

**TEACHING AND LEARNING STRATEGIES TO SUPPORT ISIXHOSA LEARNERS
WHO RECEIVE EDUCATION IN A SECOND/THIRD LANGUAGE**

by

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DECLARATION

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ABSTRACT

This research study was aimed at exploring and describing the teaching and learning strategies for language support to isiXhosa speaking learners in Grade One. There are a number of challenges related to teaching in a multi-linguistic classroom. This study highlights some of the current challenges experienced in the Metro East Education District of the Western Cape. In an attempt to resolve these problems, guidelines were given for effective dissemination strategies to support second/third language speaking learners. A gap in the literature on descriptions of current support provided to learners within the theoretical framework of the ecological systems theory was identified. This research therefore intends to fill this gap in the literature. Support to IsiXhosa learners who receive education in a second/third language in the South African context is especially unclear. A qualitative research approach supported by the exploratory, descriptive and contextual research designs was employed. The sample was selected from Grade One teachers from schools in different socio-economic areas in the Western Cape who provided education to IsiXhosa learners who receive education in a second/third language. Data was collected through semi-structured interviews. The findings provide a clear description of the challenges experienced by the learner and the teacher, current strategies that are employed by teachers, as well as resources and support utilised by teachers. Conclusions were made in terms of the ecological systems theory. Based on the findings, a number of recommendations were made regarding teaching and learning strategies for language support to Grade One IsiXhosa learners who receive education in a second/third language.

OPSOMMING

Die navorsingstudie was gemik om die onderrig- en leerstrategieë vir taalondersteuning aan IsiXhosa-sprekende leerders in Graad Een te verken en te beskryf. Daar is verskeie uitdagings aangaande onderrig in 'n multi-linguistiese klaskamer. Die studie beklemtoon egter sommige van die huidige uitdagings wat ervaar word binne die Metro Oos Onderwysdistrik van die Wes-Kaap. In 'n poging om dié probleme op te los was riglyne gegee vir die effektiewe verspreiding van strategieë om die tweede-/derdetaalsprekende leerder te ondersteun. Daar was 'n gaping in die literatuur rakende die beskrywing van huidige ondersteuning wat verleen word aan leerders binne die teoretiese raamwerk van die ekologiese sisteem-teorie. In dié geval poog hierdie navorsing om die gaping binne die literatuur te vul. Dit is veral onduidelik hoe IsiXhosa leerders, wat onderrig in 'n tweede/derde taal in die Suid-Afrikaanse konteks ontvang, ondersteun word. 'n Kwalitatiewe navorsingsbenadering was onderneem en ondersteun deur 'n verkennende, beskrywende en kontekstuele navorsingsontwerp. Die steekproef was geselekteer van Graad Een onderwysers met IsiXhosa leerders binne die klaskamer wat onderrig in 'n tweede/derde taal ontvang het. Dié onderwysers was geselekteer van skole in verskillende sosio-ekonomiese areas binne die Wes-Kaap. Data was ingesamel deur semi-gestruktureerde onderhoude. Die bevindinge voorsien 'n duidelike beskrywing van uitdagings wat deur beide die leerder en onderwyser ervaar word, huidige strategieë wat deur onderwysers onderneem word, asook hulpbronne en ondersteuning wat deur onderwysers gebruik en aangewend word. Gevolgtrekkings was gemaak in terme van die ekologiese sisteem-teorie. Die aanbevelings was gebaseer op die bevindinge, waarvan 'n aantal aanbevelings gemaak was rakende onderrig- en leerstrategieë vir taalondersteuning aan Graad Een IsiXhosa leerders wat onderrig in 'n tweede/derde taal ontvang.

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LIST OF ACRONYMS

ACRONYM	DEFINITION/EXPLANATION
LOLT	Language of Learning and Teaching
NEEDU	National Education Evaluation and Development Unit
IIAL	Incremental Introduction of African Languages
CALP	Cognitive academic language proficiency
BICS	Basic interpersonal communication skills
DoE	Department of Education
DBE	Department of Basic Education
LiEP	Language in Education Policy
RNCS	Revised National Curriculum Statement
NCS	National Curriculum Statement
SIAS	Screening, Identification, Assessment and Support
ELSEN	Education for Learners with Special Educational Needs

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE RESEARCH

1.1. Introduction

Afrikaans and IsiXhosa are the two home languages of approximately 75% of the Western Cape population (Statistics South Africa, 2013). However, in practice, IsiXhosa learners are often placed in schools where the Language of Learning and Teaching (LOLT) is English and/or Afrikaans (i.e. the learner's second or third language). This aspect is viewed as *one* reason why South African schools are showing poor academic achievements (National Education Evaluation and Development Unit (NEEDU), 2013:13-14). Subsequently, poor language proficiency results in the fact that barely a quarter of African language learners who receive education in a second or third language are likely to progress academically (Foley, 2010:2; Prinsloo & Heugh, 2013:2; Spaul, 2013:2). Furthermore, Grade One is the beginning of the foundation for formal learning and teaching. That being so, the Grade One teacher's role and function in terms of support to learners where the LOLT is the second or third language is important to enable learners to overcome language as a learning barrier. In light of the above, the aim of this study is to investigate teaching and learning strategies to support Grade One IsiXhosa learners who receive education in a second or third language.

This first chapter will provide the reader with clarity regarding the context of the present study by means of a description of basic terms and concepts, as well as a discussion of the background of the research problem in terms of a review of relevant and recent literature, and the theoretical framework of the study. This will be elaborated on in chapter 2. The research problem, research question and the aim of this research study will subsequently be formulated. This chapter will conclude with a brief description of the chosen research methodology, which will be elaborated on further in chapter 3.

1.2. Clarification of basic terms and concepts

The key concepts related to this study will briefly be described below in terms of their relevance to this study.

1.2.1. Barriers to learning

The concept 'barriers to learning' refers to all the systemic, societal, pedagogic and intrinsic factors that impede learning and the development of learners (Department of Education [DoE], 2005:10). In this study, the use of a second and/or third language in the Grade One classroom, as a systemic and pedagogic barrier, was investigated as a possible barrier to learning.

1.2.2. Language barrier

For the purpose of this study, the 'language barrier' specifically occurs when a Grade One learner receives his/her education in a language other than the language used in his/her home (i.e. second and/or third language). Consequently, the learner struggles to achieve due to the fact that he/she does not understand what is being communicated (Landsberg, Kruger & Swart, 2011:169).

1.2.3. Language of Learning and Teaching

"LOLT refers to the language medium in which learning and teaching, including assessment, takes place (Department of Basic Education [DBE], 2010:3)." In this study, the focus was on IsiXhosa learners who are in classrooms where the medium of learning and teaching is not the home language of all the learners in the class.

1.2.4. Home Language

In this study, the first language was the language used primarily in the home of the learner (i.e. IsiXhosa). Furthermore, the home language, sometimes referred to as the 'mother tongue,' refers to the language(s) first acquired by learners through immersions at home. Hence, it is the language in which they learn to think (DBE, 2011:11). This study was conducted in the Western Cape, where the LOLT is Afrikaans and English. However, 25% of the population's home language is IsiXhosa (Statistics South Africa, 2013). This study, therefore, focused on IsiXhosa speaking learners in Afrikaans/English Grade One classrooms.

1.2.5. Second and third Language

The Draft Policy: Incremental Introduction of African Languages (IIAL) by the DBE (2013:4) refers to "...additional language – a language learned in addition to one's home language; in South Africa it may be used for certain communicative functions in a society, that is, medium of learning and teaching in education". A second and

third language is any language that was acquired after the first language. Mitchell and Myles (2004) and Bordel (2007:460) distinguish the second and third languages from the home language in that the latter is used as an “auxiliary” language. As mentioned above, the second and third languages referred to English and Afrikaans for the purpose of this study. The IsiXhosa learner might understand and communicate in these languages, but it is not regularly used in his/her home.

1.2.6. Learner support

The DoE (2001:5) describes learner support as a form of assistance that is given to the learner who experiences barriers to learning. For the purpose of this study, learner support was aimed at assistance related to the lack of understanding in the classroom, based on the fact that the LOLT is the second or third language of the learner.

1.2.7. Teaching and learning strategies

Teaching strategies are a combination of instructional methods, learning activities and materials that are used to facilitate the learning process. These strategies are aimed at actively engaging learners, including both the learning goals and the developmental needs of learners (Landsberg et al., 2011:175). This study investigated current teaching and learning strategies to support learners who are experiencing the before mentioned language barrier to learning.

1.2.8. Department of Education

The DoE was one of the departments of the South African government until 2009, when it was divided into the DBE and the Department of Higher Education and Training. It oversees the education and training system of South Africa, including schools and universities. The DBE deals with all schools from Grade R to Grade 12, including adult literacy programmes. The aim of the DBE is to develop, maintain and support a South African school education system for the twenty-first century. These new Departments became independently operational as from 1 April 2010 (Annual Report, 2010:174).

1.2.9. Curriculum

A curriculum refers to subjects/content offered by a school for a specific grade. In a bid to drive quality, there were several curriculum changes made by the DoE, since

1994. It started with Outcomes Based Education through the National Curriculum Statement (NCS) (Curriculum 2005) and was aimed at empowering teachers. However, despite being resource intensive, it was not very directive, and complex to implement in most schools. This was reviewed and changes were made to address its complexity. The Revised National Curriculum Statement (RNCS) in general simplified the outcomes statements giving more emphasis to basic skills, content knowledge and grade progression. There was also an expressed importance given to supporting teachers (Zenex Foundation, 2013). However, with the renamed DBE, the attention was decidedly on curriculum and on making systemic changes. Therefore, the DBE replaced the RNCS with the current Curriculum and Assessment Policy Statements (CAPS), which they state is a more regulated learning programme than previously, and provides more time for languages and mathematics (or literacy and numeracy) (Coetzee, 2014).

The above key concepts were used as a focus for the literature review that assisted the researcher to identify the theoretical framework appropriate to this study, as well as the research problem.

1.3. Background of the research study and literature review

With the specific focus of this study on the Grade One teacher of IsiXhosa speaking learners, it should be noted that the *foundation phase* (learners between the ages of five and nine) is the most important phase in which the learner develops basic skills to grow and thrive physically, mentally, emotionally, morally and socially (Ackerman, 2005; Lenyai, 2011:70; Green, Parker, Deacon & Hall, 2011:110).

According to Erikson's stages of *psychosocial development*, the learner in the foundation phase is in the fourth stage of development, where 'industry versus inferiority' is the main developmental task to be mastered. When a learner in this phase experiences barriers to learning, he/she will develop a sense of inferiority. This experience is based on the perceived inability to master certain tasks in the classroom. The mentioned developmental task is therefore related to cognitive development. During this developmental stage, *cognitive development* proceeds rapidly. Learners can process more information faster and their memory spans are increasing. They are moving from pre-operational to concrete-operational thinking,

according to Piaget's theory on cognitive development (Piaget & Inhelder, 1973; Woolfolk, 2007:69). Vygotsky's theory of social constructivism (1978) also includes the influence of language, culture and social factors on cognitive development. According to this theory, second and third language speaking learners during this stage are placed at a disadvantage, as they are required to master the curriculum in a language other than their home language. In further support of the above theories, and linking cognitive development with communication, Loftus (2009) explains that a learner in the pre-operational phase of cognitive development does not yet understand concrete logic. As a result, such a learner may experience difficulty in the execution and manipulation of cognitive tasks and the processing of information.

Language is, according to the description above, the core aspect of many independent cognitive, affective and social factors that shape learning and thinking (Collier & Thomas, 2012:155). This viewpoint is supported by the DBE (2010:5) in that language is acknowledged as the means by which an individual learns to organise his/her experiences and thoughts. The use of language as a method for teaching and learning in the schooling system is therefore viewed as important in multilingual societies, such as South Africa. In further support, research findings show a strong connection between mother-tongue education and academic achievement with a positive correlation between the two (DBE, 2010:5).

In reality, a large number of South African learners do not receive LOLT in their home, and sometimes not even their second language (Landsberg et al., 2011:168). The reason behind this could be viewed within the framework of the diverse nature of the South African society. According to the most recent statistics, 52.98 million people are living in South Africa, of which 79.8% represents the so-called Black; 9% the Coloured; 8.7% the White and 2.5% the Asian population groups. It should also be noted that each ethnic group consists of different cultural groups, where different languages or different dialects are used, and that a minimum of eleven languages are spoken in the country (Statistics South Africa, 2013). The large variety of official languages poses a specific challenge for educators, as well as for the education system. With a specific focus on the Western Cape, where this study was conducted, 50% of the population in this province speak Afrikaans as their home language; 25% IsiXhosa and 20% English. A further 5% does not have English, Afrikaans or IsiXhosa as a home language (Statistics South Africa, 2013). Although

the LOLT in the Western Cape is English, Afrikaans and IsiXhosa, it was found that a significant number of IsiXhosa learners receive education in a second or third language (DBE, 2013; NEEDU, 2013:13-14).

The study investigated the use of English/Afrikaans as the second or third language of IsiXhosa learners. Despite the fact that English is not the language of the majority of people living in the Western Cape, the focus on English as LOLT is based on the DBE's viewpoint that English in South Africa is the medium of communication (DBE, 2012). Furthermore, Diaz-Rico (2008:6) argues that one reason for IsiXhosa learners receiving education in English or Afrikaans is because these learners are enrolled in schools where Afrikaans or English is the home language of the majority of the population in which the school is situated. Another reason for the phenomenon of second and third language education is described by Banda (2004:11) as a legacy of apartheid, where English and Afrikaans were perceived as languages with status. Tshotsho (2013:39) continues with this line of thought and argues, "...practically speaking, English and Afrikaans still have a higher status than other languages. The result is that many black South Africans make English their language of choice as a medium of instruction".

As indicated above, it can be assumed that IsiXhosa speaking learners in the Western Cape may face a *language barrier* in the English/Afrikaans classroom. In this regard, Owen-Smith (2014) argues that a learner who cannot access education in his/her home language is disadvantaged and unlikely to be able to perform to the best of his/her ability and reach his/her full potential. The author explains that the use of LOLT is not the only aspect within the learning situation that is at stake. In addition, the learners' self-confidence and sense of themselves within the society is also undermined if their home language cannot be used for learning. These aspects can be further undermined by the experience of repeated underachievement. This aspect is especially relevant to the foundation phase of the learner in terms of Erikson's theory of the developmental tasks, and Piaget's theory related to the pre-operational cognitive development phase, as was discussed above (Loftus, 2009; Owen-Smith, 2014).

Browne (2007:30) explains that it takes between two and four years to converse fluently in an additional language, and another three years to become "...proficient

cognitive and academic users of that language”. In this regard, Davis (2013) advises that, if a person is able to understand the structures of his/her home language first, it will be easier to learn a second language. Contrary to the inclusion of an African language to Grades R and One learners, as proposed in the new IIAL draft policy which will be discussed later in this section, the author warns that when English and an African language are introduced as a second or third language to learners during the first two years of school, it will lead to confusion regarding the use of structures in the two languages.

For one to understand what it means to be proficient in another language, it is important to be able to distinguish between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is the ability to communicate about everyday matters when speaking about daily situations. The context wherein these conversations take place can provide many clues such as facial expressions, as well as pictures and objects, which helps one understand what is being communicated. The person, therefore, does not only rely on language to construct the meaning of what is being communicated. CALP refers to the academic language that is needed in the classroom to enable the learner to construct the meaning of tasks and what he or she is reading (Rothenberg & Fisher, 2007:35). Within this framework, and when the LOLT is in the second or third language of a learner, the teacher must take cognisance of the fact that the content must be learnt simultaneously with the language. This implies that “scaffolding and explicit language instruction is necessary” to support the learner to master the learning content and the language at the same time (Rothenberg & Fisher, 2007:35). Gibbons (2002:6) asserts that the curricula should aim to integrate the learning content with the particular second or third language. This requires systemic planning and continuous monitoring. On the one hand, this viewpoint is supported by the DoE (2000:4) by acknowledging that learners are required to meet the necessary proficiency levels, which includes cognitive academic language skills, to enable them to learn effectively across the curriculum. On the other hand, in the framework of inclusive education, the teacher in a classroom where the LOLT is the second or third language of some of the learners should not expect learners to give up their home language to achieve academic success. Therefore, the teachers must utilize different teaching strategies and encourage the learner to use English as much as

possible, while still acknowledging their home language (Wyse & Jones, 2008:249-251).

Foley (2010:2) refers to the present poor learning outcomes in South African schools and relates this to the fact that learners are not educated in their home language (cf. DBE, 2012; Prinsloo & Heugh, 2013:2; Spaull, 2013:2). The author highlights the fact that barely a quarter of African language learners who enter the schooling system are likely to reach Grade 12, and argues that this indicates that the current practice of using English as the initial LOLT is at least one contributing factor to poor academic achievement and progression in South African schools. In support of this argument, educationists have proposed that African language learners should be taught in their mother tongue for at least the first three years of school before switching over to English (Foley, 2010:3). In line with the viewpoint above, the former Minister of Basic Education, Naledi Pandor, speaking at a Language Policy conference at the end of 2006, announced that this initial period of mother-tongue instruction (i.e. education in the home language) in the first three years of school would be extended to six years. It includes both the foundation phase (Grades One to Three) and the intermediate phase (Grades Four to Six) (Foley, 2010:3).

South African *legislation and policy documents* address the importance of language within the diverse nature of the country. The Constitution of the Republic of South Africa (1996) guarantees learners the right to receive education in the language of their choice. The Language in the Education Policy (LiEP) of the DoE (1997) is based on this legislative requirement. Furthermore, it acknowledges the relationship between culture and language and learners' rights to receive education in one of South Africa's official languages that represent their culture. In line with this legislative right, current research studies suggest that learners learn best through their mother tongue (i.e. home language) and that a second language (such as English/Afrikaans) is more easily acquired if the learner already has a firm grasp of his/her home language (Landsberg et al., 2011:168; Maake, 2014).

The language policy for schools is guided by principles derived from the Constitution of the Republic of South Africa (1996) and the South African Schools Act (Act 84 of 1996). As a result of the latter, the former DoE adopted the Language in Education Policy (LiEP) in 1997 and further clarified the policy in the Revised National

Curriculum Statement (RNCS) of 2002 (DoE, 2002). The underlying principle is to maintain the use of the home language as the LOLT, especially in the early years of learning, while providing access to an additional language. The LiEP aims to pursue a language policy supportive of conceptual growth amongst learners by establishing "...additive multilingualism as an approach to language in education" (DBE, 2010:6). In further support of the acknowledgement of the importance of the home language in education, the National Curriculum Statement (NCS) (previously known as the RNCS) explicitly states that learners' home language should be used for learning and teaching wherever possible (DBE, 2013).

In order to make provision for the various languages in the different contexts, Section 6 of the South African Schools Act (Act 84 of 1996) authorises the national Minister of Education and School Governing Body (SGB) to determine the language policy of a school. Two of the principles related to language are: 1) "...the right of every learner to be instructed in the language of his or her choice where this is reasonably practicable" (clause 4, v); 2) "...the right of every person to use the language and participate in the cultural life of his or her choice within an education institution" (clause 4, viii) (DBE, 2013).

Most recently, the DBE has released the proposed Incremental Introduction of African Languages (IIAL) policy for public comment. This new policy was planned to come into effect in 2014, mandating the learning of an African language in all schools (Davis, 2013). A pilot project to introduce the policy was planned for 2014 in KwaZulu-Natal to inform the feasibility of the extended school day, teacher provisioning models and support, and resources to support teaching and learning. The formal implementation of the IIAL was planned to commence in 2015 in Grade R and One, and then introduced in 2026 from Grade R to 12. This research study was conducted with cognisance of the future implementation of the policy. It is envisaged that the findings of this study can contribute in this regard. However, this study's relevance is also founded upon reports by the Head of the Department of the KwaZulu-Natal DBE and relevant stakeholders that the pilot project has not yet been implemented fully at schools in the province, and that a lack of consultation on the introduction of the programme at schools was experienced (Daily news, 2014). In this regard, Wright (2012:111) argues that the implementation of language policies in schools is closely linked to the implementation of the South African Languages Bill

(2011). The author makes the statement that it is "...widely acknowledged that it is not working" (Wright, 2012:111). According to Wright (2012:118), "...those involved in this decision weren't even linguistics or language planners. We were misled by a small coterie of language practitioners with more enthusiasm than common sense, who didn't distinguish between the theoretically possible, the ideologically desirable, and the practically achievable".

The implementation of language policies should also be viewed in terms of the move towards *inclusive education* in South Africa. This is in line with the international Salamanca Statement ¹ that forms the foundation of a principle included in South African policy documents where services need to be provided to all South Africans on an equitable basis (UNESCO, 1994:5; Dalton, Mckenzie & Kahonde, 2012). In 2001, a framework for an inclusive education system was laid out in the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (DoE, 2001). The aim of this policy is to accommodate the diversity of all learners, as well as learners experiencing barriers to learning. Furthermore, the draft policy of the current DBE for the IAL in South African Schools (2013) is specifically formulated in line with the South African Constitution's (1996) acknowledgement of the eleven official languages to "...redress the injustice of apartheid, emphasising multilingualism and the rights of indigenous languages against English," and that "...everyone has the right to receive education in their choice of public educational institutions" (Section 29(2) of the Constitution of the Republic of South Africa, 1996). The DBE (2013), however, takes note of the fact that the freedom to exercise this right is being limited due to the state's ability to provide for this right only in a context "...where this education is reasonably practicable". However, the Bill of Rights (in the Constitution of the Republic of South Africa, 1996), lays the foundation for the development of "...democratic values and forms the basis for the language legislation and policy framework to be derived" and highlights the need for equity and to redress the practicability.

