AN EXPLORATION OF THE HANDLING OF GRAMMATICAL STRUCTURES BY LIMPOPO PROVINCE EFAL TEACHERS IN THE FET PHASE

by

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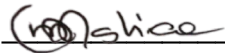## UNIVERSITY OF LIMPOPO

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DECLARATION

I declare that the mini-dissertation titled, '**An Exploration of the Handling of Grammatical Structures by Limpopo Province EFAL Grade 11 Teachers in the Further Education and Training phase'**, hereby submitted to the University of Limpopo for the degree of Master of Arts in English Studies, has not been submitted by me for a degree at this or any other university. Further, I declare that it is my own work in design and in execution, and all material contained herein have been duly acknowledged.

_____   <u>25 March 2020</u>

Mashiane, M.V. (Ms)   Date

DEDICATION

To God Almighty who has given me life and guided me throughout the research process. I also dedicate it to the loving memory of my late father, Mr P.P. Kgomoesoana, who always motivated me to study further and achieve the highest level of education possible.

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ABSTRACT

This study explores the handling of grammatical structures by the Limpopo Province (LP) English First Additional Language (EFAL) teachers in the Further Education and Training (FET) phase. The problem is that the majority of English language learners' language proficiency and accuracy are not at an acceptable level. This problem also brings into close scrutiny, the quality of teaching and learning that takes place in English language classrooms, and in particular, the effectiveness of teaching grammar structures in EFAL. The research design was exploratory and the approach was qualitative. A selected number of EFAL FET grammar teachers and English Language Curriculum Advisors (ELCAs) in the LP participated in the study. The study was underpinned by an integration of Behaviourism, Mentalism, Cognitive, and Universal Grammar theories. The study findings indicate some learner language interlanguage and grammar permeability, as well as inadequate handling of grammar knowledge and grammar learning assessment.

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ABBREVIATIONS AND ACRONYMS

CA	-	Communicative Approach
CAPS	-	Curriculum Assessment Performance Standards
DBE	-	Department of Basic Education
DR	-	Diagnostic Report
EFAL	-	English First Additional Language
ELCAs	-	English Language Curriculum Advisors
ESL	-	English Second Language
FET	-	Further Education and Training
L1	-	First Language
L2	-	Second Language
LP	-	Limpopo Province
LPDE	-	Limpopo Province Department of Education
PMDS	-	Performance Management Development System
SA	-	Subject Advisors
SBA	-	School-Based Assessment
SGB	-	School Governing Bodies
UG	-	Universal Grammar

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND AND MOTIVATION

The inability of a majority of English language learners to express themselves in grammatically correct English is generally a cause for concern for educational authorities, academic institutions and employers in the world of work. This situation paints a dismal picture as far as English language learner proficiency is concerned, particularly those learners who have passed the Senior Certificate, that is, Grade 12. Their language proficiency is expected to be at an acceptable level. This problem also brings into close scrutiny the quality of teaching and learning that takes place in English language classrooms, and in particular, the effectiveness of teaching grammar in English First Additional Language (EFAL).

English First Additional language (EFAL) in the South African Basic Education context, falls within the Further Education and Training (FET) phase, and comprises three main sections. Section A focuses on the Comprehension Passage, Section B the Summary passage and Section C deals with the Language and Editing. EFAL learners sit for Papers 1, 2 and 3 during mid-year and end-of-the year examinations.

The EFAL FET grammar section falls under Section C of Paper 1, in line with Curriculum and Assessment Policy Statement (CAPS). This section is concerned with the knowledge of English grammar and conventions and is about knowledge and the application of grammar structures as well as conventions for grammar aspects such as nouns, determiners, concord, and modals (Curriculum and Assessment Policy Statement: 2011: 46).

A Diagnostic Report (DR) on Grade 12, the culminating grade in FET results, is usually released by the Department of Basic Education (DBE) and is presented at the beginning of each year. The main focus of the DR is the analysis of Grade 12 Examination results and, as a consequence, the grammar section has been identified as the most difficult section of the entire paper. A large number of candidates fail to answer some basic

language convention questions (Diagnostic Report, 2017: 10). Hence, the aim of this study is to explore the methods and teaching strategies used by EFAL grammar teachers in the FET phase.

A Grade 11 class was selected as the main focus of this study as it is a stepping stone towards a culmination in Grade 12. Since Grade 11 learners do not write DBE set external examinations, thereby not subjected to the immense pressure to complete the syllabus that is experienced by Grade 12 learners as well as teachers, it is the most ideal grade on which this study could focus.

From the researcher's personal observation, it could be argued that some EFAL grammar teachers are not sufficiently qualified to impart the knowledge of grammar to their learners. They seem not confident enough to tackle grammar challenges that most learners experience in class during and learning.

Moreover, the researcher's personal experience as an FET phase grammar educator indicates that learners generally view the grammar section with apprehension and uncertainty. Others acknowledge that they are not certain of their performance in this section's formative and summative assessment, thus adopting the 'we will see' kind of attitude.

According to Curriculum and Assessment Policy Statement (2011: 46), the 'grammar section' is part of language teaching and learning that deals with language structures and conventions. EFAL in Paper 1 of the FET examination refers to this section as 'Language and Editing'. Further, the Encarta World English Dictionary (1999: 812) refers to grammar as 'rules for language' and 'particular set of language rules'.

Grammar can be divided into spoken grammar and written grammar. The two are distinguishable from each other in the sense that the former often features in grammar books and is used in written tests and other forms of written assessment. It is more rigid, and attention is placed on the correctness of the language. On the contrary, spoken grammar is less rigid and more flexible (Thanh, 2015: 142; Saaristo, 2015: 289). However, the focus of this study is on written grammar.

Grammar predominantly involves exclusive learning and the application of rules or laws that govern a language (Curriculum and Assessment Policy Statement, 2011: 46). Thus, one can presume that developing positive perceptions about grammar might prompt some positivity and enthusiasm in learning it, which could eventually bring about improvement of performance and fluency in the language. Subsequently, this may lead to some reasonable understanding of the rules that govern the target language, in this case, English.

Richards and Rodgers (2001: 28) assert that the role of grammar teachers depends on the methods, some of which are totally dependent on the teacher as a source of knowledge and direction. However, this role could be considered that of a catalyst, consultant, guide, and model for learning, which learners should imitate.

Researchers such as Ellis (2006) argue that grammar should be taught. This traditional approach to grammar teaching is in parallel to meaning-focused approach. The latter aligns itself with the notion of grammar acquisition instead of explicit grammar teaching espoused by the former. It should be of interest therefore, to review the methods and teaching strategies that EFAL FET phase teachers use in the English grammar classrooms. The FET phase is the focus of this study not only because it is the highest phase in the DBE structure, but also because it culminates in Grade 12, which is the exit level in basic education. It is therefore, the yardstick with which grammar learner performance is measured, among other things, by the DBE.

Grammatical inaccuracies of learners across South African schools and those entering the world of work necessitated this study in the form an exploration of methods used by grammar teachers and the support that curriculum advisors provide to EFAL grammar teachers.

1.2 PURPOSE OF THE STUDY

The aim of this study is to explore the methods and teaching strategies employed by Limpopo Province EFAL FET teachers in the handling of grammatical structures.

The objectives of the study were:

- to establish the application of methods employed by Limpopo Province EFAL FET teachers in handling grammatical structures.
- to determine the support provided by Limpopo Province EFAL FET English language curriculum advisors in the teaching of grammatical structures.
- to suggest innovative ways of approaching EFAL FET grammatical structures in teaching and learning.

1.3 METHOD OF RESEARCH

- Literature on methods and strategies used by EFAL grammar teachers was surveyed.
- In line with the exploratory study, observations and interviews was used to explore the handling of grammatical structures by Limpopo Province EFAL Grade 11 teachers in the FET phase**.**

1.4 PROGRAMME OF STUDY

Chapter 2 reviews literature in terms of the handling of grammatical structures by EFAL teachers.

Chapter 3 deals with research methodology.

Chapter 4 presents the findings of the study.

Chapter 5 concludes the study and makes recommendations for future research.

CHAPTER 2

THE SIGNIFICANCE OF GRAMMAR STRUCTURES IN EFAL LEARNING

2.1 INTRODUCTION

Proficiency in grammar is the cornerstone of language especially in an EFAL context. Teachers and ELCAs need to plan and implement teaching and learning strategies in concert to improve learner grammar performance. This should include taking pertinent identified theories into consideration. The aim of this chapter is to discuss learner- and pedagogic grammar in context, approaches as well as methods of handling grammar structures.

2.2 GRAMMAR IN CONTEXT

There are many interpretations and meanings attached to the concept of grammar. For many people, grammar is synonymous to language. This would refer to the rules and structure of sentences as well as other activities and topics that are common in grammar classrooms.

The Encarta World English Dictionary (1999: 812) refers to grammar as 'rules for language' and 'particular set of language rules'. Greenbaum and Nelson (1999:5) assert that grammar means myriad activities, among others, the way words are organised in a language in order to make correct sentences, a book in which the organising principles are performed and a person's ability to follow the rules of a language, which allows that person to be referred to as someone who 'knows' his or her grammar. Grammar also refers to the study of language rules.

Debata (2013: 483) describes grammar as a force that guides people to know the manner in which they ought to put words together into sentences. This notion of grammar is further clarified by comparing one's knowledge of grammar to the knowledge of driving a car. With this comparison, knowledge of grammar rules relates to knowledge about car engine functioning. This implies that in case of car trouble, knowledge of car engine functions becomes useful to the driver the same way that grammar rules become useful to the user

when uncertainty about the accuracy of speaking or writing emerges. According to this analogy, grammar provides tools with which correctness in the use of a language is measured.

Ellis (2006: 84), argues that grammar is traditionally considered to be a presentation of discrete grammatical structures. In this sense, grammar completely excludes interpretation of meaning and vocabulary. According to Hudson (1992: 20), these two aspects are considered to be part and parcel of grammar. Grammar is the study of 'grammar'. To clarify this seemingly ambiguous interpretation, grammar involves the study of language rules, comprehension of meaning in spoken and written words as well as acquisition of new words. For example, determining that the word 'walk' is the present tense, and that 'walked' is the past tense, means that one has some knowledge of the rules of tense. However, this knowledge is not very useful if the meaning of the word(s) 'walk' or 'walked' is not understood.

Larsen-Freeman (2013: 258) defines grammar as 'a system of lexico-grammatical patterns that are used to make meaning in appropriate ways.' It is perceived to be a language section concerned with the structure or form of the language while also functioning as an instrument through which meaning is formed. Bastone (1994) views grammar as a formal multi-dimensional form of language indicating meaning in that language. It is also a flexible commodity which both users and learners can refer to in different ways. It seems that while the main goal of learning a language is considered to be the ability to communicate, grammar, sometimes referred to as language or language structures, focuses primarily on the rules or structure of that language. Hence, Abdulmajeed and Hameed (2017: 40) assert that grammar is simply the word for the rules that people follow when they use a language. Without these rules, effective communication with others will be difficult, if not impossible. Thus, while grammar is concerned with the correctness of a particular language, it also entails the manner in which language speakers are able to communicate their thoughts and attach meaning to what they read, hear, speak as well as write.

2.3 CONTEXTUALISING GRAMMAR

Curriculum and Assessment Policy Statement (2011: 46) defines grammar as the language structures and conventions. This refers to the forms and rules with which language is learned and includes the learning of new words in the target language, figures of speech, idiomatic expressions, study of neologisms and etymology, parts of speech as well as the study of spelling and punctuation.

