what am I supposed to do? How do I go about it?
577		Don't give me a whole list of Xhosa words and I must do it. Tell me
578		And show me…get Xhosa learners who are coming to school and show
579		us how to handle them. Like children who are coming to school the first
580		time and lets see what they do.
581	[Participants D & E needed to leave]	
582	RESEARCHERS:	okay, so a course or something to tell you how you address…
583	PART B:	But also ongoing continuous workshops so that we are always refreshed
584		and different ideas are put forward to us…that kind of thing.
585	PART F:	I always say that it's easy for them to stand up there and say, now you
586		need to do this and you need to do that and you need to do that. Instead
587		of that they should take a class of children and show you this is how
588		you do it. And I always sit there and I say "Show me." "Show me that it
589		works".
590	PART A:	I'm new at this school but has the department not had any…they've
591		never spoken about this sort of thing?
592	PART F:	No
593	PART A:	About teaching a second language or third language child? Never? So
594		they haven't actually addressed this? Okay.
595	RESEARCHER:	So at college you didn't get any training…

APPENDIX I: Transcript of Focus Group 1

EVERYONE: No, no

PART A: I mean, it was like 20 years ago so this situation wasn't…

RESEARCHER: And since then has anyone had any…even not practical training?

PART F: No. The literacy workshop that I went to…that was just general literacy on how children [unclear]
But what I would really would like is get us these courses and show us. You know I went to a workshop where they took a group of children and we went to a school and saw how one teacher taught a practical lesson and that was helpful. That's why I'm saying, If we can take those Xhosa learners the children can experience it all. Get us to a venue where we can have all these kids or even if we must take our own kids there and then show us.

PART C: What happens when we go to a workshop then they expect us to work everything out. You have to sit there and and you have to do things and you also want to *see* how someone interacts with those little ones. Like X said, take a class there. They used to do that when we were at [unclear]

RESEARCHER: And will watching a video also help?

PART F: No not even a video because [unclear] will never be able to tell us about our Xhosa kids.

PART A: Even if it's something like that it would help

PART C: And they get paid for their time.

[unclear because all talking at once]

PART B: We want them to come to our classes [laughs]. But then they will still say can't you do it?

PART C: They're supposed to be the experts – they're supposed to show *us.*

PART F: And if you go to a workshop then you've got a big sheet and then you must sit and bla bla.

RESEARCHER: And these workshops that you're talking about weren't about second language issues. They were about other things?

ALL: No, literacy etc with a little bit of second language.

PART A: So basically nobody knows! Nobody really knows what we're going through. Nobody recognises…

PART B: People do know but that's just pushed aside [unclear]… this takes preference but that.

PART F: Sleepless nights

PART A: I thought that I'd missed out on these things.

RESEARCHER: That's why I'm doing this study. The literature and everything all says what you must do, but no one's taken it from the teachers' perspective. I wanted to get your perspective.

PART F: I hope that they hear your voice. I sincerely hope so. Really. Because before I leave I definitely want to see some progress and that's not going to be for too long [laughs]

RESEARCHER: Anything else?

PART B: You know all these…um…these 'handicaps' let me call it that. You know the language thing. That has cause many teachers to lose their *love* for the actual teaching. And you can actually see that teachers are leaving in their droves. That in itself must send across a message you know that something is definitely wrong!

PART C: You know we are advertising posts but they can't be filled because there just aren't any people. Every year we have that same problem: someone must go, who's it going to be? And then they say you've got nothing to lose you go to another school but it's still the same...

RESEARCHER: And that must make it difficult for the smaller classes as well

PART B: Yes, we can't have smaller classes because we don't have sufficient teachers and it goes further than that it's someone's monthly salary, they also have obligations so you just accept and carry on walking

PART F: We don't have a choice.

PART C: You should do a survey with the former Model C schools as well just to see the difference

RESEARCHER: I've done a random sample…..

[discussion ensues as whether teachers at other schools have the same problems. The Xhosa children at their schools may be affluent]

PART F: You see we're on the bus route. Easy access to us. They come over the bridge and that's it

RESEARCHER: Where do they come from?

PART F: Guguletu

PART C: I still say give us something to work with the kids. Give us a teacher at the school; give us a learning support teacher at the school. Just make it a little bit more pleasant.

[researcher explains that one of the ex-model C schools did not fill in the questionnaires because they did not have a problem with ESOL learners. The teachers think they are lucky and they should swap for a week so they can experience what they are going for]

[everybody leaves]

APPENDIX I: Transcript of Focus Group 2

FOCUS GROUP 2 (13/10/2005): TRANSCRIPT

RESEARCHER: …Maybe we could start…you all know each other but I don't know you. So if you could each introduce yourself, say what grade you teach and tell me what your experience has been working with second language learners so far.

PART. A: Okay, I'm XXXX. I teach the grade ones and I've got…how many second language?…I've got a Korean, a Chinese girl, an Indonesian, Xhosa, 2 Xhosa. Um…yes, the rest are English. It's actually been very interesting because these little ones pick up language very quickly. I've got one little Korean boy and just through listening to other children and playing he's picked up very quickly. And I've got a little Indonesian girl who's more into absorbing but she's not ready to actually speak yet. But if she has to she will. In full sentences. But she's not confident enough to speak. But her reading is fantastic – English. Picking up vocabulary very very quickly. No problems with their reading. Maths has been a little difficult. I think the one little boy would be quite good at maths if he had the language behind him. So he would be fine, you know, he's picking up very….You know Maths is the only difficulty that I'm having with them. So they're like sponges – so they're absorbing language every day. And, uh, ja, it's actually been fantastic watching them, listening to them. Ja, that's it.

PART. D: Okay, I'm also a grade one teacher and I have three children: one Tsonga, one who speaks Tsonga at home and the other two speak Xhosa. Two of them were fairly fluent…they had quite a bit of exposure and then….Then did you actually…sorry, I'm just interrupting myself here…did you just want us to introduce ourselves?

RESEARCHER: Yes, and then if you can just tell me what your experience has been working with second language learners…

PART D.: Oh! Did I say my name?

[everyone says no]

PART D: Oh! I'm XXXX. Okay, sorry about that. Okay, to pick up from where I left off. The one little girl who speaks Tsonga at home…um…wasn't very fluent when she arrived at school but she's quite a phenomenally determined person and reads fluently at the moment – reads English, so her language acquisition has really been quite phenomenal. She doesn't speak fluently grammatically correct but you can hear that she's working through the process of acquiring the grammar and sorting it out and trying different things with the language. And again, just to connect with what [part. A] said about the Maths. That definitely in her case…the other two manage the mathematical thinking because they seem to have had enough experience either in English or in their home language in that they had enough mathematical talk, whereas this little one didn't have much of that so, um, the maths didn't really happen because it's such a conceptual thinking thing.

PART C: I'm teaching grade 2 this year. My name is XXX. Um, and I've got three Xhosa speakers, one Zulu and one Korean this year. Um…ja, the maths for the Xhosa and Zulu speakers, that is the difficulty. Maths is a problem. My little Korean girl, her…her maths is her strong point at a grade 2 level because she can…the thinking, if it's just straight number

sentence…that she can work out for herself in Korean. Um…obviously in a spoken context or written context, she struggles a bit more. But I'm quite amazed at how much…how much progress she's made this year. I mean she was at this school – she came middle of the year – where I think the classes were quite big and she didn't have extra lessons. And for about six weeks I gave her extra lessons every morning. Just to help her because she couldn't sort out the single vowel sounds and the very basics and she didn't know all the vocabulary. And once she'd sort of moved on to the next level she didn't want to come any more. She was confident enough that she didn't need me and she does *need* extra help because there are still quite a few sounds that she has missed that we did earlier in the year – the double 'E' and that sort of thing but she doesn't come.

PART B: I'm XXXX. I teach grade 3. This year I've got 3 second language children. Um…one Xhosa, one Sotho and one Tswana. Um…and the two…two of them speak mainly English at home. I don't think they actually speak their mother tongue at home. Whereas Christina, she is, I think she's Sotho…ja…her parents are…don't speak English very well so they tend to communicate with each other and with her and her sister in their mother tongue. Whereas Christina and her sister, their English is better so they communicate between themselves in English and try and help the parents…um… in their limited English. Um…I find it quite difficult when we have the second language children's parents coming in…um…we do report feedback at the end of each term. And to try and put it as plainly as you can but you can still see they don't understand. That's where I wish I had someone who could interpret. You know, so that they could actually get the gist of it. You know, you're showing…besides just showing the child's work to them…I still don't think they fully comprehend, you know, where there child is lacking. And again as [part C] and the others have said, maths, for the second language pupil, maths is where they tend to fall down. You know the vocabulary…especially in grade 3 where we do problem solving and, you know, the old story sums, where, you know, they've got to have quite a bit of vocab to actually work out, you know, what process they're going to follow. And last year I had a little boy from…China? Was he Chinese? Taiwan? Luke?