Loreman, Deppeler and Harvey (2005:2) postulate that inclusive education cannot be successful where learners are taught differently from their peers. In line with this viewpoint, Dalton et al. (2012:13) promotes the idea that "...it is actually a process of

¹Salamanca Statement is based on Principles, Policy and Practice in Special Needs Education.

fundamental change in a way a school community supports and addresses the individual needs of each learner“. Thus, they argue that, in order to make inclusive education functional, there is the need for a conceptual shift regarding the implementation of *support for learners* who experience barriers to learning.

The DoE (2008) makes provision for the support of learners and to curb the unnecessary placement of learners in special schools in the National Strategy on Screening, Identification, Assessment and Support (SIAS) (DoE, 2014). The SIAS strategy provides guidelines on early identification and support, which highlights the importance of the foundation phase in basic education. Furthermore, in order to meet the needs of diversity within the classroom, the Curriculum and Assessment Policy Statement (CAPS) has set out guidelines to assist school managers and teachers to respond to learners' diversity in the classroom when it comes to planning and teaching (SIAS, 2014:1-2; DBE, 2011; Dalton et al., 2012).

It is concluded from the above that inclusive education places the emphasis on the accommodation of the diverse needs of learners, including the need for education in their home language. This poses specific challenges for the Grade One teacher who has to ensure that the learner is educated in their home language on the one hand, and cater for the diverse needs of learners on the other hand. This challenge is also acknowledged in the literature. According to Wildeman and Nomdo (2007), the implementation of inclusive education in South Africa is slow and is generally not being implemented throughout all South African schools. They also identify the National Language Policy (NLP) as “...causing a dilemma in the South African classroom”. They explain that teachers have a lack of knowledge and skills regarding the diverse use of languages to be offered as LOLT in one classroom by one teacher. This lack of knowledge and skills are based on several contents that should be covered within the school year, e.g. educating learners to identify sounds, building words, reading with comprehension, compiling meaningful sentences, etc. Based on the abovementioned challenge, various studies identify that, learners, consequently, develop a language barrier, and teachers struggle to accommodate learners within a multilingual and inclusive context (Engelbrecht, Swart & Eloff, 2001; Engelbrecht, 2006; Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012).

Within the mentioned reality of the diverse nature of the South African society, together with barriers obstructing access to schools where the home language of, especially African language learners, are not used as the LOLT, the importance of support to second and third language speaking learners in Grade One becomes apparent and pivotal. To determine the level of support required, the needs of the learner, the competencies of the educator, the readiness of the school and the education system have to be taken into consideration.

The researcher sought to find *recent research studies* related to language as a barrier to learning, second and third language as the LOLT in South African schools with a specific emphasis on the foundation phase, and the role and function of Grade One teachers to support second or third language speaking learners. A literature search was conducted by accessing databases such as Sabinet, Eric and Ebscohost. Ackerman's study (2005) focussed on issues related to education teacher policies, while Bordel's study (2007) addressed the role of the second language during the acquirement of a third language. Engelbrecht (2006) and Dalton et al. (2012) reflected on the implementation of inclusive education in South Africa, while Lenyai (2011) specifically focused on language barriers in the foundation phase in schools in disadvantaged areas. Tshotsho (2013) reflected on the mother tongue debate and South African language policies. These studies did not provide descriptions of current practices by foundation phase teachers in support of second and third language speaking learners. Myburgh, Poggenpoel and Van Rensburg (2002:573) investigated the experiences of second and third language speaking learners in 2002 and found that teachers were not always aware of the discrepancies between the content of what was taught and how the learner understood it. Thus, the findings of the latter study point towards the need to develop a framework from which teachers could work to accommodate second and third language speaking learners.

This present study took place within the background of the constitutional right to education in the language of choice, recent research findings, as well as the latest policy regarding the introduction of marginalised languages into the school system. The fact that the reality in practice is that a large number of learners are still receiving education in a second or third language, a lack of information regarding current practices by educators to support second and third language speaking

learners, together with the fact that the mentioned legislation and policy have not been implemented, formed the foundation for the focus of this study. The need to identify the teaching and learning strategies for language support to Grade One second and third additional language learners was therefore identified.

Based on the literature review provided in this section, the next section will offer a brief description of the theoretical framework that was deemed most appropriate for the purpose of this research study.

1.3.1. Theoretical framework

In order to identify a relevant theoretical framework, and with the view of second and third languages in education as a learning barrier, the researcher was interested in a theoretical framework related to *how learning occurs*. Vygotsky's learning theory (1978) forms the foundation for a variety of recent works by authors and theorists (cf. Woolfolk, 2007; Van der Veer & Zavershneva, 2011; Arnett, 2013:91). This theory maintains that interactions with others are a product of, or result from, specific mental structures and processes, and therefore places an emphasis on the role of language in cognitive development. It is founded on a premise that thinking depends on speech, as well as on how people think, and also on the learner's socio-cultural experience (Woolfolk, 2007:31, 42).

The above starting point led the researcher to the choice of Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1994:37) as the theoretical framework for this study. Woolfolk (2007:73) illustrates this theory as different layers in which the learner functions (i.e. his/her environment). In line with this theory, the needs of second and third language speaking learners should be supported within each layer. The learner lives within a microsystem, inside a mesosystem, embedded in an exo-system, all of which are a part of the macro-system (Woolfolk, 2007:73). The fifth layer is the chrono-system (Santrock, 2006:52). Within the context of this research study, Bronfenbrenner (1994:39-41) explains these systems as follows:

- Microsystem: Face-to-face interactions, activities and social experiences.
- Mesosystem: Relationship between a number of settings in the learner's life (e.g. school and home).

- Exosystem: Relationship between one setting directly related to the learner's life and another setting that indirectly influences the learner (e.g. school and the parent's workplace).
- Macro-system: Culture, lifestyle, resources, etc. that have an influence on the learner's functioning.
- Chronosystem: Changes over time that influence the learner – it could refer to personal developmental changes, changes in family structure (e.g. the loss of a parent) or environmental changes (e.g. socio-economic impacts).

These systems can assist the teacher to understand the learner holistically. This will help the teacher to gain insight into pedagogical expertise in order to give language support to the second and/or third language speaking learner in the classroom. Such proficiency includes the following:

- The teacher is familiar with the learners' linguistic and academic backgrounds.
- The teacher understands the language demands inherent in the learning tasks that learners are expected to carry out holistically.
- The teacher is able to apply the needed skills for using appropriate scaffolding so that second or third language speaking learners can successfully participate in those tasks (Woolfolk, 2007:73; Santrock, 2006:52).

To sum up, Vygotsky's theory indicates the important role of language in learning and cognitive development. Scaffolding is a form of support related to the learning process. It is based on the needs of the learner with the aim of supporting the learner to achieve learning goals (Sawyer, 2006:23). It implies that the teacher is challenged to select relevant tasks related to the learner's specific learning needs and the developmental skills that need to be mastered. The teacher must also be able to anticipate errors and provide guidance in this regard. In addition, the scaffolding should be directed at all the different layers within which the learners function, as described by the ecological systems theory (Graves, Graves & Braaten, 1996:15).

The figure below illustrates the above theoretical framework's relevance in terms of how learning occurs.

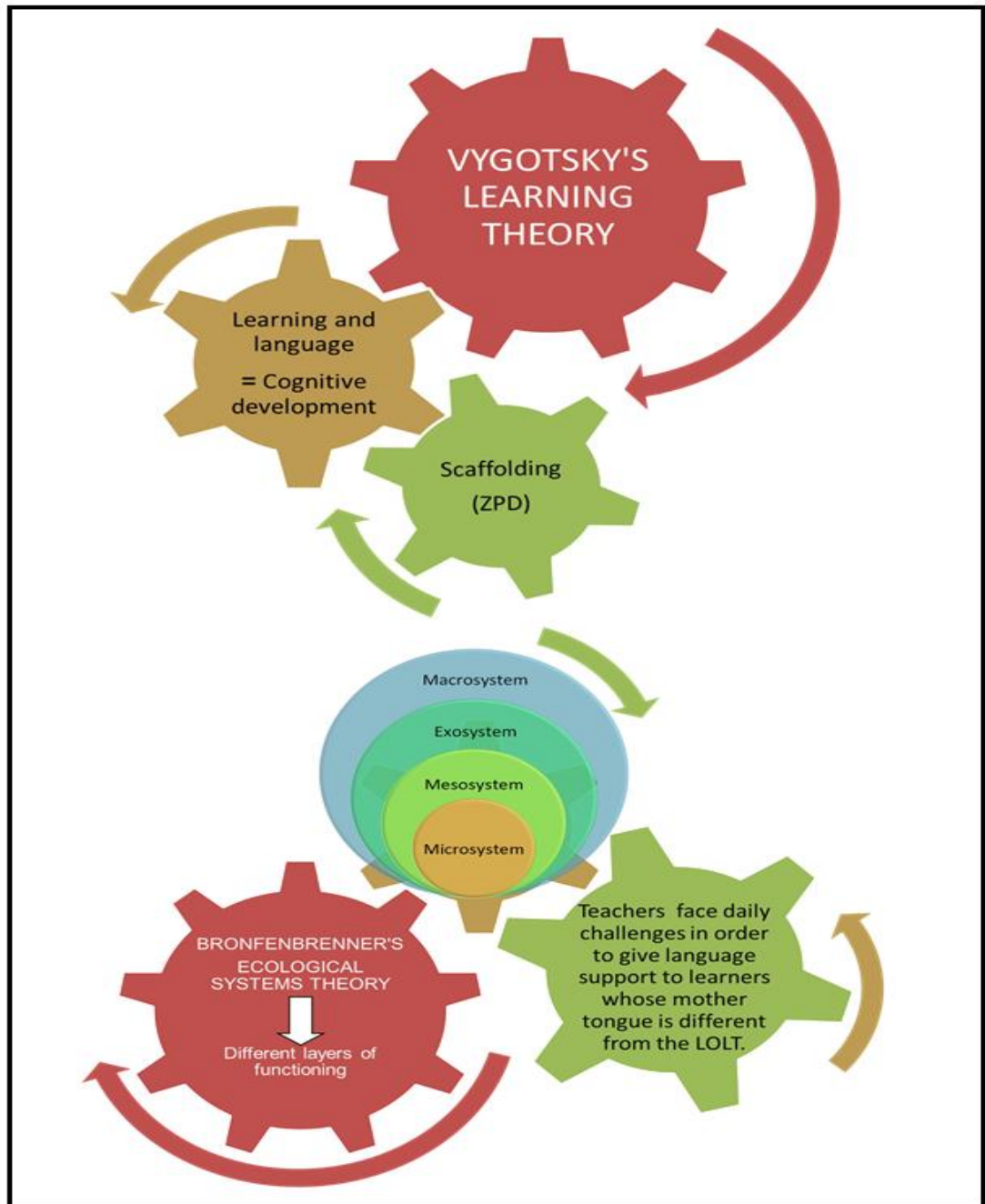


Figure 1. How learning occurs within the theoretical framework

The background discussion and the theoretical framework of this study provided the foundation for the formulation of the research problem, which will be discussed next.

1.4. Problem formulation

The research topic of this study placed the focus on teaching and learning strategies to support Grade One IsiXhosa learners who receive education in a second/third language. The research problem for this study was based on a preliminary literature review (Babbie & Mouton, 2009:99) and was formulated as follows:

The Constitution of the Republic of South Africa (1996) stipulates the right for learners to receive education in their home language or language of their choice. Literature and recent studies furthermore highlight the fact that policy documents that encourage the implementation of home languages as LOLT exist, but that the implementation thereof remains a problem. In addition, within the context of this present study IsiXhosa learners in the Western Cape receive education in English or Afrikaans. It is also noted that barely a quarter of African language learners who receive education in a second/third language are likely to progress academically because of poor language proficiency. The reality of Grade One learners who receive education in a second or third language, therefore, has to be acknowledged. With this in mind, Grade One is described in the literature as the beginning of the foundation for further learning and academic progression. The Grade One teacher's role and function in terms of support to learners where the LOLT is the second/third language is therefore of utmost importance to enable these learners to overcome language as a learning barrier. There is, however, a lack of description of the current support provided to these learners in the literature. A need to investigate current practices was therefore identified as the focus for this study. The researcher envisaged that such an investigation could provide a knowledge base from which a framework for teaching and learning strategies for language support to Grade One IsiXhosa learners could be developed.

The research problem above directed the formulation of the research question, described in the next section.

1.5. Research question

The research question was formulated based on the literature review and the problem formulation (Grinnell, Williams & Unrau, 2010:38-39). In order to address the research problem, the research question for this study was specified as follows: "What teaching and learning strategies are utilized to support isiXhosa learners who receive education in a second/third language?"

In order to answer the research question, the research aim and objectives were identified.

1.6. Research aim and objectives

Fouché and De Vos (2011:94) describe the two research terms 'aim' and 'goal,' as the researcher's ambitions. The research goal describes what the researcher wants to reach at the end of the study, while the research objectives are the steps that the researcher will follow in order to achieve this goal. In terms of what the researcher aimed to achieve through this study, the **research aim** was formulated as follows:

- To explore and describe the teaching and learning strategies utilized to support Grade One IsiXhosa learners who receive education in a second/third language, in order to contribute to a knowledge base from which teaching and learning strategies for language support in Grade One can be developed.

The following **objectives** were developed to describe the steps that will be executed in order to achieve the goal of the research:

- To explore the teaching and learning strategies utilized to support Grade One IsiXhosa learners who receive education in a second/third language by using a qualitative data collection method.
- To describe the teaching and learning strategies utilized to support Grade One IsiXhosa learners who receive education in a second/third language by means of a qualitative data analysis method.
- To do a literature control of the research findings.
- To draw conclusions based on the findings.
- To make recommendations to teachers regarding teaching and learning strategies to support IsiXhosa learners who receive education in a second/third language based on the conclusions.

The proposed research methodology that was used to attain the research aim and objectives will be discussed in the next section.

1.7. Research Methodology

This section provides a brief description of the methodology chosen to address the research problem and to answer the research question. The implementation of this methodology will be described in depth in chapter 3 to ensure qualitative data verification.

The aim of this study was to explore and describe the teaching and learning strategies utilized to support Grade One IsiXhosa learners who receive education in a second/third language. A *qualitative research approach* was viewed as the most suitable to address the research problem, and to answer the research question adequately. This approach was chosen with the specific aim of obtaining data that explores and describes current practices in foundation phase classrooms (cf. Denzin & Lincoln, 2011:8).

The aim of this research study furthermore informed the choices related to the research designs. Fouché and Schurink (2011:312), furthermore, explain that qualitative research designs are chosen to serve as a guide for sampling, data collection and data analysis. The authors also note that qualitative researchers often use a combination of designs to best serve the purpose of a particular study. The following research designs associated with the qualitative research methodology were subsequently selected: The *contextual research design* was chosen, as the researcher wanted to explore and describe the research problem within the context in which the participants functioned (i.e. foundation phase classrooms). It was envisaged that this design would provide focus to ensure a better understanding of the research problem (Kreuger & Neuman, 2006:159; Monette, Sullivan & DeJong, 2010:219). In addition, *the explorative research design* was chosen to serve as a guide to encourage participants to participate in the collection of the data by means of “telling their stories” (Borum, 2006:342). The *descriptive research design* was chosen to be used together with the *explorative research design*, as the researcher wanted to apply a more intensive examination of phenomena and their deeper meanings, thus leading to a thicker description of the research topic (Rubin & Babbie, 2005:125).

The *population* for this study was guided by the research question. The population referred to all the persons that were the focus of the study. The population was therefore: All Grade One teachers in the Western Cape. The *purposive sampling technique* was employed, as the researcher wanted to purposefully select participants that were best equipped to answer the research question (Creswell, 2009:125). The *sample size* for this study was determined by data saturation where the sample grows until it reaches a point of information being repetitive (Grinnell et al., 2010:162).

Semi-structured interviews were chosen as the *method of data collection*. This method provided the researcher with a framework from which specific information related to the research goal could be obtained, while allowing new ideas to be generated during the interviews (Cohen, Manion & Morrison, 2007:270). In addition, questions were formulated in an open-ended manner to allow participants to fully explore the meaning they attribute to the research question (Marlow, 2011:164).

Tesch's (1990) eight steps for the analysis of qualitative data as described in Creswell (2009:186) were chosen to assist the researcher to analyse the data in a structured and systematic manner. This framework served as a guideline in which data was coded and categorised in themes and sub-themes.

In an effort to verify the data of this study, the researcher made use of Maxwell's five categories of validity in qualitative research (Maxwell, 1992:37-64), namely: descriptive-, interpretive-, theoretical-; generalizability- and evaluative validity. The researcher also included Auerbach and Silverstein's (2003) category of transferability (as described by Thomson, 2011:77-82).

The ethical considerations were anonymity of the participants, confidentiality, privacy of information and informed consent as described by Strydom (2011:126), Babbie (2007:65) and Kumar (2014:212).

1.8. Outline of chapters

Based on the above description, the chapter outline of the thesis is as follows: Chapter 1 introduced the research topic and provided a background to the research by means of a literature review. The research problem, question and the aim and objectives, together with a brief description of the research process and methodology that were chosen was also provided. A literature review is presented in chapter 2. This literature review also serves as the literature control of the analysed data as presented in chapter four. Chapter 3 supplies a description of the implementation of the research methodology, together with a scientific grounding of the implementation (i.e. reference to literature). Chapter 4 describes the research findings and literature control, while chapter 5 will conclude the thesis with a summary, conclusion and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Presented in this chapter is a literature review that was used to verify/support/contradict the findings presented in chapter 4. This chapter will focus on:

- Challenges experienced by learners who receive education in a second/third language,
- Challenges experienced by teachers of learners who receive education in a second/third language,
- Strategies to support learners who receive education in a second/third language,
- Resources employed to support learners who receive education in a second/third language and
- Support systems to facilitate support to learners who receive education in a second/third language.

2.2. Challenges experienced by learners who receive education in a second/third language

Both the findings and the literature identify challenges experienced by learners who receive education in a second/third language in terms of the fact that the learner does not understand the LOLT, which produces a language barrier. This language barrier is then viewed as one reason for failing and/or a lack of progress.

Landsberg et al. (2011:168) and Maake (2014) assert that learners learn best through their mother tongue (i.e. home language) and that a second language (such as English/Afrikaans) is acquired easier if the learner already has a firm grasp of his/her mother tongue. Building on this viewpoint, Owen-Smith (2014) argues that a learner who cannot access education in his/her home language is disadvantaged and unlikely to be able to perform to the best of his/her ability and to reach his/her

potential. Consequently, the second/third language speaking learner is faced with challenges in this regard.

In terms of not understanding the LOLT, previous research by Taylor and Coetzee (2013) on exposure to LOLT outside the classroom found that learners who receive education in a second or third language are mostly from households where they receive little academic support. It was also found that parents or caregivers are not well educated and the learners are not frequently exposed to English (the LOLT) on television and in the home. The conclusion was that both school quality and the home environment have a strong impact on the academic performance of learners. The authors place the focus not only on the household, but also on the environment. They draw a link between a lack of academic support and learners who receive education in a language different to their mother language. However, there appears to be a lack of information regarding the availability of, and accessibility to, community resources and how it could support these learners.

Owen-Smith (2014) refers to a language barrier as one reason for failing and/or a lack of progress. He argues that a learner who does not understand the basic LOLT is disadvantaged and unlikely to be able to progress across all subjects. Various authors and documents express a concern about the relationship between poor learning outcomes in South African schools and learners who are not educated in their mother language (Foley, 2010:2; DBE, 2012; Prinsloo & Heugh, 2013:2; Spaul, 2013:2). For instance, it was already highlighted in the literature that barely a quarter of African language learners who enter the schooling system (Grade One) are struggling to progress to Grade 12 due to the current practice of using English/Afrikaans as the initial LOLT (Foley, 2010:3).

Considering the language barrier experienced by IsiXhosa learners who receive education in a second/third language and the potential influence on their progression, the influence on the learner's sense of self should also be acknowledged. Research studies have found that the use of LOLT is not the only aspect within the learning situation that is at stake and that the learners' self-confidence and sense of themselves within the society is also undermined if their home language cannot be used for learning. These aspects can be further undermined by the repeated experience of underachievement (Loftus, 2009; Owen-Smith, 2014).

Landsberg et al. (2011:168), as well as Maake (2014) concur that a second language (such as English/Afrikaans) is more easily acquired if the learner already has a firm grasp of his/her home language. It should, however, be considered that it takes between two and four years to converse fluently in an additional language, and a further three years to become proficient cognitive and academic users of that language (Birsch, 2005:298,364; Landsberg, et al., 2011:168). Furthermore, it is important to be able to distinguish between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). BICS is the ability to communicate about everyday things. This relates to the introduction of the second/third language in Grade R. The context wherein these conversations take place can provide many clues such as facial expressions, pictures and objects which helps one understand what is being communicated. CALP refers to the academic language that is needed in the Grade One classroom to enable the learner to construct meaning from tasks and from what he/she is reading (Rothenberg & Fisher, 2007:35).

2.3. Challenges experienced by teachers of learners who receive education in a second/third language

In the framework of inclusive education, the teacher should not expect second and third language speaking learners to give up their home language to achieve academic success in a classroom. Therefore, the teachers must make use of different teaching strategies and encourage the learner to use English as much as possible, while still acknowledging the home language (Wyse & Jones, 2008:249-251). According to Wildeman and Nomdo (2007), the implementation of inclusive education in South Africa is slow, and is overall, not being implemented in South African schools. The authors identify the National Language Policy (NLP) as "...causing a dilemma in the South African classroom". The findings of this present study highlight three specific challenges experienced by teachers, namely, limited time, the communication between parent and teacher, and the lack of formal support/access to resources. These challenges are also addressed in the literature. Regarding having very limited time to be able to support the IsiXhosa learners who receive education in a second/third language, a recent article by Hoadley (2015) asserts that there is no room in the curriculum for an additional subject. The author emphasises the fact that teachers do not have enough time for teaching the existing

subjects within the curriculum. In fact, more time needs to be allocated to current subjects in order to deal with the backlog that is evident in the outcomes of multiple tests that assess learners' competencies (Hoadley, 2015). When reflecting on the challenge of limited time to assist the second and/or third language speaking learner, it must be considered that the DoE (2008) accentuates the importance of the central role played by parents in supporting their child's education.