The grammar structures include nouns, determiners, pronouns, adjectives, adverbs, prepositions, verbs, tenses, concord, modals, conditional sentences, voice, and speech. Vocabulary development involves the use of synonyms, antonyms and other word relations.

CAPS divides the study of EFAL into three examinable sections, Papers 1, 2, 3. Paper 1 is the paper in which grammar is assessed during tests and examinations. The grammar section of Paper 1 of the EFAL FET examination is referred to as 'Language and Editing' (EFAL Paper 1: 2017).

Richards and Rodgers (2001: 28) assert that the role of teachers in grammar teaching depends on the methods that are used to teach the language. These roles range from the teacher being seen as the primary source of language, as in the Audiolingual method, to that of a psychological counsellor in methods such as Counselling Learning. However, the general perception of a teacher's role in language learning and teaching is that of a catalyst, consultant, guide, and model for learning, which learners should imitate.

Curriculum and Assessment Policy Statement (2011: 12) corroborates that there is definitely a need for direct teaching of the basics of grammar. As much as it is encouraged that teachers should play a supportive role in language learning, CAPS stresses the need for explicit teaching of structures, particularly if the learners keep on committing errors in their language learning endeavours. It is therefore incumbent on EFAL FET teachers to provide, (by means of suitable and effective methods), adequate input of the prescribed structures of grammar in order to facilitate interpretation and assimilation (cf. 2.6).

The roles of ECLAs, also called Subject Advisors (SA), are to assist teachers to carry out their instructional roles and support them in implementing the curriculum. This task is carried out by means of deliverables such as conducting teacher training workshops, supplying teachers with support materials as well as conducting school visits (Tatana, 2014; see 4.3.2).

The Limpopo Provincial Department of Education (LPDE) employs English Language Curriculum Advisors (ELCAs) across its 5 Districts. These ELCAs are instrumental in assisting to develop and update teachers' knowledge of the subjects they teach by offering training workshops and supporting them with lesson preparation and implementation. The teachers get equipped to teach and become confident to tackle particularly difficult topics such as the English language grammar. However, ELCAs experience vast shortages of resources such as computers and vehicles to help carry out their duties. Due to other challenges such as the shortage of ELCAs as well as the vastness of the districts that ELCAs are expected to service, the envisaged support provided to educators becomes negligible (Guidelines on the Organisation, Roles and Responsibilities of the Education Districts, 2014). The result thereof is that teachers, some without the necessary expertise, qualifications and/or experience, attempt to teach challenging topics such as English grammar without much success. This phenomenon ramifies into learners' inadequate or inefficient exposure to grammar rules and structures, resulting in poor results in examinations, especially at Grade 12 level.

Lack of adequate knowledge and practice of language structures implies that the main four English language skills, namely, listening, speaking, reading and writing may not be put into practice. For example, reading, listening to, and writing grammatically inaccurate information is likely to lead to poor comprehension during listening and speaking activities. In the case of writing, it is likely to create confusion for the reader or even distort the intended message (Curriculum and Assessment Policy Statement, 2011:15).

Ellis (2006: 84) and Debata (2013: 483) assert that grammar is traditionally considered to be the language section involving the presentation of discrete grammatical structures. Larsen-Freeman (2013: 258) avers that grammar is a system of lexico-grammatical

patterns that are used to make meaning in appropriate ways. It is perceived as language teaching concerned with the structure or form of the language, while also functioning as an instrument through which meaning is formed. Thus, Larsen-Freeman (2013: 256) argues that grammar is not only concerned with the correctness of a language, but also with the manner in which language users are able to present themselves to others.

Eastwood (1994: 8) summarises grammar as comprising of grammatical units such as words, phrases, clauses and sentences, word classes, sentence elements and identification of the special features that the English language possesses when compared to other languages. The latter involves a study of English language peculiarities such as the endings of words in plural, the uniqueness of English language word order, complexities of verb phrases and use of prepositions in literal and figurative language. There are a number of many other aspects of grammar structures that can be included therein.

Furthermore, Harmer (2001: 13) distinguishes between spoken and written grammar. The written grammar which is the most commonly used form of assessment for learner knowledge and understanding of language rules, consists of rigid rules of language. The reason for written grammar dominance over spoken grammar is that spoken grammar very rarely concentrates on grammatical accuracy and a lot of grammar rules and structure such as the subject-verb-object only works in writing. Speech is largely characterised by unfinished sentences, undiscernible units or even phrases or single words, which can hardly be considered to conform to the subject-verb-object structure (Leech, Deuchar & Hoogenraad, 1982: 136).

In spite of this stark difference between written and spoken grammar, Horne and Heinemann (2003) caution against placing speech and writing in direct competition with each other, or even more, consider writing, with its attention on rules of language and its ability to be presented in permanent form, as superior to spoken language. It is advisable that there be a compromise between the two and that both be accorded recognition as they both fulfil a specific need in specific contexts, and are inter-complementary.

2.4 LEARNER GRAMMAR

According to Krashen (2002), every learner has a built-in syllabus which enables the acquisition of rules on condition that there is access to comprehensible input. This implies that every learner is predisposed to learning a language provided this knowledge is instilled in whatever form, written or spoken, in the learner.

Ellis (1997: 33) posits that the learner constructs a system of abstract linguistic rules which underlies comprehension and production of L2. Therefore, ESL grammar learners can successfully construct rules which can make comprehension and production of L2 possible. Ellis (1997) refers to this system of rules as 'mental grammar', or learner 'interlanguage'. Interlanguage offers an account of how L2 acquisition generally takes place (ibid, 33). Thus, L2 learner can make use of their mental grammar and interlanguage to construct rules which make L2 language acquisition possible.

Learner grammar is open to external influence through input. This is referred to as permeability. However, internal influence also plays a role (Ellis, 1997: 33; Supakorn, Feng & Limmun, 2018: 35). ESL learners' grammar is open to external influence directly through input from educators, and indirectly from ELCAs.

Learner grammar is also transitional as learners change their grammar from time to time by adding rules, by deleting them or by restructuring the whole system, leading to an 'interlanguage continuum'. Thus, learners construct a series of 'mental grammars' as they gradually increase the complexity of their L2 knowledge (Ellis, 1997:33; Saaristo, 2015: 306). Similarly, FET learners are expected to construct a series of mental grammars as they increase the complexity of their L2 knowledge.

Some researchers argue that learners tend to have competing rules at any one stage of development. However, researchers such as Ellis (1997) argue that interlanguage systems are homogenous, and variability reflects the mistakes learners make upon trying to use their knowledge to communicate. These researchers regard variability as an aspect of performance than competence (Ellis, 1997: 33). Thus, FET learners' grammars tend to reflect variability due to their diverse educational backgrounds.

To develop their interlanguage continuum, learners employ various learning strategies. The different kind of errors that learners commit reflects different learning strategies. For example, omission errors would suggest that learners are in a way simplifying the learning task by ignoring grammatical features that they are yet to process (Ellis, 1997:34). ESL learners in the FET phase also employ different learning strategies in a bid to develop their interlanguages.

Fossilisation is a phenomenon which learners develop if language learning reaches a stagnant period in which further learning of rules and structures slows down considerably or is no longer possible. A negligible percent of learners develops the same mental grammar as native speakers. Thus, the prevalence of backsliding, that is, the production of errors representing an early stage of development, is typical of fossilised learners, and this is unique to L2 grammars (Ellis, 1997: 34). This implies that a considerable percentage of learners will not develop the same mental grammar as native speakers.

2.5 PEDAGOGIC GRAMMAR

Pedagogic grammar refers to the grammar typically offered to a majority of L2 learners. It involves reconstruction of teacher presented exercises, which, in some cases involve changing of teacher constructed sentences into a different tense, voice, speech or concord. Mostly these sentences have no real communication value as they may not relate to the learners' real- life contexts (Heinemann, 2004: 80).

OpenLearn (2017:18), on the other hand, views pedagogic grammar as grammar aimed at assisting the facilitation of the learning of English by learners to whom English is a second or even third language. It combines features of both prescriptive and descriptive grammars by prescribing the rules of language while allowing a lot of practice in the language, in order to expose non-native English speakers to the correct 'standard' model of English.

Based on the interpretations about pedagogic grammar that have been presented, pedagogic grammar is the grammar that most learners, past and present, were exposed or rather subjected to. Heinemann (2004: 80) opines that this type of grammar could possibly account for the generation of young people to whom the word grammar holds

unpleasant associations. Thus, it is every English teacher's prerogative to employ such grammar methods and approaches that have the maximum potential to minimise or eradicate these negative perceptions with which grammar is considered.

2.6 GRAMMAR APPROACHES

Lesson delivery encapsulates the approaches and methods used to teach grammar. Methodology as a concept incorporates both approaches and methods of teaching (Richards & Rodgers, 1986:19). Methodology employed in teaching grammar can determine the impact it can have on successful language learning.

Teaching approaches could be defined as theories about the nature of language and language learning, which serve as the source of practices and principles in language teaching. Therefore, an approach informs methods, procedures and techniques of teaching and assessment. For example, the Communicative approach (CA) informs the use of the Communicative language teaching method.

Teaching approaches are classified into two categories, namely the Major trends approaches, which were developed as far back as the 1920s, as well as the Alternative and Current communicative approaches. Among the vast varieties of approaches developed, the focus henceforth will be restricted to Audio-lingual, Communicative, Text-based, Process, Grammar-translation, Direct, Reading, Comprehension-based, Content-based, Task-based and Participatory approaches. Each of these approaches are briefly discussed below (Richards & Rodgers, 1986: 16).

2.6.1 Audio-lingualism

Audio-lingualism is a grammar teaching approach which utilises techniques such as drilling, and involves imitation, repetition and memorisation of language habits or practices aimed at conscious and unconscious learning or acquisition of particular grammatical structures (Richards & Rodgers, 2001: 59).

2.6.2 The communicative approach

The communicative approach can be considered the direct opposite of the Audio-lingual approach in that it claims to emphasise the need for language production which is uninhibited by language correction. Facilitation of communication, rather than correctness of the grammar structures is the focus of the communicative approach. Language learning is, according to this approach, not merely a linguistic activity but it includes semantic and social functions, hence the emphasis is on the ability to use the language in social settings, thus, activities designed for use with this approach are mostly real life and authentic (Mkatshwa, 2017: 9070).

2.6.3 Text-based approach

The text-based approach involves listening to, reading, viewing, and analysing texts. Learners acquire skills of evaluation, where authentic texts, and not just teacher-created grammar sentences, such as media prints, biographies, and literature works are read, listened to, interpreted and analysed for meaning by the learners, while expected to simultaneously acquire grammar structures and conventions (Curriculum and Assessment Policy Statement, 2011: 16).