PART A: he was Chinese

PARTB: He was Chinese and he came in and he couldn't speak a word of English and just through interaction with the kids and...Um…by listening to us all speak…by the end of the year he was actually quite fluent in English. Even writing…basic, he could write…when he came in I used to write his news for him. We used to kind of…we used to do it in actions. "What did you do this weekend?" [gestures] "I went swimming" [gestures]. You know…and that was between the 2 of us…we had a kind of demonstrative [laughs]… showing me everything. And by the end of the year he had picked up…um, you know, just by listening to the kids and all our interactions…we're very luck here in that we've got an extra language…a language cell that we can send the kids to.

[everyone agrees]

APPENDIX I: Transcript of Focus Group 2

99	RESEARCHER:	Okay, and what does that…
100	PART C:	It's a…she's a speech correctionist by training…um…but she does
101		language enrichment with grade1, 2 and 3 children. And they go in
102		groups, but like Luke went on his own because he needed because he
103		needed that much more extra help at a grade three level.
104	RESEARCHER:	So she's a speech therapist and…
105	PART C:	Well, she does some speech therapy. She's a correctionist rather than
106		therapist with the lisps and all of that I don't think that
107		something that…that little one of yours that's got the twisted tongue – I
108		don't know if it is a twisted tongue – it sounds like [lateral lisp].
109	PART A:	Well she hasn't, she hadn't been trained with that. She had to get
110		someone to help her. That wasn't part of her training.
111	RESEARCHER:	Okay.
112	PART C:	So then she just does general language enrichment. Like today she
113		wasn't in her room at all. [tape unclear – overlapping speech]. They just
114		walked round the school. Every group that she took – they walked
115		round the school and they talked about these are the plants and the
116		flowers and the petals and the bark. So she just does language
117		enrichment.
118	RESEARCHER:	Does she take only second language? Or anyone?
119	PART C:	No, mostly…it works out that it's mostly second language but also
120		children who struggle just to express themselves. Oh! I've also got a
121		little Afrikaans speaking child who speaks Afrikaans at home so she's
122		going to her now too because her…she doesn't have that English to
123		actually…um…discuss things logically. And, look I think she's so busy
124		trying to think of how to say it in English…
125	PART ?:	Translating it
126	PART C:	Also her logic just doesn't get a chance to feature because I think she's
127		so hooked on getting the language right.
128	RESEARCH:	Alright, so the language…
129	PART C:	It's called language enrichment
130	RESEARCHER:	Okay, and that's really helped the second language learners?
131	PART B:	They go for an hour twice a week.
132	PART D:	And also, it's conversational contextual language actually. It's not
133		making lists of words. Because she reads them stories so it all comes
134		from a very rich context. That she takes the words from so it's
135		very...um...supportive kind of contextual language.
136	PART C:	So, you know, today she's done this walk around the school and then
137		she will build on that for the next couple of lessons…she'll talk
138		about…also grow things. She's got pots and slips and she does all sorts.
139		Ja…She's cooked with them
140	PART B:	I think she does a lot…um…of things I parents probably did with us.
141		You know, everyday, you know, kind of chatting about setting the table
142		or that kind of thing. "Let's make flapjacks, let's make sandwiches"
143		Things that we kind of take for granted. And I think these days parents
144		are so *busy*, you know, that a lot of the kids I don't think a lot are
145		spoken to!
146	PART C:	But what's interesting…I went to what she was doing with the grade
147		one class. You know she was talking about ingredients needed. They
148		didn't know what the word meant but she talked about ingredients and

149		the she had pictures of flour and…"Oh yes! And you must have milk
150		and you must have eggs!" They knew! Those children knew, I think,
151		better than some of my class would have known because they've never
152		baked with their parents before. These children watch at home to see
153		what's….
154	PART ?:	So they're rich in lots of other ways.
155	RESEARCHER:	And then you were saying, the one child in your class…the parents
156		speak to the child in Sotho but then you said that the child was actually
157		better in English?
158	PART B:	Yes, she has a better understanding of English than her parents do.
159	RESEARCHER:	Okay, than her parents. Not that she speaks English better than Sotho?
160	PART B:	I actually, I don't know [laughs]. I wouldn't know. I know her and her
161		sister…I know when I chat to the dad at interviews; he says that the
162		older sister, Louisa tends to help Christina with her homework and
163		things because he and his wife can't. Because they have sort of very
164		limited vocabulary.
165	PART C:	Actually, I don't know if the mother has had schooling. The father has,
166		but I'm not sure if mom has.
167	RESEARCHER:	The parents…Do you have a lot of contact with the parents?
168	PART A:	Well, I have the Korean mother who really has got no English. And last
169		time I called them in I had to have an interpreter. I said "Please!"
170		Because before she just sat and cried [laughs]…I mean even though her
171		child was doing fine but she didn't understand. So, not as much contact
172		as one would like because of the language barrier.
173	PART C:	I think we call them in…less than that they come to ask…we call in and
174		make sure they understand and know what's going on.
175	RESEARCHER:	And they do attend? They do arrive?
176	PART ?:	Oh ja, they do
177	PART A:	My Indonesian parents don't; they just don't.
178	PART D:	I just think it depends on the individual couple's interest or how much
179		concern they hold for what…
180	PART B:	And I suppose their understanding of English. I mean, if they are going
181		to come to a meeting and not really know what is being spoken about
182		then probably feel, you know...
183	PART A:	It's a pity
184	PART C:	It depends on the individual. I've got two parents who…"No, I'm
185		coming, I'm coming, I'm coming" and an hour later they might come,
186		but then I'm with other people. Or, they, you know, "But I came at 5
187		o'clock! I told you I was coming. I came at 5 o'clock and you weren't
188		there any more." So, that kind of …that's a personality…a personal
189		thing no a….
190	RESEARCHER:	It doesn't sound like you're having huge problems with the second
191		language learners. It sounds like they're coping alright.
192	[everyone agrees]	
193		Is there…besides the language enrichment classes, is there anything
194		else that would help you with them? Or that you feel helps in your
195		situation?
196	PART C:	I think we also use the Liesel van Niekerk home program. The language
197		home program that she's drawn up.

APPENDIX I: Transcript of Focus Group 2

198	PART D:	"Listening and Language" home program. But then also that is quite
199		dependent on somebody being fairly fluent in that language. So it needs
200		a mediating parent or caregiver. But what does help a lot I think in any
201		school context where it's possible to actually get the peers to work
202		with…with… I know in my class, the one thing that's made a massive
203		difference was to have children…set up play dates…so a child goes to
204		fluent language speakers and …explaining the reasoning why you're
205		paring them up with this person and what you want to see. So that your
206		class becomes co-teachers with you and that is definitely a very
207		effective tool to get your English-speaking….because it's contextual
208		and meaningful to them.
209	PART C:	I'm just thinking…I don't think I have ever had a Xhosa or Sotho or
210		Tswana – sort of a South African black child – who has had no English
211		at all or very very little English. Not in the last couple of years anyway.
212		My experience of the people who've got no…you know, the parents
213		have got no language would be the Indonesian, Chinese and Korean
214		boy and I had a Norwegian child
215	PART A:	And I had an Italian
216	PART C:	You had an Italian boy and I had a Swedish girl many years ago but she
217		picked up ….I mean she was a very very bright child… and she picked
218		up quite a big difference – or quite similarity between Afrikaans and
219		Norwegian which was quite – or Swedish! You know, so she picked up
220		quite a bit, you know when we were doing the house and *meubels*, you
221		know. So, I've never, I've never had any parents in the last 5/6 years
222		who don't understand.
223	RESEARCHER:	So the South African second language children are coming with some
224		English? Are coping better than the children that come with no English
225		or…?
226	PART B:	I think…in my case, you know, Luke picked up English a lot faster
227		than some of my second language…
228	PART C:	Also I think 'cause their family's of that culture – reading and learning
229		and, um, and particularly maths, I find that, they, the Xhosa, South
230		African black children are not…I think, it's 'cause they're not talked to
231		enough, I don't know what it is, but that whole reasoning thing and
232		abstract thinking
233	PART A:	mmm…it's really difficulty for them
234	PART C:	generalising…but they struggle more than…
235	PART A:	ja, you get the one or two that are good at maths, but on the whole…
236	PART C:	But my four, they're very…if you read the sentences that they write at
237		a grade 2 level, they are almost totally correct, grammatically correct. I
238		mean, as correct as you would expect a grade 2's to be.
239	[part D had to leave]	
240		But my little Korean girl, her English is not fluent, but her maths is of a
241		much higher level than…
242	RESEARCHER:	So the maths is not really affected by the language? It's affected by
243		reasoning?
244	PART C:	For the others, yes
245	PART A:	Like little Indonesian girl who doesn't get much language out, but her
246		maths is good. Absolutely fine.
247	RESEARCHER:	Okay, and reading and writing.

