



The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language (EFAL)

By

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ABSTRACT

Most learners whose home language is not English encounter mounting challenges when learning English as an additional language in schools. Navigating the learning discourses of such learners' impact on instructional time. Efficient utilization of instructional time is crucial, as it is the time teachers spend teaching knowledge, concepts, and skills pertaining to school subjects. However, studies have shown that the amount of instructional time is diminished by interruptive activities, herein referred to as non-academic incidences. Non-academic incidences tend to obstruct the efficient enactment of lessons.

The thesis investigated the extent to which non-academic incidences impact on instructional time during the teaching of English First Additional Language (EFAL), as well as explored how teachers addressed challenges emanating from non-academic incidences. The study utilized qualitative research approaches comprising of classroom observations and a focus group interview. The participants consisted of in-service teachers teaching in under-resourced schools and also enrolled in the Advanced Certificate in Education course at a university in Cape Town.

The research identified some of the critical non-academic incidences pertaining specifically to EFAL, including inappropriate use of pedagogic strategies, poor use of code switching and unsuitable teaching exemplars as clues. Other factors consist of the negative attitudes of both teachers and learners towards other learners who are less proficient in English language and possess poor linguistic ability. This research argues that to reduce non-academic incidences and maximize instructional time requires collaborative efforts from all stakeholders to develop formalized policy guidelines. Educators need training and support to create the uninterrupted atmosphere suitable for learning. Furthermore, educators need to be encouraged to willingly implement tailor-made initiatives to address specific challenges and learners must be motivated to develop a positive attitude towards EFAL. Educators should be provided with teaching aids and specialised learning resources. Even though increasing instructional time is advocated, the cost implication and utilization must be considered. The study could guide educational

stakeholders to formulate appropriate policies to enhance efficient utilization of instructional time and also provide insights into the debilitating effects of non-academic incidences on teaching/learning environments.

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KEYWORDS

Advanced Certificate in Education

Code Switching

English First Additional Language

Instructional Time

Non Academic Incidences

Huitt Model

LIST OF ACRONYMS AND ABBREVIATIONS

DoE	Department of Education
EFAL	English First Additional Language
FAL	First Additional Language
HoD	Head of Department
IPA	Interpretative Phenomenological Analysis
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
PGCE	Post Graduate Certificate of Education
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
TIMSS	Trends in International Mathematics and Science Study
USA	United States of America
WCED	Western Cape Education Department

Chapter One: Overview of the Study

1.1 Introduction

South Africa has 11 official languages consisting of Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu. The Language in Education Policy (1997) recommends school language policies that support an additive approach to bilingualism, that is, schools will maintain the home language(s) while providing learners with access to an additional language(s). Although South Africa is a multilingual country, the English language dominates other native languages in schools and formal businesses. According to Barnard (2010), English is an important lingua franca in commerce both within South Africa as well as internationally, as it opens social and economic opportunities for South African learners. In addition, Chetty and Mwepu (2008:33) state that English language functions as the lingua franca since it is a primary language of government, business, and commerce. The English language is considered as a compulsory subject in schools and it is the preferred medium of instruction in most schools and tertiary institutions. Therefore, it cannot be overstated that most learners in South Africa prefer English as a first additional language.

Most learners in South Africa prefer English as a first additional language since “English dominates as the language of power and access” (Probyn, 2006:391). Learners who do not speak English as a mother tongue will need to develop competencies in the use of English language to be able to cope with learning at school. Learning English as an additional language by learners who speak other languages as their mother tongue is difficult. Non-academic incidences caused by teachers, learners and academic system further compound the situation since instructional time is depleted. Some researchers have attributed loss of instructional time to both administrative and non-administrative activities (Human Sciences Research Council [HSRC], 2005; Benavot & Gad, 2004:297). Accordingly the extent to which undesirable non-academic incidences impact on instructional time during the teaching of English First Additional Language (EFAL) must be given the utmost attention.

Also, the Basic Education Minister Angie Motshekga re-echoed that each educator in a school year lost 16 days of instructional time (Jones, 2010). This was as a result of teachers' absenteeism due to sickness and workshop attendances. In the State of the Nation Address in 2009, South African president Jacob Zuma emphasized the need to safeguard instructional time by encouraging teachers to be present in classrooms teaching. A survey of Grade Four teachers within the Progress in International Reading Literacy Study (PIRLS) in 2006 affirms that South Africa falls below the international average in terms of time spent in reading instruction. South African teachers reported that 10% of Grade Four learners receive reading instruction for more than six hours per week, 18% between three and six hours, and 72% for less than three hours per week (Staden & Howie, 2008). Therefore, the low-grade result of the PIRLS study may be partly attributed to loss of instructional time.

The findings of a questionnaire-based survey in 900 schools and case studies in 10 schools are presented here (Chisholm et al, 2005). Educators in South Africa spend an average of 41 hours working per week and not the expected 43 hours. An average of 16 hours per week was spent teaching out of an expected range of between 22.5-27.5 hours per week, the remaining 25 hours were spent on administrative and non-administrative related activities such as extra-mural activities. Also, activities that reduce teaching time were listed as management and supervision, assessment and evaluation, and extra-curricular activities. It was concluded that teachers spend less time on teaching and very little teaching occurred on Fridays in many schools. A report by Reddy et al. (2010) which is an analysis of the 2008 Khulisa Consortium audit of ordinary schools' datasets and proxy calculations from other studies estimated that between 10% and 12% of educators are not in school throughout the day. Also, between 20 and 24 days of instructional time is lost in a year by each educator.

Furthermore, a comprehensive analysis of Trends in International Mathematics and Science Study (TIMSS, 2003) results in Mathematics in four countries comprising of Canada, USA, Egypt, and South Africa, revealed that learners from Canada and the USA rarely took extra

mathematics lessons because most of them had basic resources at home for learning such as calculators, desks and computers, while learners from Egypt and South Africa took extra mathematics lessons more frequently since they lacked resources at home (Phan et al, 2010). Hence, this indicates that those learners from poor socio-economic backgrounds would require extra instructional time due to lack of resources to aid learning at home.

Additionally, despite the loss of instructional time, EFAL learners encounter unique challenges which affect their ability to be efficient in the English Language. Researchers have indicated that inadequate English vocabulary has a significant impact on EFAL learners' ability to comprehend written and spoken text (Burgoyne et al, 2009:735; Gan, 2012:43). This limited vocabulary affects learners' competence to communicate and articulate appropriately. Inadequate vocabulary is as a result of very little exposure to English at home and, also learners tend to speak in their home language with peers at school (O'Connor & Geiger, 2009:259). According to Gan (2012:43) learners do not have the opportunities to speak English outside the classroom setting and most often they communicate in their mother tongue. Thus, this hinders learners English Language ability to cope with work load in the classroom.

To support the aforementioned, I undertook a study during my Post Graduate Certificate in Education (PGCE) teaching practice to informally explore the impact of non-academic incidences on instructional time during the teaching of EFAL in 2010. During this study, I observed the number of times non- academic incidences impact on instructional time. On average, non-academic incidences resulted in a loss of about 15 minutes of instructional time for each EFAL class period of 40 minutes, which cumulatively could lead to a significant loss of instructional time in a school year. The study revealed that instructional time was constrained by factors such as learners' indiscipline behaviours, classroom visitations by other teachers during lessons, intercom announcements during lessons, and teachers' poor use of pedagogic approaches.

The Department of Education (DoE) in South Africa designed a document called the "pace setter", a framework used by teachers in conjunction with the National Curriculum Statement and subject assessment guidelines (Western Cape Education Department [WCED], 2009). The "pace setter" constitutes part of the support materials that guide teachers on how to use their allocation time and it contains pre-arranged schedules that oblige teachers to teach the various contents of the syllabus within a stipulated school term. This approach serves to increase accountability since teachers are periodically monitored by curriculum advisors, who are subject evaluators and Heads of Department (HoD), for compliance. Moreover, the DoE has allocated varied times for various subjects in the curriculum within which learners are required to engage in classroom learning. Adhering to these times is very difficult because of classroom interruptions. In South Africa, the school calendar is divided into four terms and learners are obliged to be in school for 197 days. Therefore, teaching and learning starts on the first day of each term and teachers are required to teach a minimum number of hours per grade and subject (Western Cape Education Department, 2012). Despite the allocated times specified by the DoE for various subjects in the curriculum, teachers have insufficient instructional time as a result of classroom and school interruptions. The WCED minister emphasized the efficient utilization of instructional time as the primary focus for 2011 (Grant, 2011). As a result, schools had been provided with planning calendars that included scheduled dates for training programs, meetings, tests and examinations, as well as other administrative deadlines. According to the minister, the schedule would enable schools to plan ahead of time to prevent apparent loss of instructional time.

Even though much emphasis has been placed on ameliorating loss of instructional time, it appears not much attention has been given to exploring how classroom-based factors impact on instructional time during the teaching of EFAL. This has necessitated the need to investigate the extent to which non-academic incidences impact on instructional time during the teaching of EFAL.

1.1.1 Aim of the study

The aim of this study is to explore the extent to which non-academic incidences impact on instructional time during the teaching of EFAL. Furthermore, it seeks to investigate the views of teachers on the impact of non-academic incidences on instructional time during the teaching of EFAL and how potential challenges are addressed. Particularly, the study intends to obtain a prioritized list of non-academic incidences that impact on instructional time during the teaching of EFAL in the three selected schools. This will enable the researcher to ascertain the extent to which each non-academic incidences impact on instructional time during the teaching of EFAL.

1.1.2 Rationale and motivation of the study

As stated earlier, the premise for this study emanated from the findings of a study undertaken during my PGCE school observations and teaching practice in 2010. The study conducted at a school in Cape Town revealed that non-academic incidences impact negatively on instructional time during the teaching of EFAL. Since about 95% of learners in the teaching practice school resided in poor socio-economic communities, most teachers spent considerable amounts of instructional time addressing problems emanating from lack of resources and poor learner self-concept. The socio-economic background of learners has been shown to impact on education systems (Organization for Economic Cooperation and Development, 2008). Unfortunately, it appears that learners from poorer socio-economic backgrounds experienced less instructional time (Miller, 2008). As a result, studies concerning instructional time in South African historically disadvantaged schools must be given the utmost attention. During a further three month employment teaching contract at another school in 2011, teachers complained about poor English comprehension levels among EFAL learners during the teaching of EFAL, and related non-academic incidences with the concomitant loss of instructional time. Therefore, the rationale for this research was to undertake a comprehensive study on the effects of non-academic incidences on instructional time during the teaching of EFAL.

Additionally, most published literature has not focused on the loss of instructional time during EFAL lessons. Therefore, this research intends to investigate the extent to which non-academic incidences impact on instructional time during the teaching of EFAL and how emanating challenges could be addressed.

1.1.3 Problem statement

The notion of instructional time and non-academic incidences in EFAL classrooms is not new, yet school stakeholders continue to ignore the amount of time depleted from the classroom. Most research done on instructional time has focused primarily on school subjects such as mathematics and sciences (Ainley, Kos & Nicholas, 2008; Jones & Swanson, 2009:163). It appears that not enough attention has been given to research concerning EFAL and instructional time utilization. In addition, previous authors have highlighted broadly some of the non-academic incidences that constraint instructional time, the context may be different when compared to South Africa in general or historically disadvantaged schools in Cape Town in particular. To the best of my knowledge, previous studies have not been able to provide an essential list of prioritized non-academic incidences in EFAL classrooms that may require utmost attention in order to facilitate school stakeholders' intervention. The study therefore seeks to investigate the extent to which non-academic incidences impact on instructional time during the teaching of EFAL, and also solicit teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL, and how challenges encountered are addressed. Therefore, this research thesis aims to unearth answers to the research questions in section.

1.2 Research questions

1.2.1 To what extent do non-academic incidences impact on instructional time during the teaching of EFAL?

1.2.2 What are the views of teachers on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges encountered are addressed?

1.3 Significance of the study

This study is aimed at contributing to the existing body of literature on instructional time, non-academic incidences, and EFAL. The output of this study may also guide school stakeholders to be able to estimate the amount of hours lost in a classroom, emanating from the occurrences of non-academic incidences, and aid in prioritization of intervention strategies. The study has implicitly justified why the primary focus of policy-makers should be on maximizing the intended instructional time since increasing classroom allocation time may not necessarily be the answer to improving learning performance. Furthermore, the study will aid school stakeholders on decisions to ameliorate undesirable classroom incidences that constrain instructional time. More so, it would enable an efficient framework to be designed for monitoring the effective use of instructional time vis-à-vis quality of instruction. Insights to be obtained in this study will help teachers to rethink more profoundly the various methods of engaging learners in learning EFAL, and possibly modify some teaching strategies that routinely decimate instructional time. Finally, school administrators can gain comprehensive understanding on how to utilize classroom time so that they can tailor-make solutions to the time management flaws.

1.4 Definition of key terms and concepts

Research on the efficient use of time has generated numerous time management terminologies. Although some researchers, educators, or policy makers may have different interpretations of these terms, for the purpose of the research reported here, the definitions of some educational time factors or constructs have been provided. The definitions were taken from Cotton (1989), Silva (2007) and Noonan (2007).

1.4.1 Time constructs

Time constructs refer to time-based concepts used in teaching and learning. In other words, these time constructs can be used to manage teaching and learning. They include allocated time, academic learning time, instructional time, intended time, actual time and task-on-time.

1.4.2 Allocation time

Allocation time refers to the amount of time specified for an activity, or it is the amount of time designated to teach content by schools.

1.4.3 Instructional time

Instructional time refers to a portion of classroom time spent teaching learners particular knowledge, concepts, and skills pertaining to school subjects, or the portion of allocated time actually used for instruction. Much of the time appears to be teacher-centred and teachers provide direct instructional activities to learners.

1.4.4 Intended time

Intended time refers to instructional hours countries expect schools to teach content. In South Africa, the intended time is specified by the Department of Education and it is functional through official timetables.

1.4.5 Actual time

Actual time is the accurate amount of time teachers spend on teaching. Learners may receive less than the intended amount of time.

1.4.6 Academic learning time

Academic learning time refers to that portion of engaged time that students spend working on a task at an appropriate level of difficulty and experiencing high levels of success.

1.4.7 Time-on-task

Time-on-task refers to the period of time during which a student is actively engaged in a learning activity.

1.4.8 Non-academic incidences

Non-academic incidences constitute activities, scenarios, events, or discourses that tend to impede the efficient enactment of classroom lessons. It is important to keep in mind that not all non-academic incidences are unwarranted. Non-academic incidences can either interfere or prevent learning from taking place. The study undertaken focused on classroom-related non-academic incidences that infringe on instructional time during the teaching of EFAL.

1.4.9 EFAL/English second language (ESL)

EFAL and ESL will be used interchangeably throughout the thesis. The term EFAL refers to learners whose home language is not English and they learn English as a second language at school.

1.5 Ethics

Permission was requested from WCED (Appendix A) and the University ethics committee (Appendix B) to conduct the research. Therefore, I conformed to all the ethical requirements throughout the research. Participants signed informed consent forms agreeing to participate in the research and that their participation was voluntary.

1.6 Outline of the study

The study consists of five chapters. **Chapter one** provides a general overview of the thesis research. It comprises of a broad introduction, aims of the study, rationale and motivation of the study, problem statement, research questions, significance of the study, ethics, definition of key terms and concepts, and outline of the study. **Chapter Two** provides Huitt's Transactional Model of the Teaching/Learning Process (Huitt, 2003), which is the theoretical framework

underpinning the study. It also details the literature review. The literature review sought to present factors relating to instructional time, non-academic incidences and EFAL, as well as known strategies teachers employ to address challenges emanating from non-academic related issues. **Chapter Three** presents the methodology employed in this thesis research and it is composed of research design, a brief motivation of methodological stance, reasons for selecting schools, sample selection, and a description of participants. Also, I included in this section data collection and data verification processes, as well as ethical considerations. **Chapter Four** explores the results of the research and discussions of the findings by analysing the data collected during research. The themes that emerged from the analysed data are categorized into various sub-headers. **Chapter Five** provides a brief summary of research findings and conclusions as well as the limitations of the study, with concomitant suggestions for future research. Furthermore, the chapter seeks to answer the research questions underpinning this research thesis.

Chapter Two: Theoretical Framework and Literature Review

2.1 Introduction

Chapter Two provides the theoretical framework underpinning the study and an in-depth review of current literature that relates to instructional time, non-academic incidences, and EFAL. The literature review aids the researcher to illuminate debate as exposed by previous research and to gain a deeper understanding of the research topic. Many references in the literature support the central argument that non-academic incidences impact on instructional time during teaching. The reviewed literature comprises of (i) loss of instructional time emanating from the effects of non-academic incidences, (ii) loss of instructional time resulting from poor socio-economic status, since many research pinpoints a relationship between socio-economic status and instructional time, (iii) correlation between increase in instructional time and learners' achievement, (iv) previous research on challenges teachers faced during the teaching of EFAL and (v) how teachers address non-academic related incidences.

2.2 Huitt's transactional model of the teaching/learning process

The primary goal of this section is to outline the theoretical framework that supports this research. The study employs Huitt's model (2003) known as the "Transactional Model of the Teaching/Learning Process" to ascertain the extent to which non-academic incidences impact on instructional time during the teaching of EFAL. Huitt's model of school learning has been widely used by researchers. Valladolid (2010) employs Huitt's Transactional Model of the Teaching/Learning Process (2003) to evaluate teaching and learning in the Lasallian Pedagogical Framework of Transformative learning. The model was used to categorize the variables essential in answering the question "why do some students learn more than other students do in classroom and school settings?"

Carroll's Model of School Learning (1963) influenced Huitt's model. Carroll illustrated why learners succeeded or failed in their learning at school. The model of school learning proposed that, given the right amount of time in the classroom, learners would succeed in learning or in performing an allocated task. According to Carroll (1963), there are five categories of variables

associated with learners' success at school, comprising of (i) aptitude- which refers to learners ability to learn, (ii) ability to understand instruction- learners' knowledge of prerequisite skills, (iii) perseverance- the amount of time the learner is willing to involve actively in a learning process, (iv) opportunity to learn- time available for learning, and (v) quality of instruction- the extent to which instruction is presented so that no additional time is required and is made up of good instructional design. According to Carroll, for a learner to be successful in the classroom there must be a relationship between time needed to learn a lesson and time actually spent on learning. Carroll focuses on time as the main determinant of learning.

Although researchers (Keeves & Darmawan, 2007:16; Kopp et al, 2011; Cotton, 1989) have acknowledged Carroll's Model of School Learning over the years, the model did not focus on essential contextual variables that relate to teaching and learning. In this regard, Huitt's model specifically integrates four categories in an attempt to explain why some students perform better than other students in the classroom. The variable consists of context, input, classroom processes, and output. Context comprises of factors outside of the classroom that might influence teaching and learning; input refers to those qualities or characteristics of teachers and learners that they bring with them to the classroom; classroom processes refers to teacher and learner behaviour in the classroom as well as some other variables such as classroom climate and teacher/learner relationships; and output measures learning done outside the instructional processes/ classroom. The research reported here will focus on classroom processes variables.

