

**STRENGTHENING ENGLISH SECOND LANGUAGE COMPETENCE OF
FOUNDATION PHASE TEACHERS IN VHEMBE DISTRICT, SOUTH AFRICA**

by

RENDANI MERCY MAKHWATHANA

Thesis submitted in fulfilment of the requirements for the Degree of

DOCTOR OF EDUCATION

in the

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

SCHOOL OF EDUCATION
UNIVERSITY OF VENDA

PROMOTER : Prof MP Mulaudzi
CO- PROMOTER: Dr SK Muthambi

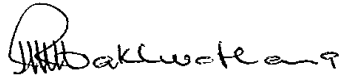
FEBRUARY 2020

DECLARATION

I, **RENDANI MERCY MAKHWATHANA**, declare that the research report entitled

Strengthening English Second Language competence of Foundation Phase Teachers in Vhembe District

is my own work and has not been previously submitted in any form whatsoever, by myself or anyone else, to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.



Rendani Mercy Makhwathana

28/02/2020

Date

ACKNOWLEDGEMENT

I feel greatly honoured to be given this golden opportunity to finish my studies. It was a long journey, but God's grace was sufficient for me. I thank you my Lord and God Almighty. You have always been so good to me. I thank you.

I appreciate my parents and Pastors, Reverend MP and Dr TS Muligwe for their passion for knowledge, understanding and wisdom. You never stopped encouraging us to develop ourselves academically, thank you.

My sincere gratitude goes to my Promoter, Professor Muofhe Peter Mulaudzi. You have been my source of strength throughout this study. Thank you.

Let me extend my appreciation to the co-promoter, Dr Salome K Muthambi for her support, love and touch of academic censure which beautified my studies.

I appreciate the financial support which I got from the University of Venda – Research Directorate. You made things easy for me. To Vhembe East and Vhembe West Districts, I highly appreciate the co-operation of all teachers, heads of departments and principals of schools during the collection and compilation of my research data. To the editor of this work, Ms M Mashamba, thank you.

To my family, Silas, thank you for your contribution to my life. You have been a blessing. My children, Mulisa, Edzani and Atshilaho, you have always been my inspiration, thank you for your love and support throughout this study.

My sister, Tshilidzi and her daughter, Thikho, you have been my pillar of strength. You were always there for me. I appreciate all my siblings for their support. Let God bless you.

My brother in law, Mr Mutshutshu Daniel Makhwathana, you were my source of motivation, thank you.

DEDICATION

I dedicate this document to my late mother, Mrs Tshavhungwe Khangweni Mushanganyisi.

You were my everything ... I am proud of you.

ABSTRACT

This study sought to investigate strategies to strengthen the English Second Language competence of Foundation Phase teachers in selected primary schools in Vhembe District, Limpopo Province. Teachers are key role players in the transformation of education in South Africa. Despite the phase or grade, they teach, teachers need to be competent and skillful users of the English language to ensure appropriate skills transfer and effective teaching. The study adopted an exploratory qualitative approach with the use of phenomenological research design. The population for this study encompassed all Foundation Phase teachers, all Foundation Phase Heads of Departments (HoDs) and all primary school principals in the Vhembe District. A purposive sampling technique was used to select participants for the study. The sample comprised 15 Foundation Phase teachers, 5 heads of departments and 5 primary school principals from 5 different schools. Data was collected through individual face-to-face interviews, classroom observation and document analysis. Data was categorised and analysed thematically. The study found out that most teachers tried to maintain the consistent use of English during teaching. However, to some, it was difficult to consistently use the English language, as a result, teachers switched to their Home Language to explain difficult vocabulary to learners and ultimately ended up teaching using the Home Language instead of the English Language. The study recommends that teachers should engage themselves in continuous professional teachers' development trainings and use various strategies that promote consistent and effective use of the English Language.

Key Concepts: English language competence, English Second Language, First Additional Language, Foundation Phase, Language of learning and teaching, teacher professional development

LIST OF ACRONYMS

CAPS	:	Curriculum Assessment Policy Statement
DBE	:	Department of Basic Education
DoE	:	Department of Education
EEA	:	Employment of Educators' Act
EFAL	:	English First Additional Language
ESL	:	English Second language
FAL	:	First Additional Language
FP	:	Foundation Phase
HoDs	:	Heads of Departments
L2	:	Second Language
LAD	:	Language Acquisition Device
LiEP	:	Language in Education Policy
LoLT	:	Language of Learning and Teaching
SLA	:	Second Language Acquisition
TPD	:	Teachers Professional Development

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

The key to growth is the introduction of higher dimensions of consciousness into our awareness (Lao Tzu, 604-531 BC).

1.1 INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) requires that English should be introduced as a subject in Grade one to ensure that learners are well equipped with functional English so that they can 'read to learn'. Learners must reach a high level of competence in English by the end of Grade three and be able to read and write well (Department of Basic Education (DoE), 2011:8). If the competence level of learners that are going into Grade four is suspect, the learning of all content subjects may be adversely affected. Teachers have the responsibility to provide a sound environment for English language development (Phatudi, 2015: iv). Grades R-3 belong to the Foundation Phase, which is the initial stage in the development of the child. Therefore, it is crucial that learners are exposed and empowered to master the English language from an early age so that the correct usage of the language is internalised. For this reason, all teachers should be competent and skillful English language users to ensure effective teaching and an appropriate transfer of skills.

Teachers, in South African public schools, come from a wide variety of cultural, ethnic and linguistic backgrounds. Many teachers in South Africa are expected to meet the challenge of teaching English to African learners, the majority of whom come from an English-limited background. In an English-limited context, learners in the classroom often come from a background where they speak a language other than English. For such learners, the main source of learning English is the teacher. Most of the time, learners in an English-limited context, communicate in English in the classroom. Their opportunities to engage with the language outside the classroom are limited. Teachers in the English-

limited context may not be proficient in the language as they speak English as a second or additional language (Phatudi, 2015:20).

Most English teachers in South Africa are not native speakers of English (Richards, 2011:3). Many teachers in the Foundation Phase are non-native speakers of English themselves, yet it is important for them to be proficient in the language so that they can teach it successfully (Hugo & Lenyai, 2013:21). Richards (2011:3) argues that it is not necessary to have a native-like command of the English language, in order to teach it well. However, it is vital to know how much of the English language the teacher needs to teach it effectively. It is also crucial to know the extent to which their competence in the English language interacts with their teaching of other aspects of the English language usage.

According to Canale and Swain (1980:3), language competence refers to knowledge of grammar and other aspects of language. It refers to the relationship and interaction between grammatical competence or knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of language use (Canale & Swain, 1980:6). Canale and Swain further present four dimensions of communicative competence: grammatical, sociolinguistic, discourse and strategic competence. However, Lengkenawati (2005:81) added the fifth component of communicative competence, namely, actional competence.

According to Bagarić and Djigunović (2007:96) and Celce-Murcia, Dornyei and Thurrell (1993:15), grammatical competence is the knowledge of the language code, namely grammatical rules, vocabulary, pronunciation, spelling, etc. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. It is important for providing knowledge of how to determine and express accurately the literal meaning of utterances (Batang, 2014:183).

Sociolinguistic competence refers to the speaker's knowledge of how to express the message appropriately within the overall context of communication; it is concerned with pragmatic factors related to variation in interlanguage use (Celce-Murcia, Dornyei &

Thurrell, 1993:15). Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules of use and rules of discourse (Batang, 2014:183).

According to Gaynor (2015:164), discourse competence is the knowledge necessary to know which vocabulary, language structures and register are used in different discourses. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text (Batang, 2014:183). This competency is very useful for the improvement of ability in constructing spoken and written texts (Mustadi, 2012:84).

Strategic competence is the knowledge of verbal and non-verbal communication strategies which enable the learner to overcome difficulties when communication breakdowns occur, which enhances the efficiency of communication (Bagarić & Djigunović, 2007:96). According to Batang (2014:183), strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence.

Actional competence is described as the ability to perform speech act and language functions; to recognise and interpret utterances as (direct or indirect) speech acts and language functions, and to react to such utterances appropriately (Celce-Murcia, Dornyei & Thurrell, 1993:15). For example, apologising, complaining, and expressing hopes (Celce-Murcia, 2008:46).

A review of existing literature shows the incompetence of teachers in the English language can result in learners performing badly in English (National Education and Evaluation Development Unit, 2013:19). This means that incompetency in the language may lead to learners failing to learn and perform competently in the language. Makeleni and Sethusha (2014:105) posit that some Foundation Phase teachers lack an English language background and are, as a result, not proficient in that language. Moreover, some evidence suggests that some teachers in South Africa are not competent enough

to promote effective learning of the academic language (Uys, Van der Walt, Van den Berg & Botha, 2007:76). Dippenaar and Peyper (2011:34) argue that the value of English as a language of teaching and learning means that teachers should have a very good command to ensure effective teaching and learning.

Barnard (2010:2) argues that second language speakers have a smaller vocabulary of English words at their disposal to express their thoughts and concepts. This may suggest that the teaching, which most African learners receive, is inadequate and, thus, results in poorly developed English language competence.

Teachers are key contributors to the transformation of education in South Africa. The Revised National Curriculum Statement Grades R-9 envisions teachers who are qualified, competent, dedicated and caring, so that they can fulfil the various roles outlined in the Norms and Standards for Educators. These roles include, among others, being mediators of learning, scholars, researchers and lifelong learners (DoE, 2002:3). Teachers should, thus, continue to strive for high levels of competence.

Language competence of both learners and teachers is inadequate and teaching methods meant to foster the academic growth of learners' language competence are also lacking in many contexts (Department of Basic Education (DBE), 2014:4).

According to Lessing and Mahabeer (2007:140), most South African teachers are either underqualified or unqualified to teach. Underqualified teachers completed matric and only have one or two years of tertiary studies whereas unqualified teachers only have grade 12 qualification (eNCA, 2013). Pretorius and Machet (2004:58) refer to the paradox of the primary school professional, who are expected to teach literacy but are, themselves, unskilled to do so. Most of the teachers cannot read due to a strong oral culture and lack of reading materials. According to Çetinavcı and Yavuz (2010:30), some teachers who are native speakers of English also feel insecure about their own knowledge of grammar and lexicon. This means that they are not sure of the correctness of their English language use.

Teachers are the most important participants in the educational reform. Their training and innovative skills are a necessity for effective learning (Anyiendah, 2017:1). Effective teaching and learning require teachers to improve their knowledge and skills (Selvi, 2010:167). The Department of Basic Education (2014:5) believe that, improved Language of Learning and Teaching (LoLT) will enable learners to fully participate in society and in the economy as well as to support their general conceptual growth through equitable and meaningful access to education. This calls for improvement in the teaching of the English language as the First Additional Language (EFAL) in the Foundation Phase (Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3).

The Department of Basic Education expects Foundation Phase teachers to not only endeavor to be qualified but also strive for competence, dedication and to be caring (DoE, 2003:5). Teachers should work on their personal, academic and professional growth through further studies and research in their learning areas. They should be able to demonstrate sound knowledge of subject content and pedagogical content knowledge. Teachers should be sensitive to the diverse needs of learners and communicate effectively and respectfully with others. All this is possible through teacher development. The professional development of teachers is, therefore, very crucial.

For learners to succeed at school, it is important for teachers to understand the kind of English language skills they need. Furthermore, teachers need to understand how to develop English as an additional language for the benefit of the learners. Teacher Training Institutions, in their effort to train teachers, should encourage English Language teaching to empower trainee teachers. Teachers also need to understand how they can support learners' English language development and skills for academic success (Phatudi, 2015:9). This study therefore sought to strengthen the English Second Language (ESL) competence of Foundation Phase teachers.

1.2 STATEMENT OF THE PROBLEM

The role of English Second Language teachers in the teaching and learning process cannot be underestimated. Learners' development in English Second language

competence is largely influenced by their teachers. It is therefore important that English Second Language teachers are competent and comfortable in the use of the language in teaching contexts.

Language competence has been rated as the most essential characteristic of a good teacher (Arshad, 2007:23). Most of the world's English teachers are not native English speakers and some of the best English language classes have been taught by teachers for whom English was a foreign or second language (Richards, 2010:103). Good teachers promote language learning, they recognise that learners make errors when they learn, and they give learners an opportunity to correct their incorrect utterances (Pence & Justice, 2008:304). Teachers' ability to use language effectively helps learners understand the subjects better and raises learners' interest and positive attitude towards the subject (Arshad, 2007:23).

According to Richards (2010:103), successful language teachers need the ability to:

comprehend texts accurately, provide good language models, maintain use of the target language in the classroom, maintain fluent use of the target language, give explanations and instructions in the target language, provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary and language points), use appropriate classroom language, select target-language resources (e.g. newspapers, magazines, internet websites), monitor their own speech and writing for accuracy, give correct feedback on learner language, provide input at an appropriate level of difficulty and provide language-enrichment experiences for learners.

Teachers need to help their learners to understand the role of language in different contexts for effective use (Arshad, 2007:22). Successful teachers use different strategies to create a warm and friendly classroom atmosphere (Richards, 2010:113) and they use the ability to transform the subject matter of instruction into forms that are appropriate to the level and ability of the learners (Richards, 2010:115).

The researcher served as a teacher and principal at primary schools and has 14 years Foundation Phase teaching experience. This period reawakened her to make the following learnings about teaching the English Second Language: that teachers of ESL

themselves were reluctant to express themselves in English, that teachers of ESL were heavily accented in English words pronunciation and they committed unnecessary grammatical errors. This study intends to strengthen English Second Language teachers' competence to be more effective in the use of the language.

1.3 AIM OF THE STUDY

The aim of the study was to investigate strategies that make Foundation Phase teachers more effective in the use of the English language.

To achieve the aim of this study, the following objectives were developed:

- 1.3.1 to examine the nature of English competence by Foundation Phase teachers exhibited when teaching,
- 1.3.2 to establish the challenges which teachers encounter when they teach English as a Second Language (ESL); and
- 1.3.3 to identify appropriate teaching strategies to strengthen English language competence of Foundation Phase teachers.

1.4 RESEARCH QUESTION

The main research question was: How can the English Second language teachers be more effective in the use of the English language?

The following **subsidiary questions** were formulated in order to address the main research question:

- 1.4.1 What is the nature of the English language competence teachers exhibit when they teach Foundation Phase learners?
- 1.4.2 What challenges do teachers encounter when they teach English as a Second Language (ESL)?
- 1.4.3 What are the appropriate teaching strategies that could strengthen English language competence of Foundation Phase teachers?

1.5 THEORETICAL PERSPECTIVE

This study is underpinned by Krashen's Second Language Acquisition Theory (Krashen, 1982). This is a widely known and well-accepted theory of Second Language Acquisition, which has had a large impact in all areas of second language research and teaching since the 1980s (Hong, 2008:61). It consists of five main hypotheses and is based on the idea that language is an internal process (Krashen, 2013:1). According to Hong (2008:62), basic knowledge of second language acquisition theories is extremely useful for teachers and directly influences their ability to provide appropriate content-area instruction to learners. This implies that for teachers' growth and professional development in the English Language, it is important that they conduct self-introspection and reflect on their English language acquisition, learning and application thereof. Teachers should know the kind and level of their English competence, because the knowledge of Second Language Acquisition can improve their ability to serve learners (Hong, 2008:61).

1.6 DEFINITION OF KEY CONCEPTS

The following section defines concepts according to how they should be understood in the context of the study.

1.6.1 English Language Competence

It describes the benchmarks and levels of English learners' competences in speaking, writing, listening, and reading (Abedi, 2007:4). In this study, English language competence involves the effective and accurate use of the English language to successfully communicate information through speaking and writing and to successfully derive meaning through reading and listening.

1.6.2 English Second Language (ESL)

This refers to a language studied in a setting where that language is the main vehicle of everyday communication and where abundant inputs exist in that language (Oxford,

2003:2). In this study, ESL refers to English that is used by non-native speakers who have their own mother tongue besides English.

1.6.3 First Additional Language (FAL)

This is a language that is used for communicative functions in a society, as a medium of learning and teaching in education (Stein, 2017:17). The First Additional Language (FAL) refers to a language that is not a mother tongue but is used for certain communicative functions in a society; for example, as a medium of learning and teaching in education (DBE, 2011:8). In the context of this study, First Additional Language refers to English formerly known as English Second Language.

1.6.4 Foundation Phase

The Foundation Phase is the first phase of the General Education and Training Band (Grades R, 1, 2 and 3) which focuses on primary skills, knowledge and values that lays the foundation for further learning (DoE, 2002:61; DoE, 2003:19). In this study, Foundation Phase refers to the education level that falls between Early Childhood Education and the Intermediate Phase. This encompasses Grade 1-3, with the exclusion of Grade R where English is not offered.

1.6.5 Language of Learning and Teaching

It is often referred to as 'LoLT', 'medium of instruction' or 'language of instruction'. It is the language used in the classroom throughout the school day (Stein, 2017:207). In this study, language of teaching and learning refers to English; this is the language which is used by teachers and learners when teaching and learning respectively.

1.6.6 Teacher Professional Development

This refers to activities that are meant to develop teachers' skills, knowledge, expertise and other characteristics (The Organisation for Economic Co-operation and Development

(OECD), 2009:49). For the purpose of this study, professional development refers to all the efforts and training teachers embark on to develop and advance their knowledge, skills and competences.

1.7 RESEARCH METHODOLOGY

Research methodology is a systematic strategy in which research is conducted, in order to solve an identified problem. It advances procedures that are undertaken to describe, predict, explain and gain knowledge about phenomena under study (Rajasekar, Philominathan & Chinnathambi, 2013:5). This section discusses the research paradigm, design and data collection methods which the researcher used for this study.

1.7.1 Research Paradigm

According to de Vos, Strydom, Fouché and Delpont (2005:261), paradigms are researchers' point of view, or frame of reference for looking at life or understanding reality. In Creswell (2007:19), paradigms or worldviews are described as basic sets of beliefs that guide action.

This study adopted the anti-positivist or interpretivist paradigm. The interpretivist paradigm endeavours to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within (Cohen, Manion & Morrison, 2000:22). This paradigm was suitable for this study because the researcher sought to establish the challenges that teachers encounter when they teach English as a Second language (ESL); to examine the nature of English competence of teachers; and to identify appropriate teaching strategies and modify them to strengthen the English competence of teachers. It is important for this study to understand the context in which teachers use the English Second Language. The researcher sought to understand teachers' use of English Second Language from their individual points of view in the context of their working environment.

Interpretivists maintain that individual behaviours are understood by researchers who share the same frame of reference. Individual interpretations of the world around teachers come from within (Cohen, Manion & Morrison, 2000:20). This means that human beings should be understood in terms of how they interact with their environment and interpret it. In this study, teachers should be understood in the context of their schools and the classrooms in which they operate.

1.7.2 Research Design

This study used the qualitative research design, which is appropriate for the interpretive paradigm. The qualitative research design refers to the understanding of social phenomena from the perspective of the participants (White, 2005:81). This study has taken a phenomenological research design. Phenomenological studies describe meanings of lived experiences of individuals about a phenomenon as described by participants (Creswell & Creswell, 2018:14). These studies aim at transforming lived experiences into a description of its essence, allowing for reflection and analysis (McMillan & Schumacher, 2010:24). The researcher intends to describe teachers' experiences in their schools, particularly in their classrooms as they interact with their learners during the teaching of English Second Language. This design is appropriate to this study because the researcher intends to understand the lived experiences of teachers in their schools. In terms of this study, the lived experiences refer to how teachers of English Second Language succeeded in teaching English.

According to Denzin and Lincoln (2005:3), the qualitative research consists of a set of interpretive material practices that make the world visible. It involves an interpretive naturalistic approach to the world. In the context of this study, the researcher communicated and interacted with teachers and solicited their views on English Second Language competence.

1.7.3 Data Collection

Data collection methods in qualitative research include interviews, observations and document analysis (Lodico, Spaulding & Voegtle, 2006:266). In this study, data was collected through individual interviews, classroom observations and document analysis which are reflected below:

1.7.3.1 Interviews

According to Rossouw (2003:143), research interviews are conversations between researchers and a participant with the specific objective of gathering information about a topic that is being investigated. Interviews provide a way of generating data by asking people to talk about their everyday lives. The main function of an interview is to provide a framework in which participants express their own thoughts in their own words. This study used individual interviews.

1.7.3.2 Classroom observation

Observation is the process of viewing and recording human behaviour (Vanderstoep & Johnston, 2009:308). It enables researchers to understand the context, to see and discover things that participants might not freely talk about and to access personal knowledge (Cohen, Manion & Morrison, 2000:305). Through various means of record-keeping, traces of those impressions are stored for careful scrutiny and analysis after the event (Somekh & Lewin, 2005:138). Observations may vary from detached observation, on the one hand, to complete participation, on the other hand (Welman, Kruger & Mitchell, 2005:197). The researcher observed Foundation Phase teachers and their learners' interactions in English Second Language lessons.

1.7.3.3 Document analysis

Document analysis is the detailed examination of documents produced across a wide range of social practices, taking a variety of forms from the written word to the visual

image (Jupp, 2006:79). Lesson plans were analysed to gather data on the competences of Foundation Phase teachers of English second language.

1.8 SAMPLING PROCEDURE

A sampling procedure is the process by which a sample is acquired (Henning, Van Rensburg & Smith, 2004:71). Sampling involves taking any portion of the population as a representative of that population (Rossouw, 2003:108; de Vos, Strydom, Fouché & Delport, 2005:193). The purpose of this section is to choose the population and determine the sample of the study.

1.8.1 Population

Population refers to the entire group of people that researchers plan to study and make statements (Rossouw, 2003:108). The population of the study may consist of individuals or groups who share similar characteristics. The population for this study comprised all Foundation Phase teachers of English Second Language, all Foundation Phase heads of departments (HoDs) and all principals of primary schools in the Vhembe District in the Limpopo Province.

1.8.2 Sample

A sample is a subset of the population which consists of people who participate in the study (Vanderstoep & Johnston, 2009:26). According to Lodico, Spaulding and Voegtle (2006:13), a sample refers to a smaller group that is selected from a larger population.

Purposive sampling was used in the study. Purposive sampling involves selecting people based on a particular attribute. This study used teachers who teach Foundation Phase English Second Language and have at least three or more years of teaching experience. It also included Foundation Phase heads of departments (HoDs) and principals of primary schools. The rationale for the use of teachers who have at least three or more years of teaching experience was that they would have a rich background and understanding of

how the English Second Language was used in the classroom. The sample was comprised of 15 Foundation Phase teachers of English Second Language, 5 Foundation Phase (FP) heads of departments (HoDs) and 5 primary school principals from 5 different schools. That is, the school principal, 3 FP teachers and 1 HoD per school.

1.9 TRUSTWORTHINESS OF THE STUDY

Trustworthiness refers to the rigor of a research study, which builds trust and confidence in the findings and conclusions (Shenton, 2004:64). Lincoln and Guba (1985:300) used unique terms such as credibility (internal validation), transferability, dependability and confirmability to establish trustworthiness of the study. Below is the detailed outline of how each criterion is applied in the context of this study.

1.9.1 Credibility

Credibility is the extent to which the results of a study approximate reality and are thus judged to be trustworthy and reasonable (McMillan & Schumacher, 2006:471). Shenton (2004:64) refers to credibility as the assurance that the study measures or tests what is intended so as to promote confidence in the accuracy of recorded phenomena under study. For the researcher to establish credibility, prolonged engagement in the field and triangulation of data or sources, methods and investigators were used (Creswell, 2007:202). To ensure credibility, this study triangulated data methods, namely, observation and individual interviews.

1.9.2 Transferability

Transferability refers to criteria which is meant to convince the reader through drawing them into the world of the participants and feeling the believability of that world. Other writers have opted for terms such as 'plausibility' or 'verisimilitude' (Somekh & Lewin, 2005:17). In this study, transferability was ensured through a detailed description of the processes and procedures followed in the study.

1.9.3 Dependability

Dependability involves identifying acceptable processes of conducting the inquiry so that the results are consistent with the data (Lodico, Spaulding & Voegtler, 2006:275). This study used member checking; these involved participants verifying if the transcriptions reflect their views. This means that the researcher went back to the participants to check if her findings were dependable.

1.9.4 Confirmability

Confirmability is the process of ensuring that the findings of a study are the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher (Shenton, 2004:72). To ensure confirmability, this study used in-depth methodological description to allow the integrity of the research findings to be scrutinised.

1.10 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos, Strydom, Fouche' & Delport, 2005:333). It involves breaking down data into constituent parts to obtain answers to research questions (Burns & Grove, 2003:479). In order to find answers, one must first analyse the data and then interpret the results of the analysis. The analysis is largely presented in words. In qualitative research, data analysis is mainly interpretive, and this involves the categorisation of the findings. The main aim of data analysis is to write objective accounts of lived experiences (White, 2005:104). In this study data were organised, coded, categorised, analysed thematically and then interpreted. Conclusions were drawn from the analysed data to find answers to the research questions raised in the study.

1.11 SIGNIFICANCE OF STUDY

This study was noteworthy because its findings would benefit Foundation Phase teachers. Teachers would receive techniques on how to strengthen their English

Language competences, to use the English Language competently and effectively. Learners would also be the beneficiaries of the findings of this study because their teachers would teach and support them in better ways. The other beneficiaries would be the Foundation Phase heads of departments, who are expected to assist and support teachers to gain appropriate skills in the teaching of English Second Language. Principals of primary schools would also benefit from the findings. Principals would provide general support to HoDs and teachers to enable them to access and acquire knowledge and understanding. The findings of this study would provide a fertile ground for further research. These findings would also contribute to the body of knowledge in the field of English language teaching through writing articles for publications and the introduction of short courses for on-going Teacher Professional Development (TPD).

1.12 DELIMITATION OF STUDY

The study was conducted in the Vhembe District, one of the five districts of Limpopo Province of South Africa. Vhembe District shares its north border with Zimbabwe, West border with Capricorn District, South border with Mopani District and the East border with Mozambique. Figure 1.1 below depicts the district set up in the province.

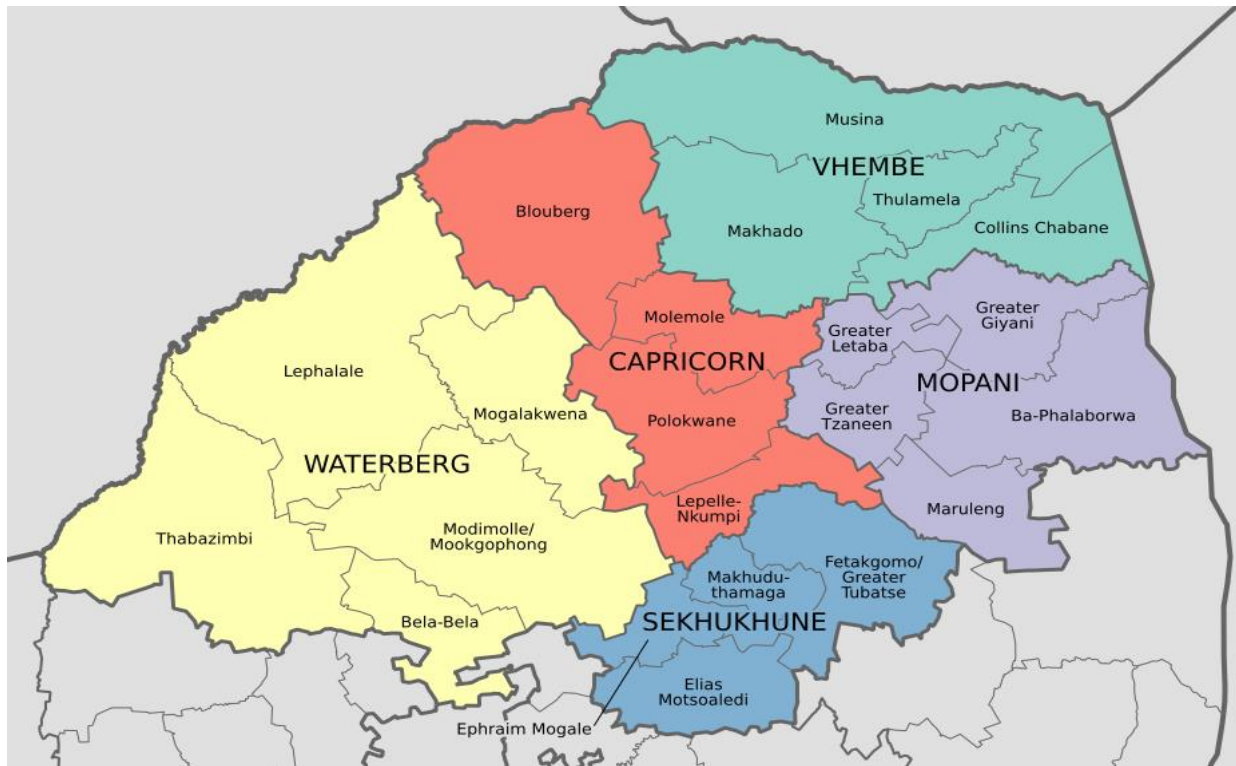
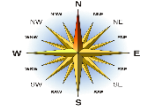


Figure 1.1: The District Set-up in the Province. Adapted from: <https://upload.wikimedia.org/wikipedia/commons/8/81/>.

1.13 ETHICAL CONSIDERATION

The researcher sought permission to conduct this study from the Department of Education, Vhembe District (See Appendices I & J). The researcher then negotiated with the schools to determine suitable time and places for data collection. Participants were assured of anonymity and confidentiality. This means that participants' names were not recorded in any part of this study and therefore, were not disclosed in any way. The researcher informed participants that their participation was voluntary. The researcher also sought permission from participants to record their responses based on methods of data collection used in the study. The study also conformed to the standards and ethical principles of research as prescribed by the University of Venda and Ethical clearance was granted (Appendix K).

1.14 CHAPTER OUTLINE

This study is divided into six chapters as follows:

- Chapter 1:** Outlines the background to the study, statement of the problem, aim of the study, research questions, theoretical framework, definitions of concepts, Research methodology, sampling, trustworthiness of the study, data analysis, significance of the study, delimitation of the study, ethical consideration and chapter outline.
- Chapter 2:** Exposes the Theoretical Framework of the study: Krashen's theory of Second Language Acquisition. This covers acquisition-learning hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis/ comprehension hypothesis, the affective filter hypothesis and critical analysis of Krashen's theory of Second Language Acquisition.
- Chapter 3:** Reviews literature on the strengthening of teachers' English language Competence: this entails English as a global language, English as a primary school subject, competence in English Second Language teaching, the distinction between competence and performance, determinants of teachers' English language competence, teaching strategies that enhance English Second Language acquisition, a comparative analysis of how non-native English-speaking teachers and native English-speaking teachers use the English Second Language, the nature and effects of English language competence teachers exhibit during teaching, challenges teachers encounter when they teach English Second Language- a language different from their own, the role of affective factors in English Second Language acquisition and development
- Chapter 4:** Presents research paradigm, research design, research methodology, sampling, instrumentation, piloting of data collection instruments, data collection procedures and data analysis.

Chapter 5: Outlines biographical information, contextual analysis and interpretation of qualitative data and triangulation of data

Chapter 6: Provides the summary of the study, conclusion, recommendations, suggestions for further studies and contribution of the study to the body of knowledge.

1.15 CONCLUSION

This chapter provided the background to the study, statement of the problem, aim of the study, research questions, theoretical framework, definitions of concepts, research methodology, sampling, trustworthiness of the study, data analysis, significance of the study, delimitation of the study, ethical consideration and the outline of each chapter.

CHAPTER 2

THEORETICAL FRAMEWORK: KRASHEN'S THEORY OF SECOND LANGUAGE ACQUISITION

Critical reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply "blah, blah, blah, " and practice, pure activism (Freire, 2000:30).

2.1 INTRODUCTION

The practice of language learning and teaching directly links to an understanding of how learners learn and how teachers teach (Phatudi, 2015:3). Although there are a number of theories that focus on language acquisition, learning and development, for example: BF Skinner (1957), Naom Chomsky (1968), Cummins (1981), Michael Long (1996) and Krashen (1982) (Phatudi, 2015:53), this study is grounded on Stephen Krashen's Second Language Acquisition Theory (Krashen, 1982). The rationale for using this theory is that this study sought to address the gap in teaching and learning English Second Language and English as a medium of instruction in rural schools.

Stephen Krashen's Second Language Acquisition theory is based on the idea that language is an internal process, and consists of five main hypotheses, namely: (1) acquisition-learning hypothesis; (2) natural order hypothesis; (3) monitor hypothesis (4) input hypothesis/comprehension hypothesis and (5) the affective filter hypothesis (Krashen, 2013:1). Hereunder follows a brief description of each hypothesis.

2.2 ACQUISITION – LEARNING HYPOTHESIS

The acquisition-learning distinction is the most fundamental of all the hypotheses. It states that adult second language learners have two different ways of developing skills in second language, namely, acquisition and learning (Krashen, 1982:10). The following section discusses the two ways of developing second language competence.

2.2.1 Acquisition

The first way of developing second language competence is through language acquisition. Language acquisition is a process like the way children develop their home language or mother tongue (Krashen, 1981:99) and by which they internalise the language, putting emphasis on the message meaning (Abukhattala, 2013:128). It is a process which happens when teachers are not aware of the learning process, but only aware that they are using the language for communication (Krashen, 1981:99). Acquisition is a subconscious and intuitive process of constructing the system of language whereas subconscious acquisition is the untaught or natural way of acquiring language. It is a process of “picking up” a second language through exposure to instruction or with “guidance” from textbooks. Thus, a spontaneous process of constructing the system of language (Krashen, 1982:10). Acquisition is also described as implicit learning, informal learning and natural learning (Krashen, 1982:10).

Language acquisition results in subconsciously acquired competence, however language acquirers are not consciously aware of the rules of the languages they acquired. Instead, they have a "feel" for correctness. Grammatically sentences "sound" right, or "feel" right, and errors feel wrong, even if they do not consciously know what rule was violated. For example:

The children comes to school with the bus.

Other ways of describing acquisition include implicit learning, informal learning, and natural learning. Acquisition is simply "picking-up" a language (Krashen, 1982:10).

Acquisition is influenced by attitude and motivation (Krashen, 1982:19). It is important that teachers actively engage in communication that motivates them to effectively use English.

2.2.2 Learning

The second way to develop competence in a second language is through learning. Learning refers to conscious knowledge of a second language, knowing the rules, being

aware of them, and being able to talk about them. This is a conscious “learning” process in which language learners attend to form, figure out rules, and are generally aware of their own process (Krashen, 1982:10). Krashen (1981:99) suggests that Second Language (L2) or Foreign Language (FL) learning needs to be more like children’s acquisition of their native language. Language learning is a conscious learning process in which language users are generally aware of their own process of learning (Krashen, 1982:10). Learning results in explicit knowledge about the forms of language. It is simply “knowing about” a language, known to most people as “grammar”, or “rules” (Krashen, 1982:10; Krashen, 1981:99). It is influenced by aptitude or ability (Krashen, 1982:19). Some synonyms of learning include formal knowledge of a language or explicit learning. In the context of this study, teachers of English Second language should attend to form, figure out rules and master them. For teachers to meet the requirement of learning, when they use English language, they should concentrate on displaying their knowledge of rules of this language. This means that grammatically correct sentences should not only “sound” right, or “feel” right, and errors feel wrong, language users should consciously know what rule was correctly applied or what rule was violated. Using the same example in 2.2.1 above:

The children comes to school with the bus.