PART A: Her reading is fine. Writing less so because…because of the language…her writing is not good but she writes as she is thinking now. Not too bad actually – considering.

RESEARCHER: So most of them are keeping up with the syllabus?

[everyone agrees]

RESEARCHER: And then in terms of training? Did any of you receive training in this area?

[everyone shakes their head]

PART B: No it's just kind of years of experience, speaking to colleagues.

PART C: We've got long thumbs. Very long [laughs].

PART A: Years of experience.

PART C: And the support we have. The support classes. We've got another language enrichment teacher for the seniors. She used to take the grade 3's but then we found that um Jill, who does the grade 1's and 2's, she has more time now so she can add grade 3's to her time table, because, she doesn't have that many lessons with the children because they are becoming much stronger in English. And because the children also go to English pre-schools before they come so they've got enough English to be not totally lost – at this school.

RESEARCHER: You were talking about the support – is it just the language enrichment teacher or are there other structures?

PART B: We've got a remedial teacher

PART C: Ja, we've got the remedial teacher too, ja. And 2 Xhosa teachers…um…okay, the one who teaches the little ones isn't here every day but if there is a Xhosa child who doesn't understand something, we can ask either of them to come and translate or put it across to the child.

PART B: We've had them sit in on interviews as well and translate for parents.

RESEARCHER: Do you think that training would have helped you in teaching second language learners? Or do you think that the experience is enough.

PART C: How would one train?

RESEARCHER: Well, if you had training workshops or as part of your diploma training

PART A: Well, it would have helped to an extent wouldn't it? But, when you consider the time constraints involved.

PART C: I tell you what would have helped, what I would like to have had is some more Xhosa language myself. Rather than training how to teach, but just some phrases that I could use or content words like 'above', 'below', 'under', 'over', 'more than', 'less than'. I mean I can say "Sit down and listen" but that's kind of where it ends [laughs].So for me that would be more useful than a course on how to deal with the child.

RESEARCHER: So the theory on, like, how language is acquired and that sort of thing wouldn't be useful to you?

PART A: Actually, that would be quite useful, you know, where language comes from.

PART B: We did that at college

PART C: I think, maybe to start off with, I think, if I'd had a course I would have been more aware that language has to be absorbed first – that lots and lots and lots and lots of listening has to happen first and then eventually you are surprised by what comes out. But I think we learnt that pretty

297		quickly [others agree]. The child hasn't said anything and yet look what
298		he can understand.
299	RESEARCHER:	And then, because I'm a speech therapist myself, and you have a
300		speech therapist at the school, do you see her role as being outside the
301		classroom like it is now, or would she be of assistance to you in the
302		classroom?
303	PART C:	I think she's very aware that she's not a speech therapist. So, you
304		know, I think you must…I don't know what the difference is but she
305		isn't
306	PART B:	Speech correctionist
307	PART C:	There we go. I got involved in that…what was the rest of the question.
308	PART A:	Within the class? I wouldn't…She comes into the class. Does she goes
309		to the grade 2's? She comes to the grade one class about once every 2
310		weeks and does work with the listening skills with all the class
311		together. So that is quite nice for them. But also taking them out of the
312		class, I also find especially with the Indonesian. The other day she said
313		to her "Now, come on now. Gudri, you've just got to talk to me!" And
314		she did [chuckles] Because there were just three of them. Just three
315		children and herself and she did. So I think she's getting more out of
316		them in the smaller group.
317	PART C:	And they like to be taken out. It's special – it's special for them. I was
318		watching the video of our school play because I needed to just check it
319		and it was their time to go to Jill and she said "Ah, well, I won't disturb
320		you"…well, up they got! They weren't going to miss it. They'd miss
321		the school play video but not…and they were in it!
322	RESEARCHER:	Is there anything else that you've experienced with second language
323		learners?
324	PART A:	I've just found it absolutely fascinating. The language has just
325		blossomed without any…concerted effort
326	PART B:	You know, I didn't push English more with Luke than I did with
327		anyone else. Um you know….
328	PART C:	One of the problems we have – is it a problem, what is it? – is with the
329		vowel sounds. And we get that all the time. Mostly by the end of grade
330		3, that's still the mistakes they make in their writing. The /a/ and the /e/
331		particularly, but I don't know how one changes that or how one can fix
332		that.
333	PART A:	I also find the 'th' sound with the little Indonesian 'd'. She'll ask me
334		'de' and I have to go and read what she's written and think, oh, she
335		wants 'the'.
336	PART B:	And the Xhosa speaking children will refer to 'he'…'he' and 'she'.
337	PART C:	Because it isn't in Xhosa, there's no...
338	PART B:	There's no sort of distinction – no masculine and feminine.
339	PART B & C:	But those are…not major things. It's just something you kind of know
340		who they are speaking about
341	PART A:	Peter, she. David, she
342	RESEARCHER:	Is there anything else? This is very short but…
343	PART C:	But is it enough for you?
344	RESEARCHER:	It's very different. I did another focus group last week at a school that
345		has a much higher concentration of second language learners, mainly

346		Xhosa, and they had a lot more problems. But it doesn't sound like
347		you're in that situation.
348	PART B:	We're lucky at this school with the support groups and the extra…that
349		we do have.
350	RESEARCHER:	Do you have large classes or smallish?
351	PART C:	Under 30 – We try not to even go to 30, 29 is…apart from grade
352		7…because we've got four of each grade and we try not to go higher
353		than 29. Obviously sometimes that happens.
354	PART A:	No, I was just going to say that the community that we are in now
355		means that we don't have that many second language children. You
356		know, my friend teaches in Simon's Town. The majority are second
357		language. It's where we are.
358	PART B:	I taught at X for a while. I taught the dual medium class and that I
359		found quite difficult where I had to teach English first language to the
360		first language English then after that I would take the English second
361		language with the Afrikaans speakers and then I would take the
362		Afrikaans first language children and then the Afrikaans second
363		language children. And there was a huge gap between…the English
364		children tended to pick up the Afrikaans 'klanke' faster than the
365		Afrikaans children picked up the English…um… because we've got so
366		many different sounds and rules that go with everything. I mean, it
367		must be really confusing for someone who's a second language learner
368		to come and have to figure out that three sounds, I mean, have different
369		letter combinations but they all make the same sound. And, kind of
370		just, you just have to know it, there's no…where the other languages
371		are more straight forward, it's pretty cut and dried.
372	RESEARCHER:	Thank you very much for your time. There is some tea and cake.

APPENDIX I: Transcript of Focus Group 2

APPENDIX I: Transcript of Focus Group 3

FOCUS GROUP 3 (27/10/2005): TRANSCRIPT

RESEARCHER: Thank you for filling in my questionnaire. I really appreciate it. My study is about the needs of teachers working with second language learners. There is a lot of literature on the subject but nothing from the teachers' perspective. So that's what we're going to look at today. If we could start by everyone introducing themselves, saying what grade you teach and what your experience has been working with second language learners so far. Who would like to start?