According to Huitt's model, classroom processes are sub-categorized into teacher behaviour, learner behaviour, and other/miscellaneous variables. The teacher behaviour consists of all the actions a teacher would do in the classroom and it includes subcategories comprising of planning (all activities a teacher might do to get ready to interact with learners), management (controlling learners' behaviour and classroom), and instruction (guiding the learning process). Learner behaviour integrates all the actions a learner would do in the classroom and includes one very important variable known as academic learning time. Huitt mentioned other variables under classroom processes that are related to learners' achievement, and these are classroom climate and opportunity for learners to engage in leadership roles. Even though Huitt's model did not

specifically mention instructional time as an educational time variable within the teacher behaviour sub-category, the framework adapted for this research incorporates instructional time as a variable under the teacher behaviour sub-category. Therefore, classroom processes offer insight into factors relating to teaching and learning in the classroom. The rationale for the utilization of this model is to aid in exploring classroom related processes caused by teacher/learner behaviour and other variables that impact on instructional time. The study considers non-academic incidences emanating from teacher and learner behaviours as part of classroom processes. Accordingly, Huitt's Transactional Model of the Teaching/Learning Process provided a broader insight into classroom dynamics.

2.3 Related literature on instructional time, non-academic incidences, and EFAL

Effective utilisation of instructional time is important both nationally and internationally since it is related to all aspects of classroom learning. However, not much attention has been focused on the impact of non-academic incidences on instructional time. As a result, schools still experience problems with regard to the occurrence of non-academic incidences especially in EFAL classrooms, since many learners do not understand lessons and they tend to be disruptive. These non-academic incidences reduce instructional time and may affect teachers' quality of teaching.

After 1994 there was a restructuring of the education system. The new language policies recognize 11 languages in South Africa as official. The Language in Education Policy (LiEP, 1997) asserts that learning in more than one language should be the general practice and principle in the society, that is, being multilingual should be a defining characteristic of being a South African. Therefore, all learners would choose one approved language as a subject in Grades One and Two, and from Grade Three onwards, all learners would choose their language of learning and teaching and at least one additional approved language as a subject. Hence, it is expected that all learners will have to be taught in at least two official languages from Grade Three onward.

2.3.1 Loss of instructional time as a result of non-academic incidences

Countries have allocated specific hours for subjects to be taught but, due to non-academic incidences such as teachers disciplining learners and announcement during lesson, only part of this time is utilized effectively. Abadzi (2009) reported a study of instructional time loss in four countries including Ghana, Morocco, Tunisia, and the Brazilian State of Pernambuco. In Tunisia learners were engaged 78% of the time, in Ghana 39%, in Pernambuco 63%, and in Morocco 71%. The aforementioned figures indicate that the intended time devoted for teaching is not utilized efficiently as a result of non-academic incidences, and this may affect quality of teaching. Similarly, Fisher (2009:168) revealed that 17% of the total amount of instructional time available was spent on teachers taking attendance, teachers talking to learners about assignments, and teachers trying to get the projector ready for a lesson. It was noted that learners were not engaged in other tasks while the teacher completed these routine duties. Therefore, it is evident that a significant amount of time was wasted on activities which reduced instructional time. In addition, Alhassan and Adzahlie-Mensah (2010) indicate that learners were concerned about teachers' attitude to work, which pertains to punctuality; teachers absence from classes; teachers not teaching while in class; and teachers chatting with colleagues on the veranda during instructional hours.

The ongoing discussion aligned with a study undertaken by Grouws et al. (2010) on investigation of secondary school mathematics teachers' use of instructional time, with data collected from 325 classroom observations consisting of 109 teachers in five states over two years period. The study revealed that in most United States classrooms, non-instructional activities amounted to about 16% of class time, and another 16% of time was spent reviewing homework. Therefore, collectively these results acknowledged that 1/3 of available time was either spent on previously learned content or completely wasted due to classroom disruptions. It was also claimed that teachers spent significant amounts of instructional time administering tests. Rosenblatt, Shapira-Lishinsky and Shirom (2010:251) found out that teachers at elementary and middle schools were expected to teach between 24 and 30 hours a week but they were exempted from teaching in exchange for administrative duties and special responsibilities.

Phurutse (2005) indicated that the number of formal contact hours is dependent on the number of educators per school within South African public schools. Educators have more contact hours in schools with sufficient educators, while those in schools with insufficient educators have a lower percentage of formal contact hours. Also, Abadzi (2007) disclosed that learners are often taught for only a fraction of the intended time, particularly in lower income countries. Loss of instructional time was as a result of informal school closures, teachers' absenteeism, interruptions before the beginning of a class, and early departure of teachers from school. According to Leonard (2008), addressing the nature and extent of classroom instructional time loss by external interruption indicated that more than half (52.4%) of teachers estimated that their classroom was interrupted from outside once or twice daily, another 1/3 (32.7%) calculated the frequency of daily interruptions to range from three- four times, while 8.2% and 4.3% made estimates of five to eight times respectively.

Nevertheless, Venalainen (2008) noted that in Malian schools, about 25% of classroom time was used for classroom management and teachers used instructional time to prepare for lessons. It was re-echoed that the amount of time used for actual instruction was less than the amount anticipated by the national policies. In Mali, 70.9% of teachers' time was spent in the classroom and 29.1% of the classroom time was spent on non-instructional related activities. From the aforementioned discussion, non-academic incidences can create serious problems with regard to teaching and learning, resulting in loss of instructional time.

2.3.2 Loss of instructional time as a result of learners' emotional/behavioural needs

According to the Department of Basic Education (2010a), teachers need to be sympathetic towards learners and facilitate the creation of a welcoming and supporting environment. The supposed extra workload of accommodating the needs of learners may make it difficult for teachers to utilize the intended instructional time effectively. Hamre and Pianta (2005:949) indicate that at-risk learners placed in first-grade classrooms with additional strong instructional and emotional support made improvement, while at-risk learners in less supportive classrooms had lower achievement and most often had conflicts with teachers. This means that

learners who receive additional support from teachers can achieve better than those who do not. Thus, allocating a significant amount of classroom time to support learners may decrease instructional time.

Furthermore, it was revealed that disruptive behaviours that impact on classroom activities are learners' disrespect towards teachers; learners using bad language such as swearing and passing derogatory remarks in the classroom; fighting; bullying; vandalism; and learners stealing lunch boxes (Marais & Meier, 2010: 47; Luiselli, 2005:183). All these interruptions reduce instructional time since teachers take considerable amounts of time to resolve issues between learners in the classroom.

Walkup, Farbman and McGaugh (2009) found that learners are mentally engaged in the classroom from 40% to 80% of the time, even the most attentive learner could be expected to be engaged only 80% of the time. However, the most inattentive learner could be expected to be engaged at least 40% of the time. This indicates that non-academic incidences are likely to occur for the remaining percentage of time when learners are not attentive. Therefore, teachers are faced with a challenge to reduce non-academic incidences in their classrooms, as there is an old proverb that says 'time lost can never come back'.

2.3.3 Loss of instructional time as a result of poor socio-economic status

According to Gonzalez (2001), socio-economic status involves factors such as educational level, degree of literacy and occupation of parents, as well as quality of life and availability of resources within the communities. This definition is important as it applies to the context of this research. Learners with a poor socio-economic status experience less instructional time as a result of teachers' absenteeism. Miller (2008) revealed that teachers at schools with fewer than 24% of learners from low income families are absent at a rate of 5% or less, while teachers at schools serving higher percentages of learners from low income families are absent 5.5% of the time on average. Consequently, schools with learners from low income families would not be able to utilize fully the intended instructional time as a result of teachers' absenteeism. According to

Weideman et al. (2007), some of the socio-economic factors that impact on learners' absenteeism in South African schools include food insecurity, problems with transport to school, the impact of HIV/AIDS on learners and families, teenage pregnancy, and child labour. The foregoing argument pinpoints that it is difficult for teachers to utilize the intended instructional time efficiently because of learners' poor socio-economic status, which may result in conditions that impede teaching.

There is a debate on the impact of poor socio-economic status on learners' achievement (Lacour & Tissington, 2011; Suleman et al, 2012). In South Africa, most learners, especially blacks who are predominantly located in the historically disadvantaged areas, come to school with socio-economic conditions (Maarman, 2009:317) which may impact on instructional time. The conditions may be lack of parental financial support to purchase basic school necessities or provide transport to school; as a result, learners come to school with needs which requires the teachers' intervention.

Investigation of large class teaching in resource constrained communities revealed that schools in the rural and semi-urban areas have added constraints beside large classrooms (Nakabugo et al. 2008:90). These constraints consist of acute shortage of resources such as desks, textbooks and small physical classroom spaces limiting epistemic interaction. The lack of sufficient resources and limited classroom spaces render teaching and learning ineffective and more time may be required by teachers to complete lessons. Madzamba (1999:19) as cited in Ogunbanjo (2001) points out that a high level of poverty makes it difficult for the learners to acquire the necessary books and writing materials needed for academic achievement. Hence, these learners are faced with linguistic inadequacies, low self-image, little or no aspiration, and no motivation for academic goals. According to my understanding, these factors may create tension in the classroom that could lead to disruptive behaviour.

A study conducted by the Southern and East African Consortium for Monitoring Educational Quality (SACMEQ III) showed that socio-economic factors have a significant effect on learners'

mathematics and reading performance in Grade Six. The study established a relationship between socio-economic status and reading performance. Learners from the Western Cape and Gauteng provinces, which have the well-endowed schools, performed well in reading when compared to others in the remaining seven provinces (Spaull, 2011). Perhaps the teachers from the wealthier schools maximize the available instructional time, since learners and teachers have sufficient resources and are motivated to learn and teach. South Africa's spending on education has increased significantly over the years. A large share of its national funds is being allocated to education (National Treasury, 2001) but unfortunately there are still serious problems in schools concerning socio-economic factors, which impact on learners' achievement (Taylor & Yu, 2009). The correlation between socio-economic status and instructional time may mean that poorer learners may perform worse academically in subjects such as EFAL due to a lack of resources at home and school. Therefore, teachers may spend significant amounts of time trying to circumvent learners' difficulties during lessons which may result in inefficient use of instructional time.

2.3.4 Increase in time and learners achievement

There has been an outcry from school stakeholders in South Africa for an increase in allocated time at schools with the hope that an increase in allocated time would lead to increase in instructional time, thereby resulting in achievement. The Department of Basic Education Curriculum Action Plan 2014 (2010b) suggests that more teaching time should be allocated to the lower grades. Most teachers I have met for the past two years indicated that an increase in time will lead to learners' success. This is because learners come from varying English language backgrounds and some learners would need more time than others. Therefore, it may be an assumption that those learners from disadvantaged English backgrounds will need more instructional time in the classroom.

There are divergent views among authors on classroom time utilization and achievement. Prior research has consistently confirmed a positive correlation between an increase in time and academic achievement (Lavy, 2010; Bellei, 2009:262; Lesnick, Hart & Spielberger, 2011). Allocating more time to cover school subjects may potentially increase learners' conceptual

understanding of a school task, particularly for learners from homes with limited resources. The White House Press Office reported that President Barack Obama (2009), in his speech at the Hispanic Chamber of Commerce, made the following popular statement "...the challenges of the new century demand more time to be spent in the classroom". This indicates that more time should be allocated for instruction. A study conducted by Lavy (2010) amongst Israeli schools indicated that an average increase of one hour of instructional time per week in math, science, or language raises test scores in these subjects by 0.15. Lavy (2010) further identified some of the factors constraining instructional time, including the quality of teachers' education and training; class size; lack of computers and science laboratory. Additionally, a comprehensive review of literature on the relationship between extended school time and academic achievement by Patall, Cooper and Allen (2010), revealed that extending school time can be an effective way to support learning, particularly for learners at risk of school failure.

In another study (Leuven et al, 2010:319), acknowledged that allocating one extra month in a school year increased language scores for disadvantaged pupils by 0.06 and math scores on average by 0.05. Llach, Adroque and Gigaglia (2009) argue that the introduction of longer school days in half of the primary schools in Buenos Aires significantly improved educational outcomes. Using regression analysis and a data set drawn from California elementary school sites to investigate the impact of learning time on academic achievement, it was revealed that adding 15 minutes on a school day led to an increase in academic achievement of about 1.0% and a 1.5% increase in average achievement of disadvantaged learners (Jez & Wassmer, 2011).

Harn, Linan-Thompson and Roberts (2008) revealed that learners receiving more intensive intervention made significantly more progress academically. It was further reported that learners who received less time of 30 minutes for 25 weeks performed less academically, whereas learners in more intense intervention spent twice as much time on intervention, one hour a day for 24 weeks made improvement academically. According to Harn et al. (2008), spending more time in class had a significant impact on learners' achievement. Consistent with other findings, Pennington (2006) reiterated that extended school time might be a good option for

low performing learners who are behind grade level. From the above discourses, a potential increase in instructional time could enhance learners' achievement. Also, teachers need effective classroom management strategies in order to maximize instructional time and minimize non-academic incidences in their classrooms.

Another school of thought argues that increasing instructional time does not justify the insignificant achievement made by learners. According to Pennington (2006) more time is not "itself a silver bullet", that is, it would not lead to achievement. Thus, teachers should maximize the already allocated time to improve learners' achievement. It is worth mentioning that a mere increase in instructional time may not yield any positive results in learners' achievement, what matters is improving the quality of the time that teachers and learners spend with one another in and out of the classroom. It was further reported that maintaining extended school time can be very costly (Cuban, 2008). Silva (2007) points out that additional days and hours are very expensive for school stakeholders to manage. Changing the school schedule would affect not only learners and teachers but parents and employers who are dependent on the traditional school day and year. Additionally, Silva (2007) acknowledged that an increase in time would increase cost and that most calculation suggests that a 10% increase in time would require a 6-7% increase in cost. This may mean that increasing instructional time would not lead to achievement. Rather, teachers should engage learners during instructional time. It is imperative that school stakeholders utilize effectively the existing instructional time available for teachers. Therefore, well-organized instructional design and classroom management is very important.

2.3.5 Challenges teachers faced during the teaching of English as an additional language

This sub-section highlights some of the challenges teachers encounter during the teaching of EFAL. Although the challenges span from different countries, it is important to note that EFAL learners faced almost the same challenges. Skinner (2010: 82) identified communication difficulties as being one of the main problems faced by teachers teaching English as additional language. It was indicated that sometimes teachers used learners who are competent in English language as interpreters in the classroom since most of the learners do not have the English language background. Furthermore, another major difficulty was assessing the learners enrolled

in English as additional language since they have different English language abilities. This means different assessment would be administered to learners based on their competence. According to Gan (2012:49-50) inadequate English vocabularies prevents learners from expressing themselves clearly, thus affecting fluency of communication. Hence, this may affect teaching and learning since many learners would not be able to understand lesson. Kooy and Chiu (1998: 78) indicate that since English language is new to EFAL learners and they have limited English proficiency, they are reluctant to speak in class. This makes it difficult for the teachers to actively engage with learners. Therefore, teachers teaching EFAL resolve using teacher-centred approach to teaching rather than learner-centred (Fareh, 2010).

Interestingly, Mathew (2012:206) revealed that in English as a second language classroom, there are learners who are overconfident of their knowledge of English while there are others who are passionate to improve their proficiency in English language. Accommodating these different learners in the classroom is a huge challenge for teachers. Ajibola (2010:97) noted that different level of students makes the teaching of EFAL challenging since formative assessments need to be administered to find out each student's level of knowledge. Therefore, many lessons need to be prepared because some students may have no knowledge of the English language, some may understand the basics of letter sounds and may recognise words, while others are beginning the writing phase of the English language. It was further indicated that students from different background in a large classroom pose a problem since teachers must try to assist all learners in the classroom. However, Mathew (2012-206) argued that not everything a teacher plans get taught as teacher had to respond to students' errors, unexpected questions and learning opportunities that arise. Furthermore, teachers also experience challenges such as learners expressing displeasure towards learning English as additional language.

Additionally, O'Connor and Geiger (2009) revealed that educators are required to provide extra attention to learners who have difficulties understanding English in order to ensure that all learners have equal chances in the classroom. Providing attention to learners may reduce instructional time since learners have different language level and all of them may need the

teachers' attention. Also, Dash and Dash (2007) revealed that some schools taught English through translation method. It was revealed that each word or sentence in English was translated in Hindi with the aim for learners to develop understanding. However, lengthy translation may diminish instructional time and very little time would be left for learners to speak English.

2.3.6 Research on how teachers address non-academic related incidences

The process of teaching is often interrupted by what I conceive as non-academic incidences. Many teachers I have come in contact with over the past two years were desperate for support in assisting EFAL learners. This is because supporting the learners in the classroom always leads to loss of valuable instructional time. Therefore, teachers are faced with the challenge of implementing strategies that will address or prevent problems in EFAL classrooms. The strategies that are used to manage classroom discipline and creation of a favourable teaching and learning environment are plausible techniques for managing non-academic incidences that impact on instructional time. The strategies have been categorized into those that are specifically used for addressing challenges pertaining to EFAL and other generalized non-subject specific non-academic related incidences.

2.3.6.1 Strategies used to address-challenges pertaining to EFAL

Plüddemann, Mati and Mahlalela-Thusi (1998) indicate that challenges in FAL classrooms can be addressed differently. Plüddemann et al. (1998) corroborate previous research by indicating that teachers become frustrated when they cannot communicate with the majority of learners, therefore teachers should be involved in scaffolding. However, it was indicated that communication might be slow during scaffolding. Vygotsky's theory of scaffolding enables teachers to provide support to learners. According to Raymond (in Yuanying, 2011:46) teachers should provide support structures to learners to get them into a higher level. Thus, scaffolding will enable EFAL teachers to build on learners' prior knowledge and it will enable learners to understand new knowledge. Additionally, the author further point out that "peer interpreting" should be used in the classroom to bridge the gap in oral interaction when a learner had not understood the teacher's question or instruction. Furthermore, Milton Keynes Ethnic Minority Achievement Support Service (2004) argues that strategies to address literacy problems in FAL amongst

others are: (i) teaching survival English to learners so that they can express needs by demonstrating classroom vocabulary, (ii) value home language by allowing learners to use mother tongue, (iii) teachers should use visual and contextual clues, (iv) model teaching and give learners time to repeat words in a variety of contexts, (v) learners should be encouraged to talk in class using full sentences, (vi) teachers should tell learners stories from pictures, (vii) text should relate to learners' own experiences, and (viii) teachers should use different strategies where the learners can represent the meaning of a text diagrammatically. From the ongoing discussions, it is evident that teachers should tailor-make solutions to address specific FAL challenges.

A recurring theme in the literature is code switching, which is used to address challenges in additional language lessons. Code switching is a strategy used by weak language speakers to compensate for language deficiency (Alenezi, 2010). Adler (2001:73) refers to code switching as the use of more than one language in the same conversation. As already mentioned (Section 1.1), in South Africa most learners prefer EFAL. The abrupt change from mother tongue to EFAL has created a challenge for teachers and learners, teachers need to intervene in a way that will support the learners, as a result, most teachers tend to code switch in the classroom, which may reduce instructional time if teachers have to code switch every word and sentence during lessons.