2.6.4 Process approach

Process approach involves teaching grammar structures as the last stage of learning other language skills, in particular during writing. With this approach, learners could start learning about the different processes of writing such as brainstorming ideas, planning an outline of the essay, drafting and revising. During the last stages of editing and revising learners begin the learning language rules and structures (Curriculum and Assessment Policy Statement: 2011: 16). Grammar is learned as part of the writing process, especially during the editing stage. The focus of learning not only entails error finding and correction, as is the common practice in many writing classes, but rather on the importance of producing carefully thought out, planned, organised writing that shows consideration of the audience and other important aspects of writing. The intention of this approach is not to undermine the importance of writing grammatically correct sentences, as any written text with too many grammar errors is considered difficult and distracting. Instead, contrary

to focusing on learning grammar structures and rules, learners learn these as part and parcel of the editing stage of the writing process (Watkin-Goffman & Berkowitz, 1991: 21 & Watson, 2015: 3)

2.6.5 Grammar-translation approach

The Grammar-translation approach was in the past used extensively to teach some classical languages such as Latin and Greek. It mainly involves grammatical parsing and translation of any set of largely unrelated sentences into the mother tongue. It is based on the belief that learners can learn the target language grammar by translating the target language into their own language (Larsen-Freeman, 2000:11). However, the fact that the target language is only used in translation and not in communicative contexts reduces exposure to the target language and drastically reduces the potential to learn it (Celce-Murcia 1991: 4).

2.6.6 Direct approach

The Direct approach came into use as a reaction to the grammar-translation method's main shortcoming which is the inability of language learners to use the target language. The main principle of the direct method is: 'No translation is allowed.' (Larsen-Freeman, 2000: 21). It encourages use of dialogs and anecdotes that are typical of day-to-day conversations, although these are generated by the teacher and may at times not relate in any way to the learners' real life experiences. To promote conversational competence, in spite of merely memorising dialogues and typical anecdotes, the direct method strictly prohibits use of mother tongue in the classroom and grammar rules are learned inductively (Celce-Murcia, 1991: 5).

2.6.7 Reading approach

The Reading approach came into existence as a reaction to what was considered the impracticability of the Direct approach. While the former requires exclusive use of the target language, thereby requiring high proficiency of the teacher in the target language, the Reading approach counteracts this problem by advocating for use of reading as a means of teaching and learning grammar. By using the Reading approach, the grammar

in the target language is restricted to only the rules and structures that emerge in the reading activity. Therefore, teachers' proficiency in the target language is only required to promote learners' interpretation and understanding of the target language that is presented in reading comprehension passages (Celce-Murcia, 1991: 4).

2.6.8 Comprehension-based approach

The Comprehension-based approach considers listening as the fundamental skill required for language learning. It is based on the belief that if learners are exposed to sufficient listening input, they will learn the language. According to this approach, it is crucial to expose learners to native-like inputs in the form of listening presentations by the teacher who ought to be a native speaker of the target language. Where teachers are not native speakers, alternative input in the form of audio-tapes and/or video-tapes can be used. Grammar rules are expected to be learned, or rather deduced by listening to the language use from the listening activities. It is believed that conscious drills or exercises of grammar and correction of errors are unnecessary and perhaps even counterproductive (Celce-Murcia 1991:4).

2.6.9 Content-based approach

The Content-based approach uses the teaching of the content in non-language subjects, also called content subjects, to teach linguistic competence. An example thereof is that, while learners are engaging in a subject like Geography, the teacher would draw the learners' attention to grammar structures and during marking of the activities in the content subject, also provide language error correction. This approach gave rise to the teaching practice named 'language across the curriculum' an initiative that was launched in the 1970s to integrate the teaching of reading and writing into all other subject areas, (Larsen- Freeman, 2000: 137). It is a co-operative learning approach which could lessen the burden of language teaching on language teachers and improve language learning drastically because learners, with this approach, would be exposed to language learning in most, if not all, of their subjects.

2.6.10 Task- based approaches,

The Task- based approach, just like the Content-based approach, believes in teaching language structures while learners are engaged in other tasks. While the other tasks, in the case of Content-based-approach refer use of content subjects, the Task-based-approach engages learners in language learning while completing any task, often a manual one, notwithstanding the subject speciality. An example could be the situation where learners are given a project such as solving a cross-word puzzle. Learners could learn the language rules and structures, with or without teacher assistance while completing the task (Richards & Rodgers 2001: 223).

2.6.11 Participatory approach

In the Participatory approach the topic or content used to learn a language is not necessarily derived from the content subjects but by utilising topics that are of common interest to the learners. So groups of learners, even the whole class, having common interest in certain activities, for example sports or fashion design, could, during teacher-controlled discussions on the topic, be made aware of any language rules or structures that could emerge (Larsen- Freeman, 2000:150).

2.7 GRAMMAR TEACHING METHODS

Methods of teaching involve the breakdown of language learning approaches into tangible behaviours that can be manifested in actual learning and teaching settings. A variety of methods ranging from the traditional to modern or innovative strategies are outlined.

Anthony (1963: 63) distinguishes between an approach and a method. The latter is an overall plan which creates an orderly presentation of language material to learners, and is aligned to a selected approach. A method, therefore, is informed by an approach.

There are a number of methods of teaching grammar, from what is considered traditional methods such as the Audio-lingual, Grammar-translation and Communicative Language

Teaching to the novel 'designer methods' such as the Silent Way, Community Language Teaching and Suggestology or Suggestopedia (Celce-Murcia, 2013: 2).

2.7.1 Grammar-translation method

The Grammar-Translation method evolved from the teaching of classical languages such as Latin. It is a method in which learners learn a language by first analysing its grammar rules, in detail, followed by the translation of words and sentences from the second language (L2) into the first language (L1). In the South African context, this method could involve the teacher asking his or her learners to read words or sentences in EFAL, then to translate them into their L1 (Richards & Rodgers, 2001: 4; Wang, 2010: 315). Grammar rules, similarities and differences are pointed out by the teacher but the main focus will be on correct translation and acquisition of vocabulary. There is not much practice of the target language since the use of the target language is restricted to the repetition exercises (Larsen- Freeman, 2000:12).

2.7.2 Audio-lingual method

Derived from the Audio-Lingual approach, the Audio-Lingual method is largely an oral-based method which focuses on teaching the grammatical structures of a language. Language structures are taught through memorisation and repetition of dialogues designed by the teacher. Learners are not explicitly exposed to the grammar structures, but it is assumed that through repetition and memorisation of correct dialogues, language patterns will be acquired or inferred (Larsen-Freeman, 2000: 45; Wang, 2010: 315). Larsen-Freeman (2000: 35) illustrates the example of an audio-lingual grammar learning thus: learners are initially required to listen to a teacher presenting typical day-to-day anecdotes, for example a teacher-learner interaction dialogue. Thereafter the learners are expected to repeat what the teacher said using exactly the same tone and pronunciation. Grammar rules are learned last, but not as separate topics but are identified and taught while the learners are busy trying to practise the dialogues or anecdotes.

2.7.3 Communicative language teaching

The Communicative language teaching method is premised on the Communicative approach, and focuses on making communicative competence the goal of language teaching. Language structures and forms are taught communicatively, that is, as part and parcel of authentic language use. The teacher who uses this method presents various opportunities for learners to speak the target language, and grammar errors that could occur are largely ignored (Larsen-Freeman, 2000: 127; Chen, 2016: 618). Larsen-Freeman (2000: 122) provides a typical communicative language teaching activity. After reading a sports column on the World Cup tournament, learners use predictive wording used in the column to formulate own predictions about the outcome of the tournament. Therefore, in a lesson like this, students will eventually have learned how to make use of predictive words and differentiating facts from opinions. Both these abilities contribute to language competency.

2.7.4 Direct method

The goal of the Direct method is learners' exclusive use of the target language to communicate. The main difference between the Direct method and the Grammar-translation method is that the Direct method does not allow any translation of the target language to the native language. Furthermore, the use of native language is discouraged and any meaning is derived directly from the target language. A typical lesson of the Direct method is described clearly by Larsen-Freeman (2000: 25). In the said lesson the students are asked to read a passage describing a map of the United States of America with the teacher pointing on the map showing any part that relates to the sentence(s) that the students have finished reading. This method has been used for decades, especially in primary school where the teacher would point at, or raise an object which learners would name by choosing suitable names from a pool of names. One peculiar characteristic of the Direct method is its reliance on visual cues.

2.7.5 Situational language teaching method

The method focuses on teaching the four language skills namely, speaking, reading, writing and listening by focusing on the vocabulary and structure of a particular language.

Since the focus is on structure, grammar rules are considered crucial and errors are avoided at all costs (Richards & Rodgers, 2001:41). This method emphasises the importance of teaching structures and sentence patterns as the foundations of writing and reading. The 'situation' alluded to in the name of this method refers to the use of concrete objects, pictures, and realia, which together with actions and gestures are used to demonstrate meanings of new language items. There is constant employ of techniques such as drills and repetitions of sentence patterns, and this is done to ensure grammatical correctness supported by this method (Ibid 43).

2.7.6 Alternative methods

According to Richards and Rodgers (2001: 71), the 1970s to 1980s saw an increase in language teaching methods and approaches that were a move away from what was considered traditional, grammar based approaches and methods. Therefore, the 'alternative' approaches and methods' would focus less on traditional modes of grammar teaching and more on communicative modes. This was a noticeable move towards creation of a classroom environment that was conducive to authentic communication. The assumption derived from the use of words like 'communication' and 'authentic' in referring to these new methods insinuates that the traditional methods such as the Direct method and Audio-lingual method are rather unnatural and do not have real-life communication potential. These alternative methods are discussed in the next section.

2.7.6.1 Total physical response

The Total physical response method is based on the belief that speech and action are related. It is believed that adult language learning resembles the process of a child's initial acquisition of a language which is characterised mainly by commands, which children respond to physically before they begin to produce verbal responses (Richards & Rodgers, 2001: 71). In addition, this method believes in inductive learning of grammar, implying that the grammar rules and structures are acquired or learned second to the acquisition of meaning. It is assumed that learning of grammar rules is a stressful experience and that a totally physical response, and less or no expectations to speak especially in the first stages, are expected. The result is reduction of stress associated

with language learning. The limitation of this method lies with the practicality of implementing this method in addressing situations and commands that cannot be physically demonstrated.

2.7.6.2 The silent way

The silent way is a method that lends itself to the Cognitive approach which stresses that language learning is much more than just a response to the stimulus, as suggested by the Behavioural approach and its related methods such as the Audio-lingual or Direct methods. The Cognitive approach refers to learning which is much more active and in which learners are actually regularly formulating hypotheses in order to discover the rules of the target language (Larsen-Freeman, 2000: 53). This method teaches language silently, as demonstrated by a teacher who simply points to blocks representing alphabet sounds, speaking only to voice those sounds that the learners do not already know. The lesson silently progresses from the simple to complex word-formations which are believed will lead to sentence formation and eventually acquisition of grammar rules. This method, it is believed, allows students to independently develop their own inner criteria for correctness of the language (Ibid: 64).

2.7.6.3 Community language learning method

The Community language learning method complies with the idea that language learners in one classroom are a community with similar goals and abilities, therefore they can be learning resources to one another. This method is derived from the humanistic approach in which the 'whole person, including emotions and feelings, that is, the affective realm, as well as linguistic knowledge and behavioural skills are considered necessary for effective language learning. The example of the application of this method can be summarised thus: a learner presents a message in his or her native language which the teacher translates into the target language. The learner then repeats what the teacher said in the target language to another learner, and the same procedure is carried on until all learners, 'the community' have learned how to present that message in the target language (Larsen-Freeman, 2000: 91). The focus of the method is the grammar structure in the message itself rather than the intended meaning.