PART. F: I'll start. Okay, I'm X and I'm a grade 2 teacher

PART. C: And also the HOD

PART. F: I'm also the head of department. I've been teaching for 30 years…30 years of teaching and I think that in the last couple of years – the last probably 5 years or so – very challenging years because in 2000 we started to accept Xhosa speaking children as such and, um, our big problem now is actually our language problem. I've experienced, because I've been in grade 1 as well, where the children come through from not having been to Grade R and come to Grade 1 – no stimulation was given, no exposure to the second language (English, of course, that's our medium of instruction at the school) and we find it *extremely* difficult to work with these children and to bring home the message we actually want to teach. And then we've discovered that for these children, working with these children...there're more teachers joining us…working with…

[PART. G enters]

RESEARCHER: Hi, thanks for coming. Please write your name on a sticker. These teachers are all from this school. We're just talking…everyone's going to introduce themselves, say what grade they teach and what their experience has been working with second language learners. Okay, sorry…

PART. F: Okay, I'm still busy. Ja…actually we're working with a multilingual class. We have children who are Xhosa but we also have Afrikaans speaking children. That makes it even worse! And now it's so bad, at this stage, we're looking at 90% Xhosa speaking children in a class. You [unclear] you can't just teach these children. You must have apparatus, you must have resources. These children must actually visualise, they must see the actual thing that you want to teach them. Say you do sounds...goat...say you do the alphabet, the letters of the alphabet, the /g/. You've got to have pictures. The children must see these things actually. So it's a lot of work on our shoulders. The load is becoming bigger and bigger *all* the time. We also have to do extra work for the weaker ones of course. We have to work after school but you know, by 12 o'clock, these children just [gestures – tired]. It's like they're finished for the day. They can't give that extra amount of work. They can't take in a lot of work. Homework – we do give, that's a policy of the school. But some do it and others not. So the social circumstances at home, that's also a big thing for these children. Poverty as well. The children can't always get. You must also realise that they must get up 5 o'clock/ 4 o'clock to be at school on time because they must be bussed in. 6 they're on the bus already and we're

at home sleeping. But that is a parent choice. They want their children to be here so they have to sacrifice. We also have a group of children. You have to look at the different levels of children there are in the school – different levels. So there's four groups in your class. 4 groups of 4 different activities that you as a teacher have to prepare. Now, you tell me, with 45 children in a class – impossible! The groups – the classes are just too big. You plan your day's work but you not even half way with your work. So that you're behind all the time. And at the end of the day the backlog is *so* big. And the policy of Western Cape is the child must go up with his peers, unfortunately. You can't keep a child back. I want to say more, but I'll give the others a chance [laughs].

RESEARCHER: You will have more of a chance to talk.

PART. E: My name is X. I am teaching grade 3 this year. Um, I basically feel the same as [Part. F] um…I think it's actually more than 90% of children in the class that are Xhosa speaking. With the barriers it just causes more hassles. Discipline problems come up. The children don't have stationery. That one is fighting for this one's pencil. This one is getting a rubber by that one. This one…You know, they just don't have stationery. Parent involvement is pathetic. You can actually see on the child, whose parents are sitting with them. I can use that type of child to translate for me, um, if the parent sits with them. You get some children whose parents are very interested and sit with them with homework and you can see the improvement. And then there are others that just don't have the foggiest. I have grade 3 this year. I've got ten new learners in my class this year. They came from Xhosa speaking schools. So it's the first time in grade 3 they're speaking English and that's going to be a problem because they are not ready to go over to grade 4 but they will be pushed over. That is a major problem. Because those children are basically just not coping and it's going to be worse next year for them. Um, ja, that's about what I have to say. It's just difficult, but with parent involvement it really helps. You can see the difference in those children.

PART. A: My name is X and I'm with [part F] in grade 2, we share a class. In fact it's a hall with a partition. So there's 44 that side and 44 this side. It is sheer madness sometimes. Sometimes she takes her class out to do something outside because it just gets so *rough* here on the other side. And working in groups. We try 4 groups but you will find that you still have the group within that other group and whatever and the minute you start working with a certain group, they get up and then it's that pencil story and borrowing this and it's just….ugh. I've got 44 children and 40 of them are Xhosa speaking. Um, actually it's just Xhosa all the time in the classroom because it's only when they're on the mat and I speak to them when they hear English. Because the minute you give them something to do and they go to their seats, it's Xhosa they speak. They speak to one another. And, I came here in 1995 and we didn't have so many Xhosa-speaking children. You could actually at that time put an English speaking child next to a Xhosa child but now the picture has changed and I find it's more difficult now that we don't have the English-speaking children or, for that matter, maybe they were Afrikaans-speaking, but they knew more English, even if it was very

pigeon-English that they spoke like the Salt River children. But now I find it's just *harder* to, um, to get to the Xhosa-speaking children because whatever word you use, you've got to explain. If you say, do phonics, and you, say 'pat' or '*clap*', for that matter, you've got to make sure that they know what you're talking about. So everything is an *act* for the teacher. You've got to stand there and perform the whole day. You really have to! You've got use your voice, you've got to use whatever you can! You've got to start singing and that I find calms them at least you know everybody's saying the same thing and singing the same thing. Because it really gets really...um…rough. Honestly, I don't ….I still think that the classes should be smaller but that's now not what you're about here.

RESEARCHER: Well, I just want to know what your needs are

PART. A: My needs! You know, if the class is smaller then you can get around to those other children also. So, you can't…really you can't! You can't sit with a group of 4 children, then 40 of them *will* do what they want to do. Really! And some of them they just don't pay any attention. You speak to them and they don't listen because it's like it flows over them. So I still think…I don't know how many children should we really have per class? Nobody can ever tell me!

PART. G: 39 to one. That's what we're paid for.

PART. A: Because at our school, the policy is 45. 45 is cut off. But if a few fail somewhere and the class comes up then you get 48 or whatever. Now, I firmly believe that you can't start planning you can't start doing anything unless you know how many children you're working with. You've got to plan for the number of children you're going to work with. You can't have the same planning for 44 children that you would have for 34, for that matter. So, it's really a very daunting task for me to cope with 44. I constantly feel that I am over-working and something's not fair towards me somewhere along the line. I'm doing work that I shouldn't be doing. It's not fair to the children that I should…because the 4 children make up another group! Those extra 4 from 40 or whatever. It's…..it leaves me breathless.

PART. B: My name is X. I teach grade 1. I don't have 44 but anyway, it's still a very daunting task, teaching children OF a second language. 'Cos when they come to us in grade one, they can't even understand a word of English. So, it's very basic teaching, you know basic words. The phonics is a huge problem. Some sounds are similar to ones in English so they confuse them. Everyday is a struggle. It takes a lot out of you. It's very tiring, it's actually sometimes quite sickening, what we are going through. Because you know I always say I feel like I'm being used - to do this all the time. And you don't know if you want to go on to do this. I mean, I love teaching but am I willing to do this. At that point I feel that way.

PART. C: My name's X and I've been teaching foundation phase for 4 years. I have taught children who speak another language before but mostly Zulu. I've been teaching for 21 years. You asked what teachers needs are. Okay, I can't honestly say that I have a problem with children understanding English, I think maybe because if they come into grade 1, they don't know much Xhosa anyway. Their world, their Xhosa

world, is not that expanded, if you know what I mean. They don't know many words in Xhosa, so it's the same in English, when you teach them something new, they have to learn that new thing. They know basic Xhosa, like around their home. They don't go many other places where it can be expanded, you know. Like we take our own children to the museum. A lot of them don't have those opportunities. I'm not saying this is going to work but in grade one, language is not my biggest problem. I see clearly that some of them, they catch on quickly, they're willing and eager to learn. What holds them back is the home problem, the home environment. They don't have the support at home. I'm not saying it's the parents' fault but teachers are always being targeted, what are *we* doing? Why [unclear] But they don't often target the parents. You know, via media, papers or whatever. They say this is your responsibility, how can you help your child. But I do find if you're teaching Xhosa-speaking children or any other language, what would help is a support teacher in the class. Especially if you're expected to teach so many children. You need somebody to assist you. And this is not something that we're saying because it's a possibility; it's been done at other schools. And I blame Western Cape for that because they know, the same syllabus the OBE syllabus that they expect us to teach, that the other schools are teaching, they need to take into account the kind of learners that we teach. When they compare test results from schools, they compare…for us they don't say, okay, that school in Plumstead and that school in Walmer Estate, this is what your learners are like- we expect this from you. But now when we go to Salt River or where the children are being bussed in or wherever, obviously we can't be on the same level! And if you're teaching the OBE syllabus it's not designed to accommodate the kind of school that we teach. There's no space if you walk into some of these teachers' classrooms. We have space this year. It's the first year we have this few children. We've got 35. But last year I had 44, you had 40 odd. It's always been that way. Now where is the space to work in the class? Children are on top of each other continuously. So I would say, if they expect us to perform as well as they expect teachers to in teaching these kind of children, then you have to have the support! The classes have to bigger, you need a teacher to help you in the class, you need…. Okay, I'm not going to say…there are resources that we have, you know there's enough of those. But specifically if you're working with 6 year olds because in grade 1 we've got 6 year olds, 7 year olds and 8 year olds, okay? Now, the 6 year old comes and he can't speak English. Doesn't mean you can't teach them because other children who speak English and other languages are also taught to speak English. But the problem is the expectations…you get planning and planning and planning. This is the planning they expect you to do, right? It doesn't work. You're supposed to have planning ready at the beginning of the year for the whole year, that somewhere, by the end of June, you're not even halfway through. They decide how you pick your themes. We work with the children, why can't we decide what to use? You know, if it's not working for us, why do we have to follow it!?