The investigation of classroom language practices by six Grade Eight Science teachers using English language medium in classrooms where both the teachers and learners share isiXhosa as a common language (Probyn, 2006:391), revealed that the majority of learners do not have the necessary English language proficiency to successfully engage with the curriculum. Therefore, teachers resort to using the learners' home language for them to develop cognitive understanding. By examining the functions of teacher code switching in secondary English and Science in Malaysia, Then and Ting (2009) point out that code switching is a necessary tool for teachers if they want to achieve teaching goals, especially for learners who lack proficiency in the instructional language. These ideas espoused above are closely linked to Ahmad's and Jusoff's (2009:49) investigation of teachers' code switching in the classroom for low English

language proficient learners. Ahmad and Jusoff (2009:49) revealed that there is a significant relationship between teachers' code switching and learners' achievement. It was emphasized that teachers' code switching is an effective teaching strategy when dealing with low English language proficient learners. Furthermore, Alenezi's (2010) study on students' attitudes towards Arabic and English language code switching as a medium of instruction noted that learners have strong preference in using code switching than using one language as a medium of instruction, and learners believe that code switching will enable them to understand better than using one language. In addition, Adler (2001) highlights the importance of code switching by indicating that whenever learners are coerced to engage in a discussion in English without code switching, they may not engage in effective communication with each other.

Moodley and Kamwangamalu (2004:196) emphasize that code switching is a natural phenomenon that occurs mostly spontaneously among English-IsiZulu bilingual educators and learners and that code switching enhances learners' overall knowledge and understanding. Educators who use code switching are able to enhance learners' vocabulary, thereby enabling learners to grasp difficult ideas and concepts. Moodley and Kamwangamalu (2004:196) further indicated that to deny learners the use of first language in the classroom is to deprive the learners of the opportunity of acquiring a second language. The importance of code switching is indicated in Probyn's (2009) findings where a history teacher noted that although he was aware of the need to help learners improve their English through code switching, it was time consuming and conflicted with his obligation to complete the History syllabus. Therefore, code switching may be time consuming since some teachers may teach concepts in the home language before delving into the English language. Hence, school administrators are faced with a daunting task to educate teachers on when and how to code switch in the classroom so that instructional time can be maximized.

Cook (2001) as cited by Alenezi (2010:5) indicates that some researchers perceive using code switching as a kind of "legitimate strategy", that is, as an appropriate technique to address language challenges. However, Du Plessis and Louw (2008:56) argue that code switching may lead to a better understanding of the subject matter and prevent communication break down

between teachers and learners. Therefore, if teachers need to employ code switching in the classroom they need to learn other African languages, which would make the duty of a teacher difficult, since South Africa has 11 official languages.

2.3.6.2 Strategies used to address non-subject specific non-academic related incidences

On the contrary, there are strategies that can be used in any subject to prevent or address non-academic related incidences. These are effective classroom management, effective discipline, and seating arrangements in the classroom. Huitt (1999) identified guidelines for establishing appropriate classroom management that would prevent problems from occurring. The guidelines to be implemented by teachers, include: (i) teachers establishing classroom rules, (ii) working with the whole class during the first two weeks to establish group cohesiveness and solidarity, (iii) providing many opportunities for learners to respond appropriately to questions, (iv) using a variety of activities during the first or second week of school, in order to capture learners' attention, and (v) keeping track of each learner's progress, that is, whether each learner is successful in learning activities. Therefore, these guidelines could aid in maximizing instructional time by preventing disruption. Moorefield (2005) focuses on reflective discipline approach to manage disruption in the classroom. It was noted that using reflective technique would reduce classroom discipline problems. According to Moorefield (2005), when a learner disrupts a class, the learner should be taken away from the situation to a designated area to fill in a reflection sheet. The sheet would specify that the learner should write the problem, the factors that contribute to the problem and the solution the learner proposes to make sure the situation does not occur again. Thus, the reflection sheet is not a punishment but an opportunity to provide a solution so that an incidence does not re-occur. Furthermore, Dunbar (2004) noted that one of the best practices in classroom management should be a proper physical arrangement strategy. It was emphasized that learners should be seated where their attention is directed to the teacher; passage area in the classroom should be free from congestion; learners should be able to clearly see the chalk board/screens and learners should be seated facing the front of the room away from the windows; and the classroom should be flexible to accommodate a variety of teaching strategies.

In line with the foregoing argument, Zimmerman (1995) proposed five strategies for teachers to use in managing classroom disruptions: (i) reinforcement- teachers should reward learners' action that they find desirable in an effort to have other learners repeat that action; (ii) punishment- to increase the likelihood of a desired behaviour occurring or to deter undesirable behaviour, punishment should be introduced in the classroom; (iii) token-economy-when learners elicit the targeted behaviours that are desirable, they are rewarded by a token of some sort; (iv) behaviour contract- when a learner is exhibiting classroom indiscipline, both the learner and teacher, as well as other educational staff, should come to an agreement about what actions are acceptable. Once this agreement is made for both acceptable and unacceptable behaviour, learners should be rewarded for performing acceptable actions and punished for displaying unacceptable action; and (v) modelling- is a method of dealing with disruption in the classroom, which involves the use of modelling through peers or adults. For modelling to be successful, disruptive learners would model either their peers or adults to elicit the desired behaviour. The National Centre for Education Evaluation and Regional Assistance (2008) suggests that teachers can reduce the occurrence of inappropriate behaviour by reinforcing classroom behavioural expectation, rearranging the classroom sitting position, and activities should meet learners' needs. According to Rance-Roney (2010), teachers plan group activity poorly and if group work is used appropriately in the classroom for accomplishment of tasks, learners are less likely to disrupt classes.

2.4 Conclusion

This chapter provided the theoretical framework and literature review, which explored the following concepts: instructional time, non-academic incidences, and EFAL. The literature review (Section 2.3) examined many of the key issues surrounding the research questions which are: (i) loss of instructional time as a result of non-academic incidences, (ii) loss of instructional time as a result of learners' poor socio-economic status, (iii) correlation between increase in instructional time and learners' achievement, (iv) Previous research on challenges teachers faced during the teaching of EFAL, and (v) previous research on how teachers address non-academic related incidences. The literature highlighted the need for teachers to possess a repertoire of strategies they could use in intervening on unique contextual/classroom

challenges that infringe on instructional time.

Chapter Three: Research Methodology

3.1 Introduction

Chapter three presents the implemented research methodology and design. A brief motivation of methodological stance, reasons for selecting schools, sample selection and description of participants are also provided. The details of data collection and verification processes, and ethical considerations are provided. Qualitative approach was used to collect data. The chapter also describes the characteristics of the participating schools and the biographical details of the teachers.

3.2 Why qualitative approach were adopted in this study

The choice of a qualitative methodology is appropriate since a qualitative approach studies a phenomenon in its naturalistic context (Jackson, 2008:88). The natural setting which is the classrooms aided the researcher to collect data on classroom processes, comprising of teacher and learner behaviours, as well as other variables that impact on instructional time. I observed four teachers in their classrooms to gather data concerning the extent to which non-academic incidences impact on instructional time during the teaching of EFAL. The focus group interview enabled the researcher to ascertain teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL, and how challenges encountered are addressed. Additionally, a qualitative approach was used with the aim of understanding events in a real life situation (Maree, 2010:79). The real life situation is the classroom and I acquired comprehensive data that answered the research questions in section 1.2.1.

Furthermore, the reason for using qualitative approach is to collect descriptive data to clarify and better understand the research questions in section 1.2. According to McMillan and Schumacher (2009:22), qualitative researchers approach a situation with the assumption that nothing is trivial or unimportant. Every detail that is recorded is thought to contribute to a better understanding of the research questions. Therefore, qualitative research would give a comprehensive picture of the data collected to

answer research questions in section 1.2.

Additionally, qualitative approaches were useful since the researcher included in Chapter Four verbatim quotations of the participants' views, a comprehensive description and interpretation of the research questions in section 1.2 (Creswell, 2007, cited in McMillan & Schumacher, 2010). Accordingly, qualitative approaches were used since it would best serve the purpose of research by answering the research questions in sections 1. 2.

3.2.1 Research design

Kumar (2005:84) defines research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. Robson (2011:70), further states that research design is concerned with turning the research questions into projects. Therefore, the research design adopted herein identified methods used to collect data, which would answer the research questions. In other words, the research design attempts to find answers to the following research questions: (i) to what extent do non-academic incidences impact on instructional time during the teaching of EFAL? And (ii) what are teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges encountered are addressed?

To answer the aforementioned research questions, the researcher started by undertaking classroom observations in the three selected schools, which would answer the research question in section 1.2.1. An observation schedule was generated to collect data on non-subject specific non-academic incidences that impact on instructional time in the teaching of EFAL (Appendix J). Additionally, data was collected as classroom observation field notes in which the researcher identified non-academic incidences specific to EFAL (Appendix K). Also, notes were taken on informal discussions with teachers after each lesson observed. A focus group interview was employed to collect data that would answer the research question in section 1.2.2. All the questions in the focus group interview schedule were open-ended. A biographical questionnaire was administered to the teachers to

obtain personal information (Appendix L).

3.2.2 Sites selection

The research sites where the study population was chosen comprised of schools A, school B and C. The schools were chosen due to the availability and willingness of the Advanced Certificate in Education (ACE) teachers who taught EFAL within those schools. The university venue was utilized for the focus group interview. The selection of a university venue was preferred because the teachers participating in the study were registered students at the university and enrolled in the ACE course. Organizing a focus group interview at the university was very convenient and comfortable since the teachers had a class on that same day.

3.2.3 The sample selection

Vijayalakshmi and Sivapragasam (2008:85) define sampling as a selection of a number of study units from a defined study population. Fraenkel and Wallen (2006:2) refer to sampling as the process of selecting participants for a research. Only a few teachers amongst the ACE course were teaching EFAL and four of them volunteered to participate in the study. The selected sample consist of four-second year ACE teachers who had considerable experience concerning instructional time and non-academic incidences, as well as lengthy periods of teaching. The teachers were composed of both genders. All the teachers were teaching the EFAL subject at the time this research was being undertaken. Therefore, convenient sampling was used since the teachers volunteered to participate in the research and, also they were easily accessible (Lewis-Beck, Bryman & Liao, 2004).

3.2.4 Description of participants

Table 1 provides the biographical details of the participants as obtained from the administered biographical questionnaire. The four teachers who voluntarily opted to be part of this research comprised of one male and three females. All four teachers taught other

subjects in addition to EFAL. It is also evident from Table 1 that all these teachers had considerable teaching experience and had varied age ranges. All the teachers had teaching diplomas and were at the time enrolled in the Advanced Certificate in Education (ACE) program.

Table 1: Biographical details of participants

Teachers	Age range	Gender	Qualification	Number of years of
Teacher A	41-50	Male	A three year teacher diploma (Presently enrolled in ACE)	24
Teacher B1	41-50	Female	National Professional Diploma in Education (Presently enrolled in ACE)	30
Teacher B2	51-60	Female	Three year teacher diploma (Presently enrolled in ACE)	36
Teacher C	51-60	Female	National Professional Diploma in Education (Presently enrolled in ACE)	35

3.2.5 Description of school A

Teacher A taught at school A. School A is situated in the Western Cape and in the suburb of Lotus River. The school had an enrolment of 805 learners, 23 teachers, and one principal. The medium of instruction was Afrikaans but English was taught as a first additional language. The two classes I observed had 42 and 48 learners respectively. Teachers and learners came to school daily during the period of my observation and attended classes. The school starts at 7: 30am with a staff meeting and ends at 14:30pm daily. There is a culture of praying in the morning before lessons commence.

The school is located in a poor community and learners were provided with daily school meals. There were no sports amenities. The school was well maintained and had a computer laboratory, a projector, chalkboards and textbooks. Since the school lacked library facilities, textbooks were kept in the teachers' possession. The two observed

classrooms were over crowded with the teacher/learner ratios of 1:42 and 1:48, respectively. The principal and the teachers acted professionally. I was welcomed and provided with essential support during my observation.

3.2.6 Description of school B

The teachers B1 and B2 taught at school B. School B is situated in Western Cape within the suburb of Bellville South. The school had an enrolment of 557 learners, 20 teachers, and one principal. The medium of teaching was Afrikaans but English was taught as a first additional language. Teacher B1 had 40 learners while teacher B2 had 42 learners. Teachers and learners attended school daily during the duration of my observation. A typical school day started with a staff meeting at 7: 30am and ended at 15:00pm daily. Sometimes classes were delayed as a result of prolonged staff meetings and morning prayers. The school is located in a poor community and the learners were provided with daily meals. Even though, the school lacked most of the teaching resources, it had a well functional computer laboratory. Textbooks were kept in the classroom since there was no library. The classrooms were over crowded with the teacher/learner ratio of 1:40 and 1:42. Teacher B1 sold juice in class to raise funds to buy a carpet that would be used by the learners. The school was not well maintained and lacked sports amenities. Furthermore, the school had been robbed many times.

3.2.7 Description of school C

Teacher C taught at school C. School C is located close to Paarl in the Western Cape Province. The school had 451 learners, 17 teachers, and one principal. The medium of instruction was Afrikaans but English was taught as a first additional language. The class I observed had 28 learners. Teachers and learners attended classes during the period of my observation. The school started at 7:30am and ended at 14:30pm daily. Classes usually started after staff meetings and prayer sessions were held in the morning. The school is located in a poor community and learners were provided with meals daily. The school had a computer laboratory that was not functional since programs had not been installed. There

were sufficient desks in the classroom and adequate physical space per learner. However, the classroom sitting positions were poorly arranged since most of the learners were not facing the teacher. Some of the classrooms were built from zinc and whenever it was hot, learners could not sit inside the classroom. The school lacked both library facilities and sport amenities. Furthermore, some of the learners lived in the surrounding areas of the school and the majority came from the wine-farm locations. The WCED provided transport for learners living far away from the school.

3.2.8 Biographical background of teachers

The biographical questionnaire examined the participants' professional qualification, gender, years of teaching, subjects that they taught and the grades. Additionally, other biographical data were obtained from the focus group interview as part of the introductory processes. All four teachers agreed to complete the biographical questionnaires and the teachers participated in the focus group interview. As part of the focus group interview, the teachers were asked to provide information on the grades and the subjects that they taught (Appendix N). Also, it was very important to begin by asking participants to introduce themselves. The introductory questions enabled the participants to feel relaxed and be familiar with each other. Teacher A taught Grades Four and Five, and her subjects were mathematics, technology, social science, life orientation and English first additional language. Teacher A had been teaching for 24 years. Teacher B1 taught Grade One, and she taught all the subjects, including English first additional language, and she had been teaching for 30 years. Teacher B2 taught Grade Three all the subjects, including EFAL, and had been teaching for 36 years. Teacher C taught Grade Four all the subjects, including EFAL, and had been teaching for 35 years. It is very important to acknowledge that all the teachers taught EFAL since the focus of the research is on the EFAL subject. Table 1 summarizes the biographical details of the participating teachers.

3.3 Data collection processes

The methods employed to collect data were classroom observations and a focus group

interview. Observation was used to obtain data on the extent to which non-academic incidences impact on instructional time during the teaching of EFAL, while the focus group interview was employed to gather data on teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL, and how challenges encountered are addressed.

3.3.1 How I gained access to the schools

Permission was requested from WCED to conduct research at selected schools and the response came two weeks after the request. Immediately, meetings were arranged through emails with the principals of the schools to discuss the nature of the research (Appendix F). The letter from WCED (Appendix A) was presented to school principals stating terms and conditions. Also, periods of visitation of schools were discussed. Presented in Table 2 is the outline of data collection schedule with time frames.

Table 2: An outline of the data collection schedule employed for this research

Schedule	Time Frames
Period of observation	15 th April- 25 May, 2012
Date of focus group interview	4 th August, 2012

3.3.2 Classroom observation

Maree (2010:83-84) holds the view that observation is a systematic process of recording the behavioural patterns of participants, objects, and occurrences without necessarily questioning or communicating with them. Kumar (2005:119) underlines that observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Observation is the most plausible approach since I wanted to observe teacher/learner behaviours and other variables that

interfere with classroom processes. Additionally, observation is appropriate since we hope to ascertain the extent to which non-academic incidences impact on instructional time in the teaching of EFAL.

3.3.3 Reasons for choosing classroom observations

Undertaking classroom observations at the three schools created a relationship with the participants and it aided the researcher to obtain data for the focus group interview with ease. Also, observation provided a frame for the focus group interview questions (Leedy, 2010:147). According to Walliman (2011:195), observation helps to determine whether people act differently to what they say and it can be an efficient method to obtain preliminary knowledge. Observation allowed the researcher to ascertain behaviour of teachers and learners that impact on instructional time in their natural setting, which is the classroom (Blaxter, Hughes & Tight, 2010).

In summary, observation is vital since it allows the researcher to observe in the classroom the extent to which non-academic incidences impact on instructional time during the teaching of EFAL, rather than hearing it from the teachers. Furthermore, observations enable the researcher to perceive information that might be missed out by the teachers during the focus group interview. Also, observation is appropriate as the non-academic incidences in the classroom can be compared to teachers' discussions during the focus group interview to check for accuracy. Therefore, observation is central to this research since it is used to ascertain complex behaviour of teachers and learners in their natural setting. However, observation has its disadvantages as data collected may be biased. To minimize any unfair data, the researcher developed observation schedules and a detailed description of what the researcher observed in the classroom was written as field notes and discussed with teachers after each lesson.

3.4 Observation procedures

This sub-section details the steps I followed to obtain the data for this study. The

researcher was a non- participant observer.

3.4.1 Piloting observation schedules

Blaxter, Hughes and Tight (2010:138) define piloting as the process whereby you try out the research techniques and methods which you have in mind, see how well they work in practice, and, if necessary, modify your plans accordingly. Fox and Bayat (2007: 102) point out that piloting in research is to determine whether the research design and methodology are relative and effective. After generating the observation schedules, I undertook pilot classroom observations in a school which was not among the selected three participating schools. Piloting enabled the researcher to add a section on the duration of occurrence of the non-academic incidences. The section on duration was important since it aided the researcher to generate a list of non-academic incidences that impact on instructional time.

3.4.2 Observation of classrooms

I observed each teacher teaching in the classroom. I did not participate in classroom activities (Walliman, 2011:195; Jackson, 2008:81-82). The educators in the schools explained the aim of study to the learners and this made the learners to act naturally during the period of my observation. Additionally, classroom observation field notes schedule (Appendix K) was used to gather data on non-academic incidences specific to EFAL that impact on instructional time. The data was analysed by enumerating the number and duration of occurrences of non-academic incidences to ascertain how each impacts on instructional time. Therefore, a list of non-academic incidences that impact on instructional time in the three schools observed was generated.

3.5 Focus group interview

Punch (2009:146) defines a focus group interview as a situation where the interviewer works with several people simultaneously rather than with just one person. Vijayalakshmi and Sivapragasam (2008:79) assert that a focus group interview is a group discussion of 6-

12 persons guided by a facilitator during which the group participants talk freely and spontaneously. Therefore, I employed a focus group interview based on the fact that the topic is general and the teachers might not have taught critically about the topic (Appendix N).