In this sentence, the language user committed error of concord, that is, the agreement between the verb and its subject and error of preposition. Grammatically this sentence should read: *The children come to school by bus.*

The use of both acquisition and learning is beneficial towards making English Second Language teachers more effective in the use of the language. In this study, it means that teachers should be competent in English language’s grammatical forms and rules so that learners can learn from them during teaching and learning (Tricomi, 1986:59; Brown, 1994:279).

2.3 NATURAL ORDER HYPOTHESIS

According to Krashen (1982:12), the acquisition of grammatical structures occurs in a predictable order. In the natural order hypothesis, some structures are acquired early and others later (Krashen, 1982:12). The order of acquisition for second language is not the same as the order of acquisition for first language, but there are some similarities (Krashen, 1982:13). The bound morphemes have the same relative order for first and second language acquisition that is; -ing, progressive forms, plural, irregular past, regular past, third person singular and possessives while auxiliary and copula tend to be acquired relatively later in first language acquisition than in second language acquisition as shown in Figure 2.1 below. Figure 2.11 shows the average order of acquisition of grammatical morphemes for English as a second language organised by Krashen:

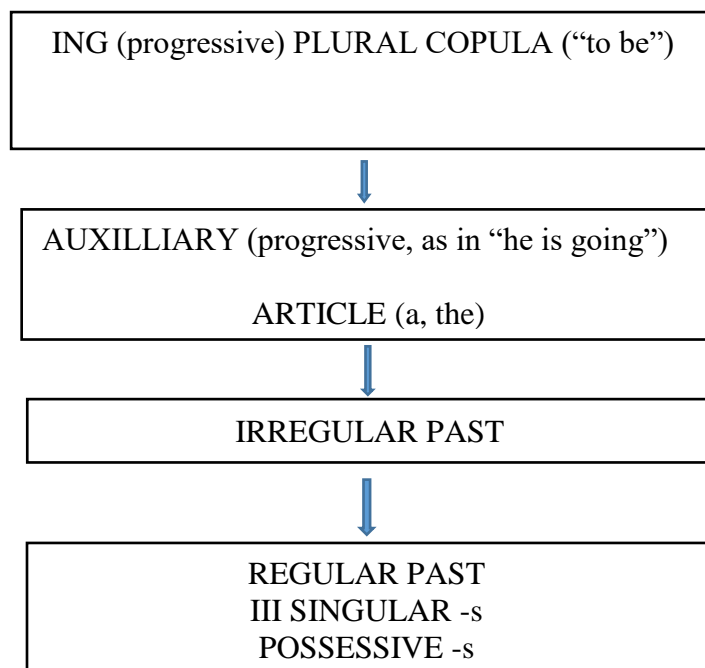


Figure 2.1: "Average" order of Acquisition of Grammatical Morphemes for English as a Second Language. (Source: Adapted from *Principles and Practice in Second Language Acquisition* (p.13) by S. Krashen. 1982. California: Pergamon Press Inc.

The figure above shows that children acquire progressive forms of verbs early as compared to the irregular past forms of verbs. For example:

- (i) *Mommy, look, me **going** to school.*
*Mommy, me **go** to school **yesterday**.*

Instead of:

- Mommy, look, I am going to school.*
*Mommy, I **went** to school **yesterday**.*

The verb **went** is the irregular past form of the verb **go**, that is:

go, went, gone.

Looking carefully at the examples above, the child is not mindful of how the pronoun and the adverb of time work in the sentence. What seems to be of importance is the action of the verb.

- (ii) *Other examples of irregular verbs are:*
run, ran, run
write, wrote, written.

The past forms of regular verbs take '-ed'. For example:

- (i) jump, jumped, jumped
(ii) clean, cleaned, cleaned
(iii) Wash, washed, washed.

2.4 THE MONITOR HYPOTHESIS

The monitor hypothesis is a tool learned by language users to implement during the process of sending a message orally or as written language and detects errors and repairs them before or after attempted communication (Diaz-Rico & Weed, 2006:57). To monitor something means to watch and check over a period to see how it develops, so that one can make necessary changes (Hornby, 2010:956).

The monitor hypothesis utilises language acquisition and learning in specific ways, namely: Acquisition initiates utterances (what people say) whereas learning is responsible for language fluency (Krashen, 1982:15). Learning monitors or edits what is produced by the acquisition system. Learning comes to the party only to make changes in the form of people's utterances, after it has been "produced" by the acquired system (Krashen, 1982:15).

In the monitor hypothesis, competence gained through learning can only modify language generated by acquired language competence. In other words, the English second-language users can use learned rules to monitor or correct their acquired language either before or after the moment of production (self-correction) (Krashen, 1982:15). Where necessary the language user then effects necessary changes. The monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance. This implies that language users could self-correct, if they meet three conditions to be able to use conscious rules namely: time, form and knowledge of rules.

(i) *Time:*

Second language users need enough time in order to think about and use conscious rules effectively (Krashen, 1982:15). During conversations there is not enough time to think about the rules and use them. Time management is very important for the monitor hypothesis because thinking about and using rules of language effectively should be done in a speed of lightning. For example, it is not expected for a person who is engaged in a conversation to say:

"Please, wait, give me some time, allow me to think about the right way of forming this sentence which is supposed to be an answer to what you just said".

What is acceptable is that as the other person speaks, the respondent should be working (thinking) on the answer, well-framed in terms of the rules of grammar and provides it right away when it is time to respond.

(ii) *Focus on Form:*

To use the monitor hypothesis effectively, language users should focus on the form or think about the correctness of the language (Krashen, 1982:15). Language users should learn to listen to the correctness of their language use and that of others involved in the conversation. This helps them to apply self-correction either before or after the production of the language. This means the language acquirer should use language with understanding.

(iii) *Knowledge of rules:*

It is a sure point that language users are exposed only to a small part of the total grammar of the language. This means that the language acquirer gets exposed to the remaining parts of the total grammar of language through acquisition and learning. Therefore, knowledge of the rules serves the purpose of monitoring and modifying the acquired language competence. Acquisition is responsible for fluency (ease & comfort) in Second Language (L2) without considering knowledge of rules whereas conscious learning is responsible for knowledge of rules. Therefore, the function of conscious learning is to edit or monitor what people say (Krashen, 1982:15). This means that conscious learning functions, as an editor or monitor of the acquired language.

For example: If a person says: The people has arrived.

Instead of: People have arrived.

Although the sentence sounds correct, the speaker develops that “feel” for correctness of the use of language. Somehow the speaker feels the need for correction. This is where learning takes up its role of editing the language using the learned knowledge of the rules.

With reference to this study, teachers of the English second language should know how to use the monitor. Teachers should be careful not to over-correct themselves which may create anxiety and hindrance to the actual language usage. Teachers should allow

themselves to practice English second language in various conversations. Of importance is that teachers of English second language should be exemplary in the proper use of the monitor. Sometimes teachers should allow themselves to undergo silent period working on their communicative competence in preparation for the effective use of the English second language.

2.5 THE INPUT HYPOTHESIS (COMPREHENSION HYPOTHESIS)

The input hypothesis also known as the Comprehension Hypothesis established by Krashen plays an important role in Second Language Acquisition (SLA) research (Bahrani & Soltani, 2012:39). According to Bahrani and Soltani (2012:39), no individual can learn a second language without language input of some sort. According to Krashen (2013:1 & 1985:1), input hypothesis or comprehension hypothesis is the centre piece of language acquisition theory. This means that it is important that English teaching teachers bring to their classroom the right level of English language input for learners to learn English as a Second Language. For example, amongst others, teachers should bring relevant strategies for teaching and learning the English language and knowledge of the English Language content.

The input hypothesis makes the following claim: a necessary (but not sufficient) condition to move from stage i to stage $i + 1$ is that the acquirer understands input that contains $i + 1$, where "understand" means that the acquirer is focussed on the meaning and not the form of the message (Krashen, 1982:21). Language users, therefore, acquire language when they understand the message told to them or when they understand what they read. It means that language users move from i to $i+1$ by understanding input containing $i+1$ (Krashen & Terrell, 1983:32).

People acquire language only when they understand language that contains structure that is "a little beyond" where they are now. They use context, knowledge of the world and extra-linguistic information to help them understand language directed at them. That is, people acquire language by "going for meaning" first, and as a result, they acquire structure (Krashen, 1982:21).

Firstly, it means that the input hypothesis relates to acquisition and not learning. Secondly, with the help of context or extra-linguistic information, people acquire language by understanding language structures beyond their current level of competence ($i + 1$) (Krashen, 1982:21). Thirdly, the acquirer's understanding of the input, and the availability of input thereof, there is enough of, automatically provides for, $i + 1$. The attainment of the right level of input is automatic when speakers succeed in making themselves understood in communication (Krashen, 2013:4). In other words, if communication is successful, $i + 1$ is provided (Krashen, 1982:21).

According to Krashen (1982:22), speaking fluency cannot be directly taught, it "emerges" over time, on its own. This means that fluency develops with time. Speaking, therefore can best be taught through the provision of comprehensible input. Thus, early speech will only come when the language acquirer feels "ready". The expectations should be that the speech may not be grammatically accurate. Accuracy also develops over time as the language acquirer hears and understands more input.

To succeed, speakers should use the situational context to make messages clear and modify the kind of input found in the talk (Krashen, 2013:4). This means that acquisition can take place only when language users understand messages in the target language (Krashen & Terrell, 1983:19).

According to Krashen (2013:2), language acquisition is involuntary. It is effortless, it involves no energy and no work. It depends on comprehensible input. Users of language acquire language by input (Krashen, 2013:3). Krashen further outlines that speaking can help in language acquisition. It is part of a conversation, and conversation is an excellent way to obtain comprehensible input.

2.5.1 Provision of Input

Krashen and Terrell (1983:67) note that teachers are primary sources of comprehensible input in the target language, they should primarily provide input for acquisition and generate that input. Teachers' main role is to ensure the provision of understandable

comprehensible input (Luo, 2013:23; Gass & Selinker, 2008:310). This means that, teachers are responsible for the generation of a constant flow of language input. They have a role to modify input of the target language to make it understandable. Teachers are also responsible for the creation of interesting and friendly atmosphere accompanied by a low affective filter, an atmosphere conducive for learning. According to Buri and Bautista (2014:55), they acquire the language through exposure to comprehensible input. It means that they should expose themselves to comprehensible input. For teachers to pick up the language the focus should be on meaning.

Teachers' endeavours for more challenging comprehensible input should be continuous, they may achieve this through modifying their talks, they can talk slowly allowing themselves to pause and think, they can also start by using simple vocabulary and simple sentences avoiding compound and complex sentences. In doing so, teachers will be able to strengthen their strategic competence, which according to Brown (1994:228), is the way one manipulates language to meet communicative goals. They should grab every opportunity to use language to express their ideas in a simple and understandable way.

Teachers should use input hypothesis to acquire language naturally which is a way akin to the child's learning process. This calls for high motivation to make their learning more efficient in developing the communicative competence by "i+1" strategy. Individual teachers should strive to develop the level of their grammatical competence so that they can be able to apply language accurately, meaningfully and appropriately. The Input hypothesis works well where teachers pitch their level of grammatical competence to a higher level. In this way teachers' English language competence can be strengthened.

Marinova-Todd (2003:61) states that the availability and the access to good second language input and instruction produces the best outcomes in second language and ensures native-like proficiency. Exposure to material beyond a language users' current level may be a key factor in facilitating acquisition. This approach helps to promote motivation by providing a challenge to keep the language users interested and motivated (Brown, 2007:295).

According to the National Council of Educational Research and Training (NCERT) (2006:6), inputs should include textbooks, other print materials such as Big Books, class libraries, parallel materials in more than one language and media support (magazines, newspaper columns, radio/ audio cassettes, etc.), and the use of authentic or available materials. It is imperative that teachers should be exposed to an adequate amount of data (the input) of the language to be learned, in this instance English. Therefore, teachers should be able to access comprehensible English input. Adequate amount of data simply implies that one textbook that teachers as language users read throughout the year cannot be adequate. This means that the emphasis should shift from mastery learning of limited input to regular exposure to a variety of meaningful language inputs (National Council of Educational Research and Training (NCERT), 2006:6).

According to Stander (2001:108), transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of the second language. Where teachers' own second language knowledge is not of an acceptable standard for the use of English as the Language of Learning and Teaching (LoLT), their poor usage and knowledge of the language are transferred to the learners. On the contrary, where teachers' own knowledge is of the acceptable standard, the same is also transferred to the learners.

Noting the importance of input, it is important that the English second language competence of Foundation Phase teachers should be strengthened. Teachers' strengthened English Second language competence serves as a solid foundation that benefits their learners. This suggests that teachers should use the best strategies that supply comprehensible input containing meaningful messages in low anxiety situations. They do not need to force early production in the second language but should allow for production when ready in terms of communicative and comprehensible input supply.

This study seeks to make English Second Language Foundation Phase teachers more effective in the use of the language. Teachers' level of competence determines the level of input they provide to other language users. What teachers provide as input should be of reasonable and acceptable standard. Teachers should consciously attend to form,

figure out rules of the language and be aware of their own language acquisition process. They should be competent enough to be understood during communication. Teachers should be at an advanced level of competence in the use of English as compared to their learners. The input teachers receive should be beyond their current English language ability, to motivate them to stretch their language skills to a higher level. Should teachers' level of English input (competence) be the same as that of the learners, what value should such teachers add to the learners' level of academic development?

2.6 AFFECTIVE FILTER HYPOTHESIS

The affective filter is a type of internal processing system that subconsciously screens input based on the language user's motivation, attitude, needs and emotional state (Jordan, 2004:180). According to Krashen (1982:31), affective filter includes factors such as motivation, self-confidence and anxiety. The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. A variety of affective variables relate to success in second language acquisition (Krashen, 1982:30). Language users differ with respect to the strength or level of their Affective Filters (Krashen, 1982:31).

People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in' (Du, 2009:162). It means that if the filter is up or high, input is prevented from passing through and therefore, acquisition is disabled. On the other hand, if the filter is down, or low, and if the input is comprehensible, the input can reach the acquisition device and acquisition is therefore enabled. According to Abukhattala (2013:130), filtering process takes place in the affective filter, which acts like a gate controlling the amount of input. The affective filter "opens" or "closes" according to people's mood. Following is an explanation of examples of affective filters:

(1) Motivation

Language users with high motivation generally do better in second language acquisition (Krashen, 1982:31). This means that they usually perform better. Motivation is the internal processes that guide a person's behaviour, an important factor in FAL learning. It is the driving force behind a person's actions (Hugo, 2013:27). Lack of motivation in learning results in underachievement (Hugo & Lenyai, 2013:9).

(2) Self-confidence

Language users with self-confidence and a good self-image tend to do better in second language acquisition (Krashen, 1982:31).

(3) Anxiety

Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety (Krashen, 1982:31).

The above factors show that attitude plays a big role in language acquisition (Krashen, 1982:19) and not learning. Positive affective variables like motivation and self-confidence results in positive performance. Language acquirers vary with respect to the strength or level of their affective filters (Krashen, 1982:31). Language users with positive attitudes are more open to the input. Language users with a low affective filter acquire language better as they can receive more language input, interact with the language with greater confidence and thus have a higher degree of receptivity to the input (Mani, 2016:12). Anxiety and frustration may cause low motivation and little self-confidence, which may provoke high affective filters on the part of the language users and hence, little intake may take place (Luis, 2016:4).

This means that negative factors such as lack of motivation, anxiety or dislike of the second language culture prevents language users from making use of available input,

thereby affecting the language users' progress to acquisition though not necessarily to learning (Willis, 1997:87).

Learners with attitudes more conducive to second language acquisition are more open to the input, and it will strike deeper and reach the part of the brain responsible for language acquisition (Krashen, 1982:31). Acquisition easily takes place when information input is comprehensible to the language user and the affective filter, namely, anxiety is low. Language users should also be highly confident and motivated. In this way language users successfully process information. With reference to this study, during meaningful conversations, teachers should make sure that their level of anxiety and affective filter are low. Teachers should create opportunities that boost self-confidence and motivation for them to strengthen their English competence. They should avoid self-destructive comments that will discourage them and raise anxiety during acquisition. Teachers may embark on using games and songs for the acquisition and learning English because singing and playing games help language users to remain happy and motivated. During singing and game playing it is not easy to be in a state of anxiety.

2.7 CRITICAL ANALYSIS OF KRASHEN'S THEORY OF SECOND LANGUAGE ACQUISITION

Krashen (1982:27) through the Input Hypothesis, claims that language input (listening and reading comprehension) constitutes the main communicative process through which people acquire a second language (Luis, 2016:1). He believes that fluency in speaking or writing in a second language will naturally come about after language acquirers have built up enough competence through comprehending input. However, Krashen speaks of comprehensible input, which is only slightly above the current level of the learner's competence, that is $i + 1$, where $i = input$. With the help of context, language acquirers receive understandable input, then language structures are naturally acquired. Therefore, the ability to communicate in a second language will emerge because of comprehensible input. This means that if at this stage the language user shows the ability to communicate, they produce language. In the

process of production, the language skills used are speaking and writing (output) and not reading and listening (input) anymore. This gives the idea that indirectly Krashen acknowledges that input should ultimately produce output. According to Luis (2016:3), output should be a natural consequence of input.

Teachers should be encouraged to use language without focusing on the forms and rules. Teachers should encourage their learners to engage in English language and not necessarily give correct answers. Learners need support and guidance for further learning from their teachers. If teachers seem to only side with learners who give correct answers, those who provide incorrect answers may withdraw from participating and learning. Anxiety and stress may overpower them and interfere with learning. According to Krashen when affective filters are up, there is no intake. If teachers are not careful, learning may demotivate learners who provide incorrect answers. Their giving of incorrect answers makes them feel unworthy to engage in learning because they are discouraged to speak. Teachers in this instant miss the opportunity to model the right attitude towards communication and lose focus of motivation. This should serve as opportunities for teachers to use other teaching strategies.

Motivation is meant to plant courage and hope to the hopeless unlike encouraging those with prospects of succeeding on their own. Not to mean that any group should be neglected. When teachers only praise those who give correct answers, it looks like they have arrived. Every learner depending on where they are needs a form of motivation for further learning.

2.8 CONCLUSION

To sum up, Krashen's theory recognises two distinct and independent ways of developing competence in second language, namely, acquisition and learning. The process of how people acquire language is important and needs to be clearly understood. It is also noteworthy that language users can rely on the monitor hypothesis. The natural order hypothesis helps in that language users need to acquire grammar rules in a certain order.

The input hypothesis argues that language users acquire second language when they obtain comprehensible input. This acquisition is also dependent on the affective filter, for the acquisition to happen, the affective filter should be down or low. Teachers as language users should create opportunities for direct exposure to comprehensible input. They should read, hear and use a lot of second language's comprehensible input. They should also acquire a wide range of vocabulary. In strengthening competence of English language, teachers should receive input that is challenging but comprehensible. They should make sure that they are confident and motivated in order to keep the filters anxiety low during language use. This makes acquisition take place easily. This implies that teachers should be good role models of grammatically correct speech. However, teachers should have room for mistakes and learn to self-correct when they receive more input. This study intends to make English Second Language Foundation Phase teachers more effective in the use of the language.

CHAPTER 3

LITERATURE REVIEW

Knowledge is great. Competence is great. But the combination of both encourages people to trust you and increases your powers of enchantment. And in this world, the combination is a breath of fresh air (Kawasaki in Tarafder, 2012:1).

3.1 INTRODUCTION

Teachers are crucial role players in teaching and learning. What teachers know and can do in the classroom is the most important factor resulting in learner achievement (Wong, 2004:41). Teachers cannot teach what they do not know. It is important therefore to pay attention to what they should know and be able to do in terms of English language competence. Teachers' increased understanding of and access to knowledge about the English language enables them to understand and focus more on adapting effective strategies that enable learners to communicate intelligibly, effectively and efficiently in different contexts (Teaching English to Speakers of Other Languages (TESOL) International Association, 2012:11).

According to the Organisation for Economic Co-operation and Development (OECD) (2002:5), the quality of teaching is a key factor in determining learning, that is, what learners learn, how much they learn, their attitudes to learning and their skills and motivation for on-going learning. The quality of English Second Language teachers also determines improved learner performance in English as a Second Language. Teachers who have difficulty in speaking English struggle in transmitting and teaching effectively (Arshad, 2007:37).

Teachers play a very crucial role in providing English language input for learners. To ensure an effective process of learning the English language, highly competent professional teachers with advanced pedagogical skills, a thorough knowledge of the subject content and other related competences are required. These are the teachers

who can help learners obtain the required knowledge and skills. Teachers' practical knowledge base is gained when it is grounded in theory and principles and informed by a knowledge base of effective language and content teaching appropriate to the stage of a programme and the teachers' development (Cloud, 2005:279).

3.2 ENGLISH AS A GLOBAL LANGUAGE

English as a global language is increasingly being used as a lingua franca or common language to enable people from non-English-speaking countries to communicate with those who speak English (Tuan, 2017:104). The power of the English language is seen in the political, economic and educational spheres of the global stage (Plonski, Teferra & Brady, 2013:3). English is used for communicative purposes in some 53 countries in Africa (Plonski, Teferra & Brady, 2013:5). It is also used as an official language of the African Union and as an international language, the English language is important for the continent (Negash, 2011:3). English competence is vital for people in a country like South Africa that seeks to actively contribute in the international economy and requires access to information and knowledge for social and economic development (Barnard, 2010:1). Therefore, it is the duty and responsibility of teachers of English First Additional Language to make learners acquire the English that befits these standards. These are learners who can communicate effectively in any given circumstance, making use of the English language to benefit economically, educationally and politically.

3.3 ENGLISH AS A PRIMARY SCHOOL SUBJECT

English is increasingly being introduced as a primary school subject (Sulistiyo, 2015:77). For South Africa to keep up with the increasing need for English worldwide, it has also introduced English as a compulsory subject from as early as the Foundation Phase (FP), that is Grade 1 to 3 (DBE, 2011:8). The introduction of English in the Foundation Phase aims to keep up with the international standards with regard to the contribution of English as a language.

3.4 COMPETENCE IN ENGLISH SECOND LANGUAGE TEACHING

Competence in English Second Language teaching involves the effective and accurate use of the English language to successfully communicate information through speaking and writing and to successfully derive meaning through reading and listening (Richards, 2017:8). However, correct and appropriate communication of information requires the use of grammatically correct language that is appropriate to the situation and participation involved (Soepriyatna, 2012:47).

Competence in English second language teaching encompasses three domains, namely: content knowledge, teaching skills and English language competence (Soepriyatna, 2012:48). Content knowledge refers to the teachers' understanding of their teaching subject (Richards, 2017:11). According to Soepriyatna (2012:47), teachers should know the subject they teach, be able to impart knowledge in effective teaching techniques and to motivate learners take part in learning.

Teaching skills are discrete and coherent activities teachers use to foster pupil learning involve knowledge, decision-making and action (Kyriacou, 2007:1-4). That is teachers' knowledge about the subject (thinking and decision making that occurs before, during and after a lesson, concerning how best to achieve intended educational outcomes and the overt behaviour by them undertaken to foster pupil learning (Kyriacou, 2007:4). Therefore, it is important that teachers put the acquired knowledge into practice to demonstrate their teaching skills.

English language competence is one's underlying knowledge of the system of the English language, that is, its rules of grammar, its vocabulary and all the pieces of a language and how those pieces fit together (Brown, 1994:31). Astuti (2013:662), defines language competence as the knowledge of a language, cognitive aspect in learning a language and the ability to use that language to produce meaningful production and language performance. It constitutes the foundation of the professional confidence of non-native

English teachers and it is the most essential characteristic of good teachers (Ghasembolanda & Hashimb, 2013:891).

The Manitoba Curriculum Framework of Outcomes (2015:24) outlines the main aim for language competence as the knowledge of the language and the ability to use it to interpret and produce meaningful texts appropriate to the situation in which they are used. As a result, language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, that is, in practical applications. This means that an indication that people have reached the target of language competence, is when they are able to produce correct and meaningful utterances. The 'ability to produce correct and meaningful utterances' denotes what people do, which Mustadi (2012:19) calls performance. According to Arshad (2007:29), competence underlines performance. For this reason, it is important to make a distinction between competence and performance.

3.5 THE DISTINCTION BETWEEN COMPETENCE AND PERFORMANCE

It is important to give the distinction between competence and performance, hence this section.

3.5.1 What is Competence?

Richards and Schmidt (2002:94) define competence as a description of the essential skills, knowledge and behaviours required for the effective performance of a real-world task or activity. The outstanding key words: skills, knowledge and behaviours determine the effectiveness of performing an action. Hornby (2010:120; 827; 1392) defines behaviour as a particular way of doing things towards others; knowledge as the information, understanding and skills that a person gains through education or experience whereas skill as the ability to do something well. To Arshad (2007:29), skills, knowledge and attitudes are required for the adequate functioning in professions. Competence, therefore, entails the ability, information and understanding to do something well in a way.

The emphasis on skill and knowledge is prominent when Celce-Murcia, Dornyei and Thurrell (1993:15) outline that competence combines knowledge with the ability to put this knowledge into practice; Bagarić & Djigunović (2007:96) referred to as knowledge and skill. The European Commission (2013:9), distinguished competence from skill, which is the ability to perform complex acts with ease, precision and adaptability. Competence helps ensure people's undertaking of tasks effectively, that is achieving the desired results and efficiently. In other words, it is optimising resources and efforts (European Commission, 2013:10).

Bailey (2006:210) defines competence as statements about what teachers need to know and be able to do. According to Krugel and Fourie (2014:219), competence relates to what people know. To Tuan (2017:107), competence refers to one's underlying knowledge of a system, event or fact. It is the non-observable ability to do something, to perform something. It is the ability to do something well (Hornby, 2010:293). According to Newby (2011:20), competence means both knowledge and behaviour potential. In this study competence is the ability of teachers to know and use English well, in the teaching and learning process.

For Celce-Murcia, Dornyei and Thurrell (1993:15) competence refers to communicative competence, which has two facets: knowing and doing. Competence is the actual application of teachers' knowledge of the systems of English language, namely: grammar rules, vocabulary, pronunciation and spelling; cohesion, coherence/logic; tone, style and register; verbal and non-verbal communication and the ability to appropriately perform and react to speech utterances (Celce-Murcia, Dornyei & Thurrell, 1993:15). Effective teaching relates to the competence that teachers have. The primary goal of competence is fluency and acceptable language (Arshad, 2007:36). Teachers should always display appropriate application or use of the English language. Competence refers to speakers' knowledge of their language which is the system of rules which they have mastered so that they are able to produce and understand an indefinite number of sentences, and to recognise grammatical mistakes and ambiguities (Crystal, 2008:92).

Competence is related to the cognitive skills of knowing the rules and information which underlie communication (Arshad, 2007:42). It is the innate functioning of the mind that allows people to generate the infinite set of grammatical sentences that constitutes their language (Mustadi, 2012:13). Competence is people's hidden knowledge of the rules of a language that makes the production and understanding of an indefinitely large number of new utterances possible (Chomsky, 1993:8). It refers to the knowledge of grammar and of other aspects of language (Canale & Swain, 1980:3) and what people know (Mustadi, 2012:19).

Competence, therefore, involves people's ability to speak competently, which entails knowing both the grammatical rules of a language and what to say, to whom, in what circumstances and how to say it. This is the innate language ability to produce and comprehend expressions or utterances which are appropriate to the context in which they are made.

According to Arshad (2007:29), competence underlines performance, which is what one does (Mustadi, 2012:19) while performance is the actual use of language in concrete situations (Mustadi, 2012:13). Chomsky (1993:8), refers to it as the actual use of language in real situations, which refers to actual use of grammar and of other aspects of language (Canale & Swain, 1980:3). Performance is the specific utterances of speech (Crystal, 2008:92). This means that when the speaker produces a sentence, for example *"I am very happy today"*, the actual combination of the words in the sentence denotes the ability in the speaker to use language.

3.5.2 What is Performance?

Performance denotes the actual use of all these skills of knowing the rules and information which underlie communication (Arshad, 2007:42). It denotes the production of actual utterances as a result of certain psychological processes (Hemerka, 2009:15). Performance, therefore, is the real act of showing the use of language, putting words with meaning together and present them as a meaningful whole in a particular context. This means the display of knowledge and understanding of language in action like speaking

and writing. Speaking and writing are the basic skills of language production. Performance, thus, produces results of knowledge and understanding of language. It is, therefore, the actual doing of something (Brown, 1994:31). The description in the following example demonstrates the use of language with knowledge and understanding:

I always heard that every cloud has a silver lining. But it never dawned to me what it meant until I met him. Oh, what a man! Wisdom oozes from him... For a moment I forgot the 'real man' in him.

In many instances, competence goes together with performance, but this does not imply that the two words collocate. It is only through performance where competence can be observed, developed, maintained and evaluated (Tuan, 2017:106). As a result, performance is the clearly observable and concrete manifestation or realisation of competence.

Teacher competence is the expertise in the classroom, the actual conveying of subject knowledge to learners which is honed by experience, reflection and peer interaction (NEEDU, 2013:24). For the purpose of this study, competence is the knowledge and the actual usage of English language by Foundation Phase teachers. The question is: what are the indicators of teachers' English language competence? To respond to the question, the following section outlines determinants of teachers' English language competence.

3.6 DETERMINANTS OF TEACHERS' ENGLISH LANGUAGE COMPETENCE

This study identified three determinants of teachers' English language competence. A description of each determinant is given below.

3.6.1 Communicative Competence

Communicative competence is the first comprehensive model intended to serve educational purposes (Celce-Murcia, Dornyei & Thurrell, 1993:15). Canale (1983:5)

views communicative competence as the underlying systems of knowledge and skills required for communication.

The initial framework of communicative competence comprised grammatical competence, sociolinguistic competence and communication strategies or strategic competence (Canale & Swain, 1980:27). In revising the framework of communicative competence, Canale added discourse competence (Canale, 1983:9), resulting into the four areas of knowledge and skills (Gaynor, 2015:164; Buri & Bautista, 2014:59; Mustadi, 2012:16).

Communicative competence is the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input (Tuan, 2017:106). Communicative competence is the grammatical knowledge of syntax, morphology and phonology and the social knowledge about how and when to use utterances appropriately (Low, Chong, & Ellis, 2014:65).

The term communicative competence is comprised of two words, which simply are competence to oral communication. The keyword in the study of communicative competence is the word competence (Tuan, 2017:106). Communicative competence implies that teachers themselves should be fluent English speakers (Arshad, 2007:36). Communicative competence focuses on the ability to produce and understand sentences which are appropriate to the context in order to communicate effectively (Crystal, 2008:92).

It is necessary for teachers to understand the competence (skills, knowledge and attitudes) they need, how these can be known, described and deployed and the policies and practical provisions that support them to acquire and develop such competence throughout their careers (European Commission, 2013:5). The acquisition and development of teachers' competence need to be viewed as a career-long endeavour (European Commission, 2013:9). This means that competence development is not and cannot be a once off transaction. In this regard, South African teachers are expected to

be life-long learners (DHET, 2015:58; Brunton & Associates, 2003: A-47). Following is a brief discussion of each competence.

3.6.1.1 Grammatical competence

Grammatical competence is also known as linguistic competence (Manitoba Curriculum Framework of Outcomes, 2015:24; Mustadi, 2012:16). Gaynor (2015:164), defines grammatical competence as the ability to formulate and comprehend sentences and other acceptable utterances in agreement with the fundamental rules of grammar built into the language. It includes knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics and phonology (Mustadi, 2012:16; Canale & Swain, 1980:4). Mustadi (2012:16) refers grammatical competence to the acquisition of the rules of language. It is the mastery of the linguistic code, the ability to recognise features of a language and to manipulate them to form words and sentences (Manitoba Curriculum Framework of Outcomes, 2015:75; Buri & Bautista, 2014:59; Celce-Murcia, 2008:46 and Canale & Swain, 1980:29). The linguistic code entails grammatical rules, vocabulary, pronunciation, spelling, rules of word formation and sentence formation (Mustadi, 2012:16; Bagarić & Djigunović, 2007:96; Celce-Murcia, Dornyei & Thurrell, 1993:15). Grammatical competence, therefore, reflects knowledge of the linguistic code. Of importance is the way in which the acquired rules combine to form grammatical sentences. In the following sub-section, the rules of grammar are presented to demonstrate how they operate.

(a) Rule of Morphology

Morphology is the study of the internal structure of words and of the rules by which words are formed (Fromkin, 2013:37). Morphology entails the rules of combining morphemes into words. Knowledge of morphology includes knowledge of individual morphemes, their pronunciation, and their meaning and knowledge of the rules for combining morphemes into complex words (Fromkin, 2013:44). Morphology analyses the structure of words and the parts of words, namely: stems, root words, prefixes and suffixes. Words are composed of morphemes, which are the smallest units that cannot be further

analysed. A morpheme is packed with the union of sound and a meaning (Fromkin, 2013:44).

A single word may be composed of one or more morphemes. Morphemes are therefore categorised as free or bound. Free morphemes can stand on their own whereas bound morphemes depend on free morphemes. Bound morphemes are affixes, namely: prefixes and suffixes. For example:

- (i) Words composed of one morpheme (free morpheme):

faith
kind
respect

- (ii) Words composed of two morphemes (free and bound morphemes):

faith + ful
kind + ly
respect + ful

- (iii) Words composed of three morphemes (one free and two bound morphemes):

faith + ful + ness
kind + li + ness
respect + ful + ness

- (iv) Words composed of four morphemes (bound, free and two bound morphemes):

un + faith + ful + ness
un + kind + li + ness
dis + respect + ful + ness

- (v) Words composed of more than four morphemes (bound, free and three bound morphemes):

De + nation + al + ise + tion,

un + gentle + man + li + ness

inter + denominate + ion + al

The breaking down of each word does not render it meaningless, however, it makes the word to have more parts with different meanings. This means that words are made up of different smaller parts.

Each word above has its own meaning, and each belongs to a part of speech. Some words have more than one meaning. A particular meaning depends on the context in which the word is used. For example:

- (i) Faith (noun)

“To which *faith* do you belong?”

“I belong to the Christianity *faith*.”

In the two sentences above, the word *faith* refers to religion. However, in the following sentence:

“I have *faith* in you.”

The word *faith* refers to trust in a person’s ability or knowledge; trust that a person can do what has been promised. The same applies to the following words:

- (ii) Kind (noun, adjective)

Name one *kind* of fruits (noun), depicting things that are the same in some way, a type of fruit. Its synonyms are sort or type.

Atshilaho is a kind person (adjective), defining the personality of a person

Atshilaho is. In this case Atshilaho is friendly and generous.

- (iii) Respect (noun, verb)
Respect your elders (verb), depicting an act of giving honour and admiration.
Give him the respect he deserves (noun), which means to show or give admiration to somebody because of their good qualities or achievement.