RESEARCHER: You said something about…I think you meant smaller classes, but you said bigger classes.

PART. C: Bigger classrooms.

RESEARCHER: Okay, sorry.

PART. G: Okay I'm XX. I've been teaching grade 2 for 20 years at XXX and over the years it's really become bad.

[discussion about whether she has ever taught another grade. PART. G has taught grade one and grade 4 but for past 20 years has been teaching grade 2]

PART. G: So I've been long in teaching as you can imagine and I'm totally put off by the children. First of all the discipline. The discipline goes, I feel, with the second language children. Not only that, I started with 48 children at the beginning of the year, I now have 42.

PART. F: Kill the others?

PART. G: [laughs] Shame, I don't only have Xhosa-speaking children but I also have the children that come from Burundi, Congo, Zambia, um, Malawi, did I say Malawi? Yes, Malawi. So I have that as well, besides the Xhosa. And I think I shared with you that time at the beginning of the year, I actually got sick. I actually got sick, the beginning of the year with all this and I knew – I mean teaching I'm teaching long- and I knew what was expected of me and I knew I wouldn't be able to perform, like, normally. And that, I just got sick, I stayed at home. I didn't go to the doctor. I was tearful. I mean 48 children what am I going to do? How am I going to accomplish what I...you know? But, ok, ten months down the line and there's been some, I mean, I'm still there. I've improved. What I've done was I've tried to…we've got a teacher that does...what do you call it? Language enrichment – we've got a language enrichment teacher in our school. So maybe that helps. But that's not every day. She will come and take those children out and teach them separately but for the rest, for me to cope now daily with the children - their books are untidy. Whatever everyone said, I don't want to repeat. Their modules that they do are not of standard. I mean, I'm comparing 20 years ago. I don't have to compare 20 I can just compare 5 years ago, 2 years! So that's not…I feel that the needs for me or for us at school X or even here is to have a teacher aid. Because we had students from Cape Tech, April and August, we had them and that was quite a help – really!

PART. F: which grade were they for?

PART. G: The foundation phase. No actually right up…right up to grade 6 we had students at the school. It was a help. Where you could have then that one-on-one. But then that was also for only 1 month, 1 month. The rest – it's hard. And I feel sorry for them because you can see they're lost. I feel that the education is not doing justice to them because there's actually nothing wrong with the children. They're also sweet they're also loveable.

PART. A: But you know what you start to do, you start to question your ability

PART. G: YES!

PART. A: You know you are good, you know you are good. I mean, I know I'm a good teacher. I've been doing it for how many years now? But even the Xhosa child – they're not working as hard as I know they can. What happened 5 years ago. Now I start to question.

PART. F: I don't even question myself anymore. I used to be there at that level. I know, I've gone to enough workshops, I've read enough or I've shared with people, that it's not me. Really, it's the system

PART. C: You know what hey, we've picked up some Xhosa words that the children need to know. You know when you say write, 'bala' or look at me, 'jonga'. You know we learned those first. Now, some people claim that the children are not listening to you because they don't understand so they lose interest, ok? That's not always the case. You speak to them in Xhosa – they still don't listen. And it's home situations as well, hey. That is the biggest problem. That is the difference in the children where the parents take an interest in the child. Now I'm not saying you always need money to support your child. You just need that quality sitting down reading a story you write, please read or you have a meeting. "How can I help my child?" "Can you try and read." Ok, I can understand if you can't read English as a parent but make an effort to get more involved in the child's learning.

RESEARCHER: How do you think you can involve parents?

PART. C: Now, this came up at one of the workshops that we were at and I mean it always comes back to teachers! They say, it's up to you and your school. You have to make an effort to get the parents to your school. So people are always asking, like you asked me now, how do *you*...what do *you* think we can do to get the parents to the school? Besides offering them a lunch or an activity at the school or you have a famous person appearing, like one teacher said, you know? Why do we need to go to all that trouble when it's your child! The bottom line is parents need to be educated. It's a matter of taking responsibility. A child's life in primary school is not going to end at this. It's a good couple of years. And unfortunately at the end, this is the future of our country. So besides, me as a teacher, trying now to do whatever I can for this child. I'm not sure every other teacher's going to do it at another school. Where do we draw the line with the parents?

RESEARCHER: You said something about the media...

PART. C: I always say that they can do it. They don't [unclear] Western Cape spends more money targeting parents. Why don't they find a solution to the problem?

PART. G: I mean you know what we did, sorry to cut you, we went into the township, to somebody's house and even that didn't...we didn't get...we even went there. We took the governing body together with members of our staff. A parent offered her house we so had a meeting there.

PART. C: Do you see the problem?

PART. G: Yes! Where were the parents?

PART. G: It's not a matter of saying, here is a letter. I send it to the parents saying this is an important meeting. I need to speak to you about your child's progress, I mean the parents...It's a not a matter of the lack of interest – I don't know I can't actually tell you. I haven't researched it long enough. You know, I can't tell you what...I can't also say that it's financial. It cannot be financial all the time. You don't have to come see me because you don't have bus-fare, but you can actually phone me or

297		you can write me a letter or you can just check your child's book when
298		it's sent home. You know?
299	PART. B:	Just sit with your child. I mean we are parents as well and we work all
300		day long but we have to make a concerted effort for our child so that
301		they can flourish. And it doesn't always mean money. I mean sitting
302		with my child and talking to him and playing with him even if I don't
303		want to. I have to do it because I made the choice to be a parent.
304	PART. F:	And everything always comes back to the teacher – what did you do
305		about it? Parents aren't even involved but the teacher…
306	PART. B:	I want to say I actually adopted all of them they live at my house now.
307	PART. E:	You know what also plays a big role is their nutrition as well. With
308		them being so poor, the children eat the last time they have a sandwich
309		at school here in the afternoon until the next day. So that is why they
310		also fall asleep because they are…or they get money and they're eating
311		sweets because it's the only thing they can afford. Then they become
312		hyper! They eat the wrong foods.
313	PART. C:	So you see, now I go back to Western Cape. They know these things
314		are happening. They know there are other problems that influence the
315		learning of these children…
316	RESEARCHER:	So you wouldn't say language is the main problem…
317	PART. C:	I wouldn't say language is the main problem. Definitely not.
318	PART. A:	Can I just say…we have quite a turn out at our meetings but I get the
319		impression that parents think that as long as they come to the meetings,
320		that's their involvement. They don't realise that they have to sit with the
321		child as well. As long as they show their face, they think it's ok for their
322		child. That teachers not going to bother him. And I look like I'm….the
323		parent looks like the parent is interested but I can tell you that some of
324		them you say do this and you tell the mom and it never happens. They
325		just don't do anything. You spend all your time talking to them and you
326		ask the children "did your mommy see the homework?" Maybe the first
327		day, but afterwards it just doesn't….
328		Also sometimes the parents have to work so their kids don't even see
329		them. So what happens is you can't come down hard on the children.
330	PART. E:	Sometimes we get children sick, sick! I mean they're laying half dead,
331		but because their parents can't get off from work they have to send the
332		children to school. Now you're sitting with 40 odd children and one
333		child is…like one day remember last year that boy who lay outside the
334		toilets. He went straight from the bus. I didn't even know he was at
335		school. And then she found him in the toilet and he was laying against
336		the wall. He was so sick and yet he went straight from the bus. I mean
337		this child couldn't even walk, he was so sick. [talking at once – you see
338		they know that you will do something] because they can't get off.
339	PART. C:	Ja, I don't think that not being able to take off from work should
340		become an issue. Everybody…bosses know that parents, there are
341		mothers that have children, right? So if I make a phone call to your
342		work to tell you that your child is sick, you must be able to say to
343		yourself, but what is more important? You know, is my child more
344		important? Your child's sick, you have to go and fetch your child and
345		take your child to the doctor or to the clinic or you have…just show up
346		at the school so that you can come and see what's what. If anyone must