The focus group interview was conducted with all four ACE teachers. Therefore, since the participants were few we allowed all of them to voice their views. Furthermore, I probed whenever necessary for additional information. It was easier to run a small focus group interview because an in-depth discussion was required since the researcher's focus was on specific aspects relating to instructional time and non-academic incidences (Appendix N). Additionally, it was easy to manage data successfully from four teachers and maintain quality, as it was easy to keep participants focused during the interview. The focus group interview was held over a period of one hour and thirty minutes. This was appropriate as only four teachers were involved.

3.5.1 Reasons for choosing a focus group interview

A focus group interview is important for this research as it may widen the range of responses and stimulate participants in making explicit their views and perceptions (Maree, 2010: 90; Punch, 2009:147). Also, during the focus group interview interaction among participants may be more informative since participants may discuss further in the focus group interview than in an individually conducted interview (Leedy, 2010:148; Flick, 2011:118).

A focus group interview is appropriate as it explores perceptions, experiences, and understanding of a group of people who have some experience in common, with regard to the situation at hand (Kumar, 2005:124). Therefore, the focus group interview seeks to ascertain the four ACE teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges encountered are addressed. Also, a focus group interview was useful as the topic to explore was general to

all EFAL teachers and the aim was to encourage dialogue on the topic, since the teachers might not have been able to reflect critically about the topic. Thus, the rationale for a focus group interview is that it brings more depth to the data collection, since the researcher would probe for more discussion. The focus group interview provided multiple views and valuable insight to the research questions since participants were able to build on each other's comments.

3.5.2 Pilot focus group interview

I held a pilot focus group interview with four EFAL in-service teachers doing Masters in Education from another University, which lasted for an hour. This group was appropriate since they were qualified teachers with understanding of challenges concerning the teaching of EFAL at schools in Cape Town. The pilot focus group interview enabled the researcher to try out the questions which were to be asked during the substantive focus group interview. The pilot study provided insight into questions that were likely to be complex, ambiguous and could take longer for the participants to answer. Moreover, the pilot focus group interview enabled the researcher to familiarise with appropriate seating arrangement and the quality of the recording tape.

3.5.3 Role of a facilitator

According to Glesne (2011:131), the success of a focus group interview lies on the skills of the facilitator. As a facilitator, I encouraged interaction within the group by stimulating the discussion with the research questions and probe when necessary. Furthermore, I was able to redirect questions keeping track of time so that various questions in the focus group interview schedule were addressed. Maree (2010:91) notes that the facilitator should encourage full participation, interaction amongst members and use probing to steer discussion. Also, ground rules were set up at the beginning of the interview, that is, only one person talking at a time so that all the participants could voice their opinions. Moreover, Litosseliti (2003:24) indicates that post discussion is useful because it is during that time that people disclose personal information. After the focus group interview, I did a face-to-

face discussion with the participants while we were having refreshment and they raised important points such as the WCED not paying attention to additional languages. Regarding the ongoing discourses, all the roles of the facilitator were adopted in this research. At the end of the focus group interview, the evaluator summarized the salient points that emerged from the interactions and verified with the participants their understanding of the points. At the end of the focus group interview, I reminded the participants once more of anonymity and confidentiality of the research

3.5.4 Process of the focus group interview

The focus group interview was held in the Writing Centre at the university and according to the time agreed by the teachers. The venue was used because it was convenient for discussion with no distraction and the teachers were familiar with the room. I phoned the teachers a day before the focus group interview to ensure participation. I arrived at the venue two hours before the time of the interview in order for me to have time to prepare the venue and light refreshment. The refreshment created a relaxed atmosphere and an opportunity for teachers to know each other. Litosseliti (2003:48) suggests that participants should be seated around an oval table together with the facilitator to ensure eye contact for all and an atmosphere of equality and informality. This suggestion was improvised and implemented. I gave teachers name-tags with their first names written on it to create a friendly atmosphere.

The four ACE teachers were welcomed and they introduced themselves. The participants signed a consent form (Appendix D) for their voluntary participation (Glesne, 2011:166). One independent evaluator was invited to observe the focus group interview. The task of the evaluator was to witness and validate the process of gathering data. In qualitative research the researchers are concerned with making sure they capture correct data (Bogdan & Biklen, 1998: 7). To ensure validity the focus group interview was recorded on an audio-tape and I made written notes.

3.5.5 Questions guiding the focus group interview

The questions guiding the focus group interview were mostly open-ended (Appendix N). The questions explored: (i) the extent to which non-academic incidences impact on instructional time during the teaching of EFAL, and (ii) the views of teachers on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges faced are addressed. According to Krueger and Casey (2009:37) open-ended questions are features of focus group interviews. The rationale behind the questions is that they are not leading the participants. The questions that were utilized during the focus group interview had three sections (Adapted from Eliot and Associates, 2005:3), comprising of engagement questions- which is to introduce participants and make them comfortable with the topic of discussion; exploration questions- which are the core questions of the discussion; and exit questions- to check if anything had been missed in the discussion (Appendix N). The questions were cautiously sequenced in a question guide so that it was easy for the participants to comprehend and not deviate as the group answered the questions

3.6 Data analysis

According to Robson (2011: 412), data analysis is the breaking up of something complex into smaller parts and explaining the whole in terms of the properties of and relations between these parts. Bogdan and Biklen (2007:159) consider data analysis as being the process of systematically searching and arranging the interview transcripts, field notes, and other materials the researcher accumulates, to enable the researcher to come up with findings. Therefore, the data analysis would transform the raw data into answering the research questions in section 1.2.

Interpretative Phenomenological Analysis (IPA) was used for data analysis. According to Smith, Jarman and Osborn (1999) IPA explore the participants' life world, personal experience and perception. Therefore, IPA aided the researcher to interpret participants lived experiences in the classroom. The researcher read all the different sources of data

collection accurately and transcribed the data from an audio recorder. The transcription was checked for accuracy by reading through the transcript and listening to the audio recorder several times. Moreover, two persons were involved in coding the data of the focus group interview. I asked another postgraduate student to code the data and I was also involved in the coding. We discussed each code. Conforming to the discussion, King and Harrocks (2010:162) emphasize that to ensure validity there should be two coders who will code independently and then meet to compare and critically discuss the coding they have produced. The emergent themes provided information on answering the research questions (Section 1.2). The main aim of data analysis was to unearth answers to the research questions (Merriam, 2009:176)

3.7 Data verification processes

According to Leedy (2010: 28), there is always a need to verify if the instrument measures what it is intended to measure. Therefore, researchers must evaluate the extent to which the findings are valid. McMillan and Schumacher (2010:330) define validity as the “degree of congruence between explanations of the phenomena and realities of the world”. In other words, validity of qualitative design is the degree to which the interpretations have mutual meanings between the participants and the researcher. In line with the above, Jackson (2008:71) refers to validity as whether a measuring instrument measures what it claims to measure

In order to ensure validity and as part of the triangulation process in this study, two data gathering methods were utilized, which are classroom observations and a focus group interview. By doing classroom observations and a focus group interview, similarities and differences that emerged gave the researcher a better understanding of the research questions, thus, improved accuracy of collected data (Flick, 2011:136; Maree, 2010). The independent evaluator during the focus group interview assisted in the interpretation of data. The evaluator took notes, which were discussed at the end of the focus group interview. The evaluator’s insight was important for better understanding and analysis of

the data. Glesne (2011:119) indicates that an outside person who examines the research process and product makes the data more trustworthy and credible.

The piloting of observation schedules and focus group interview questions added validity to the findings since the researcher was able to reflect and eliminate the flaws within the data gathering tools. To manage subjectivity, I wrote comprehensive notes immediately after leaving the classroom during my observation and shared manuscripts of analyzed data with the teachers (McMillan & Schumacher, 2010:354). During data analysis, I described the data in detail to enable readers to draw their own conclusions from the data presented (Leedy, 2010:100). This would help the readers to ascertain how the researcher reached her conclusions. Additionally, Merriam (2009:209) states that ensuring validity in qualitative research involves conforming to ethical standards. During collection of data, I have at all times acted ethically with the research participants. Additionally, I ensured validity by using the most appropriate qualitative design, which is observation and focus group interview techniques. Hence, observation and focus group interview answered my research questions in section 1.2. During the analysis of observation schedules and focus group interview responses, an attempt was made to report literally what the participants said (McMillan & Schumacher, 2010:331).

3.8 Research protocol

This research followed rigorous codes of ethics to protect the researcher as well as the participants from any harm. The following research protocols were followed:

3.8.1 Letters of permission

The researcher obtained written permission from school stakeholders comprising of WCED for permission to conduct the research in the schools, University Ethics Committee, school principals, teachers, learners' guardians, and an independent evaluator.

3.8.2 Ethical considerations

Bloor and Wood (2006:64) define ethics as guidelines or sets of principles for good professional practice, which serve to advise and steer researchers as they conduct their work. Bogdan and Biklen (2007:48) assert that ethics in research are the principles of right and wrong that a particular group accepts at a particular time.

It is unethical to collect data without the knowledge of participants, and their expressed willingness and informed consent (Kumar, 2005:212). Hence, I explained the purpose of the research to all the participants, so that they were able to make informed decisions on whether or not they wanted to participate. I ensured that the names of the schools were removed from all the data collection forms as suggested by Bloor and Wood (2006:68).

I gave educators pseudonyms during the write up of the thesis as teachers A, B1, B2 and C. Denscombe (2007:141) emphasises that researchers are expected to respect the rights and dignities of those who are participating in the research, avoid any harm to the participants arising from their involvement in the research and operate with honesty and integrity. Hence, I made certain all the participants received disclosure of the nature of the study. No research participant was coerced into participating in the research.

8.9 Conclusion

This chapter describes the rationale for the choice of a qualitative approach which explores the extent to which non-academic incidences impact on instructional time, as well as how challenges are addressed during the teaching of EFAL. It describes the methods used to obtain data, which are observations and a focus group interview. Also, included in this chapter is an explanation of the research design, sample selection, data verification and data analysis processes as well as ethical considerations. The next chapter presents the results of the data analysis and a discussion emanating from these results

Chapter Four: Results and Discussions

4.1 Introduction

Chapter Four presents the results emanating from the data analysis and discussions. The data collection was underpinned by Huitt's Transactional Model of the Teaching/Learning Process. Huitt's model enabled the researcher to observe key variables such as teacher behaviour, learner behaviour and other classroom processes that impact on instructional time. Interpretative Phenomenological Analysis aid the researcher in analysing the data. IPA aided the researcher to interpret participants lived experiences in the classroom during the focus group interview. Appendix O provides a summary of incidences that impact on instructional time during each teacher's observed lesson. It is important to note that the researcher has provided some of the incidences to aid in the discussion of the findings.

Furthermore, there was a discussion of the data with regard to the literature review (Chapter Two). Presented herein are the findings of the various data sources discussed under separate themes. The following stylistic convention was used during data analysis and discussion: 'dash for incomplete utterances' and 'three dots for pauses'. Furthermore, verbatim quotations were written in 'italics'. The main aim of the data presentation was to describe how participants' responses aided the researcher to answer the guiding research questions in section 1.2.

Furthermore, the chapter seeks to address the research questions posed in this research, which are: (i) to what extent do non-academic incidences impact on instructional time during the teaching of English first additional language? And (ii) what are teachers' views on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges encountered are addressed? In answering these questions, the teachers have been identified as teachers A, B1, B2 and C for the purpose of confidentiality.

4.2 Incidences that interrupted instructional time

This section highlights certain themes that emerged during classroom observations at the three

schools. The emerging themes consist of incidences that impact on instructional time. These themes are specific to English first additional language. It is important to note that the analysis reported here was undertaken concurrently with data collection (Merriam, 2009:171). None of the four teachers observed utilized the entire instructional time effectively. Table 3 provides details of the amount of time spent on observation and instructional time lost. It was evident that approximately 25% of instructional time was lost during the period of the study and this quantum loss is significant since most concepts could not be completed within the scheduled lesson periods. Furthermore, a cumulative loss of such an amount of instructional time could take away a substantial portion of the annual classroom allocated time. There was uneven duration of classroom observations because in some schools the teachers taught two grades and others had more time allocated to EFAL. The research involved teachers enrolled in the ACE program, however the number of ACE educators teaching EFAL were few and since only four of them agreed to participate in this study, I decided to use all the four teachers. From the biographical details of the teachers (Table 1), the teachers had been teaching for periods ranging from 12 to 36 years, and as a result they all had considerable teaching experience. Even though, they sometimes struggled with the management of instructional time.

Table 3: Details of the duration of classroom observations and instructional time lost per classroom

Schools observed	Time observed (Minutes)	Instructional time lost (Minutes)
School A (Teacher A)	540	144
School B (Teacher B1)	250	70
School B (Teacher B2)	265	65
School C (Teacher C)	470	107
Total duration of observations	1525	386

4.2.1 Incidences that impact on instructional time

This sub section presents themes emanating from incidences that impact on instructional time during the teaching of EFAL.

4.2.1.1 Teaching strategies

Teaching strategies are methods teachers use to engage with learners during teaching. Teachers to a certain extent are responsible for learners' achievement; therefore they have to integrate strategies that will enable learners to become proficient in the English language. However, there are some teaching strategies which when used inappropriately, may reduce instructional time.

To begin with, teachers' scaffolding of lessons involved extensive repetition of the same concepts, which resulted in inefficient usage of instructional time. For example, in teacher C's reading lesson, she extracted words from the text for learners to pack in the correct bags. Each bag contained adjectives, nouns, verbs, and pronouns. Most of the learners could not do the exercise and the teacher had to define the concepts and give examples, although they had been taught previously. Also, each learner was asked to give one example of any concept verbally to the whole class before doing the assigned task. In teacher B1's reading lesson, words were extracted from the text and written on the board for learners to make sentences verbally. One of the learners using the word "boy" said, "*I is a good boy*" instead of "*I am a good boy*". The teacher had to do a revision of singular and plural for the learner to have an understanding before asking other learners to construct their sentences. Furthermore, learners were asked to repeat the sentence "*I am a good boy*" four times. Sometimes, when concepts were repeated so many times and the learners still could not understand the lesson, the teachers would get frustrated resulting in a tense classroom atmosphere. Under such tense classroom environments, any incorrect responses from the learners earned rebuke from the teachers, thereby disrupting the lesson and decreasing instructional time. Thus, repetition of concepts sometimes takes away instructional time since most of the teachers do not finish lessons and they have to extend the lesson to the subsequent period. Some learners became bored as a result of too many repetitions and they stopped participating in class activities and instead were chatting with friends, thereby distracting other learners and the teacher. Inappropriate scaffolding led to loss of instructional time. Vygotsky's theory of scaffolding enables teachers to provide support to learners. According to Raymond (in Yuanying, 2011:46) teachers should provide support structures to learners to get them into a higher level. Thus, for scaffolding to be effective the teacher must build on the prior knowledge of learners. The teacher must understand what the learner knows and how to support learners to a higher level instead of asking learners to repeat a vocabulary so many times

which was ineffective.

Repetition is a good instructional strategy when used properly, however, teachers in the classes observed sometimes used repetition inappropriately. In a reading lesson conducted by teacher C, the whole class was made to repeat each vocabulary extracted from the text eight times, for example: “*riverine*”, “*hundred*”, “*disappearing*”, “*shrubs*”, “*destroy*”, “*mammals*”, “*plough*”, “*farmers*”, “*rabbits*”, and “*repeat*”. Teacher C revealed that: “*I do repetition because the learners’ language levels are low and I want them to gain confidence...repetition took lot of my teaching time*”. The teacher further asked individual learners to repeat the vocabularies on the board, they could not and most of them mumbled. As a result the teacher became furious and asked the learners who could not articulate the words to stand up while the lesson was going on. These learners lost concentration throughout the lesson as they were fidgeting with their pens. It is important to note that the learners did not finish reading the comprehension text because of too much repetition of vocabulary and the lesson had to be rescheduled for another period. Repetition of vocabulary did not facilitate learning since when it came to individual learners to repeat vocabularies they could not. Repetition is a very important teaching strategy, therefore should use it in a constructive way that will encourage learning. The Milton Keynes Ethnic Minority Achievement Support Service (2004) indicated that teachers should give learners time to repeat words in a variety of contexts. This may mean that after reading a text, learners can look for new words, use context to determine meaning before they are asked to read the word. By so doing, learners must have used the word in variety of context which could enhance the learners’ understanding of a lesson and also maximize instructional time.

Furthermore, some teachers’ scaffolding of lessons was done by asking learners questions on previous lessons. In most lessons observed learners could not answer questions satisfactorily on previous lessons taught; therefore the teachers’ always repeated previous lessons before teaching what was planned for the period, since there should be a correlation between lessons. Teachers utilised considerable amount of time on counselling the learners on the need to study outside the classroom and not engage in anti-social activities. Therefore there was loss of instructional time, as the lesson that was planned for the period could not be completed. In teacher A’s lesson on poetry, he asked learners questions on the poet background that they were taught previously. The learners could not respond adequately to the questions, thus the teacher had to

explain the background of the poet for half of the period that was meant for teaching of the poem. As a result, learners who did not have notes on the poet background were disciplined and their sitting positions were changed. All these interruptions further took away instructional time. Thus, there was tension in the classroom and the learners were giggling each time the teacher wrote on the board. Also, the teacher had to teach without paying attention to pedagogy or interacting with learners because of limited allocated time.

4.2.1.2 Code switching

Code switching is the ability of teachers to integrate mother tongue in a lesson. This research has revealed the important role mother tongue plays in EFAL learners' understanding of a lesson. The learners come to school from very poor English language backgrounds and have vocabulary that is insufficient at their level. This compels teachers to resort to code switching to prevent communication breakdown. Therefore, code switching may enable learners to develop comprehensive understanding of a lesson. In teacher C's reading lesson, the class was made up of isiXhosa and Afrikaans first language speakers. She read the text in English and explanations were sometimes given in Afrikaans. The teacher code-switched so many times in Afrikaans during the lesson, as a result, the isiXhosa speaking learners were chatting through out the lesson. The classroom was chaotic and teacher had to discipline learners. Teacher B1 alluded to the aforementioned discussion by indicating that:

Some learners do not understand English language as well as have poor articulation of their mother tongue; as a result code switching sometimes was not effective and could lead to some learners getting confused in the class.

Code switching is very important instructional strategy when all the learners and teacher speak the same mother tongue. As evident during the observations, whenever a teacher used code switching in a class where all learners speak the same mother tongue, the learners would develop an understanding of the lesson and were able to answer questions posed by the teachers. Code switching has been proposed as an effective strategy for teaching second language

learners (Probyn, 2006:391; Then & Ting, 2009; Ahmad & Jusoff, 2009:49; Alenezi, 2010:1).