Linked to the challenge of limited time as indicated above, the teachers have the need to reach out to parents for their support regarding this challenge. Two additional factors that challenge communication between teachers and the parents of IsiXhosa learners who receive education in a second/third language is: the presence of a language barrier and the lack of parental involvement.

Focusing on the language barrier as a challenge for teacher-parent communication, Waterman and Harry (2008:5) acknowledge that the parents of these learners also experience the language barrier in their efforts to communicate with the teacher. These authors identify this as one of the most significant barriers to parent-teacher collaboration and communication. This language barrier often prevents or limits both oral and written communication. This, in turn, has a significant effect on communication, understanding, and relationship-building between parents and teachers. Furthermore, some parents do not understand the various methods used to teach English as a second and/or third language, for example, those that incorporate native language instruction. Building on the abovementioned viewpoints, it can also be added that some parents do not understand the various methods used to teach English as a second and/or third language, for example, those that incorporate native language instruction (Waterman & Harry, 2008:5-6).

According to Nick Taylor, the CEO of NEEDU, parental involvement on the one hand has been identified as a key indicator of learner achievement in South African schools (Curriculum News, 2013). A lack of parental involvement in their children's teaching and learning process, on the other hand, is a challenge for both the teacher and the learner (Lemmer and Van Wyk, 2004:261). Furthermore, research studies have found that the lack of parental involvement is attributable to deficits in the parents: these parents do not value their children's education and they or even the

children's caregivers have limited education, as well as the necessary English/Afrikaans skills for meaningful participation (Waterman & Harry, 2008:4).

In order to effectively support the IsiXhosa learner who receives education in a second/third language, teachers need to be provided with support and must have access to resources. The Education White Paper 6 (DoE, 2001:25) clearly stipulates that full-service schools will receive support that will include physical and material resources, as well as professional development for teachers, which is essential to accommodate the full range of learning needs. However, there is overwhelming evidence corroborating the fact that provinces are resource-constrained (Hoadley, 2015). Hoadley (2015) reports that most of the DBE's budget is dedicated to personnel costs with very little left for learning resources, training, infrastructure and other programmes.

In terms of training support, previous research has shown that teachers have a lack of knowledge and skills regarding the diverse use of languages to be offered as a LOLT in one classroom by one teacher. Subsequently, the teachers make use of one LOLT in a classroom with learners who are being taught in a second and/or third language (Engelbrecht, Swart & Eloff, 2001; Engelbrecht, 2006; Chataika, Mckenzie, Swart, & Lyner-Cleophas, 2012). Within the abovementioned reality, the importance of support to teachers becomes apparent. On the one hand, Child (2013) states that the DBE has committed itself to training and supporting teachers with the use of their 'Rainbow workbook' aligned to the current curriculum (CAPS). On the other hand, Hoadley (2015) refers to an insufficient budget for training.

The IIAL mandates the learning of an African language in all schools (Davis, 2013). Within a classroom where learners are being taught in a LOLT different from their mother tongue, specific resources are needed to support the teacher. Functional teaching and learning aids were identified as a much needed resource in this present study. Wildemand and Nomdo (2007) refer to the current Language Policy as causing a dilemma in the South African classrooms, and a specific challenge for the teacher who does not have access to functional aids. Building on this argument, Hoadley (2015) argues the point that spreading resources more thinly is to leave little possibility for successful and sustainable implementation of a policy such as the proposed Incremental Introduction of African Language policy (IIAL). However, the

DBE places emphasis on the 'Rainbow workbooks' with practical exercises for every child (Child, 2013). According to Curriculum News (2013), the Department has distributed these workbooks to schools across the country, with one of the aims being to prepare learners for the formats used in assessments.

2.4. Strategies to support learners who receive education in a second/third language

A strategy specifically related to the field of language learning, is described by Harmer (2007:62) as "...theories about the nature of language and language learning, which is the source of the way things are done in the classroom and which provide the reasons for doing them". These theories describe how a language is used and offers a model for language competence. Harmer (2007:89) further explains the importance to understand individual differences in a class and to "...find descriptions that chime with our own perceptions". According to this author, the same learning task may not be appropriate for all learners, which means that the teacher therefore needs to teach learners according to their individual strengths by means of employing various teaching and learning strategies. Rose (2015), however, refers to a "definitional fuzziness" of major concepts in the field of language learning strategies. For instance, Macaro (2006) argues that there is a lack of consensus about:

- Whether strategies occur inside or outside of the brain;
- Whether learning strategies consist of knowledge, intention, action or all three;
- Whether to classify strategies in frameworks, hierarchies [or clusters];
- Whether strategies survive across all learning situations, tasks and contexts, and
- Whether they are integral or additive to language processing.

Due to this definitional fuzziness of language learning strategies, Bock and Mheta (2014:272) emphasise that any attempt to design or modify teaching strategies and curricula should be done with caution. With regards to the aim of this present study, Babbie and Mouton (2009:99) refer to the role and function of the Grade One teacher in terms of providing *support* to the second/third language speaking learner as of utmost importance to enable these learners to overcome language as a learning barrier.

Strategies employed by the participating teachers and also discussed in the literature were identified as: repetition and individual attention, non-verbal modelling, listening and reading activities, concrete activities, group activities, homework and home visits, encouragement to speak the Language of Learning and Teaching, harness peer support, as well as make use of IsiXhosa-speaking learners.

Landsberg et al. (2011:176-178) refer to scaffolding techniques such as repetition and individual attention as a means of offering special help, as well as the use of variety of instructional methods to gradually move learners towards stronger understanding and ultimately greater independence in the learning process. During these methods of instruction, teachers provide successive levels of temporary support that help second and/or third language speaking learners to reach higher levels of comprehension and skill acquisition that they would not be able to achieve without individual assistance (Rothenberg & Fisher, 2007:35). One specific method of scaffolding described by Landsberg et al. (2011:82) is where the teachers give learners a simplified version of a lesson, assignment or reading and then gradually increases the complexity over time. Another method of scaffolding is where teachers describe or illustrate a concept, problem or process in multiple ways to ensure understanding (Landsberg et al., 2011:428). The audio-lingual method refers to support through a gradual process of repetitive instruction in order to be able to understand the LOLT. The aim of audio-linguicism is to promote mechanical habit-formation through repetition of basic patterns (Bock & Mheta, 2014:260-272). Code-switching is another method described by Bock and Mheta (2014:372) and entails the use of more than one language during a single communicative event in order to emphasise something, repeat information, clarify information or translate.

Non-verbal modelling is viewed as 'the silent way' method, which is used to teach the LOLT to the second and/or third language speaking learner. During this method the teacher says as little as possible. The learner discovers and creates language instead of just remembering and repeating what they have been taught (Landsberg et al., 2011:176). The teacher, for example, points to different sounds on a phonemic chart, models them and then indicates to the learners that they must show the sounds. The teacher only uses gestures/actions when they are saying the sounds/words correctly by moving to the next item.

In order to read and write the LOLT, Rothenberg and Fisher (2007:144) explain that teachers need to look at the physical environment of the classroom, as well as materials, grouping and lessons. Multicultural and wordless picture books should be available. In addition, language features such as the structure of text, vocabulary and grammar should be taught in order to improve comprehension. Gibbons (2002:106) links listening and reading activities and points out that listening is similar to reading as it involves comprehension and the active construction of meaning. The author continues to argue that listening provides the basis for developing other language skills and is thus involved in many language learning activities. The learner's ability to react after a listening activity serves as an indication of whether effective learning took place. Activities such as describing and drawings, following instructions, spot the difference, picture dictation, songs, and word linking are examples of how listening and reading could be used in tandem. Moreover, in supporting the use of visual material as a support strategy, Diaz-Rico (2008:174-178) concurs that the biggest hurdle that second and/or third language speaking learners encounter is vocabulary. According to this author, being able to read a word will depend on knowing it. When learning basic words through the use of sight words, learners rely on their visual memory. Thus, teachers should support learners to develop background knowledge by using books, magazines, newspapers, pictures and by means of discussions.

The use of concrete activities should provide learners with experiences that support the learning process. Concrete activities are therefore used to support learners with respect to the viewpoint that second and/or third language speaking learners understand content better in a learning environment where the interaction is more practical in nature. Engelbrecht and Green (2001:65) argue that the elements of good instruction together with the engagement of concrete activities is effective facilitation, and promotes cognitive and language development. In this regard, the authors continue to stress the importance of exposing learners to an environment where they feel safe enough to have opinions and express their thoughts by means of experience (Engelbrecht & Green, 2001:94).

Group activities are viewed as the facilitation of cooperative learning with the emphasis on the integration of academic and social learning experiences (Johnson & Johnson, 2008:9). Within the South African context, Landsberg et al. (2011:79)

argue that cooperative learning is conducive for heterogeneous classrooms typical of the current-day South African classrooms. Group work could be learner- or teacher-centred. A learner-centred approach intends to address the distinct learning needs, abilities, learning styles, interests and cultural backgrounds of individual learners and groups of learners (Abbott, 2014). In this approach the teacher serves as the facilitator of learning for individuals and groups of learners rather than for the class as a whole. A teacher-centred approach for group activities is employed when the teacher assumes control over the material that learners need to learn, the way in which they learn it, as well as the pace of learning (Abbott, 2014). One value of group activities is that it fosters a sense of belonging (Landsberg et al., 2011:174). In addition, learners in specific groups can progress at the pace needed by the specific group. Gibbons (2002:11) refers to pair work as an effective way of using language in the classroom to assist the second and/or third language speaking learner by encouraging them to use the LOLT as much as possible.

Friend and Cook (2009:5) assert that collaboration is an important strategy in support of inclusive education. When parents and teachers work together in early childhood settings, the impact on the child's development multiplies. The authors postulate that involving parents in the early education programme ensures long-term impact and sustainability. In further support, Landsberg et al. (2011:93) argue that parents and teachers who both focus on the IsiXhosa learner's language barrier, can enrich each other's understanding of the learner's development and work towards achieving common goals. Collaboration with parents is further described by Landsberg et al. (2011:241) in terms of parents as resources. The authors concur that contact with parents should assist them to facilitate their child's learning and achievement through homework activities. Homework provides opportunities for learners to practice content being taught to them. By giving frequent homework to the second/third language speaking learners, teachers give learners a greater opportunity to develop language fluency with the information being taught (Callahan, Rademacher & Hildreth, 1998). Thus, homework needs to be clear and well-designed in order to assist the parents of the second and/or third language learner. For this to happen teachers need culturally relevant understandings of the family (Wong, 2010). These understandings are critical to developing a "funds-of-knowledge" approach in which the cultural and linguistic strengths that learners and their families bring to the learning environment are recognised and supported

(Landsberg et al., 2011:238). Sustained teacher-parent contact allows the learner to grow up in a context of ecological harmony between settings. Home visits is one way to ensure contact and a positive teacher-parent relationship to better meet the needs of the learner and family between settings (Landsberg et al., 2011:93). Halliburton and Oates (2012:4), however, warn that there are many ethical issues to be considered when including home visits as a strategy, such as ensuring the safety of young female teachers going into undesirable areas of a city. Therefore, schools need to follow correct procedures by adopting a policy in this regard. Chinedu (2014) explains that home visits are an effective means of establishing good home-school relations as they offer valuable opportunities for both parents and teachers to build a relationship where they can work together to address the learner's academic and other learning needs and/or difficulties. Greater background knowledge of the learners places teachers in a better position to support the parents on how to assist their children with homework (Pickering, 2003).

Wyse and Jones (2008:249-251) place an emphasis on encouraging the learner to speak the LOLT *outside* the classroom, as a way of assisting them to master the language in which they are being educated. They also advise the teacher in a classroom where the LOLT is the second or third language of a learner to encourage the learner to use the LOLT as much as possible, while still acknowledging the home language. Landsberg et al. (2011:137) continue along this line and accentuate the value of practicing the LOLT *in* the classroom. The authors assert that improving the learners' sentence construction is to encourage the LOLT. The authors postulate that if a learner often makes the same mistakes in a sentence construction, or makes the wrong sentence construction as well, then the correct one must be discussed. Furthermore, the correct language and sentence structure should be illustrated. In contrast with the above statements, Haslam, Wilkin and Kellet (2005:26) argue that concepts and ideas can be developed in any language, and not necessarily in the LOLT (which is the English in this case). This means that an appropriate role for parents might be to use the child's home language to explore and develop the concepts that are taught at school in the LOLT. Therefore, also in line with the LiEP, learners who share a common language should not be discouraged from using this in the classroom.

In peer modelling, as a strategy to support second/third language speaking learners, peers serve as an example of socially acceptable behaviour, while the 'buddy system' is an easy, accessible way of providing support or social development. Learners with different abilities are grouped together to share responsibilities, tasks and success, and peers serve as helpers (Engelbrecht & Green, 2001:67).

Uys, Van der Walt, Van den Berg and Botha (2007:77) acknowledge that all teachers are not proficient in the home language of the second/third language speaking learner. In order to address this aspect the teacher may make use of IsiXhosa learners (either peers in the class or older IsiXhosa learners) to translate instructions and/or learning contents to the second/third language speaking learner as a support strategy. Reflecting on this strategy, one must however take note of Fleisch's (2008:109) concern that code switching leads to the fact that learners never become equipped with the language knowledge in the language of assessment, which ultimately leads to academic failure

2.5. Resources employed to support learners who receive education in a second/third language

The White Paper 6 (2001:19-20) stipulates that it is the district Department's responsibility to provide learning support materials (resources) to teachers in order to accommodate a learner who has a language barrier to learning. The importance of this aspect is further highlighted by Landsberg et al. (2011:22) who asserts that an effective inclusive classroom depends on how existing resources are used in new ways and how additional resources are increased. Resources should ensure that inferior education is limited (Tileston, 2010:1). Hoadley (2015:13) refers to the acknowledgement of the value of resources by the DoE (2000:4) to meet the necessary proficiency levels, including cognitive academic language skills to enable learners to learn affectively across the curriculum. The author, however, notes that teachers are often not provided with the necessary resources or equal access to a quality education. Resources will be discussed in terms of teaching and learning aids and formal programmes.

Focusing on teaching and learning aids, the Ontario Ministry of Education (2008a:51) asserts that second/third language learners are accomplishing two tasks

simultaneously: they are learning the curriculum, while also learning the language of instruction. Thus, differentiated teaching and learning aids for the second/third language learner must meet the needs of these learners. The utilisation of a variety of concrete and visual teaching and learning aids develop the learner's LOLT skills and broaden his/her knowledge. These might include models, toys, math manipulatives, pictures, charts, flashcards, vocabulary lists, key visuals, posters and banners (Ontario Ministry of Education, 2008a:57).

Landsberg et al. (2011:179) advise that multicultural literature and wordless picture books must be available for the second/third language learner. The authors argue that enough encouragement to use these resources will help learners to read and write the LOLT. Furthermore, Wyse and Jones (2008:249-251) argue that by making use of bilingual texts the second/third language learner is encouraged to use the LOLT. This then builds their confidence to use the LOLT, and is particularly valuable for learners who are in the early stages of the LOLT. One such example is a "word wall," which is created with first language translations together with pictures to build vocabulary and to encourage understanding.

The use of pictures together with words ensures that the teacher provides learners with key visuals to support themes and to help bring language to life. This includes the use of magazines, newspapers, posters, flyers and the Internet (Ontario Ministry of Education, 2008a:57, 59).

Second/third language programmes are formal programmes that address the specific language barriers experienced by learners to ensure that educational gaps are overcome. These programmes focus on the learning of content and literacy skills (Ontario Ministry of Education, 2007:253). The WCED (Western Cape Education Department) Literacy and Numeracy Strategy prioritise the development of literacy and numeracy skills within a system-wide approach. It consists of programmes that provide teachers with resources with a focus on graded readers, text-rich classrooms and the DBE 'Rainbow workbook'. Brian Schreuder (cited in Curriculum News, 2013:13) further explains that the DBE workbooks are intended to assist teachers and learners directly in the classroom. The DBE seeks to ensure that schools that lack learning resources and photocopying facilities are supported by the provision of worksheets with activities to reinforce literacy/language skills, as well as

mathematical skills. The DBE workbook introduces learners to the language and concepts required for learning and understanding other subjects. It also assists teachers to focus, in a targeted manner, on the skills that learners should be acquiring in each grade as outlined in the curriculum. In addition, the teacher is assisted to monitor learners' performances in key activities and it helps to prepare learners for the formats used in assessments such as the Annual National Assessment (ANA). The DBE indicated that all schools received textbooks and workbooks in Languages and Mathematics (Curriculum News, 2013:10).

A formal programme to address spelling skills is the 'Letterland' programme to address spelling skills. Gibbons (2002:134-138) argues that the most important way of learning to spell is to recognise and reproduce common spelling patterns by collecting and recording words with common patterns that rhyme. In line with this viewpoint, Browne (2007:110-111) describes an activity to help develop spelling by means of phonemic awareness.

Botha and Swart (2013) refer to another formal programme, namely the 'Do and learn Reading Programme'. This programme was adapted to the needs of any illiterate learner who would like to learn to read, write and count. It is being used across South Africa by educators that have second/third language speaking learners in the class.

2.6. Support systems to facilitate support to learners who receive education in a second/third language

The DoE (2005:34) asserts that schools should establish an ILST where teachers are responsible to liaise with the district-based support team and other relevant support providers to identify and meet the needs of their institutions. One function of the ILST includes the adaptation of existing learning programmes and teaching strategies, as well as the development of new ones in order to support the IsiXhosa speaking learner.

The White Paper 6 (DBE, 2001:21) stipulates the importance of building an Inclusive Education and Training System in South African schools. Where the broad range of

learning needs that exist among the learner population at any point in time are not met, learners may fail to learn effectively or be excluded from the learning system. Thus, support systems at different levels, such as the classroom, the school, the district, the provincial and national departments and systems, are essential to ensure that language barriers are effectively addressed (DoE, 2001:21). The discussion in this section will focus on support within the school system and support systems provided by the DBE.

Mainstream schools cater for learners who are in need of low-intensity support. Teachers are supported by the District-Based Support Team which organises support and draws its resources from the other types of schools. Schools should therefore establish support teams responsible for the provision of learning support together with the teacher(s) involved in a particular learner's teaching and learning. This team is called the Institution-Level Support Team (ILST) (DoE, 2005:34). The role and responsibility of the ILST of a school is to liaise with the District-Based Support Team and other relevant support providers to identify and meet the needs of their specific institution.

School support systems aimed at supporting learners who receive education in a second/third language include facilities, IsiXhosa speaking colleagues, classroom assistants and extra language support by professionals. However, although the White Paper 6 (DoE, 2001:10) places an emphasis on the importance of a system that ensures access to resources and the development of facilities, it does not provide specific guidance on how to set up facilities and ensure access to resources in mainstream schools. The Ontario Ministry of Education (2008b) supports access to digital and online learning applications, such as visual simulations or game-based learning, based on its value to support learners visually to grasp difficult concepts. Clarke (2009:21) continues with this line of thought and explains that access to libraries helps learners to engage with their own language, and also to engage in the LOLT by means of clear and realistic illustrations. In this way, they are familiarized with the LOLT and will start to engage in a range of activities involving books, DVD's and CD's.

Based on the fact that teachers within the South African context are not always able to speak and/or understand the home language of the second/third language

speaking learner (Uys et al., 2007:77), the use of IsiXhosa-speaking colleagues as a support system has been acknowledged by the findings in this present study. For the teacher, the inability to speak a learner's first language poses particular problems in lessons where difficult concepts need to be dealt with. Thus, one way to address learning situations such as these is to provide translations of key terms and concepts (Laufer, 2000:41) to the IsiXhosa speaking learner. For this, the teacher will need access to professional persons to assist him/her. In support of this, Clarke (2009:25) mentions that teachers that do not have the same cultural and linguistic background as the learner should enhance communication by using interpreters such as colleagues that are competent in the learner's mother tongue and/or other bilingual professionals. Within a school system, it is important to note that teachers need to participate in different teams in order to effectively support learners who experience challenges in their learning process (Kirk, Gallagher, Anastasiow & Coleman, 2006).

Haslam et al. (2005:67) assert that, within the South African school system, the classroom assistant should assist with the implementation of the National Language Policy (NLP) in that he/she is able to speak IsiXhosa or is bilingual. The implementation of language policies should be viewed in terms of the move towards inclusive education in South Africa. Therefore, partnership teaching is needed for developing effective practice (UNESCO, 1994:5; Dalton et al., 2012). The use of classroom assistants as a valuable support system has been acknowledged in this present study, and in the literature in general. Landsberg et al. (2011:426) explain that classroom assistants are a 'class support team' consisting of a teacher, classroom assistant and parents. In the inclusive class, teachers are allowed to use classroom assistants and may be appointed by the school or by the parents. According to Haslam et al. (2005:67), classroom assistants help the learner to get through the lesson by acting as a 'whispering radiator' model. However, according to Landsberg et al. (2011:74-75), the classroom assistants should receive their instructions from the classroom teacher in collaboration with the ILST (Institution-level support team) only. Classroom assistants are not responsible for a specific learner. The authors assert that teachers should not leave a particular learner solely in the hands of the classroom assistant.

According to Landsberg et al. (2011:126), extra language support is an informal source of support. In this kind of support, teachers usually access individual parents,

parent groups, the school governing body and other organisations to provide extra support to learners with language barriers.