347		come and tell me that my child's sick I'll rush. If my principle says I
348		can't go, I will say, "I'm sorry! I'm gone!" Now that's what I mean by
349		educating parents. It comes with a responsibility which a lot of them
350		don't seem to have.
351	PART. G:	While you're educating them, sorry, which schools…where to they
352		actually want to send their children? They have this concept, you know,
353		they must send them to…because they're going to get a better education
354		here or there and in the end they can't pay the fees, the child has to get
355		up at 4 o'clock…you know to educate them, just educate the whole
356	PARCICIPANT E:	And now they say if we reach a certain percentage, we're going to have
357		to start teaching in Xhosa now. It's going to come to that.
358	PART. F:	We have a aid here a teacher aid for six months. She only comes to our
359		class half an hour a day. Not much that a person can do.
360	PART. G:	Everybody?
361	PART. A:	She moves from Grade R to Grade 3.
362	PART. F:	Yes, her job is actually to help the slower ones, grade ones, explain to
363		grade ones. [talking at once] enjoy teaching more. I mean we read in the
364		paper now a month ago that the department, those schools that have
365		problems, give us extra teachers.
366	RESEARCHER:	Does School X have a language enrichment teacher?
367	PART. F:	No. Just the Xhosa aid.
368	RESEARCHER:	And does your language enrichment teacher take the children out of the
369		class?
370	PART. G:	Yes, she actually has her own class where she takes them.
371	PART. F:	Who does she take?
372	PART. G:	From grade 1 to grade 3. She takes half of the class and then the other
373		half will go to computer. Now that's once a week.
374	PART. F:	How long are they gone?
375	PART. G:	For one hour.
376	PART. ?:	But an hour is long to work. To work with once a week.
377	PART. G:	She takes the girls half and hour and then the boys the other half an
378		hour and the others got to computer.
379	PART. F:	Ja, we've also got that. Half goes here, half goes to the library.
380	PART. G:	And then, sorry, if teachers are absent actually, then we don't have
381		language enrichment. That teacher has to teach
382	[laughter]	
383	PART. F:	The same thing happens at our school!
384	PART. G:	So it's actually half an hour for the child.
385	RESEARCHER:	Would that language enrichment teacher be of assistance to you in the
386		classroom? Kind of like a teaching aid, but more doing the language
387		enrichment alongside you.
388	PART. A:	When I find that Miss X is in my class and I'm explaining something
389		and she's right there beside me and she explains it and translates to
390		them then some of them get it. You know, and then the process is
391		easier.
392	[talking at once]	
393	PART. C:	And let me tell you something else, and she'll tell you, especially this
394		year. You will say something and then they will want to translate so
395		you say "ok, what would that be in Xhosa?" And the teacher aid will be

396		sitting there while this child explains in Xhosa and that's actually the
397		wrong explanation. Because they don't really know what the words are!
398	PART. A:	Or in my classroom it's happened where, she scolds them because
399		they're not using proper words. They will say iMilk or iTea or whatever
400		and she will say "no, that's the word". And it's happened with colours
401		also. They said iBlue and she was *really* very cross because she feels
402		that they're losing their language also.
403	PART. E:	And I mean these children never ever learn, they don't learn to write in
404		their language. They only speak Xhosa but they can't read or write that
405		language.
406	RESEARCHER:	How do you think that affects them?
407	PART. C:	Can you imagine how confusing it is for a child in grade one. You're
408		labelling like mad in the class. Afrikaans, English, Xhosa,
409		Afrikaans…everything is beautifully labelled. But at the end of the day,
410		what is the…the child doesn't know the Xhosa alphabet. You've got a
411		word there, that's the Xhosa word. Doesn't mean because the child
412		speaks Xhosa, he's going to be able to read the word. It's not going to
413		make sense to him anyway.
414	[talking at once – some do label, some have stopped]	
415	PART. G:	I had to label in all the languages: in Zambia, in Zimbabwe, in Congo. I
416		had to. Grade 2. Like the basic like the cupboard. It was interesting for
417		me, I must say at that stage. Like what does chair mean in Congo
418		language or Malawi or ja whatever. But it takes a lot, it takes a lot out
419		of one. They had to ask their mommy for the words.
420	PART. C:	But at the end of the day, does it work for the children? You know what
421		I mean. What is the point of doing all that. I'm not saying it shouldn't
422		be done. You know, there's nothing wrong with them learning because
423		they do catch on quickly but a few Xhosa words…then you might as
424		well just do Xhosa and English at the same time. So if I'm telling you
425		'hat' in English, then I'm going to teach you how to write hat in Xhosa,
426		also.
427	PART. F:	Now last year, what time did that X come to you; which term? X from
428		Congolese.
429	PART. E:	Oh ja! He came between the second and third term and he's now my
430		top student. And he's French. He didn't speak English and his mother
431		can't speak English at all. His father speaks a little bit. His aunty speaks
432		English. I mean, this child couldn't say a word. At the end of the year
433		he could say, my name is whatever, I live in wherever. I mean he didn't
434		make enough progress to go over, you know. Now he's doing so well
435		Now he's my top student [overlapping speech]
436	PART. C:	You see, that is why I say it's not always the language. You've go the
437		Xhosa, in my class I've got Afrikaans also just like every body else
438		does. Most of them, the Xhosa speaking learners, do better than the
439		English speaking children.
440	PART. E:	But that X, he also wants to. Very eager. "Teacher can I read?" He'll
441		sit and he'll work.
442	PART. B:	He's a disciplined child.
443	PART. G:	What I find with my children that came from the other African states.
444		They're more humble. They're in this new country or they've been

taught by parents that in this country you must listen, obey. They're actually better behaved than the Xhosa children.

[overlapping speech: discussing children who are well behaved]

PART. B: You know, it's what's inside them, you know.

PART. A: It's a cultural thing.

PART. F: More respect for the teacher than the other learners.

RESEARCHER: So, it sounds like you have to do a lot more work to get anywhere. And to get through the syllabus is a problem. And then the children are going on to the next grade because they have to and then by the time get to, say, grade 4, they're not on the right level.

PART. B: They're not all on the same level.

RESEARCHER: Oh ja, you said there're four different levels in a class. It must be quite hard for you.

PART. F: They take it at their own pace. That's what the department wants. And they want a whole file if you want to keep a child behind.

PART. C: You could actually question Western Cape.

[unclear]

PART. F: Nobody seems to help us. We had a meeting in August, all of us were sitting here and no-one could help us. What are you going to do as School X but the department can't help us, we must come up with strategies

PART. C: Didn't you see that article in the Sunday Times: 'South Africa's Lazy Teachers'.

PART. F: Oh yes, I forgot to tell you. We're teaching 40% we should be teaching 100%. But they also had the reason there – big classes. Admin load.

PART. ?: I would like to see them in a class. I mean they say that we can't keep children behind, but they haven't been in a class.

PART. C: Not just see them teaching, survive on our salary as well! [laughter]

RESEARCHER: So do you feel like you're quite alone?

PART. F: yes.

PART. E: There's no help. They just coming down on us for everything that happens. No matter how hard you're trying, it's just not good enough.

RESEARCHER: Okay, you've said some things that would help you: teacher aids, maybe language enrichment classes,

PART. F: Resources.

PART.? Parent help. Parent support.

RESEARCHER: Maybe we could chat about how your situation could be better. You said smaller classes and that would mean more teachers.

PART. G: Smaller classes and the aid and resources. I think we already echoed this.

PART. F: Financially we're not strong enough to have aids for every…

PART. G: But the department must…

PART. F: No but the one we have now is governing body post. They have to promise that they're going to keep that. They promise they're going to give us teachers to problem schools. I mean we're one of them.

RESEARCHER: For the resources, what kind of resources do you need?

PART. B: Like today I wanted to do…I did art. Miracle. You know, like the art paper that you need, you don't have; the type of paint you really want, you don't have that. The children need to paste things on the paper – 3 or 4 of them have a Pritt. There was pictures they had to colour in, not

all of them have. So what I did, I think it was in the beginning of the year, I bought out of my own pocket, pencil crayons, 10 packets, and I put it in a box and I can actually see it diminish in front of me. You know, where they can come and use. I mean, I had scissors - I don't have anymore. My *own* things that I go and buy, you know, because they don't have.