2.7.6.4 Desuggestopedia

Desuggestopedia is a method that lends itself to the Affective-humanistic approach, which emphasises recognition and respect for the feelings of the learner as he or she learns a language. Therefore, removing the emotional barriers of learning like the fear of failure to understand a certain aspect of learning or to perform an activity such as speaking correctly in the target language will contribute significantly towards learning a language. Therefore, the barriers or perceived limitations that learners have should be removed or 'desuggested' (Larsen-Freeman, 2000: 73). This is done by use of calming techniques which involve engaging learners' different senses by using colourful pictures, reassuring words, role play, music, and art, all of which appeal to different senses such as sight, hearing and touch. The teacher needs to emphasise that the learners should relax and enjoy the learning experiences and need not have anxiety about their abilities, or lack thereof, to learn the target language structures or rules.

2.7.6.5 Pictorial English grammar method

The Pictorial English grammar method developed by Takahashi (2013) is based on the use of diagrams or other illustrations to teach English. An example is the teaching of parts of speech in the target language. In this instance, parts of speech are likened to parts of a car. To illustrate this method, Takahashi (2013) compares a basic sentence structure to 'one basic vehicle chassis'. Different parts of a sentence like verbs, prepositions, subjects can be illustrated by comparing them to such car parts as the tyres and objects that can be attached to a car such as the luggage cart.

Figure 1: Sample of a basic sentence structure

The diagram above illustrates a basic sentence structure, for example, 'I run'. 'S' stands for the subject 'I' while the 'V' stands for the verb 'run' (Takahashi, 2013: 4). To expand

this sentence and illustrate other parts of speech, the teacher could draw a luggage cart adjacent to the car to illustrate other parts of speech.
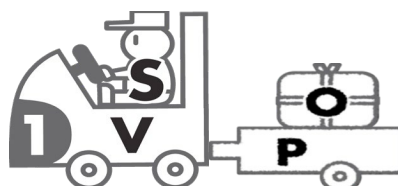
Figure 2: Sample of an extended sentence structure

In Figure 2, the letter 'P' represents the preposition 'on' and the 'O' represents the object 'sidewalk'.This luggage cart can be attached to the car diagram to demostrate the sentence, 'I run on the sidewalk'. It is however, only an artistically gifted teacher with good grammar knowledge that can successfully apply this method.

2.7.6.6 Using humour to teach English grammar method

Abdulmajeed and Hameed (2017: 40) developed a method that uses humour in the classroom to teach grammar, a topic considered to be tricky, tough and formidable, and requires outstanding skills and superlative efforts. The study they conducted on teaching inherent and non-inherent adjectives, which they consider to be the most problematic topic in English grammar proves that humour is beneficial in teaching language structures and rules. Humour is instrumental in relieving tension and anxiety particularly associated with learning topics that students consider problematic. It is further cautioned that using humour may sound user-friendly to grammar teachers but for this method to be successful and effective, the teacher's creativity in 'weaving' humour in his or her grammar lesson is significant. The sense of humour of the teacher also plays a role in making this method effective.

Grammar teaching methods help the teacher to be conscious of his or her thinking regarding the manner in which he or she intends to present the lesson. Thinking about the lesson tends to influence the teacher's actions in class. Teachers should also know their method preferences and acquire the knowledge base of teaching and understanding. Using different methods is likely to enhance the teacher's repertoire of techniques (Larsen-Freeman, 2000: 3). However, the knowledge of methods needs

conscious attention and adequate planning on the part of the teacher, otherwise he or she may attempt to implement poorly understood methods which may inhibit or utterly confuse the learner's understanding of grammar,

2.8 RATIONALE FOR THEORY IN THE STUDY

This study was premised on the integration of Behaviorism, Mentalism, Cognitive and Universal Grammar theories.

2.8.1 Behaviorism

Behaviourism explains behaviour by observing responses of learners due to particular stimuli. Different stimuli can produce different responses from a learner. These responses could either be haphazard or regular (Ellis, 1986: 20). For example, teaching a particular grammar structure repetitively will encourage the learner to form a habit of using the structure until it is learned. Thus, Ellis (1997: 31) argues that repeating the rules of a topic such as subject-verb agreement, also known as concord, will help learners learn how to speak and write using correct concord.

2.8.2 Mentalism

Mentalism is a theory that is associated with the belief that knowledge is formed from inborn mental processes. According to this theory, which is closely related to nativism, every learner is predisposed to learning a language, and this takes place when their inherent thought processes are activated (McLaughlin, 2006: 128). Therefore, learners can learn and know grammar structures provided their thought processes are fully engaged. The same goes for EFAL FET learners.

2.8.3 Cognitive theory

Cognitive theory regards the learner as an active processor of information; learning and using rules that require learners to think. They should apply their mental powers in order to instil a workable generative rule from the mass of data presented and then analyse the situations where the application of the rule would be useful and appropriate since learning

can be said to have taken place when learners have managed to impose some meaningful interpretation or pattern on the data (Hutchinson & Waters, 1987: 43; Chen, 2016: 618). EFAL FET learners would be expected to apply their mental powers to generate workable rules from input presented by educators as well as ELCAs.

2.8.4 Universal Grammar theory

Universal Grammar (UG) theory of language developed by Noam Chomsky asserts that a human brain has an ability to learn a language. According to this theory, the human brain can be thought of as a partially configured machine, partially configured by the innate ability to learn a language and due to be fully configured as a result of comprehensible input in the form of teaching (Pinheiro, 2016: 34). Thus, according to Universal grammar, EFAL learners have the same chance of learning English Second language grammar, almost the same way that English first language learners do. However, the second language learners need to be sufficiently exposed to language structure prior to their assimilation of the language they are learning.

Since learners are predisposed to language learning, the four theories discussed above afforded the researcher an opportunity to observe how EFAL learners respond to teaching stimuli and the apparent processing of the input provided.

2.9 CONCLUSION

EFAL learner grammar needs urgent and resolute attention. Grammar ought to be taught in line with the CAPS guidelines. Additionally, learners have the capacity to learn grammar (see 2.7). The situation can improve if teachers and ELCAs work together to increase the attrition rate of poor performance of EFAL Grade 12 language learners. The learners could benefit from teachers' and ELCAs' application of pertinent language learning theories as well as from their creativity in tackling grammar challenges identified in class and by the LPDE.

The next chapter discusses the research methodology that guided this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research design of this study was exploratory and the approach was qualitative.

3.2 RESEARCH DESIGN

According to Leedy and Ormond (2013: 32), an exploratory research design is an approach for exploring and understanding the meaning that individuals or groups ascribe to a social phenomenon. Thus, EFAL FET grammar methods used by teachers was explored in this study.

A qualitative approach focuses primarily on describing a situation, problem, phenomenon or event. Its intention is to explore experiences, meanings, perceptions and feelings (Kumar, 2011: 35). Grammar teachers were observed in class teaching grammar, and curriculum advisors were interviewed on the support that they provided to FET grammar teachers. This study observed methods employed by teachers in the teaching of English grammar to EFAL FET students.

3.3 SAMPLING

The sample of the study was derived from a selected number of EFAL FET grammar teachers and ELCAs from a population comprising EFAL FET grammar teachers and ELCAs in the LP. Purposive sampling, in which researchers knowingly select individuals based on their knowledge of the population, was used. This also elicited data in which the researcher was interested (Mackey & Gass, 2005: 122). The sample was made up of five FET EFAL grammar teachers and five ELCAs from the five Districts of the LP. The population was the EFAL FET teachers in the LP as well as the EFAL FET ELCAs who rendered support to the teachers in the FET phase.

Furthermore, Maree and Pieterson (2007: 178) maintain that purposive sampling is used to fulfil a specific purpose that the researcher has. Thus, five classes were selected from five secondary schools out of the five Districts in the province.

The rationale for selecting each of the five schools was as follows: Marobathota Secondary in the Capricorn District was selected because it is one of the top performing schools in Capricorn. Phoroane Secondary in Sekhukhune District was selected because it is accessible since the district is largely rural and most schools are sparsely located. H.S Phillips Secondary in the Vhembe District is one of the oldest schools in Limpopo, established in 1937. Mafutsane Secondary in the Mopani District is a Maths, Science and Commerce stream only school and was established only in 1994. Ebenezer School in the Waterberg District was selected as it is located in the semi-urban township of Mahwelereng. Therefore, each school has some unique trait while also representing each of the five Districts in the Limpopo Province.

3.4 DATA COLLECTION

An observation scheme and semi-structured interview were used to collect data. Observations are useful data collection techniques because of their possibility of providing insider perspectives of group dynamics and behaviours. The researcher was a complete observer, also called 'etic' or 'outsider' perspective, implying that she did not, at any point, in any way, intrude in the lesson. The observation scheme was prepared to direct the observation so as to reduce the risk of subjectivity and bias towards or against certain traits with potential to yield useful information (Niewenhuis, 2007: 84). An observation scheme was developed and used to observe grammar teachers in classes (see Appendix A).

According to Miles and Gilbert (2005: 65), semi-structured interviews are conversations with which the researcher is able to find out what they wish to explore by means of a set of questions, mostly simple, open and with a flexible order. Niewenhuis (2007: 84) states that semi-structured interviews could be used to corroborate the data that will emerge from the researcher's observations. Thus, the researcher developed semi-structured interview questions pertaining to grammar for ECLAs to collect data (see Appendix B).

3.5 DATA ANALYSIS

Data analysis refers to a process whereby researchers extract some sort of explanation, understanding or interpretation from people or situations under study. Due to the sheer

amount of data that were anticipated from both observations and interviews, the researcher prepared the data by going through data analysis stages of describing the sample, organising, transcribing, and analysing them (Niewenhuis, 2007: 103).

Data collected through observations from EFAL FET grammar classes and recorded interview responses of ECLAs were analysed through Thematic Content Analysis. Braun and Clarke (2006) provide a six-step thematic analysis process of mainly identifying, analysing and reporting qualitative data using thematic analysis. The steps involve familiarising oneself with the data collected, generating initial codes, searching for themes, reviewing the themes, defining and naming themes as well as producing the report. This implied that the data collected from the observations and interviews were presented narratively in line with the thematic content analysis.

3.6 QUALITY CRITERIA

In line with the qualitative approach, quality criteria include credibility, dependability, transferability and confirmability.

3.6.1 Credibility

Credibility refers to establishing whether the results of qualitative research are credible or believable according to the participants in the research study (Trochim & Donnelly, 2007: 149). To establish credibility, the researcher provided the research findings to the participants in the study and requested them to authenticate their accuracy by giving their views.

3.6.2 Dependability

Dependability means the possibility of obtaining the same results if one thing could be observed twice (Trochim & Donnelly, 2007: 149). The researcher ensured dependability by presenting a detailed process of the research study such that it could be replicated by other researchers.

3.6.3 Transferability

Transferability is a quality criterion for qualitative research that refers to the degree to which results or findings can be transferred to other contexts or situations (Guba & Lincoln, 2007: 114). Transferability was ensured by presenting the detailed procedures used in the study so that other researchers could apply them in similar contexts.

3.6.4 Confirmability

Confirmability refers to the degree to which the results can be confirmed or supported by other researchers (Guba & Lincoln, 2007: 114). Therefore, a similar study conducted in a different context could be used to corroborate the results of this study.

3.7 SIGNIFICANCE OF THE STUDY

The significance of this study stems from the exercise of exploring teachers' grammar teaching methods. This study revealed the grammar teaching methods at the teachers' disposal as well as those that they employ.