In terms of systems provided by the DBE, a wide spectrum of opinions exist regarding viable approaches towards multilingual education within the South African context. Both the Constitution of the Republic of South Africa (1996) and the LiEP of the DBE (DoE, 1997) guarantee learners the right to receive education in the language of their choice on the one hand; and on the other hand, the norms and standards regarding the LiEP published in terms of section 6(1) of the South African Schools Act, (Act 27 of 1996) recognises that diversity is a valuable asset, which the state is required to respect. The aim of these norms and standards is to promote, fulfil and extend the individual's language rights and means of communication; to facilitate national and international communication by promoting bi- or multilingualism through cost-efficient and effective mechanisms; and to redress the neglect of the historically disadvantaged languages in school education. Therefore, as stipulated in the LiEP, the rights and duties of the Provincial Education Departments must explore ways and means of sharing scarce human resources. They must also explore ways and means of providing alternative language maintenance programmes in schools and/or school districts which cannot be provided with and/or offer additional LOLT in the home language(s) of the learners (Education Labour Relations Council, 2003:31-33). Although resources and manpower influences the ability of the different provinces to implement the education policies, the Provincial Departments of Education are responsible to support schools in this regard in terms of resource development (human and technical), building of schools, distribution of finances and resource material, the employment of educators and the admission of learners who experience barriers to learning in relation to provincial needs (DoE, 2005:7). However, this should be supported and monitored by the DBE (Landsberg et al. 2011:70).

The Education White Paper 6 makes provision for support by means of a systems approach and collaboration between these systems. At national level the DBE works in collaboration with other departments of education on provincial level, while each province is then divided into several districts. Each education district is responsible for the schools within that district to ensure that support is rendered according to the level of needs of learners who experience barriers to learning (DoE, 2001:10). This

support is aimed at effective inclusive education. Landsberg et al. (2011:69), however, report that the majority of teachers in South Africa have reservations regarding the implementation of inclusive education in South Africa. Furthermore, Stofile and Green (2007:52-64) and Swart and Pettipher (2007:101-120) are of the opinion that successful inclusion requires the following:

- Teachers need more time to plan according to the diversity of their learners.
- Training of teachers should be done by competent and experienced people.
- Classroom assistants should be made available to support teachers with the teaching of diverse learners.
- Support from specialised people for advice and guidance should be made available.
- Administrative support should be provided.
- Adequate teaching and learning aids must be made available for teachers.

Most of the above requirements are addressed in the policy documents of the DBE. However, the existence of policy documents does not mean that these policies are being implemented or that support is available to ensure the implementation thereof. The discussion that follows will focus on training opportunities, curriculum advisors and learning support professionals as forms of support provided by the DBE.

According to the DoE (2008:21-23), each education district should possess one special school that acts as a resource centre in order to provide specialised professional support related to curriculum, assessment and instruction to neighbouring schools. This includes training of teachers regarding barriers to learning, management of inclusive classrooms, and development of learning support material, guidance to parents and early childhood intervention and therapeutic support to learners with impairments in mainstream schools. In terms of the format of training, Au (2011:66) refers to types of workshops aimed at the use of language. The writers' workshop is developed to teach the process approach to writing, and the readers' workshop is developed to provide literature-based instruction. These workshops are approaches that incorporate a full range of groupings to equip teachers to promote learners' higher-level thinking with text.

According to Curriculum News (2013:7), a curriculum advisor (CA) needs to ensure that effective curriculum implementation takes place. Therefore, CAs should be fully aware of the purpose and content of the current Curriculum and Assessment Policy Statement (CAPS). This knowledge is needed to use relevant information efficiently to support teachers.

Within the context of inclusive education, the IsiXhosa learner should be viewed as a fully participating member of the school community. Therefore, quality education should be provided through effective teaching and the necessary support should be made available to them. In this regard, it is the role of the District-Based Support Team (DBST) to provide a coordinated professional support service that draws on expertise from further and higher education and local communities, especially targeting educational institutions in order to assist schools to meet the special needs of learners who experience any learning difficulty, disability, or other challenges (Landsberg et al., 2011:21, 70).

2.7. Conclusion

This chapter serves as a literature control for the findings that will be discussed in chapter 4. The review of the literature has concentrated on challenges experienced by learners who receive education in a second/third language, and challenges experienced by teachers of learners who receive education in a second/third language. Furthermore, it highlighted strategies to support learners who receive education in a second/third language, resources employed to support learners who receive education in a second/third language and support systems to facilitate support to learners who receive education in a second/third language. The next chapter will focus on the implementation of the research methodology that provided the framework for the data that informed the findings.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

The focus of this research study is on teaching and learning strategies utilised by Grade One teachers to support IsiXhosa learners who receive education in a second/third language (i.e. English or Afrikaans). This focus is based on the background of this research study, as was presented in chapter 1. The research problem that formed the foundation of the present study, together with the chosen research methodology to address the research problem, was also discussed in chapter 1. In order to ensure the validity of the qualitative data in terms of applicability and consistency, an in-depth description of the implementation of the research methodology is needed (cf. Shurink, Fouché & de Vos, 2011:419). This chapter will therefore provide a thick description of the implementation of the research methodology which will be verified with literature.

In order to address the research problem, the following research question was formulated: “What teaching and learning strategies are utilised by Grade One teachers for second and third additional language IsiXhosa learners?” This research question informed the aim of this research study. The aim was to explore and describe the teaching and learning strategies utilised by Grade One teachers to support IsiXhosa learners who receive education in a second/third language, in order to contribute to a knowledge base from which teaching and learning strategies for language support in Grade One can be developed.

In order to attain the aim of the research study within a methodological framework, the researcher distinguished between research objectives (i.e. related to the aim) and task objectives (i.e. related to the steps that had to be followed). The research objectives are illustrated as such in the table below.

Table 1. Research objectives

Research objectives	Task objectives
To explore the teaching and learning strategies utilised by Grade One teachers to support IsiXhosa learners who receive education in a second/third language by using a qualitative data collection method.	To obtain a sample of participants who are able to answer the research question. To contact the education authorities and participants, to provide them with information related to the research study and to invite them to participate. To obtain consent to conduct the research from the education authorities. To obtain signed informed consent from the voluntary participants. To develop an interview schedule for the semi-structured interviews. To conduct semi-structured interviews.
To describe the teaching and learning strategies utilised by Grade One teachers to support IsiXhosa learners who receive education in a second/third language by means of a qualitative data analysis method.	To record the semi-structured interviews and to make field notes. To transcribe the data that has been collected. To analyse the data.
To do a literature control of the research findings.	To verify the collected data with current and relevant literature.
To draw conclusions based on the findings.	To make an interpretation from the findings, relate the findings to the theoretical framework and to use the interpretation to draw conclusions.
To make recommendations to teachers regarding teaching and learning strategies to support IsiXhosa learners who receive education in a second/third language based on the conclusions.	To list recommendations based on the findings, conclusions and literature control.

The next section provides a description of the research methodology that was implemented to assist the researcher in addressing the research problem, answer the research question and attain the aim of the research.

3.2. Research methodology

Methodology refers to the coherent group of approaches, methods and techniques that complement one another and that have the 'goodness of fit' to deliver data and findings that will reflect the research question and suit the research purpose (Henning, 2005:36). The figure below provides an illustration of the research methodology and process that was implemented and that will be discussed in this section.

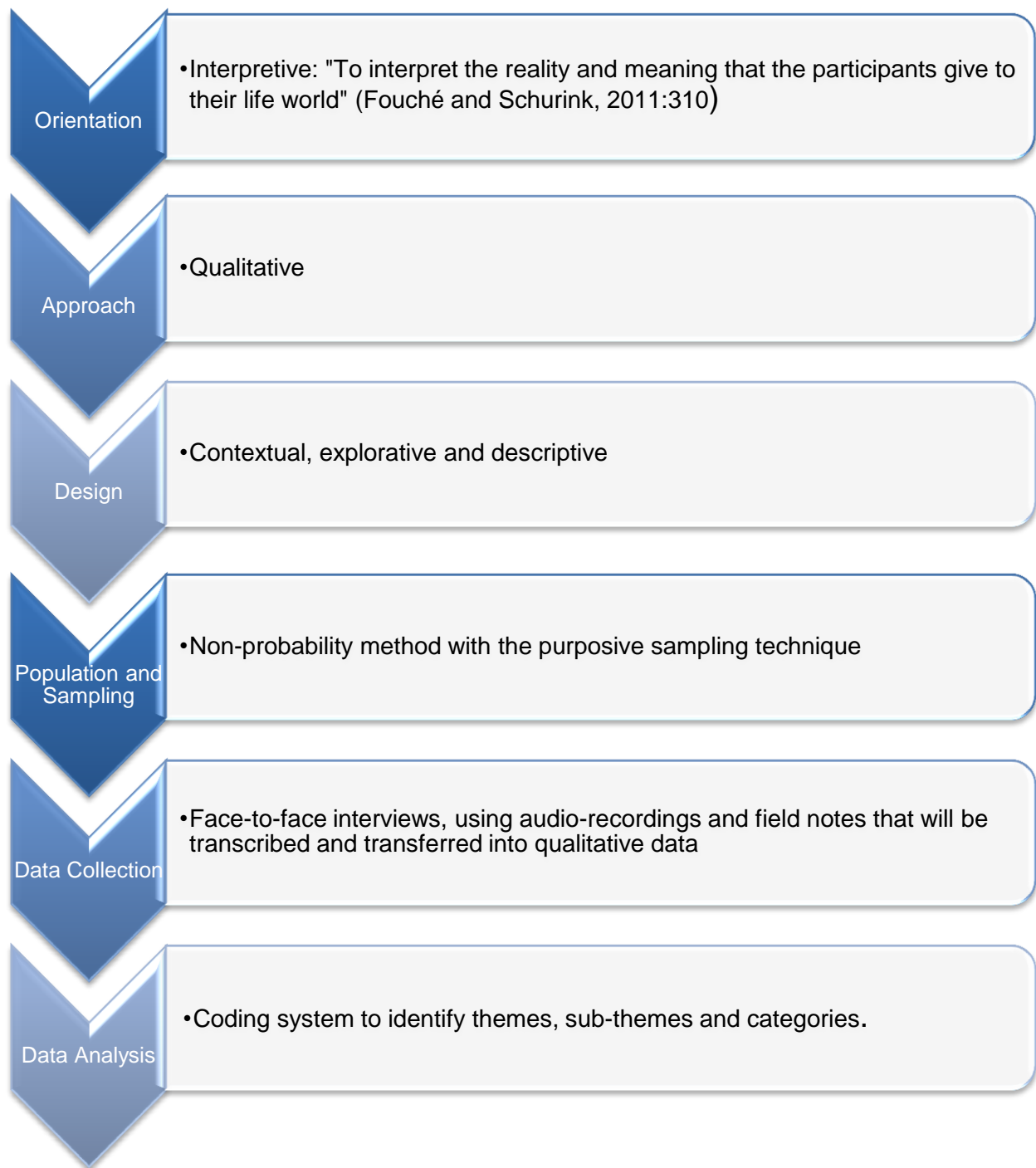


Figure 2. Methodological flow of the study

3.2.1. Research approach

Ivankova, Creswell and Plano-Clark (2007:255) refer to the qualitative research approach as an attempt to *explore* answers to research questions and to *describe* these questions from the perspectives of those involved in a specific situation/context. Leedy and Ormrod (2013:94-97) elaborate on the latter description and add that the qualitative researcher seeks a better understanding about complex

situations from the participants' point of view. Thus, the perception, experiences and practices of the people in the context (Grade One teachers) were explored in order to gain more insight and to provide a framework for the conclusions and recommendations. Based on these descriptions, the researcher employed a qualitative research approach for the purpose of the present study.

This choice was based on the explorative nature of this study. The implementation of the qualitative research approach was furthermore based on the following relevant characteristics of the said approach, as described by Creswell (2009:175-176). It emphasises the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin & Lincoln, 2011:8). These characteristics, together with its relevance to this research study are described in the table below.

Table 2. Characteristics of the qualitative research approach

Characteristic	Relevance to this study
The use of the non-probability sampling method and the purposive sampling technique	This research study aimed to obtain data from Grade One teachers of IsiXhosa learners who receive education in a second/third language. The sampling technique was used to ensure that participants are able to answer the research question.
Qualitative data provides an answer to the research question	The researcher collected the data herself by means of semi-structured interviews with the participants. The transcripts, based on the audiotaped interviews, provided the researcher with verbatim reports that portrayed the perceptions, experiences and practices of the participants.
The use of inductive analysis of the data and the development of a creative synthesis	The researcher analysed the data by organising it into a collective description of the descriptions provided by the participants. A synthesis was developed to describe the data by means of themes, sub-themes and categories that emanated from the data.
The practice of empathic neutrality and mindfulness	The focus was on learning the meaning attached to the research topic as described by the participants rather than the meaning attached by the researcher. The method of data analysis and the framework for data verification supported the researcher in this regard.

The abovementioned characteristics of the qualitative research approach also informed the researcher's choice and implementation of research designs, which will be discussed next.

3.2.2. Research designs

Leedy and Ormrod (2013:85) mention that the research design is a strategy to solve the research problem. The choice of design is dependent on the choice of research approach, and must enable the researcher to make decisions regarding methodological methods and techniques that are best suited to answer the research question.

In an effort to decide which qualitative research design(s) would contribute to addressing the research problem and answer the research question adequately, the researcher focused on the research aim, which pointed to the following: 1) The need to *explore* the use of teaching and learning strategies for language support to IsiXhosa learners who receive education in a second/third language in Grade One, 2) the need to *describe* the use of teaching and learning strategies for language support in Grade One, and 3) the focus on the **context** of the foundation phase, in particular, Grade One. Thus, the researcher made use of the contextual, exploratory and descriptive research designs, associated with the qualitative research approach. The choices, as informed by the literature, together with the implementation thereof are provided in the discussion below:

- Kreuger and Neuman (2006:159), as well as Monette et al. (2010:219) emphasise that the research findings obtained within the *contextual research design* will assist the researcher to explore and describe the research problem within the context in which the participants function (i.e. foundation phase classrooms) and thereby, contribute to a better understanding of the research problem. In further support of this choice, Babbie and Mouton (2009:272) describe the contextual research design as meaningful when the analysis of qualitative data aims to describe and understand the events of a specific population within the concrete, natural context in which they occur. This research design, therefore, assisted the researcher with choices related to the population, sampling method and techniques.
- The *explorative research design* is normally used when the researcher wants to gain insight into a situation, community, individual or phenomenon (Babbie & Mouton, 2009:271). It provides a bigger picture of what is happening in a specific situation. This research design strives to answer the “what” question of a research study (Rubin & Babbie, 2005:123). This design enabled the researcher to encourage participants to share their experiences, practices and perceptions regarding teaching and learning strategies to IsiXhosa speaking learners who receive education in a

second/third language (i.e. English/Afrikaans). The explorative research design also assisted her with choices regarding the population, sampling, as well as the method of data collection (Babbie, 2007:88).

- According to Babbie and Mouton (2009:272), the *descriptive research design* assists the researcher to provide a clear overview of a situation related to the research topic. Furthermore, Rubin and Babbie (2005:125) assert that this design involves a more intensive examination of situations and their deeper meanings, thus leading to a thicker description of the research topic. The descriptive research design therefore complemented the explorative research design in this present study. The use of this design informed the researcher's choices regarding the methods of data collection and data analysis. The implementation of the research designs will be discussed in the subsequent sections.

3.2.3. Population and sampling

In order to obtain the data, the researcher first had to identify the population and sample to be included in this research study. This resulted in selecting a representative sample that enabled her to obtain access to data that would assist in answering the research question. The sample for this study was the sub-group from the population from which the data was collected (Yegidis & Weinbach, 2009:197). The researcher made use of the *non-probability sampling method*, typically associated with qualitative research studies. With this sampling, not all the elements have an equal probability of being included in the sample (Bless, Higson-Smith & Kagee, 2006:101-105). The following table provides a description of the terms population, sampling, sampling method and sampling techniques and of how it was implemented in this research study:

Table 3. Sampling concepts

Description		Implementation
Population	Fox and Bayat (2007:52) describe the population of a research study as a total unit from which a sample is selected.	All Grade One teachers in the Western Cape
Sample	A sample is comprised of elements or a subset of the population considered for actual inclusion in the study. It can also be viewed as a subset of measurements, drawn from a population in which the researcher is interested (Unrau, Gabor and	A sample for the inclusion of the study was selected from the aforementioned population. Based on the contextual and explorative research designs, the researcher identified the criteria for inclusion into this research study as follows:

	Grinnell, 2007:279).	Grade One teachers who have second and third language speaking IsiXhosa learners in their classrooms where the LOLT is English or Afrikaans and who teach at schools in the Metro East Education District.
Sampling method	In the non-probability sampling method, the odds of selecting a particular individual are not known, because the researcher does not know the population size or the members of the population at the beginning of the research study (Gravetter and Forzano, 2009:118).	The possibility of being chosen to be included in the samples could not be determined at the outset of this research study. Thus, the size of the samples could not be determined at the beginning of the research study, and was determined by data saturation. Data saturation was detected after six interviews. The researcher conducted five more interviews to ensure that no new information came to the fore. The sample size for this study was therefore eleven Grade One teachers.
Sampling technique	Rubin and Babbie (2005:247) state that the purposive sampling technique, typically used in the non-probability sampling method, is also called judgemental sampling, as it requires the judgement of the researcher (as an integrate part of the qualitative research approach – see Table 2) to identify who would be most suitable to answer the research question.	In terms of the purposive sampling technique, the researcher opted for the criteria to be included in the sample (described above) to ensure that all the participants were able to answer the research question as they were living and experiencing the same situation related to the research topic.

The next step was to collect the data from the participants who were included in the sample.

3.2.4. Method of data collection

In terms of the explorative research design, the researcher attempted to collect information about the perception and experiences of Grade One teachers regarding current practices and strategies to support IsiXhosa learners who receive education in a second/third language in the classroom. In this regard, Creswell (2006:56) explains that the researcher obtains individual stories within the participants' personal experiences and contexts.

The method of data collection included the preparation prior to data collection, the choice of the type of method to collect the data, the identification of relevant questions to ask and interviewing techniques to use, a pilot study and the recording of the data. The implementation of all the mentioned aspects is illustrated in the data collection process diagram below and will be described in the sub-sections that follow.

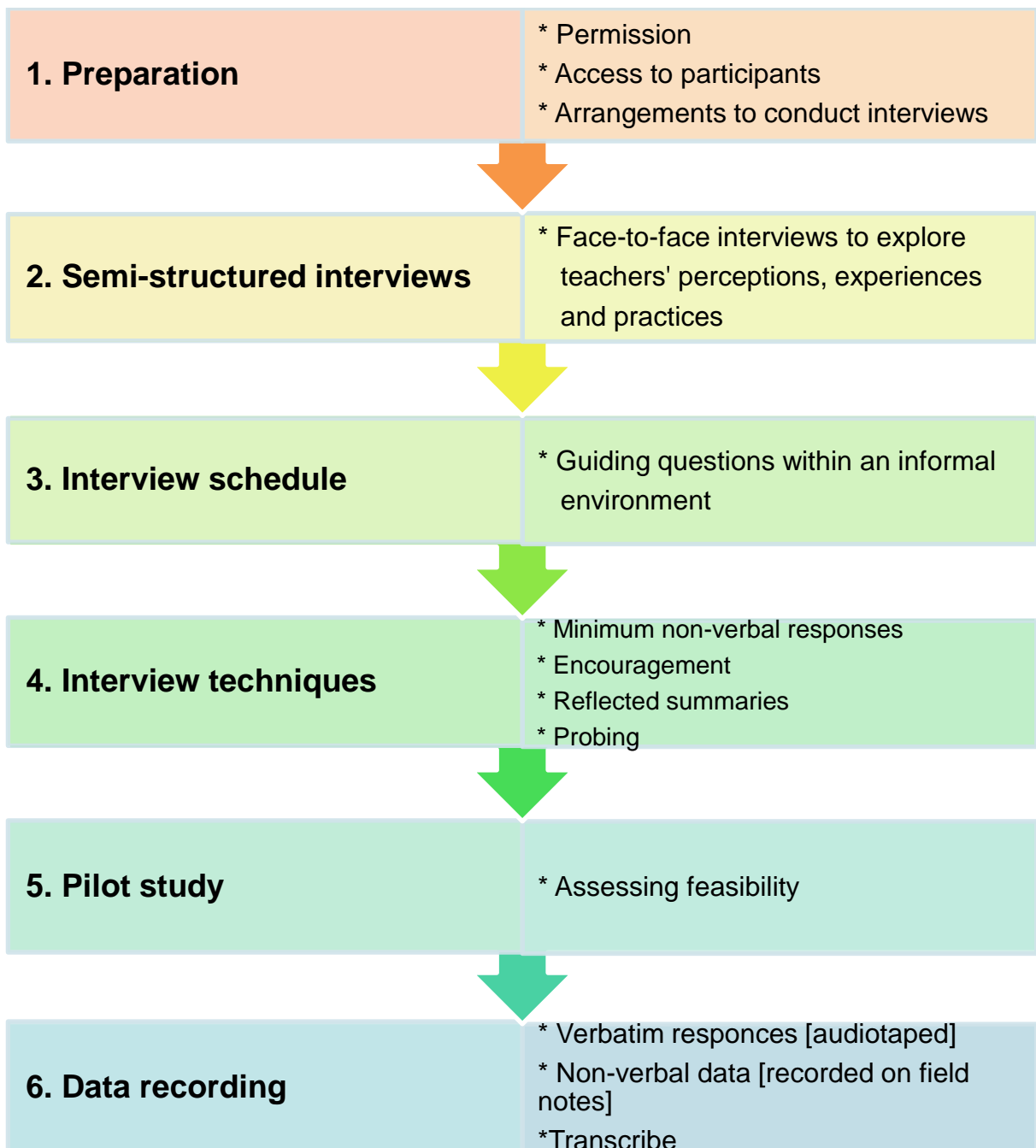


Figure 3. Data collection process

3.2.4.1. Preparations for data collection

The researcher obtained permission to do the research from the Cape Peninsula University of Technology and the education authorities (see Annexure C and D). The researcher made contact with the schools in the areas where this research study was conducted to invite them to participate. Initially five schools indicated that they would be willing to participate. Following this, she gained access to the participants through contact with gatekeepers such as school principals. The use of gatekeepers served two purposes, namely: 1) To assist the researcher to identify possible participants that comply with the criteria for inclusion; and 2) To ensure that there is no breach of confidentiality between the participants and the schools where they worked (Jones & Bamford, 2004:281). Only four gatekeepers reported that they were able to identify participants that were willing to participate.