In some cases, the same words with the addition of suffixes, change meaning and parts of speech. For example:

- (i) faithful is an adjective, made up of the noun faith and the suffix –ful, that is:
Faith (noun) + ful (suffix) = faithful (adjective). Faith means trust, but faithful means loyal. However, when the suffix –ness is added to the word faithful, it makes this word to change its part of speech from being an adjective to noun, that is:
Faithful (adjective) + ness (suffix) = faithfulness (noun). Faithfulness means ability to be trusted or that which can be relied on.
- (ii) The word kindly can be used as an adverb or an adjective. It is made up of the noun kind and suffix –ly:
Kind (noun) + ly (suffix) = kindly (adverb, adjective). Kind means sort or type, whereas kindly means ‘to do something in a caring way’.

In the same way, the addition of the suffix –ness to the word kindly makes it to change its part of speech from being either an adverb or adjective to noun:

- Kindly (adverb, adjective) + -ness (suffix) = kindness (noun). Kindness, therefore, means kind and caring.
- (iii) Respectful is an adjective made up of the verb respect and suffix –ful:

Respect (verb, noun) + -ful (suffix) = respectful (adjective). Respectful means showing respect. When the suffix ly is added on the adjective respectful, a new word respectfully is formed, that is:

Respectful (adjective) + -ly (suffix) = respectfully (adverb). Respectfully means to show honour and politeness to people

In the case that prefixes are added to words, they cause each word to convey a different meaning:

(iv) Un- (prefix) + faithful (noun) = unfaithful. Unfaithful is the opposite of faithful. Unfaithful is the act of not being faithful

Dis (prefix) + respect (noun, verb) = disrespect (noun). Disrespect is the opposite of respect. It means not showing respect.

Inter (prefix) + nationalisation (noun) = internationalisation (noun), it means to make something international.

After the addition of a prefix to each word, the meaning of each word changed, part of speech changed, and each word becomes new and increases growth in the vocabulary.

A morpheme needs not to be mistaken with a syllable. A syllable is any of the units into which a word is divided, containing a vowel sound and usually one or more consonants (Hornby, 2010:1514). However, a morpheme may also consist of one or more than one syllable. For example:

(i) Words composed of one syllable:

a

Man

hut

(ii) Words composed of two syllables:

Cupboard: cup-board

woman: wo-man

table: ta-ble

- (iii) Words composed of three or more syllables:

Unkindliness: un- kind- li-ness

Irreplaceable: ir-re-place-able

Responsibility: re-spon-si-bil-ity

According to Fromkin (2013:34), knowing a word entails knowing its sound (pronunciation) and its meaning. The sound-meaning relation is sometimes illogical, in the sense that it is possible to have words with the same sound but different meanings. For example:

- (i) Some and sum

I need *some* fruits.

The *sum* of ten and eight is twenty.

- (ii) Row and raw

There is only one *row* of learners in the classroom (means line)

Edzani likes *raw* vegetables (means uncooked).

- (iii) Peace and piece

Let there be *peace* in South Africa.

I want a *piece* of chocolate cake.

In some instances, the word is spelt and pronounced the same but means different things: for example:

- (i) the word: *can*

Can I come? The word *can* in this sentence refers to an *auxiliary verb*, whereas in the following sentence:

What is in the can? The word *can* refers to a *tin*.

(ii) The word: *row*

Can you *row* a boat? The word *row* in this sentence refers to the act of moving the boat forward.

May you please, sit in a *row*? In this sentence the word *row* refers to a line.

(iii) The word: *bed*

It is time to go to *bed* now.

The word *bed* in the sentence above refers to a piece of furniture on which people sleep. However, the same word *bed* in the following sentence refers to a situation which is not easy or pleasant:

Writing examination is not a *bed* of roses.

Other words have the same meaning but sound differently. For example:

Car and vehicle

Mouse and rat

Teach and instruct.

Each word is a sound-meaning unit. Each word stored in the mental lexicon must be listed with its unique phonological representation, which determines its pronunciation and its meaning (Fromkin, 2013:34). Each word in the mental lexicon also includes information such as whether it is a noun, a pronoun, a verb, an adjective, an adverb, a preposition, or a conjunction. That is, the mental lexicon also specifies the grammatical category or syntactic class of the word (Fromkin, 2013:34).

(b) The rule of Syntax

According to Kim and Sells (2007:4), syntax is used to discover and formulate rules or principles on how words are put together to form grammatical phrases and sentences. Descriptive rules characterise whatever forms part of what speakers use, with any social, moral or intellectual judgement. Examples of these rules are, do not end a sentence with a preposition, avoid double negatives and avoid split infinitives (Kim & Sells, 2007:4). For example:

- (i) Do not end a sentence with a preposition

Where are you going to? (incorrect)

Where are you going? (correct)

Whom did you give the book to? (incorrect)

To whom did you give the book? (correct)

- (ii) Avoid double negatives:

I do not have nothing (incorrect).

I do not have anything/ I have nothing (correct).

You didn't come, didn't you? (incorrect).

You didn't come, did you? (correct).

I cannot give you nothing (incorrect).

I cannot give you anything (correct).

- (iii) Avoid split infinitives:

Learners to come to school tomorrow (incorrect).

Learners will come to school tomorrow (correct).

The study of syntax helps to illustrate the patterns of English more effectively and clearly and enables people to analyse the structure of English sentences in a systematic and explicit way (Kim & Sells, 2007:7). For example, the use of syntax in subject-verb agreement. In English, the main verb must agree with the subject of the sentence. For example:

The recent strike by students *have* cost the University a great deal of money.

The example is grammatically incorrect. With the knowledge of sentence structure, the essential element of the subject in the above sentence is not *students* but *strike*. The main verb should be **has** not **have**. The main verb **has** should stay in agreement with the subject of the sentence which is **strike**. Therefore, the sentence should read:

The recent *strike* by students *has* cost the University a great deal of money.

It is important to know the structure of phrases and sentences and the rules governing how words are combined to form phrases and sentences. The sequence of words that conform to the rules of a language should be grammatically correct. Word order is important. Sentences should be meaningful. Sentences in English take the S - V - O structure, where S stands for subject, V for verb and O for object. For example:

The book is on the table. This sentence is grammatically correct.

Subject- the book

Verb (auxiliary verb)- is

Object- on the table

The sentences: *The on table is the book* or *the table the book is on* are grammatically incorrect.

The study of syntax involves making clear exactly how each word is categorised and how it contributes to the whole sentence (Kim & Sells, 2007:8). In relation to this study, the knowledge of structures of phrases and sentences should form part of the teachers'

competence. Moreover, teachers should be able to apply this knowledge in different contexts.

(c) Lexicology

Lexicology is the study of form, meaning and behaviour of words (Hornby, 2010:854). It is the study of words and how they make up a language's vocabulary. It is the study of the formation, meaning, and use of words and of idiomatic combinations of words.

Words can be classified into different lexical categories according to three criteria: meaning, morphological form and syntactic function (distribution) (Kim & Sells, 2007:11), as explicated below:

- (i) Classification of words according to meaning:

Nouns (N)

Nouns are names of people and things. For example:

Murangi - is the name of a person.

Table – is the name of a thing

Nile is the name of a thing.

Verbs (V)

Verbs are doing/action words. For example:

Run: Mulisa runs very fast.

Write: Grade 3 learners write neatly.

Drink: You should drink your milk before bed.

Verbs in the above sentences show the actions performed by the subjects of each sentence.

Adjectives (Adj.)

Adjectives are words that describe nouns (persons or things). For example:

Small (adjective)

He is sitting on a small chair. The adjective small in this sentence is describing the noun chair.

Energetic (adjective)

Phindulo is an energetic girl. The adjective energetic is describing the noun girl.

Colourful (adjective)

Wamaanda likes colourful dresses. In this sentence the adjective colourful is describing the noun dresses.

Determiners (Det)

Determiners are words that come before nouns. They show how nouns are being used.

For example:

a, as in the sentence: There is **a** bottle of water in the fridge.

They can also come before adjectives: Every day is **a** special day to me. The word 'special' is an adjective, that qualifies the noun 'day'.

The: This is **the** book about which I told you.

Those: **Those** boys are members of our club.

Prepositions (P)

Prepositions are used before nouns or pronouns to show positions, place, time, method.

For example,

Under: the dog is under the table. The preposition **under** shows the dog's position in relation to the table.

Out of: Rendani is **out of** the country.

by: Wandi goes to school **by** bus.

Adverbs (Adv.)

Adverbs describe actions. They add more information about verbs, adjectives or another adverb. For example,

Fast: He walks fast. The adverb **fast** describes the action of the verb 'walk'.

incredibly: This chair is **incredibly** small. The adverb incredibly adds more information about the adjective small.

Very: She arrived **very** early in the morning. The adverb **very** in this sentence adds more information about the adverb early.

- (ii) Classification of words according to lexical categories in terms of their morphological form. Words like nouns, allow plural morphemes or possessive morphemes to be attached to them. For example,

Noun + plural morpheme - (e)s:

book + -s = books

bench + -es = benches

car + -es = cars

Noun + possessive morpheme 's:

Thikho + 's = Thikho's

That is Thikho's dress, which means the dress belongs to Thikho or Thikho is the owner of the dress.

Note that the addition of the plural morpheme -e(s) or the possessive 's to verbs or adverbs produce ungrammatical words.

The addition of past tense morpheme -ed or the third person singular -(e)s to verbs brings grammatical words. For example,

Verb + past tense -ed:

jump + -ed = jumped

wash + -ed = washed

plant + -ed = planted

3rd person singular - (e)s:

clean + -s = cleans

read + -s = reads

brush + -es = brushes

Adjectives take comparative and superlative endings -er, -est, more, most or combine with the suffix -ly.

Adjective + -er/est or more/most:

small + -er = smaller

bright + -est = brightest

more + generous = more generous

most + popular = most popular

Adjective + -ly to create an adverb:

gentle + -ly = gently

warm + -ly = warmly

slow + -ly = slowly

(iii) Classification of words according to syntactic function. For example:

The book is --- the table.

The missing word shows the relationship between the book and the table. Such a word shows the position of the book in relation to the table. That is,

The book is *on* the table or

The book is *under* the table.

The prepositions on and under fit the purpose of showing the position of the book in relation to the table: The book is on the table or the book is under the table. These sentences are grammatically correct.

It is also worth noting that English sentences are composed of a Noun Phrase (NP) and a Verb Phrase (VP). A verb phrase may involve the presence of auxiliary verbs. Verb phrase structure involves the verb phrase modified by an adverb or a Prepositional Phrase. For example, the following sentence involves the presence of an auxiliary verb in the verb phrase:

The can is in the fridge (Sentence (S)):

The can: is the Noun Phrase (NP)

is in the fridge: is the Verb Phrase (VP)

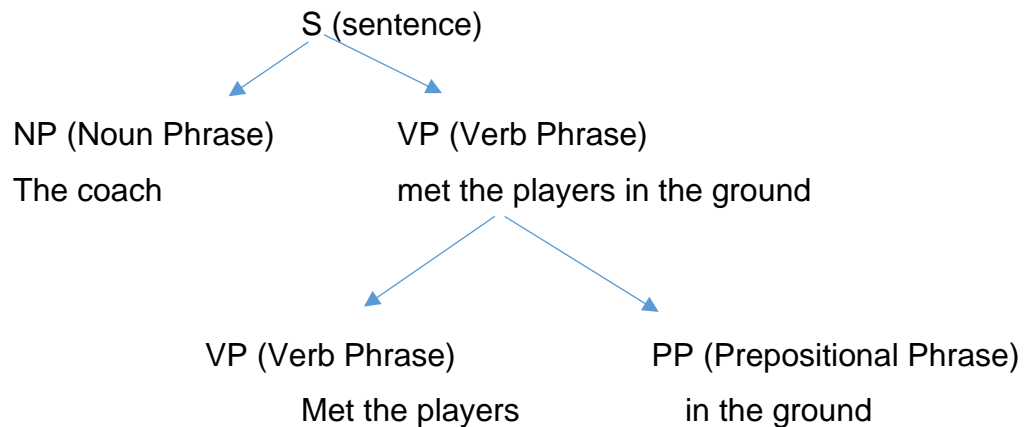
The verb phrase is divided into the auxiliary verb and the Prepositional Phrase (PP). That is,

is (auxiliary verb)

in the fridge (PP).

However, the sentence (S) below involves the presence of a complete verb in the verb phrase.

The coach met the players on the ground, is the sentence (S).



Phrases can further be broken down into simpler parts. For example, the noun phrase **the coach** can be broken down into an article - **the** and a noun - **coach**.

The use of idiomatic combinations of words is another way of showing the syntactical function of words. For example:

A bird in the hand is worth two in the bush.

Meaning: *It is better to keep something that you already have than to risk losing it by trying to get much more.*

Every cloud has a silver lining.

Meaning: *Every sad or difficult situation has a positive side.*

The combination of words in each sentence literally means something else. However, these sentences by being idiomatic expressions, they mean something different, which if people are not familiar with the language may not understand.

In relation to this study, it is important that teachers have knowledge and understanding of structures of grammar, that is, lexicon knowledge. This knowledge then forms the teachers' input which should be made comprehensible during teaching and learning (Krashen & Terrell, 1983:67), considering that teachers are primary generators of that input. As per the Department of Education's requirements and expectation, one of the seven roles of teachers is to become subject specialists (Brunton & Associates, 2003: A-47). This means that teachers should be grounded in the knowledge of their specific subjects and be committed to conducting research pertaining to those subjects to keep updated with regards to new developments. The role of this study, therefore, is to strengthen English Second Language competence of Foundation Phase teachers.

(d) Rule of Phonology

Phonology is the study of how phonemes are organised in particular languages (Panevova & Hana, 2010:1). Phonological rules control how phonemes change during vocal communication (Obied, 2015:1). These rules affect how words are pronounced (Kim & Sells, 2007:62). Phonological rules describe language users' move from the abstract representation of phonemes stored in their brain, to the actual articulation of sounds when they speak. A phoneme is the minimal unit in the sound system of a language (Obied, 2015:1). It is placed within the slashes, for example, /h/, /r/ and /s/.

- (i) Phonemes affect meanings of words. For example,

Hat

Pat

Mat

The given words show phonemes /h/, /p/ and /m/, the presence of each phoneme in those words brings change in their meaning. Although the last parts of these words are the same, the presence of these phonemes /h/, /p/ and /m/ in each word renders that particular word to mean a different thing from the other words. For example,

Hat is something which people wear to cover the head.

pat is a touch of acknowledgement made by people on each other

mat is something on which people sit or sleep.

The effect of one phoneme in each word makes a great deal of difference in terms of meaning. It is a fact that these words rhyme with each other, but that does not make them to share meaning or to relate to each other in any way.

(ii) Phonemes affect spelling of words

It is important to note that one phoneme or sound in English can be spelt in different ways but pronounced the same way. For example,

The phoneme /k/ is spelt differently in the words:

Comb

Climb

kind.

(iii) Phonemes affect pronunciation of words

In other instances, one phoneme is pronounced differently in different words. For example,

The phoneme /h/ is pronounced differently in the words:

Honest

Honour
Houses

The same applies to the phoneme /th/ in:

The
Thought
Thus

Despite the identified complexity in the language, it is the responsibility of speakers of the English language to store the phonological forms mentally for automatic use when necessary without paying attention to them (rules) (Obied, 2015:2). The phrase 'for automatic use' recalls Krashen's condition of time for the language user to be able to use conscious rules in his monitor hypothesis (Krashen, 1982:15). In this instance, Foundation Phase teachers should as part of their competence store the phonological rules for transmission to the learners. This means that time to think about and use conscious rules effectively, knowledge of the rules and the forms of language are a necessity in the competence of English Second Language teachers (Krashen, 1982:15).

(e) Rule of Semantics

Semantics is the study of the meaning of words, phrases and sentences (Hornby, 2010:1342). The semantic structure in the active and passive voice represents the meaning of the verb in relation to the participants in the sentence (Kim & Sells, 2007:62), that is, the person who is doing the action and the receiver of the action. For example:

Active voice	Passive voice
Tebogo kicked the ball	The ball was kicked by Tebogo

The above example shows that Tebogo is the person doing the action and the ball is the receiver of the action. Tebogo in the active and the ball in the passive are the subjects in

the sentences. The passive also adds the auxiliary verb was. The transformation in the words structure does not affect the meaning.

Language users are unconscious of the rules which they use all the time and have no difficulties in producing or understanding sentences which they have never heard, seen, or talked about before (Kim & Sells, 2007:2). This unconscious use of the rules is language acquisition (Krashen, 1981:99), where language users use language for communication and at the same time acquire the rules of the language. In this study teachers are the users of language and should use language for communication.

According to Celce-Murcia, Dornyei and Thurrell (1993:17), grammatical competence comprises the nuts and bolts of communication which are necessary for the realisation of communication speech and writing. It enables the speaker to use knowledge and skills needed to understand and express literal meanings of utterances (Bagaric` & Djigunović, 2007:97). Grammatical competence increases in importance as users advance in proficiency and promotes accuracy and fluency in second language production (Tuan, 2017:107 & 113).

Grammatical competence is frequently conceived as the part of language that speakers need to master before taking the consequent step towards performance, that is, demonstrating the ability to use the second language in authentic communication. Speakers' grammatical competence, which is their knowledge about the language, is in great disparity with their ability to use the language as a functional communication tool (Dvořáková, 2011:11). The prevalence of this disparity is an issue all second language teachers need to tackle (Dvořáková, 2011:11). For teachers to overcome the disparity, they should be competent in spelling, pronouncing English sounds, understanding keywords and functional words, understanding rules of word and sentence formations or structural skills and sentence construction (Mustadi, 2012:33). Knowledge and understanding of the rules of grammar help Foundation Phase teachers to meet the expected standard as set in the curriculum in terms of teaching phonics, pronunciation, vocabulary, spelling and language structure and use and vocabulary (DBE, 2011:19, 22).

3.6.1.2 Sociolinguistic competence

Sociolinguistic competence refers to the knowledge of the relation of language use to its non-linguistic context (Buri & Bautista, 2014:59). Sociolinguistic competence is the mastery of the sociocultural code of language use, which is, the appropriate application of vocabulary, register, politeness and style in each situation (Bagarić & Djigunović, 2007:96; Celce-Murcia, Dornyei & Thurrell, 1993:15). Sociolinguistic competence is also known as socio-cultural competence (Manitoba Curriculum Framework of Outcomes, 2015:24). Sociolinguistic competence is made up of two sets of rules, namely sociocultural rules of language use and of discourse. Knowledge of these rules helps in the interpretation of utterances for social meaning, especially when there is low level of transparency between the literal meaning of an utterance and the speaker's intention (Canale & Swain, 1980:30).

Sociolinguistic competence needs to be understood as the ability to communicate appropriately in a variety of contexts; that include sensitivity to differences in register, both verbal and non-verbal communication and idiomatic expressions. It requires an understanding of the social context in which language is used (Celce-Murcia, 2008: 46; Celce-Murcia, Dornyei & Thurrell, 1993:15). It also needs the roles of the participants, the information they share and the purpose of the interaction (Manitoba Curriculum Framework of Outcomes, 2015:75). It is the knowledge necessary to know which language is appropriate (and inappropriate) in different social interactions and settings (Gaynor, 2015:164). Sociolinguistic competence deals with politeness, formality, metaphor, register, and culturally related aspects of language (Tuan, 2017:108). For example, the issue of politeness. In English language there are words that are used to show politeness or seek the attention of the other person. For example, words such as excuse me and please. Therefore, it is inappropriate and impolite to say to the other person:

“Hey, you, come here!”

The appropriate and polite way should be: “May you please come here” or in the instance where the name of the person is known, it is more appropriate to address a person by name:

“Mulisa, may you please come here”.

Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately. It is important for teachers to understand that different situations call for different types of expressions as well as different beliefs, views, values, and attitudes (Mustadi, 2012:16). Teachers should be able to produce appropriate utterances to different contexts (Mustadi, 2012:33). For example, the following sentences:

1. The mechanic **charged** Edzani too much for repairing her car.
2. The police **charged** the mechanic with murder.
3. Edzani is **in charge** of the department.

The first sentence denotes that the mechanic asked for too much money from Edzani for repairing the car. The second sentence means that the mechanic was formally accused of murder, whereas the third sentence means that Edzani has the responsibility for managing the department.

Sentences 1 and 2, share the same verb “*charged*”, but the verb “*charged*” means different things depending on the context in which it is used. Knowledge and understanding of sociolinguistic competence help Foundation Phase teachers to teach vocabulary and the ability to communicate appropriately in a variety of contexts. Curriculum Assessment Policy Statement requires Foundation Phase teachers to teach listening and speaking (DBE, 2011:17), this requires the ability to communicate appropriately in different contexts and the ability to understand different types of expressions and locate them to their different contexts.

Teachers, as competent users of the English language, should know how to properly use it in different sociolinguistic contexts. Teachers’ classrooms should be marked by social interactions, where the teacher and the learners play different roles with regards to social encounters using the English language. This condition is a creation of the teacher with the intention of assisting learners to master language.

3.6.1.3 Discourse competence

Discourse Competence refers to the knowledge of rules that govern cohesion and coherence (Buri & Bautista, 2014:59). Discourse competence is the ability to interpret a series of concepts in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context. It involves an understanding of and being able to use words and grammatical functions to make connections between elements of a text so that it forms a meaningful whole (Manitoba Curriculum Framework of Outcomes, 2015:75). It is the ongoing choice that speakers make while speaking or writing to efficiently transmit, adapt and clarify a message and to show the relevance of one information chunk to another (Newby, 2011:17).

According to Gaynor (2015:164), discourse competence is the knowledge necessary to distinguish among others which vocabulary, language structure, and register are used in different discourses. In this case there is a difference in applying for a bank loan versus writing an academic paper. Discourse competence is the ability to organise thoughts to form a unified text in spoken or written discourse. In this way, the construction of good sentences and/or paragraphs and recognition of the use of well-constructed sentences is an edge, either in written or oral communications (Tuan, 2017:107). It concerns the selection, sequence and arrangement of words and structures and utterances to achieve a unified genre in sensitive spoken or written texts. Conversational structure is one of the sub areas of discourse competence which is inherent to the turn-taking system in oral conversation. The turn-taking system deals with how people open and re-open conversations, how they establish and change topics, how they hold and relinquish the floor, how they backchannel, how they interrupt, how they collaborate and how they perform pre-closings and closings in communication (Celce-Murcia, Dornyei & Thurrell, 1993:15). Read the following dialogue between the shop assistant and one of the customers:

Shop assistant: "Excuse me, Sir, can I help you?"

The customer: "Mind your own business!"

Shop assistant: "Please, forgive me, Sir."

The shop assistant knows and understands how to open and close the conversation. In this conversation the shop assistant is polite and formal, whereas the customer may not be accustomed to the politeness of business language.

Discourse competence is the use of language structure into different types of cohesive texts, for example, the use of political speech and poetry (Bagarić & Djigunović, 2007:96; Celce-Murcia, Dornyei & Thurrell, 1993:15). When speaking (conversation) or writing (textual), the speaker needs to be able to combine grammatical forms and meanings so that the parts make up a coherent whole. Discourse competence is the capacity to comprehend and create forms of language longer than sentences. It includes understanding how structures of language are internally constructed. It refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message (Celce-Murcia, 2008:46).

Speakers may be grammatically and socially appropriate but may lack relevance to the topic at hand. Lack of relevance indicates poorly developed discourse competence. In discourse competence, the speaker should consider the way words, phrases and sentences are placed together to create understandable conversations. This means that speakers should display their understanding of the rules that govern the language. That is, the placement of words should always create an understandable conversation. For example,

The book is on the table.

According to Dvořáková (2011:12), discourse knowledge displays speakers' understanding of how speaking turns should be managed. For example, speakers know that talk is collaboratively constructed through the taking and yielding of turns. Speakers need to know how these turn management moves are realised in the second language, using discourse markers (Thornbury, 2009:33). Discourse markers are linking words, such as: anyway, right, okay, as I say and, however.

Discourse competence, therefore, involves the mastery of how to combine grammatical forms and meanings to achieve a unified text (written or spoken). Speakers master the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse (Mustadi, 2012:16), for example: poems, processes (procedures), descriptions, reports, news items, narratives, recounts, satires, discussions, expositions, argumentative, reports, letters, announcements and many other types of texts (Mustadi, 2012:33).

With regards to rules pertaining to cohesion and coherence, it is important to consider the following:

- (i) Qualifiers should be placed as close as possible to the words they qualify.

The following is a correctly constructed sentence with the qualifier appropriately placed:

The fruit *which I prefer* in the garden is banana.

The sentence gives a clear and understandable meaning. It is the fruit that is preferred.

- (ii) Adverbs should be placed before the words they modify.

She *quickly* scanned the page.

This sentence is well constructed, and its meaning is clearly stated. It is the act of scanning that was done quickly. The emphasis in this sentence is placed on the **manner** in which (how) scanning was done.

It is important that teachers always construct sentences that give clear, understandable and inambiguous messages.

3.6.1.4 Strategic competence

People use Strategic competence is the knowledge of verbal and non-verbal communication strategies which enable speakers to overcome difficulties when communication breakdown occurs (Gaynor, 2015:164). These strategies enhance the efficiency of communication (Bagarić & Djigunović, 2007:96; Celce-Murcia, Dornyei & Thurrell, 1993:15). Verbal and non-verbal communication strategies may be called into action to compensate for breakdowns in communication due to insufficient grammatical competence (Buri & Bautista, 2014:59; Canale & Swain, 1980:30). Strategic competence is the knowledge needed to maintain meaningful communication even when language ability is not fluent, for example, negotiating meaning or repairing misunderstandings these strategies to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction and inattention (Savignon, 1983:40). It is the competence underlying one's ability to make repairs, to cope and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance and guessing as well as shifts in register and style. Strategic competence also applies when one manipulates language in order to meet communicative goals (Brown, 1994:228). For example, when selling or persuading someone to buy something:

Cheap, cheap shoes!
Come and see!
Buy one get one free!

The trick in these sentences is on choice of words, rhyme and the use of repetition. The use of the words “cheap” attracts the attention of listeners. On hearing of the words, customers would hope to pay lower prices on shoes. The rhyme of the words “see” and “free” creates a melody in the listeners' ears which lasts long way after the call is made. In this way listeners are manipulated and persuaded to buy.

Strategic competence is the knowledge of and competence in using communication strategies. The use of communication strategies leads to avoidance of trouble spots or compensating for not knowing a vocabulary item, sorting out confusion and partial or complete misunderstanding in communication. Speakers, therefore employ repair or

negotiate meaning and remain in the conversation and keep it going in the face of communication difficulties and buying time to think through the use of gambits, fillers or hesitation devices (Celce-Murcia, Dornyei & Thurrell, 1993:15). Language users need to learn ways to compensate for low proficiency in the early stages of learning if they are to use language for authentic communication from the beginning (Manitoba Curriculum Framework of Outcomes, 2015:76). This ability helps speakers to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker's lack of understanding of proper grammar use and/or insufficient knowledge of social behavioural and communication norms (Tuan, 2017:108). Strategic competence entails self-monitoring strategies (Celce-Murcia, 2008:46-50). Strategic competence refers to the aspect of performance (Newby, 2011:22).

According to Díaz-Rico and Weed (2010:59), speakers use strategic competence to enhance the effectiveness of communication, that is, when a speaker raises or lowers the voice for effect, which can be heard during times such as asking a question. Some examples of strategic competence are questions, taking turns, using gestures, role playing (Arshad, 2007:43). Teachers and learners should use strategic competence in their classrooms and during social interactions. Teachers should use strategic competence to help get meanings or concepts across to their learners. This includes using gestures, simplifying complex vocabulary, or using visuals such as pictures just to name a few. Learners on the other hand should also use strategic competence to help get their meaning across to teachers and other learners. During speaking learners can use gestures in place of words they do not know or cannot think of or replace those unknown words with similar words they know to get their meaning across to others.

Speakers' mastery of the communication strategies may be called into action to enhance the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence (Mustadi, 2012:16). Speakers' selection and use of relevant language contents using appropriate tones of voice, body language and gestures is crucial in the mastery of strategic competence.

3.6.2 Pedagogical Content Knowledge

Competent teaching is premised upon the acquisition, integration and application of different types of knowledge practices or learning (DHET, 2015:11). The Minimum Requirement for Teacher Education Qualifications (MRTEQ) pays close attention to various types of knowledge that underpin teachers' practice, amongst them is Pedagogical learning, which includes specialised pedagogical content knowledge (DHET, 2015:12).

Pedagogical content knowledge includes knowing how to present the concepts, methods and rules of English Second Language teaching in order to create appropriate learning opportunities for diverse learners as well as how to evaluate their progress (DHET, 2015:10). According to Luo (2013:1), teachers' pedagogy influence student learning. Teachers should have the knowledge about English Second Language and be able to transfer it effectively to their learners. For example, in the Foundation Phase, the language policy requires teachers to teach language structure and use or conventions (DBE, 2011(a):22). Teachers, therefore, should know the rules and structures in English Second language in order to develop learners' understanding and ability to use language structures. As learners demonstrate their competence through speaking and writing using the English language (performance), they in turn display their teachers' English language competence. This means that teachers should know and use strategies that work for their learners.

According to the European Commission (2013:10), teachers need a deep Pedagogical Content Knowledge (PCK). Zhang and Zhan (2014:574), emphasised that sound pedagogical knowledge is an essential qualification for teachers in any subject area. It is the integration or amalgamation of pedagogy and content that basically covers the 'what' and 'how' of teaching (NEEDU, 2013: 23). Competent teaching emphasises what is learnt and how it is learnt (DHET, 2015:11). Pedagogical Content Knowledge refers to knowledge that provides a basis for language teaching. It is knowledge which is drawn from the study of language teaching and language learning itself (Shing, Saat & Loke, 2015:40). Pedagogical Content Knowledge is the specialised knowledge of how to teach

the subject, the specialised knowledge that makes teachers good English language teachers. These are teachers who have the knowledge to present subject matter using different ways or strategies that enable learners to understand (Zhang & Zhan, 2014:570). In this case the pedagogical content knowledge refers to knowledge that provide a basis for English language teaching. For example, Krashen's theory of Second Language acquisition is one of the theories that may help teachers in Second language acquisition.

There is a strong relation between pedagogical content knowledge and content knowledge (Krauss & Blum, 2012:58). Content knowledge is the knowledge of the subject matter (Zhang & Zhan, 2014:570). Teachers who possess adequate content knowledge demonstrate great confidence in their teaching. They are also able to assist their learners when they have trouble in understanding certain concepts (Soepriyatna, 2012:46). Effective teachers have both content and pedagogical knowledge (Richards, 2010:105). It is greatly essential for teachers to have enough subject matter content knowledge (Sudarsono, Yunitasari & Gunawan, 2017:141). It means that teachers should have the competence to argue and justify for proofs or connections within the discipline. Moreover, teachers should be able to transfer knowledge through effective teaching strategies suitable for their own classroom contexts (Soepriyatna, 2012:47).

The Department of Higher Education and Training (2015:64), has minimum set of competences required of qualified teachers. Amongst others, qualified teachers must:

have sound subject knowledge, know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learners needs, know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning, be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances (DHET, 2015: 64).

The following section briefly describes each competence.

3.6.2.1 Qualified teachers should have sound subject knowledge

According to National Council of Educational Research and Training (NCERT) (2006:6), teachers should build familiarity with the language through spoken or spoken and written input in meaningful situations, to build up a working knowledge of the language. They should expose themselves to an adequate amount of data (the input) of the English language. Therefore, teachers should be able to provide comprehensible input. They should also make sure that they use adequate amount of resources, which suggests that a single textbook over a year is inadequate.

The Organisation for Economic Co-operation and Development (OECD) focuses on the need for provision of high-quality education for all, where teachers and their proven competence play a vital role (OECD, 2005:40). Gaynor (2015:168) suggests that there should be the provision of greater resources for English and more qualified and competent teachers.

Teachers cannot teach what they themselves do not know. Competent English language teachers should have content knowledge about the English language. Content knowledge covers the mastery of the grammar points being taught, speech functions in the spoken language and rhetoric in written language (Soepriyatna, 2012:46). For example, teachers should display mastery of tenses, nouns, pronouns, question forms, sentences, prepositions, adjectives, punctuation, the list is endless. English language teachers who have this knowledge explain the material confidently because they understand the concepts (Soepriyatna, 2012:46). Equipped with this knowledge, teachers can help their learners to understand concepts and achieve the intended communicative competence.

3.6.2.2 Qualified teachers should know how to teach their subject in accordance with both subject and learners' needs

According to Soepriyatna (2012:46), teachers who possess adequate content knowledge of subject matter demonstrate great confidence in delivering the material and can assist their learners' difficulty in understanding certain concepts. On the contrary, poor command of the English language can affect the self-esteem and professional status of

the teacher and interfere with simple teaching procedures. Poor command of the English language can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching (Eslami & Fatahi, 2008:6).

3.6.2.3 Qualified teachers should know how to communicate to mediate learning

According to Soepriyatna (2012:47), English language teachers should be able to communicate in the language, which means that they should be able to comprehend, interact and produce language correctly and appropriately. Communicating correctly and appropriately requires the use of grammatically correct language which is appropriate to the situation. It is crucial that teachers know their subject matter. Moreover, the teachers should be able to monitor their language use in order to provide suitable learning input. They should also avoid unnecessary colloquialisms and idiomatic usage (Richards, 2010:104).

It is important that teachers know about English and how to use it in communication. This implies that to achieve communicative competence, teachers should have knowledge about English grammar and knowledge of language functions. It is important that teachers of other disciplines also be able to use English to effectively deliver content knowledge to their learners. They need to be highly proficient in the English language themselves in order to deliver their specialised content area in English (Low, Chong & Ellis, 2014:66).

3.6.2.4 Qualified teachers should be able to reflect critically on their own practice

It is worth noting that competence in pedagogical content knowledge may relate to teachers' level of qualification. Hence in Liakopoulou (2011:474), the term competence has been used for the desired level of qualification. Understandably, the more people do something, the better their understanding and the better they become. This means that when teachers study further and improve their qualifications in English and use it more often, the better they become in knowledge and use thereof.

To Anyiendah (2017:1), teachers are the most critical participants in the education reform, particularly in one that touches on what goes on in the classroom. Should teachers fall short of English language input, major problems may arise. According to Taylor (2008:10), what learners learn is heavily dependent on what teachers know and do in their classrooms. It means that teachers have direct influence on what learners learn, their attitude to learning and their motivation for lifelong learning (The Organisation for Economic Co-operation and Development (OECD), 2005:42). This implies that the quality of an education system cannot exceed the quality of its teachers, and the only way to improve learning is to improve teaching (Taylor, 2008:11). No matter how good and well developed a curriculum is, if it is implemented by under-qualified teachers it would not result in fruitful outcomes (Lengkenawati, 2005:80). This means that teachers' competence plays an important role in the quality and effectiveness of the teaching and learning process (Sudarsono, Yunitasari & Gunawan, 2017:141). It is the knowledge of the English language that teachers have which when imparted to learners makes the difference in learners' performance. When teachers know, understand and use, for example comparatives: slow, slower, slowest, their knowledge manifests in their learners' use of language. During play time learners are heard applying those words: you are slow, please be fast; the other learners will say: no, she is the slowest and I am the fastest.