PART. E: And you want to do so much…so many creative things but when you see everything you must go through. You try and get scissors, it going to take you maybe like 15 minutes to get scissors. This one's scissors is by his brother and that one's sister has got her pencil and that one's uncle has got his crayons.

RESEARCHER: So it's really basic resources

PART. F: Yes, even like a magazine, you ask them, "okay tomorrow we're going to cut out pictures. You come have a look how many you get. I must always have a stack of books there in my corner. Teacher must hand them out.

PART. E: I had this thing that we're going to make head bands, it was like a project and I think I got six back and they had 3 weeks to go and make a headband.

RESEARCHER: And resources to meet language needs? Do you have any?

PART. F: We've got enough. Videos, movies. We have good resources for the language. We've got a very good series, that Look and Read.

RESEARCHER: So you've got some things to help you.

PART. F: mmm, we try a lot. We as teachers, we do a lot. Make do with what we have.

[teacher aid enters and is introduced – Part. H]

PART. A: And so sometimes you don't want them to handle the books too much, because they're so…you're responsible. We all got 100 books. Western Cape sent. But you've got to keep your eye on that 100 books. You are responsible for those books. You know how they handle them. Despite the fact that we tell them, we go through, you must handle the books this way and we put out the pictures and everything. They're just not handling things properly. They take out pages. I have taken my 100 books and I put them in a box and I read the books or I will give a little group and I will say "ok, you may take one now". But I've got other books, my own personal books, my children's books and what I buy at the fete and whatever and that's how I get my books together for the class. So they can do what they want to with those books so now and then I will just pull them by their boot-straps and say this and that again and those books…But honestly those books are in such a state. They lose the pages, the cover is off, you pick it up. There's just no respect.

PART. C: The ideal thing would have been if we were able to send those books home with them. Just so they know when they're sitting around they can read…maybe the mommy will wake up and say "My word, a book in the house!"

RESEARCHER: So the reading books don' t get sent home?

PART. F: No, we could never send them home. Not even our readers. We don't want to have to replace…

PART. E: You will send home their class book that you maybe want to cover. And it never comes back. The parents tear 10 pages out. Or the little brother found it or…

PART. G: I remember we had the Sunshine readers. I don't know if your school also? Small book like that. We, that time, a couple of years ago, and we use to let them take it home. They started selling it on the trains. They sold the books. Because it came back to me, "please stop. Don't let them take it home."

RESEARCHER: Do you just do reading in English. I mean 'cause you're an English school.

PART. C: We try and do Xhosa. We got the Xhosa books.

RESEARCHER : So, Miss X, we're just talking about the needs of teachers working with children who are learning in a second language. Um, are you also teaching foundation phase.

PART. H: Teacher aid

RESEARCHER: Oh, are you the teacher aid. What has your experience been with the second language. The learners.

PART. H: When I speak Xhosa to them? Or English or what?

RESEARCHER: Just your experience in teaching them and what you've found.

PART. H: I once said to one of the teachers, I can't remember, this is something I always say, I'm actually glad that I was a mother before, a parent before. But now I'm also now one of the staff and blaming a lot of what it going on…when you give the children, like, work to take home I was at the beginning feeling guilty for myself, but I was always checking my children's school work – Miss X can say so and now what is happening here it really is something that sometimes really its embarrassing me. They will go on and not look after their work . Even their *own* book to be covered and it will come back with cooldrink and so messed up and the teacher is scared to give them the other books to take home to sit and read with mommy or whatever. And in Xhosa I always say to them "if you got an elder brother or whatever, ask if mommy can not help you to read or whatever your homework." So I'm experiencing their background. The teacher can work hard and go on and go on but [both tapes finished] Because you can see 2, 3, 5 letters what never, you know, mommy never even touches that letter. As one of the teacher aid coming in, you know you see the home situation they come from. But I feel like something must be done where they come from. I don't know what needs to be done.

PART. C: So do you feel that they should target more parents?

PART. H: Target *more* parents than the children. Because poor children, sometimes you can see that they want to but now if teacher say "But why didn't you do your homework?" Fortunately I'm in that class. "X, X my mommy doesn't understand this." "Why didn't you ask me in the afternoon, then for example I can explain to you what it's all about." "But X, mommy was late and mommy didn't even look in my bag". Or "when she arrived I was already asleep." and I thought…and I don't know what else can be done

RESEARCHER: Do you also feel that the main problem isn't that they're learning in English and they're Xhosa speaking? It's the social background?

PART. H: Home situation. Background.

PART. C: Can I just ask, if your child is at a school and letters are coming home, okay? And you don't understand that letter, like when you go to buy a ticket and you don't understand what, you try and find a way so that you can be understood. So if a parent…if a letter comes home in English, surely you must make an effort sometime and say to the school can you please send us letters in Xhosa or something? You know, or when we have meetings so you can go and say I don't understand the letter or to the teacher a note. Just some kind of interest that is shown whereby we know this is the problem at home, this is how we can help the parents. But you don't get that. I've never gotten that.

PART. E: I had a parent writing in Xhosa already asking, I just gave it to part H and in the letter she was now saying she doesn't understand and part H wrote a letter back to her.

PART. C: I mean I've had parents writing in Xhosa but no parent ever to say my problem is that I couldn't come or I can't help my child because I don't understand English.

PART. E: And a lot of parents are so quick to blame teachers. I had a child in my class and you can ask part. H, she already said this school did nothing for her child. This girl, well she works ok, but she's one of those, she's very naughty. Her mother wants to hear nothing about her. Her mother's a secretary at the school but this child is now going to XX next year. Now if I see the amount of homework this child did for me this year, I mean almost every day she gets homework, and she's done homework maybe seven times out of the whole year. Now the mother wants to blame the teacher, teaching *her* child. You know what I'm saying? I just…

RESEARCHERS: Have any of you had training with regard to teaching second language learners?

PART. F: No. Other than that workshop, not really.

RESEARCHER: What workshop?

PART. F: That language and reading.

PART. G : For the second language children. I mean the dramatising. I find that helps for them. I was at that one …

PART. C: That CTI workshop we also did a couple of things on that.

PART. F: Multilingualism. Reading. We went to a couple of workshops we had here running across the road.

RESEARCHER: Did you find it helpful?

PART. F: Yes, we tried. But then you just give up.

PART. E: But you know those videos that they showed us, that is just not real. School X….everything is just too perfect. That just doesn't happen in the normal situation. Where do children sit like this [gestures, arms crossed and quiet] for all that time. Or they find that everybody knows the answers. It just doesn't happen. They're obviously trained to do it.

RESEARCHER: Did you watch a video?

PART. E: Yes, it's rehearsed. It's just not real.

RESEARCHER: Because another teacher said from a previous focus group that she would like more practical training, where they show you this is what you do and also more realistic.

PART. G: I think they should come in. Each school is different. Everybody's situation is different. And I think they…we should get people coming

643		into our class and don't put on a show, we don't put on a show that day,
644		you know what I'm saying, and they come in and they actually sit and
645		see how we…what's our problem.
646	PART. E:	Or they come in and they do it and we sit and watch them do it.
647	PART. C:	Not one day. For a month every day.
648	PART. A:	It's very easy for them to tell us, do it this way, but do it and then we'll
649		see.
650	PART. G:	If there are people out there that are willing to come. Every situation is
651		also different.
652	PART. E:	Like at School X. I can't see that situation working for us here. They
653		teach grade one in Xhosa. Their grade ones get taught in Xhosa and
654		they only start in English from grade two.
655	RESEARCHER:	Why don't you think it will work?
656	PART. E:	I don't know, it's just sounds like…
657	PART. C:	But do they have more Xhosa speaking children?
658	PART.:	No, they got the same about. Not 100, but the same about as us. But
659		their grade one teachers are Xhosa speaking. So the children get taught
660		in grade one.
661	PART. ?:	So who's going to teach them in grade 2? When they go over?
662	PART. A:	Then they get taught in English in grade 2.
663	RESEARCHER:	Do they have Xhosa support in grade 2?
664	PART. E:	I don't know how it works [overlapping speech] No they doing it for
665		three years now, three/four years but they say it's worked wonders for
666		them it just sounds…
667	PART. F:	They say it's fantastic. I don't know how they managed it. But they got
668		a lot of other African speaking teachers on the staff. Yes all the grade
669		ones. Like Part H. Aids. Difficult to get a aid than a teacher.
670	RESEARCHER:	Would it be helpful for teachers to be able to speak Xhosa?
671	[all say yes]	
672	PART. E:	When I studied I did Xhosa for 3 years so I can speak basics and
673		colours and numbers and whatever. I can read Xhosa but don't ask me
674		what I'm reading, but I can pronounce the words and whatever. And my
675		children find it, they love it because I can read them a story. I don't
676		know what I'm reading and then somebody will translate the story in
677		English again and they enjoy that.
678	PART. H:	In the foundation phase, all our teachers know all the key words in
679		Xhosa. Then they find really entertaining… "oooh my teacher" "tula"
680		"oooh quickly…my teacher knows"; "bala" "ufuna ntoni" "what you
681		want?" "teacher how do I.." all the classes have got that key words.
682	RESEARCHERS:	Do the children feel more special…
683	PART. H:	Yes, it works for us. It does work. *Tula wena. Bala igama lakho apha*
684		*phezulu kakuhle.* Say it.
685	PART. A:	*Bala igama lakho apha phezulu kakuhle.* It works but the thing is this I
686		was *forced* to learn that because they weren't writing their names on the
687		pages. And asking…imagine asking them whose page this is! It was
688		desperation.
689	PART. C:	So now tell me now since you know how to say it in Xhosa, so you say
690		it, you don't have to any more. They all write their names when you say
691		it in Xhosa. You will never get a page without a name.
692	PART. F:	It helps when you can speak a little bit.