The assumption was that if teachers could be exposed to different approaches and methods, their application could enhance learner grammar performance. Since learners are different people with different learning styles, it is possible that every learner's learning style would, at some point, be catered for if a variety of teaching methods were applied. Furthermore, the study could reveal the levels of knowledge and skills of teaching grammar possessed by teachers, and the levels of support they generally received compared to what they needed, thereby balancing the demand with the supply of support. This study would hopefully ignite interest in the teaching of grammar in the FET EFAL phase. The study may inspire future research in the same topic or field of study. The literature may also add new insights to the already existing body of knowledge.

3.8 ETHICAL CONSIDERATIONS

Research studies are required to follow ethical consideration procedures prior to the commencement of the study. The nature of the study needs to be explained and participants need to give their informed consent (Leedy & Ormond, 2013: 151).

Ethical issues were addressed by means of letters of permission and consent forms to all stakeholders as well as participants of the study.

Furthermore, the ethical issues of privacy and confidentiality, respect and dignity, benefits and risks or harm were considered.

3.8.1 Turfloop Research Ethics Committee

Ethical clearance to conduct research was sought from the Turfloop Research Ethics Committee (TREC) and the study strove to abide by the standards and provisions stipulated by the committee.

3.8.2 ELCAs interview consent

Interview consent was requested from the ELCAs in the five districts who participated in the study (see Appendix C).

3.8.3 Observation permission letters

The researcher sent letters to the Principals and SGBs of the selected schools requesting for permission to observe classes prior to the dates of observation and permission was granted (see Appendix D).

3.8.4 Teachers' observation consent

Consent to participate in the study was sought from the target teachers whose Grade 11 classes were observed (see Appendix E).

3.8.5 Privacy and confidentiality

All participants in the study were assured that their privacy and confidentiality would be prioritised and maintained. The researcher did not at any point disclose the participants' private information and personal details to any party without prior permission by the participants. All information volunteered by the participants was used solely for purposes of this study.

3.8.6 Respect and dignity

Participants in the study were treated with respect and dignity at all times. The researcher endeavoured to address the participants with outmost respect and attempted to remove any form of discomfort and concerns that the participants indicated. They were assured that if at any point they wished to discontinue their participation, their decision would be respected. Furthermore, the researcher ensured and implemented the participants' right to dignity by addressing and treating them in a dignified manner. If at any point the participants felt that their dignity was compromised they were made to feel free to raise their concerns to the researcher, which were addressed accordingly.

3.8.7 Benefits and risks or harm

The researcher informed the participants of the benefits of the study, to enhance all interested parties' knowledge and understanding about the application, effectiveness and possible improvements of EFAL grammar structures. It was also made possible to provide recommendations for ELCAs regarding the extent and impact of training as well as support that was provided to teachers especially in the teaching of grammar structures. It was also explained that they would not derive any material benefits to themselves, their dependents or their work environments. They were assured that neither harm nor risks were expected on them or anyone in their immediate environment as a consequence of their participation in the study.

The next chapter presents the findings of the study.

CHAPTER 4

ANALYSIS OF RESULTS

4.1 INTRODUCTION

This chapter presents results of the study which are made up of observations of teachers' lessons and interviews with ELCAs.

4.2 OBSERVATIONS

Observations are hereby discussed in terms of bio-data, outcomes, learner grammar, methods, types of teaching materials used, learner-teacher support materials and assessment (see Appendix B).

The topics taught during the observations were cartoon interpretation, word classes taught in context of autobiography, punctuation, subject-verb agreement and reading comprehension techniques.

4.2.1 Bio-data

The highest qualifications of teachers in the schools are as follows: One holds a Bachelor of Arts degree and a Higher Education Diploma (BA and HED) and the other four had Senior Teachers' Diplomas (STDs).

The language teaching experience of the teachers is presented in the following ascending order, 11-, 13-, 14-, 17 and 24 years, respectively.

Furthermore, in line with the observation scheme (cf Appendix B), findings will be presented in terms of outcomes, learner grammar, methods, types of teaching materials used, learner-teacher support materials and assessment.

4.2.2 Outcomes

Four teachers excellently stated the lesson outcomes. However, in one school the outcomes were not stated.

Three lessons' outcomes were excellently realistic, 1 marginally realistic and another lesson's outcomes were not stated.

Outcomes were excellently achieved in 3 lessons, considerable in 1 and in another one they were not stated.

Three lessons' outcomes were excellently aligned to CAPS, in another one they were marginally aligned and in another lesson they were not stated.

4.2.3 Learner grammar

In 2 lessons the teaching of structures was good and in another 2 lessons, this was excellent. In the last lesson no grammar structures were taught.

Two lessons taught grammar rules excellently, 2 considerably and in 1, the rules were good.

In 2 lessons there was some indication of interlanguage and learners did not participate in the target language. In another 2 lessons, learners' interlanguage was considerable while in the last lesson, it was marginal.

Permeability of learner's language was not existent in 3 lessons, it was good in 1 and in another, excellent.

Variability of learner grammar was not evident in 2 lessons, it was good in 1 and excellent in the other 2.

In 2 lessons there was no application of learning strategies, in 1 lesson it was marginal, in another lesson considerable and in the last one, excellent.

Fossilization of learning was not observed in 2 lessons. In the other 3 lessons, fossilization was marginal, considerable and good, respectively.

4.2.4 Methods

Use of a single method ranged from marginal in 2 lessons, good in 1 and excellent, in the other 2.

There was considerable use of a variety of methods in 2 lessons. In the other 3 it was not observed.

The adaptation of the chosen method(s) was considerable in 1 lesson and good in another. In the other 3 lessons there was no adaptation.

The Audio-lingual method was not used in any of the lessons.

Only 1 lesson used Grammar-Translation method considerably. This method was not used in the other 4 lessons.

The Task-Based Language Teaching method was excellently applied in 2 lessons. In 1 lesson the application of this method was good. It was not applied in 2 lessons.

Communicative Language Teaching method's application was considerable and good in 2 lessons respectively. It was not applied in the other (3) lessons.

4.2.5 Types of Teaching Materials Used

There was no use of the text book in all 5 lessons but there was excellent use of the chalkboard in all 5 instances.

Use of pamphlets was excellent in 2 lessons, considerable in 1 and good in another. One lesson did not use pamphlets at all. Study guides were not used in 4 lessons but in 1 lesson they were used considerably. No teacher used the dictionary, projector and charts or posters.

4.2.6 Learner-teacher Support materials

The suitability of learner-teacher support materials was marginal in 1 lesson, considerable in another and excellent in 3 lessons.

Authenticity of learner-teacher materials was excellent in 1 lesson and considerable in another. There was no authenticity in the rest (3) of the other lessons.

Non-authentic materials use was considerable in 1 lesson, excellent in 2 and there was none in 2 lessons.

Adequacy of learner-support materials was good in 1 lesson, excellent in 2 and marginal in another. In 1 lesson, learner-support materials were not adequate.

4.2.7 Assessment

None of the 5 lessons allowed learner self-assessment during the lessons.

Three lessons employed peer-assessment, it was considerable in 2 lessons and excellent in 1.

Group assessment activity was good in only 1 lesson. There was none in the other 4.

In 1 lesson the quality of classwork given was good and in another excellent. Three teachers did not give classwork.

Homework was given during 2 lessons. It was also administered excellently. In 3 lessons homework was not administered.

Considerable feedback was provided to learners in 1 school. In 2 schools this was good and in the other 2, feedback was excellent.

4.3 ELCAS INTERVIEWS

In line with the interview questions for ELCAs, the findings are presented in terms of personal information, planning, training, content, methods, materials, assessment, evaluation and improvements (see Appendix A)

4.3.1 Personal information

ELCA's academic qualifications ranged from Bachelor of Arts (BA) to Master of Arts (MA) degrees. One participant holds a BA degree, one a BA Honours (BA Hons), one, Bachelor of Education Honours (B.Ed. Hons) and two had the Master of Arts (MA) and Master of Education (MEd) degrees respectively.

Two (2) ELCA's highest professional qualifications were BA (Ed) degrees, 1 an Advanced Certificate in Education (ACE), another a Higher Diploma in Education (HDE) and the last one had a Higher Education Diploma (HED).

Three (3) ELCAs specialised in language, 1 in literature and 1 in both language and literature.

One (1) ELCA never taught at the secondary school level. The other 4 did. Of the 4 ELCAs that taught at secondary level, 1 taught Grades 8 to 12, 2 taught Grades 10 to 12 and another one Grades 10 and 11.

The five (5) ELCAs interviewed were appointed as Curriculum Advisors in 2008, 2009, 2016, 2008 and 2009 respectively.

One (1) ELCA worked in all the circuits of the Capricorn District and another 1 in the Sekhukhune District's circuits of Phokoane, Eensaam and Glen Cowie. The 3rd ELCA worked in the Vhembe District's Soutpansberg and Hlanganani circuits, the 4th one in Mopani District's Makhutswe, N'wanedzi, Xihoko and Nkowankowa circuits and the last one worked in all of the Waterberg (Mogalakwena) District circuits.

The total number of schools in the circuits serviced by the ELCAs range from 30 to 169. Two (2) ELCAs advised 30 schools each, 1 has 31 and the other two 103 and 169, respectively.

All the 5 ELCAs supported teachers in the teaching of language and literature.

One ELCA supported teachers through school visits, content workshops, School-Based Assessment (SBA) and one-on-one sessions. The other one used teacher workshops and guidance to support teachers. The 3rd ELCA employed training workshops and school visits. The 4th ELCA used methodology workshops, one-on-one sessions and on-site visits. The 5th ELCA used content workshops, school visits and one-on-one sessions.

4.3.2 Planning

One ELCA visited schools once a week, 2 said three times a week and another one said 4 times a week. One ELCA visited schools 4-5 times in a week.

One (1) ELCA conducted teacher workshops twice per annum, another 1 did so once in a quarter for the first three quarters. One visited the schools once in a quarter and another 1 said four times per annum arranged thus: twice in the first quarter and once in the 2nd and 3rd quarters respectively. One ELCA visited the schools only when there was a need determined by the circuits or district.

Three (3) ELCAs visited the schools once in a quarter, four times per annum and another one did so when the need arose. All ELCAs stated that the number of school visits conducted was determined by the District. One ELCA's decision to visit schools was informed by learner work analysis activity and how she or he conceived the need for an intervention. The other ELCA's school visits was influenced by the need to support teachers on the work covered during the teacher workshops.

Two (2) ELCAs' workshops involved a discussion of English grammar. One discussed English grammar in two workshops, in quarter one and two. The other 2 discussed English grammar in every workshop.

Two (2) ELCAs planned to involve all schools by conducting workshops at the circuit and cluster level respectively. The other 3 ELCAs indicated that all schools always participated in the workshops.

4.3.3 Training

Three (3) ELCAs stated that all the teachers attended workshops while 2 of the participants stated that most teachers did attend.

One (1) ELCA stated that teachers attended the workshops and that the attendance was not regular but intermittent as this depended on the need for teachers to attend other workshops for other subjects which they also taught at their schools. The other 2 participants indicated that the evidence of names in the attendance registers and teacher realisation of the importance of workshops in their line of duty were reasons for the regular attendance. Two ELCAs stated that most teachers did attend workshops and further noted that at times some of the teachers were required to attend two workshops at the same time. Hence, some of them just signed the attendance registers and then excused themselves from the workshops.

Two (2) ELCA's stated that they allocated 30 to 40 minutes to grammar in each training workshop. The 3rd participant did not have a definite time allocation. The 4th participant stated that 1 hour was allocated while the 5th one allocated the entire 3 hours of the workshop period to the teaching of grammar.