Teachers' competence contributes to their teaching performance (Liakopoulou, 2011:474) and has a certain effect on learners' learning. Teachers' competence affects the quality of teaching and determines the success of learners' learning. Good quality teachers can produce good quality learners whereas poor quality teachers can contribute to the poor achievement of learners (Jalal, Samani, Mae, Steverson, Ragate & Negara, 2009:7). The success of any classroom activity or innovation stems from the teacher's resources in the language. Teacher competence in English is linked to the teachers' sense of satisfaction and their willingness to teach English (National Council of Educational Research and Training (NCERT), 2006:14).

Qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, in order to plan and design suitable learning programmes (The Department

of Higher Education and Training, 2015:62). Successful implementation of any specific curriculum is greatly enhanced when teachers understand the relevant subject knowledge. According to NEEDU (2013:26), curriculum involves interpretation on the part of teachers, thus, the absence of strong subject knowledge on their part (teachers), ushers a danger that the strategies set out in the policy documents maybe mistaken for something else and may even obscure the knowledge capacities they aim to promote.

According to Coe, Aloisi, Higgins and Major (2014:2), if teachers' content knowledge falls below the acceptable level, it becomes a significant impediment to the learners' learning and the teachers' confidence becomes affected. Richards (2010:104), indicates that a teachers' language confidence is dependent upon their own level of language proficiency, thus, when teachers perceive themselves as weak in the target language, their confidence in their ability to teach it is reduced. To protect teachers' confidence, there should be constant improvement of teachers' understanding towards language and language learning (Ur, 2010:286).

3.6.3 Professional Knowledge

Teachers' professional knowledge is one of the most important attributes of qualified teachers (Zhang & Zhan, 2014:569). According to Sudarsono, Yunitasari and Gunawan (2017:141), professional competence concerns teachers' mastery and understanding of the subject matter as well as its structure and concept.

The core of second language teacher education is mostly disciplinary knowledge: knowledge about how second languages are acquired, structured and used, about how people interact and communicate (Johnson & Freeman, 2001:54). More importantly, professional knowledge requires knowledge about oneself as a teacher, about the content to be taught, about learners, about classroom life and about the contexts within which teachers carry out their work.

Theories of second language acquisition, classroom methodologies, or descriptions of the English language are needed as content to form part of teachers' professional lives

(Johnson & Freeman, 2001:58). Competence and professional awareness should be equally promoted in order to be imparted through the teachers' own use of the English language (National Council of Educational Research and Training (NCERT), 2006:12). It is worth noting that teachers' knowledge is not only for themselves. Teachers, like rivers, do not keep their knowledge to themselves. Their knowledge is for sharing to help empower learners. It is important to take into consideration how teachers' knowledge should flow to the learners. It is on this note that teachers should have proper and beneficial strategies of imparting their knowledge. The following section, therefore, describes strategies teachers can use to enhance English Second Language acquisition.

3.7 TEACHING STRATEGIES THAT ENHANCE ENGLISH SECOND LANGUAGE ACQUISITION

Strategies are techniques which teachers can use to teach learners in such a way that they learn easily without anxiety and enjoy the lesson. There are ways to get children to learn incidentally, without them focussing on the fact that they are learning (Hugo & Lenyai, 2013:12). Strategies are thoughts and behaviours that teachers engage in during language instruction. These strategies are intended to influence a learners' encoding process (Hardan, 2013:1714). They are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualised "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies are 'moment-by-moment techniques' employed to solve problems resulting from second language (L2) input and output (Bolintao, 2017:24). Strategies therefore, are ways teachers can use to pass knowledge to learners.

There is no one way of doing things. People will always do things differently and still achieve results. English teaching teachers should open up to the use of different strategies of teaching. It remains the responsibility of teachers to choose effective strategies and if necessary, modify them to become effective and offer useful insights. Humans can achieve the ends they choose to pursue because they can self-regulate their

behaviour (Ortega, 2013:211). This suggests that effective teachers should be open to integrating different strategies to yield the results they need.

Amongst several strategies which teachers can use to strengthen English Second Language competence, this study prefers only four which best fit the purpose and support the development of this study. These strategies are Communicative Language Teaching, also known as communicative approach, Total Physical response, Songs and Story reading. With these strategies, teachers can best help learners develop communicative competence.

3.7.1 Communicative Language Teaching (CLT) or Communicative Approach

Communicative Language Teaching (CLT) also known as Communicative Approach, emphasises the function of language rather than its structure and does not concentrate on the errors that learners make when they learn the language (Hugo & Lenyai, 2013:9). It is a method of teaching English language learners that focuses on the communicative purpose of language. It advocates for the functional use of language (Phatudi, 2015:75). The purpose of this method is learning language to use it to communicate in the target language with other speakers (Wright, 2010:45). This strategy best encourages learners to speak. The communicative approach is closely related with competence and performance, where competence is a presumed underlying ability and performance is the overt manifestation of that ability (Mustadi, 2012:19). Learners use language in a meaningful way where they use different communication strategies to negotiate meaning, correct misunderstandings and avoid communication breakdowns.

The primary goal of Communicative Language Teaching (CLT) is to develop communicative competence (Richards & Rodgers, 2001:159) though facilitating the integration of knowledge for the learner. It is vital that CLT should be based and respond to the learners' communication needs. For example, levels of grammatical accuracy required in oral and written communication (grammatical competence), needs relating to setting, topic and communicative functions (sociolinguistic competence) and compensatory communication strategies to be used when there is breakdown in one of

the other competences (strategic competence) (Canale & Swain, 1980:27). Learners must have opportunities to take part in meaningful communicative interactions with highly competent speakers of the language. That is learners must genuinely respond to genuine communicative needs in realistic second language situations (Canale & Swain, 1980:27). For the purpose of the development of communicative confidence, learners need exposure to realistic communication situations.

Teachers should support learners in the optimal use of the aspects of communicative competence which they developed through acquisition. Teachers should facilitate communication by encouraging learners to use language meaningfully in social contexts, for example, when they suggest something or request permission to do something. Meaningful communication is the key aspect of this strategy and should be characterised by genuine communication (social interaction, creativity, purposefulness and unpredictability of utterances) at an increasing level of difficulty (Canale & Swain, 1980:33). Variety of activities can be used such as games, role plays, simulations and problem-solving techniques) (Hugo & Lenyai, 2013:47). The focus is on the development of communicative skills in the FAL and not on the structure of the language, such as the use of nouns, verbs or adjectives. It encourages pair work or grouping of learners so that there can be interaction between or amongst learners and the teacher. The main aim of this strategy is to teach learners to communicate efficiently (Hugo & Lenyai, 2013:82). Gestures and facial expressions are used a lot to clarify meaning. Learners should be able to use socially accepted English expressions. For example,

“May I please have some water?” as opposed to:

“Give me water!” or ***“I want water!”***

According to Thakur (2013:131), teachers should always speak to their learners instead of teaching them. They should converse with the learners about day-to-day things using simple English. When learners talk, they then learn. Therefore, it is very crucial that teachers encourage their learners to talk. Teachers should at all cost remove the language barriers. Of importance is to build learners' confidence for the language and emphasise more on the language learning (Thakur, 2013:130).

Communicative Language Teaching classroom activities should be organised for the development of learners' communicative competence. Learners should learn grammar in context to address a certain risen need identified during communication. Teachers can organise activities to focus on the creation of learners' need for communication, interaction and negotiation of meaning. For example, teachers can use conversation and dramatisation. Grammar learning therefore can take place either inductively or deductively (Zhang, 2006:5).

Conversation plays a lot in communicative language teaching. It encourages learners to participate in speaking. Meaningful conversations can make a difference in learners' spoken language. It is the responsibility of teachers to let learners engage in meaningful conversations. Conversation can be between the teacher and the learner or between learners themselves. According to Hugo and Lenyai (2013:14), conversation encourages learners to speak. The trick is to enact a scene that can elicit a lot of talking and make learners laugh. When learners laugh and enjoy speaking, it reduces the level of affective filters like stress and anxiety which have the potential to hamper learning. The teacher should not focus on learners' mistakes but should pay attention to the meaning of the conversation. According to Krashen (1982:21), the teachers' focus should be on the meaning and not on the form of the message.

Communicative Language Teaching can also use dramatisation to encourage communicative language learning. Dramatisation encourages speaking in a fun way and provides even shy learners in the classroom with the chance to speak. Through dramatisation, learners learn to create their own words when it is their turn to speak. Learners can compensate their insufficient vocabulary with body language when they have forgotten a word or phrase (Hugo & Lenyai, 2013:14). In this way learners demonstrate their use of strategic competence.

The complementary role of teachers in the communicative language teaching is to take an "activating role as the instigator of situations which allows learners to develop communication skills" (Canale & Swain, 1980:33). To be fit for the purpose of being an instigator and the participant in meaningful and effective communication, teachers should

have a high level of communicative competence in second language (Canale & Swain, 1980:33).

In communicative language one teaches learners to learn a language through using it to communicate in meaningful and authentic communication (Mustadi, 2012:22). The assessment entails learners' knowledge of the language and how to use it, which is competence. Learners should also be assessed on the actual demonstration of the knowledge in a meaningful communicative competence, which is performance (Canale & Swain, 1980:34).

3.7.2 Total Physical Response (TPR)

The Total Physical Response emphasises a pre-speech period where learners listen to what teachers say without answering or saying a word in English (Hugo & Lenyai, 2013:10). Learners respond when they become more comfortable with trying out their emerging English skills. TPR uses a lot of activities and body language to make the meaning in the additional language clear to learners. The good thing about TPR is that it does not emphasise learners' errors. It encourages learning without making learners feel stressed. It is important that teachers create stress-free classrooms conducive to second language acquisition. Teachers can use actions gestures and the whole body to make the meaning clear (Hugo & Lenyai, 2013:14). TPR encourages teacher-learner and learner-teacher interactions (Hugo & Lenyai, 2013:81). It focuses on reducing the learners' tension when they learn English and it does not emphasise errors but pays attention to learners' successful attempts at speaking the language. According to Krashen (1982:31), low anxiety (personal or classroom anxiety) is conducive to second language acquisition.

TPR strategy promotes listening. Activities like storytelling, listening to simple English songs and watching English movies helps learners to listen to teachers and to the message. Learners like listening to what their teachers say and imitate them. Teachers need to repeat important words to make learners familiar with them. This also improves learners' vocabulary. They should ask learners to repeat words after them to model

proper pronunciation and in return their vocabulary can be improved. Teaching listening helps learners to acquire language subconsciously (Widyaningrum, 2011:40).

TPR advocates delaying speaking the new language until children are ready to do so. It uses all senses to teach language (Hugo & Lenyai, 2013:82). Teachers speak slowly while demonstrating what they are saying. They act out what they say by using body language. They also use facial expressions and gestures to clarify meaning (Hugo & Lenyai, 2013:82).

3.7.3 Songs

Learners need to improve their English vocabulary by listening to songs (Widyaningrum, 2011:39). Songs increase vocabulary, stories that are usually regarded as most suitable for encouraging young learners' oral abilities and conversation for putting language structures in place (Gunning, 2005:532; Isenbarger & Willis, 2006:125). The success of the strategies, however, would depend on teachers' skill of integrating a strategy with content.

For example, the song: “**Head and shoulders**”

Head and shoulders

Chest and waist

Knees and toes

Knees and toes

This song introduces vocabulary about parts of the body, and it is supported with demonstrations (Hugo & Lenyai, 2013:12). Learners master vocabulary in terms of body parts. With demonstrations during singing, learners are physically engaged in learning. This demonstrates active participation in learning.

When learners sing: “**Hello**” song, they master greetings and learn to engage in a simple direct conversation. Teachers may divide the class into groups which then sing different

sections of the song. For example, boys can sing the first two lines and then girls can respond with the last two lines.

*Hello, Hello, Hello and
How are you?*

*I'm fine, I'm fine, I'm fine and
How are you?*

With the singing of the following song "***If you are happy and you know it***" learners develop vocabulary and master verbal and non-verbal communication because it gets learners to speak and act out their understanding of the meanings of words or phrases.

*If you are happy and you know it, clap your hands
If you are happy and you know it clap your hands
If you are happy and you know it, and you really want to show
If you are happy and you know it, clap your hands*

*If you are happy and you know it, nod your head
If you are happy and you know it, nod your head
If you are happy and you know it, and you really want to show
If you are happy and you know it, nod your head.*

Depending on the creativity of the teacher, the song can go on and on with teacher replacing verbs and phrases with new ones. For example, say hello, smile to me, say amen, stamp your feet et cetera. The singing atmosphere is good for learning. It provides learners with an anxiety free learning environment. Songs have therapeutic effects in humans.

According to DBE (2011(a):23), it is expected that daily activities (1 hour per week) should be composed of, amongst others, the singing of simple songs and the performance of actions with guidance and joining in action rhymes and songs, doing the actions every day.

3.7.4 Story Reading

When teachers read stories aloud, learners become familiar first with the story in spoken (read-out) language and the illustrations. Gradually they become acquainted with the print code. When teachers read, they teach learners the correct pronunciation and demonstrate how learners should carry their bodies when they communicate in English (Hugo & Lenyai, 2013:94).

According to National Council of Educational Research and Training (NCERT) (2006:7), reading stories out aloud, repeated reading, choral reading, story re-telling, and re-writing activities has the potential to draw on and build on the existing language proficiency and skills of teachers. Regular story reading triggers the acquisition process in learners and encourages reading in both the teacher as well as the learners (National Council of Educational Research and Training (NCERT), 2006:7). Reading promotes the development of literacy.

Language competence should be developed through classroom learning activities that focus on meaningful uses of the language and on the language in context. Tasks should be chosen based on the needs, interests and experiences of learners. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out each task should be taught, practised, and not assessed in isolation (Manitoba Curriculum Framework of Outcomes, 2015:24).

3.8 A COMPARATIVE ANALYSIS OF HOW NON-NATIVE ENGLISH-SPEAKING TEACHERS AND NATIVE ENGLISH-SPEAKING TEACHERS USE THE ENGLISH SECOND LANGUAGE

According to Choklap (2015:33), the primary advantage attributes of Native English-Speaking Teachers is their superiority at English language competence, which can help learners get through communicative situations. Native speakers have good oral skills, large vocabulary and cultural knowledge. Their greatest strength is in the area of

teaching pronunciation (Choklap, 2015:36), however, they are criticized for their poor knowledge of grammar and their lack of experience as ESL learners (Choklap, 2015:33).

Non-native English-speaking teachers have experience as English Second Language learners and have knowledge of grammar. This gives them an advantage of being learners' role models, a source of motivation and English language teachers who understand learners' learning difficulties (Moussu & Llurda, 2008:327). Non-Native English-Speaking Teachers share their language learning experience with learners and can teach them based on their English learning experience. Many teachers have learnt grammar thoroughly and often are able to explain grammatical points. They are also able to explain the material to learners using local language (Choklap, 2015:34-35). Their best advantage is in teaching strategies and understanding English Second Language learners' culture. However, some lack confidence, this makes them think that their English speaking is not good enough (Choklap, 2015:33,37).

3.9 THE NATURE AND EFFECTS OF ENGLISH LANGUAGE COMPETENCE TEACHERS EXHIBIT DURING TEACHING

Teachers' competence contributes to their teaching performance (Liakopoulou, 2011:474) and has a certain effect on learners' learning. Teachers' competence affects the quality of teaching and determines the success of learners' learning. Good quality teachers can produce good quality learners whereas poor quality of teachers can contribute to the poor achievement of learners (Jalal, Samani, Mae, Steverson, Ragate & Negara, 2009:7). The success of any classroom activity or innovation stems from the teacher's resources in the language. Teacher competence in English is linked to the teachers' sense of satisfaction and their willingness to teach English (National Council of Educational Research and Training (NCERT), 2006:14).

According to Richards (2010:103), also echoed in Low, Chong and Ellis (2014:66), there are many language-specific competences that language teachers need in order to teach

effectively and avoid dependency on teaching resources. Among others, teachers should be able to:

comprehend texts accurately, provide good language models, maintain use of the target language in the classroom, maintain fluent use of the target language, give explanations and instructions in the target language, provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary and language points), monitor his or her own speech and writing for accuracy, give correct feedback on learner language, provide input at an appropriate level of difficulty and provide language-enrichment experiences for learners.

The following is a brief description of each nature of competence:

3.9.1 Teachers should be Able to Comprehend Texts Accurately

For teachers to comprehend texts accurately, they should embark in the process of constructing meaning by interacting with texts through the combination of prior knowledge and previous experience, information in the text and the stance they take in relationship to the text (Pardo, 2004:272). It means that teachers should have the understanding and be able to interpret what they read. This means that they should be able to interpret and make connections between what they read and what they already know. Teachers should accurately understand written material. They should also have adequate vocabulary.

3.9.2 Teachers should Maintain Fluent use of the English Second Language

It is important that teachers maintain fluent use of the target language to help learners build fluency. In this study the target language is English. Teachers should maintain fluent use of the English language to help learners become more fluent in it. Teachers should engage learners in repeated readings in the English language for real purposes. Teachers should also support learners to maintain fluency through spelling, vocabulary and high-frequency word activities (Pardo, 2004:273).

3.9.3 Teachers should Give Explanations and Instructions in the English Language

According to NEEDU (2013:23), the important aspects of teacher knowledge is knowledge of school subjects, knowledge of the official curriculum and knowledge of how to teach the subject. Experience, research and instruction are the basis of the knowledge of how to teach the subject. English teachers should have skills in teaching content knowledge in a pedagogically engaging learning. Teachers do not only need to know what to teach but also how to teach (Soepriyatna, 2012:48).

3.9.4 Teachers should Give Correct Feedback on Learner Language

Feedback is information provided by teachers regarding learners' performance or understanding. It aims to address faulty interpretations and not a total lack of understanding (Hattie & Timperley, 2007:81). For the provision of workable solutions towards challenges teachers encounter during teaching English, there should be the provision of greater resources, more qualified and competent teachers (Gaynor, 2015:168). During feedback session, competent teachers give motivation, rewards and praises to their learners. The Organisation for Economic Co-operation and Development (OECD) focuses on the need to provide high quality education for all, where teachers and their proven competence play a vital role (OECD, 2005:40).

3.9.5 Teachers should Provide Input at an Appropriate Level of Difficulty and Provide Language-enrichment Experiences for Learners

According to National Council of Educational Research and Training (NCERT) (2006:6), teachers should expose themselves to an adequate amount of data (the input) of the English language. They should be able to provide comprehensible input. Adequate amount of data suggests that a single textbook over a year is inadequate.

Teachers should support learners' acquisition of knowledge by establishing and maintaining a rich, literate environment, full of texts that provide learners with numerous

opportunities to learn content in a wide variety of topics. They should also help learners build background knowledge through the creation of visual or graphic organizers that help learners to see not only new concepts but also how previously known concepts are related and connected to the new ones (Pardo, 2004:274). Most importantly, teachers should create contexts and learning opportunities that support the construction of meaning (Pardo, 2004:276).

3.9.6 Teachers should Give Explanations and Instructions in the English Language

According to National Council of Educational Research and Training (NCERT) (2006:6), teachers should build familiarity with the language through spoken or spoken and written input in meaningful situations, to build up a working knowledge of the language.

According to Soepriyatna (2012:46), teachers who possess adequate content knowledge of a subject matter demonstrate great confidence in delivering the material and can assist their learners' difficulty in understanding certain concepts.

3.9.7 Teachers should Provide Examples and Accurate Explanations of Words and Grammatical Structures

Teachers help students learn important vocabulary words prior to reading difficult or unfamiliar texts. When teaching vocabulary words, teachers make sure that the selected words are necessary for making meaning with the text students are reading and that they help students connect the new words to something they already know (Pardo, 2004:274).

3.9.8 Teachers should Monitor their Own Speech and Writing for Accuracy

Teachers should be able to monitor their language use in order to provide suitable learning input. They should also avoid unnecessary colloquialisms and idiomatic usage. (Richards, 2010:104). Teachers should also teach learners to monitor and repair their English language use. It is vitally important to know what is understood and not

understood while reading, writing, speaking and listening and then apply the appropriate strategy to repair meaning for comprehension to occur (Pardo, 2004:277).

3.9.9 Teachers should be Able to Provide Good Language Models

It is the responsibility of teachers to model good use of English language. They should also model fluent reading by reading aloud to learners daily so that learners realise what fluent reading sounds like (Pardo, 2004:273). Moreover, teachers should model appropriate text selection. They should teach learners how to select appropriate texts by showing them what features to consider (Pardo, 2004:276).

However, there are some few incidences that need urgent improvement: where teachers feel insecure about their own knowledge of grammar (Çetinavcı & Yavuz, 2010:30), where they lack confidence and have problems with vocabulary, fluency, pronunciation, listening comprehension and writing (Eslami & Fatahi, 2008:2). Another aspect needing urgent attention is the fact that they cannot teach basic English grammar because they do not know the basics of the language (Ngidi, 2007:25) and where they lack English language proficiency (Gaynor, 2015:165), such a lack impedes their teaching (Eslami & Fatahi, 2008:2). It should be borne in mind that poor command of the English language can affect the self-esteem and professional status of the teacher and interfere with simple teaching procedures. It can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching (Eslami & Fatahi, 2008:6).

3.10 CHALLENGES TEACHERS ENCOUNTER WHEN THEY TEACH ENGLISH SECOND LANGUAGE - A LANGUAGE DIFFERENT FROM THEIR OWN

There are various challenges teachers encounter when they teach English, a language different from their own home languages. Below are some of the examples:

3.10.1 Lack of Resources

Most of the English textbooks used in schools are of sub-standard. The books are either edited or written by those who are not the actual practicing teachers. There is no effort to select graded vocabulary beforehand for use in the textbooks (Thakur, 2013:128).

3.10.2 Examination Oriented Teaching

The English language learning syllabus is created wholly from the exam point of view. As a result, the content does not focus on raising the level of communicative competence of learners, but confined within the exam paper (Thakur, 2013:129). Although the curriculum is designed to be covered in a year; teachers are under pressure from circuits and district education officers to complete it early and embark on revision in preparation for examinations. This implies that teachers must use a fast-forward pace to meet the predetermined curricular schedules which eventually impede effective classroom practices (Anyiendah, 2017:2). Therefore, teachers are compelled to run over even the teaching of English in pursuit of covering the syllabus.

3.10.3 Over-crowded Classrooms

Over-crowded classrooms also pose a challenge to the teaching of the English language. Although sixty to seventy learners are regarded as the normal class-size and in certain cases the class size is 100 to 120 learners, English language teachers experience a lot of problems in handling such big classes (Thakur, 2013:128). The maximum class size for Foundation Phase is 1:35 (Brunton & Associates 2003: C-54).

Handling large classes puts a strain on the teachers' ability to provide quality English language work to learners because the teacher-learner ratio is not proportional (Anyiendah, 2017:2). It is also difficult for teachers to pay the necessary attention to individual learners although it is the most desirable strategy in the English classrooms (Thakur, 2013:128).

3.10.4 Absence of or Low-quality Professional Development

According to The Inter-Agency Network for Education in Emergencies (INEE), (2015:12), poorly qualified teachers, poorly performing teachers and the absence of or low-quality professional development are symptoms of weak educational systems.

There are instances where English is taught by teachers who did not offer this subject while under training (Gaynor, 2015:166; Thakur, 2013:128). In other instances, teachers are either trained in old methods and have never cared to look for something better in new techniques or they received new insight but never apply their knowledge to the actual teaching work and remain satisfied with routine methods (Thakur, 2013:128). Due to incompetency or lack of relevant qualifications, many primary school teachers simply don't want to teach English (Gaynor, 2015:167).

3.10.5 Lack of the Necessary Skills for Effective English Language Teaching and Learning

According Janks (2014:10), a substantial number of teachers lack the necessary skills for effective English language teaching and learning. They do not have the knowledge and skills to support English language learning and to teach literacy skills (Makeleni & Sethusha, 2014:104). Where English is being taught incompetently it hampers and impairs the learning process (Krugel & Fourie, 2014:219). Incompetent teachers cultivate incorrect linguistic patterns that are difficult to root out in subsequent stages. Correctness of linguistic patterns is thus essential in mastering the English language (Arshad, 2007:37).

3.10.6 Limited Exposure to English Leads to Lack of Proficiency in English

The limited exposure to English and the limited classroom language opportunity to use the English language are the reasons for the lack of proficiency in English (Anyiendah, 2017:1; Buri & Bautista, 2014:54). Learners' only opportunity to use English language is limited to the daily 35-min English lesson (Anyiendah, 2017:1). Teachers of other

subjects keep changing the language of instruction from English to the mother tongue either because their incompetence in the English language or in order to have the learners understand the subject matter (Anyiendah, 2017:1).

Learners, therefore, encounter small amounts of English inside and outside classrooms due to English not being used as a tool for language instruction in classrooms, nor as a tool of communication during social interaction (Sulistiyo, 2015:1). As a result, limited exposure to English places a huge responsibility on the English language teachers to ensure that they bring successful English language learning into the classroom. This demands teachers' competence and knowledge of the English language and teaching skills in the teaching of the English language (Sulistiyo, 2015:1).

3.10.7 Limited Content and Pedagogic Knowledge

According to Shulman (1987:6), teaching requires basic skills, content knowledge and general pedagogical skills. The reasons for the dysfunctionality of schools includes teachers' limited content and pedagogic knowledge, a poor work ethic, powerful unions, trial and error curriculum reform, change fatigue and quick-fixes and short-term planning (Janks, 2014:10).

A limiting factor for providing sustained classroom discourse for comprehensible input is the teacher's own limited language competence for a dismal picture of the preparedness of teachers of English (National Council of Educational Research and Training (NCERT), 2006:7). Most teachers lack the required subject knowledge and they are not teaching what they are trained to teach (Janks, 2014:10).

3.10.8 Poor Command of the English Language

Poor command of the English language can affect the self-esteem and professional status of teachers and interfere with simple teaching procedures. It can also keep teachers from fulfilling the pedagogical requirements of a more communicative approach to language teaching (Ghasemolanda & Hashimb, 2013:891). Teachers themselves have difficulty

in articulating what they know and how they know it. This implies that the English language acts as a further barrier to participation and in flows of information (Janks, 2014:9).

Lack of the necessary English language competence causes minimal learner participation during English lessons. This minimal learner participation can be linked to the learners' negative attitude towards the subject which eventually leads to significant levels of underperformance in the English language (Anyiendah, 2017:2).

3.11 THE ROLE OF AFFECTIVE FACTORS IN ENGLISH SECOND LANGUAGE ACQUISITION AND DEVELOPMENT

Language acquisition entails the ability to use language to communicate effectively and appropriately in all situation (Phatudi, 2015:75). Acquisition is influenced by attitude and motivation (Krashen, 1982:19). However, acquisition is affected by factors such as anxiety over second language use and the unfavourable self-perception (Castello, 2015:8). This study, therefore, regards attitude and motivation as foundational to language acquisition and that their contribution to this study worth noting.

3.11.1 Attitude

Attitude plays a big role in language acquisition (Krashen, 1982:19). Teachers are key to any form of learning in the classroom. It is important for teachers to adopt a positive attitude towards learners and to English as a Second language. Learners with positive attitude towards second language acquisition seek and obtain more input and they have a lower or weaker filter. These learners are more open to the input, and it (input) strikes deeper and reaches the part of the brain responsible for language acquisition (Krashen, 1982:31).

Teachers' good attitude benefits learners because they (teachers) are learners' role models intentionally or unconsciously. Teachers must use any opportunity presented to them to associate and interact with learners. For example, simple greetings and

complements to learners in the morning may go a long way. Teachers should not ignore learners when they communicate with them (Hugo & Lenyai, 2013:74).

Another important aspect is the teachers' use of sociolinguistic competence. For example, the teachers' tone of voice. The tone, facial expressions, manner of speaking, vocabulary used and the overall body language, all influence the quality of the lesson and the extent to the skill of speaking will be learnt. Learners should be taught about second language culture to provide them with the sociocultural knowledge of the second language necessary for drawing inferences about the social meanings and values of utterances (Canale & Swain, 1980:28).

Speaking is associated with culture and it is the teacher who must display cultural aspects of speaking and behaviour associated with it (Hugo & Lenyai, 2013:74). For instance, if the teacher wants to ask something from the learner, the teacher might say:

“**Excuse me**”, seeking for the learner's attention, and then asks the learner, rather than say:

“**Hey, you!**” which is impolite and culturally unacceptable.

It is even proper to address learners by their names. For example:

“Edzani, please close the door.”

Unlike, “Hey, close the door!”

3.11.2 Motivation

The most important strategy to learn to read and speak English is learner motivation (Widyaningrum, 2011:39). Motivation involves a collection of beliefs, perceptions, values, interests, and actions that are all closely related (Lai, 2011:5). Motivated readers apply more strategies and work harder at building meaning, whereas less motivated readers do not work as hard, and therefore, create less powerful meanings (Pardo, 2004:273). Enthusiastic learners or learners who have the drive to learn something, acquire it easily. These learners even perform better than those with high aptitude but

with low motivation (Hugo & Lenyai, 2013:75). Motivation plays a significant role in promoting speaking/ communication in English because it is about learners' inspiration to learn intrinsic (self-motivation) and extrinsic (motivation by others) motivation are very important. It is important for teachers to make English lessons enjoyable and praise learners for their achievement as a way of motivating and encouraging them (Hugo & Lenyai, 2013:75).

Ortega (2013:208) posits natural language ability (i.e. aptitude) and personal commitment to learning (i.e. motivation) as crucial in language learning. It is also important that learners actively involve themselves in their own learning processes.

Krashen's affective filter hypothesis states that negative emotions and attitudes can be a barrier that prevents learners from acquiring the target language. For example, a stressed or anxious learner who lacks motivation and has low self-confidence is unlikely to develop competence in the target language, because their affective filter is high. A low affective filter enhances the learners' ability to speak the target language as they are more relaxed and motivated (Phatudi, 2015:41).

Teachers should say good things about learners. It is not good for teachers to only wait for learners to make mistakes and speak ill about them or refer to the mistake non-stop. It is a good thing to praise learners when they do well. Teachers' words of praise motivate learners to do even more. Young learners get motivated when teachers show that they recognise the good things they do. Teachers should show learners their appreciation of the learners' efforts in learning.

For example:

“Well done!”

“Good!”

“Please, clap your hands for him!”.

These words of praise can go a long way to the learners, motivating other learners to participate in future in order to be praised by the teacher.

3.12 CONCLUSION

This chapter reviewed literature on the need for strengthening the English Second Language teaching. It also outlined determinants of teachers' English language competence. There are three outstanding aspects teachers should be competent in, namely: communicative competence, pedagogic content knowledge and professional competence. For the proper implementation of the curriculum, teachers need support and training with regards to these aspects.

CHAPTER 4

RESEARCH METHODOLOGY

There's no discovery without a search and there's no rediscovery without a research. Every discovery man ever made has always been concealed. It takes searchers and researchers to unveil them, that's what make an insightful leader (Benjamin Suulola in Vidyalkar School of Information Technology, Nov 2017- Feb 2018:17).

4.1 INTRODUCTION

Research methodology is a systematic strategy in which research is conducted, in order to solve an identified problem. It advances procedures that are undertaken to describe, predict, explain and gain knowledge about phenomena under study (Rajasekar, Philominathan & Chinnathambi, 2013:5). This chapter presents research paradigm, design, data collection methods, sampling procedure, instrumentation, piloting data collection instruments, data collection procedures and data analysis.

4.2 RESEARCH PARADIGM

Paradigms are researchers' point of view, or frame of reference for looking at life or understanding reality (de Vos, Strydom, Fouché & Delpont, 2005:261). In Creswell (2007: 19), paradigms or worldviews are described as basic sets of beliefs that guide action.

This study takes the anti-positivist which is commonly referred to as the interpretivist paradigm. The interpretivist paradigm endeavours to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand them from within (Cohen, Manion & Morrison, 2000:22). The interpretivists paradigm is suitable for this study for the researcher to understand the context in which teachers use the English Second Language. The researcher seeks to understand teachers' use of the English Second Language from their individual point of view in the context of their working environment.

Interpretivists maintain that individual's behaviour is understood by researchers who share the same frame of reference.

In the application of the interpretivist paradigm, the role of the researcher is to, understand, explain, and demystify social reality through the eyes of different participants (Cohen, Manion & Morrison, 2007:19). Data gathered through this paradigm informs the researcher about what is going on in the environment, instead of the researcher's own preconceptions (Mack, 2010:8).

4.3 RESEARCH DESIGN

A research design describes procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. It shows the general plan (McMillan & Schumacher, 2010:20). This study adopted the qualitative research design as the appropriate design used in the interpretive paradigm. Qualitative research design refers to the understanding of social phenomena from the perspective of the participants (White, 2005:81). Thus, this study has taken a phenomenological research design. Phenomenological studies describe meanings of lived experiences of individuals about a phenomenon as described by participants (Creswell & Creswell, 2018:14). These studies aim at transforming lived experiences into a description of its essence, allowing for reflection and analysis (McMillan & Schumacher, 2010:24). The researcher intends to describe teachers' experiences in their schools, particularly in their classrooms as they interact with their learners during the teaching of English Second Language. In terms of this study, the lived experiences refer to how teachers of English Second Language succeeded in teaching English. This design is appropriate to this study because the researcher intends to describe how teachers use the English Second Language.

Qualitative research is an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (McMillan & Schumacher, 2006:315; Creswell, 2014:185). Information is gathered by talking directly to people and seeing them behave and act within their context (Creswell, 2014:185). Researchers collect data from the site where participants experience the problem under study

(Creswell, 2014:185). In this study the researcher collected data at schools. Qualitative studies are important for theory generation, policy development, improvement of educational practice, illumination of social issues and action stimulus (McMillan & Schumacher, 2006:315). This study intends to strengthen the English Second Language competence of Foundation Phase teachers, an important issue in teachers' educational practice.

4.4 SAMPLING PROCEDURE

The purpose of this section is to choose the population of the study and to determine the sampling procedures and samples. Sampling procedure is the process by which a sample is acquired (Henning, Van Rensburg & Smith, 2004:71). Sampling involves the process of taking any portion of the population as a representative of that population (Rossouw, 2003:108; de Vos, Strydom, Fouché & Delpont, 2005:193).

4.4.1 Population

Population refers to individuals in the universe who possess specific characteristics (de Vos, Strydom, Fouché & Delpont, 2005:198). The population of the study consists of individuals or groups who share similar characteristics. The population for this study comprises Foundation Phase teachers of English Second Language, Foundation Phase heads of departments (HoDs) and principals of primary schools in the Vhembe District in the Limpopo Province.

4.4.2 Sample

A sample is a subset of the population which consists of people who participate in the study (Vanderstoep & Johnston, 2009:26). According to Lodico, Spaulding and Voegtler (2006:13), a sample refers to a smaller group that is selected from a larger population.