PART. A: That was when I had grade one. You see, now by the time they get to grade 2, it's ok. Unless I get a new child or new children. When you get new children and you say to the child 'bala igama…' ooh, this teacher she can speak…the problem arises when they answer you or come and ask you.

PART. C: But now, how do you explain, you will know…how do you explain children not understanding when you show them something. You show them how to do it. Let's say you want them to do something on the page. Right, you want them to colour the picture on the cover. So you hold the exact example of the page you're going to use [gestures with book]. Obviously not this way, even that way, so that they can see it and turn around so you're standing so that way and you show them now we're going to read the book. I'm going to page, right? Watch. They're all looking, everybody's looking. Okay, we do it not once, a couple of times, good couple of times and "now it's your turn". Now they can't do it. That didn't need a word! I showed you how to do it. You didn't even have to speak to me. You just had to do the action. Now that happens often.

PART. E: Even when you're writing, they don't write on the next clean page. I've got children, even in grade 3 who don't write on the next clean page. And if you write on the board and you don't have enough space on your board and you go over to the next board and their page ends here they still go over to the next page! Whether they've got 90 lines left over, you move over so they move over. Or where you stop they stop. I've got a girl in my class. She's a new girl. Now she's Xhosa speaking and she was at an Afrikaans school 'til last year and now she's at an English school this year. So grade 1, grade 2 she was Afrikaans. Now she, I mean, her brain is messed up. Because she speaks everything but she can't do anything.

PART. C: I still blame the parents, man. I blame them, I blame them. They're not fit to be parents. I'm now excluding the parents who really have problems because there are those but yet I mean look at Unathi, hey? I mean that child, her mother's got problems. They're going through such hard times. That's one of the best learners in the class. Just because you can see she gets the support.

PART. E: But I also have that boy, Siyabonga. I mean, I was actually going to keep him back. That boy I give him 10 words to learn every day and they write a spelling test and every day that child gets ten out of ten. I mean difficult words. From his parents sitting with him.

PART. C: He must be on some kind of medication [laughter]

PART. E: Every day he gets ten out of ten. I mean he's not an excellent learner, but just because his parents sit with him. You know they will teach him at home.

PART. C: And now when you have parents meetings, and then you have parents who will say to you in grade one or grade 2, I don't know what to do with this child? Hello! Who's the mother?

PART. E: We're babysitters.

RESEARCHER: So there's a lot of responsibility, a lot of pressure on you.

PART. C: I think parenting, the know-how of parenting which is not cut. It's not in stone, it's not set in stone anywhere. There's no proper way really

743		but you try. I think a lot of the parents miss that. I think parents have
744		also become younger. I'm not saying it's a reason to be irresponsible
745		but they focus on other things. It's ok, I'm working hard, I've got to
746		buy my child something, he wants that so…that is how I show that I
747		care for him. Being able to sit down with my child and do something or
748		even just go for a walk – no you don't do that kind of thing.
749	RESEARCHER:	Okay...well, it's just after 3 so if we can start finishing up. I just want to
750		summarise what I've understood, just to make sure I've got it all
751		straight. Um…firstly there's a lack of support from home. Social
752		circumstances make everything worse. There's big classes, there's a lot
753		of pressure on you, you don't feel like there's support for you – no-one
754		*really* knows what you're going through. There's no support from
755		anyone else. And that teacher aids would help you, language
756		enrichment classes, more resources, *basic* resources and possibly
757		hands-on training. I get a sense that you're really frustrated and over-
758		worked.
759	PART's C & F:	Tired. Everyday we're tired.
760	PART. A:	In what category would you put a classroom that's too small for the
761		number of learners? Isn't that also resources?
762	RESEARCHER:	Ja, that is also a resource.
763	PART. A:	We need a bigger classroom! Or maybe stay like that and take some
764		kids out.
765	PART. C:	But even those desks are so outdated! Outdated old desks for grade 2's.
766		Antiques. Yes, they are.
767	PART. A:	I've got genuine, they must be like 100 years old.
768	PART. C:	You know if you sell those desks you actually get a lot of money for
769		them.
770	PART. A:	If I could sell those 2 desks I can do such a lot in my classroom with the
771		money
772	[laughs]	
773	RESEARCHER:	Is there anything else anyone would like to say to do with second
774		language learners?
775	PART. B:	You know at the end of the day, they're also children and you have
776		your good moments. But sometimes the bad ones outweigh the good
777		moments. Because I spoke to someone the other day and she said why
778		do you do this? I said you know sometimes when I think of someone
779		and, you know, the child comes to you and says "thank you teacher for
780		what you did today." That actually keeps me going sometimes. There
781		are days…you know they always say we moan and complain and groan
782		but maybe we're hoping someone will hear us! I mean we do have good
783		moments, it's just the bad ones outweigh the good ones most of the
784		time and that's the problem. I think we just want more good moments.
785	PART. E:	Oh, [part H] was just reminding me, there's a boy in my class - he's a
786		very good learner in maths and he reads well, he's very naughty but
787		he's cute and yet his mother's struggling. She's a single parent and she
788		told me this morning that she hasn't paid the bus driver for 2 months.
789		[part H] has to beg the bus driver every day to put him on the bus! Now
790		if it wasn't for her he wouldn't be able to come to school. But she say
791		she just pictures him in that class and his hand is up and he's doing
792		work and now imagine a child like that must now stay at home for 2

months because there's no money for him to come to school. This is happening a lot.

[talking at once – shouldn't be child's responsibility]

PART. H: I'm begging driver everyday, please. But Miss X. The bus-fare is R200 every month.

PART. C: Now I blame Western Cape again because they took the transport without [unclear]

PART. H: They took it away. And now Theo is standing there and before he can get on that bus he ant to see I mean. Think of how stressful it is for him. And now he come to me "we haven't got money yet". So I say "ok, ok, sit down." We don't want the others to know what is going on. I say to the bus driver please whatever the situation is, please don't tell the peers. Write a letter to me but if she wrote a letter in Xhosa and some few words they were in English. I said "Driver look at this man, really she hasn't got any money. But now it's only 4 maybe weeks left the driver will see what can we do. Every morning I must do that because I know how he is in the class. Because if that child stays absent, she's going to wonder where is that child. But now I'm sitting with him. I know at the back of my head that the child hasn't got money for that month. So I said to her this morning, I got a problem and I'd like you to know about it. In case driver comes in, you know, we do have these problems. And she said…

PART. E: And he's so eager.

PART. H: Early in the morning – 6 o'clock – he's standing there. Waiting for the bus. He doesn't want to miss a day.

RESEARCHER: Is there anything else anyone wants to say?

PART. F: What do you do with all this now?

RESEARCHER: I have to go and analyse it into themes and write…I write a thesis basically and that goes, it goes to the varsity but also to the Western Cape Department gets sent a summary of the results. So you will be heard somewhere hopefully.

[unclear]

teacher aids and smaller classes!

PART. H: And more training for teacher aids.

PART. F: I'm sick of talking and talking and talking and nobody listens to us and nothing is done.

RESEARCHER: I really hope something comes of this. Thanks for all your time. I really appreciate it.