The teachers that met the inclusion criteria were informed of the goal of this research study, the criteria for inclusion, as well as the format and nature of data collection. They were also presented with a letter of invitation (see Annexure A) and the researcher took specific care to ensure that the participants had the opportunity to ask questions and to explore possible risks related to their participation. They were also informed of the ethical practice that would be followed. Once they had no more questions, they were requested to proceed and sign the informed consent forms (see Annexure B). Arrangements were then made to conduct the interviews.

3.2.4.2. Semi-structured interviews

Typical qualitative data-gathering techniques in qualitative research studies include interviews, focus groups and observations. According to Merriam (2009:88-89), interviews are valuable when other people's perceptions are being explored. The aim of this study was to explore teaching and learning strategies utilised by teachers for language support to Grade One IsiXhosa learners who receive education in English/Afrikaans, thus pointing towards face-to-face interviews as an appropriate method of data collection.

Corbin and Strauss (2008:27) identify three types of interviews, namely, structured, semi-structured and un-structured interviews. For the purpose of this study, the researcher made use of semi-structured interviews. It provided her with a framework from which she could obtain information specifically related to the research aim,

while allowing new ideas to be generated during the interviews (Cohen et al., 2007:270).

The researcher collected the data from eleven semi-structured one-on-one interviews conducted at four different schools, and data was recorded by means of an audiotape recorder, as well as transcripts of the interviews and field notes.

3.2.4.3. Interview schedule

The interview schedule provides the researcher with some form of structure, but is still quite flexible in its composition. It consists of the guiding questions to answer the research question(s) and practical arrangements to ensure that data collection is effective. The importance here is to make sure that the researcher poses questions in the same way during different interviews. Furthermore, another important component to be included here is to maintain an informal environment where participants feel comfortable and at ease (Turner, 2010:256-257).

In this study, the researcher included the following open-ended questions to guide the data collection process:

- What languages can you speak?
- What is the primary language you use in the classroom?
- How do you assist learners who do not understand you due to a different mother tongue?
- According to your experience, what teaching and learning strategies work best?
- What challenges do you face when teaching IsiXhosa second and third language speaking learners?
- What are the needs of these learners?
- What resources do you have access to as a teacher in order to implement teaching and learning strategies for language support to IsiXhosa second and third language speaking learners?
- What support systems can contribute to language support for IsiXhosa second and third language speaking learners?
- Do you specifically receive any other support or guidance for language barriers by a learner support professional?
- If yes, please describe this support and its effectiveness.

- If no, what would you suggest for learner support professionals to assist Grade One teachers with language barriers in the classroom?

The questions above were used as a guide to collect the data, while the researcher also employed interview techniques to encourage participants to provide an in-depth description of their perceptions, experiences and practices.

3.2.4.4. Interview techniques

The following interviewing techniques were used to thoroughly explore the research topic and to enrich the communication process, as described by Greeff (2011:345-346):

- Minimum non-verbal responses: The researcher made use of non-verbal responses, for example: Nodding, to acknowledge that the information was understood and to confirm that the researcher was interested and listening.
- Encouragement: The researcher employed this technique to encourage participants to feel comfortable to share their stories with her. This technique was used without guiding and influencing the participant's responses/stories. An example: "That sounds interesting, can you tell me more?"
- Reflective summaries: The researcher made use of paraphrasing the participant's ideas, thoughts and feelings, for example: "So what you are saying is..." This was in order for them to feel understood and to provide them with an opportunity to reflect and open up with more information.
- Probing: This technique was used to deepen the participants' responses to the questions, as well as to increase the richness of the data being obtained, and to provide them with cues regarding the desired level of response. For example: "Can you tell me more about...?" or "What do you mean with...?"

3.2.4.5. Pilot study

Fouché and Delport (2011:73) emphasise the importance of assessing the feasibility of a research study. In this regard, the concept 'pilot study' refers to the testing of the data collection method on a small scale (Grinnell and Unrau, 2008:336). Furthermore, Bless, Higson-Smith & Kagee (2006:184) refers to a pilot study as the testing of a small sample prior to commencing with the data collection process to determine if the methodology, sampling, questions and analysis for the intended study are adequate and appropriate.

Thus, the researcher first conducted one interview with a participant from the sample who met the inclusion criteria. This was to confirm that the questions would be understood, that the participants would be able to answer and discuss these adequately, as well as to ensure that the research question was answered (Maxwell, 2008:227). This data was then transcribed and analysed. A discussion with the research supervisors followed, after which it was decided that the method of data collection, as well as the questions, would indeed assist the researcher to answer the research question and to attain the research aim.

An important component of the collection of data in this study was the recording of the qualitative data. This aspect is addressed below.

3.2.4.6. Method of data recording

Qualitative data is documented by means of audiotape recordings and field notes (Creswell, 2009:179-180; Merriam, 2009:85,109-110). In order to document the qualitative data, the researcher made use of audiotape recordings and field notes. The former provided her with the verbatim responses, while the latter recorded the non-verbal data (such as facial expressions). The tape recordings were transcribed directly after the interviews and the field notes were added to the transcripts. The transcripts were used to analyse the data.

3.2.5. Method of data analysis

Gibbs (2007:1) explains that qualitative data analysis could be viewed as a process of transformation. This process is described by Schwandt (2007:6) as "...the activity in making sense of, interpreting and theorising data". In this qualitative research study, the researcher wanted to explore and describe teaching and learning strategies for language support to IsiXhosa learners who are educated in a second/third language in Grade One. The researcher therefore identified a framework that brought a form of order, structure and meaning to the quantity of the data that was collected (Fouché & Schurink, 2011:397). The researcher used the eight-step guideline proposed by Tesch in the analysis of the data. These steps assisted the researcher to analyse the data in a structured and systematic manner. Furthermore, the themes and sub-themes that emanated from the process of data analysis were compared with the literature (Creswell, 2009:186). The steps of the data analysis that were employed are as follows:

1. The researcher forms an overall picture by carefully reading through all the transcripts and jots down in writing the ideas that emerge. The researcher went through all the transcripts after data saturation was detected. Next to the scripts, she noted ideas and aspects that stood out.
2. The first transcript is then selected and read once more. The researcher asks him/herself: "What is this about?" Thoughts are plotted in a margin. The researcher started again with the reading process and wrote down prominent words that stood out in the text that related to the research problem.
3. The rest of the transcripts are overviewed by working in the same way. Next, a list is made of all the topics indicated in the margin. Similar topics are grouped together into columns, which consist of main themes and sub-themes. Once all the transcripts were examined, the main words that were identified were written down and grouped into topics, which became the leading themes. These were further analysed and a number of sub-themes emerged from each topic.
4. The list of themes and sub-themes are returned to the transcripts. Codes are given to the topics and sub-topics are added along the appropriate segments in the text. There is also at this stage, a check-out for new/hidden topics or codes. The researcher then assigned code names to the themes and sub-themes and placed these in the margins of the transcripts, next to the words of the text. During this process she made sure that all the main words were placed in a theme/sub-theme, and thereby identified new ones. She then allocated codes to these, and added them to the text.
5. The most descriptive wording is selected for topics and converted into categories. Similar topics are sub-themed under the relevant category. The researcher then devised a description for each theme and sub-theme to best describe these.
6. A final decision is made regarding which categories to be included. A discussion with the supervisors and independent coder (who followed the same process) was arranged to identify which themes and sub-themes to include in the final analyses. This decision was based on the goal of the study to ensure that the research question would be answered.
7. Corresponding data is placed under each category to highlight the themes and sub-themes. The themes and sub-themes were then arranged in a manner that would serve as the storyline to describe the experiences of the participants. Verbatim responses that related to the themes/sub-themes were then placed under each theme/sub-theme.

8. The themes and sub-themes are then discussed and described. The content of each theme and sub-theme was then discussed, based on the responses of the participants, and verified with the literature (literature control).

Both the researcher and the independent coder followed the steps that are indicated above. Following the analysis, the researcher, supervisors and independent coder entered into a discussion to finalise the themes, sub-themes and categories that would answer the research question. The researcher also took note of the verification of the qualitative data to guarantee the validity of this study. The aspects that were considered and implemented will be discussed in the next section.

3.2.6. Method of data verification

Data verification in qualitative research focuses on the trustworthiness of the findings or results of a research study. It is also based on the consistency of the research methods used and provides an accurate representation of the population being studied (Thomas & Magivy, 2011:151). As mentioned in chapter 1, the researcher made use of Maxwell’s five categories of validity in qualitative research (Maxwell, 1992:37-64), and Auerbach and Silverstein’s (2003:182-183) category of transferability, also described by Thomson (2011:77-82). The implementation of specific strategies in each category is described in the table below.

Table 4. Data verification

Method of data verification	Strategy that was followed	Implementation
Descriptive validity	<p><u>Accuracy of the data:</u> The data must accurately reflect the truth of the data (Maxwell, 1992:47).</p> <p><u>Crystallisation:</u> This entails several investigators, sources and methods that should be used to compare the findings with one another (Maree, 2007:38). According to Maree (2007:81) “...this enables the researcher to shift from seeing something as a fixed, rigid and two-dimensional object towards the idea of a crystal, which allows the emerging reality to be described and analysed”</p>	<p>The researcher accurately described the data by means of transcripts of verbatim responses. No information was left out or changed in order to ensure descriptive validity. The data therefore reflected the truth of the data. The use of an independent coder further assisted the researcher in her effort to meet the accepted standard for descriptive validity.</p> <p>The data provided the researcher with a complex and deeper understanding of the phenomenon that was described and analysed.</p>

Interpretive validity	Referring to how well the researcher reports the participants' descriptions and meanings attached to events, objects and/or behaviours (Maxwell, 1992:49).	The researcher made an effort not to make interpretations based on her own preconceptions, but rather relied exclusively on the transcripts (that included both the verbal and non-verbal responses of the participants) to justify her interpretations.
Theoretical validity	It explicitly addresses the theoretical constructions that the researcher brought to, or developed during, the study (Maxwell, 1992:50).	The researcher did a literature control after the themes, sub-themes and categories were identified through the data analysis. The themes and sub-themes were supported by verbatim quotes and the literature. The conclusions that were drawn were therefore supported by the data and literature.
Generalizability	It refers to the transferability of the research study (Auerbach & Silverstein, 2003).	The researcher made use of the purposive sampling technique and a thorough description of the implementation of the research methodology, which ensured the transferability of the data. As a result, the findings of this research study can be transferred to other applicable studies.
Evaluative validity	Less focus is placed on the data and more on the researcher's evaluation of the data (Thomson, 2011:77-82).	The evaluative validity of this study was ensured as the researcher based her own evaluation on the findings that emanated from the data analysis process. In addition, the implementation of the methodology was described in depth to provide an explanation for the conclusions that were deduced by the researcher.

This study also included the implementation of principles of ethical research, which will be discussed next.

3.3. Ethical considerations

The use of ethical practice was aimed at ensuring that standardised procedures of conduct were employed to protect the participants involved in this study (Gravetter and Forzano, 2009:60). Annexures A (i.e. invitation to participate) and B (i.e. informed consent form) indicate how the researcher applied the mentioned ethical aspects. The ethical considerations of this study will be described in this section, as well as the implementation of ethical practice.

3.3.1. Do no harm

In qualitative research studies the researcher must take care to limit any potential harm that may be inflicted on the participants. This is done by conducting interviews in a private environment at a time that is convenient for the participants. In addition, the participants must be made aware of the possible risks and advantages of participation. Should participants be upset in any way during the data collection process, the researcher must refer them to a professional person for debriefing (Babbie, 2007:27).

Thus, the researcher limited harm to the participants by conducting interviews in a private space at a time that was convenient for the participants. In addition, the participants were made aware of the possible risks and advantages of participation. Possible harm was prevented due to participants having access to a professional person (i.e. a senior person at the school and/or social worker) for debriefing, should the interview upset them in any way. However, debriefing was not necessary in this study.

3.3.2. Anonymity

Bless, Higson-Smith & Kagee (2006:143) advise that participants' personal information and contributions to a research study must be treated with care. The participants must be ensured that their identities will be protected through anonymity in the research document.

The participants' involvement in the study was not identified. In addition, the participants' contributions were not recognised in the study, as the responses were presented in a collective manner.

3.3.3. Confidentiality

This aspect relates to the issue of anonymity as discussed above. The participants' personal information and contributions must be kept confidential. Babbie (2007:65) advises that the participants must not be identifiable in any way in the research documents.

The participants were made aware that only the researcher, her supervisors and the independent coder would have access to the transcripts, and that their involvement and identities would remain private.

3.3.4. Privacy

Anonymity and confidentiality must therefore protect the privacy of the participants. Strydom (2011:119) explains that confidentiality is a continuation of privacy. The agreements between the participants and the researcher must guarantee that other persons of the public will not have access to private information.

The agreement between the participants and the researcher limited any access to private information by other persons of the public. All transcripts and related documentation were secured in a safe place, which was accessible only to the researcher.

3.3.5. Informed consent

Participants in a research study must participate voluntarily and based on an awareness of the nature of the study and the possible risks involved (Babbie, 2007:64). The researcher must make sure that no pressure is placed on the participants and that written informed consent is obtained prior to data collection (Kumar, 2014:212).

The participation in this research study was voluntary. The participants were aware of the type of information the researcher wanted from them; why the information was being sought; the purpose it served; how they were expected to participate in the research study; and how they would be affected, directly and indirectly. The participants were also in no way pressurized into completing or signing the written informed consent form. In addition, they were advised that they could withdraw their participation from the study at any time.

3.3.6. Management of information

Strydom (2011:26) stated, "The qualitative data should be transformed in such a manner that the research findings can be presented in written format for the readers. It should be clear and contain all the information through which the reader will

understand the research findings. The ethical obligation of the researcher to manage information should be read in terms of anonymity and confidentiality”.

The research findings were presented in written format in this research document. The information was clearly formulated and no plagiarism was committed. In addition, the anonymity and confidentiality of the participants was upheld.

The implementation of the research methodology and the findings of the study should be viewed within the context of the challenges that were experienced during the course of the research process. This will be discussed in the following paragraph.

3.4. Challenges regarding the study

There were a few factors that influenced the gathering of the data. The key-influencing factor was related to the participation of the teachers. Fortunately, this challenge was only experienced at one of the schools and not at any of the other research sites. Consequently, the researcher had to re-apply for permission to conduct research at an entirely different school on very short notice.

It should also be noted that the findings of this study is only based on the experiences of teachers in a specific area (i.e. Western Cape of South Africa) and in terms of IsiXhosa learners who receive teaching and learning within Afrikaans and/or English classrooms.

3.5. Conclusion

This chapter provided an overview of the research methodology that was employed, together with a description of the procedures that were implemented to collect, analyse and verify the data obtained from the participants. It also reflected on the ethical considerations and the challenges experienced during this research study.

The following chapter will provide the reader with a description of the biographical profile of the participants and the research findings, together with a literature control.

CHAPTER 4

RESEARCH FINDINGS AND LITERATURE CONTROL

4.1. Introduction

In chapter 3, the research process was discussed (see Figure 2). In terms of the method of data collection (see Figure 3), which was also discussed in the previous chapter, the researcher attempted to collect information about the participants' personal experiences and perceptions in order to provide clear and comprehensive answers to the particular research questions. The researcher designed a diagram of the process of qualitative data analysis (see Figure 4 below).

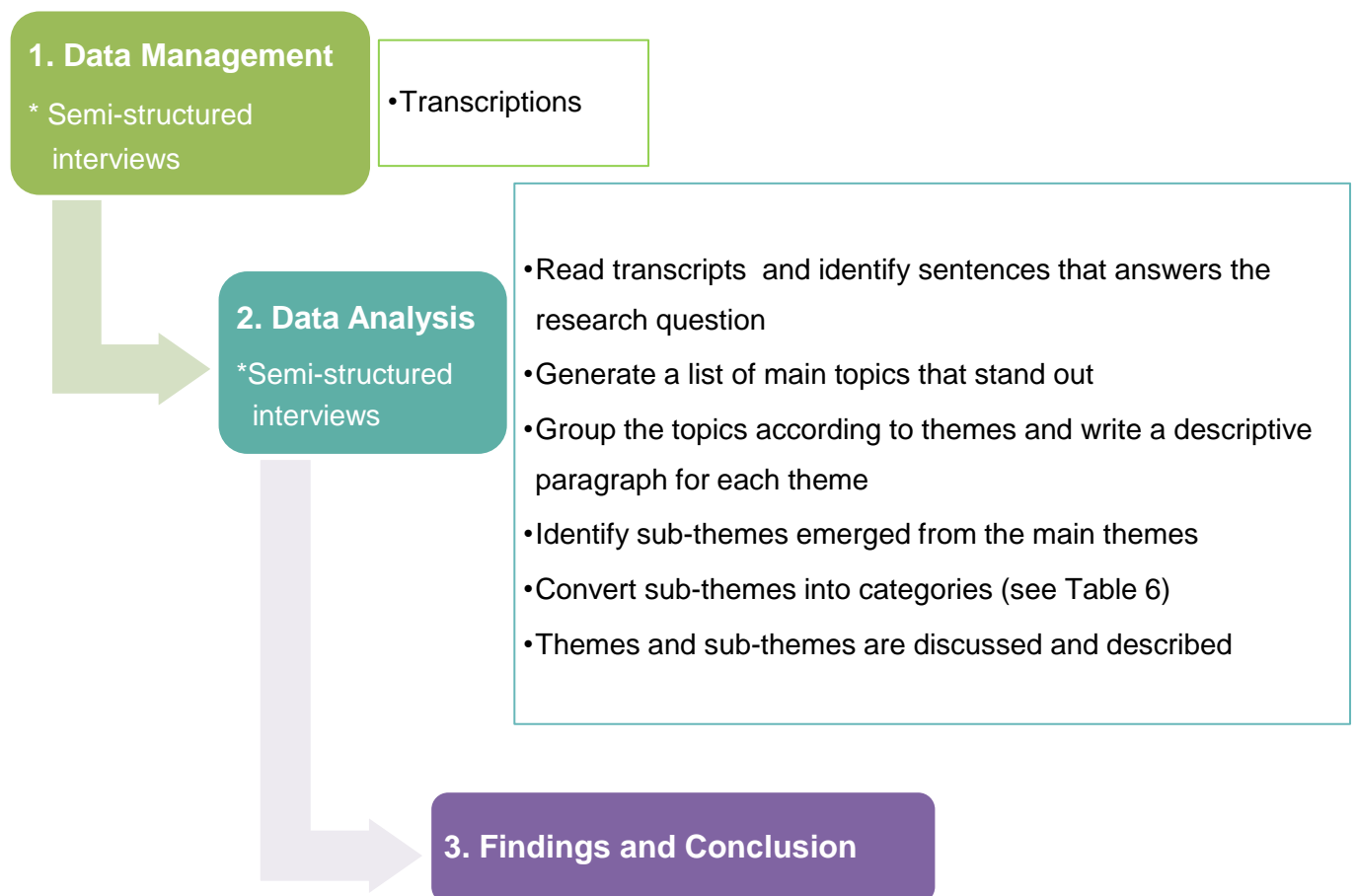


Figure 4. Process of qualitative data analysis

The diagram of the process of qualitative data analysis consists of three steps, namely: 1) data management, 2) data analysis, and 3) findings and conclusion.

Data management entails the process of controlling the information generated during the semi-structured interviews (see paragraph 3.4.4 in this regard). After all the data had been transcribed and stored in electronic folders, the next step was to analyse the data.

The researcher identified a framework consisting of six steps, mainly to identify repeated topics, and at the end, to identify themes and sub-themes, also converted into categories. As described in paragraph 3.4.7, the researcher explored and described the experiences and perceptions of the participants.

The findings were also subjected to a literature control. This entailed a review of literature that supported or contradicted the findings of this present research study. The literature review was provided in Chapter 2 of this research report. In order to prevent repetition, cross references to the literature that has been discussed will be provided.

4.2. The demographic description of the participants

According to Zumwalt and Craig (2005:111-113), the demographic characteristics of individuals are important in the sense that the individual's demographic attributes impact on outcomes such as performance, satisfaction, turnover, selection and leadership. Demographic variables are significantly associated with characteristic perceptions, attitudes or work outcomes.

Table 5. Demographic description

Participant	Gender	Age	Qualification	Years' experience	How many learners in the classroom	Classrooms' LOLT	How many learners are not receiving education in their LOLT	Own first language
1	F	46	*Diploma in Education *Degree in B.Tech.	18	38	IsiXhosa	8	IsiXhosa
2	F	41	3 Year Diploma	17	41	Afr.	2	Afr.
3	F	44	Diploma	11	41	Eng.	4	Afr.
4	F	25	B.Ed Hons.	3	33	Eng.	2	Afr. / Eng.
5	F	50	4 Years Education Diploma	17	37	Eng.	6	Afr.
6	F	36	B.Ed	10	33	Eng.	3	Eng.
7	F	26	B.Ed	3	35	Eng.	2	Afr.
8	F	27	B.Ed	6	37	Eng.	2	Afr.
9	F	27	B.Ed	4	37	Eng.	2	Eng.
10	F	57	Higher Education Diploma	32	40	Eng.	6	Eng.
11	F	29	B.Ed Hons.	6	38	Eng.	12	Eng.