Purposive sampling was used in the study. Purposive sampling involves selecting people based on a particular attribute. This study used teachers who teach Foundation

Phase English Second Language and have at least three or more years of teaching experience. The logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study (Leedy & Ormrod, 2005:145), hence the rationale for picking participants for this study, they have a rich background and understanding of how the English Second Language is used in the classrooms.

The sample of the study was comprised of 15 Foundation Phase teachers of English Second Language, 5 Foundation Phase (FP) heads of departments (HoDs) and 5 primary school principals from 5 different schools in Vhembe District in the Limpopo Province. That is, the school principal, 3 teachers and 1 HoD per school.

4.5 DATA COLLECTION

According to Mills (2003:4) qualitative research uses narrative and descriptive approaches for data collection to understand the way things are and what they mean from the perspective of the research participants. Data collection methods in the qualitative research include interviews, observations and document analysis (Lodico, Spaulding & Voegtler, 2006:266; Academy for Educational Development, 2006:7). Qualitative researchers collect data by themselves through interviewing participants, observing behaviour and examining documents. They typically gather multiple forms of data rather than rely on a single source of data (Creswell, 2014:186). The section that follows describes each data collection method mentioned above.

4.5.1 Interviews

Interviews are methods of data collection that specifically involve asking a series of questions (Jupp, 2006:157). According to Rossouw (2003:143), research interviews are conversations between the researcher and participants with the specific objective of gathering information about a topic that is being investigated. Interviews are purposeful conversations with a person or a group of persons that use general interview guides with few selected topics and probes (Lodico, Spaulding & Voegtler, 2006:121).

They are flexible, interactive and generative tools to explore meaning and language in depth (Ritchie & Lewis, 2003:142; Silverman, 2004:126). Interviews provide ways of generating data by asking people to talk about their everyday lives. The main function of interviews is to provide a framework in which participants express their own thoughts in their own words (Rossouw, 2003:143). They allow researchers control over the line of questioning (Creswell, 2014:191). This study used individual interviews for all the participants.

Individual interviews are also referred to as in-depth interviews. In-depth interviews are guided, one-on-one sessions (Kaplowitz & Hoehn, 2001:238). They attempt to determine the participant's feelings, interpretation, or reaction to an event or a set of circumstances or life experiences. The researcher allows participants to express their thoughts in their own words (Lodico, Spaulding & Voegtle, 2006:121).

4.5.2 Classroom Observation

Observation is the process of viewing and recording human behaviour (Vanderstoep & Johnston, 2009:308). It enables researchers to understand the context, to see and discover things that participants might not freely talk about and to access personal knowledge (Cohen, Manion & Morrison, 2000:305). Through various means of record-keeping, traces of those impressions are stored for careful scrutiny and analysis after the event (Creswell, 2014:190; Somekh & Lewin, 2005:138). Observations may vary from detached observation, on the one hand, to complete participation, on the other hand (Welman, Kruger & Mitchell, 2005:197). The researcher observed Foundation Phase teachers as they interacted with their learners during English Second Language lessons. The researcher, is therefore, a detached observer.

During qualitative observation researchers take field notes on the behaviour and activities of individuals at the research site. Observation entails being present in a situation and making a record of a person's impressions of what takes place (Creswell, 2014:190). The primary research instrument is the researchers themselves because the process involves

consciously gathering sensory data through sight, hearing, taste, smell and touch (Creswell, 2014:190).

4.5.3 Document Analysis

Document analysis is the detailed examination of documents produced across a wide range of social practices, taking a variety of forms from the written word to the visual image (Jupp, 2006:79). The documents used for gathering data were teachers' lesson plans.

4.6 DATA COLLECTION PROCEDURES

For access to field entry, the researcher sought permission and was granted ethical clearance to conduct the study by the University of Venda Higher Degrees Committee (See Appendix K). The researcher further sought permission to gain access to schools (See Appendix I) and was granted permission by the Department of Education Vhembe District Office to collect data within the District (See Appendix J).

4.6.1 Instrumentation

Qualitative researchers may follow protocol, using instruments for collecting data, but researchers are the ones who gather the information (Creswell, 2014:185). For the purpose of this study, the following instruments were developed for data collection:

- (i) Interview schedule for Foundation Phase teachers' views on their effectiveness on the use of English Second Language (See Appendix A).
- (ii) Interview schedule for Heads of Departments' (HoDs') views on Foundation Phase teachers' effectiveness on the use of English Second Language (See Appendix B).
- (iii) Interview schedule for School principals' views on Foundation Phase teachers' effectiveness on the use of English Second Language (See Appendix C).
- (iv) Observation schedule on Teachers' and learners' interaction in English Second Language lessons (See Appendix D).

- (v) Document analysis on the use of written language on lesson plans. (See Appendix E).
- (vi) Teachers' consent form for the interview on: Foundation Phase teachers' effectiveness on the use of English Second Language See Appendix F).
- (vii) Consent form for Heads of Departments: Foundation Phase teachers' effectiveness on the use of English Second Language See Appendix G).
- (viii) Consent form for Principals of Schools: Foundation Phase teachers' effectiveness on the use of English Second Language See Appendix H).

4.6.2 Piloting of Data Collection Instruments

Pilot study refers to a small-scale study to test data collection instruments, strategies for sample recruitment and other research techniques in preparation for a larger study (Hassan, Schattner, & Mazza, 2006:70). The aim of conducting this pilot study was to ensure that questions in the interview schedules were well formulated, clearly understood by participants and that they adequately addressed the research questions. Three (3) data collection instruments were, therefore, piloted. Participants chosen for the pilot study did not belong to the main study the researcher is focusing on. The pilot study was conducted as follows:

4.6.2.1 Instrument One

Three (3) participants were interviewed through Instrument One. The following is the strength of the instrument: participants did not experience difficulties in terms of understanding the questions. For example: responses to Question 6, participant B said:

Lack of resources, lack of teaching aids, over-crowding, no individual attention due to over-crowding.

In response to Question 7, participant C said:

Yes, we are living in a changing world which needs a person to learn continuously for the benefit of the promotion of multilingualism and social cohesion.

4.6.2.2 Instrument Two

With the use of Instrument Two, 3 participants were interviewed. The following is the strength of the instrument, participants did not experience difficulties in terms of understanding the questions. For example: responses to Question 2, participant B said:

I encourage teachers to attend workshops. I also encourage them to upgrade themselves through further studies. I also encourage them to apply for promotional posts.

Participant A responded to Question 6 and said:

I encourage development of self through further studies. I also encourage teachers to attend workshops of the Department of Education.

4.6.2.3 Instrument Three

Three (3) participants were interviewed through Instrument Three. The following is the strength of the instrument: participants responses indicate that they clearly understood the questions. For example: responses to Question 2, participant A said:

Through highly effective teachers the school should be the best school and achieve academic and sports excellence.

On Question 7 participant C said:

I motivate teachers. I ululate their good works. I provide for in-school workshops for teacher development where circuit and District officials come and help us. I also encourage teachers to attend workshops organised by the District. After teachers attend workshops, I request them to give reports. I also make follow-up on personal growth plans (PGPs) and help teachers on what they need development. Another thing is that I encourage them to further their studies.

4.7 DATA ANALYSIS

De Vos, Strydom, Fouche' and Delpont (2005:333), define data analysis as the process of bringing order, structure and meaning to the mass of collected data. Burns and Grove (2003:479), posit that data analysis involves breaking down data into constituent parts to obtain answers to research questions. It involves goals, relationships, decision making and ideas in addition to working with the actual data itself. It simply means that data analysis includes ways of working with information (data) to support the work, goals and plans of researchers' program (Academy for Educational Development, 2006:5).

Through data analysis questions raised in this study are answered and the objectives achieved. However, it is a process, where researchers should first analyse the data and then interpret the results of the analysis. The analysis is largely presented in words (Academy for Educational Development, 2006:7).

Data on its own is meaningless, it is only when interpreted that it takes on meaning and becomes information. Researchers, therefore, review all the data, make sense of it and organise it into categories or themes that cut across all data sources (Creswell, 2014:186; Vanderstoep & Johnston, 2009:169). The main aim is to write objective accounts of the lived experiences (White, 2005:104). By closely examining data researchers can find patterns to perceive information, and then information can be used to enhance knowledge (Academy for Educational Development, 2006:5). In this study, data were organised, coded, analysed and interpreted thematically. Conclusions were drawn to find answers to the research questions raised in the study.

4.8 CONCLUSION

This chapter justified the choice and use of the qualitative approach for the provision of comprehensive answers to the posed research questions and presented data analysis.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

Not everything that can be counted counts, and not everything that counts can be counted (Cameron, 1963:13)

5.1 INTRODUCTION

This chapter focuses on analysis and interpretation of data, triangulation of the findings and conclusion.

5.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

This section presents the biographical information of all the participants, that is, qualification, age and teaching experience.

5.2.1 Teachers

Foundation Phase teachers (15) were interviewed; 13 females and 2 males. Their ages were from 47 years to 60 years. Their highest qualifications were as follows: 12 teachers held the Bachelor of Education Honours degree, one held Higher Diploma in Education, one held Junior Primary Teachers' Diploma and one had a master's degree. Their professional qualifications were as follows: 11 participants held Junior Primary Teachers' Diploma (JPTD), two held Primary Teachers Diploma (PTD) and two held a Secondary Teachers Diploma (STD). Their teaching experience ranged from 15 to 34 years.

5.2.2 Heads of Departments

Five heads of departments were interviewed. Three of the Heads of Departments (HoDs) were females and two were males. Their age ranged from 48 to 60 years and their teaching experiences ranged from 7 to 26 years'. Their highest qualification was the

Bachelor of Education Honours. HoD held varied professional qualification, namely: Senior Primary Teachers Diploma (SPTD), Higher Diploma in Education (HDE), Pre-Primary Teachers Diploma (PPTD), Junior Primary Teachers' Diploma (JPTD) and a bachelor's degree.

5.2.3 School Principals

Five school principals were interviewed. Four were males, and one was female. The ages ranged from 41 to 60 years and their experiences as principals ranged between 0 to 20 years. Two principals held honours degrees, two held master's degrees and one held a Bachelor of Arts degree. The following were their different types of professional qualifications: Senior Secondary Teachers Certificate (SSTC), Senior Primary Teachers' Diploma (SPTD), Secondary Teachers' Diploma (STD), Junior Primary Teachers Diploma (JPTD) and Primary Teachers Diploma (PTD).

5.3 CONTEXTUAL ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA

This section presents analysis and interpretation of the qualitative data culled through the interviews, observations and document analysis.

5.3.1 Interviews with Foundation Phase Teachers

The first interview schedule interrogated the Foundation phase teachers on their **views on the effectiveness on the use of English Second Language.**

Question 1

How important is the teaching of English Second language at the Foundation Phase?

Participants indicated that the teaching of English in the Foundation Phase was important for learners to know the English language, for communication and use for study purposes. This concurs with literature (See Section 3.2). For example, one participant responded:

If learners are not knowledgeable about English in their foundation, they won't be good in any other subject besides the mother tongue, because all the other subjects are taught in English (T9).

It is of utmost importance that learners know the English language. For learners to know it, participants need to teach them the English language. This means that it is vital for participants to be knowledgeable of the English language, because they cannot teach what they themselves do not know (See section 3.1). With the English knowledge, learners will therefore, be able to communicate effectively. For example, one participant said:

Teaching English in the Foundation Phase prepares learners to understand and to communicate effectively in the Intermediate Phase. It's the preparatory stage for their Intermediate Phase, as in Intermediate Phase they do all subjects in English. I think that's when they need to know how to communicate in English (T7).

Effective communication includes that learners should be able to read, write, listen and interpret and then speak using the English language. This knowledge of the English language will therefore help learners to use English for studying purposes as indicated by participants (See Section 1.1). This simply shows the effect the English language has in the educational sphere (See Section 3.2 & 3.3).

Question 2

As a teacher, how do you ensure that the teaching of English Second Language is promoted?

Participants indicated that they encouraged learners to express themselves orally in English, that is, they used action songs (See section 3.7.2), action rhymes, poems, storytelling and shared reading. It was also indicated that participants used demonstrations, pictures and gestures (See section 3.7.2). This is one of the participants' response:

The teaching of English Second Language is promoted through oral learning, action songs and poems, story-telling and shared reading (T12).

Participants' use of oral learning, action songs, action rhymes, poems, storytelling, shared reading and demonstration motivates learners to acquire and use the English language unconsciously (See Figure 5.3). That is, learners pick-up the English language from songs without formally being taught, to them, they are just singing (See section 2.2.1). As Krashen says it; they focus on form and not on meaning.

Some participants also indicated that they used pictures and gestures to promote the teaching of English in the Foundation Phase (See section 3.6.1.4). One of the participants said:

I use pictures and gestures. I let learners imitate because learners enjoy learning by doing, I refer learners to TV shows to learn to listen and speak (T11).

The above response demonstrates participants' use of non-verbal communication, that is the use of pictures and gestures. This shows that participants promote learners' listening without saying words, thus successfully using the Total Physical Response strategy (See section 3.7.2). The use thereof, enhances speaking competence of learners, and when they are ready, they then use the language.

Question 3

In what ways do you ensure that learners benefit maximally when you teach English Second language?

Participants responses indicated that they encouraged learners to participate during lessons, that is, learners practically used the English language to demonstrate understanding of what they were taught, for example, to describe pictures using the English language (See section 3.7.1). Below is the response of one of the participants:

I think the best way is that they must participate and when they participate, they must make sure that they try and use this language even though we know that it's not their mother tongue, by practicing speaking it and writing, it makes them to explore or what can I say? To express themselves in English (T3).

The above response shows that participants encouraged learners to use the English language through formal engagement between them and learners (See section 2.2.2).

This means that learners are motivated to learn the English language to gain formal knowledge.

It was also indicated that learners were engaged in phonemic awareness, building words using phonic sounds (See figure 5.7) and creating sentences using words. One of the participants responded:

Through phonemic awareness, building words using phonic sounds, creating sentences using words. Learners also keep vocabulary booklets (T12).

The above response indicated that participants ensured that learners received the right level of comprehensible input (language structures) (See section 2.5).

Question 4

Which strategies do you use to achieve the outcomes of teaching English Second Language?

Participants indicated that they used different strategies, such as storytelling, demonstrations and dramatising to achieve outcomes of teaching English Second Language (See Section 3.7.2). Here is one of the participants' response:

We use storytelling, actions and we also perform, like when you do drama it means that when you are doing that you are promoting English. Learners use it to talk in every environment it means that they get much more on English, it means that it is being promoted (T2).

This means that participants demonstrated the use of strategic competence, hence the verbal communication, that is, storytelling and nonverbal communication strategy, that is, demonstration and dramatising to achieve outcome of teaching English Second Language.

Responses also indicated that some teachers used strategies like phonics, spelling Bee and word attack (See Figure 5.7). One of the participants said the following:

There are various strategies, we make sure that the learners know all the letters of alphabets. They know all the phonics; phonemic awareness is important. There is this spelling Bee that helps learners

to identify and speak the word and attack the word, those are the strategies that help teaching English (T8).

Responses indicated that participants demonstrated knowledge of word formation which is part of grammatical competence.

Question 5

How should teachers of English Second Language maintain effective ways of teaching?

Participants indicated different ways to maintain effective teaching of English Second Language. The most popular way was to engage in furthering studies (See Section 1 & Section 3.6.2.4). Participants also mentioned the attendance of in-service training and workshops, they also sought assistance from other teachers and curriculum advisors, they had confidence in themselves and used English at times to communicate with each other. One of the participants responded as follows:

By lifelong learning and by furthering our studies. I can't just say that because I have a degree, or I have a diploma I then stop to further my studies (T5).

The above response showed that participants were aware of one of their professional roles: to be a scholar, researcher and life-long learner. Indeed, some participants had studied further. Ironically, their acquired qualifications had nothing to do with English language which is their teaching subject (See section 5.2.1). Literature indicated explicitly that lack of relevant qualification negatively affects teachers' teaching (See section 3.10.4).

I think through attending workshops or seeking assistance from other teachers or even seeking advice from the curriculum advisors I think this can assist (T7).

This response indicated that participants needed a sustainable relationship with others working in their field. Participants were aware that 'iron sharpens iron', that is why they needed other teachers and curriculum advisors to work with them. This means that participants want to belong to their own community of practice.

Participants also indicated that confidence was necessary to maintain effective teaching of the English Second Language.

Teachers should have confidence. Most of us in the Foundation Phase are afraid to present something in English. We should communicate with others in English (T10).

Participants' responses indicated that confidence was vital for the maintenance of effective teaching of English Second Language. Participants' confidence should be based on the knowledge they have of their subject matter, that is the English language. Participants also indicated that knowledge of the subjects they taught was important (See section 3.1). This means that participants should have enough knowledge of the English language. One of the participants said:

As teachers, we should have knowledge of the subjects we teach. It important to further studies, because one gets new knowledge (T9).

The above response indicates the importance of acquiring knowledge of the English subject they taught. However, participants qualifications indicated that they acquired knowledge of other subjects except of the English Second Language.

Question 6

What are the challenges that you face when particularly teaching English Second Language in your class?

Challenges teachers faced when particularly teaching English Second Language were not a one-size-fits-all kind. Participants faced learners' inability to read and write and learners' lack of English language background. One participant said:

Learners cannot read and write English. They lack English background; they don't understand English. At homes they use Home language (T5).

Participants also indicated that teachers in previous grades that is, Grade 1 and Grade 2 ignored the teaching of English and preferred the teaching of the Home language, previously known as mother tongue (See Section 3.10.6 & 3.10.8). As a result, most learners were unable to read and write using English. Learners heard and spoke English only at school (See Section 3.10.6). These are some participants' sentiments:

In Grade 3 the problem is that learners come to this grade with little knowledge because those who teach them in the lower grades, Grade 2 and grade 1 ignore English as they prefer the home language and when they come to Grade 3 it's very difficult to teach them. Most learners are unable to read and write in English (T10).

Learners do not have a background of English language; learners hear and speak English only at school (T12).

The above responses indicated that some teachers ignored the teaching of English second Language in the Foundation Phase. It could be possible that the phrase from one of the responses above, “*they ignored English*” was a way of showing that they lacked skills and competence to teach English in the Foundation Phase (See section 3.10.5 & section 3.10.6). If indeed teachers lacked competence to teach the English Language, they need support and motivation so that they discontinue disadvantaging learners in learning the English language in the Foundation Phase.

Participants also faced over-crowding (See Section 3.10.3), which leads to lack of individual attention and ill-discipline. One of the participants responded:

Our classrooms are overcrowded, we have so many learners in our classrooms. It is a problem when it comes to reading and writing, it's not easy to help learners individually because of large crowd (T6).

Responses showed that in some schools, participants face overcrowded classrooms. Although learning is taking place under such conditions, one cannot be convinced that it is an environment conducive for learning where teachers are able to attend to individual learners. Although teachers may have adequate knowledge of teaching the English language, the classrooms set-up is not conducive. Teachers, therefore, need infrastructural support so that they can teach English effectively with a reasonable number of learners in a classroom.

Participants also stated lack of materials as one of the challenges they also face (See Section 3.10.1). They further complained that if ever the Department of Education supplied materials, it failed to supply on time. One of the participants responded:

The Department of Education itself is failing to supply material. You find that the materials that is supposed to be used for term two they only

arrive on the 6th and 7th week whereas from week 1 you will be using old materials and they will be telling us that the material has changed or the curriculum has changed somehow and it makes it difficult for learners to pass in the exams because they will only have knowledge of one or two weeks while there are other weeks where they were not taught accordingly (T8).

Responses indicated that participants acknowledged that the Department of Education supplied them with teaching and learning materials, however, the Department of Education should improve and supply materials on time. It is important that participants receive materials on time because it is their source of content (input), which then builds both teachers' and learners' competence.

Question 7

Effective teachers keep on sharpening their skills through further studies. What is your response to this view?

All participants indicated that effective teachers kept on sharpening their skills through further studies. They further indicated that effective teachers should be life-long learners. Literature also supports that teachers should be life-long learners (See section 3.6.2.1), it is one of the teachers' roles (See Section 1.1). As such, teachers should have adequate knowledge to make well informed teaching (See Section 3.4). For example, one of the participants responded:

Indeed, it's the truth to be effective you must be a life-long learner that is what I did, but now I failed to continue because I said I wanted to do masters this year my marks were too low so I can't do masters. I ended doing B. ED Honours in special needs concerning slow learners and those who cannot cope in the streamline (T1).

The above response indicated that participants were aware of their role as life-long learners. That is why their responses indicated that they sharpen their skills through furthering their studies. However, the above response also shows that participants' further qualifications have nothing to do with English language which they teach. It is fascinating that participants studied further in other fields, for example, BED Honours in Special needs, hoping to sharpen their skills in English language teaching. To sharpen skills, people need content knowledge, which is the input of the subject they teach, in this

case, English second language. This means that participants' competence in teaching the English language effectively compels them to further their studies in the English language and not in other fields.

Participants indicated that sharpening of skills through further studies made them knowledgeable and competent (See Section 1.1), as a result, teachers taught from an informed point of view (See Section 3.6.2.2 & Section 3.6.2.4). Literature states that effective teaching and learning requires teachers to improve their knowledge and skills (See section 1.1 & 3.6). For example, one participant responded:

Yes, it is true teachers sharpen their skills through furthering studies. When a person furthers his studies, he becomes knowledgeable and competent. Whatever he does is well informed (T11).

Responses indicated that participants were fully aware that furthering studies sharpen skills. They also indicated that those who furthered their studies gained knowledge. To become competent, participants need knowledge and then they become competent. This means that participants are then able to bring new insight into their teaching, as a result, they become better effective than before they studied further.

Participants indicated that furthering studies enabled teachers to cope with changes in education. It also helped participants to perfectly fit in the changing world which needed people to learn continuously for the promotion of multilingualism and social cohesion. For example, one participant responded:

I agree because furthering studies is important, it enables you to cope with the changes we are in nowadays. Education is always changing so if you don't further your studies you won't be able to cope with the changes in education (T7).

Responses indicated that furthering studies was one of the strategies participants used to cope with changes in education. This suggests that without knowledge it becomes difficult to cope when things change. In other words when participants, for example, do not study further, they are simply resisting change. As such, resistance may bring complaints and frustrations. These may affect the effective teaching of the English language in the Foundation Phase.

Although teachers were expected to be life-long learners (See Section 1.1), participants indicated that most of them were demoralised to further their studies because the Department of Education positioned itself to give a kind-of once-off bonuses to participants after they completed their studies. Participants further indicated that currently, they only received once-off cash bonuses when they acquired new qualifications. They indicated that such a resolution discouraged them from furthering their studies, which was a good thing to do for them to remain scholars, researchers and life-long learners. Participants also raised their concern that they lacked funding towards the study of English and felt they were not given support as compared to others with whom they work. For example, one participant said:

Jah, it used to happen in the past, but I think majority of teachers are demoralised because of the department's stands of not giving incentives to better performing teachers. And the other thing, people are generally not motivated to sharpen their skills, like in my case I have done my post graduate studies, I have spent more than R60 000 so far but you get an incentive or a bonus of R9 000; and you still have to pay for your kids, generally if there are no bursaries it becomes very challenging. The department itself is more focused on maths and other natural science subjects. There are no bursaries for English, but they give money and put more emphasis on AMESA...but in English there is not much support (T9).

Responses indicated that participants have been demoralised to further their studies due to lack of motivation. The reason being that the Department of Education decided not to give lasting incentives, but once-off cash bonuses. This shows that participants need to be appreciated and motivated to continue to do good. Responses further indicated that long lasting incentives served as a source of motivation. Incentives served as a driving force and a motivating factor behind participants' actions to further their studies (See section 2.6).

Question 8

In your own view, what are the other types of support teachers of English Second language need to improve their practice?

Participants indicated that they needed support from different structures of the Department of Education, for example, the principal and the circuit office. Furthermore,

participants desired support from competent curriculum advisors who specialised in English (DHET, 2015:64). For example, one participant responded:

I think teachers need to be supported from different structures of the department like in the circuit level. You hardly find a competent curriculum advisor in English, particularly like for now, people are there but not having the expertise. People who are there cannot help, we need curriculum advisors who are specialising particularly in English. At the district level there are hardly workshops where we find English being prioritised, and the other thing is that of teaching everything in mother tongue. I think it's killing English but because you find that in the Foundation Phase learners are being taught maths in Tshivenda everything in Tshivenda (T9).

Responses indicated that participants needed support from the circuit level. It was further indicated that they needed curriculum advisors who are specialists in the English field. Ironically, participants themselves are not English specialists. Indeed, both the curriculum advisors and the participants should have been English subjects' specialists as required by Norms and Standards for Teachers (See section 1.1). However, none of them is. This means that there is a great need for participants to be supported so that they follow the right path of being English Language specialists for the sake of effective English language teaching in the Foundation Phase.

Participants indicated that the Department of Education could support them by organising many meaningful workshops that last for at least the whole day instead of workshops which started after 12 midday when they were already exhausted. For example, one of the participants responded:

I think if the department can offer a lot of workshops it will be better for them to improve. If they can workshop us from early in the morning because nowadays when we attend workshops, we attend them after 12 o'clock and it can't help the teacher because after 12 o'clock we don't have that energy because we are from the classroom so if they change the time, they workshop teachers it will be better for them to achieve something (T4).

Responses indicated that participants wanted to attend workshops and other trainings. However, the time at which the department staged workshops had been unfavourable to

teachers. The reason was that by the time workshops started they were already exhausted, as they had travelled from their workplace. This showed that participants needed to attend workshops from early in the morning.

Participants also impressed upon their need to interact with other English teachers from other schools, so that they learn from each other and share their practice. Participants also indicated that they preferred working as clusters, for example clusters of teachers of the same grade, phase or school and clusters of different schools. For example, one participant responded:

I think more training is needed and regular workshops and interaction with other English teachers from different schools is important because if we are in groups, we can share the ideas, as a teacher we can learn from each other we share the problems, discuss them and find the solution on how to handle the particular problems (T7).

Responses indicated participants' preference to work as clusters. This helps them to share knowledge with and learn from each other. There is a saying that "Two are better than one." In clusters participants can grow and develop their knowledge and become effective teachers of the English language.

Participants indicated that they needed more materials to use in their classes, especially materials that could be displayed on walls and they also needed visual aids like Television and overhead projectors (See section 3.10.1).

Teachers of English need much more materials to use in the class especially those that need to be displayed on the walls and those that can be used as audio like the even television its very much important because some of the things are visuals, learners can use visual strategy, and we need to have many materials like overhead projector, it can be used so that we can have effective way of teaching English (T2).

Responses indicated that needed more materials for use in their classes. Participants draw their content from the available materials. With a variety of materials participants can grow their knowledge and skills and become better and effective English language teachers (Section 3.6.2.1).

5.3.2 Interviews with FP Heads of Departments

The second interview schedule interrogated the FP heads of departments. Heads of Departments were coded from HoD1 to HoD5. This implies that HoD1 was attached to ScA, whereas HoD2 to HoD5 were attached to ScB to ScE respectively.

Question 1

HoDs are responsible for supervising teaching and learning. How do you motivate teachers to teach the lessons effectively?

Participants indicated that in some schools HoDs and teachers held meetings and workshops as phase clusters and motivated one another, discussed curriculum and how they should teach. Participants also conducted formal and informal class visits where teachers could ask questions and seek help. This shows that HoDs oversee the phase (Employment of Educators' Act (EEA), 76 of 1998 Chapter A: 4.4 e(ii)). For example, one of the HoD responded:

We hold meetings as the Foundation Phase, where we discuss curriculum and how we should teach. I conduct formal and informal class visits. I allow teachers to ask questions and seek help. (HoD2).

Responses indicated that participants held meetings as phases and discussed their teaching. They also conducted class visits. This shows that participants play an important role to mentor and motivate teachers.

Question 2

In what ways do you promote professional development of teachers in your department?

Participants indicated that they encouraged teachers to develop and promote themselves through furthering their studies in English, reading English books, attending workshops and working as groups. HoDs care about the welfare of staff members (EEA, 76 of 1998 Chapter A: 4.4 e(iv)). This is the sentiments of one of the participants:

I encourage them to further their studies in English, to read English books, to attend workshops and to work as a group (HoD1).

The above response shows that participants promoted teachers' professional development as they encouraged teachers to take initiatives to study further, attend workshops, work as groups and read English language texts. This shows that participants understand the importance of motivating teachers for them to reach greater heights.

Question 3

What activities do you organise to promote the use of English Second language in the Foundation Phase?

Participants encouraged that both teachers and learners to use the English language in spoken communication every time and they also conducted studies where they impressed upon the use of the English language (EEA, 76 of 1998 Chapter A: 4.4 e(ii)). The following is the response of one of the participants:

Here at our school we tell learners to speak in English every time. We also do morning studies so that we can improve English. During the morning studies we use only English (HoD1).

Responses indicated that participants organised morning studies where they encouraged the use of English for communication.

Participants also indicated that they also encouraged learner participation in competitions, for example: Foundation for Learning Competitions and spelling Bee (EEA, 76 of 1998 Chapter A: 4.4 e(ii)). For example, one participant responded:

We have got FFL competitions where learners will be spelling, rhyming, we got programmes like spelling Bee, were learners are encouraged on vocabulary (HoD3)

The above response indicated that participants encouraged both learners and teachers to participate in different competitions for the promotion of the effective use of English in the Foundation Phase. However, the above programmes are the initiatives of the Department of Education and not the participants' initiatives. This means that participants role in this case has been to manage the programmes.

Question 4

What are the necessary incentives that you provide to teachers to encourage their performance?

Participants indicated that they gave tokens of appreciation and praised teachers for good works. Below is the response of one of the participants:

We give little tokens of appreciation and praise good works. We used to give domestos, even pencils, ball pens to teachers to motivate them (HoD1).

The above response indicated that participants gave little tokens to teachers to encourage their performance. This shows that participants were determined to motivate teachers to improve their knowledge and skills (EEA,76 of 1998 Chapter A: 4.4 e(iii)). This, therefore, makes teachers to feel motivated and appreciated to continue to work harder.

Participants also indicated that in one of the schools they resolved that they would start to reward teachers with cash and certificates in 2019. One participant said:

We have the whole school, teachers who perform well this 2019, we took a resolution that they will be rewarded including English teachers, let's say, it's the whole school. It's cash and certificates. I think it's not less than R500, 500 plus certificate (HoD3).

The above response shows that it is very important to appreciate and reward good performance, hence the above initiative by the school. However, participants also indicated that in some schools, it was the responsibility of schools or the School Management Teams (SMT) to provide incentives to encourage teachers' performance and not the HoD. Below is the response of one of the participants:

When we have functions sometimes... not me as an educator but as SMT we give them certificates, especially to those that their learners have just proceeded to the higher level in the competition, that's what we do (HoD5).

Responses indicated that appreciation of good performance was important. The above response indicated that the participants was not directly involved in providing incentives

to encourage teachers' performance. However, of importance is the appreciation and encouragement shown to teachers in their school.

Question 5

In your role as HoD, how do you monitor learners progress in English Second language development?

Participants indicated that they conducted class visits in order to monitor learners progress in English Second Language development. They also indicated that they analysed results for problem identification.

I used to go to the class and sit while the teachers are still teaching. I also do result analysis in order to see where the problem with learners and we are doing all to improve (HoD1)

Participants also indicated that they checked learners' and teachers' portfolios. They monitored learners' written work in relation to the pace setters' requirements and to check the effective teaching of the English language (EEA, 76 of 1998 Chapter A: 4.4 e(ii)). The following is the response of one of the participants:

I go on regular visits to the teacher and I make class visits once a quarter I think that it helps with the teachers. I go through the learners' books. I help monitor whether teaching is being effective including the teachers' portfolio. We got things to monitor with a tracking device called tracker. We as educators have to do that (HoD3).

Responses indicated that participants monitor learners progress in English Second language development. This is done for monitoring, evaluation and support. This shows that it is important because where there are gaps, they will be attended and filled for effective learning and teaching to take place.

Question 6

As an HoD, what are the values and school's practices that you adhere to that support a climate for continuous improvement of teaching and learning?

In order to support a climate for continuous improvement of teaching and learning, participants encouraged teachers' self-development through further studies and attendance of workshops organised by the Department of Education. One participant said:

I encourage self-development through further studies. I also encourage teachers to attend workshops of the Department of Education (HoD 5).

The above response shows that a climate for continuous improvement of teaching and learning should be based on self-development through further studies and attendance of workshops. These should be done for the sake of acquiring new knowledge and skills in order to effectively use the English language (EEA, 76 of 1998 Chapter A: 4.4 e(v)).

5.3.3 Interviews with School Principals

The third interview schedule interrogated selected principals of primary schools on their views on FP teachers' effectiveness on the use of the English language. Principals were coded from Principal 1 (P1) to Principal 5 (P5). The implication is that P1 came from ScA, P2 from ScB, P3 from ScC, P4 from ScD and P5 from ScE. The emphasis was put on Principals' responses and not the schools they came from.

Question 1

School principals are instructional leaders who are goal directed. What direction does your school take in terms of teaching and learning?

Participants indicated that, some schools focused on developing communities through developing learners whereas majority of schools focused on producing learners who could read, write and count to prepare them for challenges of life. It was also revealed that some schools focused on education for lifelong learning (EEA, 76 of 1998 Chapter A: 4.2 e(i)). For example, two participants responded:

All learners should be able to read and write, so that they can be able to face challenges of life (P3).

Our school is focusing on education for lifelong learning (P4).

Responses indicated that schools focused on developing learners who can face challenges of life. Responses also indicated that participants' schools also focused on education for lifelong learning. This means that lifelong learning is important for survival during challenges of life.

Question 2

What is your school's mission statement?

Participants indicated that some schools sought to provide service to the community through teaching learners to become good community members. Participants also indicated that some schools ensured the provision of relevant and quality learning experience and that teachers were provided with opportunities to develop themselves for the enhancement of their teaching skills. The following are the participants' responses:

Our mission is to serve the community. We teach learners so that they become good community members (P1).

Jah, we commit ourselves to be servants by ensuring that we provide relevant and quality learning experience. We teach learners and all relevant stakeholders in the community. Educators are given an opportunity to develop themselves so that their teaching skills could be enhanced and we have geared ourselves to prepare learners to become active and responsible, we are highly committed to developing our school community at large, so sharing of materials, sharing of skills is our core business that is how we work so that is our mission statement (P3).

Responses indicated that schools have different mission statements. They indicated that some schools sought to serve their communities through teaching learners to become good community members whereas some strive to develop teachers for the enhancement of their teaching skills. This shows that teachers' development and support is very important in the process of teaching and learning.

Question 3

How do you align the teaching activities of the school to the mission statement?

Participants indicated that followed school plans, constitutions, their visions and mission statements and that teachers followed subject policies when teaching (EEA, 76 of 1998 Chapter A: 4.4 d(ii)). The following are some participants' sentiments:

As a school we have a constitution, the vision, mission and different policies which drive how activities of the school should run. Everything we do here should relate to the vision and mission of the school. When teachers follow the school policy and teach according to the curriculum policy, those activities align to the mission of the school (P2).