Reasons for the allotment of workshop time to grammar was determined by different circumstances. Two ELCAs cited equitable allocation of time to all three papers in one workshop. Two ELCAs' allocation of time was informed by the needs of the learners and by the Diagnostic Report. The other ELCA's allocation of time was decided by the authorities at the district level.

Four (4) ELCAs considered the time allocated for grammar as adequate. One stated that this time allocation was never definite as it depended on the needs of the learners and therefore its adequacy could not be determined.

Explanations on whether the time allocated to grammar was adequate were as follows: 2 ELCAs stated that grammar content could not be covered in the allocated time, 1 mentioned that grammar is a difficult topic, another one mentioned that the time allocation was inadequate as there were other sections that needed to be catered for and the 5th stated that the allocated grammar time during workshops was adequate.

Three (3) ELCAs never dedicated the whole workshop to grammar while 2 did so at times.

4.3.4 Content

One (1) ELCA described an EFAL grammar learner as someone who is not a native speaker and who uses English as a Language of Learning and Teaching (LOLT). Another ELCA reckoned that an EFAL grammar learner is someone who is able to demonstrate language competency and show an interest in the language. Two ELCAs asserted that this is a learner who is not a native speaker but is willing and dedicated to learn English. The last one stated that an EFAL learner is someone who struggles to grasp the basics of English grammar as a non-native speaker.

Aspects of English language covered by ELCAs in the workshops are as follows: One ELCA mentioned visual literacy and editing, another one grammar rules, sentence transformation, parts of speech, comprehension passages as well as language structures such as concord and synonyms. Two ELCAs stated that they focused on what the teaching plan prescribed they ought to cover while the last ELCA focused on language editing, voice, speech and concord.

The reasons for the choice on which aspects to cover in the workshops included poor learner performance in those sections, being informed by the Diagnostic report, the prescriptions of the teaching plan, the fact that those sections chosen embodied what needed to be grasped in the language basics as well as analysis of learners' performance which identified these as the challenging aspects of English language learning.

All the five (5) ELCAs admitted that they sometimes tackled grammar in the workshops. One ELCA tackled summary and visual literacy as grammar topics in the workshops, the 2nd one tackled parts of speech, irregular verbs, tense, sentence transformation rules, language structures, word building and vocabulary. The 3rd ELCA focused on voice, speech and tense, the 4th one on concord, voice and speech and the last one tackled voice, speech and tense.

The reasons for choosing these grammar topics ranged from the failure to teach these topics in classes, the poor performance in these sections by the learners, being informed by the analysis of learners' work, these topics being predominantly asked in the examinations and that learners' knowledge of these sections made writing their Paper 3 examination easier task.

4.3.5 Methods

Three (3) ELCAs concurred that teachers practically taught the grammar sections while one did not concur. One stated that grammar was not taught as was expected.

Two (2) ELCAs identified the Communicative method as the method teachers generally use to teach grammar, 1 identified the use of Text-based method, another one stated that teachers depended on methods prescribed by the CAPS document and the last one identified the method where teachers use examples of grammar without actually teaching it.

The grammar teaching methods recommended were as follows: 2 ELCAs recommended the use of examination or test question papers to teach grammar, the aim thereof being to teach question-response skills and the 3rd one recommended Text-based and Process methods to provide learners with opportunities to engage with grammar learning. The 4th

recommended Explicit-structure method to ensure learner ability to identify rules and structures of grammar and the 5th recommended the use of the Direct-method to give learners exposure to the rules of grammar.

4.3.6 Materials

Training materials that ELCAs used in teacher training were the CAPS document and rubrics; laptops, projector and screen, flipcharts, training manuals; Power Point presentations and diagnostic reports, internet sources, and different books.

Two (2) ELCAs always had adequate training materials, another 2 responded that this was not always the case and 1 did not have adequate training materials.

Grammar sources used were the CAPS document, media materials, grammar textbooks and dictionaries, training manuals, Power Point presentations, diagnostic reports, textbooks and self-developed manuals.

The grammar materials that ELCAs provided to the teachers ranged from teaching plans, training manuals, worksheets, Power Point presentations and self-developed guides.

With respect to the recommendations of materials teachers could use at schools, the responses were as follows: One ELCA considered it unethical to recommend particular material(s). Another ELCA recommended the use of study guides, newspapers and magazines as these provide authentic language teaching and learning opportunities, 2 participants recommended good textbooks as these contain relevant examples and activities which are accessible and developed by language experts, the last recommended a source named 'Student Companion' which is considered to be a good language book.

4.3.7 Assessment

Common aspects of grammar that teachers assessed were, comprehension, visual literacy and language editing; rules of grammar, sentence transformation, parts of speech, comprehension, contractions, articles, concord, question tags, homophones and homonyms. However, 1 ELCA considered comprehension passages to be common

grammar aspects taught, another considered language editing focusing on grammar items such as tense and concord while the last one mentioned voice, speech and question tags as the most common aspects.

The methods that teachers employed to assess grammar ranged from formal and informal tasks, teacher, -self, -peer- and group assessment, oral questions and answer methods, written tasks of language activities with memoranda as well as class work and home work.

ELCAs recommended the following grammar assessment methods: self- and peer assessment, the use of all methods of assessment, methods that allow learner explanations of grammar rules, role play and peer assessment as well as methods that assess learners' knowledge of grammar rules.

One (1) ELCA reckoned that the challenges that teachers experience regarding assessing grammar were lack of understanding of grammar by the teachers as a result of inadequate qualifications. Another one identified lack of resources, overcrowding, work overload and inadequate training due to the changes in curricula as the main challenges. The 3rd ELCA asserted that teachers struggled with knowledge and application of grammar rules while the 4th raised the challenge of teachers' presumption that learners know the language structures and rules and hence merely glance over them. The 5th ELCA stated that since the teachers did not adequately cover grammar content, they ended up not assessing it sufficiently.

Teachers' assessment of learners' knowledge of English grammar included formative- and summative assessment, question and answer methods and oral questioning. Two ELCAs believed that knowledge or content of grammar was not adequately taught resulting in very little assessment thereof.

All 5 ELCAs provided feedback on formative grammar learner performance. This was done in a range of intervals. One ELCA provided feedback during School Based Assessment (SBA) moderation sessions, the 2nd at the start of a lesson that was to be observed, the 3rd and 4th did so during the school visits while the 5th ELCA provided feedback during item analysis reporting.

Feedback on summative learner performance was always given and it occurred as follows: One (1) ELCA gave feedback at the beginning of the year during briefing sessions, another at the end of observed lessons at the schools. The 3rd ELCA did so after formal tasks and examination administering, the 4th during item analysis and the last one after every examination such as the mid-year, trial- and end-of-the-year examinations.

Common grammar errors committed by learners in EFAL were the inability to distinguish language structures such as parts of speech, sentence transformation and sentence editing; failure to differentiate homophones and homonyms, problems with concord, spelling and prepositions; punctuation, tense and verbs; punctuation, concord and spelling, tense, voice and speech.

Two (2) ELCAs stated that some teachers were confident in tackling grammar errors, two asserted that teachers were confident while one ELCA believed that teachers were confident to tackle grammar errors.

Teachers' methods of tackling grammar errors included remedial classes, establishing and grouping language errors thence allowing practice on them, corrections of written work as well as oral and written feedback by means of marking symbols.

4.3.8 Evaluation

Two (2) ELCAs indicated that their teaching training approaches were not evaluated. One was evaluated by means of an evaluation form, another by oral feedback by the teachers they train and the other one through the Performance Management Development System (PMDS).

Teacher support efforts were evaluated in different ways. One ELCA was evaluated during one-on-one sessions with teachers, the 2nd one was evaluated by means of checklists, the 3rd one by immediate supervisors at accountability sessions and the 4th and 5th ELCAs received oral reports by the teachers they supported.

Four (4) ELCAs were never evaluated by the teachers they trained. Only one ELCA's training was evaluated.

Three (3) ELCAs had teachers evaluate the support they offered, 1 used a checklist and 2 oral feedbacks from teachers. Two ELCAs' teacher support efforts were never evaluated.

Additional evaluators included the supervisor, 2 ELCAs were evaluated by PMDS and 1 by Umalusi Council for Quality Assurance in General and Further Education and Training. One ELCA stated that there was no other evaluator.

Out of the four evaluators, three were not internal whereas one was. This question was not applicable to the last ELCA.

Four (4) ELCAs never had external evaluators, only one did. The frequency of external evaluation could not be determined for 4 the ELCAs without external evaluation. One ELCA was externally evaluated once a year. Two ELCAs received feedback after evaluation. Three did not.

4.3.9 Improvements

There are various ways in which Grade 11 EFAL formative learner performance in grammar could be improved. These range from giving informal tasks at least twice a week, determining the pre-knowledge of learners in the aspects of grammar and use that information to improve grammar teaching, teaching rules of grammar, deliberate efforts in teaching grammar, giving learners extra lessons and improving the standard of formative tasks by pitching them at the level of examination type questions.

Summative Grade 11 EFAL learner grammar performance could improve if grammar rules could be intensively taught. Teachers could provide more individual learner-centred grammar activities and improve the type and quality of summative task questions as well as provide individual support to learners through learner profiling.

Collective learners' grammar results should inform future training workshops. All ELCAs responded that these results would help them identify common grammar problems and to plan future intervention strategies, workshop topics and to determine if they would need experts to assist teachers with problems in teaching grammar.

Two (2) ELCAs stated that they could contribute to the improvement of grammar teaching by inviting experts to guide teachers. One indicated that one-on-one sessions with teachers would benefit them, another one suggested the clustering of schools in the circuits so that they could tackle common, localised and contextualised grammar challenges. The last 1 considered doing various interventions such as developing materials that address grammar issues derived from the classrooms and SBA. These materials can be used in future training workshops.

4.4 CONCLUSION

The findings of this study revealed that EFAL learner grammar remains phenomenal to teachers as well as the ELCAs in the LP. Working as a team in a dedicated manner could possibly improve how teachers strategise and implement learner grammar. Such responsibilities can be more fruitful if they are perennially informed by both internal and external evaluations annually on how grammar learner is delivered.

The next chapter concludes the study and makes recommendations for future research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

This chapter presents the conclusions of the study and recommendations for future research.

5.2 CONCLUSIONS OF THE STUDY

The conclusions of the study mainly emanate from lesson observations and interviews with English Language Curriculum Advisors (ELCAs).

5.2.1 Lesson observations

The qualifications of teachers who were observed were mainly Secondary Teachers Diplomas; only 1 teacher had a BA and HED.

Most teachers' outcomes were realistic and aligned to CAPS. Grammar structures and rules were taught. However, there were indications of interlanguage and learner language that was on the whole permeable. There was variability in the learner grammar being taught. Three teachers applied some learning strategies and fossilisation as apparent in the lessons observed.

The teachers used a variety of methods and some of them adapted their chosen teaching methods. The methods used were Grammar-translation, Task-based and Communicative language teaching. Although there was no use of text books in all the lessons observed, there was some excellent use of the chalk board. Pamphlets, the chalk board and study guides were used while the dictionary, projectors, charts or posters were not used.

Support materials were suitable in various degrees, some were authentic while others were non-authentic. The materials were on the whole adequate.

None of the 5 teachers allowed self-assessment. However, there was peer-assessment, group assessment, some classwork, and homework and feedback given.