Based on the table above (Table 5), it is a common reality for there to be second and third language speaking learners present in today's classrooms, and according to the Constitution of the Republic of South Africa (1996), the child has a right to

education and guarantees them the right to receive education in the language of their choice. However, most teachers seemed to be teaching in an additional language themselves (i.e. Afrikaans speaking teachers who were teaching in English), while simultaneously, the IsiXhosa speaking learners were also educated in a LOLT that was different from their mother tongue.

The table also illustrates that participants ranged from newly qualified teachers to much more experienced teachers to much more experienced teachers. Although the participants' vary in age and they all have the necessary qualifications to be a teacher, it seemed that they all shared the same demographic attributes and variables in this regard. According to the findings, all the participants highlighted the same outcomes, such as poor performance and uttering negative attitudes towards the lack of support to the teacher in order to accommodate the IsiXhosa speaking learners. According to the literature in chapter 1, Engelbrecht, Swart and Eloff (2001); Engelbrecht (2006); Chataika, Mckenzie, Swart and Lyner-Cleophas (2012) explained that teachers have a lack of knowledge and skills regarding the diverse use of languages to be offered as LOLT in one classroom by one teacher. Thus, various studies identified that, based on the abovementioned challenge, learners consequently develop a language barrier that leads to poor academic performance, and teachers struggle to accommodate learners within a multilingual and inclusive context due to a lack of support.

Therefore, it can be concluded that experience and age in this regard does not really have an impact on the IsiXhosa learners' poor achievement but all teachers across the education system experience a difficulty in accommodating IsiXhosa speaking learners within the classroom.

The next section will discuss the findings of the themes, sub-themes and categories that were identified.

4.3. The research findings

After the researcher managed the data by transcribing that which had been collected from the eleven semi-structured interviews, the data analysis process was embarked

upon, making use of Tesch's eight proposed steps (see Figure 4) as a method to analyse the data in a structured and systematic manner (Creswell, 2009:186).

The table below reflects the seven themes, and their sub-themes and categories that were identified by the researcher, supervisors and independent coder. The themes, sub-themes and categories will be described with the support of verbatim quotations.

Table 6. Themes, sub-themes and categories

Theme 1: Reason for placing learners in a class where the Language of Learning and Teaching is different from their mother tongue	
Theme 2: Challenges for the learner	
Sub-theme 2.1: Not understanding the Language of Learning and Teaching	Category 2.1.1: A lack of exposure to the LOLT outside of the classroom
	Category 2.1.2: Lack of community resources
Sub-theme 2.2: Language barrier is viewed as a reason for failing and/or lack of progress	Category 2.2.1: Influence on self-image
Theme 3: Challenges facing the teacher	
Sub-theme 3.1: Limited time	
Sub-theme 3.2: Communication between parent and teacher	Category 3.2.1: Language barrier
	Category 3.2.2: Parental involvement
Sub-theme 3.3: Lack of formal support/access to resources	Category 3.3.1: Training and professional support
	Category 3.3.2: Functional teaching and learning aids
Theme 4: Strategies employed by the Grade One teacher	
Sub-theme 4.1: Repetition and individual attention	
Sub-theme 4.2: Non-verbal modelling	
Sub-theme 4.3: Listening and reading activities	
Sub-theme 4.4: Concrete activities	
Sub-theme 4.5: Group activities	
Sub-theme 4.6: Collaboration with parents	
Sub-theme 4.7: Encourage speaking Language of Learning and Teaching	
Sub-theme 4.8: Making use of peer support	
Sub-theme 4.9: Making use of IsiXhosa-speaking learners	
Theme 5: Resources utilized by the Grade One teacher	
Sub-theme 5.1: Teaching and learning aids	
Sub-theme 5.2: Formal programmes	

Theme 6: Available support systems	
Sub-theme 6.1: School systems	Category 6.1.1: Facilities
	Category 6.1.2: IsiXhosa-speaking colleagues
	Category 6.1.3: Classroom assistants
	Category 6.1.4: Extra language support
Sub-theme 6.2: Systems provided by the DBE	Category 6.2.1: Training opportunities
	Category 6.2.2: Curriculum advisors
	Category 6.2.3: Language support professionals
Theme 7: Recommendations to inform further practices	
Sub-theme 7.1: Support from the Departmental of Basic Education	Category 7.1.1: Training opportunities
	Category 7.1.2: Resources
	Category 7.1.3: Learning support professionals
Sub-theme 7.2: Grade R as foundation	Category 7.2.1: Prior experience and exposure to the Language of Learning and Teaching
	Category 7.2.2: Guiding parents with the decision to place their child in a class where the Language of Learning and Teaching is different from the child's home language
Sub-theme 7.3: Support from the school	Category 7.3.1: Individual classes/support
	Category 7.3.2: Translators or IsiXhosa speaking classroom assistants
	Category 7.3.3: IsiXhosa speaking teachers to introduce English in foundation phase
Sub-theme 7.4: Strategies to improve language proficiency	

Theme 1: Reason for placing learners in a class where the Language of Learning and Teaching is different from their mother tongue

This theme was not pointedly allied to the questions asked during the interviews with the participants. However, as a result of the open-ended nature of the questions, the participants regularly mentioned this aspect. Based on the explorative and descriptive nature of this study, the researcher, supervisors and independent coder decided that this information is important to include as it describes the participants' experience and perceptions regarding the research topic. The inclusion of this theme was therefore viewed as beneficial for the purpose of this study (Babbie, 2007:88).

The participants reported that some IsiXhosa learners who were placed in a Grade One class where the LOLT was English often received learning and teaching in their mother tongue, or in a language other than English, in the Grade R classroom. The following statement by a participant attests to this aspect:

“We have learners that were in an IsiXhosa Grade R class or even in an Afrikaans Grade R class and then they end up in Grade One English”.

The participants reported that this appears to be the choice of the parents:

“The [parents] always put a request in that the learner should be in an English class”.

“We are in a position where we have Afrikaans, English and IsiXhosa educators, but the IsiXhosa parents don’t want to put their child in an IsiXhosa class where the language of instruction is IsiXhosa”.

“I said to the parent: ‘You know this is a very adorable boy and I love him and everything, but wouldn’t it be better for him to be in a school where IsiXhosa is his first language,’ and he said to me no, he wants his child in X Primary [name of school], he wants his child to learn English first language”.

The statements above also reflect the viewpoint of Jordaan (1993:4) before the official end of the apartheid era in 1994. This author asserted that many black South Africans considered competence in English as the most essential language for social, economic and political progress. Twenty-two years later, Tshotsho (2013:39) continues with this line of thought and argues that as a result “...many black South Africans make English their language of choice as a medium of instruction”. This aspect was again supported by the findings in this present study. Several participants mentioned parents’ arguments in this regard.

“I asked a parent once and she said, ‘My child wouldn’t be able to get a job if he goes and speaks IsiXhosa or whatever language, whether it’s Zulu or Swazi, my child won’t get a job unless he speaks English”.

“The parents wanted their children to be English because they want... they think that if they’re English speaking, they get a job easier”.

Based on the statements above, a conclusion can be made that, according to the participants of this present study, the parents’ recognised English proficiency as

important for the successful participation in the economy. Thus, parents prefer their children to be instructed in English (Taylor & Coetzee, 2013).

With the background description of the reasons for the placement of learners in a class where the LOLT is different from their mother tongue, the next theme discusses the participants' experiences and perceptions regarding challenges these learners faced.

Theme 2: Challenges for the learner

In this present study, the findings correspond with this viewpoint as the responses by the participants indicate that IsiXhosa speaking learners in the Western Cape face a language barrier in the English/Afrikaans classroom. This aspect will be described by means of two sub-themes, namely: 1) that learners do not understand the LOLT; and 2) that this language barrier is a reason for failing and/or a lack of progress.

Sub-theme 2.1: Not understanding the Language of Learning and Teaching

The participants described the challenge to IsiXhosa learners who were not educated in their mother tongue during their early years of education (i.e. Grade R). As a result, these learners had poor language proficiency in their mother tongue, which impacted on their ability to grasp the LOLT when they entered Grade One (Landsberg et al., 2011:168; Maake, 2014). It is important, however, to note that some participants refer to these early years of education as their year in 'pre-primary'. The participants validated their viewpoints through the statements below:

“When you're in pre-primary and you say to the children for instance: ‘We are going to use the red only’. ‘This is the red’ and then they pick the red up and do as you say. The instructions asked are so easy and the moment that they come into Grade One you expect them to know this is a red colour and you say: ‘Okay, colour in’ and then they have no idea what you actually want from them”.

“The problem that we have in Grade One is that they were in a pre-primary and then the... because it was pre-primary and the language is easier in pre-primary, they come to school and the parents think they are English-ready

because they could cope in pre-primary. But the language that they use in pre-primary is not the same as the language that you use when you do sums or whatever. So then it is quite a shock for the parents to realise that my child cannot cope with the English in 'big school'".

While the findings above illustrates how exposure to English in Grade R did not prepare the learners sufficiently for Grade One, other statements indicate that the learners were not exposed to the LOLT prior to entering the Grade One classroom where the LOLT was different from their mother tongue:

"Everything that they've learnt in Grade R was in their mother tongue and the parents were speaking in the mother tongue at home. Coming into an English class, the learners don't understand the English words. So that is when it comes to showing – this is the English word and all of that because nobody else speaks English at home. So they are a bit confused understanding what is being said because they don't understand the instructions in English".

"A lot of times the parents would say: 'Yes they are English and we speak English at home,' but the moment they're in your class it's not the truth".

The participants' responses illustrates how the learners are challenged with a language barrier based on the fact that they are not able to master the LOLT enough so as to support learning and teaching (cf. Browne, 2007:30). The participants said:

"You know what, you have thirty-three or thirty-five learners in your class, now I am standing in front here explaining a worksheet and he doesn't or she doesn't understand me".

"When they get to the English class, they have no idea of what's happening around them".

"They don't have an understanding of the language".

“A lot of the children who struggle. It’s not that they are not clever enough, it is purely because they don’t have an understanding of those little nuances of the language”.

“They don’t have vocabulary [referring to the LOLT]”.

“Them not understanding what I’m saying, not understanding what is expected of them, not understanding the instructions”.

“They don’t have the language or the correct level of language to understand it or what’s going on in ‘big school’”.

Another aspect to be taken note of is that the LOLT is not a second language to be mastered, but a third language, as depicted by the statements below:

“And you know what, a lot of these IsiXhosa speaking learners, their home language or first language is IsiXhosa and their second language is maybe Zulu or Afrikaans or something else and then their third language is English”.

“And then when it comes to teaching them a second language – it’s even worse because it’s their third language. So they find it very difficult to adapt. So generally their work is often incomplete because they don’t really know what they’re supposed to be doing”.

Some participants shared their experiences of specific learning challenges that accompanied learners who did not understand the LOLT as follows:

“Communicating and following instructions is definitely a big challenge that I experience”.

“If they need to just copy from the board at the beginning the word ‘mat’, the word ‘cat’, they find it easy because they look and they write it in their book, but when it comes to what does this word say or what is the meaning of this then they have no idea”.

“The other thing is some of the sounds, because we teach them the sounds. IsiXhosa speaking people will say the same sounds in a different way and when we start with word building that is a huge problem, because they can’t hear the sounds properly because they don’t pronounce it properly”.

A participant continued to explain how the learners deal with the language barrier as follows: *“Normally they struggle at the beginning with instructions and when they get used to the class routine and how things work, it’s a bit easier and they look at what their friends do”.*

The participants shared two contributing factors to the learners’ challenges to master the LOLT, namely: 1) a lack of exposure to the LOLT outside the classroom, and (2) a lack of community resources to support further exposure that would reinforce learning and teaching. These aspects will be presented in the two categories below.

Category 2.1.1: A lack of exposure to the LOLT outside of the classroom

In this study, a lack of exposure refers to the fact that learners enter the Grade One classroom with very little, or no formal exposure to the LOLT. This lack of exposure then continues, which means that the learner only hears English in the classroom. He/she, therefore, does not have an opportunity to practice the second or third language in which he/she is being educated. Two of the participants explained this as follows:

“So the first time that he ever heard English in a formal setup was with me”.

“They must be exposed to the language we teach them, outside of the classroom”.

The participants in the present study shared the following experiences of the lack of exposure to the LOLT regarding the school environment:

“When you don’t see them, they speak IsiXhosa to each other. So they won’t try and speak to me. And the thing is, they need to speak English”.

“The moment you step away they speak IsiXhosa again – especially if they’ve got other IsiXhosa children sitting around them”.

“The moment they go out for break they speak IsiXhosa”.

“So he [learner] ends up following them [other learners] around but you can see he doesn’t understand what they want him to do or what they’re saying to him. So there’s very little verbal dialogue between them. He just mimics what they do”.

In terms of the home environment, learners often lack exposure to the LOLT on the playground. The following was mentioned by some of the participants:

“Not having somebody to do the homework with, because mommy and daddy is at work. They come home late. Grandma doesn’t understand. Those kind of things”.

“And the thing what I also found is that during a long holiday, like during the June holiday, they go home and when they come back the whole work of doing English is gone again.”

“The moment they go home in the afternoon they speak IsiXhosa, so some... for some children it’s effective and some children struggles [struggle]... still struggle”.

The statements related to the home environment above were extended to the community in which the learners live. This will be discussed in the next category.

Category 2.1.2: Lack of community resources

Learners who receive education in a second or third language often do not have access to support and opportunities to practice the LOLT outside the classroom, as was explained by some of the participants as follows:

“But if you look at our community; we don’t have a library that is just around the corner”.

“They don’t have educational aftercare facilities or scholastic support where the learner will be helped after school”.

“Their resources outside the school are limited”.

When reflecting on the language barrier, the participants concluded that this may result in learners failing Grade One, or who experience difficulty in making progress. The next sub-theme provides a description of their viewpoints in this regard.

Sub-theme 2.2: Language barrier is viewed as a reason for failing and/or lack of progress

The participants reported that IsiXhosa learners first had to master English before they could start to effectively engage with the learning material, that the learners were unable to progress because of the fact that they could not understand instructions, and therefore, could also not do their homework. The participants stated:

“A lot of times you first need to teach them English before you can actually start the work in Grade One”.

“He [a third language-speaking learner] had to repeat because of language and it was out and out a [it was] third language child. He could not understand. And I mean, he went for learning support twice a week, he went for remedial twice a week with us and they still made him repeat because he could not do any Home Language. He did so badly in Home Language and I think if he had done the same Home Language assessment in IsiXhosa, he would’ve gone through”.

“A lot of them struggle to do homework at home because they speak IsiXhosa at home and when some of them even do the homework in IsiXhosa. So when they come back into the class they don’t really understand the homework”.

Supporting a viewpoint by Owen-Smith (2014) that a lack of understanding of the LOLT influences the ability to progress across all subjects, one participant argued the following:

“But it [basic reading, and sounds, and word building] also has a huge influence on maths because they need to know the language when you explain maths”.

In addition, the participating teachers expressed a concern about the fact that they have to find a balance between supporting the IsiXhosa speaking learner, as well as the LOLT speaking learner. One participant argued:

“That’s very difficult for us as Grade One teachers, because now I’ve got children that struggle with Grade One, and then I’ve got an IsiXhosa child that is not close to the level of Grade One work because of the reason that he doesn’t understand the language”.

Adding to the statements regarding the early years of education mentioned in sub-theme 2.1, a participant noted that the quality of education, together with a language barrier, leads to an additional challenge for the learner, further impacting on his/her ability to progress:

“They were also at pre-primaries, but I don’t really think the pre-primary can call themselves a pre-primary. I’ve got children - they can’t cut, they can’t hold their pencil. So they are not on Grade One standard, they actually need to go back to pre-primary”.

A consequence of the challenges faced by the learners, more specifically, the fact that they struggle to understand and experience limited progress, is that their self-images are negatively affected. The category below describes this ramification according to the experiences and perceptions of the participating teachers.

Category 2.2.1: Influence on self-image

The participants confirmed previous findings by Loftus (2009) and Owen-Smith (2014) that the challenges experienced by learners who do not understand the LOLT influence their self-image. They reflected on this aspect as follows:

“I feel sorry for the child, because I don’t want him to feel, you know, ‘I can’t do the work’ or ‘I’m stupid’ and obviously they realise: ‘I can’t do the things or I don’t understand my teacher’”.

“I know a lot of them are shy or afraid or do not really want to speak, because maybe they think they are going to sound funny or they just don’t have the language and can’t express themselves”.

“Hulle kom agter hulle kan nie praat soos die ander maatjie nie. Hy kan nie antwoord nie. As ek vir hom ‘n vraag vra dan ‘yes’ or ‘no’ en hulle kyk gewoonlik af ook. Ek weet dis ‘n teken van respek, hulle moet jou in die oë kyk, maar dis daai van... hy huiwer nog om ja en nee ook te sê”. [They realise that they cannot speak like the other child is speaking. He cannot answer. When I ask him a question, they just say ‘yes’ or ‘no’ while looking down. I know it is a symbol of respect, but they have to look you in the eyes... he hesitates to even say yes or no.]

“Want jy moet maar hulle selfbeeld ‘boost’ – hulle het nie altyd ‘n goeie selfbeeld nie.” [Because you must boost their self-esteem – they don’t always have a good self-esteem.]

“Die maatjies doen huiswerk en hy doen nie huiswerk nie. En dan in die klas is hy ook agter, want hy’s stadiger.” [His peers do homework and he doesn’t do homework. And then in the classroom he is also behind because he is slower.]

In this theme, attention was directed to the challenges of the learner. However, it should be noted that one participant did not view it as a specific challenge:

“In our area, I would say that they [IsiXhosa speaking learners] have the same needs that any other learner has. Because they attend pre-schools in our area, so they’re exposed to English and Afrikaans, because our area is very Afrikaans”.

Continuing with the topic of experienced challenges, the participants also described challenges experienced by the teachers who educate learners in a LOLT that is different from their own home language.

The next theme will elaborate on the challenges that teachers face.

Theme 3: Challenges facing the teacher

Within an inclusive education environment, the teacher must be able to accommodate the home language of learners (Wyse & Jones, 2008:249-251). The findings in this present study indicate that the teachers they did not implement inclusive education by teaching the second and/or third language speaking learner in his/her mother tongue, but rather focused on assisting the learner to make use of the LOLT (cf. Wildeman & Nomdo, 2007). In this regard, the participants referred to “forcing” learners to learn in a second or third language. The following statements attest to this aspect:

“We are forcing them. They [IsiXhosa speaking learners] are not free as everyone else [LOLT speaking learners] is free. They have to do this [learning in the LOLT], like it or not. They must learn with another language. We are living in a democratic world, but those learners, they are not free at all. So it is a challenge for them”.

“It is also a challenge for me, because I need to force my language [English as LOLT] onto them and they need to understand, like it or not”.

It can be concluded from the preceding statements that forcing the LOLT onto the learners hampers their ability to understand what is being taught. This consequently leads to more specific challenges for the teacher in order to accommodate these learners. These challenges will be described by means of three sub-themes, namely:

1) limited time; 2) the communication between parent and teacher, and 3) the lack of formal support/access to resources.

Sub-theme 3.1: Limited time

A recent article by Hoadley (2015) asserts that there is no room in the curriculum for an additional subject. The author emphasises the fact that teachers do not have enough time for teaching the existing subjects within the curriculum. In fact, more time needs to be allocated to current subjects in order to deal with the backlogs that are evident in the outcomes of multiple tests of learners' competences (Hoadley, 2015). The participants in this present study expressed a concern that teaching IsiXhosa learners in a second/third language becomes an even greater challenge and more time consuming when teaching current subjects to the second and/or third language speaking learner. As a result, more teaching time, which is already limited, needs to be spent in order for them to finally grasp the content of the subjects (Hoadley, 2015). The participants shared their experience in this regard, as follows:

“But sometimes it [understanding the LOLT] takes a long time and then they only start showing a kind of understanding in the second term. But it has happened that it takes a long, long time”.

“So even though you're working through it [the class work] slower it doesn't necessarily mean that you can change the assessment for them. By that time everybody has to be on the same level. So sometimes you can't go as slow as you'd like, because you only have a certain amount of time to get to the end and some of them need longer to get to that assessment than you do...”

The aforementioned statements highlight the fact that these learners need extra support, based on the language barrier described in theme 2 above, in order to get them to the level where they are supposed to be. The participants found this aspect challenging and indicated that there was either limited or no time to assist these learners in this regard. Below are a few of their comments:

“And as a teacher you will also know you only have limited time and there is a lot of things to do. And then you have a second group as well: your strong

group and then your third group, your bottom group, and then you have your IsiXhosa learner”.

“It [assistance to the IsiXhosa learner] definitely takes time out of your day”.

“We don’t always get time for helping them when we are in the class with all the children”.

“Because before you’ve got to get all thirty-five children through and you don’t have time to spend, you know, working with each individual group. Because you literally have to get through everything and it will be sport after school and there’s no time for you to do any intervention with the children, because [curriculum advisors] would say: ‘Aw, do intervention!’. And then you’ll be saying: ‘But when, I’m teaching the entire day?’”.

The next sub-theme provides a description of the participant’s experience of challenges that occurred during the communication between the parent and the teacher.

Sub-theme 3.2: Communication between parent and teacher

The participants identified a language barrier and a lack of parental involvement, as two factors that challenged communication between them and the parents of learners who receive education in a language that is different from their home language. These two aspects will be described in the two categories below.

Category 3.2.1: Language barrier

Waterman and Harry (2008:5) assert that it is not only the second and/or third language speaking learners who experience a language barrier (see theme 2 above) but that the parents of these learners also experience the language barrier when communicating with the teacher. The participants in the present study supported this viewpoint and validated their perceptions through the following descriptions:

“And then with the parents that’s [referring to communication and collaboration] also quite a big struggle”.

“Some of them can’t speak English. So they would go to the neighbour. Even when we have meetings the parents would bring somebody with them that would understand the English and who would be able to translate to them what’s being said”.