Responses indicated that participants align the teaching activities of the school to the mission statement using constitutions, visions, mission statements and school policies.

Question 4

As the head of the school, how do you manage teaching and learning?

Participants indicated that schools practiced teamwork and distributed work amongst themselves. Participants indicated that they delegated deputy principals to monitor HoDs' work whereas HoDs were delegated to monitor teachers' work. Participants indicated that they also used management tools to manage and monitor teaching and learning, for example, weekly, monthly, quarterly and year plans (EEA, 76 of 1998 Chapter A: 4.4 e(ii)). One of the participants' responded:

We practice teamwork as the management of the school. We use management tools to manage and monitor teaching and learning. We also have plans for the week, month and quarter. The principal monitors the deputy principal, the deputy principal monitors HoDs whereas HoDs monitor teachers. We monitor to check if teaching adheres to the policy, CAPS (P1).

The above response indicated that participants managed teaching and learning. It demonstrates participants' ability to delegate and empower other staff members to help them get the work done. It means participants encouraged teamwork. This shows that there is mutual understanding between the participants and other staff members.

Question 5

In what ways do you monitor learners progress of their academic work?

Participants indicated that they monitored learners' progress of academic using timetables for all the classes and lesson plans for all subjects. Participants indicated that they also conducted class visits, where teachers taught under the observation of principals and where necessary, teachers were provided with support (EEA, 76 of 1998 Chapter A: 4.4 e(i)). Participants indicated that school management teams used monitoring tools to check and monitor teaching and learning. For example, one participant said:

There are timetables for all the classes. The school management use monitoring tools to check and monitor teaching and learning. We also

conduct class visits, where teachers teach as we observe and then provide support where it is needed (P1).

The above response indicated that participants monitored learners progress of their academic work using monitoring tools and classroom timetables and teachers had to adhere to their allocated time for curriculum coverage. Participants also conducted classroom visits to observe the actual teaching and learning. This demonstrates the seriousness of monitoring learners progress of academic work.

Question 6

School principals are responsible for promoting a positive school learning environment. How do you protect the teaching and learning?

Participants indicated that they used different mechanisms to protect teaching and learning time, for example, managing teachers' movements using movement registers, time books, late coming registers, early departure registers and they also control teachers' leave of absence. There are also timetables, for example, classroom, general and personal timetables for teachers. For example, one participant said:

We provide time registers for teachers. There is movement register wherein teachers write when they move out of the school, we control leave of absence. We have timetables, general timetable, classroom timetable and personal timetable for teachers. As the principal, I move around the school doing observation (P1).

The above response indicated that participants protected the teaching and learning time through controlling teachers' movements. Participants also move around schools to observe teaching and learning. The use of different timetables indicates that participants enforce accountability of teachers towards their individual allocated teaching time.

Participants indicated that in cases of lost contact time, individual teachers drew recovery plans for the time lost and followed them. This is one of the participants' sentiments:

I said earlier on that teachers have a full timetable which includes all grades, when you go into the classrooms you will also find that their timetables are also in there. So, we make sure that teachers teach according to the guidelines, the policy. Lost time here is replaced, when we realise that there is time that has been lost, teachers immediately make recovery plans, I ask the teacher to give me the plan on how to

replace the time lost so that we may not lag behind to ensure that we are always at par with the syllabus and time (P2).

The above response indicated that participants used recovery plans to protect the teaching and learning time lost due to unforeseen circumstances.

Question 7

As the school principal, what strategies do you use to promote professional development of all your staff members?

Participants indicated that they encouraged teachers to attend workshops and to further their studies. Participants indicated that they also celebrated teachers' success. Participants also used Integrated Quality Management System (IQMS) for staff development and certificates to reward and motivate teachers for hard work. The following are some of the participants' responses:

I always use verbal motivation to encourage teachers to develop themselves through furthering studies. When one person succeeds, we celebrate their success (P3).

Integrated Quality Management System (IQMS) is used to promote staff. We also conduct workshops. We reward and motivate teachers using certificates. I also encourage them to further their studies and to attend workshops and seminars that empower them with knowledge (P4).

Responses indicated that participants used verbal motivation to encourage teachers to further their studies, attend workshops and seminars. Participants also celebrated teachers' success, used IQMS and reward teachers for hard work. This shows that participants support their teachers so that they develop professionally.

Question 8

How do you provide incentives for good performance by members of staff?

Participants indicated that they awarded teachers for good performance at the end of the year. One of the participants said the following:

We award them at the end of the year we give them certificates and some other things that can motivate them. Let's say if they do well, we

can buy the dictionaries and any other books that can help them in their teaching (P4).

The above response indicated that participants reward staff members' good performance. This means that incentives are important for good performance.

Question 9

Effective schools create a conducive learning atmosphere through the development of high standards and expectations for learners and teachers. What role do you play in this process?

Participants indicated that they provided security around schools for the creation of conducive learning atmosphere. They indicated that schools had fences, and some had security guards. One of the participants said the following:

There is fence around the school to protect the school, learners and teachers. At the gate there are security guards who also provide security so that the environment can be conducive for learning. Teachers should teach and learners should learn at peace (P1).

The above response indicated that participants played their role of creating conducive learning environments for both learners and teachers. They indicated that they provided a fence and security guards to ensure the safety of learners and teachers.

Participants also indicated that they kept an open-door policy. It was also indicated that participants had disciplinary committees, class representatives and safety committees, which together ensured that there was order and stability in the schools. Participants also had quality for teaching and learning committees which dealt with major problems in schools and in the communities. The following is the response of one of the participants:

We have an open-door policy. The school has security, it has fence for protection. There is also the disciplinary committee, class representatives and safety committee, together they ensure that the atmosphere is good for learning. There is also the Quality for teaching and learning committee, which is made up of the principal, teacher representative, pastor, School Management Team members, Civic Organisation members (SANCO), SGB members and the Chief. This committee deals with major problems in school and in the community (P3).

The above response shows that participants work together with members of the communities to ensure that they create a conducive learning atmosphere in schools.

5.3.4 Analysis and Interpretation of Data Collected through Interviews

Theme 1: Demonstration of mastery of English grammar rules

Participants indicated that confidence was necessary to maintain effective teaching of the English Second Language. It was also indicated that some participants were afraid of using the English language. For example, one participant said:

Teachers should have confidence. Most of us in the Foundation Phase are afraid to present something in English. We should communicate with others in English (T10).

Participants' responses indicated that confidence was vital for the maintenance of effective teaching of English Second Language. Participants' confidence should be based on the knowledge they have of their subject matter, that is the English language. Participants also indicated that knowledge of the subjects they taught was important (See section 3.1). This means that participants should have enough knowledge of the English language. One of the participants said:

As teachers, we should have knowledge of the subjects we teach. It important to further studies, because one gets new knowledge (T9).

Theme 2: Maintenance of the consistent use of English language during teaching

Participants indicated different ways to maintain effective teaching of English Second Language. The most popular way was to engage in furthering studies (See Section 1 & Section 3.6.2.4). Participants also mentioned the attendance of in-service training and workshops, they also sought assistance from other teachers and curriculum advisors, they had confidence in themselves and used English at times to communicate with each other. One of the participants responded as follows:

By lifelong learning and by furthering our studies. I can't just say that because I have a degree, or I have a diploma I then stop to further my studies (T5).

The above response showed that participants were aware of one of their professional roles: to be a scholar, researcher and life-long learner. Indeed, some participants had studied further. Ironically, their acquired qualifications had nothing to do with English language which is their teaching subject (See section 5.2.1). Literature indicated explicitly that lack of relevant qualification negatively affects teachers' teaching (See section 3.10.4).

I think through attending workshops or seeking assistance from other teachers or even seeking advice from the curriculum advisors I think this can assist (T7).

This response indicated that participants needed a sustainable relationship with others working in their field. Participants were aware that 'iron sharpens iron', that is why they needed other teachers and curriculum advisors to work with them. This means that participants want to belong to their own community of practice.

Participants also indicated that confidence was necessary to maintain effective teaching of the English Second Language.

Teachers should have confidence. Most of us in the Foundation Phase are afraid to present something in English. We should communicate with others in English (T10).

Participants' responses indicated that confidence was vital for the maintenance of effective teaching of English Second Language. Participants' confidence should be based on the knowledge they have of their subject matter, that is the English language. Participants also indicated that knowledge of the subjects they taught was important (See section 3.1). This means that participants should have enough knowledge of the English language. One of the participants said:

As teachers, we should have knowledge of the subjects we teach. It is important to further studies, because one gets new knowledge (T9).

The above response indicates the importance of acquiring knowledge of the English subject they taught. However, participants' qualifications indicated that they acquired knowledge of other subjects except of the English Second Language.

Theme 3: Challenges teachers encountered when teaching English as a Second Language

Challenges teachers faced when particularly teaching English Second Language were not a one-size-fits-all kind. Participants faced learners' inability to read and write and learners' lack of English language background. One participant said:

Learners cannot read and write English. They lack English background; they don't understand English. At homes they use Home language (T5).

Participants also indicated that teachers in previous grades that is, Grade 1 and Grade 2 ignored the teaching of English and preferred the teaching of the Home language, previously known as mother tongue (See Section 3.10.6 & 3.10.8). As a result, most learners were unable to read and write using English. Learners heard and spoke English only at school (See Section 3.10.6). These are some participants' sentiments:

In Grade 3 the problem is that learners come to this grade with little knowledge because those who teach them in the lower grades, Grade 2 and grade1 ignore English as they prefer the home language and when they come to Grade 3 it's very difficult to teach them. Most learners are unable to read and write in English (T10).

Learners do not have a background of English language; learners hear and speak English only at school (T12).

The above responses indicated that some teachers ignored the teaching of English second Language in the Foundation Phase. It could be possible that the phrase from one of the responses above, "*they ignored English*" was a way of showing that they lacked skills and competence to teach English in the Foundation Phase (See section 3.10.5 & section 3.10.6). If indeed teachers lacked competence to teach the English Language, they need support and motivation so that they discontinue disadvantaging learners in learning the English language in the Foundation Phase.

Participants also faced over-crowding (See Section 3.10.3), which leads to lack of individual attention and ill-discipline. One of the participants responded:

Our classrooms are overcrowded, we have so many learners in our classrooms. It is a problem when it comes to reading and writing, it's not easy to help learners individually because of large crowd (T6).

Responses showed that in some schools, participants face overcrowded classrooms. Although learning is taking place under such conditions, one cannot be convinced that it is an environment conducive for learning where teachers are able to attend to individual learners. Although teachers may have adequate knowledge of teaching the English language, the classrooms set-up is not conducive. Teachers, therefore, need infrastructural support so that they can teach English effectively with a reasonable number of learners in a classroom.

Participants also stated lack of materials as one of the challenges they also face (See Section 3.10.1). They further complained that if ever the Department of Education supplied materials, it failed to supply on time. One of the participants responded:

The Department of Education itself is failing to supply material. You find that the materials that is supposed to be used for term two they only arrive on the 6th and 7th week whereas from week 1 you will be using old materials and they will be telling us that the material has changed or the curriculum has changed somehow and it makes it difficult for learners to pass in the exams because they will only have knowledge of one or two weeks while there are other weeks where they were not taught accordingly (T8).

Responses indicated that participants acknowledged that the Department of Education supplied them with teaching and learning materials, however, the Department of Education should improve and supply materials on time. It is important that participants receive materials on time because it is their source of content (input), which then builds both teachers' and learners' competence.

Theme 4: Strategies teachers used when teaching English

The teaching of English Second Language is promoted through oral learning, action songs and poems, story-telling and shared reading (T12).

Participants' use of oral learning, action songs, action rhymes, poems, storytelling, shared reading and demonstration motivates learners to acquire and use the English language unconsciously (See Figure 5.3). That is, learners pick-up the English language from

songs without formally being taught, to them, they are just singing (See section 2.2.1). As Krashen says it; they focus on form and not on meaning.

Some participants also indicated that they used pictures and gestures to promote the teaching of English in the Foundation Phase (See section 3.6.1.4). One of the participants said:

I use pictures and gestures. I let learners imitate because learners enjoy learning by doing, I refer learners to TV shows to learn to listen and speak (T11).

The above response demonstrates participants' use of non-verbal communication, that is the use of pictures and gestures. This shows that participants promote learners' listening without saying words, thus successfully using the Total Physical Response strategy (See section 3.7.2). The use thereof, enhances speaking competence of learners, and when they are ready, they then use the language.

Participants indicated that they used different strategies, such as storytelling, demonstrations and dramatising to achieve outcomes of teaching English Second Language (See Section 3.7.2). Here is one of the participants' response:

We use storytelling, actions and we also perform, like when you do drama it means that when you are doing that you are promoting English. Learners use it to talk in every environment it means that they get much more on English, it means that it is being promoted (T2).

This means that participants demonstrated the use of strategic competence, hence the verbal communication, that is, storytelling and nonverbal communication strategy, that is, demonstration and dramatising to achieve outcome of teaching English Second Language.

Responses also indicated that some teachers used strategies like phonics, spelling Bee and word attack (See Figure 5.7). One of the participants said the following:

There are various strategies, we make sure that the learners know all the letters of alphabets. They know all the phonics; phonemic awareness is important. There is this spelling Bee that helps learners to identify and

Speak the word and attack the word, those are the strategies that help teaching English (T8).

Responses indicated that participants demonstrated knowledge of word formation which is part of grammatical competence.

Theme 5: The importance of sharpening of skills.

All participants indicated that effective teachers kept on sharpening their skills through further studies. They further indicated that effective teachers should be life-long learners. Literature also supports that teachers should be life-long learners (See section 3.6.2.1), it is one of the teachers' roles (See Section 1.1). As such, teachers should have adequate knowledge to make well informed teaching (See Section 3.4). For example, one of the participants responded:

Indeed, it's the truth to be effective you must be a life-long learner that is what I did, but now I failed to continue because I said I wanted to do masters this year my marks were too low so I can't do masters. I ended doing B. ED Honours in special needs concerning slow learners and those who cannot cope in the streamline (T1).

The above response indicated that participants were aware of their role as life-long learners. That is why their responses indicated that they sharpen their skills through furthering their studies. However, the above response also shows that participants' further qualifications have nothing to do with English language which they teach. It is fascinating that participants studied further in other fields, for example, BED Honours in Special needs, hoping to sharpen their skills in English language teaching. To sharpen skills, people need content knowledge, which is the input of the subject they teach, in this case, English second language. This means that participants' competence in teaching the English language effectively compels them to further their studies in the English language and not in other fields.

Participants indicated that sharpening of skills through further studies made them knowledgeable and competent (See Section 1.1), as a result, teachers taught from an informed point of view (See Section 3.6.2.2 & Section 3.6.2.4). Literature states that

effective teaching and learning requires teachers to improve their knowledge and skills (See section 1.1 & 3.6). For example, one participant responded:

Yes, it is true teachers sharpen their skills through furthering studies. When a person furthers his studies, he becomes knowledgeable and competent. Whatever he does is well informed (T11).

Responses indicated that participants were fully aware that furthering studies sharpen skills. They also indicated that those who furthered their studies gained knowledge. To become competent, participants need knowledge and then they become competent. This means that participants are then able to bring new insight into their teaching, as a result, they become better effective than before they studied further.

Participants indicated that furthering studies enabled teachers to cope with changes in education. It also helped participants to perfectly fit in the changing world which needed people to learn continuously for the promotion of multilingualism and social cohesion. For example, one participant responded:

I agree because furthering studies is important, it enables you to cope with the changes we are in nowadays. Education is always changing so if you don't further your studies you won't be able to cope with the changes in education (T7).

Responses indicated that furthering studies was one of the strategies participants used to cope with changes in education. This suggests that without knowledge it becomes difficult to cope when things change. In other words when participants, for example, do not study further, they are simply resisting change. As such, resistance may bring complaints and frustrations. These may affect the effective teaching of the English language in the Foundation Phase.

Although teachers were expected to be life-long learners (See Section 1.1), participants indicated that most of them were demoralised to further their studies because the Department of Education positioned itself to give a kind-of once-off bonuses to participants after they completed their studies. Participants further indicated that currently, they only received once-off cash bonuses when they acquired new qualifications. They indicated that such a resolution discouraged them from furthering

their studies, which was a good thing to do for them to remain scholars, researchers and life-long learners. Participants also raised their concern that they lacked funding towards the study of English and felt they were not given support as compared to others with whom they work. For example, one participant said:

Jah, it used to happen in the past, but I think majority of teachers are demoralised because of the department's stands of not giving incentives to better performing teachers. And the other thing, people are generally not motivated to sharpen their skills, like in my case I have done my post graduate studies, I have spent more than R60 000 so far but you get an incentive or a bonus of R9 000; and you still have to pay for your kids, generally if there are no bursaries it becomes very challenging. The department itself is more focused on maths and other natural science subjects. There are no bursaries for English, but they give money and put more emphasis on AMESA...but in English there is not much support (T9).

Responses indicated that participants have been demoralised to further their studies due to lack of motivation. The reason being that the Department of Education decided not to give lasting incentives, but once-off cash bonuses. This shows that participants need to be appreciated and motivated to continue to do good. Responses further indicated that long lasting incentives served as a source of motivation. Incentives served as a driving force and a motivating factor behind participants' actions to further their studies (See section 2.6).

Theme 6: Teacher support

Participants indicated that they needed support from different structures of the Department of Education, for example, the principal and the circuit office. Furthermore, participants desired support from competent curriculum advisors who specialised in English (DHET, 2015:64). For example, one participant responded:

I think teachers need to be supported from different structures of the department like in the circuit level. You hardly find a competent curriculum advisor in English, particularly like for now, people are there but not having the expertise. People who are there cannot help, we need curriculum advisors who are specialising particularly in English. At the district level there are hardly workshops where we find English being prioritised, and the other thing is that of teaching everything in mother tongue. I think it's killing English but because you find that in the

Foundation Phase learners are being taught maths in Tshivenda everything in Tshivenda (T9).

Responses indicated that participants needed support from the circuit level. It was further indicated that they needed curriculum advisors who are specialists in the English field. Ironically, participants themselves are not English specialists. Indeed, both the curriculum advisors and the participants should have been English subjects' specialists as required by Norms and Standards for Teachers (See section 1.1). However, none of them is. This means that there is a great need for participants to be supported so that they follow the right path of being English Language specialists for the sake of effective English language teaching in the Foundation Phase.

Participants indicated that the Department of Education could support them by organising many meaningful workshops that last for at least the whole day instead of workshops which started after 12 midday when they were already exhausted. For example, one of the participants responded:

I think if the department can offer a lot of workshops it will be better for them to improve. If they can workshop us from early in the morning because nowadays when we attend workshops, we attend them after 12 o'clock and it can't help the teacher because after 12 o'clock we don't have that energy because we are from the classroom so if they change the time, they workshop teachers it will be better for them to achieve something (T4).

Responses indicated that participants wanted to attend workshops and other trainings. However, the time at which the department staged workshops had been unfavourable to teachers. The reason was that by the time workshops started they were already exhausted, as they had travelled from their workplace. This showed that participants needed to attend workshops from early in the morning.

Participants also impressed upon their need to interact with other English teachers from other schools, so that they learn from each other and share their practice. Participants also indicated that they preferred working as clusters, for example clusters of teachers of

the same grade, phase or school and clusters of different schools. For example, one participant responded:

I think more training is needed and regular workshops and interaction with other English teachers from different schools is important because if we are in groups, we can share the ideas, as a teacher we can learn from each other we share the problems, discuss them and find the solution on how to handle the particular problems (T7).

Responses indicated participants' preference to work as clusters. This helps them to share knowledge with and learn from each other. There is a saying that "Two are better than one." In clusters participants can grow and develop their knowledge and become effective teachers of the English language.

Participants indicated that they needed more materials to use in their classes, especially materials that could be displayed on walls and they also needed visual aids like Television and overhead projectors (See section 3.10.1).

Teachers of English need much more materials to use in the class especially those that need to be displayed on the walls and those that can be used as audio like the even television its very much important because some of the things are visuals, learners can use visual strategy, and we need to have many materials like overhead projector, it can be used so that we can have effective way of teaching English (T2).

Responses indicated that participants needed more materials for use in their classes. Participants draw their content from the available materials. With a variety of materials participants can grow their knowledge and skills and become better and effective English language teachers (Section 3.6.2.1).

Other groups of participants responsible for schools' management indicated that they encouraged teachers to develop and promote themselves through furthering their studies in English, reading English books, attending workshops and working as groups. HoDs care about the welfare of staff members (EEA, 76 of 1998 Chapter A: 4.4 e(iv)). This is the sentiments of one of the participants:

I encourage them to further their studies in English, to read English books, to attend workshops and to work as a group (HoD1).

The above response shows that participants promoted teachers' professional development as they encouraged teachers to take initiatives to study further, attend workshops, work as groups and read English language texts. This shows that participants understand the importance of motivating teachers for them to reach greater heights.

Participants indicated that they encouraged teachers to attend workshops and to further their studies. Participants indicated that they also celebrated teachers' success. Participants also used Integrated Quality Management System (IQMS) for staff development and certificates to reward and motivate teachers for hard work. The following are some of the participants' responses:

I always use verbal motivation to encourage teachers to develop themselves through furthering studies. When one person succeeds, we celebrate their success (P3).

Integrated Quality Management System (IQMS) is used to promote staff. We also conduct workshops. We reward and motivate teachers using certificates. I also encourage them to further their studies and to attend workshops and seminars that empower them with knowledge (P4).

Responses indicated that participants used verbal motivation to encourage teachers to further their studies, attend workshops and seminars. Participants also celebrated teachers' success, used IQMS and reward teachers for hard work. This shows that participants support their teachers so that they develop professionally.

In order to support a climate for continuous improvement of teaching and learning, participants encouraged teachers' self-development through further studies and attendance of workshops organised by the Department of Education. One participant said:

I encourage self-development through further studies. I also encourage teachers to attend workshops of the Department of Education (HoD 5).

The above response shows that a climate for continuous improvement of teaching and learning should be based on self-development through further studies and attendance of

workshops. These should be done for the sake of acquiring new knowledge and skills in order to effectively use the English language (EEA, 76 of 1998 Chapter A: 4.4 e(v)).

5.3.5 Analysis and Interpretation of Data Collected through Observation

The following section provides an analysis of observed data of teachers' and learners' interaction in English Second language lessons. It focuses on indicators of teachers' English Language competence.

Indicator 1

Teachers demonstrate mastery of grammar rules when they teach

It was observed that most teachers demonstrated mastery of the English grammar rules during teaching. However, some teachers used their Home Language most of the time, whereas some did not illustrate the meaning of theme vocabulary as expected in the grade, for example, ***frustrated, disappointed and embarrassed*** (See Figure 5.5). Grade 3 learners needed support from their teachers in terms of the meaning of those words (See Section 1.2). Nevertheless, teachers' demonstration of mastery of grammar rules revealed itself more when some teachers broke down words into letters negotiating for meaning, spelling and pronunciation to support reading and understanding. For example, the teacher said, 'I want us to segment these words':

Moist = m-oi-st

Noise = n-oi-se

Join = j-oi-n

Joined = j-oi-n-ed

g-o-t = got

Further demonstration was shown during the teaching of singular and plurals. For example,

One picture- two pictures.

However, at some points, some teachers constructed sentences carelessly. Instead of asking a well-constructed question (sentence), the question was:

“birds are between the mountains and the what?”

It is vital that teachers always consider proper sentence construction. The question should have been framed in the following way:

“where are the birds?”.

Instances like these where teachers engage learners orally, give learners opportunities not only to communicate but also to construct meaningful sentences and to work on their spelling in terms of written language. For example, the word **‘birds’** can be mistaken to the word **‘beds’** depending on one’s pronunciation. However, the teacher failed to provide further details that pertain to the difference between the two words, ‘birds’ and ‘beds’, what a golden opportunity to teach learners about homophones. However, it was lost.

It is important under this circumstance that teachers engage learners in learning about homophones. Thus, the two words birds and beds sound the same but have different spelling and they mean different things. That is:

birds = creatures that have wings, covered with feathers and can fly

(Horny, 2010:135), whereas

beds = a piece of furniture that people sleep on (Horny, 2010:117).

Indicator 2

Teachers encourage learners to interact with each other using English language.

Most teachers encouraged learners to use English to interact with each other. Teachers also encouraged learners to clap hands for the learner who gave the correct answer. Although teachers encouraged learners to use English, learners lacked the vocabulary to express themselves. When learners gave answers using their Home Language, some teachers reminded learners to use English, through using English themselves. For example,

“what is to think?”, the teacher asked.

“U humbula”, the learner said.

“to think is to reason”, the teachers said (See Figure 5.4).

The above observation shows that some teachers consistently used the English language. They refused to be swayed by learners into using their Home language but maintained the consistent use of the English language.

On the other hand, were teachers who did not encourage learners to engage using the English language. This shows teachers' lack of skills to support English language learning (Makeleni & Sethusha, 2014:104). Nonetheless their learners used English to request for permission to leave the classroom. For example,

“Teacher, may I go out, please?” requested the learner.

This example shows that Foundation Phase learners have an interest in learning the English language. What a challenge to teachers, where learners persuade them to consistently use the English language.

Indicator 3

Teachers use verbal and nonverbal expressions to encourage learners to participate in learning.

It was observed that some teachers used only verbal expressions to encourage learners to participate. When learners did not respond, then teachers used nonverbal expressions, some teachers pointed at something to create an environment that could remind learners about the answers (See Section 1). For example, the teacher pointed at the *locked gate* when they were reading a story. That made one learner to respond:

“the gate is key”.

The teacher corrected: *“The gate is locked”.*

Observations indicated that both verbal and non-verbal expressions were used to encourage learners to participate in learning. From the above example, the learner's answer is not correct, however, the teacher purposefully ignored the learner's wrong answer, but wisely provided the correct answer. This shows that sometimes teachers do not concentrate on the correctness of learners' answers, but on learners' verbal and willingness to contribute (See section 2.2).

In some instances, teachers used both verbal and non-verbal expressions. To remind learners about a **cake**, the teacher gave learners a hint through a song (that is verbal) while pointing (nonverbal) at the cake:

“happy birthday to you, happy birthday to you...”

“cake!”, learners shouted.

During reading, some teachers used pointers to point at words as they read; and then learners followed, however, some teachers kept correcting learners on the wrong pronunciation of some words.

Teachers also used verbal and non-verbal expressions to enhance meaning and understanding. For example, to explain the noun ‘brain’, one teacher asked learners:

“where is the brain?” (verbal expression) while touching his head (nonverbal expression).

learners responded: *“the brain is in the head”*.

Then the teacher gave the synonym of the word brain: *brain – mind*.

Some teachers used songs to call for learners’ attention (See section 3.7.3). Learners responded to the song through singing, as such they paid attention. This is the song:

1 2 3 eyes on me (teacher)

1 2 eyes on you (learners)

Indicator 4

Teachers maintain consistent use of English language in the classroom.

Most teachers tried to maintain the consistent use of English during teaching. To explain the meaning of words, teachers used synonyms, for example:

silly – foolish (See Figure 5.6)

However, some teachers switched from English to Home language to explain the meaning if they thought learners did not understand. For example, the word ‘*think*’. The teacher said:

Think - to reason. “in Venda is ‘*u hambula*’, but in English, *it is to reason*”.

Opinion- idea (muhumbulo)

From the above example, teachers did not forsake the use of the English language, but only explained the difficult word.

But, for some teachers it was difficult to maintain the consistent use of English in the classroom. As a result, they translated instead of code switching only to help learners understand the difficult parts. This could have been the result of lack of proficiency in the English language and lack of the necessary skills to teach English (See section 3.10.6 & section 3.10.5). For example, the teacher said:

“what happened on Monday?”

“Ho itea mini nga Monday” (that is a direct translation of the above sentence).

In another instance the teacher said:

“Please, kha ri vhudzane na ‘neighbour’ uri hu khou thoma mini “.

“kha ambese, nne a thi mu pfi, u khou hevhedza”

“We are writers’, zwi amba uri mini?”

Although some teachers taught the lesson in their Home language, they did not allow learners to give answers using their Home language. When learners gave answers using Home language, for example, the teacher said, *“say it in English”*.

Indicator 5

Teachers give correct feedback on learners’ English language use.

Teachers gave the correct feedback on learners’ English use and pronunciation of words (See section 3.9.4), for example, *tired, asleep*. Teachers gave correct feedback without emphasising on learners’ wrong answers. Learners who performed well in the activity were motivated through the clapping of hands (See section 3.11.2). Occasionally teachers would say, *“very good”*. Teachers corrected learners’ English language, for example, the learner said *“she”* in the place of *Dan*.

‘Dan is a boy’, say “he” don’t say “she”, said the teacher.

Teachers gave learners correct feedback using full sentences. For example:

The teacher asked, *“what is happening in the second picture?”*

The learner responded, *“the girl is run,”*

The teacher corrected, *“the girl is running.”*

During observation the researcher observed that learners lacked vocabulary of the English language. As a result, some teachers resorted to use learners Home Languages. A tendency which opened doors to reluctance to use English by both learners and teachers. The researcher noted that teachers did not only code-switched to explain difficult words, some teachers ended up teaching English in Home language, translating every sentence or word to Home language instead of explaining sentences or words using different English words, like synonyms, antonyms or opposites etc.

The researcher also observed that lesson plans were too long because they included too many items to be covered within the stipulated time of the day. This is an example of the lesson plan for the period of EFAL: *Week 8, Monday: Group Guided Reading and Independent Reading (15 minutes); Week 8: Monday: Writing (15 minutes); Week 8: Monday: Phonemic Awareness & Phonics (5 minutes); Week 8 Monday: Daily Activities (10 minutes)* (DBE. Grade 3 - Term 2: Week 8, Theme: We are writers: 234-237) (See Figure 5.2). All those identified aspects of a lesson plan are composed of many different sub-items. The researcher noted that teachers run through the daily lesson plans as expected for the sake of the allocated time, curriculum coverage and examination, not considering whether learners understood or not.

Another thing was that in some schools there was overcrowding. One teacher handled more than 65 learners in one class. The researcher noted that such a condition made it difficult for teachers to attend learners as individuals. The researcher also noted that the interaction using the English language was, therefore, left between the teacher and some few active learners, leaving passive and slow learners unattended.

Lastly, the researcher also observed that some schools experienced overcrowding because they lacked infrastructure. With some school, it was lack of reading materials which was not yet delivered for the term.

5.3.6 Analysis and Interpretation of Data Collected through Document Analysis

The purpose of this section was to review the most considered important document on the teaching and learning of the English Second language, that is the lesson plan. This section sought to find teachers' use of written language on lesson plans in other words; how competent were teachers' writing.

Teachers' lesson plans were critically examined. The researcher observed that the available lesson plans that teachers used were not their own written products. It means that teachers did not develop them. As a result, some of the content did not relate to the learners' contexts. Thus, the content did not address the needs of the learners within that environment. For example, the use of words like *beach*, *sea* et cetera in the Limpopo Province, a province which is very far from the sea. However, some teachers had charts which they developed to aid their teaching, for example, Figures 5.3; 5.4; 5.5; 5.6 & 5.7.

The study revealed that the lesson plan referred to page 58 of the Big Book, but there were no big books to that effect in one of the visited schools. However, in other schools, teachers used the Anthology and not the Big Book, on which the page was reflected as page 100 and not page 58. Only the teacher had the Anthology book, as such, the teacher had to make copies for learners. That proved that the provided lesson plans were somewhat unreliable.

5.4 TRIANGULATION OF DATA

This section presents the integration of empirical findings of the study. This study triangulated the findings collected through interviews with teachers, Heads of Departments and principals of schools, classroom observation, document analysis, literature and theory used in the study on teachers' effectiveness on the use of English

second language. The rationale for triangulating data was to ensure trustworthiness and confidence in the findings and conclusions.

5.4.1 Nature of English Second language Competence Foundation Phase Teachers Exhibited when Teaching

Qualitative data gathered through observation revealed that most participants demonstrated mastery of grammar rules during teaching as supported by literature (Pardo, 2004:273 and Soepriyatna, 2012:46) and the theory used in the study (Krashen, 1982:10). For example, teachers broke down words into letters as they negotiated for meaning, spelling and pronunciation to support reading and understanding.

However, at some points, some teachers also demonstrated careless construction of sentences. For example, *'the birds are between what and what?'* The theory of second language acquisition posits that language acquirers should monitor their language before they make utterances (Krashen, 1982:15). This means that teachers should always monitor their language structure and use (See section 3.9.8). Teachers should pay attention to the form or think about the correctness of their language before they speak. It is vital that teachers model good English language use to their learners. This is supported by literature (Richards, 2010:104 and Low, Chong & Ellis, 2014:66).

Interviews and observed data revealed that most teachers encouraged learners to use English to interact with each other. This means that teachers encourage learners to initiate utterances for them to acquire the English language (Krashen, 1982:15; Wright, 2010:45). Theoretically, learning comes to the party only to make changes in the form of people's utterance, after it has been "produced" by the acquired system (Krashen, 1982: 15). Literature requires that teachers maintain fluent use of the English language and support learners to do the same (Pardo, 2004:273).

Most teachers tried to maintain the consistent use of the English language during teaching, literature support this observation (Richards, 2010:103; Pardo, 2004:273). To explain the meaning of words, teachers used synonyms, for example: *silly– foolish* (Figure

5.6). This indicates that teachers have enough input, as required by the theory (Krashen, 2013:1 & 1985:1). However, some teachers switched from English to their Home language to explain the meaning of what they thought learners did not understand. This could have been caused by lack of necessary skills to teach the English language (See section 3.10.5), the fact that English is taught by teachers who did not offer this subject while under training (Gaynor, 2015:166; Thakur, 2013:128), that teachers are either trained in old methods and have never cared to look for something better in new techniques or they received new insight but never apply their knowledge to the actual teaching work and remain satisfied with routine methods (Thakur, 2013:128) or due to incompetency or lack of relevant qualifications which cause many primary school teachers to simply not want to teach English (Gaynor, 2015:167). It is important for teachers of the English language to have enough input of this language.

Although literature points out that explanations and illustration should be given in English (Richards, 2010:103; NEEDU, 2013:23 and Soepriyatna, 2012:48), for some teachers it was difficult to maintain the consistent use of English in the classroom. As a result, they translated instead of code switching. Thus, they ended up teaching in Home language instead of the English language. Teachers should be trained to maintain the consistent use of English language in the classroom.

Literature upholds that teachers should give feedback to learners (Richards, 2010:103; Gaynor, 2015:168). In line with literature, teachers gave correct feedback on learners' English use and pronunciation of words. They gave correct feedback without emphasising on learners' wrong answers but emphasising on meaning as supported by the theory used in this study (Krashen, 1981:99 and Abukhattala, 2013:128).

The nature of English language competence Foundation Phase teachers exhibited when teaching, was dependent on them as life-long learners, this is supported by literature (DoE, 2002:3). In line with literature, interview and observation data revealed that teachers maintained that sharpening of skills through further studies made them knowledgeable and competent (Ur, 2010:286; Sudarsono, Yunitasari & Gunawan, 2017:141), as a result, they taught from an informed point of view (Liakopoulou,

2011:474). Teachers also received motivation and support from HoDs and principals to further studies, attend workshops and seminars. However, teachers' further qualifications did not specialise in English. This means that had they specialised in English they would have been better than their current state. This reveals that there is a need for teachers to engage in continuous professional teachers' development trainings and further their studies in the English Second language.