4.2.1.3 Clues

The poor use of examples as clues to questions during EFAL lessons may lead to unnecessary loss of instructional time since lessons could be disrupted by over excited learners. In as much as good example could generate learners' interest in EFAL topics, it can also create an atmosphere for learners to be involved in disruptive activities. Most of the teachers used examples poorly and a typical example is demonstrated here. In teacher C's reading lesson on a story of the frog and the crow that sat on the branch of the Marula tree, she asked learners questions about the Amarula drink. The Amarula drink is an alcoholic beverage, which is processed from the bark of the Marula tree. When the learners became aware of the uses of the Marula tree, they became excited and the lesson was diverted to issues of alcoholism. The learners accused one another of being drunkards, which had no bearing on the subjects being discussed. The teacher, by mentioning issues about alcoholic beverages, enabled the learners to engage in unnecessary conversations on alcoholism, creating an atmosphere with the resemblance of chaos in the classroom. A learner who was accused of drinking alcohol scorned another learner and the teacher had to resolve their differences. As a result, the focus of the lesson was missed as learners could not respond adequately to exercises during the lesson. Such scenarios occurred on numerous occasions during the observed lessons and even though the teachers originally had good intentions in using the examples outside the classroom context, the inappropriate usage led to a waste of instructional time. However, teachers should have control of the classroom, engage learners in meaningful conversation and try to assess if learning is taking place during classroom discussion. Most teachers during informal discussions alluded to the fact that such instances were common phenomena in EFAL lessons.

4.2.1.4 Different language ability of learners

Learners with poor language ability would always need extra time or extra attention during lessons. In teacher C's reading lesson, the learners were asked to read the comprehension text "*farm alphabet*", the teacher started with whole class reading and a few learners dominated the class. When she changed to individual reading, eight learners could not read, they had to repeat

words resulting in poor reading, and had problems with pronunciation. For example, in a sentence that reads: “*C is for the cow that gives milk for my tea*”, the learner kept reading “*for*” wrongly as “*from*”. The teacher became furious due to the inability of the learner to read, as a result, the whole class engaged in laughter and the learner became upset. Also, there were a few learners who uttered negative slang to the learner. The teacher further advised learners not to laugh in class and that they would be penalised in future occurrences. Nevertheless, the teacher had to intervene to enable the learner to read properly. As part of the intervention processes, the teacher spent a considerable amount of time with each learner and, since there were many learners with challenges, the cumulative time spent on all learners depleted the assigned instructional time. In other words, the teacher had to expend instructional time to ensure that all the learners were on the same level. Whilst the teacher was focusing on learners with weak English language ability, the other learners disrupted the class by chatting with friends and the teacher had to discipline the disruptive learners, which further took away instructional time.

4.2.1.5 Learners’ and teachers’ attitudes

The attitudes of teachers and learners during lessons impacted on instructional time negatively. In some instances both learners and teachers exhibited negative behaviour or made undesirable utterances that disrupted the lessons leading to loss of instructional time. In all the schools, learners laughed at their peers when they made mistakes during verbal communication or in answering questions in the classroom. The laughter and other derogatory remarks against learners’ poor use of the English language appeared to make learners develop negative attitudes towards EFAL. The learners after such incidences became involved in disruptive activities such as conversing in the classroom, which affected instructional time since the teachers had to constantly discipline the learners. Also, after an incident, some of the learners stopped participating or answering questions in class. In teacher C’s reading lesson, one of the learners could not respond very well in English to a question asked and the other learners in the classroom laughed at him. As a result, the learner became furious and threatened a learner sitting next to him. The teacher had to resolve the learners’ differences before continuing with the lesson. Beside, learners’ laughing at their peers always led to a significant loss of

instructional time as it took enormous amounts of time for the teachers to put the class back to order after an incident. During teacher C's lesson on parts of speech, a learner gave "someone" as an example of a verb and all the learners yelled at him. This reduced instructional time as learners started fidgeting immediately after the incident and the teacher had to stop the lesson to admonish learners on unruly behaviour. The unruly behaviours of learners impacted on instructional time as the lesson could not be finished and the teacher had to extend it into subsequent EFAL period.

Sometimes teachers were infuriated with learners' poor responses to questions. A typical scenario was in teacher A's lesson on listening skills. The learners listened to a song about landmarks in Cape Town five times and when the teacher subsequently asked learners to provide two landmarks that could attract a visitor's attention when visiting Cape Town, a learner responded but the response was incorrect and the sentence was not constructed properly. As a result, the whole class laughed at the learner thereby disrupting the class and the teacher also became irritated and shouted at the learner to sit down. Also, in teacher B1's lesson after reading a story relating to birthdays, learners were asked to mention any potential gift that their mother would give them during their birthday. A learner said "monkey" and the entire class laughed and the learner became shy. The teacher had to explore if the learner understood the question or was joking. As a consequence, the learner stopped answering questions in class. Sometimes after an incident there was much fidgeting in the classroom and that reduced instructional time as the teachers had to constantly tell the learners to stay quiet.

From the aforementioned discussion, it can be emphasized that learners who could not comprehend the English language and those who were laughed at by their peers as a result of poor usage of English language exhibited negative behaviour in the classroom. They engaged in activities that diverted the teacher and learners' attention, thus leading to ineffective use of instructional time. Teacher C commented on learners' attitude by saying "*they have I don't care attitude because you cannot send them home and you cannot do anything if they are disruptive or they do not follow instruction in class*". This meant that learners exhibited a laissez-faire attitude during lessons and preferred to engage in incidences that distracted the teachers.

Additionally, some teachers made fun of learners' responses to questions during lessons and that affected instructional time because in most scenarios other learners would laugh and it took a great deal of instructional time before the learners could settle back and concentrate on the lesson. During teacher C's reading lesson, after reading the story of "*riverine rabbit*" for the fourth time, a learner still found it difficult to read and the teacher had to murmur after him and he was asked to read well. The pressure exerted on the learner by the teacher resulted in the whole class mocking the learner. In teacher B2's reading lesson, she asked the learners "*what do we see on the farm picture on the board?*" and the whole class responded "*cow*". Then she asked individual learners: "*what do we do with cow milk?*" and a learner responded, "*we make milk*". Although, the learner could answer the question to a certain extent, the teacher exhibited a negative attitude towards the learner's response by shouting at the learner. Teachers' negative attitudes towards learners affected learners' self-esteem and learners appeared less confident in answering questions or interacting in the classroom.

4.3 Focus group interview findings

This section presents the findings from the focus group interview. The questions of the focus group interview were open-ended (Appendix N) and were given to the teachers a week before the interview for them to know beforehand what was expected from them and to be able to make informed decisions. The next section presents teachers' responses to the questions in the focus group interview schedule, and an interpretation of the data through emerging themes (Bodgan & Biklen, 2007:159).

4.3.1 Teachers' understanding of non-academic incidences and instructional time

As the study is centred on non-academic incidences and instructional time, it was important for the teachers to articulate their understanding of these concepts. The teachers were asked the following questions: "*in your opinion what do you understand by non-academic incidences and instructional time?*" (Appendix N)". Teacher A defined non-academic incidences as "*incidences that will affect teaching during a period*"; teacher B1 viewed non-academic incidences as "*all interferences we have during our periods*"; teacher B2 stated that "*it is disturbances during lesson time*"; and teacher C defined non-academic incidences as "*incidences that disrupt the lesson*".

Instructional time according to teacher A is time “*set out by the department for us to teach specific subjects in that duration of time*”. Teacher B1 defined instructional time as “*the time that you engage with learners...*” Teacher B2 indicated that instructional time “*is time spent teaching certain subjects*”; while teacher C saw instructional time as being the “*time in the class when you are busy teaching or doing your job*”.

The essence of the questions was for the teachers to demonstrate their understanding of non-academic incidences as well as instructional time since these concepts form the core of the research. The responses of the teachers provided a helpful insight into how the teachers viewed non-academic incidences and instructional time. After further deliberations, the teachers expatiated more on their understanding of non-academic incidences and instructional time. It became obvious the teachers significantly understood the factors that constituted non-academic incidences and had appreciable understanding of instructional time.

4.3.2 Non-subject specific non-academic incidences

The teachers were required to identify some of the non-subject specific non-academic incidences that impact on instructional time (Appendix N). Table 4 shows a list of non-subject specific non-academic incidences and the number of teachers who acknowledged that the incidence impact on instructional time.

4.3.3 Feeding scheme

All the teachers attested that the school feeding scheme decreased instructional time since learners’ porridge in the morning was usually not served on time. As a result, the learners would be gathered at any time of the day to have their food. According to some of the teachers, learners usually had their porridge during the EFAL lesson since this time slot was always between the third and fourth period. Therefore, there was an inappropriate depletion of instructional time as the teachers in most instances had to stop the class for learners to get their food and continue in the subsequent EFAL period.

4.3.4 Classroom visitation by colleagues and learners' parents

All teachers indicated that classroom visitation by other colleagues and sometimes learners' parents impacted on instructional time. This was because during lessons, teachers always interrupted their colleagues to chat or to ask for assistance. This constant interruption cumulatively decreased instructional time.

4.3.5 Permission slips to visit the toilet

All the teachers claimed that since they taught the lower grades, the learners always needed permission slips to go to the toilet since they had frail bladders. The teachers sometimes gave five minutes breaks in- between lessons to the whole class to go to the restroom. The five minutes break decreased instructional time.

4.3.6 Socio-economic status of learners

All teachers contended that learners' socio-economic status took away instructional time since most of the learners came to school late or they did not come at all as a result of monetary issues. Therefore, when the absentee learners came to class, the teachers spent considerable amounts of time to assist them during lessons in order for them to be on the same level as other learners. Furthermore, learners came to class with a lot of problems such as maltreatment at home and the teachers always addressed these problems during instructional time. Hence, this decreased instructional time since the teachers spent considerable amounts of time to counsel learners.

4.3.7 Income generation by teachers

Three of the teachers indicated that fund raising impacted on instructional time. This was because it always occurred in the third or fourth period, the periods usually assigned for EFAL. Also, the teachers stated that they sometimes sold food stuff in class to generate income to buy resources needed by the learners in the classroom. Teacher B1 used some minutes of instructional time to sell juice for learners in order to raise funds to buy a classroom carpet. Even though teacher C supported the fact that fund raising activities in class always decreased instructional time, the teacher went further to justify its importance as good sources of income

generation for poor schools.

Table 4: A list of non-subject specific non-academic incidences as well as the number of teachers who acknowledged the incidence

Non-subject specific non-academic incidences	Number of teachers
1) Feeding scheme	4
2) Classroom visitation by colleagues and learners parents	4
3) Permission slips to visit toilet	4
4) Socio-economic status of learners	4
5) Income generation by teachers	3

4.4 Non-academic incidences specific to EFAL

The teachers were required to identify some of the incidences that specifically impact on instructional time during EFAL lessons. Table 5 shows a list of incidences specific to EFAL lessons and the number of teachers who acknowledged that these incidences impact on instructional time.

4.4.1 Inappropriate use of code switching

All teachers indicated that inappropriate code switching impacted on instructional time. This was because teachers had to code switch every sentence to English in a lesson which was made up of isiXhosa and Afrikaans first language learners. Code Switching was used with the intention for the learners to have an understanding. As a result, a lesson could drag on for so many periods before it was completed since those who do not understand the language spoken by the teacher disrupted the class. In line with the above discussion code switching could be effective when all the learners speak the same mother tongue.

4.4.2 Lack of EFAL resources

All the teachers complained about a lack of appropriate EFAL resources impeding efficient teaching and learning. The teachers indicated that parents did not want to buy EFAL textbooks, as a result these learners came to school with very poor understanding of the

English language. Therefore, teachers struggled to communicate with the learners, which took away instructional time. Since most of the learners were from very poor socio-economic backgrounds or communities, they came to school with sometimes no stationery. As a result, during lessons they had to borrow stationery from other learners, which wasted instructional time since it always ended up in disruption as the teacher had to discipline learners. Teacher C indicated that:

Some of the learners come to school with no resources and EFAL requires a lot of resources, since learners have to do so many activities in one lesson in order for learning to take place and each time they had to run around to borrow resources like pens, pencil, and eraser.

4.4.3 Lack of EFAL teaching aids

Three teachers emphasized the lack of teaching aids impacted on instructional time. Teachers would have to explain various concepts without teaching aids, as a result most of the learners would not understand the topic, and the teachers would use subsequent periods to repeat the lessons for learners to understand. Teacher B2 affirmed that: *“If am talking about a glass and not showing a picture, then the learners do not know what it is and this takes a very long time to finish a lesson”*. Teacher B1 agreed with teacher B2 by indicating that:

some learners don't understand English language, they do not understand mother tongue, so you have to show pictures and you have to have a concrete object to show the learners that... that is what I am really talking about...without these resources a lesson takes a long time for learners to understand.

4.4.4 Repetition of lessons and concepts

All teachers confirmed that repetition of lessons and concepts took away instructional time since they repeated lessons so many times and still there were learners who would need extra help. Teacher C revealed that:

You will teach a lesson and you think learners have understood but when it comes to individual task, the learners cannot show any evidence of engagement with that topic..., I have to repeat the lesson.

Therefore, a lesson meant for a single period could be taught for more than two periods. Teacher B1 explained, “*you can’t teach a lesson once, you have to repeat it two or three times over again and you will find some learners who don’t know it at the end of the third lesson*”. Also, since there is a connection between lessons, teachers indicated that most of the time they asked learners questions on previous lessons but learners would not want to talk. Therefore, teachers spent ample instructional time repeating previous lessons before teaching what was planned for the period. As a result, teachers ended up not finishing the lesson anticipated for that period.

4.4.5 Different language levels of learners

All the teachers complained about the language levels of learners. Most of them came to school with a poor understanding of the English language. Most of the learners did not speak the English language at home, and this affected instructional time since these learners needed more attention from the teachers. Therefore, if more than one learner needed individual attention, the teacher ended up utilizing the entire instructional time on the few learners, as a consequence lessons could not be completed within the appropriate duration.

4.4.6 Learners’ negative attitude towards other learners pertaining to poor usage of English language

Three of the teachers highlighted how learners’ negative attitude towards other learners pertaining to poor usage of the English language impacted on instructional time. This was because learners laughed at their peers when they provided incorrect answers to questions posed by teachers or during verbal communication in the classroom. It took a considerable amount of time to calm down learners before the lesson resumed.

Table 5: A list of non-academic incidences specific to EFAL as well as the number of teachers who acknowledged that the incidents impact on instructional time

Non-academic incidences specific to EFAL	Number of teachers
1) Inappropriate use of code switching	4
2) Lack of EFAL resources	4
3) Lack of EFAL teaching aids	4
4) Repetition of lessons and concepts	4
5) Poor linguistic background	4
6) Learners negative attitude towards other learners pertaining to poor usage of English language	3

4.5 Teachers’ views on the impact of non-academic incidences on instructional time

This sub-section deal with teachers views on incidences that impacted on instructional time and how challenges faced are addressed (Appendix N). The discussions around this key question gave teachers the opportunity to reflect on their teaching practices. This study defined non-academic incidences as scenarios that tend to impede the efficient enactment of classroom lessons (Section 1.5.8). All the four teachers showed a substantial understanding of challenges that impede on instructional time (Table 6). The teachers indicated that non-academic incidences impact negatively on learners’ understanding of lessons. Most of the views expressed by the teachers corroborate the findings of the classroom observations.

4.5.1 Lack of content knowledge

All the teachers affirmed that non-academic incidences have a negative effect on teaching and learning since it makes it impossible for teachers to finish the syllabus given by WCED on time. As a result, the required knowledge a learner is supposed to develop for a particular grade may not be attained. Therefore, the learners are promoted to the next grade but probably lack subject content knowledge. On the issue of lack of content knowledge, teacher C indicated that *“most of the learners in my class do not have the supposed content knowledge from previous term since there were so many disturbances in my class...”*. Teacher A acknowledged that *“it is difficult to teach the syllabus when the learners are lagging behind from previous grade”*. Learners’ lack of content knowledge compelled teachers sometimes to teach lessons of the preceding grade before teaching what was planned for the day.

4.5.2 Poor usage of teaching strategies

All the teachers indicated that interruptive incidences had an impact on their teaching strategies since most of the time they were interested in finishing the syllabus and not employing teaching strategies that will aid learners in understanding a concept, because of limited instructional time as a result of non-academic incidences. Therefore, non-academic incidences can derail the teachers' ability to teach effectively. After teaching a lesson employing poor pedagogic approach, learners struggled to understand and when given individual tasks they could not perform adequately. As a result, the teachers sometimes repeated the lesson for the learners to understand, which decreased instructional time. Teacher B2 expatiated on the discussion by indicating that: "*Sometimes I have limited time to finish a lesson due to interruptions...since they have to write exams, therefore sometimes I just teach without really paying attention to pedagogy*", while teacher A affirmed that: "*...I need to finish the syllabus because WCED would asked questions...sometime I just rush over a topic*"

4.5.3 Lack of collaborative learning

Three of the teachers pointed out that interruptive incidence prevented them from engaging in group work in class, since learners ended up chatting with friends and not doing the assigned task. The teachers indicated that when they integrated cooperative learning during lessons, a topic which was anticipated for a period would drag on for more than two periods. In some instances the teacher still needed to teach the topic after the group work for learners to have an understanding. The teachers acknowledged that team work was very important in EFAL lessons since it helped weaker learners to interact in the classroom. Teacher A indicated that:

...since the classes are overcrowded, it makes it difficult for me to give group work since it is a waste of time..., because when learners are given individual task they cannot perform adequately

Table 6: Other challenges emanating from non-academic incidences and the number of teachers who acknowledged these incidences

Challenges	Number of teachers
1) Lack of content knowledge	4
2) Poor quality of teaching strategies	4
3) Lack of collaborative team work	3

4.6 How teachers address challenges encountered in EFAL lessons

Interestingly, most teachers have developed their own strategies to address challenges encountered during the teaching of EFAL. Although the teachers had identified challenges such as inappropriate code switching, lack of EFAL teaching and learning resources and others, some had developed strategies to address some of these deficiencies within the classes.

4.6.1 Increasing instructional time by re-allocation of extra time

In most instances due to interruptions teachers could not complete the EFAL lessons within the stipulated allocated time, so they had to re-allocate time assigned for other school subjects to EFAL to compensate for the loss of instructional time. All the four teachers indicated that they took up time from other periods since they taught other subjects. Teacher B2 pointed out that, *“I can decide to take up another period for EFAL ... I am going to squeeze time from the other subjects”*. Teacher B2 literally meant that whenever there was loss of instructional time, she could re-allocate time meant for other subjects to enable her to complete the topic. Teacher C further supported the re-allocation of time by indicating that she could *“use the extra time tomorrow, I can take that part which I have missed, I can work it in by taking here a few minutes and there a few minutes because I am in my own space”*. In line with above discussions, instructional time meant for other subjects were affected drastically and student had to spend longer time doing EFAL which made learners to become inattentive in the classroom.

4.6.2 Use of code switching to address learners’ challenges

Four teachers noted that they code switched in the classrooms since most of the learners did not understand English. The main aim was that there should be interaction in the classroom. According to some of the teachers, they received substantial responses when they code switched in a lesson where all

the learners speak the same mother tongue. Teacher B2 indicated that *“I try to speak English language, tell them trees, grass, pollution in English then I switch to Afrikaans and immediately they would know”*. Teacher B2 further indicated that charts on the walls were translated both in English and Afrikaans as indicated in the assertion, *“...the same with chart on the walls everything is English and Afrikaans”*. Teacher B1 indicated that, *“I code switch because none of the learners wants to talk and this helps because learners can follow the lesson”*.