“If the parents, for example, are also not strong in English, then it really plays a part. Then it really becomes more difficult, because then you’re not getting any support”.

According to the participants, this language barrier often prevents or limits both oral and written communication. This, in turn, has a significant effect on communication, understanding and relationship-building between parents and teachers (Waterman & Harry, 2008:5).

“And then also, you can’t communicate with the parent, because the parent is IsiXhosa speaking and the parent doesn’t understand the homework or the letters you send home. So there is no communication”.

“And we ask the parents to assist as well, but mostly the parents also can’t speak English either”.

“Say for instance we are busy with a colour. Now you write a letter for home that says: ‘Please send anything from home that is yellow or the learner must wear red or white, or can you please help your child on page ... in the DBE [Department of Basic Education] workbook with this homework’. Then the parent will write a letter and say: ‘I didn’t understand”.

“So I think my biggest challenge will be the support of the parent because in Grade One the learner really needs the support of the parent - there is homework that they must go finish at home. So what we will have to do then is to help the learner with homework after school because the parents can’t do it. That child will also be the one that will never bring something important that they had to collect at home because the parent couldn’t understand”.

The following statement by a participant explains how the parent's lack of understanding of the method of teaching, based on the language barrier, was experienced as a challenge:

"She [mother] used to do the homework with him. So if he didn't understand it, she would have explained it to him in IsiXhosa. I don't have a problem with that, but then when he came back to class she used IsiXhosa words to explain it and I use English words and I said for instance 'take away' then she didn't use those words and then he didn't understand".

Category 3.2.2: Parental involvement

In addition to the language barrier discussed above, the participants continued to explain that some parents of second and/or third language learners are not involved in the education of their children. They described this aspect as follows:

"I don't get that contribution or help at home".

"Getting all the parents to come and see us is an issue. They'll say: 'But I have to see you after five,' and the school's closed after five you know. And I can't stay here alone after five when there's no one else in the school; it's a security issue and everything".

The statements below depict some of the experiences of how a lack of parental involvement influences the learning process (Siririka, 2007:27; Zoppi, 2006:4):

"Then you will find out that with all the support that the learners get at school they [the learners] will understand, but there are still things that they need to go and do at home".

"Last year I had the two IsiXhosa-speaking parents, they were working till 6 or 7 o'clock at night, if not later, and they had an IsiXhosa nanny that was the whole day there to help the child. But she could only speak IsiXhosa as well. So what does that help then if I need their assistance and I need them to help the learner with homework and help with his vocabulary, but then the lady can

only speak IsiXhosa? And then when the parents come home they eat, bath, go to bed”.

As also mentioned in category 2.2.2, the participants noted that the parents do not speak the LOLT at home, even when they report to the teacher that they do, as is illustrated below:

“I said to her, but I know your home language is Xhosa, do you guys, when you do homework, do you speak English with him? She said, ‘Ja, we only speak English at home!’ So you wonder then. I’m not saying she is lying, but you can’t help to wonder if she is talking the truth or maybe she is just dumping the problem on you, you know – sort it out, you are the teacher...”

“So the need out there is for the parents to at least make that change and speak English as well at home”.

“Support from the parents, mostly because they go from the classroom and then they go home in the afternoon and when the parents don’t continue speaking English and don’t continue to do the homework that is sent home, then English would be only at school and nowhere else”.

However, one participant reflected on how parents do support the teacher and the learner: “I would say it is not all parents, because some of the parents really want their children to speak English and are very adamant that they have to learn English. So there are quite a lot of children or parents that work with”. Another comment shows how parental involvement has also contributed to cultural differences, thus influencing the teaching and learning process:

“He [learner] didn’t listen to me because he’s use to listening to a man, and a woman doesn’t have a lot of say in their upbringing. So then I got his dad in and after I explained to him what the problem is and why he’s struggling like that, the dad said to me he understands why it’s happening because usually it’s the men that show the boys how to, you know, do everything and the woman tend to work with the girls”.

Another challenge experienced by the participating teachers was a lack of formal support and access to resources that are necessary for the learners' progress. This aspect will be described in the next sub-theme.

Sub-theme 3.3: Lack of formal support/access to resources

The Education White Paper 6 (DoE, 2001:25) clearly stipulates that full-service schools will receive support, and will include physical and material resources, as well as professional development for teachers, which is essential to accommodate the full range of learning needs. However, there is overwhelming evidence corroborating the fact that provinces are resource-constrained (Hoadley, 2015). This evidence further states that most of the DBE's budget is dedicated to personnel costs with very little left for learning resources, training, infrastructure and other programmes (Hoadley, 2015). Supporting statements in literature (DoE, 2001:25; Hoadley, 2015) regarding the need for support and access to resources within inclusive education, the participants argued the following:

“There will never be one [workshop] for learning support for a third language child. They [DBE] don't give you any additional support there”.

“From the Department – nothing! [Learning resources, training, infrastructure and other programmes] Not a thing, like in all honesty – nothing! We receive nothing!”

The participants specifically referred to two challenges, namely: a lack of 1) training and professional support, and 2) functional teaching and learning aids. These two challenges will be presented in the two separate categories below.

Category 3.3.1: Training and professional support

The participating teachers' statements below depict that they are not receiving any training or professional support from the DBE to enable them to adequately address the second and/or third language learner (cf. Child, 2013).

“I haven't received any support from professional people if you mean Departmental guidance or whatever”.

“For example, like you’re asking us these questions now... They’ve never asked us questions like this – which you feel they should be coming in and saying: ‘How are you helping your IsiXhosa children?’ You know... well let’s do this if you help. You know. They don’t ask you things – do you have concerns with your IsiXhosa children and the first time, and the only time, you have contact with them is when the child is at risk of failing, and now that for me doesn’t help!”

“You get nailed if you give them [learners] too much help but then they fail and they say your children are doing badly. Now and then you get to help them again because they got to get through. So you’re thinking, ‘Okay, now what is it that you want from me...? Do I help them, do I not help them...?’”

“Ek sou gehou het daarvan as hulle vir my gesê het wat om te doen. Waar om te begin, want ek doen dit nou soos ek dink”. [I would’ve liked it if they could’ve told me what to do. Where to start because I am doing it the way I think it should be done.]

Adding to the abovementioned statements, another participant mentioned that even when teachers ask for support from a professional, they do not receive any guidance. A participant reflected on this aspect as follows:

“They [circuit advisors] said to us: ‘No, no but it’s [assessments] too easy’ and we’re like, ‘Okay, but give us examples of what other schools are doing so we can see what we are doing wrong’. And that was last year – we are still waiting”.

In this present study, a participant referred to one workshop that they recently attended but mentioned was irrelevant:

“To be honest I can’t really remember anymore what I’ve done there, but I remember that we did the shared reading and all of those things with the home language of the learners, but I think those workshops are more for learners who are English. It’s not for the learners whose home language or first language is IsiXhosa”.

The statements above were further extended to the challenge regarding functional teaching and learning aids. This will be discussed in the next category.

Category 3.3.2: Functional teaching and learning aids

According to the DBE, teachers do not always use the materials provided (Child, 2013). However, there have been dissenting views that materials (functional teaching and learning aids) have been provided by the DBE. Some participants shared their viewpoints in this regard as follows.

“It’s very, very difficult because we don’t get anything [referring to functional aids] for additional language. Like nothing, not for the IsiXhosa speaking learners, not even for teaching Afrikaans”.

“There are books [DBE ‘Rainbow workbook’] available that the IsiXhosa schools use, but we’re not allowed to get it. We even offered to buy the books”.

“Any resources we want we have to physically sit and make”.

“The picture cards we’ve made ourselves. Sequencing cards we’ve made ourselves”.

The literature review presented in Chapter 2 referred to statements that indicate a lack of availability/accessibility to functional teaching and learning aids (Wildeman & Nomdo, 2007; Davis, 2013; Hoadley, 2015). The statements below depict the difficulty experienced by participants to obtain teaching and learning aids from the DBE to address the language barrier experienced by second and/or third language learners:

“We’ve received like the maths kit from the Department, but the maths kit came this year. After last year’s course and that was only after saying... They would say the whole time: ‘Use this, it’s in your maths kit’. And we’re saying, ‘But we don’t have it, you know!’”

“Or there was apparently a Home Language kit – we still haven’t seen that. So everything that we saw on the course we came back and we made ourselves. We didn’t receive anything, we made everything ourselves”.

Despite reports that the DBE has distributed the “Rainbow workbook” to all schools (Curriculum News, 2013) the participants in this study mentioned that there are teachers who did not receive the ‘Rainbow workbook’ to use as a functional teaching and learning aid in order to support the learner. One participant argued the following:

“The unfair thing was – the Department sets up the assessments for us. Okay, now last year we followed their assessments to the ‘T’ because we felt that if they’re setting it then we should give it to the children and we did their assessments and the entire Afrikaans assessment is based on that book [‘Rainbow’ workbook] – which we didn’t have”.

The next theme will discuss how the participating Grade One teachers employed strategies in order to accommodate the second and/or third language speaking learner.

Theme 4: Strategies employed by the Grade One teacher

In this present study, the aim was to investigate and describe teaching and learning strategies utilized to support Grade One IsiXhosa learners who receive education in a second/third language. This theme is directly linked to the aim of this study. Babbie and Mouton (2009:99), furthermore, refer to the role and function of the Grade One teacher in terms of *support* to the second and third language speaking learner as being of the utmost importance to enable these learners to overcome language as a learning barrier. The participating teachers support these learners by acknowledging that extra time and effort is needed, as is reflected in the statements below:

“To take it slowly with them, have lots of patience because you can’t make it too difficult”.

“We work a lot slower with children with language barriers”.

“Sometimes you actually need to, not sometimes – a lot of times, you actually need to sit with that child one-on-one to help them to just understand what they must do. Especially in the beginning of the year we find that when we give instructions they don’t understand what’s going on. It’s like a blank it’s not [There is no response]... because they don’t understand the language”.

In this theme, the strategies employed by the participating teachers are described in terms of nine sub-themes, namely: 1) repetition and individual attention; 2) non-verbal modelling; 3) listening and reading activities; 4) concrete activities; 5) group activities; 6) homework and home visits; 7) encouraging the speaking of the Language of Learning and Teaching; 8) making use of peer support, and 9) making use of IsiXhosa-speaking learners.

Sub-theme 4.1: Repetition and individual attention

The participants reported the use of repetition and individual attention as two strategies related to methods of scaffolding. According to Landsberg et al. (2011:176-178), scaffolding is a special kind of help referring to a variety of instructional methods used to gradually move learners towards stronger understanding, and ultimately, to greater independence in the learning process. During these methods of instruction, teachers provide successive levels of temporary support that help second and/or third language speaking learners to reach higher levels of comprehension and skill acquisition that they would not be able to achieve without individual assistance (Rothenberg & Fisher, 2007:35).

One method of scaffolding described by Landsberg et al. (2011:82) is where the teacher gives learners a simplified version of a lesson, assignment or reading and then gradually increases the complexity over time. The following response is aligned with the mentioned viewpoint:

“I also take my learners, the IsiXhosa learners now, individually and I read simple stories to them. It is under the Grade One level of stories we usually read. And then I will ask them, ‘Okay, now you tell me what happened in the story’, so they must retell the story”.

In terms of individual help, and also referring to repetition, the participants shared how extra remedial classes were used as a form of support to second and/or third language speaking learners. These remedial classes assisted learners individually to progress towards new skills, concepts and levels of understanding. The following statements attest to this aspect:

“I also give extra remedial lessons for extra help for the learners that struggle twice a week”.

“We do extra remedial classes after school. We get to re-explain tasks with them or sit one-on-one”.

“We have a maximum of five children [in the remedial classes] and then we break it down [the class work] and we go through it even more slowly”.

The descriptions above are linked to the point of view held by Landsberg et al. (2011:428), that teachers describing or illustrating a concept, problem or process in multiple ways to ensure understanding is a method of scaffolding. This aspect was further supported by the following descriptions:

“[Explaining how remedial classes are conducted] I’ll give a learner to another teacher and then they give me one of theirs. And then sometimes having a different person explain it [the class work] and having a new set of, you know, eyes looking at it from a different perspective, then we have someone else explaining it to them. And it actually has made a huge difference in the past”.

“So with them, when I re-teach it [in remedial classes], I take the rhyme away [referring to aids that were used] and give them the ‘a’. So you find they stick to the support system of saying the rhyme instead of trying to actually get to the sound because they’re scared they get it wrong”.

“And then on a Thursday they have didactic lessons with me, because I find that I need to sharpen their listening skills”.

“I’ll end up taking children in the June holidays for extra learning support. But then again I mean, they’ve already been assessed, you’re helping them in the holidays, the term starts again and you don’t help them again”.

“So I try to get them to explain to me what they think they’ll have to do and then so I can see if they do or don’t understand what I’m asking them”.

The reference to repetition pointed to the use of the audio-lingual method of instruction. Some of the participants shared the following in this regard:

“But I think repeating the same things over and over so they can get use to the words and showing them or telling them – okay, go sit on the mat taking them by the hand and showing them to go sit on the mat will help as well”.

“What I do is, I usually explain the task in front of the class and then whenever I see that the IsiXhosa learner doesn’t understand then I go to the table and I try and explain it again”.

A participant further reflected on the audio-lingual method in terms of a structured experience (i.e. habit formation) (Bock & Mheta, 2014:372) as follows:

“But I also try and make sure that my classroom routine is very, very structured so they know exactly what we’re doing and when. So every day at the same time we do reading, at the same time we do word building. So they know exactly what is coming next and I always start my word building, or for example, reading in the exact same way”.

The following statement indicates moving learners progressively towards a stronger understanding of the LOLT by means of code-switching as a method of instruction (cf. Bock & Mheta, 2014:372): “Normally I would translate for them. If they understand Afrikaans better, I would say it in Afrikaans [i.e. not in the first language]”. Bock and Mheta (2014:372) describe code-switching as the use of more than one language during a single communicative event in order to either emphasise, repeat, clarify or translate information.

In addition to repetition and individual attention, the next sub-theme will discuss non-verbal modelling as a strategy employed by Grade One teachers.

Sub-theme 4.2: Non-verbal modelling

In this present study, the majority of participants viewed this aspect as a strategy to support the learner to understanding instructions by means of addressing the multiple ways in which learners learn (i.e. visually, auditory, and kinaesthetic styles) (cf. Landsberg et al., 2011:176). Participants shared their views in this regard:

“Well, what I normally do is using [use] sign language. You are constantly busy actually showing while talking, showing the learner what you expect from the learner. For instance, if you are going to talk about the table, you will actually show the learner. If you want the learner to sit, you will show the learner to sit on the chair. So it’s a very concrete way of teaching”.

“I ask the learner to follow instructions. So I will say something like, that will be individually now, I will say like, ‘Okay, touch your head’. Let him first do the actions and then later on help him build up his vocabulary”.

“Or I would literally show the learner in the book this is what you do, you need to cut this out, put the ‘Pritt’ on – take the ‘Pritt’ literally and show them really what the instruction is [are] about”.

“I will ask one of the IsiXhosa learners, ‘Can you please open the door for me?’ and the child knew ‘door’ but he didn’t know how to open it. So I’m trying to show him now with my hands ‘open it wide, open it”.

“Say I will say: ‘You must colour in this picture in bright red and you must use your colour crayon,’ then I will go to them and say, ‘Your colour crayon’. I will take it out of their box and say: ‘The red one, you must use it’. So then I physically help them and show them”.

“I will do it in front of him that he can see and use the words while I’m doing it. For instance, if it’s a plus sum, I will use my hands and say: ‘Put together,’ that they can see”.

“I would demonstrate by using my hands or showing them what to do. And if they still don’t understand maybe a picture will help as well”.

The descriptions above illustrate how the participating teachers used non-verbal modelling to disseminate meaning for the second and/or third language-speaking learner. The next sub-theme provides a written picture of how listening and reading activities are being used to provide additional support for the learners.

Sub-theme 4.3: Listening and reading activities

In this study, the participants referred to the use of rhymes and songs in order to assist second and/or third language speaking learners with language proficiency:

“You also let them listen to rhymes and songs”.

The participants also referred to how they implemented shared reading in a reading session where the features of text structure, as well as vocabulary were discussed (cf. Rothenberg & Fisher, 2007:144):

“And we use a lot of shared reading and writing so they can practise and they can see how it’s done and what’s expected”.

“We do our normal reading practise where we do our words, shared reading; a lot of shared reading because they need to listen and see the words that are in English. We use a lot of concrete apparatus – so this is Pritt – I would literally have the Pritt with a sticker on, ‘Pritt’ and so it goes for all the English words. So we will go through our English reader like that as well so that they can understand everyday English words”.

In line with Diaz-Rico’s (2008:174-178) recommendation that teachers should encourage learners to develop background knowledge through the use of books, magazines, newspapers, pictures and discussions the participants described the use of these aids as a strategy through the following statements:

“We made a vocabulary book for him and then he draws a picture, like say dog, and then we go through the book every week and then we say he must say the word – that’s a dog and that’s a cat or whatever”.

“I would use pictures and then the English word”.

“Van elke klankie wat ons aanleer sing ons ‘n liedjie en ons maak ‘n prentjie en ons skryf met die bordkryt op die mat en ons trace hom sodat dit net vasgelê word, hy’s nou gestofsuig..., sodat dit net kan vasgelê word iewers, want by die huis gaan hy dit nie hoor nie, want mamma en pappa praat nie met hom Engels nie, ook nie Afrikaans nie – hy hoor nou net IsiXhosa by die huis”. [For every sound that we learn we sing a song, we make a picture, we write on the mat with the chalk and we trace it to reinforce the sound because he is not going to hear it at home because mommy and daddy don’t speak English to him, nor Afrikaans – he only hears IsiXhosa at home.]

Sub-theme 4.4: Concrete activities

The participants argued that second and/or third language speaking learners understood content better in a learning environment where the interaction was more practical in nature, thereby supporting the viewpoint of Engelbrecht and Green (2001:65) that the elements of good instruction together with the engagement of concrete activities are effective in the facilitation of learning. In addition, it promotes cognitive and language development.

“Everything has to be practical. So you’ll have to explain with concrete apparatus and pictures because a lot of the things they haven’t experienced”.

“We do more practical things with them to try and help them to understand if they don’t understand the instructions being given”.

“It must be practical and you have to break it down to the easiest form of doing it and then a lot of repetition. For instance, every time that we do plus sums you have to show ‘that’s three’ and then I’ll show three fingers and I’ll say ‘put together’ and I do the action ‘put together’ and I will take it away so

that they see it every time. Even if I think they know it by then I will repeat it for quite a long time so that they can see what's going on".

"I must say when we work on the carpet with the children, giving them counters in mathematics or flashing words to them. I think that is the best way of getting new concepts and things so that they are confident with it before they need to go to their books and do the activity in their books. So the practical use of counters and flashcards and 'flard' cards".

In this study, the participants explained how learners engaged in concrete activities by using their visual and tactual perceptions to construct meaning (cf. Landsberg et al., 2011:406):

"Because it is Grade One, we have a lot of perceptual activities and we really focus on the more concrete. Everything we do is concrete. Taking them outside, letting them write in the sand".

"Sy sintuie: jy voel dit, jy proe dit, jy vat aan dit. Al daai goedjies om vir jou... kennis te maak met daai woord, want hulle kom hier in en hulle vocabulary is dan net so klein". [His senses: you feel it, you taste it and you touch it. All of those things for you to... to get to know the word because they come here [to Grade One] with very little vocabulary.]

"To work with their senses. You trigger the senses and then obviously repetition, repetition".

"It makes a difference because the learner can see and touch the things".

The participants also referred to creating an opportunity for experience, indicated as follows:

"It's only to show them and let them feel and experience. If it's something they can smell they must smell it".

“The best is to let the learner experience, the learner is part of... You do not explain, you let them work with it. Say for instance with phonics; if you want to introduce a new phonic for that learner who is IsiXhosa it is the first time for pronunciation. Everything will be different and difficult for that learner. So you actually bring the objects and not pictures. You can let them put the name tags or flashcards on the specific items”.

The above sub-themes highlighted the strategies used to assist learners individually. The next sub-theme describes how group activities are used as a strategy to support IsiXhosa learners who receive education in a second/third language.

Sub-theme 4.5: Group activities

The participants in this study referred to group activities as a strategy where learners were supported to address individual learning needs within a group context. In terms of the distinction between learner- and teacher-centred approaches when group work is used as a support strategy. One participant explained the use of group activities as a learner-centred strategy as follows:

“Working in groups [advanced, average and weak groups] and on their level... then your activities is [are] all centred on what they are capable of doing at that moment”.

The statement that follows describes how the participating teacher implemented group activities while giving instructions and explanations, thereby acting at the centre of the activity:

“Okay, shared reading is when we have a reading piece that is enlarged, we use big books and we go through the books. We talk about the pictures, before we start reading, we talk about the pictures. Do they understand what the pictures are about? Then I will read the text and I would ask questions, we would take out the words that are difficult – we show them the words, afterwards they would read with me and so we would do that for the whole week and every day we go a step further – today we talk about pictures, tomorrow we will read the story again, then they will read with me and then we do the words and that’s how they learn the words and that is how I make

use of my reading tree over there where the words go on. Every week we take it off and it goes under our word wall which is the a, b, c until z, and we fill in the words under the word wall. So that they continue to see the words all around them”.

Referring to the value of group activities and reflecting on how the sense of belonging is encouraged through the group activities, a participant provided the following example:

“Shared writing – we start with our news. They would tell their news and then I would choose a learner and write that learner’s news on the board and that learner would give me a sentence and say what they’ve done, what their news is all about. I would write it on news print and then they will copy it into their books and everybody has then written the same sentence”.

The learners therefore incorporate their different news stories into their books.