Through interviews, teachers revealed that they were demoralised to further their studies because of the department's stand not to give them incentives after completing their furthered studies. Literature calls upon high level of qualification to match with competence in pedagogical content knowledge (Liakopoulou, 2011:474). According to Krashen (1982:31) motivation is important, it helps people to improve their performance. In this case incentives as a motivating factor can help encourage teachers to further their studies and become lifelong learners.

Interview data indicated that teachers needed support from the circuit level. It was further indicated that teachers desired support from competent curriculum advisors who specialised in English (DHET, 2015:64). Ironically, teachers themselves were not English specialists. Indeed, both the curriculum advisors and the teachers should have been English subjects' specialists as required by Norms and Standards for Teachers (See section 1.1). However, none of them was. This means that there is a great need for teachers to be supported so that they follow the right path of being English Language specialists for the sake of effective English language teaching in the Foundation Phase.

It was also revealed that the Department of Education could support them by organising many meaningful workshops that last for at least the whole day instead of workshops which started after 12 midday when they were already exhausted. This shows that teachers wanted to attend workshops and other trainings. However, the time at which the department staged workshops had been unfavourable to teachers. The reason was that by the time workshops started they were already exhausted, as they had travelled from their workplace. This showed that teachers needed to attend workshops from early in the morning.

It was also indicated that teachers preferred to work as clusters. This helps them to share knowledge with and learn from each other. There is a saying that “Two are better than one.” In clusters teachers can grow and develop their knowledge and become effective teachers of the English language. It was also revealed that teachers needed more materials for use in their classes. Teachers draw their teaching content from the available materials. With a variety of materials teachers can grow their knowledge and skills and become better and effective English language teachers (Section 3.6.2.1).

5.4.2 Challenges Teachers Encountered when Teaching English as a Second Language

Interview and observation data attested that teachers encountered numerous challenges when teaching English Second language. Amongst others, teachers were faced with learners’ inability to read and write, learners lacked the English language background from previous grades (Anyiendah, 2017:1; Buri & Bautista, 2014:54) and they did not understand the English language.

The other challenge was that participants pointed out that teachers in previous grades neglected teaching English and preferred teaching Home languages and other subjects which were taught in Home languages. It was also observed that some participants neglected the use of the English language during teaching. This could have been caused by lack of necessary skills to teach the English language (See section 3.10.5), the fact that English is taught by teachers who did not offer this subject while under training (Gaynor, 2015:166; Thakur, 2013:128), that teachers are either trained in old methods and have never cared to look for something better in new techniques or they received new insight but never apply their knowledge to the actual teaching work and remain satisfied with routine methods (Thakur, 2013:128) or due to incompetency or lack of relevant qualifications which cause many primary school teachers to simply not want to teach English (Gaynor, 2015:167).

Literature condemns lack of proficiency in English (See section 3.10.6). This contributes to limited exposure to the use of English language, taking into consideration that English

was allocated less time (4hrs 30 min) as compared to other subjects (7hrs) per week in the Foundation Phase (See section 3.10.6 & See Figure 5.1). In this regard, teachers need training for them to be proficient users and teachers of the English language.

Through observation and interviews findings, it was revealed that some teachers lacked materials (Thakur, 2013:128), which worsened because of the Department of Education's failure to supply materials on time, which was one of the biggest challenge teachers faced. Teachers also faced over-crowding (Thakur, 2013:128) which resulted to lack of learners' individual attention. As a result, the interaction using the English language was, therefore, left between the teacher and some few active learners, leaving passive and slow learners unattended.

Observation findings revealed that learners lacked the vocabulary of the English language. As a result, some teachers resorted to use learners Home Languages. A tendency which opened doors to reluctance to use English by both learners and teachers. Literature condemns lack of necessary skills to teach the English language (See sections 3.10.5 & 3.10.6). Not only did teachers code-switched to explain difficult words, some ended up teaching English in their Home languages, translating every sentence or word to the Home language instead of providing more input through using different English words, like synonyms, antonyms or opposites, etc. Teachers should provide more comprehensible input. Literature clearly states that teachers should provide examples of words and grammatical structures and give accurate explanations of vocabulary and language points (Richards, 2010:103). This shows that teachers need specialized training to acquire skills to teach the English language.

With regards to the lesson plans, document analysis and observation findings revealed that they were too long and heavily loaded, for they included too many aspects to be covered during one period (See Figure 5.2). As a result, teachers ran through them for compliance as expected for the sake of the allocated time, curriculum coverage and examination, not considering whether learners understood or not. Although it is good for teachers to receive ready-made lesson plans, it takes away teachers' autonomous voice, that voice of the teachers as a designer of learning materials.

5.4.3 Strategies Foundation Phase Teachers used to Teach English

Literature requires that teachers should be competent to use both verbal and nonverbal communication (Bagarić & Djigunović, 2007:96; Buri & Bautista, 2014:59 and Gaynor, 2015:164). In support of literature, interviews revealed that teachers used pictures and demonstrations to promote the teaching of English. Observation revealed that some teachers used only verbal expressions to encourage learners to participate, however, when learners did not respond, teachers used nonverbal expressions. For example, teachers pointed at something to create an environment that could remind learners about the answers. Literature supports the use of verbal and nonverbal expressions.

Findings obtained through interviews and observation revealed that teachers used different strategies to teach English (Ortega, 2013:211), namely, verbal and non-verbal teaching strategies. Some teachers used storytelling, dramatising, demonstrations (actions), reading schemes, phonics and word attack whereas some used spelling bees, radio, question and answer method, big books, question of the day, teaching learners as a group, flash cards and picture reading. The use of different strategies is supported by literature (Bolintao, 2017:24; Hugo & Lenyai, 2013:9; & Richards & Rodgers, 2001:159), for example, communicative language teaching, the Total Physical Response, story reading and telling and songs. Literature further revealed that teachers should be able to use different strategies to create a warm and friendly classroom atmosphere (Richards, 2010:113).

Teachers communicated with learners in English and encouraged them to speak in English as supported by literature (Hugo & Lenyai, 2013:9), even when they were at their homes so that they could be fluent (Richards & Rodgers, 2001:159). It was also revealed through interviews and observation that teachers used readers, oral learning, simple words, action songs (Widyaningrum, 2011:39), action rhymes, poems, shared reading, gestures, pictures, demonstration and repetition to promote the teaching of English in the Foundation Phase (Hugo & Lenyai, 2013:14). The study also revealed that teachers put more emphasis in reading and writing (National Council of Educational Research and Training (NCERT), 2006:7).

Literature findings revealed that teachers should have the basic knowledge of second language acquisition theories (Hong, 2008:62), in order to be more effective in the use of English language. Teachers should also be able to comprehend texts accurately (Richards 2010:103). It was also revealed that teachers should improve their knowledge and skills (Selvi, 2010:167; Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3) for them to remain competent in the use of the English language (DoE, 2002:3). Thirdly, teachers should maintain the consistent use of English during teaching in order to remain more effective in the use of the English language (Richards, 2010:113).

5.5 CONCLUSION

The focus of this chapter was to present analysed and interpreted data obtained using interviews, classroom observations and document analysis. The interview schedule was divided into two sections comprising demographic and contextual data. The interview schedule consisted of items which solicited the views of teachers on the Foundation Phase teachers' effectiveness on the use of English Second Language. There was no indication that demographic data affected participants' effectiveness on the use of English second language, however with some teachers their long teaching experience proved beneficial on maintaining discipline during teaching.

The study revealed that most teachers demonstrated mastery of English grammar rules during teaching. However, some teachers used the Home Language most of the time, whereas some did not illustrate the meanings of theme vocabulary as expected in Grade 3. When learners gave answers using the Home Language, some teachers reminded learners to use English, through using English themselves. Teachers used verbal and non-verbal expressions to encourage learners to participate in learning. Most teachers tried to maintain the consistent use of English during teaching. However, some teachers switched from English to the Home language to explain the meanings of words they thought learners did not understand. Teachers also gave the correct feedback on learners' English language use.

Teachers encountered numerous challenges when they taught English as a Second language. Amongst the challenges were overcrowding, which led to lack of learners' individual attention. The other challenge was that learners reached Grade 3 with very little knowledge of English. Most learners did not understand most of the English words, as such, they could not read and write because they did not understand English. Teachers in Grade 1 and 2 relied mostly in their home language, as a result, learners reached Grade 3 insufficiently prepared regarding English. This could have been caused by challenges such as teachers' lack of necessary skills to teach the English language (See section 3.10.5), the fact that English is taught by teachers who did not offer this subject while under training (Gaynor, 2015:166; Thakur, 2013:128), teachers are either trained in old methods and have never cared to look for something better in new techniques or they received new insight but never apply their knowledge to the actual teaching work and remain satisfied with routine methods (Thakur, 2013:128) or due to teachers' incompetency or lack of relevant qualifications which cause many primary school teachers to simply not want to teach English (Gaynor, 2015:167).

Other challenges were that some parents were illiterate, so, they could not help their children with English homework; lesson plans used were too long for the stipulated time and they dealt with a lot of things at the same time and they were unfit for most learners. As a result, during teaching, teachers ran over lesson plans for the sake of examination and that negatively affected slow learners, ending up confused because they sometimes needed a repetition and drilling for some days before they understood what was being taught. English has been allocated less time as compared to other subjects in the Foundation Phase. Lastly, the department constantly changed materials and ended up not supplying on time.

Despite challenges teachers face when teaching, there are various strategies FP teachers used to teach English. The study revealed that teachers put more emphasis on phonics so that learners could learn new words and learn to read. Teachers also encouraged attentive listening during communication so that learners could respond appropriately. Another strategy was the use of concrete objects, acting and dance to

demonstrate and encourage learners to imitate or to dramatise knowledge. With the use of pictures teachers encouraged learners to predict messages of pictures.

CHAPTER 6

SUMMARY, LIMITATIONS, CONCLUSIONS, RECOMMENDATIONS

“Every art and every inquiry, and similarly every action and choice, is thought to aim at some good; and for this reason, the good has rightly been declared to be that at which all things aim” (Aristotle).

6.1 INTRODUCTION

This chapter presents summary, limitations, conclusion, recommendations and suggestions for further study.

6.2 SUMMARY OF THE FINDINGS

The summary of the study was informed by the research questions, literature review and empirical findings.

6.2.1 How the Study Responded to the Research Questions

The study was guided by the following main research question: How can the English Second language teachers be more effective in the use of the English language?

The English language has capacity to open doors of communication in terms of education, business, law, politics and serves as a lingua franca. Teachers carry the responsibility for imparting the English Second Language knowledge, skills and values to learners. Thus, the value of teachers' English competence is immeasurable due to its implications on learners' contribution to education, economy, politics, law and other areas where English dominates. As such, it is vital that the English Second language teachers should be more effective in the use of the English language.

The study established that there were different ways to strengthen teachers' effectiveness in the use of the English language. Firstly, teachers should engage themselves in

continuous professional teachers' development trainings to improve their knowledge and skills (Selvi, 2010:167; Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3) for them to remain competent in the use of the English language (DoE, 2002:3).. Secondly, teachers should have a basic knowledge of second language acquisition theories (Hong, 2008:62), in order to be more effective in the use of English language Thirdly, teachers should maintain the consistent use of English during teaching in order to remain more effective in the use of the English language. Lastly, teachers should be able to use different strategies to create a warm and friendly classroom atmosphere (Richards, 2010:113).

RESEARCH QUESTION 1:

What is the nature of English language competence teachers exhibit when they teach Foundation Phase learners?

It was established from the study through observation that teachers demonstrated mastery of grammar rules during teaching. Participants show-cased their mastery of grammar rules when, for example, they broke down words into letters as they negotiated for meaning, spelling and pronunciation to support reading and understanding (Pardo, 2004:273). However, at some points it was observed that some teachers carelessly constructed sentences to promote language learning. For example, "*birds are between the mountains and the what?*". Literature states that good teachers, take into consideration that learners make errors as they learn and they give learners opportunities to correct their incorrect utterances (Pence & Justice, 2008:304).

Although some teachers used only verbal expressions to encourage learners to participate, when learners did not respond during class, teachers used non-verbal expressions, that is, they pointed at something to create an environment that could remind learners about the answers. Literature supports the use of verbal and non-verbal expressions (Bagarić & Djigunović, 2007:96).

Most teachers tried to maintain the consistent use of English during teaching (Richards, 2010:103; Pardo, 2004:273). To explain meaning of words, they used synonyms, for example: *feel – touch*. Although literature points out that explanations and illustration should be given in English (Richards, 2010:103; NEEDU, 2013:23 & Soepriyatna, 2012:48), for some teachers it was difficult to maintain the consistent use of English in the classroom. Thus, they switched from English to Home language to explain difficult vocabulary. As a result, they translated instead of code switching only to help learners understand the difficult concepts. This, however, promotes lack of proficiency in the English language perpetuated by lack of necessary skills for effective English language teaching and learning (Makeleni & Sethusha, 2014:104). Krugel & Fourie (2014:219), are against incompetent English teaching, for it hampers and impairs the learning process.

The study also revealed that teachers gave correct feedback on learners' use of English and pronunciation of words. Literature upholds that teachers should give feedback to learners (Richards, 2010:103; Gaynor, 2015:168). Teachers gave correct feedback without emphasising on learners' wrong answers.

Interviewed participants maintained that the nature of English competence Foundation Phase teachers exhibited when teaching, was dependent on them (teachers) being life-long learners (DoE, 2002:3) through furthering their studies, so that they fit perfectly in the changing world which needed people to learn continuously. In line with literature, participants revealed that sharpening of skills through further studies made teachers knowledgeable and competent (Ur, 2010:286; Sudarsono, Yunitasari & Gunawan, 2017:141), as a result, they taught from an informed point of view (Liakopoulou, 2011:474).

However, the study also revealed that majority of participants were demoralised to further their studies because of the department's stand of not giving incentives to teachers after they completed their studies and that teachers lacked funding towards the study of English. Those teachers who furthered their studies, as revealed in this study, pursued

different qualifications which had nothing to do with English. For example, all interviewed teachers furthered their studies in Education Management.

RESEARCH QUESTION 2:

What challenges do teachers encounter when they teach English as a Second language (ESL)?

Data collected through interviews attested that participants encountered numerous challenges when teaching English Second language. Amongst others, teachers were faced with learners' inability to read and write, learners lacked English language background from the previous grades (Anyiendah, 2017:1; Buri & Bautista, 2014:54) and they did not understand English. Participants pointed out that teachers in previous grades neglected the teaching of English and preferred teaching in Home. However, participants themselves also neglected the teaching of English, they taught English using Home languages. This could have been caused by teachers' lack of necessary skills to teach the English language (See section 3.10.5), the fact that English is taught by teachers who did not offer this subject while under training (Gaynor, 2015:166; Thakur, 2013:128), that teachers are either trained in old methods and have never cared to look for something better in new techniques or they received new insight but never apply their knowledge to the actual teaching work and remain satisfied with routine methods. (Thakur, 2013:128) or due to incompetency or lack of relevant qualifications which cause many primary school teachers to simply not want to teach English (Gaynor, 2015:167). This added to lack of exposure in English and impressed upon less teaching time allocated to the English language per week as compared to other subjects in the Foundation Phase (See Figure 5.1).

There was lack of resources (Thakur, 2013:128). In some instances, the Department of Education failed to supply material on time, which was one of the biggest challenge teachers faced. Teachers also faced over-crowding (Thakur, 2013:128), which led to lack of individual attention given to learners. Consequently, classroom interaction using the English language was, therefore, left between the teacher and some few active learners, leaving passive and slow learners unattended. Above all, learners had no background

of the English language, they heard and spoke English only at schools (Sulistiyo, 2015:1) and lacked support from home.

Observation data corroborated with the above challenges with the addition that learners lacked vocabulary of the English language. As a result, some teachers resorted to using learners' Home Languages. A tendency which opened doors to reluctance to use English by both learners and teachers. Not only did teachers code-switch to explain difficult words, some ended up teaching English in their Home language, translating every sentence to Home language instead of explaining using different English words, like synonyms, antonyms or opposites etc. This shows lack of skills for effective English language teaching. Therefore, teachers need training to acquire skills for effective English language teaching.

Through Document analysis and Observation data, the study revealed that teachers' autonomy, ownership and creativity have been taken away from them. Teachers no longer plan lessons for their learners but receive ready-made lesson plans. It was also observed that lesson plans were too long and heavily loaded, for they included too many aspects to be covered within one period. As a result, teachers ran through them for compliance as expected for the sake of the allocated time, curriculum coverage and examination, not considering whether learners understood or not (Thakur, 2013:129; Anyiendah, 2017:2). This does not impact negatively on teachers only, but also on learners. Such one size fits-all kind of lesson plans do not accommodate slow and passive learners. Moreover, teachers do not have the flexibility of teaching those lessons.

RESEARCH QUESTION 3:

What are the appropriate teaching strategies that could strengthen English language competence of Foundation Phase teachers?

Findings obtained through interviews revealed that teachers used different strategies to teach English (Ortega, 2013:211). Some teachers used storytelling, dramatising, demonstrations (actions), reading schemes, phonics and word attack whereas some used spelling bee, radio, question and answer method, big books, question of the day, teaching

learners as a group, flash cards and picture reading. Teachers communicated with learners in English and encouraged them to speak in English (Hugo & Lenyai, 2013:9), even when they were at their homes so that they could be fluent (Richards & Rodgers, 2001:159). This aligns with Krashen for teachers should help learners with language learning. That is, learners are encouraged to consciously know and apply the knowledge of English language and should be able to talk about them (Krashen, 1982:10).

It was also revealed that teachers used readers, oral learning, simple words, action songs (Widyaningrum, 2011:39), action rhymes, poems, shared reading, gestures, pictures, demonstration and repetition to promote the teaching of English in the Foundation Phase (Hugo & Lenyai, 2013:14). Teachers' use of action songs, action rhymes, poems and demonstration help learners with the acquisition of the English language, for they internalise the language putting emphasis on the message (meaning) (Abukhattala, 2013:128). Thus, learners' informal learning of language, is called acquisition (Krashen, 1982:10).

Literature pointed among other strategies Total Physical Response (TPR) and Communicative Language Teaching (CLT). Under TPR teachers can use actions gestures and the whole body to make the meaning clear (Hugo & Lenyai, 2013:14). TPR encourages teacher-learner and learner-teacher interactions (Hugo & Lenyai, 2013:81). On the other hand, Communicative Language Teaching's purpose is learning language to use it to communicate in the target language with other speakers (Wright, 2010:45). This strategy best encourages learners to speak. The communicative approach is closely related with competence and performance, where competence is a presumed underlying ability and performance is the overt manifestation of that ability (Mustadi, 2012:19).

Literature pointed out that teachers should have the basic knowledge of second language acquisition theories (Hong, 2008:62), in order to be more effective in the use of English language. Teachers should also be able to comprehend texts accurately (Richards 2010:103). It was also revealed that teachers should improve their knowledge and skills (Selvi, 2010:167; Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011:3) for them to remain competent in the use of the English language (DoE, 2002:3). Thirdly, teachers

should maintain the consistent use of English during teaching in order to remain more effective in the use of the English language (Richards, 2010:113).

It is also indicated in literature that teachers' content knowledge should not fall below acceptable level, lest it becomes a significant impediment to the learners' learning and the teachers' confidence becomes affected (Coe, Aloisi, Higgins & Major 2014:2). To protect teachers' confidence there should be constant improvement of teachers' understanding towards language and language learning (Ur, 2010:286). DoE (2002:3) expects teachers to be scholars, researchers and life-long learners. Effective teaching and learning require teachers to improve their knowledge and skills (Selvi, 2010:167).

6.2.2 Summary of the Reviewed Literature

Teachers are critical role players in teaching and learning. What teachers know can do in the classroom is the most important aspect resulting in learner achievement (Wong, 2004:41). Literature further revealed that teachers extremely needed the basic knowledge of second language acquisition theories, for it directly influences and impacts on their ability to provide appropriate content-area instruction to learners (Hong, 2008:62). Furthermore, it was revealed that teachers' practical knowledge base is gained when it is grounded in theory and principles and informed by a knowledge base of effective language and content teaching appropriate to the stage of a programme and the teachers' development (Cloud, 2005:279).

This requires teachers' growth and professional development in the English Language, because their understanding, and knowledge of the English language enables them to focus more on finding and using effective strategies that enable learners to communicate clearly, effectively and efficiently in different contexts (Teaching English to Speakers of Other Languages (TESOL) International Association, 2012:11). This implies that effective teaching and learning requires teachers to improve their knowledge and skills (Selvi, 2010:167). Sharpening of skills through further studies made teachers knowledgeable and competent (Ur, 2010:286; Sudarsono, Yunitasari & Gunawan, 2017:141), as a result, they taught from an informed point of view (Liakopoulou, 2011:474).

The Department of Basic Education (2014:5) believes that, improved Language of Learning and Teaching (LoLT) will enable learners to fully participate in society and in the economy as well as to support their general conceptual growth through equitable and meaningful access to education. Literature revealed the increasing use of English as a global language and as a lingua franca or common language to enable people from non-English-speaking countries to communicate with those who speak English (Tuan, 2017:104). It also revealed the power of the English language in the political, economic and educational spheres of the global stage (Plonski, Teferra & Brady, 2013:3). In almost 53 countries in Africa, English is used for communicative purposes (Plonski, Teferra & Brady, 2013:5). It is also used as an official language of the African Union and as an international language, English is important for the continent (Negash, 2011:3). English competence is vital for people in a country like South Africa that seeks to actively contribute in the international economy and requires access to information and knowledge for social and economic development (Barnard, 2010:1).

Competence in English Second Language teaching involves the effective and accurate use of the English language to successfully communicate information through speaking and writing and to successfully derive meaning through reading and listening (Richards, 2017:8). Literature also pointed that competent teaching is premised upon the acquisition, integration and application of different types of knowledge practices or learning (DHET, 2015:11), amongst them is pedagogical learning, which includes specialised pedagogical content knowledge (DHET, 2015:12). Pedagogical Content Knowledge is the specialized knowledge of how to teach the subject, the specialised knowledge that makes teachers good English language teachers. These are teachers who have the knowledge to present subject matter using different ways or strategies that enable learners to understand (Zhang & Zhan, 2014:570).

Successful teachers, therefore, use different strategies to create a warm and friendly classroom atmosphere (Richards, 2010:113). These are ways to get children to learn incidentally, without them focusing on the fact that they are learning (Hugo & Lenyai, 2013:12). For example, Communicative Language Teaching, also known as communicative approach, Total Physical response, Songs and Story reading.

Communicative Language Teaching (CLT) also known as Communicative Approach, emphasises the function of language rather than its structure and it does not concentrate on the errors that learners make when they learn the language (Hugo & Lenyai, 2013:9). It is vital that Communicative Language Teaching should be based on and respond to the learners' communication needs. For example, levels of grammatical accuracy required in oral and written communication (grammatical competence), needs relating to setting, topic and communicative functions (sociolinguistic competence) and compensatory communication strategies to be used when there is breakdown in one of the other competences (strategic competence) (Canale & Swain, 1980:27). According to Thakur (2013:131), teachers should always speak to their learners instead of just teaching them. According to Krashen (1982:21), the teachers' focus should be on the meaning and not on the form of the message.

Total Physical Response emphasises a pre-speech period where learners listen to what teachers say without answering or saying a word in English (Hugo & Lenyai, 2013:10). Teachers can use actions gestures and the whole body to make the meaning clear (Hugo & Lenyai, 2013:14). Learners need to improve their English vocabulary by listening to songs (Widyaningrum, 2011:39). According to DBE (2011:23), it is expected that as daily activities (1 hour per week) should be composed of, amongst others, the singing of simple songs and the performance of actions with guidance and joining in action rhymes and songs, doing the actions every day. Regular story reading triggers the acquisition process in learners and encourages reading in both the teacher as well as the learners (National Council of Educational Research and Training (NCERT), 2006:7).

Teachers' competence contributes to their teaching performance (Liakopoulou, 2011:474) and has a certain effect on learners' learning. According to Richards (2010:103), there are many language-specific competences that language teachers need in order to teach effectively and avoid dependency on teaching materials. Among others, teachers should be able to:

Comprehend texts accurately, provide good language models, maintain use of the target language in the classroom, maintain fluent use of the target language, give explanations and instructions in the target language, provide examples of words and grammatical structures and

give accurate explanations (e.g. of vocabulary and language points), monitor his or her own speech and writing for accuracy, give correct feedback on learner language, provide input at an appropriate level of difficulty and provide language-enrichment experiences for learners.

Literature revealed that there were various challenges teachers encountered when they taught English. The English language learning syllabus is created wholly from the examination point of view. As a result, the content does not focus on raising the level of communicative competence of learners, but it is confined within the exam paper (Thakur, 2013:129). The other challenge is overcrowding. Handling large classes puts a strain on the teachers' ability to provide quality English language work to learners because the teacher-learner ratio is not proportional (Anyiendah, 2017:2). Furthermore, the limited exposure to English and the limited classroom language opportunity to use the English language are the reasons for the lack of proficiency in English (Anyiendah, 2017:1; Buri & Bautista, 2014:54). This implies that the English language acts as a further barrier to participation in flows of information (Janks, 2014:9). To top the list, is the limited content and pedagogic knowledge of teachers. Teachers' own limited English language competence limits the provision of sustained classroom discourse for comprehensible input. This, therefore, paints a dismal picture of the preparedness of English teachers (National Council of Educational Research and Training (NCERT), 2006:7).

6.2.3 Summary of the Empirical Findings

The findings of this qualitative study revealed that most teachers demonstrated mastery of English grammar rules during teaching. Teachers used verbal and non-verbal expressions to encourage learners to participate in learning. Most teachers tried to maintain the consistent use of English during teaching. However, to some it was difficult to consistently use the English language, as a result, they switched from English to their Home language to explain difficult vocabulary to learners.

Teachers encountered numerous challenges when they taught English as a Second language. Amongst others were overcrowding, which led to lack of learners' individual attention, learners reached Grade 3 with very little knowledge of English, most learners

did not understand most of English words, as such, they could not read and write because they did not understand English. Teachers in Grade 1 and 2 relied mostly in their Home language, as a result, learners reached Grade 3 insufficiently prepared with regards to English proficiency. Lesson plans used were too long for the stipulated time. As a result, teachers ran over them for the sake of examination and that negatively affected average and slow learners, who sometimes needed repetition and drilling before they could understand what was taught. English has been allocated less time per week as compared to other subjects in the Foundation Phase. The other challenge was that the department constantly changed materials and ended up not supplying them in time.

On the strategies FP teachers used to teach English, the study revealed that teachers used different strategies to teach English (Ortega, 2013:211). Some teachers used storytelling, dramatising, demonstrations (actions), reading schemes, phonics and word attack, flash cards and picture reading. Teachers communicated with learners in English and encouraged them to speak in English (Hugo & Lenyai, 2013:9). It was also revealed that teachers used readers, oral learning, simple words, action songs (Widyaningrum, 2011:39), action rhymes, poems, shared reading, gestures, pictures, demonstration and repetition to promote the teaching of English in the Foundation Phase (Hugo & Lenyai, 2013:14). The study also revealed that teachers put more emphasis on reading and writing (National Council of Educational Research and Training (NCERT), 2006:7).

Participants maintained that the nature of English competence they exhibited when teaching, was dependent on them (teachers) being life-long learners (DoE, 2002:3) through furthering their studies and attendance of workshops and seminars, so that they fit perfectly in the changing world which needed people to learn continuously. In line with literature, participants further indicated that sharpening of skills through further studies made them knowledgeable and competent (Ur, 2010:286; Sudarsono, Yunitasari & Gunawan, 2017:141), as a result, they taught from an informed point of view (Liakopoulou, 2011:474).

6.3 CONCLUSIONS

The researcher set out to investigate how the English Second language teachers can be more effective in the use of the English language. Above all, the study established that teachers should engage themselves in continuous professional teachers' development trainings such as furthering studies, attendance of workshops and seminars to improve their knowledge and skills. Secondly, teachers should have a basic knowledge of second language acquisition theories. Thirdly, teachers should always maintain the consistent use of English during teaching and learning. Lastly, teachers should be able to use different strategies to create a warm and friendly classroom atmosphere that encourages the consistent use of the English language.

The acquisition and development of teachers' competence need to be viewed as a career-long endeavour (European Commission, 2013:9). This means that competence development is not and cannot be a once off transaction. In this regard, South African teachers are expected to be life-long learners (DHET, 2015:58; Brunton & Associates, 2003: A-47). To strengthen Foundation Phase teachers' English Second Language competence of Foundation Phase teachers, this study concluded that teachers should improve their knowledge and skills through Continuous Professional Teachers' Development (CPTD), they should develop themselves through different trainings, such as furthering of studies, attendance of workshops and seminars. It is vital that teachers should have the basic knowledge of second language acquisition theories. They should use various strategies that promote effective use of the English language. Teachers should maintain the consistent use of English during teaching and monitor their use of the English language for correctness. However, to do these, teachers need courage, they should have the right attitude and motivation and be willing to receive support from their HoDs, Principals and the Department of Education.

6.4 RECOMMENDATIONS

This research has implications for strengthening Foundation Phase teachers' effective use of English Second Language. There is possible course of action that FP teachers,

Heads of Department and Principals of schools in Vhembe District can consider strengthening teachers' competence in the use of the English language.

- The worth of teaching English Second Language in the Foundation Phase should be promoted to avoid it from becoming a barrier in communication and during the years of learning.
- The competence of Foundation Phase teachers in the use of English language should be enhanced through life-long learning.

Foundation Phase Teachers may:

- enhance their English Language Competence through improved Continuous Professional Teachers' Development, for example, furthering studies, attendance of workshops and seminars.
- adopt a culture of using English language for communication and understanding.
- adopt a variety of teaching and learning strategies for effective English Second Language teaching and use.
- enhance their English Language Competence through improved research in the English language.
- adopt and use theories of Second Language Acquisition.

HoDs may:

- encourage teachers to use English for teaching, learning and communication.
- monitor the use of the English Language in classes and during school hours.
- identify areas that need support and provide intervention.
- allocate adequate time for the administration of all the intervention programmes
- help in the provision of relevant English materials.
- regularly monitor and supervise the administration of the intervention programmes
- motivate teachers to further their studies in the English language.

Principals of schools may:

- facilitate the provision of English materials
- facilitate and organise for teachers' attendance of English language workshops

- motivate and encourage teachers to further their studies in English language
- facilitate the construction of classrooms and equip them for functionality.
- initiate sustainable intervention programmes to strengthen Foundation Phase teachers' English competence and the teaching and learning of the English language.
- supervise and evaluate the administration of the intervention programmes
- provide adequate supervision training programmes for all HoDs and senior teachers for effective supervision of intervention programmes to strengthen Foundation Phase teachers' English competence
- ensure that teachers are aware of continuous professional teachers' development services available for them.

Department of Basic Education may:

- provide English materials on time.
- encourage teachers and provide funding for them to further their studies in the English language.
- provide sustainable rewards for teachers who further their studies.
- organise Continuously Professional Teachers Development (CPTD) programmes and other intervention programmes for English language teachers.
- monitor the administration of the intervention programmes.

Recommended Model for Strengthening English Second Language Competence of Foundation Phase Teachers

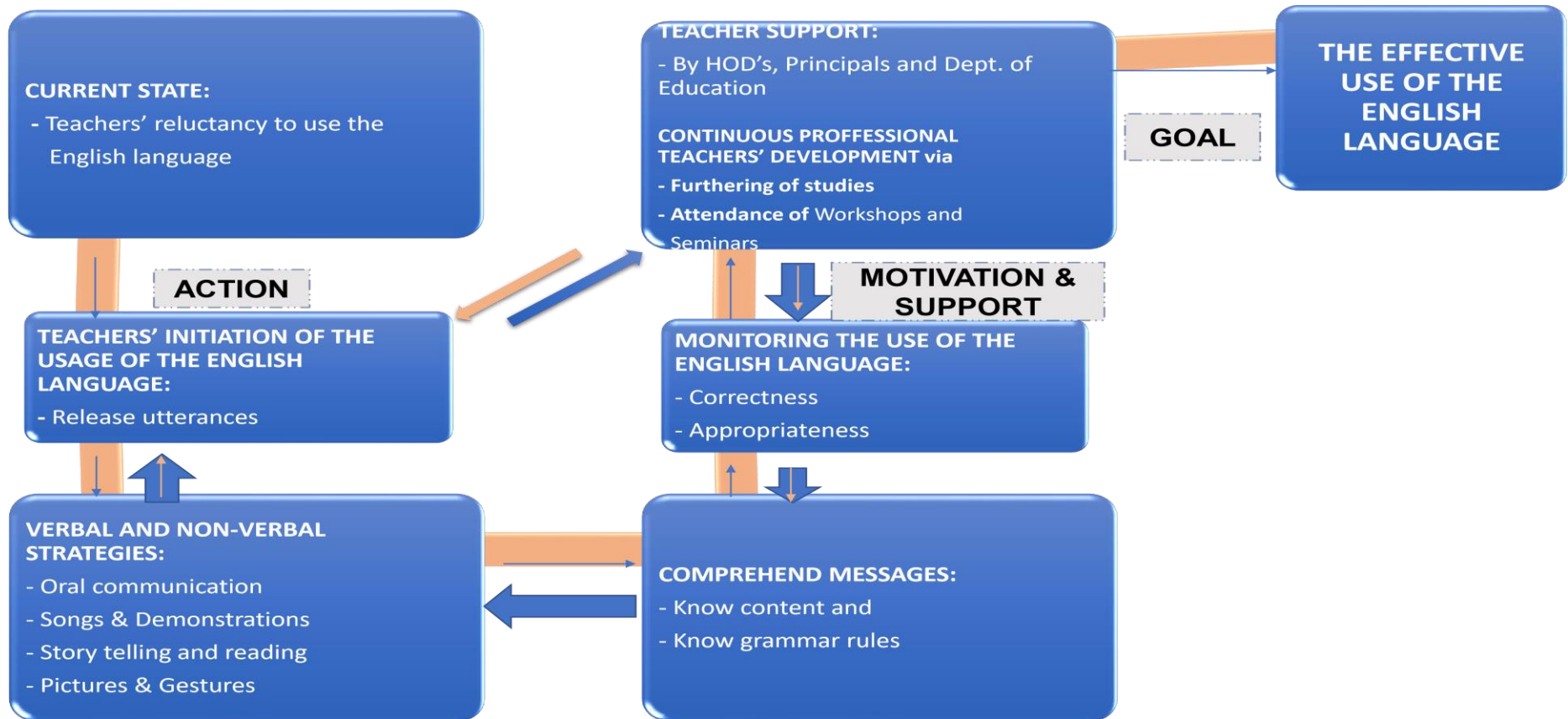


Figure 6.1: Recommended Model for Strengthening English Second Language Competence of Foundation Phase teachers.