5.2.2 Interviews with ELCAs

5.2.2.1 ELCAs Qualifications

ELCAs' academic qualifications ranged from Bachelor of Arts (BA) to Master of Arts (MA) degrees. The highest professional qualification was the BA Ed (for 2 ELCAs). Further, 1 had an Advanced Certificate in Education, another 1 a Higher Diploma in Education and the last 1, a Higher Education Diploma. Some ELCAs specialised in language and literature meanwhile others specialised in either language or literature only.

5.2.2.2 Teaching Experience

Only 1 ELCA never taught at the secondary school level whereas the rest did. Of the 4 ELCAs that taught at the secondary school level, 1 taught Grades 8 to 12, 2 taught Grades 10 to 12 and another one Grades 10 and 11. The ELCAs' experiences ranged from 3 -11 years: 11yrs, 10yrs, 3yrs, 11yrs and 10yrs, respectively.

Regarding the circuits that the ELCAs serviced, the following information was revealed: 1 ELCA worked in all the circuits of the Capricorn District and 1 worked in 3 of Sekhukhune District circuits. The 3rd worked in 2 Vhembe District circuits, the 4th in 4 of Mopani District circuits and the last one in all of the Waterberg District circuits.

The total number of schools in the circuits serviced by the ELCAs ranged from 30 to 169. All the ELCAs indicated that they supported teachers in the teaching of language and literature. One of them supported teachers through school visits, content workshops, School-Based Assessment (SBA) and one-on-one sessions. The other one used teacher workshops and guidance to support teachers. The 3rd ELCA employed training workshops and school visits. The 4th ELCA used methodology workshops, one-on-one sessions and on-site visits. The 5th ELCA used content workshops, school visits and one-on-one sessions. Visits to schools ranged from 1-5 times in a week.

5.2.2.3 Workshops

Teacher workshops could be run twice per annum, once a quarter for the first three quarters, once a quarter and four times per annum arranged twice in the first quarter and

once in the 2nd and 3rd quarters and only when there was a need determined by the circuits or district. The school visits schedule was influenced by the need to support teachers on the work covered during the teacher workshops.

Workshops involved a discussion of English grammar. Schools were involved by conducting workshops at the circuit and cluster levels, respectively. Teachers attended workshops irregularly and some time was allocated to grammar teaching. The time allocated to grammar was determined by the different circumstances.

Aspects of the English language and topics covered by ELCAs in the workshops were visual literacy and editing, grammar rules, sentence transformation, parts of speech, comprehension passages as well as language structures such as concord, synonyms and others. Two (2) stated that the focus was on what the teaching plan prescribed and that which ought to be covered while the last one focused on language editing, voice, speech, and concord.

5.2.2.4 EFAL grammar

One (1) ELCA described the EFAL grammar learner as someone who is not a native speaker who uses English as a Language of Learning and Teaching (LOLT). Another one stated that an EFAL grammar learner is someone who is able to demonstrate language competence and shows an interest in the language. Two (2) of them pointed out that this is a learner who is not a native speaker but is willing and dedicated to learn English. The last one stated that an EFAL learner is someone who struggles to grasp the basics of English grammar as a non-native speaker.

The reasons for choosing grammar aspects covered in the workshops included poor learner performance in those sections, information from the NSCDR, the prescriptions of the teaching plan, the fact that those sections chosen embody what needs to be grasped in the language basics as well as an analysis of the learners' performance which helps identify challenging aspects of the English language.

The reasons for choosing these grammar topics emanated from failure to teach these topics in classes, poor performance in these sections by the learners, analysis of learners'

work, topics being predominantly set in the examinations and that learners' knowledge of these sections could make creative writing in Paper 3 of their assessments much easier.

The ELCAs recommended various teaching methods: 2 of them recommended the use of examinations or test question papers to teach grammar, the aim thereof being to teach question-response skills, Text-based and Process methods to provide learners with opportunities to engage with grammar learning, Explicit-structure Method to ensure learners' ability to identify rules and structures of grammar and the use of the Direct method to allow learners' exposure to the rules of grammar.

5.2.2.5 Training materials

Training materials used for teacher training were the CAPS document, rubrics, laptops, projectors and screens, flipcharts, training manuals, Power Point presentations and diagnostic reports, internet sources and different books.

The materials the teachers could use at schools were study guides, newspapers and magazines as these provide authentic language teaching and learning opportunities, good textbooks as these contain relevant examples and accessible activities as well as a source called the 'Student Companion' which is considered a good language book.

5.2.2.6 Assessment

Common aspects of grammar which teachers assessed were comprehension, visual literacy and language editing, rules of grammar, sentence transformation, parts of speech, comprehension, contractions, articles, concord, question tags, homophones and homonyms. However, 1 ELCA added that comprehension passages were common among the grammar aspects taught, meanwhile another one considered language editing, focusing on grammar items such as tense and concord. The last 3 indicated that voice, speech and question tags were the most common aspects of grammar taught by the sample schools.

ELCAs recommended the following grammar assessment methods: self - and peer assessment, methods that allow learner explanations of grammar rules, role play

methods that assess learners' knowledge of grammar rules as well as the use of all methods of assessment.

Challenges that teachers experienced regarding assessment of grammar were lack of understanding of grammar by the teachers themselves as a result of low qualifications, lack of resources, overcrowding, work overload and inadequate training opportunities due to the ever changing curricula., This was further compounded by teachers struggling with knowledge and application of grammar rules, the presumption that learners know language structures and rules. Therefore, the teachers would merely glance over and not adequately cover the grammar content and would eventually not assess it sufficiently.

According to the ELCAs, teachers' assessment of learners' knowledge of English grammar included formative and summative assessment, question and answer methods and oral questioning. Two (2) ELCAs argued that knowledge as well as content of grammar were not adequately taught and as a result, very little assessment took place.

5.2.2.7 Feedback

All the 5 ELCAs provided feedback on formative grammar learner performance. This was done in a range of intervals; One ELCA provided feedback during School-Based Assessment (SBA) moderation sessions, at the beginning of a lesson that was to be observed, during school visits and feedback during item analysis reporting.

5.2.2.8 Errors

Common grammar errors by learners in EFAL were the inability to differentiate language structures such as parts of speech, sentence transformation and sentence editing, failure to differentiate homophones and homonyms, problems with concord, spelling and prepositions, punctuation, tense and verbs, punctuation, concord as well as spelling, tense, voice, and speech.

The ELCAs stated that not all teachers were confident to tackle grammar errors. Teachers' methods of tackling grammar errors included remedial classes, establishing and grouping language errors, thence allowing practice on them, corrections of written work as well as oral and written feedback by means of marking symbols.

5.2.2.9 Evaluation

There was some evaluation of the teacher training approaches. This was done by means of an evaluation form, oral feedback from teachers trained and through the Performance Management Development System (PMDS).

Most ELCAs were never evaluated by the teachers they trained. According to one ELCA, additional evaluators could be their supervisors, PMDS or Umalusi.

5.3 RECOMMENDATIONS FOR FUTURE RESEARCH

A survey of EFAL FET grammar teachers' qualifications in the Limpopo Province (LP) could be conducted.

A study to determine whether there is a correlation between teachers' professional qualifications and the training experience of grammar teachers could be conducted.

A study determining how the Limpopo Province EFAL teachers handle grammatical structures could be conducted.

An observation scheme could be developed and be used to research how teachers in the Limpopo Province teach grammar.

A study that could investigate grammar teaching methods employed by EFAL teachers in the Limpopo Province should be carried out.

A survey on grammar learner and teacher support materials in the schools within the Limpopo Province could be carried out.

Research exploring the Limpopo Province ELCAs grammar teaching approaches could be conducted.

A study evaluating the CAPS grammar teachers' ELCAs support could be conducted.

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7. APPENDICES

7.1 APPENDIX A: INTERVIEWS WITH ENGLISH LANGUAGE CURRICULUM ADVISORS

Section A

1. **Personal Information**

    1.1 What is your highest academic qualification?

    1.2 What is your highest professional qualification?

    1.3 Did you specialise in language or literature?

    1.4 Did you ever teach at a secondary school level?

    1.5 Which grades did you teach?

    1.6 When were you appointed as a curriculum advisor?

    1.7 In which circuit(s) do you work as a curriculum advisor?

    1.8 What is the total number of schools in the circuit or circuits that you service?

    1.9 Do you support teachers in language?

    1.9.1 Do you support teachers in literature as well?

    1.10 How do you support them?

Section B

2. **Planning**

2.1 How often do you do school visits? How often do you workshop teachers?

2.2 How did you arrive at the numbers given above?

2.3 How many workshops involve discussion of English grammar?

2.4 How do you plan to involve all the schools in the circuit?

3. **Training**

3.1 Do teachers attend training workshops?

3.2 Do they attend this regularly? Please explain your answer.

3.3 How much time is allocated to grammar in each training workshop?

3.4 How did you arrive at this allotment? Do you think this amount is adequate   to train teachers on this section? Please explain your answer.

3.5 Do you sometimes dedicate a whole workshop to grammar teaching?

4. Content

4.1 Describe an EFAL grammar learner.

4.2 Which sections/aspects of English language do you cover in training workshops?

4.3 Why do you choose these sections/aspects to train teachers?

4.4 Do you sometimes tackle grammar?

4.5 Which grammar topics do you cover?

4.6 Why do you focus on these topics?

5. Methods

5.1 Do teachers practically teach the grammar section?

5.2 Mention the methods that they use in teaching grammar?

5.3 Which grammar teaching methods would you advise teachers to use? Please explain your answer.

6. Materials

6.1 Mention the training materials that you use when training teachers?

6.2 Do you normally have adequate materials for all the workshops?

6.3 Which grammar sources do you prefer using in training workshops?

6.4 Which grammar materials do you provide for teachers to use in schools?

6.5 Do you recommend any grammar materials that teachers can use? Please elaborate on your answer.

7. Assessment

7.1 Which common aspects of grammar do teachers assess?

7.2 Which methods do they use in assessing these sections?

7.3 Which assessment methods would you advise them to use?

7.4 What challenges are experienced by teachers in assessing grammar?

7.5 How do teachers assess learners' knowledge of English grammar?

7.6

7.6.1 Do you give feedback on formative grammar learner performance?

7.6.1 When do you do it?

7.7

7.7.1 Do you give feedback on summative learner performance?

7.7.2 When do you do it?

7.8 Mention common grammar errors committed by learners in English First Additional Language (EFAL), Grade 12 Paper 1?

7.9 Are teachers confident in tackling grammar errors?

7.10 Which methods do they use in tackling these errors?

8. Evaluation

8.1 How the teacher training approaches that you employ are evaluated?

8.2 How are your teacher support efforts evaluated?

8.3 Do teachers evaluate your training?

8.4 Do teachers evaluate the support that you provide?

8.5 Who else evaluates you?

8.5.1 Is this evaluation internal?

8.5.2 How often does it take place?

8.5.3 Is it sometimes external?

8.5.4 How often does it take place?

8.6 Do you get feedback on the evaluation done?

9. Improvements

9.1 How can the Grade 12 EFAL formative learner performance in grammar be improved?

9.2 How can the Grade 12 EFAL summative learner performance in grammar be improved?

9.3 How do collective learners' grammar results inform future training workshops?

9.4 What contribution can you make to improve grammar teaching?

7.2 APPENDIX B: OBSERVATION CHECKLIST

1. Bio-data

1.1 School: _____

1.2 Date: _____

1.3 Circuit: _____

1.4 District: _____

1.5 Topic: _____

1.6 Duration: _____

1.7 Highest qualification in English: _____

1.8 English teaching experience in years: _____

2. Outcomes

2.1 Outcomes clearly stated	0	1	2	3	4
2.2 Outcomes realistic	0	1	2	3	4
2.3 Outcomes achieved	0	1	2	3	4
2.4 Aligned to CAPS	0	1	2	3	4