4.6.3 Use of varieties of teaching aids

Three teachers claimed that they used varieties of teaching aids to teach a concept or lesson since the majority of the learners could not understand the English language, and a few did not articulate well in their mother tongue. Therefore, the rationale was that showing learners pictures or concrete objects and watching pictures on television helped the learners to understand the concepts. Teacher B1 indicated that, *“you have to use concrete objects or pictures to show the learners that is what I am really talking about”*. Furthermore, teacher C indicated: *“I use videos in the classroom for learners who do not understand English language after normal school hours”*. The teacher also added that, sometimes *“I ask them to bring objects from home and to describe it to me”*.

4.6.4 Use of disciplinary measures to address learners’ negative attitude towards peers in relation to language usage

The teachers adopted disciplinary measures as a strategy to prevent learners from engaging in negative practices in the class. The measures, to an extent in certain classroom, curbed learners’ negative attitudes such as laughing at their peers when they made verbal mistakes during communication or answering a question. However, although learners knew that they are punishment ascribed to negative comments in the classroom, it did not stop them from ‘laughing’ at peers. Detention was a mild form of punishment, thus learners prefer not to follow the class rules. Two teachers indicated that they gave rules at the beginning of the term, coupled with punishment in the classroom. Teacher C indicated: *“that I have told the learners that if someone is answering wrongly you don’t laugh at them because I taught them respect but if they laugh at peers it goes with punishment”*.

4.6.5 Teachers used collaborative teamwork to address learners' challenges

Two teachers reported that they used different teaching strategies to circumvent challenges in EFAL classrooms. They made use of collaborative teamwork in the classroom, by placing learners who were fluent in the English language together with learners who spoke English poorly. Collaborative team work aided learners to improve upon their performance in the English language since they could comfortably communicate with peers. The teachers articulated that collaborative work had helped learners who did not want to talk in class since during group work each learner had a role to play. Teacher B1 pointed that, *“most often because they can't read on their own or do activity given to them, I used group work”*.

4.6.6 Learner-specific interventions

Two of the teachers asserted that they taught a lesson to the whole class but activities for specific learners were sometimes different. Therefore, this would help address the different needs of learners since most of them were not on the same level. Teacher C stated that, *“in my classroom some learners will draw, some will do comprehension exercises and some will construct sentences with words”*. Therefore, exercises were not the same depending on the level of the learner. Teacher A indicated, *“...sometimes in my exercises I target specific needs of learners because some learners are weak in one aspect but good in another aspect”*. Also, the teachers confirmed that learners who could not understand the English language were given extra tuition after school hours, with interventions tailor-made to suit their needs. Table 7 shows a list of strategies teachers used to address non-academic incidences, and the number of teachers who acknowledged that they used the strategies.

Table 7: List of strategies teachers used to address challenges in EFAL lessons and the number of teachers who acknowledged that they used these strategies

Strategies	Number of teachers
1) Increasing instructional time by re-allocation of extra time from other subjects	4
2) Use of code switching	4
3) Use of varieties of teaching aids	3
4) Using disciplinary measures	2
5) Use of collaborative teamwork	2
6) Learner-specific intervention	2

4.7 Recommendations to enhance the use of instructional time usage

The teachers were asked if they thought instructional time in EFAL still needed improvement, and they were also to give recommendations (Appendix N). Teachers provided responses on the recommendations required to enhance the efficient use of instructional time. Furthermore, the teachers were required to state the most important aspect of the research topic. These questions enabled the participants to reflect on previous comments. Below is a discussion of some of the relevant remarks and recommendations as themes that emerged during the focus group interview. All the four teachers indicated that the use of instructional time needed improvement.

4.7.1 Increase in instructional time

It was recommended that instructional time in EFAL subject should be increased. This was because the English language is new to most of the learners and is not spoken at home. Teacher B1 commented that, *“instructional time in mother tongue is nine hours a week but the second language is just few hours a week...so how are you going to teach a child a second language in just few hours a week”*. Teacher B1 alluded to the fact that less time was allocated to EFAL whilst more time was assigned to languages for which the learners were already proficient.

4.7.2 Creation of an uninterrupted atmosphere for learning

There was a request for schools to create a favourable atmosphere for learning by reducing significantly outside interruptions such as parents or teachers coming into the classroom during allocated time. All negotiations and chatting by teachers should be done during intervals or at the end of the school day, according to the teachers.

4.7.3 Change of learners’ negative attitude towards EFAL

There were concerns about the need to change learners’ negative attitude towards EFAL. The teachers felt that changing the learners’ attitude towards EFAL could reduce non-academic incidences that impact on instructional time in the classroom, since learners would be enthusiastic to learn the English language. Changing learners’ negative attitude can be done by teachers encouraging learners by giving positive feedback. Nevertheless, some teachers also

recommended that teachers needed to change their attitude concerning how they dealt with learners who were less proficient in the English language. Teacher B2 indicated that, “...*I think change must come from us because we are the people sitting with the children*”.

4.7.4 Teacher specific initiatives and willingness to address challenges

Since the challenges encountered by teachers may be different under certain circumstances, generic solutions may not be effective in addressing the impact of non-academic incidences on instructional time. Therefore, it was recommended that individual teachers needed to develop strategies that addressed their specific challenges. Additionally, all teachers indicated that the most important aspect was how to address non-academic incidences in the classroom. Teacher B1 indicated that: “*for me the most important aspect is the non-academic incidences in our first additional language classroom and how to address it*”.

4.8 Suggestions to the Western Cape Education Department (WCED)

The teachers provided general suggestions to the WCED and other school stakeholders on how challenges emanating from non-academic incidences which impact on instructional time could be addressed. Furthermore, the teachers were allowed to raise any issues that were not raised during the discussions. Some of the suggestions comprised of strategies that could be utilized to improve teaching and learning of EFAL in the classroom. The responses from the teachers constituted their personal comments based on their familiarity with the teaching of EFAL. Below is a presentation of the analysis and discussions of teachers’ responses under emerged themes.

4.8.1 Request for additional instructional time

Four teachers emphasized that the WCED must increase instructional time for EFAL. This was because non-academic incidences decreased instructional time and the time allocated to teach EFAL was very little compared to that allocated to the mother tongue. According to teacher B2, “*when the departmental people come around they want to see that you finish that part they don’t take into consideration other disturbances*”. Teacher B2 pointed out that the subject inspectors were only interested in the completion of the school term schedule without regard to any unforeseen factors

that could impede the smooth implementation of the curriculum.

4.8.2 Provision of policy guidelines for addressing non-academic incidences

The teachers requested the WCED to provide policy strategies that would guide teachers on how to identify and address different non-academic incidences that impact on instructional time. The main aim was that teachers would be responsive on how to address non-academic related incidences that affect instructional time, thus there could be efficient use of instructional time.

4.8.3 Provision of exercises in both EFAL and mother tongue

The teachers requested the WCED to provide exemplar exercises in both the English language and mother tongue in the EFAL workbooks, since this would aid the learners to understand lessons better. The rationale was that doing the same exercises in the mother tongue and the English language could help improve learning. Teacher C noted that, *“if they (WCED) give exercises in the FAL, then they must provide the same exercises in a second language, this means if you do something in home language and do it in English language that will help a lot”*.

4.8.4 Improvement in the quality of textbooks and workbooks

The teachers indicated that the WCED should recruit teachers or subject content experts to write the EFAL workbooks since the workbooks and textbooks sometimes contain a lot of errors. Providing quality learner or teacher resource books devoid of grammatical errors and poor sentence construction could aid learners to write the correct spellings and accurate tenses, thereby improving learning. Teacher C indicated that, *“what I like most about the WCED text book is the colourfulness but the spelling and the grammar in those books is sometimes really bad”*.

4.8.5 Provision of teachers’ guide in EFAL workbook

The teachers indicated that EFAL workbooks should come with a teachers’ guide on how to implement various aspects of the curriculum. This is because sometimes the teachers do not know the objective of the exercises, and also teachers give inappropriate interpretation to questions. Thus, a guide would help to convey the author’s intention and how the author wants the learners to approach a question. The issue of the teacher guide therefore brings to the fore

the need to engage teachers when writing new workbooks for EFAL teachers. The engagement could be in the form of workshops where publishers could solicit the feedback from teachers concerning available workbooks and how future editions could be improved to enhance the teaching and learning of EFAL.

4.8.6 Special EFAL books for rural schools

The teachers emphasized the designing of books that address specific needs of rural schools when writing EFAL workbooks since some of the exercises are extremely difficult for rural learners who barely speak the English language.

4.8.7 Provision of teaching aids

The WCED should strive to provide more teaching support material for EFAL, since most of the learners do not understand the English language and they lack resources at home to aid learning. Therefore, learners would need a lot of teaching aids if they were to comprehend lessons. Teacher B1 emphasized that, *“WCED does not give us any learning material or teaching aid to help the child in the classroom in the foundation phase”*.

4.8.8 Prioritization of training support and attention for EFAL

The teachers expressed the concern that the WCED was focusing more attention on home languages than additional language. The training support for teachers was mostly for first language and not additional language teachers. Therefore, the teachers indicated that the WCED should also dedicate more attention to EFAL. Teacher C emphasized that, *“WCED always sent people out to support home language but never in the first additional language”*. The teachers also indicated that the WCED should organize training workshops and seminars in EFAL.

4.9 Conclusion

This research was mainly a qualitative study, which made use of classroom observations and

a focus group interview to answer the research questions (Section 1.2). The research identified non-academic incidences that are specific to EFAL. Furthermore, Huitt's Transactional Model of the Teaching/Learning Process was a plausible framework, since it aided the researcher to identify critical variables essential for collection of data on classroom processes that impact on instructional time, and also to categorize the emerging themes emanating from non-academic incidences. Huitt's model is composed of categories consisting of context, input, classroom processes and output. The poor socio-economic status of learners constitutes aspects of the contextual variables outside the classrooms that impact on teaching and learning within classrooms. The lack of learning support at home and the poor use of English language by learners are some of the characteristics that learners input to the classrooms. Some of the classroom processes identified in this research consist of poor use of pedagogic strategies, negative teacher attitudes, poor lesson preparations and learners' negative attitudes. Some teachers had to use extra time outside the designated instructional time to complete lessons or resort to teaching the learners after the normal school hours. The decrease in instructional time appears to have a negative impact on learning since lessons could not be completed, and also teachers found that learners could not gain adequate conceptual understanding of the EFAL lessons, which sometimes negatively influenced the performance or achievements of learners.

Chapter Five: Summary of Research Findings and Conclusions

5.1 Introduction

Chapter Five provides summarized findings that answer the research questions underpinning this study, limitations of the study, and recommendations for future research. It is important to note that findings have already been discussed in the previous chapter (Chapter Four). The findings of this study provided insights into the extent to which non-academic incidences impact on instructional time during the teaching of EFAL, as well as the views of teachers on the impact of non-academic incidences on instructional time during the teaching of EFAL, and how challenges encountered are addressed.

5.2 Findings on the research questions

5.2.1 The extent to which non-academic incidences impact on instructional time during the teaching of EFAL

This section presents non-academic incidences which pertain specifically to EFAL. These non-academic incidences decreased instructional time significantly, which constitutes part of allocated time specifically devoted for teaching knowledge, concepts, and skills to the learners. About 25% of instructional time was lost due to factors that could be attributed to the behaviours of teachers and learners and poor use of instructional approaches. The loss of instructional time usually resulted in the incompleteness of the lesson scheduled for a specific class period, resulting in the repetitive re-enactment of the same lesson on numerous occasions. Nevertheless, the teachers deserved to be commended for being able to teach within the constraints of factors that could be attributed to the educational authority's inability to provide resources that could create conducive classroom environments for teaching and learning. All the teachers appeared committed to their responsibilities and were dedicated to ensuring the academic wellbeing of the learners. Additionally, unwarranted use of code switching, different language levels of learners, inappropriate use of clues, unwarranted repetition of lessons and concepts, learners' negative attitude towards other learners pertaining to poor use of the English language and teachers' attitudes towards EFAL with regard to learners' comprehensibility level diminished instructional time.

The aforementioned non-academic incidences cumulatively created unfavourable classroom

environments not suitable for teaching and learning, since in most instances there were tensions, disruptions, ill-discipline and chaotic classrooms which required tremendous amounts of time before order could be restored for normal lessons to continue. Therefore, teachers utilized significant portions of the instructional time for maintaining order in the classrooms to enhance effective teaching, resulting in the loss of instructional time, which could have been used judiciously to complete the lesson within the stipulated time period. Learners from poor socio-economic backgrounds or communities often came to school without resources such as stationeries and as a result they had to borrow stationery from other learners in class, which took away instructional time since it always ended up in disruptions, and the teacher had to discipline learners. Stationery is very important in EFAL classes since learners are involved in many activities such as drawing and painting of pictures, which can enhance their representational competence and improve their performance in the English language.

Furthermore, as part of the aims and objectives of the research (Section 1.1.1), the researcher provides a prioritized list of factors that significantly impact on instructional time pertaining to EFAL that require urgent attention. The prioritized list is composed of unwarranted use of repetition of lessons and concepts, inappropriate use of code switching, lack of EFAL teaching aids and resources such as EFAL work books and textbooks, and learners' negative attitude towards other learners pertaining to poor usage of the English language.

The non-academic incidences decreased significantly the amount of instructional time during the teaching of EFAL, since in most instances instructional time had to be used for other unrelated tasks within the classroom. Therefore, non-academic incidences affect instructional time negatively and do not allow the effective utilisation of the entire instructional time assigned to EFAL lessons. The poor utilisation of instructional time is a grave problem within the EFAL classrooms since precious hours meant for teaching in the classrooms are lost cumulatively over a school term.

5.2.2 The views of teachers on the impact of non-academic incidences on instructional time during the teaching of EFAL and how challenges encountered are addressed

All the four teachers agreed that non-academic incidences impact on instructional time negatively. It was indicated that non-academic incidences impacted on learners' content knowledge, quality of teaching strategies and collaborative learning.

Subject content knowledge is built from one grade to another but learners are promoted to the next class without acquiring adequate subject knowledge from the previous grade and, as a result, problems arise during teaching. Non-academic incidences constitute some of the factors that contribute to the incompleteness of the school syllabus. The teachers indicated that most of the time they taught lessons which were not taught from previous grades before teaching what was anticipated for the period, which affected instructional time. Also, high-quality teaching strategies are very important to improve learners' achievement, especially with learners from poor socio-economic backgrounds who do not have access to textbooks. Non-academic incidences compelled teachers to teach without paying attention to teaching strategies.

Although the teachers could not efficiently utilize the entire instructional time within the study, they had evolved plausible strategies to deal with some of the challenges emanating from the impact of non-academic incidences on instructional time. The notable strategies employed by the teachers to address non-academic incidences comprised of increasing instructional time by re-allocation of extra time, use of code switching to address learners' English language challenges, utilization of varieties of teaching aids, collaborative teamwork, employing of learner-specific interventions, and application of disciplinary measures to address learners' negative attitude towards peers in relation to poor language usage.

All the teachers indicated that they addressed challenges that impacted on instructional time by re-allocating time meant for other school subjects to EFAL lessons in order to circumvent the challenges posed by repetition of lessons and also time lost as a result of classroom disruptions. The teachers employed code switching from the English language to the mother tongue. The teachers claim they get substantial response when the whole class speak the same

mother tongue. On the contrary, poor usage of code switching could impact negatively on instructional time especially when learners in the classroom speak different mother tongue (Section 4.4.1.2). The teachers utilized a variety of teaching aids including real objects, pictures, and videos in EFAL lessons to enhance the learners' understanding of the lessons.

The teachers also employed disciplinary measures to address learners' negative attitude towards peers in relation to poor language usage in class. Teachers indicated that they gave rules composed of codes of conduct, ethics and potential penalties for flouting the rules at the beginning of each school term to the learners. So whenever a learner ridiculed a peer concerning the poor use of the English language in class, the appropriate sanctions were imposed to prevent further occurrences. Even though the disciplinary measures also applied to all forms of behaviours that impeded lessons, the teachers sometimes counselled the learners to respect each other's views and motivated them to develop positive learning attitudes towards learning EFAL. Collaborative teamwork amongst learners has been used to address challenges encountered by learners pertaining to EFAL. The learners are sometimes grouped in pairs to work in the classroom, by pairing learners who are fluent in the English with poor English language speaking learners. This approach of peer mentorship and learning enable learners to gain self-confidence and improves their understanding as they can easily communicate with peers. Since the learners in this study had varying degrees of understanding of the English language, the teachers applied learner specific intervention to help the learners improve their performance in class. Although all the teachers employed whole class teaching methods, there were instances where they gave different activities to each learner, based on their respective language proficiency.

5.3 Recommendations

This section presents the proposed recommendations provided by the teachers and the views of the researcher on how challenges arising out of non-academic incidences could be addressed to decrease instructional time loss. The recommendations are targeted at teachers, school management, and governmental stakeholders within the South African educational system.

5.3.1 Recommendations to government stakeholders in education

The Department of Education (DoE) must prioritize the training of EFAL teachers and EFAL must receive more attention than what currently prevails. The DoE should recruit more skilful professional educators to teach EFAL. As part of the teacher education training, teachers could be provided with specific training and policy guidelines on how to address non-academic incidences that impact on instructional time during EFAL lesson. Furthermore, educators could be provided with teaching resources and learning aids such as quality textbooks and workbooks, workbooks with exercises printed in both EFAL and mother tongue, easy to understand teachers' guides on EFAL workbooks. More so, EFAL teachers must be assessed routinely on their competence in the management of instructional time in EFAL classrooms. Trained evaluation teams could regularly monitor teachers' performance with the aim of offering advice on how best to teach EFAL, including dealing with challenges that impede the efficient use of instructional time. As mentioned previously, the amount of instructional time and class periods assigned to EFAL classes must be increased significantly since English language is new to the learners and the learners barely speak the English language at home. Therefore, learners would have the opportunity to interact with the language in the classroom for a longer period.

5.3.2 Recommendations to schools

I recommend that schools could ensure that a teacher teaches EFAL to a small group of learners for 2-3 years continuously, meaning that both the teacher and the learners transition to the next class or grade together. As a result, the teacher could effectively address individual learners' needs. Thus, this may lead to efficient use of instructional time since teachers would be aware of individual learners' needs. It is also anticipated that when learners are promoted to the next grade they must have acquired the competences the curriculum requires for the promotion. The proposed principle of both the teachers and learners transitioning to the future grades simultaneously could be contentious, but it is worthwhile to explore such possibilities in the school system. Also, the schools must create an uninterrupted atmosphere for learning by instituting effective instructional time management strategies that curtail incidences within the classrooms such as visitations, announcement, fund raising by selling commodities, feeding schemes, and negative teacher and learner related behaviours.

5.3.3 Recommendations to educators

In cases where there is no assistance from the Department of Education, the teachers should provide support to learners who are struggling with EFAL after school hours. Also, there should be on-going programs to support EFAL teachers on instructional time management; teachers can attend training workshops, meetings, or conferences. As regard code switching, teachers should understand when to code switch, how to code switch and why they code switch in the classroom. Teachers should focus on giving positive feedback to learners. This will make learners more relaxed and more willing to answer questions in EFAL classrooms..