Figure 6.1 shows crucial aspects of the model of teachers' English Second Language usage. This model is premised on the statement of the problem that Foundation Phase teachers are reluctant to use the English Second Language. This was supported by the reviewed literature and affirmed by the findings of this study.

Teachers play an important role in the process of teaching and learning. They are interpreters and designers of learning programme and material (Norms and Standards for Educators, Gazette No. 82 of 2000). The acquisition and development of teachers' competence need to be viewed as a career-long endeavour (European Commission, 2013:9). This means that competence development is not and cannot be a once off transaction. In this regard, South African teachers are expected to be life-long learners (DHET, 2015:58; Brunton & Associates, 2003: A-47).

In this model, teachers have a responsibility towards effective use of the English second language. Therefore, they should act against reluctancy to use the English language by starting an on-going practice of initiating the English language use. Teachers should release clear utterances for communication during teaching and learning using the English language.

Teachers' adoption and use of different ways to achieve outcomes of teaching the English Second language is vital. Teachers should use various ways that promote effective use of English language in speaking, reading, writing, listening and language structure and use. Firstly, teachers should use verbal and nonverbal communication strategies. The following are examples of verbal communication strategies: oral communication, songs, story reading, and storytelling language, whereas demonstrations, pictures and the use of gestures are of nonverbal strategies.

Secondly, teachers should comprehend messages. That is, they should know content and grammar rules in order to understand messages and appropriately respond. Teachers should monitor their use of the English language for correctness and appropriateness.

Lastly, teachers should improve their knowledge and skills through attending workshops, seminars and furthering studies. When an utterance is released to pass the message across, the expectation is an appropriate response. It means that the message should be understandable. The appropriateness of the response towards the message depends on teachers' knowledge and content. Teachers should use the right level of input to understand the released message and provide the relevant response.

However, it is also important for teachers to monitor their language before use. Teachers are learners' role models, as a result, they should model the correct use of the English language. Teachers should check the appropriateness and correctness of their utterances before they release them, in other words they should mind their language.

To achieve this, teachers need the right attitude and motivation to drive them towards the effective use of the English language. Teachers should be open and willing to receive trainings to strengthen their English competence. They should, therefore, receive teacher support from their HoDs, principals and the Department of Education in the form of teacher trainings, that is workshops, seminars and furthering of studies specialising in the English language. Then, the outcome is the effective use of the English language.

6.5 SUGGESTIONS FOR FURTHER STUDIES

The following are suggestions for further studies:

Effective use of English Second Language in the Foundation Phase created a good platform for further research. There is an urgent need to carry out research on:

- The impact of English Second language subject specialist in the Foundation Phase.
- Challenges faced by teachers of English Second Language in the Intermediate Phase
- A similar study based on Mixed methods
- A study in the intermediate phase for comparing the findings

- A comparative study of schools in the townships or urban areas and schools in rural areas.

6.6 CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

The study

- Addressed teachers' competence as the gap in teaching and learning that is central to the productivity of Foundation Phase teachers towards effective quality teaching and learning of English Second Language and English as the language of teaching and learning in rural primary schools.
- Broadened knowledge of the English Second Language usage. This included applicable theory of Second Language acquisition, how to acquire and learn the English Second language and what determines competent English language teachers.
- Exposed various strategies teachers can employ to effectively teach the English language.
- Revealed the need to use English language for communication and the need to monitor ones' language before speaking to become effective users of the English language.
- Revealed the need for training in specialised English Second Language teaching.

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FIGURES

SUBJECTS SUMMARY PER WEEK			
HOME LANGUAGE- MINIMUM	FIRST ADDITIONAL LANGUAGE- MAXIMUM	MATHEMATICS	LIFE SKILLS
Listening and Speaking 15mins X 3 days = 45mins	Listening and Speaking 30mins x 2 days = 1hour per week	Numbers, Operations & Relationships 30mins 8 x per week = 4 hours	Beginning Knowledge & 30mins x 4 days = 4hours
Phonics. 15mins x 4 days =1hour week, Shared Reading 30mins x 2 days = 1hour per week.	Reading & Phonics 30mins x 2 days = 1hour per week Reading – 30mins x 1 day =30mins	Patterns, Functions & Algebra. 30mins x 2 days per week= 1hour Space & Shape 30mins x 2 days = 1hour	Personal and Social Well Being 30mins X 2 days =1 hour Creative arts Visual 30mins x 2 days =1 hour Performance 30mins x 2 days= 1 hour = 1 hours per week. Physical Education 1 hour x 2 days = 2 hours per week
Group reading 30mins x 5 days = 2hours30mins	Writing 30mins x 2 days = 1hour	Measurements 30mins x 1 day = 30mins	
Handwriting 15mins x 3 days = 45mins	Language Use 30mins x 1 day= 30mins	Data Handling 30mins x 1 day = 30mins	
Writing 30mins x 1 day + 15mins x 2 days = 1hour per week			
TOTAL = 7 HOUR PER WEEK	TOTAL = 4 HOUR 30MINS PER WEEK	TOTAL = 7 HOURS PER WEEK	TOTAL = 7 HOURS PER WEEK

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Figure 5.1: Time Allocation for Each Subject Per Week

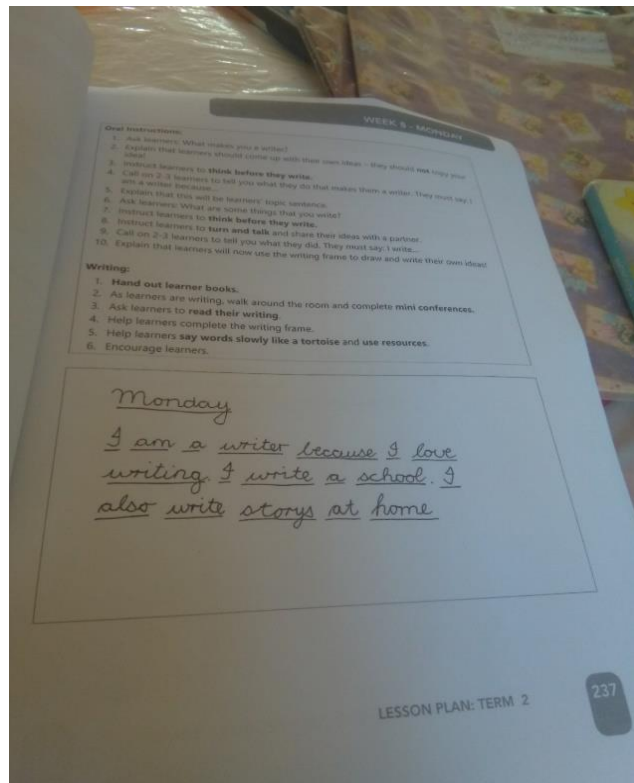
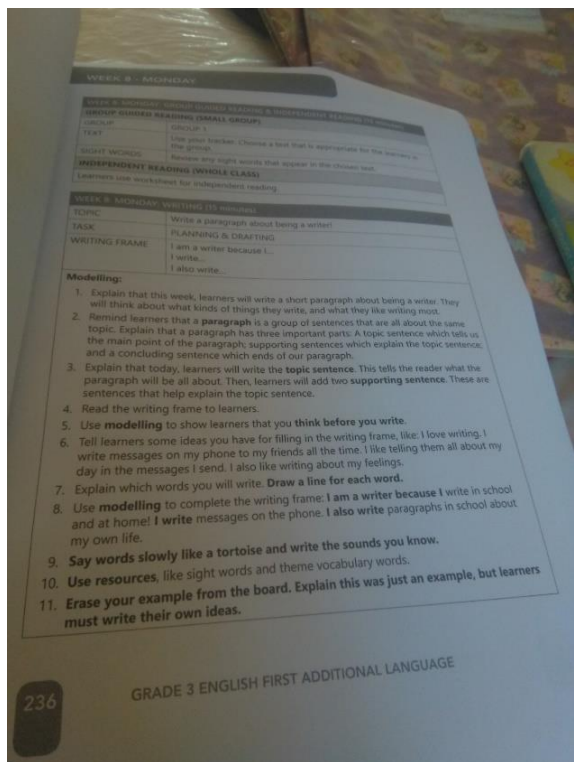
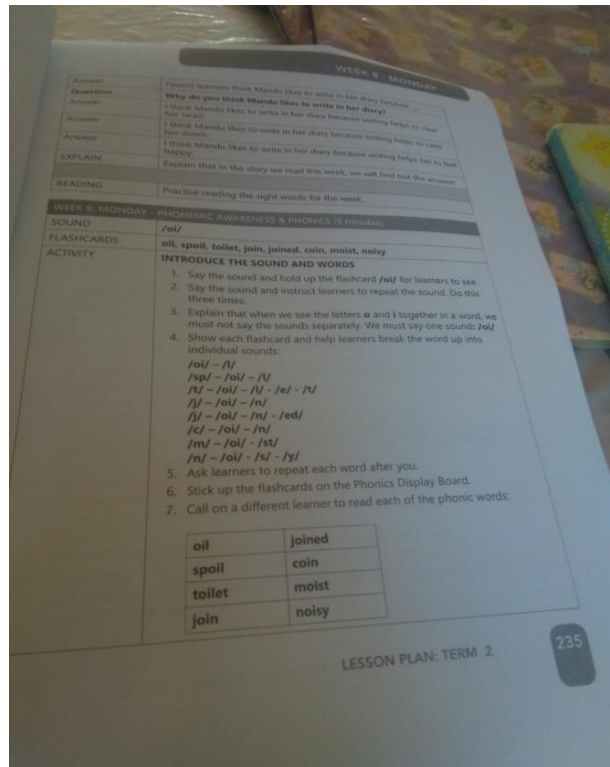
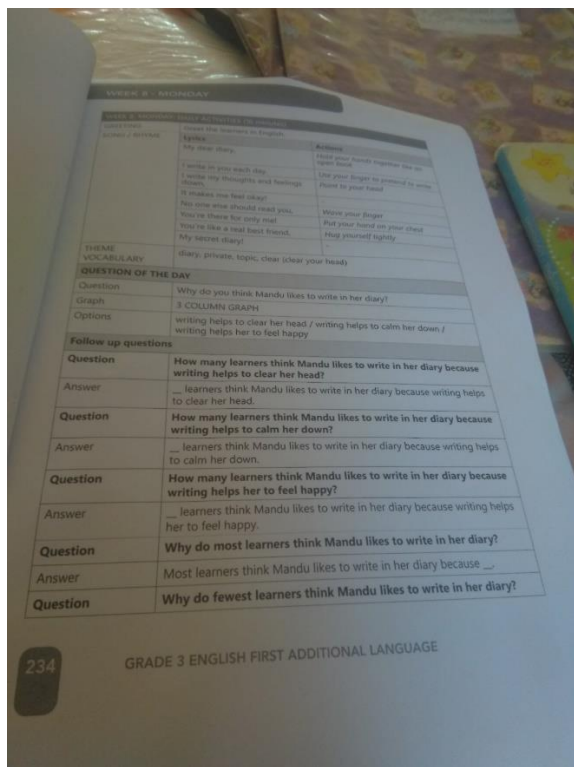


FIGURE 5.2: Example of a Lesson Plan

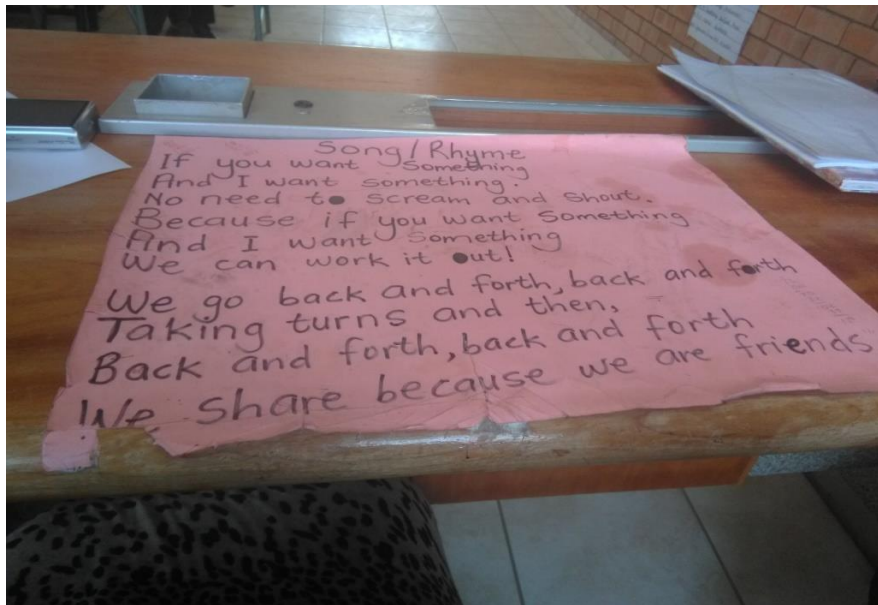


Figure 5.3: Example of a Rhyme and a Song

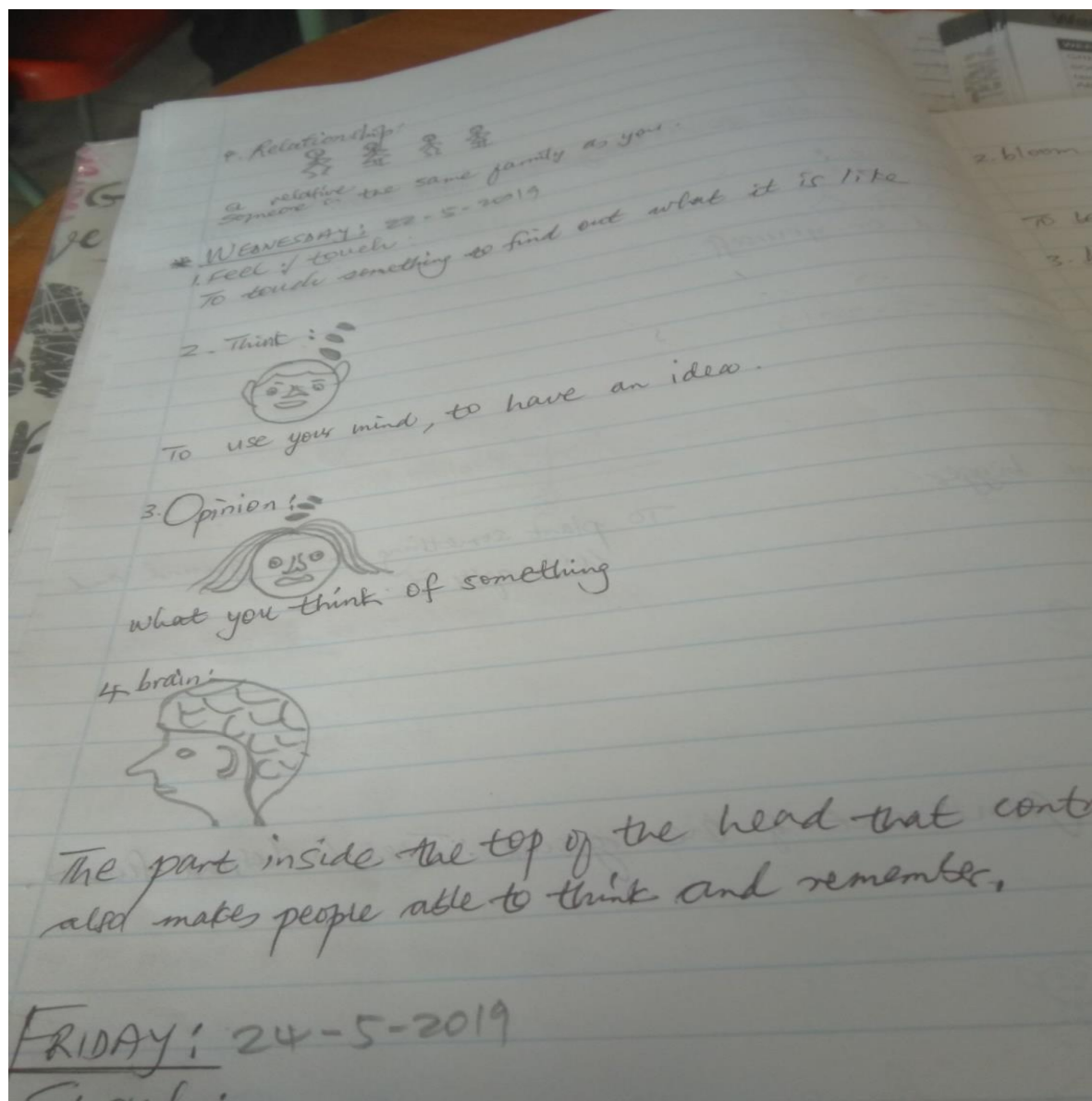


Figure 5.4: Example of Picture-word Explanation

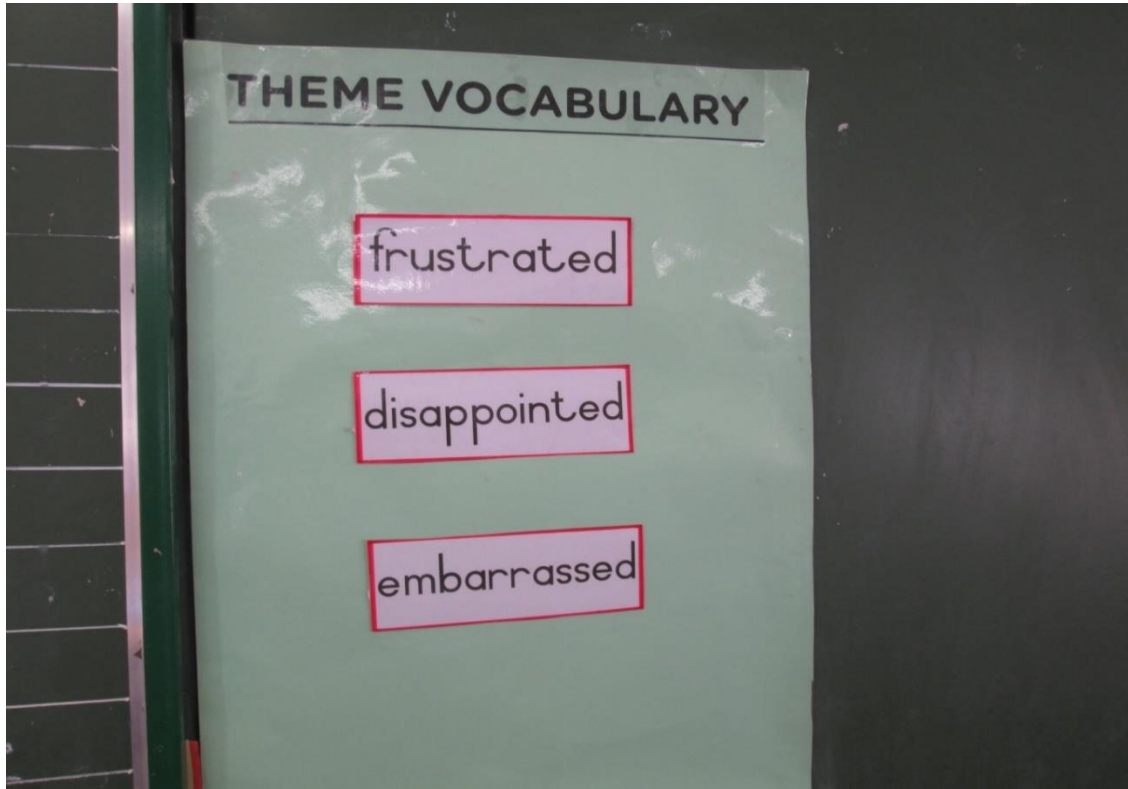


Figure 5.5: Example of Vocabulary Words with no Explanation

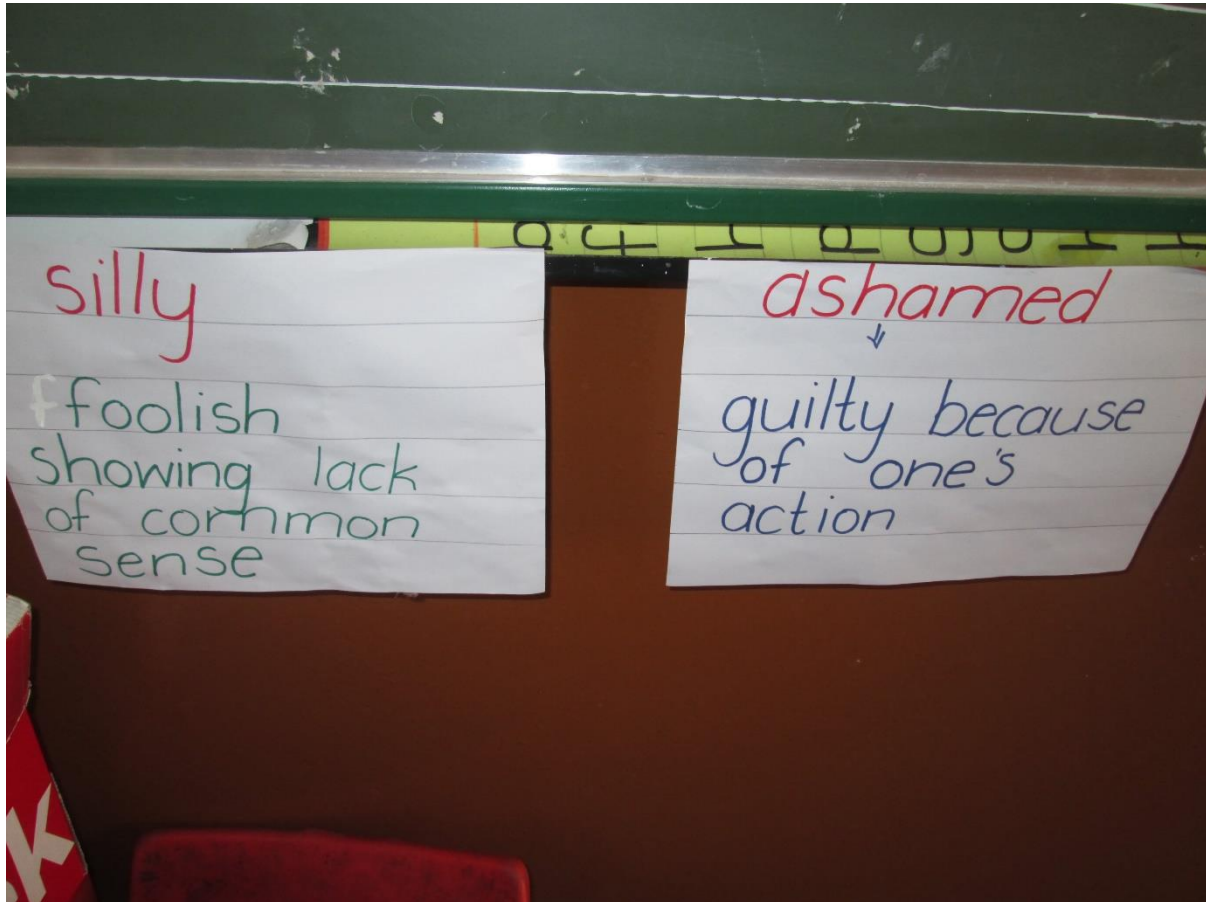


Figure 5.6: Example of Vocabulary Words with Explanation

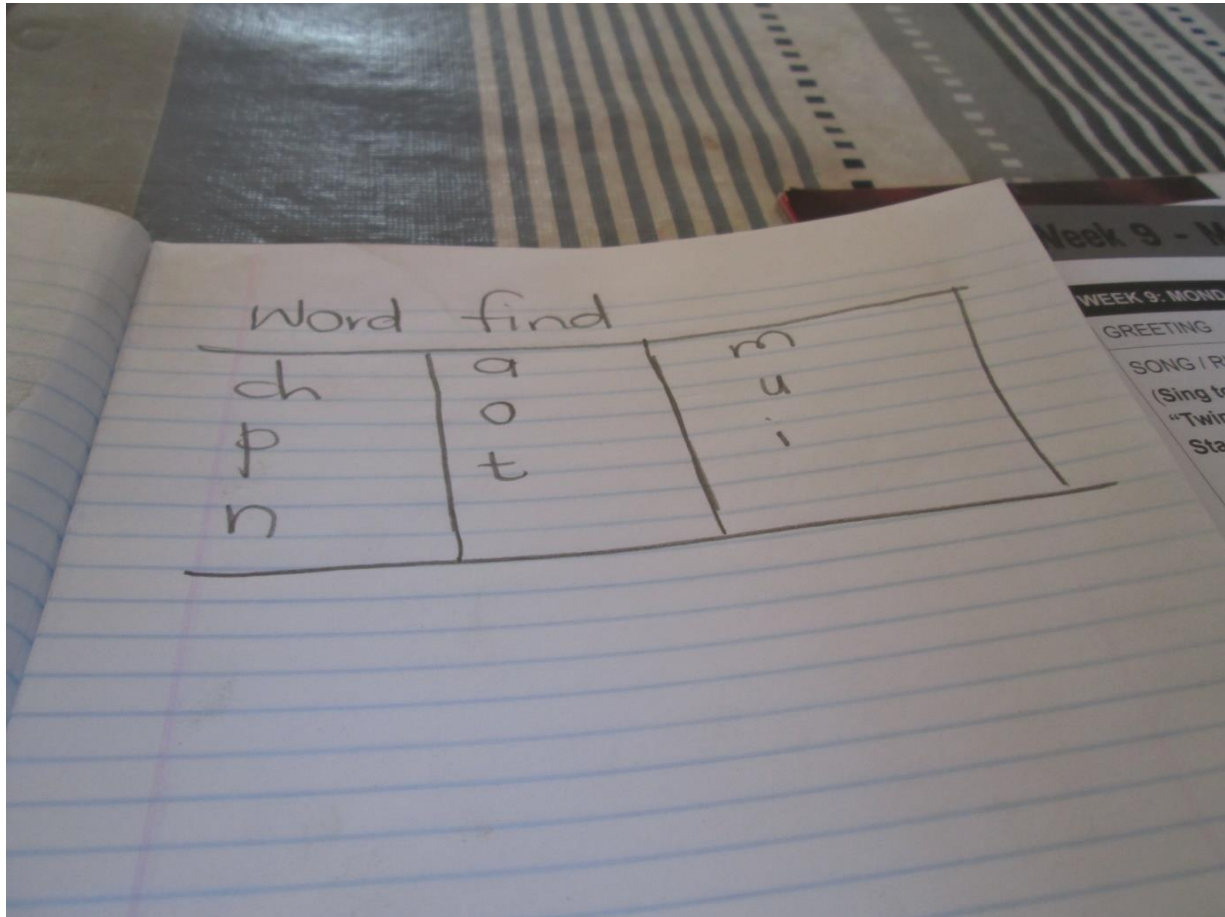


Figure 5.7: Example of Word Formation Table

APPENDICES

APPENDIX A: INTERVIEW SCHEDULE: FOUNDATION PHASE TEACHERS' VIEWS ON THEIR EFFECTIVENESS ON THE USE OF ENGLISH SECOND LANGUAGE

1. BIOGRAPHICAL INFORMATION

1.1 Gender:

Male Female

1.2 Age (in years):

1.3 Highest academic Qualification:

1.4 Professional Qualification:

1.5 Experience (in years) as a teacher:

2. CONTENT-BASED QUESTIONS

1. How important is the teaching of English Second language at the Foundation Phase?
2. As a teacher, how do you ensure that the teaching of English Second Language is promoted?
3. In what ways do you ensure that learners benefit maximally when you teach English Second language?
4. Which strategies do you use to achieve the outcomes of teaching English Second Language?
5. How should teachers of English Second Language maintain effective ways of teaching?
6. What are the challenges that you face when particularly teaching English Second Language in your class?
7. Effective teachers keep on sharpening their skills through further studies. What is your response to this view?
8. In your own view, what are the other types of support teachers of English Second language need to improve their practice?

APPENDIX B: INTERVIEW SCHEDULE: HEADS OF DEPARTMENTS' (HODS') VIEWS ON FOUNDATION PHASE TEACHERS' EFFECTIVENESS ON THE USE OF ENGLISH SECOND LANGUAGE

1. BIOGRAPHICAL INFORMATION

1.1 Gender:

Male Female

1.2 Age (in years):

1.3 Highest academic Qualification:

1.4 Professional Qualification:

1.5 Experience (in years) as Head of Department:

2. CONTENT-BASED QUESTIONS

1. HoDs are responsible for supervising teaching and learning. How do you motivate teachers to teach the lessons effectively?
2. In what ways do you promote professional development of teachers in your department?
3. What activities do you organise to promote the use of English Second language in the Foundation Phase?
4. What are the necessary incentives that you provide to teachers to encourage their performance?
5. In your role as HoD, how do you monitor learners progress in English Second language development?
6. As an HoD, what are the values and school's practices that you adhere to that support a climate for continuous improvement of teaching and learning?

APPENDIX C: INTERVIEW SCHEDULE: SCHOOL PRINCIPALS' VIEWS ON FOUNDATION PHASE TEACHERS' EFFECTIVENESS ON THE USE OF ENGLISH SECOND LANGUAGE

1. BIOGRAPHICAL INFORMATION

1.1 Gender:

Male Female

1.2 Age (in years):

1.3 Highest academic Qualification:

1.4 Professional Qualification:

1.5 Experience (in years) as school principal:

2. CONTENT-BASED QUESTIONS

1. School principals are instructional leaders who are goal directed. What direction does your school take in terms of teaching and learning?
2. What is your school's mission statement?
3. How do you align the teaching activities of the school to the mission statement?
4. As the head of the school, how do you manage teaching and learning?
5. In what ways do you monitor learners progress of their academic work?
6. School principals are responsible for promoting a positive school learning environment. How do you protect the teaching and learning time?
7. As the school principal, what strategies do you use to promote professional development of all your staff members?
8. How do you provide incentives for good performance by members of staff?
9. Effective schools create a conducive learning atmosphere through the development of high standards and expectations for learners and teachers. What role do you play in this process?

APPENDIX D: OBSERVATION SCHEDULE: TEACHERS' AND LEARNERS' INTERACTION IN ENGLISH SECOND LANGUAGE LESSONS

Indicators of English Language competence	Comments
Teachers demonstrate mastery of grammar rules when they teach.	
Teachers encourage learners to interact with each other using English language.	
Teachers use verbal and nonverbal expressions to encourage learners to participate in learning.	
Teachers maintain consistent use of English language in the classroom.	
Teachers give correct feedback on learners' English language use.	

APPENDIX E: DOCUMENT ANALYSIS: THE USE OF WRITTEN LANGUAGE ON LESSON PLANS

Nature of Teachers' English Language Competence	Comments
How competent are teachers in writing?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**APPENDIX F: TEACHERS' CONSENT FORM FOR THE INTERVIEW ON:
FOUNDATION PHASE TEACHERS' EFFECTIVENESS ON THE USE OF ENGLISH
SECOND LANGUAGE**

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Rendani Mercy Makhwathana, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: SEDU/19/ECE/01/3004
- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature
.....

I, Rendani Mercy Makhwathana herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Signature: Date:

Full Name of Witness (If applicable)

Signature: Date

APPENDIX G: HEADS OF DEPARTMENTS' CONSENT FORM FOR THE INTERVIEW ON: FOUNDATION PHASE TEACHERS' EFFECTIVENESS ON THE USE OF ENGLISH SECOND LANGUAGE

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Rendani Mercy Makhwathana, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: SEDU/19/ECE/01/3004
- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

Full Name of Participant	Date	Time	Signature
.....

I, Rendani Mercy Makhwathana herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Signature: Date:

Full Name of Witness (If applicable)

Signature: Date

APPENDIX H: SCHOOL PRINCIPALS' CONSENT FORM FOR THE INTERVIEW ON: FOUNDATION PHASE TEACHERS' EFFECTIVENESS ON THE USE OF ENGLISH SECOND LANGUAGE

Statement of Agreement to Participate in the Research Study:

I hereby confirm that I have been informed by the researcher, Rendani Mercy Makhwathana, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: SEDU/19/ECE/01/3004

- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature
.....

I, Rendani Mercy Makhwathana herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Signature: Date:

Full Name of Witness (If applicable)

Signature: Date

APPENDIX I: REQUEST FOR PERMISSION TO CONDUCT STUDY

Enq: RM Makhwathana

Cell: 082 475 1144

House No. 2492

Eltivillas

Makhado

0920

05 October 2018

The Senior District Manager

Vhembe District

Thohoyandou

0950

Dear Sir

APPLICATION FOR PERMISSION TO CONDUCT STUDY (RESEARCH) IN SCHOOLS IN THE VHEMBE DISTRICT

1. This matter refers.
2. I am a registered student at the University of Venda who is requesting for your permission to conduct study (research) in schools in Vhembe District. The topic of the study is:
STRENGTHENING ENGLISH SECOND LANGUAGE COMPETENCE OF FOUNDATION PHASE TEACHERS IN VHEMBE DISTRICT.
3. Your support in this matter is highly appreciated and valued.

Yours faithfully

Makhwathana RM

APPENDIX J: PERMISSION TO CONDUCT STUDY GRANTED



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
2018 -11- 14
PRIVATE BAG X 2250 SIBASA 0970 TEL: 015 962 1313/4 FAX: 015 962 6039
LIMPOPO PROVINCE

CONFIDENTIAL

REF: 12/1/10/8 ENQ: MATIBE M.S CELL: 0823004774

MAKHWATHANA R.M
ELTIVILLAS
MAKHADO
0920

REQUEST FOR PERMISSION TO CONDUCT STUDY IN SCHOOLS IN THE VHEMBE DISTRICT

1. This serves to inform you that your request to conduct study in schools in the Vhembe district for the purpose of conducting a research study entitled "STRENGTHENING ENGLISH SECOND LANGUAGE COMPETENCE OF FOUNDATION PHASE TEACHEARS IN VHEMBE DISTRICT" has been granted.
2. You are expected to ensure that your interaction with teachers and learners will not disrupt teaching and learning activities.
3. Kindly inform the circuit manager and the principals of schools prior to visiting your research subjects.
4. Wishing you the best in your study.



DISTRICT DIRECTOR

14/11/2018

DATE

REQUEST FOR PERMISSION TO CONDUCT STUDY IN SCHOOLS IN THE VHEMBE DISTRICT

The heartland of southern Africa - development is about people!

APPENDIX K: ETHICAL CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mrs RM Makhwathana

Student No:

9110018

PROJECT TITLE: **Strengthening English
second language competence of
foundation phase teachers in
Vhembe District.**

PROJECT NO: **SEDU/19/ECE/01/3004**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof MP Mulaudzi	University of Venda	Promoter
Dr SK Muthambi	University of Venda	Co - Promoter
Mrs RM Makhwathana	University of Venda	Investigator - Student

ISSUED BY:

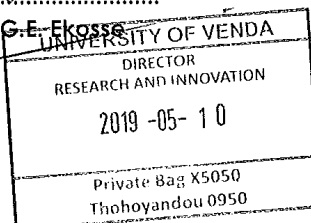
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: April 2019

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: 

Name of the Chairperson of the Committee: Senior Prof. **G.E. Ekosse**



University of Venda

PRIVATE BAG X5050, THOHoyANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

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