3. Learner Grammar

3.1 Grammar structures	0	1	2	3	4
3.2 Grammar rules	0	1	2	3	4
3.3 Interlanguage	0	1	2	3	4
3.4 Permeability	0	1	2	3	4
3.5 Variability	0	1	2	3	4

3.6 Learning strategies   0   1   2   3   4

3.7 Fossilization   0   1   2   3   4

4. Methods

4.1 Use of single method   0   1   2   3   4

4.2 Use of a variety of methods   0   1   2   3   4

4.3 Adaptation of method   0   1   2   3   4

4.4 Audio-lingual method   0   1   2   3   4

4.5 Grammar-translation method   0   1   2   3   4

4.6 Task-Based Language Teaching   0   1   2   3   4

4.7 Communicative Language

    Teaching   0   1   2   3   4

5. Types of Teaching Materials Used

5.1 Textbook   0   1   2   3   4

5.2 Chalkboard   0   1   2   3   4

5.3 Pamphlets   0   1   2   3   4

5.4 Study guides   0   1   2   3   4

5.5 Dictionary   0   1   2   3   4

5.6 Projector   0   1   2   3   4

5.7 Charts/posters   0   1   2   3   4

6. Learner- teacher Support materials

6.1Suitability   0   1   2   3   4

6.2 Authenticity	0	1	2	3	4
6.3 Non- authenticity	0	1	2	3	4
6.4 Adequacy	0	1	2	3	4

7. Assessment

7.1 Self-assessment	0	1	2	3	4
7.2 Peer assessment	0	1	2	3	4
7.3 Group assessment	0	1	2	3	4
7.4 Classwork	0	1	2	3	4
7.5 Homework	0	1	2	3	4
7.6 Feedback to learners	0	1	2	3	4

Key:

0 - none

1 - marginal

2 - considerable

3 - good

4 - excellent

7.3 APPENDIX C: ELCAS INTERVIEW CONSENT TO PARTICIPATE IN RESEARCH

Introduction

I am Mashiane Valery, an MA in Languages (English Studies) student at the University of Limpopo. I am conducting research on the following topic 'An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase'. I request your consent to participate in this research by allowing me to interview you on your perspective about the given topic and about the teaching and learning of grammar in EFAL FET in the schools under your jurisdiction.

Purpose of study

The purpose of this study is to explore the manner in which EFAL FET Limpopo teachers handle grammar structures in the classrooms as well as to determine the extent and impact of training and support that ELCAs provide to the EFAL FET teachers, particularly in the teaching of grammar structures.

Duration of the interview

The interview period will take approximately one hour. I will ask a number of questions pertaining to the topic of my study.

Confidentiality

All the information gathered during the interview will be kept in strict confidence and used exclusively for the intended purpose of this study. Your name and any form of identification will not be revealed to anyone without your permission.

Voluntary participation

This interview will be conducted with the understanding that you have freely agreed to take part in this study, and that are not under any obligation to answer any questions that you do not wish to answer. You are free to decide to withdraw from the study at any time, including during the interviewing process.

Benefits

There are no direct personal for participating in this study. However, the study will enhance all interested parties' knowledge and understanding about the application, effectiveness and possible improvements of methods that teachers use or can use in teaching EFAL FET grammar structures. It will also possible provide recommendations for ELCAs regarding the extent and impact of training and support that can be provided to teachers especially regarding the teaching of grammar structures.

Consent

I freely consent to take part in this study. I understand that I am participating freely and without any form of persuasion or coercion. I understand that I can stop participating in the study at any point should I wish not to continue. I confirm that the purpose of the study has been explained to me. I understand that this research study is not intended to benefit me personally in the immediate or long term. I also understand that my identity and participation will remain confidential.

Signature of the ELCA…………………………

Date: ………………………………

7.4 APPENDIX D: TREC ETHICS CLEARANCE CERTIFICATE

University of Limpopo
Department of Research Administration and Development
Private Bag   Sovenga, 0727, South Africa
Tel.' (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

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TURF-LOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 5 April 2019

                                  TREC/69/2019: PG

PROJECT NUMBER:

PROJECT:

Title: An exploration of the handling of grammatical structures by Limpopo
                                  Province EFAL teachers in the FET phase.

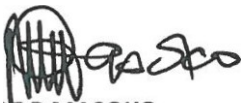Researcher: MV Mashiane

Supervisor: Dr LJ Ngoepe

Co-Supervisor/s: N/A

School: Language and Communication Studies

Degree: Master of Arts in English Studies

PR F P MASOKO

CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics
Council, Registration Number: REC-0310111-031

Note:

i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.

ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.

iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

7.5 APPENDIX E: OBSERVATION PERMISSION LETTERS FOR PRINCIPALS AND SCHOOL GOVERNING BODIES

7.5.1 Letter to request for permission to collect data from the Principal of Phoroane Secondary School in Sekhukhune District

P O BOX 1460

LENYENYE

0857

…………………………

The Principal and SGB

Phoroane Secondary School

Masemola Village

Makhuduthamaga Rural

Limpopo

South Africa

Dear Sir/Madam

PERMISSION TO OBSERVE A LESSON AT PHOROANE HIGH SCHOOL

I Mashiane M.V., currently enrolled for MA in Languages at the University of Limpopo School of Languages and Communication, request permission to collect data in the form of observation of one Grade 11 English grammar lesson at your school. The topic of the study I am engaged in is, "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase."

I trust that you will consider this request favourably

Yours Faithfully

_____

Mashiane M.V (Ms)

7.5.2 Letter to request for permission to collect data from the Principal of Mafutsane Secondary School in Mopani District

P O BOX 1460

LENYENYE

0857

……………………………

The Principal

Mafutsane Secondary School

P O Box 714

Lenyenye

0857

Dear Sir/Madam

PERMISSION TO OBSERVE A LESSON AT MAFUTSANE HIGH SCHOOL

I Mashiane M.V., currently enrolled for MA in Languages at the University of Limpopo School of Languages and Communication, request permission to collect data in the form of observation of one Grade 11 English grammar lesson at your school. The topic of the study I am engaged in is, "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase."

I trust that you will consider this request favourably

Yours Faithfully

_____

Mashiane M.V (Ms)

7.5.3 Letter to request for permission to collect data from the Principal of H.S. Phillips Memorial High School in Vhembe District

<div align="right">

P O BOX 1460

LENYENYE

0857

……………………………

</div>

The Principal

H.S. Phillips Memorial High School

P O Box 175

Elim Hospital

0960

Dear Sir/Madam

PERMISSION TO OBSERVE A LESSON AT H.S. PHILLIPS MEMORIAL HIGH SCHOOL

I Mashiane M.V., currently enrolled for MA in Languages at the University of Limpopo School of Languages and Communication, request permission to collect data in the form of observation of one Grade 11 English grammar lesson at your school. The topic of the study I am engaged in is, "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase."

I trust that you will consider this request favourably

Yours Faithfully

_____

Mashiane M.V (Ms)

7.5.4 Letter to request for permission to collect data from Marobathota High School in Capricorn District

P O BOX 1460

LENYENYE

0857

……………………

The Principal

Marobathota High School

Private Bag X301

Boyne

0728

 Dear Sir/Madam

PERMISSION TO OBSERVE A LESSON AT MAROBATHOTA HIGH SCHOOL

I Mashiane M.V., currently enrolled for MA in Languages at the University of Limpopo School of Languages and Communication, request permission to collect data in the form of observation of one Grade 11 English grammar lesson at your school. The topic of the study I am engaged in is, "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase."

I trust that you will consider this request favourably

Yours Faithfully

_____

Mashiane M.V (Ms)

7.5.5 Letter to request for permission to collect data from Ebenezer High School in Waterberg District

                                                    P O BOX 1460

                                                    LENYENYE

                                                    0857

                                                  ………………………

The Principal

Ebenezer High School

P O Box 1543

Mahwelereng

0626

 Dear Sir/Madam

PERMISSION TO OBSERVE A LESSON AT EBENEZER HIGH SCHOOL

I Mashiane M.V., currently enrolled for MA in Languages at the University of Limpopo School of Languages and Communication, request permission to collect data in the form of observation of one Grade 11 English grammar lesson at your school. The topic of the study I am engaged in is, "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase."
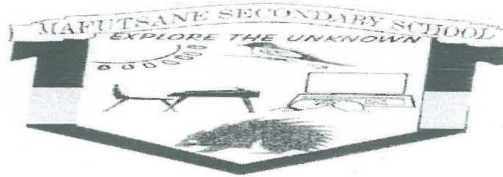
I trust that you will consider this request favourably

Yours Faithfully

_____

Mashiane M.V (Ms)

7.6 APPENDIX F: SAMPLE LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

Emis : 926540157

Inq : Moswatse M.R

Email : mafutsaneschl@webmail.com.za

Cell no.: 0836739210

District: Mopani

PO Box 714

Lenyenye

0857

09 April 2019

Mrs M.V. Mashiane

University of Limpopo

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT MAFUTSANE SECONDARY SCHOOL

1. The above matter bears reference

2. You are hereby granted permission to conduct research in the form of lesson observation in Grade 11 English grammar class.

3. We are looking forward to having you in our school and thank you for considering our school as one of the venues where you desire to conduct your study.

4. The school looks forward to your visit.

Yours faithfully

Moswatse M.R

Principal

7.7 APPENDIX G: TEACHERS CONSENT TO PARTICIPATE IN OBSERVATIONS

Introduction

I am Mashiane Valery, an MA in Languages (English Studies) student at the University of Limpopo. I am conducting research on the following topic "An exploration of the handling of grammatical structures by Limpopo Province EFAL teachers in the FET phase". I request your consent to participate in this research by allowing me to observe your lesson on English Grammar in a Grade 11 class.

Purpose of study

The purpose of this study is to explore the manner in which EFAL FET Limpopo teachers handle grammar structures in the classrooms.

Duration of observation

The observation period will range from 30 minutes to an hour, depending on the duration of the grammar period as indicated on the time table of lessons at your school on the day of observation.

Confidentiality

All the activities observed and information gathered will be kept confidential and solely used for the intended purpose of this study. Your name and any form of identification will not be revealed to anyone without your permission.

Voluntary participation

This observation will be conducted with the understanding that you have freely agreed to take part in this study, and that you are not under any obligation to answer any questions that you do not wish to answer. You are free to decide to withdraw from the study at any time, including during the observation.

Benefits

There are no direct personal benefits for participating in this study. However, the study will enhance all interested parties' knowledge and understanding of the application, effectiveness and possible improvements of methods that teachers use or can use in teaching EFAL FET grammar structures.

Consent

I freely consent to take part in this study. I understand that I am participating freely and without any form of persuasion or coercion. I understand that I can stop participating in the study at any point should I wish not to continue. I understand that this research study is not intended to benefit me personally in the immediate or long term. I also understand that my identity and participation will remain confidential.

Signature of the teacher………………………….

Date: ………………………………