Teachers should give learners clues in answering questions. A clue is an indirect helpful hint that could aid the learners to answer questions. Since learners come to school with varying levels of English language knowledge, to create interaction in the classrooms the learners must be given hints to answer questions. This would enable the learners to work out the correct answers for themselves, thus, breaking the silence in the classrooms. Milton Keynes Ethnic Minority Achievement Support Service (2004) supports the incorporation of visual and contextual clues to aid FAL learners. In as much as the use of clues could aid effective teaching of EFAL thereby decreasing instructional time loss, the inappropriate use of clues impact negatively on instructional time therefore teachers need to be trained on how to use clues to benefit learning.

To consolidate the aforementioned recommendations, teachers should exhibit the willingness to put in place strategies to maximize instructional time and implement teaching initiatives with potential to enhance learning and address non-academic incidences. Teachers could also involve learners in peer mentorship with the aim to use fluent learners in the English language to help less fluent learners to understand lessons taught in the English language. Buttressing the above discussion, Plüddemann Mati and Mahlalela-Thusi (1998) indicated that peer interpreting should be used in the classroom to bridge the gap in oral interaction when it becomes clear that the learner has not understood the teacher's question or instruction. The use of peer mentorship could elicit a positive attitude towards EFAL.

5.4 Limitations, challenges, and suggestions for further study

Although this research was limited to four teachers from three schools, questions have arisen that may lead to further research. Some of these limitations of the study and potential suggestions for future research are given below.

5.4.1 Limitation and challenges

The study was limited to the four teachers and three schools in the Western Cape. Therefore, the results of the research may not be generalized but could be used to corroborate findings from similar studies elsewhere. All the schools observed are among the poorest schools in South Africa and are found in disadvantaged areas. It was difficult for some teachers to be convinced of the objective of the research. One of the teachers after agreeing to participate withdrew without any explanation after I had a telephone conversation with her for a suitable date for my visitation.

I had problems getting ACE second year teachers teaching EEAL. In the entire class only a few teachers taught EFAL and of these only four were willing to participate in the research. Unfortunately these teachers who voluntarily accepted to participate taught different grades. However, their participation provided some insight into the research questions.

During the first day of observation, the teacher and the learners were aware they were being observed so they tried to act perfectly. However the next day everything went back to normal and they forgot I was in the classroom. Also, most of the schools are located far away from the city, which made accessibility difficult.

5.4.2 Suggestions for further study

5.4.2.1 Exploring the impact of non-academic incidences on other educational time constructs

Even though there are many educational time constructs, this study solely focused on instructional time. It would be worth investigating the extent to which non-academic incidences impact on other time constructs such as academic learning time, engagement time, and time-on-

task in EFAL lessons. Increasing the sample size and incorporating quantitative research design

Due to a lack of resources and time constraints, the research encompassed four participating teachers and three schools, which necessitated the use of qualitative research paradigms for this study. Future studies could utilize both qualitative and quantitative approaches to investigate similar research problems and questions. The study sample size could be enlarged and randomly obtained from many schools, teachers and many more classroom observations across South Africa. Even though larger sample size enhance the generalizability of the study findings, the reported thesis emanated from a study of in-service teachers teaching EFAL and still managed to enrich significantly the current research on the management of instructional time.

5.4.2.2 The use of both announced and unannounced classrooms observations

The ethical protocol employed for the thesis required that teachers and learners were made aware of the time schedules of the classroom observations. In future, any research must involve announced and unannounced classroom visitations as part of the observations, since the incorporation of both results may provide different dimensions to the research findings.

5.4.2.3 Comparing the management of instructional time in different school settings

Further research could explore large-scale comparison of results from both historically disadvantaged and advantaged, as well as between urban and rural schools. The results from such studies could guide policy formulators to tailor make specific interventions suited to the needs of each school or community in the management of instructional time pertaining to EFAL.

5.5 Conclusion

The results from the research have shown that non-academic incidences reduce instructional time during the teaching of EFAL and also provided recommendations and strategies that could be implemented to address these challenges. The research also identified non-academic incidences specific to teaching of EFAL.

Instructional time in EFAL lessons is subject to intrusion and individual teachers address non-academic incidences differently. Hence, reducing non-academic incidences in EFAL classrooms requires remedial action from all the school stakeholders. Although instructional time must be increased, the teachers require proper training on effective management of non-academic incidences within the classrooms, efficient use of various pedagogic approaches, EFAL teaching and learning resources, and good classroom management practices.

Even though the study was conducted in three schools, the accompanying findings and recommendations provide significant insight into how challenges posed by non-academic incidences that impact on instructional time can be addressed within the classrooms. Furthermore, this thesis does not aim to replace or circumvent existing research on EFAL but the findings seek to consolidate existing literature on EFAL and could potentially serve as a guide to teachers, schools, governments, and education policy experts when formulating future policies or studies.

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APPENDICES

Appendix A:	Acceptance letter from WCED
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APPENDIX A: ACCEPTANCE LETTER FROM WCED

REFERENCE: 20120323-0006

ENQUIRIES: Dr A T Wyngaard

Ms Chantyclaire Tiba

Faculty of Education and Social Sciences CPUT

Highbury Road Mowbray

P.O. Box 652.

Dear Miss Chantyclaire Tiba

RESEARCH PROPOSAL: THE INFLUENCE OF NON-ACADEMIC INCIDENCES ON INSTRUCTIONAL TIME: A CASE STUDY OF TEACHERS TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE

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

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be confirmed by the District Director of the schools where the project will be conducted.
5. Educators' programmes are not to be interrupted.
6. The Study is to be conducted from **15 April 2012 till 25 May 2012**
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).

8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
9. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:

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

We wish you success in your research.

Kind regards.

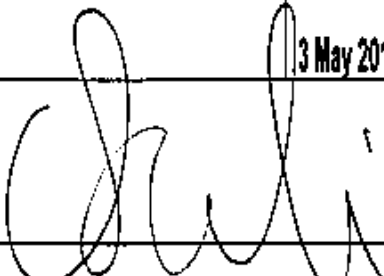
Signed: Dr Audrey T Wyngaard

for: **HEAD: EDUCATION**

DATE: 23 March 2012

APPENDIX B: ACCEPTANCE LETTER FROM CPUT ETHICAL COMMITTEE

EDUCATION FACULTY ETHICS COMMITTEE APPROVAL

Education Faculty Ethics Committee unconditionally grants ethical clearance for a study titled "			
The influence of non-academic incidences on instructional time: A case study of teachers			
teaching English as additional language". Since this study is intended for the M Ed academic			
Qualification, the certificate is valid for two years from the date of issue (May 2012 – May 2014).			
Approved		Chairperson: Dr Cina Mosito	Date: 3 May 2012
Approval Certificate/Reference: EFEC 1-5/2012			

APPENDIX C: A LETTER REQUESTING TEACHERS' PARTICIPATION IN THIS RESEARCH

Tiba Chantyclaire Anyen
Faculty of Education and Social
Sciences Cape Peninsula University of
Technology Highbury Road, Mowbray
P.O. Box 652.

Dear Sir/Madam,

A request for teachers' participation in thesis research

I am currently a Masters student at the above-mentioned institution. **My thesis titled: The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language.** I am requesting for volunteers who teach English first additional language to participate in my research.

I will do an observation in your classroom for six days to ascertain the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language. Thereafter, I will do a focus group interview for duration of one hour thirty minutes once-off with a structured interview schedule. The objective of this research is to gain an insight into the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language. Furthermore, the study sought to obtain teachers' views on the impact of non-academic incidences on instructional time during the teaching of English first additional language and how challenges faced are addressed. This letter also serves to inform you that all the information gathered from you will be use solely for research purposes and that anonymity of all is guaranteed.

Please if you want more information on this research project, please feel free to contact me on my email: chantylee2006@yahoo.com or alternatively my supervisor email: koebergj@yahoo.com. I would be grateful if you would assist me in this research.

Yours Sincerely,

Tiba

APPENDIX D: CONSENT FORM FOR TEACHERS

I consent to serve as a participant in the research investigation titled: **The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language**

The nature and general purpose of the research procedure have been explained to me by the researcher. I have also been made aware that my decision to consent is voluntary and I understand that I am free to withdraw at any time without giving reason. Also, I have had the opportunity to ask the researcher any questions that I have about the research and my involvement in it, and my role in the research. Furthermore, I have been made aware that a tape recorder would be used in process of data gathering.

I understand that data gathered in this research may form the basis of a thesis or other form of publication or presentation. I believe that reasonable safeguard have been taken to minimize both the known and the potentially unknown risk.

Participant's signature: _____ Date _____

Participants name in full _____

Researches' signature: _____ Date _____

APPENDIX E: A LETTER TO PRINCIPAL REQUESTING TO DO A PILOT STUDY

Tiba Chantyclaire Anyen
Faculty of Education and Social Sciences
Cape Peninsula University of Technology
Highbury Road, Mowbray
P.O. Box 652.

Dear Madam,

A request to do a pilot study for my research in your school

I am currently a Masters student at the above-mentioned institution. I am requesting to do a pilot study of my research at your school. **My thesis titled: The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language.**

I am interested in the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language and teachers' views on the impact of non-academic incidences on instructional time during the teaching of English first additional language and how challenges faced are addressed.

Measures will be taken to protect anonymity of the participants and the schools by omitting use of names during writing of thesis.

Participation of the teacher and learners are strictly voluntary and they are under no obligation to participate in the pilot study. Should you agree, you hereby asked to give consent to the school participation in this research.

Signed at.....on the....day of.....2012 Signature
Principal

APPENDIX F: LETTER TO SCHEDULE AN APPOINTMENT WITH THE SCHOOL PRINCIPALS

Tiba Chantyclaire Anyen
Faculty of Education and Social Sciences
Cape Peninsula University of Technology
Highbury Road, Mowbray
P.O. Box 652.

Dear Sir/ Madam,

A request to schedule an appointment with school principals

I am currently a Masters student at the above-mentioned institution. **My thesis is titled: The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language.**

I hereby wish to schedule an appointment to discuss my research topic. I am interested in the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language and teachers' views on the impact of non-academic incidences on instructional time during the teaching of English first additional language, as well as how challenges faced are addressed.

Find attached a letter from Western Cape Education Department granting permission to do this research.

Thanks very much, Researcher

APPENDIX G: CONSENT LETTERS FOR SCHOOL PRINCIPALS

Tiba Chantyclaire Anyen
Faculty of Education and Social Sciences
Cape Peninsula University of Technology
Highbury Road, Mowbray
P.O. Box 652.

Dear Sir/Madam,

Consent form for school principals

I am currently a Masters student at the above-mentioned institution. **My thesis titled: The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language**

I am interested in the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language and teachers' views on the impact of non-academic incidences on instructional time during the teaching of English first additional language, as well as how challenges faced are addressed. I would do an observation for six days at your school.

With your permission a tape recorder will be used for the purpose of facilitating data analysis. Measure will be taken to protect the anonymity of the participants and the schools by omitting use of names.

Participation of the teacher and learners are strictly voluntary and they are under no obligation to participate in the study. Should you agree, you hereby asked to give consent to your school participation in this research.

Signed at.....on the....day of.....2012

Signature

APPENDIX H: CONSENT LETTERS FOR PARENTS

Tiba Chantyclaire Anyen
Faculty of Education and Social Sciences
Cape Peninsula University of Technology
Highbury Road, Mowbray
P.O. Box 652.

Dear Sir/Madam,

Consent letters for parents.

I am currently a Masters student at the above-mentioned institution. **My thesis titled: The impact of non-academic incidences on instructional time: A study of teachers teaching English first additional language**

I am interested in the extent to which non-academic incidences impact on instructional time during the teaching of English first additional language and teachers' views on the impact of non-academic incidences on instructional time during the teaching of English first additional language, as well as how challenges faced are addressed.

I request permission for your son/daughter..... to participate in this research. As part of my research I will conduct classroom observation for six days and I am going to use an audio-tape recorder.

I will ensure his/or her anonymity and assure you that the classroom observations will be conducted in the strictest confidence. I have obtained permission from the Western Cape Education Department and the school principal to conduct research in the school.

Your permission would be greatly appreciated.

Yours faithfully,

Reply slip

I, Mr/Mrs/Ms.....hereby give the permission/ do not give permission for my son/ daughter to participate in the research and classroom observations.

Signature: Date:

APPENDIX I: CONSENT FORM FOR EVALUATOR FROM OTHER UNIVERSITY

I.....have been explained about the nature of study, the nature of my participation, and possible benefits and alternatives.

My questions about the study have been answered. I agree to be an evaluator of the focus group interview and allow audiotape recordings to be made of the interviews.

The researcher has informed me that the tape recordings will be destroyed once the study is completed and the finding documented. I hereby voluntarily consent to my participation as an evaluator of the research study as described. I have been offered copies of this consent form.

Name.....Signature.....Date

Name of witness.....Signature.....Date

Name of researcher.....Date

APPENDIX J: OBSERVATION SCHEDULE

Check list: General non-academic incidences (non-subject specific non-academic incidences)

School-related non-academic incidences

Non-academic incidences	Ticks	Frequency	Duration	Preliminary interpretation
Announcements				
Classroom visitation from other staff/learners/ visitors				
Learners cleaning classroom after lesson				
Informal closing of school				
Intergrades meetings (all the grades meetings)				
Outside noises				

Learners-related non-academic incidences

Non-academic incidences	Ticks	Frequency	Duration	Preliminary interpretation
Learners fighting in class				
Disrespect towards the teacher				
Learners asking for permission slip				
Time spent before learners are organize				
Emotional character of learners				
Learners leaving one seat to another				
Learners speaking without permission				
Telephone calls				

APPENDIX J: TEACHER-RELATED NON-ACADEMIC INCIDENCE

Non-academic incidences	Ticks	Frequency	Duration	Preliminary interpretation
Teacher taking attendance in the classroom				
Teacher disciplinary activities in the classroom				
Teachers early departure from classroom				
Time consuming transition between different teaching strategies				
Teachers taking out of class for additional task				
Homework turn-in procedure				
Teacher going out of class to photocopy notes				
Teacher coming in late for classes				
Teacher doing managerial work in the classroom				
Telephone calls				
Digression from lesson				
Teachers income generation activities during lesson				

APPENDIX K: CLASSROOM OBSERVATION FIELD NOTES

Identified non-academic incidences emanating from EFAL classroom

Types of incidences	Ticks	Frequency	Duration	Preliminary interpretation

APPENDIX L: BIOGRAPHICAL QUESTIONNAIRE

Biographical details of educator

Educators name	
Educators surname	
Educators professional qualification	
Educators age range	20-29 30-39 40-49 50 and above
Gender	
Number of years of teaching	
Subject(s) which you teach	
Grade(s) which you teach	

Signature:

Date:

APPENDIX M: GENERAL INFORMATION OF SCHOOL

School	
Location/Address	
Subjects taught in the school	
Allocated time per lesson	
Grade observed	
Date of observation	

Physical features of the class

Class sized (Learners)	
Class size (Space)	
Arrangement of learners in the classroom/resources	

APPENDIX N: FOCUS GROUP INTERVIEW SCHEDULE

Engagement questions

- Tell us your name, grades, and the subjects which you teach?
- In your opinion what is “non-academic incidences” and “instructional time”?
- What are some of the non-subject specific non-academic incidences that that impact on instructional time (general)?
- Can you identify some of the non-academic incidences that specifically impact on instructional time during EFAL lesson?

Exploration questions

- What are your views on the impact of non-academic incidences on instructional time during the teaching of EFAL?
- How do you address challenges involving the impact of non-academic incidences on instructional time in EFAL lesson? Explain your answer.
- In your opinion do you think instructional time in EFAL still need improvement and give recommendations?

Exit questions

- Identify the most important aspect in relation to the research topic?
- Suppose you have a minute to talk to WCED on this topic, what would you say?
- Are there any other issues that have not been discussed that you feel are important and relevant?

APPENDIX O: SOME OF THE HIGHLIGHTS ON THE OBSERVATIONS (NON-ACADEMIC INCIDENCES THAT IMPACT ON INSTRUCTIONAL TIME

Observation Summary: Non-academic incidences that impact on instructional time

Teacher A/ Lesson observed/ Topic/ Lesson explanation	Non-academic incidences	Learner(s) response	Teacher response
<p>Teacher : A</p> <p>Lesson: 1</p> <p>Topic: Creative Writing</p> <p>Lesson explanation: Learners were asked to write a story about their mother, most of the learners did not know what to write until the teacher gave steps for them to follow. The same learners were given an assignment to write a story on any topic of their choice but many of them could not apply the same techniques previously given by the teacher, as a result the teacher had to model the learners on how to approach the topic.</p>	<p>Repetitive modeling of an assigned task. A Learner was disrespectful towards the teacher when she was asked to give reasons why she did not do the assigned task. Learners at the back kept talking out of turn. Learners asking for permission slip.</p>	<p>Some learners became bored as a result of too many repetitions and they get involved in disruptive activities like talking out of turn and asking for permission slip to go to the toilet.</p>	<p>Teacher engaged in lengthy discussion like advising learners on the essence of reading their notes at home since they could not do the assigned task. Teacher encourages learners to do assigned task.</p>
<p>Teacher: A</p> <p>Lesson: 2</p> <p>Topic: Listening Comprehension</p> <p>Lesson explanation: Learners listened to a song about landmarks in Cape Town five times and when the teacher subsequently asked learners to provide two landmarks that could attract a visitor's attention when visiting Cape Town, a learner responded but the response was incorrect and the sentence was not constructed properly and other learners laughed.</p>	<p>Learners laugh at their peers for incorrect response to questions. Teacher shouted at a learner for incorrect response to question after several repetitions. Knock at the door. The learner who was laugh at uttered abusive remark to other learners who laugh at him.</p>	<p>The whole class laughed at the learner incorrect answer to question thereby disrupting the class. The learner who was laugh at uttered abusive remark to the whole class. The whole class started fidgeting immediately after the incident.</p>	<p>Teacher became irritated after so many repetitions and the learner could not respond appropriately and the teacher scolded at the learner to sit down. Teacher reprimand other learners who were laughing at their peers.</p>

<p>Teacher: A</p> <p>Lesson: 3</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher A's reading lesson of 30 minutes, 15 minutes was used to advise the learners on the consequences of bad behaviour and to inform the learners about the repercussions of parents' failure to attend school meetings.</p>	<p>Advising learners on the consequences of bad behaviour. Informing learners about parents' failure to attend school meetings. Praising those whose parents attended the meeting. Knock at the door by a colleague. Outside noise by learners who were going to the kitchen to get food.</p>	<p>The class was chaotic as the learners responded haphazardly that they did inform their parents about the meeting. Too many fidgeting in the classroom.</p>	<p>Teacher discipline rowdy learners. Due to time lost, the teacher explains the lesson without paying attention to effective pedagogy since he had limited time left to complete lesson. Shouted at learners on the corridor to maintain some tranquility.</p>
<p>Teacher: A</p> <p>Lesson: 4</p> <p>Topic: Poetry</p> <p>Lesson explanation: In teacher A's lesson, he used 10 minutes of the instructional time to inform learners to persuade their parents to pay fees in order for the School Governing Body to purchase resources. The learners responded that their parents did not have money and that created a chaotic environment. In the same lesson dictionaries were insufficient and five learners had to share one dictionary.</p>	<p>Digression from lesson. Lack of learning resources impact on instructional time as learners kept arguing and fighting for dictionaries. Learners speaking without permission. Outside noise. Inappropriate code switching</p>	<p>Too many rowdiness and fidgeting in class. Learners fighting for books instead of focusing on the assigned task.</p>	<p>Lesson was stopped for the class head to go to other classroom and get dictionaries. Few minutes was left for the lesson and the teacher taught without interacting with the learners with the intention to complete the lesson anticipated for that period.</p>
<p>Teacher: A</p> <p>Lesson: 5</p> <p>Topic: Introduction to drama</p> <p>Lesson explanation:</p>	<p>Learner talking out of turn. Knock at the door by a learner to give sanitary papers. A learner disrupting the teacher that the pen has been stolen.</p>	<p>Learners were talking to each other and giggling each time the teacher writes on the board. Other learners told the teacher that the learner was lying, that the pen</p>	<p>Teacher could not give several activities to test learners understanding of concepts due to limited instructional time. Discipline disruptive learners.</p>

<p>In teacher A's lesson on introduction to drama, while the teacher was copying notes on the board, learners were busy talking to each other. Thus, learners took two periods in copying notes which was meant for a period. Also, a significant amount of instructional time was used by the teacher to copy notes on the board.</p>		<p>was not stolen and that he does not want to copy notes.</p>	
<p>Teacher: A</p> <p>Lesson: 6</p> <p>Topic: Listening comprehension</p> <p>Lesson explanation: In teacher A's lesson, as a result of overcrowding, the learners were so close to each other that they continuously kept talking amongst themselves during lesson, and the teacher had to stop the class and ask the principal to talk to the learners about their disorderly behaviour.</p>	<p>Learners talk out of turn. Learners argue for suitable sitting position. Some learners' came late to class. A learner challenges the teachers' authority.</p>	<p>Learners were talking continuously throughout the period since they were close to each other.</p>	<p>Teacher called the principal to discipline and counsel learners.</p>
<p>Teacher: A</p> <p>Lesson: 7</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher A's lesson, learners were asked to read while the teacher was sorting out books from his bags, clearing his table and preparing activities for different subject. Lack of reading instructions resulted in a few learners unwilling to read, thus engage in conversations unrelated to the</p>	<p>Unpreparedness of teacher resulted in few learners conversing through out the period. The teacher gave some school announcements. Classroom visitation by a colleague. Knock at the door.</p>	<p>The class was in disorder. Few learners kept talking throughout the period. Learners kept arguing with the teacher that they were not disturbing and the class head did not write down names of his friends. The classroom was chaotic.</p>	<p>Teacher re-focuses learners several times on the assigned reading task but there was no chronology in the reading. Teacher asked class head to write down names of disruptive learners and they were disciplined.</p>

<p>task. Teacher A had to re-focus the learners several times on the assigned task.</p>			
<p>Teacher : A</p> <p>Lesson: 8</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher A lesson on poetry, a learner was ill and the parents did not seek medical attention since they had no money. As a result, the learner came to school very ill and teacher A had to stop the lesson to take the child home. The teacher left the class without giving learners any assigned task to do.</p>	<p>Learners' ill-health impacting on instructional time.</p>	<p>All through the period the learners were playing, chatting, and insulting each other.</p>	<p>Teacher had to take learner home for her to get proper health care.</p>
<p>Teacher: A</p> <p>Lesson: 9</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher A's lesson, 15 minutes was used to briefed learners on school activities from the 23rd-26th April and about the excursion to Kirstenbosch Garden which took about 15 minutes of instructional time.</p>	<p>Announcements by the teacher during instructional time. Teacher was wanted at the office. Learner speaking without the teachers' permission.</p>	<p>Learners were fidgeting and giggling after the announcements.</p>	<p>Teacher went to the office for about six minutes. Discipline learners who were disruptive since they were excited to go to the excursion. Task that was supposed to be completed within class periods were given as home work.</p>

<p>Teacher: A</p> <p>Lesson: 10</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher A's reading lesson, the principal had to disrupt the lesson since she wanted to take out learners who were late for punishment. The late-comers had to go out of the class reluctantly, and some were arguing that they were not late for classes.</p>	<p>Principal disrupting the class to take out learners who came late. Outside noises by other late comers waiting for the principal.</p>	<p>Learners going out from the class sluggishly (wasting instructional time). Some learners were refusing that they were not late. Fidgeting through out the lesson.</p>	<p>Teacher advising learners to be in school on time. The teacher further sent learners who were fidgeting to principal for punishment.</p>
<p>Teacher: A</p> <p>Lesson: 11</p> <p>Topic: Poetry</p> <p>Lesson explanation: In teacher A's lesson on poetry, he scaffold by asking learners questions on the poet background that they were taught previously. The learners could not respond adequately to the questions, thus the teacher had to explain the poet background for half of the period that was meant for teaching the poem.</p>	<p>Repetition of previous lesson. Learners came late to class and had to interrupt the class by explaining to the teacher why they were late. Inappropriate use of teaching exemplar as clues. Learners had to carry desk from other classroom.</p>	<p>Few learners were bored of too many repetitions and were chatting through out the lesson. Tension in the classroom and learners were giggling each time the teacher writes on the board. Learners fidgeting at the back of the class.</p>	<p>Teacher disciplined learners who did not have notes on previous lesson and their sitting positions were changed. Teacher had to teach without paying attention to pedagogy as a result of limited allocated time.</p>
<p>Teacher B1/ Lesson observed/ Topic/ Lesson explanation</p>	<p>Non-academic incidences</p>	<p>Learner(s) response</p>	<p>Teachers response</p>
<p>Teacher: B1</p> <p>Lesson: 1</p> <p>Topic: Reading Comprehension</p>	<p>Inappropriate repetition of concepts. Learners repeatedly leaving and entering the classroom without permission.</p>	<p>Some learners were not participating because they were bored of too many repetitions. Learners chatting through out the lesson.</p>	<p>Teacher got frustrated that after so many repetition learners find it difficult to understand. Teacher rebuked learners which ended up in a tense</p>

<p>Explanation of lesson: In teacher B1 reading lesson, words were extracted from the text and written on the board for learners to make sentences verbally. One of the learners could not use tenses correctly in constructing a sentence and the teacher had to do a revision of singular and plural for the learner to have an understanding before asking other learners to construct their sentences.</p>	<p>Learners fidgeting. Inappropriate code switching.</p>	<p>Learners going out from the classroom to sharpen pencils or to throw dirt in the storage bin.</p>	<p>classroom environment. Teacher shouted at learners who were walking around the classroom. Teacher discipline disruptive learners.</p>
<p>Teacher: B1</p> <p>Lesson: 2</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: After reading a story relating to birthday, learners' were asked to mention any potential gift that their mother would give them during their birthday. A learner said "monkey" and the entire class laughed and the learner became shy.</p>	<p>Learners negative attitude of laughing at their peers due to incorrect response to question. The learner who was laughed at had to punch a learner next to him. Teacher went out from the classroom to respond to a phone call.</p>	<p>Learner who was laughed at became shy and could not respond to further questions. The whole class laughing disrupted the class. Lots of fidgeting in the classroom.</p>	<p>Teacher spends time to maintain tranquility. The teacher explains to the learner why the response to question was wrong. Therefore, teacher had to intervene to understand if the learner did not understand the question or was joking.</p>
<p>Teacher: B1</p> <p>Lesson: 3</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: Teacher B1 used ten minutes of the instructional time to get learners into the classroom and also collect money from learners who want to buy juice.</p>	<p>Fund raising activities during instructional time. Learners eating in class. Few learners came late and their parents disrupted the class to give excuses. Inappropriate repetition of concepts.</p>	<p>Learners fidgeting through out the lesson. Few learners' defiance and they were eating through out the period.</p>	<p>Teacher responded by disciplining learners who were still eating after she gave instruction for them not to eat in class. Allow learners who came late to enter the class and the teacher started reading the text from the beginning.</p>

<p>Teacher: B1 Lesson: 4</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: During teacher B1's reading lesson a mother came to classroom to report a fight that had happened the previous day and the theft of the daughters' bag. The teacher had to stop the lesson to resolve the problem and to discipline the learners who were fighting.</p>	<p>Classroom visitation by learners' parent impacted on instructional time. Knock at the door. Discipline learners who were fighting the previous day. Outside noise.</p>	<p>The learners were noisy as they saw the interruption as an opportunity to chat with friends.</p>	<p>The teacher stopped the lesson to resolve the conflict that had happened the previous day. Warn learners to stop fidgeting or they would be punished.</p>

Teacher observed/ Lesson explanation	Non-academic incidences	Learner(s) response	Teachers response
<p>Teacher: B2</p> <p>Lesson: 1</p> <p>Topic: Reading Comprehension.</p> <p>Lesson explanation: In teacher B2 lesson she asked the learners' questions prior to the reading "what do we see on the farm picture on the board" and the whole class responded "cow". Then she asked individual learners "what do we do with cow milk?" and a learner responded we make milk.</p>	<p>Teachers negative attitude of insulting learners as a result of incorrect response to question. Learners came in late and walk sluggishly to their desk disrupting the class. Outside noise</p>	<p>Learners kept chatting while the teacher was yelling at the learner for incorrect response.</p>	<p>Although the learner could answer the question to a certain extent, the teacher exhibited a negative attitude towards the learner's response by shouting at the learner.</p>

<p>Teacher: B2</p> <p>Lesson: 2</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher B2 reading lesson, after reading the text, the teacher asked questions and most of the learners did not want to talk and she had to stop the lesson and asked the learners “how many of you ate breakfast this morning?”</p>	<p>Allowing learners to eat during instructional time.</p>	<p>Though the teacher gave just 10 minutes for the learners to eat, they end up utilizing the whole period. Learners saw the break as an opportunity to chat with friends and to play around.</p>	<p>The teacher had to stop the lesson for the learners to share and eat their snacks because most of them had not had breakfast, The teacher gave learners the task which was to be done during that period for them to complete as home work in spite of the fact that she knows learners would never do home work.</p>
<p>Teacher: B2</p> <p>Lesson: 3</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: While the teacher was reading the comprehension text, there was a knock at door. It interrupted the lesson because the teacher stopped reading. The Head of Department came in and spoke to the teacher for about 10 minutes.</p>	<p>Knock at the door. Teacher answers a phone call. Outside noises from the next door class singing and shouting. Unpreparedness of the teacher.</p>	<p>Learners started fidgeting and walking all over the class immediately after the knock at the door. There was commotion in the class after the HoD left.</p>	<p>The teacher was angry because of the routine knock at the door. It was difficult after the incidence to control the learners. Teacher B2 commenced reading the comprehension text from the beginning as she could not remember where she stopped.</p>
<p>Teacher : B2</p> <p>Lesson: 3</p> <p>Topic: Sentence boarding</p> <p>Lesson explanation: Teacher B2 lesson on sentence boarding, she had to leave the classroom to photocopy learning materials that were required by the learners to do exercise. She wasted enormous amount of time to complete the photocopying.</p>	<p>Unpreparedness of teachers impacting on instructional time. Method of distributing worksheets was so chaotic and noisy. When the teacher came back to class, each learner had to report each other of bad behavior during the teacher absence.</p>	<p>Learners were busy chatting, singing and playing around while the teacher was photocopying materials required for the learners to do exercises.</p>	<p>Teacher did not attend to learners’ queries but instead was in hurry for the learners to complete the exercise for the remaining time left.</p>

Teacher C/Lesson observed/ Topic/Lesson explanation	Non-academic incidences	Learner(s) response	Teacher response
<p>Teacher: C</p> <p>Lesson: 1</p> <p>Topic: Reading Comprehension</p> <p>Brief Lesson explanation : Teacher C extracted words from the text for learners to pack in the correct bags. Each bag contained adjectives, nouns, verbs, and pronouns. Most of the learners could not do the exercise and the teacher had to define the concepts and give examples, although they have been taught previously. Each learner was asked to give one example of any concept verbally to the whole class.</p>	<p>Inappropriate repetitions of concepts. Persistent loud noise at the back of the class and teacher had to discipline learners. Distracting the teacher by asking permission to borrow stationery.</p>	<p>Few learners stopped participating in class because they were bored from too many repetitions. Learners chat with friends distracting the teacher and other learners.</p>	<p>Teacher got infuriated after so many repetition learners cannot respond to question resulting in a tense classroom. Incorrect answer earned rebuke from the teacher. Teacher shouted at learners asking for permission slip.</p>
<p>Teacher: C</p> <p>Lesson: 2</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: The whole class was made to repeat each vocabulary extracted from the text eight times. The teacher further asked individual learners to repeat the vocabularies on the board, they could not and most them mumbled.</p>	<p>Inappropriate repetition of vocabulary (repeating vocabulary 8 times). The teacher caught a learner sleeping and she engages in a discussion for learner to get enough rest at home.</p>	<p>Learners stop participating in class because of too many repetitions and were chatting.</p>	<p>Teacher became furious after so many repetition and few learners could not articulate words. Discipline learners who could not articulate the words to stand up while lesson was going on. Advise learners to get enough sleep at night.</p>
<p>Teacher: C</p> <p>Lesson: 3</p> <p>Topic: Reading Lesson</p> <p>Lesson explanation: In teacher C's reading lesson, she read the text in English and explanations were given in Afrikaans. The teacher code switched many times within a paragraph which was so confusing that the learners could not comprehend what exactly the text</p>	<p>Inappropriate use of code switching. Breaks during lesson. Prolonged chatting with group of learners at the back of the class. Negative remarks in class.</p>	<p>Learners were confused as a result of too many codes switching within a paragraph and they started chatting. Lot of fidgeting. Class laughing at a learner negative remark.</p>	<p>Due to learners' lack of understanding, learners were given breaks of five minutes after which the class resumes. After the break session learners still could not understand and the teacher got enraged and taught without interacting with learners or paying attention to individual needs.</p>

<p>meant. Whenever such confusion occurred, the teacher would give the learners about five minute's break after which the lesson would resume.</p>			<p>Teacher disciplined group of learners chatting. Teacher warns learners about negative comments in classroom.</p>
<p>Teacher: C</p> <p>Lesson: 4</p> <p>Topic: Reading Comprehension.</p> <p>Lesson explanation: The learners were asked to read the comprehension text, the teacher started with the whole class reading and few learners dominated the class. When she changed to individual reading, eight learners could not read, they had to repeat words resulting in poor reading and had problems with pronunciation. The teacher had to intervene for learners to pronounce correctly.</p>	<p>Repetitive intervention to assist weak learners. The whole class laughing at a learner for poor articulation of English language and some few learners had to uttered negative slang.</p>	<p>Learners laugh at their peers who have poor linguistic ability. There were few learners who uttered slang to a learner inability read. Whilst the teacher was focusing on learners with weak English linguistic ability, the other learners disrupted the class by chatting with friends.</p>	<p>Teacher got furious with a learner inability to read the text after so many repetitions. As part of the intervention processes teacher spend considerable amount of time with learners with poor linguistic ability. Teacher advised learners not to laugh when she is talking since they would be penalized in future occurrences.</p>
<p>Teacher: C</p> <p>Lesson: 5</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher C's reading lesson, one of the learners could not respond very well in English language to a question asked and the other learners in the classroom laughed at him and overtly shouted negative utterances.</p>	<p>Learners negative utterances to learners pertaining to poor usage of English language. The learner who was laughed at threatened peers for laughing at him. Outside noise.</p>	<p>The learner who was laughed at became furious and threatened a learner next to him. After the incident the learners engaged in disruptive activities like chatting and fidgeting in the classroom. Learners utter negative comment to other learners who cannot respond to question adequately in English language.</p>	<p>The teacher had to resolve issues between the learners before continuing the lesson. The learners were also advisee not to fight in class and the consequences of unruly behavior.</p>

<p>Teacher: C</p> <p>Lesson: 6</p> <p>Topic: Parts of Speech</p> <p>Lesson explanation: In teacher C's lesson on parts of speech, a learner gave "someone" as an example of a verb and all the other learners yelled at him.</p>	<p>Learners negative attitude of yelling at learners' incorrect respond to question during instructional time. Learners moving constantly out of sit to either throw a paper in the bin or sharpen pencil. Learner interrupting the teacher to asked for previous notes.</p>	<p>The whole class laughed at the learner incorrect response to question and the learners started fidgeting immediately after the incident.</p>	<p>Teacher got furious after so many repetition and learners cannot respond appropriately to question and had to insult learner. Teacher had to give a learner notes on previous lesson. Advisee learners on uncontrollable behavior.</p>
<p>Teacher : C</p> <p>Lesson: 7</p> <p>Topic: Reading Comprehension</p> <p>Lesson explanation: In teacher C's reading lesson of the frog and the crow that sat on the branch of the Marula tree, she asked learners questions about the Amarula drink. When the learners became aware of the uses of the Maruala tree, they became excited and the lesson was diverted to issues of alcoholism.</p>	<p>Inappropriate use of exemplar questions as clues. A Learner threatened another learner who accused him of drinking alcohol. The teacher used instructional time to threatened the learners that the next time such an incidence happened they'll be sent home for a week.</p>	<p>Learners became excited and the lesson was diverted to issues not related to the topic (alcoholism). Learners were rowdy and engaged in unnecessary conversation. Learners accused one another of being drunkards, which had no bearing on the subjects being discussed</p>	<p>Teacher had to resolve the issues between the two learners who scorned at each other. Punish rowdy learners.</p>
<p>Teacher : C</p> <p>Lesson: 8</p> <p>Topic: Reading comprehension</p> <p>Lesson explanation: After reading the story of "riverine rabbit" for the fourth time, a learner still found it difficult to read and the teacher had to murmur after him and he was asked to read well. The pressure exerted on the learner by the teacher resulted in the whole class mocking the learner.</p>	<p>Teacher insulting learners due to poor reading and articulation of words. Digression during lesson by asking learners why they where not in school the previous day. Loud noises from the corridor.</p>	<p>The whole class mock at the learner. Learners saw teachers' negative insult as an opportunity to chat with friends and to asked permission slip to go to the toilet.</p>	<p>Teacher screamed at learners who mock at the learner with poor articulation of English language. Teacher kept telling learners to stay quiet through out the lesson. Teacher had to go out from the classroom to tell learners passing outside to maintain some silence.</p>
<p>Teacher: C</p>	<p>Learner derails the teacher from the</p>	<p>Learners were fidgeting through</p>	<p>Teacher stops the lesson to listen to the</p>

<p>Lesson: 9</p> <p>Topic: Creative writing</p> <p>Lesson Explanation: During the lesson one of the learners had to draw the teachers' attention by indicating that the stepmother did not give her enough food because the father provided no money for purchasing food stuff.</p>	<p>lesson. Teacher was late for class. Learners asking for permission slip to go to the toilet. Colleague visiting the teacher.</p>	<p>out the period. Learners leaving one seat to the other.</p>	<p>learners' plight. Teacher discipline disruptive learners to stand in front of the class. The teacher had to use the few minutes left to teach without interacting with learners.</p>
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