An alternative to group work is pair work where learners are encouraged to interact with one another (Gibbons, 2002:11). The statement that follows describes the use of pair work, and also highlights the fact that learners enjoy this activity:

“Yes I think so because eventually it becomes quite fun for them – for instance if their buddy says: ‘Ek hou van pampoen’. And the one next to him says: ‘Ek hou nie van pampoen nie’. [They start interacting with each other and pulling faces and things like that... And you want them to enjoy it, you don’t want them to become strained”.]

Sub-theme 4.6: Collaboration with parents

The participants referred to home visits, homework and parent meetings as strategies that involved collaboration with parents to support IsiXhosa learners who receive education in a second/third language. Referring to homework and home visits, the participating teachers reported the following:

“If I have IsiXhosa parents whose children don’t understand English, I contact them right at the beginning of the year and then I try and send them extra

resources [homework activities] *home or explain... they'll come in and then I'll show them what I want them to explain or how I want them to explain it*".

"I will see them at least three to four times a term if possible and whenever the child's struggling. Then I sit and show them what I want them to do and I try and send home as many activities as possible".

Authors such as Landsberg et al. (2011:238), Wong (2010) and Callahan, Rademacher and Hildreth (1998) acknowledge the value of homework opportunities to develop language fluency. This entails, among other things, that the teacher must be aware of the cultural and socio-economic background of the learner. Some participants mentioned how they obtained an understanding of learners through home visits:

"Well, when you go to the parent's houses you see the circumstances that a learner lives in. It gives you a clearer picture of how to understand that learner and what you actually should do and the things". [Having a clearer picture of the learner's background helps you to understand him better and helps you to know how you can assist him in the way forward.]

"It [doing home visits] gives you almost like a springboard - this is where I can start from, because we do realise sometimes that parents don't do certain things because of other situations they are in and they sometimes feel shy to share it with a teacher".

The above statement highlights how home visits build support, and thereby contributes to the teacher-parent relationship (cf. Chinedu, 2014). One participant explained how she used the knowledge about the learner's background when giving homework as follows:

"Whenever we send homework home, I have a homework page. So I would write on my homework page the homework for the week and ask specifically to do the sound with the learner and to use household items to say it in English. The learner would then repeat it. And I would give specific things to

look for at home, like go to your kitchen and say the names of the utensils or the things in the kitchen”.

Another value of home visits, which is also discussed in category 2.1.1, is that it assisted the teachers to understand the challenges experienced by the learners. The participants reported that, through home visits, they were able to discover that parents consistently spoke IsiXhosa at home and did not support the learner with the LOLT. They could then address this with the parents, as a strategy to support the learners.

“We also make a big thing about not speaking IsiXhosa at home with their children or at least when they do the homework”.

“We pleaded with our parents to not do any homework in IsiXhosa or even explain it to the child in IsiXhosa, because we need them to understand in English”.

In addition to home visits and homework, the participants referred to parent meetings with the focus on homework support to the second and/or third language speaking learners, as is indicated in the following statements:

“Instead of having a one-on-one we now see all the parents and then the teachers sit literally in stations on the floor and we teach the parents the exact same way we teach it to the child. So we say: ‘Okay, we’re going to do reading now and this is how we’re going to teach the reading’. And you explain and you show them how you use the flashcards, how you do the transcription, where the children have to touch, what they have to look for, how you use the visual cues. So we teach that to the parents.

“We have a parent meeting in the second term where we invite all the parents, where we show them how we do homework with the children or how they should do homework with the children. And there we explain to them on the board. We show them the apparatus we use so that they can see how we do it. We ask the person who does the homework with them to be at this

meeting. And then we explain to them the sounds and how we do word building and sentence building and some of the reasoning behind it”.

“And we prefer to obviously conduct our parent meetings with the parent that does the homework, because we obviously need to structure with them and explain to them how we want things done”.

“Some of the parents came back and said that now they know what to do because they didn’t grow up this way”.

Sub-theme 4.7: Encourage speaking Language of Learning and Teaching

As mentioned in sub-theme 4.6 and category 2.1.1, the participating teachers specifically valued the use of the LOLT outside the classroom as a way of assisting learners to master the language in which they are educated (Wyse & Jones, 2008:249-251). The participants shared how they encouraged the speaking of the LOLT in the classroom as follows:

“I would encourage the learner not to speak their home language so that we can focus on English in the class”.

“When they don’t understand and sit in their groups, they would tend to speak in their home language and we encourage them not to do that. So when the learner comes to me and ask [asks] me in their home language, somebody else would translate and then I would say it to the learner – this is how you would say it in English, now say it back to me”.

“When it comes to oral work, then they are not able to speak in English, then they would not speak at all. So we encourage English speaking in the classroom”.

The following participant supports second and/or third language speaking learners by means of expanding their vocabulary (Landsberg et al., 2011:137):

“They must repeat the words or the sentences afterwards so that they can also learn the correct pronunciation of words and the correct language structure of words... of sentences”.

While the descriptions above present how the participating teachers encouraged the learners to speak the LOLT in the classroom, these statements do not reflect how the home language is acknowledged. This relates to the viewpoint of Wildeman and Nomdo (2007), that the implementation of inclusive education in South Africa is slow and teachers are challenged to accommodate the need for education in the home language of the second and/or third language speaking learners.

Sub-theme 4.8: Making use of peer support

The participants in this present study referred to peer modelling, as well as a buddy system in order to assist the second and/or third language learner in the classroom (Engelbrecht & Green, 2012:67). They explain that they have put the second/third language learner next to a strong LOLT learner to provide support in tasks and to model the teacher’s instructions:

“I must say in Grade One the other kids are very helpful with those ones [IsiXhosa learners]”.

“They [other learners] would tell: ‘Come, Mam said we must go to the mat’. Or, ‘Mam said open your book on this page’. So they help them a lot”.

“We put a stronger child next to them and get them to mimic what they need to see - if they can follow what’s happening next to them, then they can copy what they have to do”.

“En om hulle maatjies – ek sal hulle plaas tussen maatjies wat redelik sterk is. So as ek nie daar kan wees nie dan is ‘n maatjie daar wat goed kan lees – wat goed is in klanke wat langs hom sit. Net om vir hom leiding te gee as ek besig is met ‘n ander groep op die mat, maar dit is vir my bietjie moeilik partykeer”. [And around their friends – I will put them among friends who are strong [academically]. So if I cannot be there then there will be a friend that reads well – that is good in sounds and can sit next to him. Just to give him

guidance when I am busy with another group on the mat but sometimes it is still difficult for me.]

In addition to using a competent LOLT learner in the class to help support the second/third language learner, the teachers also made use of IsiXhosa speaking learners as a strategy to support IsiXhosa learners who receive education in a second/third language. This will be described in the last sub-theme.

Sub-theme 4.9: Making use of IsiXhosa-speaking learners

In Sub-theme 4.1, it was described how teachers applied code-switching when they translated instructions in the second/third language speaking learner's home language when the learners struggled to understand the LOLT. In line with a statement by Uys, Van der Walt, Van den Berg and Botha (2007:77) that all teachers are not proficient in the home language of the second/third language speaking learner, the participating teachers made use of IsiXhosa learners (either peers in the class or older IsiXhosa learners) to translate instructions and/or learning contents to the second/third language speaking learner as a support strategy.

"Well, when they don't understand the instruction, then I would ask one of the other learners to translate, which they do very well".

"I have even called an IsiXhosa child once to come and translate it for me".

"I called him [an older IsiXhosa-speaking learner] because I was busy with minus sums and the little boy couldn't understand it and I called him in. I said to him what he must say to him and he must translate it to him. So that helped in the end".

"If I do get an IsiXhosa child to explain it won't be somebody in the grade".

"I would ask some of the IsiXhosa learners in the class to translate for that particular learner and then mostly the pictures with the word".

However, reflecting on this strategy, one must take note of the concern raised by Fleisch (2008:109), that code switching leads to the fact that learners never become

equipped with the language knowledge in the language of assessment, which ultimately leads to academic failure.

This theme described the strategies employed by teachers in order to assist the second/third language speaking learner in the Grade One classroom. The next theme provides a description of the resources utilized by the teacher in order to assist the second/third language speaking learner.

Theme 5: Resources employed

Learners learn language best when they can understand what is said by inference, therefore, by making connections to what they already know. Additionally, it is important for teachers to identify language that may be confusing to second/third language speaking learners and to substitute clearer alternatives. In order to assist learners in this regard, teachers make use of different resources (Ontario Ministry of Education, 2008a:55). This aspect will be described by means of two sub-themes, namely: 1) teaching and learning aids, and 2) formal programmes.

Sub-theme 5.1: Teaching and learning aids

The participants in this study described their experience of the use of teaching and learning aids as follows:

“We have our flashcards with pictures ... We for example are doing ‘white words’ at the moment – which is basically just the characters and their names. With the weaker children on the flashcard, for them, we’ll have the name and the picture of the character to try and add some extra support to give them something visual to work with ... We make it as visual as possible”.

“We actually draw little pictures into the sounds to make them understand what it says and we will draw in little cues, visual cues. Like if we are teaching a word for example ‘look’: in the two o’s we draw little eyes to give them a visual queue to work from, and that has made a big difference”.

“Ons het sulke magneetborde wat jy woordjies kan opbou met magnete”. [We have these magnetic boards that you build words on using magnets.]

A participant explained the use of aids where both the English and IsiXhosa words are used to assist the learner learner to build confidence in the early stages of the LOLT (Wyse & Jones, 2008:249-251):

“I make little cards or words we use regularly. I would paste it on their table to help them with that. Pictures with the words ... I find the IsiXhosa word and put the English one next to it so they can see the resemblance between the two”.

This description also highlights how the home language of the learner is acknowledged (also see sub-theme 4.7).

The “word wall” as a teaching and learning aid to assist second/third language learners, is described by a participant in terms of the value is that learners see the words and the associated pictures on a regular basis basis (cf. Ontario Ministry of Education, 2008a:59):

“En in jou klas het jy n ‘word wall’ waar jy dan nou nuwe woordjies opsit wat hulle dan elke dag kan sien”. [And in your class you have a ‘word wall’ that you use to display new words which they can see every day.]

The participants referred to the use of an interactive whiteboard as a visual aid to help bring the language to life (cf. Ontario Ministry of Education, 2008a:57) in this regard:

“We have the interactive whiteboard and the children understand better. What I did was I put all the word building words onto the whole interactive board and I took real pictures that I got from the Internet”.

“We have the interactive whiteboards now and we do everything with pictures. We have pictures with everything”.

One of the participants referred to the value of having reading books available as a resource:

“We’ve got plenty of reading books – we’re very fortunate that our school buys a lot of reading books for us”.

In addition to the use of aids as described in this sub-theme, the use of formal programmes will be described in the next theme.

Sub-theme 5.2: Formal programmes

Although the participants in this study referred to the use of DBE workbooks, it should be noted that they did not receive these workbooks from the DBE (cf. Curriculum News, 2013:10). They downloaded the DBE workbook from the Internet in order to display the content on a big screen to interact by means of a discussion with the learners on certain content, as is indicated in the comments below:

“For instance we’ve downloaded the DBE book. I can show them up on the screen because, for instance, we don’t have the Afrikaans DBE books, the ‘Rainbow books’. So I downloaded from the system and then we show it on the big screen and we base our discussions on those”.

“So what we resorted it to do is [We resorted to...] – we went online and we have now downloaded the book but the horrible thing is – when they do homework not all of the parents have computer access so they can’t all necessarily do it at home”.

The participants continued to describe the use of the ‘Letterland’ programme to address spelling skills. This programme is used to enable learners to recognise and reproduce common spelling patterns by collecting and recording words with common patterns that rhyme (Gibbons, 2002:134-138; Browne, 2007:110-111). The use of the ‘Letterland’ programme was described as follows:

“I went on the Internet and I got us some of the ‘Letterland’ stories that are available, like ‘Annie apple’ and all the characters in it. I downloaded that and we played it at the end of the day. There were three or four stories, but it’s about five days’ worth of stories and fifteen minutes per day. And we played that the first fifteen days and after that half of the children knew all their

sounds, because they knew 'Annie apple' and they knew the characters so... and then we realised what huge impact it had".

"This year we were the first school or grade that bought the 'Letterland' living a, b, c – the series and the software, and we used that to teach the sounds. The only problem is, that we found with it, is that some of the sounds are spoken maybe by someone from Australia and the pronouncement is a little bit difficult for them but then we rectify it in class. But it's wonderful. They [the learners] actually enjoy it a lot and there is a song for each sound and then they sing along and they write along and the moment there is music involved, especially the IsiXhosa children, they can relate to it more. So that made it easier".

"I do the 'Letter-land' thing, you know, the whole system. We couldn't get hold of it, so I took what I could get and I made my own cards – those are the ones that I made on what I could get. So mine looks a bit different than theirs".

Botha and Swart (2013) mention the 'Do and learn Reading Programme' that was adapted to be used across South Africa by teachers that have second/third language speaking learners in the class. A participant also referred to the 'Do and Learn' programme that is being utilized:

"Do and Learn'. Dis baie oulik. Jy kry ook die aktiwiteitboek, so as daar regtig 'n kind is wat sukkel dan sal jy nou vir hom 'n aktiwiteit soek en afrol dat hy dit kan doen". ['Do and learn'. This is very nice. It also includes the activity book. So if there is a child that really struggles then you will look for an activity to copy so that he can do it]

Another participant made mention of a resource kit that promotes reading by means of listening and speaking activities:

"The only things that we have is a Bazu-Kit... It has a lot of listening and speaking activities where the learner sees... and activities where the learner can recall different sounds. Books with different themes. So you will work according to a theme".

The descriptions in this theme pointed to a lack of support in terms of the provision of resources. However, in the next theme, a description of the support available to the participants' will be discussed.

Theme 6: Available support systems

The findings described in theme 2 above as well as the Ministry of Education (DoE, 2001:21), highlights the broad range of learning needs that exist among the learner population at any point in time. Thus, support systems at different levels, such as the classroom, the school, the district, the provincial and national departments and systems, are essential to ensure that language barriers are being addressed effectively.

In this present study, the participants identified and described two available support systems. These systems will be discussed by means of two sub-themes, namely: 1) school systems, and 2) systems provided by the DBE.

Sub-theme 6.1: School systems

The participants described four school-based support systems that undergird teachers' efforts to assist the IsiXhosa learner in a classroom where the LOLT is English or Afrikaans, namely: 1) facilities, 2) IsiXhosa speaking colleagues, 3) classroom assistants, and 4) extra language support. These forms of support will be presented in the four categories below.

Category 6.1.1: Facilities

The participants identified the Internet and library-media centres as valuable facilities that support their efforts to provide assistance to second/third language learners (Ontario Ministry of Education, 2008b). One participant noted, "*The internet is also a very helpful resource*".

The participants continued to explain available access to facilities such as libraries and other media (Clarke, 2009:21):

“We have a library-media centre in our school that we can go and fetch books and DVD’s and things that we might need”.

“And then there’s the resource of the library. Grade One’s don’t go to the computer lab yet, but we do make use of the library as well”.

“We have our hundred books in our book corner that the learners use and then we have dictionaries and everything that is on our walls”.

Apart from libraries and the Internet as available facilities, the participants also identified IsiXhosa speaking colleagues as a valuable support system within the school.

Category 6.1.2: IsiXhosa-speaking colleagues

Within a school system, it is important to note that teachers need to participate in different teams in order to effectively support learners who experience challenges in their learning process (Kirk, Gallagher, Anastasiow & Coleman, 2006). For the teacher, the inability to speak a learner’s first language poses particular problems in lessons where difficult concepts need to be dealt with. Thus, one way of addressing learning situations such as these is to provide translations of key terms and concepts (Laufer, 2000:41) to the IsiXhosa speaking learner. However, Clarke (2009:25) mentions that teachers that do not have the same cultural and linguistic background as the learner should enhance communication by using interpreters such as colleagues that are competent in the learner’s mother tongue and/or other bilingual professionals. The participating teachers explained how they supported the IsiXhosa learners within an inclusive environment with the help of IsiXhosa-speaking colleagues who translate instructions and learning content, as explained below (cf. Clarke, 2009:25).

“When I have IsiXhosa learners then I would normally ask the IsiXhosa teacher next to me [referring to the classroom next to her] to translate”.

“Then [when other strategies do not work] I would go to the IsiXhosa teachers and ask to translate”.

“We have an IsiXhosa teacher that comes in three times a week – then I will actually get her to come and re-explain the instructions”.

“If it is something very serious like if it’s something [difficult concept] I really want them to understand and they don’t understand it then I will go and call our IsiXhosa teacher that we have on the staff”.

“Last year I had a boy that could speak very little English and he did not understand the concept of ‘how many more’... I wanted her [the IsiXhosa teacher] to first say it to him in IsiXhosa and then I can carry on repeating it in English”.

The descriptions above highlight the value of access to IsiXhosa-speaking colleagues and/or bilingual professionals in schools where there are isiXhosa speaking students. In addition, a participant described that a more experienced colleague could also contribute to the support of an IsiXhosa learner:

“I must say, sometimes just speaking to the older teachers that have more experience – that helps. Sometimes they can give you an extra worksheet or say maybe you should use this strategy”.

In addition to support through facilities and IsiXhosa speaking and/or experienced colleagues, the participants also reported that classroom assistants serve as support. This aspect is discussed in the next category.

Category 6.1.3: Classroom assistants

Gardner (2002:12) postulates that having a classroom assistant improves the learners’ access to the curriculum and raises the learner’s level of achievement. In this present study, the participants view access to a classroom assistant as an important support system available to them within the school system:

“I would say the biggest change [more effective practice] came in when we got our assistance, because then we had the extra pair of hands that could sit with children and help them while I went on with some of the other children”.

“I’m very lucky that I’ve got a classroom assistant”.

The participants shared their experience of receiving support from their classroom assistants as follows (cf. Haslam et al., 2005:67):

“When I explain something on the board she [classroom assistant] knows who the children [IsiXhosa learners] are in my class. So she would walk around and see... are they doing what they should do and if they’re doing it. And while I am explaining it she just walks through”.

“When I am busy on the carpet with individual help, then she [classroom assistant] walks around and between the learners and helps them”.

“I usually have like five, four to five, weaker learners in the class and the IsiXhosa learners are usually part of that group, because they’re not always understanding what I’m explaining in front. I also tell her [classroom assistant] about my weaker learners. So then her job is to go and see if they are on the right track and if they are doing what I am asking them to do. And if they are not, she helps and explains the work to them again”.

“So my assistant definitely helps me with the IsiXhosa children, but she can’t just be there for them. She needs to help the other children [LOLT speaking learners who experience learning barriers] as well”.

“We try and put all our children with language barriers, not necessarily IsiXhosa, but all my children who are weakest in language, I try and put them all together at one table. So when I’ve explained something, the assistant will walk around and she will help all the other tables and I’ll go back to the weaker table and I’ll sit again and re-explain it again to make sure they all understand”.

The above statements highlight the significant role played by classroom assistants in supporting the IsiXhosa learners by re-explaining instructions to them. This then assisted the teacher with his/her workload by maintaining order while collaborative teaching and learning took place. In line with Haslam et al.’s (2005:67) viewpoint

that, within the South African school system, the classroom assistant should also assist with the implementation of the NLP in terms of speaking a language that represents the language of the second/third language speaking learners a participant specifically noted that this aspect would further serve as support: *“Unfortunately my assistant can’t speak IsiXhosa”*.

Landsberg et al. (2011:74-75) emphasise that the effective use of a classroom assistant entails that his/her role should be clear. In this study, the participating teachers ensured that classroom assistants understood their role as an assistant to the IsiXhosa speaking learners as follows:

“We make a big thing about it that the assistant may not do the work for the child”.

“So we were quite strict on what the assistants may and may not do, but we definitely have results because of it”.

“I have this rule that towards the end of the year, after June, she must pull back a little bit because they need to be able to do things on their own”.

As mentioned above, access to a colleague who is able to assist the IsiXhosa learner is of particular value. The participants also described the value of extra language support to learners.

Category 6.1.4: Extra language support

In this category, the participants’ experience and viewpoints regarding the provision of extra language support to IsiXhosa speaking learners are described. A participant explained how extra language support was provided to a learner, as is noted in the following excerpt:

“And then we realised that they [IsiXhosa speaking learners] don’t have the language and we got a lady in who did listening skills with them. Part of that listening skills [Part of listening] was that she would teach certain vocabulary to them and make sure that they know it. But it was only in the first term that she came in once a week. And she worked on memory also and she had a

memory sentence that they had to remember for the next week. But later on we dropped that because you know I think it was too expensive or whatever for the school to carry the expenses. It broadened their vocabulary. Every week she would work on a specific topic like 'the body' and then she would go through all the body parts – the thumb and the finer words that they sometimes don't know. I would say it helped. It doesn't matter what language, it was for both, all... even the English speaking children benefited from it".

In line with the policy of the DoE (2005:34) that schools should establish an ILST to among others adapt existing and developing new learning programmes and new teaching strategies in order to support the IsiXhosa speaking learner. The participants linked the use of extra language support professionals with access to the Internet, libraries and other media (see category 6.1.1) as follows:

"She [another teacher in the school] actually teaches them computer skills together with a language programme, but you can say what she must do in class, in the computer class".

"Ons het baie oulike program hier by die skool, op die rekenaar, so een keer 'n week gaan hulle soontoe en dan doen sy 'n taalprogrammetjie met hulle op die rekenaar en hulle sing". [We have a nice programme here at school on the computer. Once a week they go there and she does a language programme with them on the computer and they sing.]

This sub-theme provided a description of support to both the teacher and the second/third language learner within the school system. However, the Education White Paper 6 (DBE, 2001) makes provision for support by means of a systems approach addressing weaknesses in the system by the DBE. This aspect will be discussed in the next sub-theme.

Sub-theme 6.2: Systems provided by Department of Basic Education

The participants in this present study shared three forms of support received at district-level, namely: 1) training opportunities, 2) curriculum advisors, and 3) learning support professionals. These aspects will be presented in the three categories below.

Category 6.2.1: Training opportunities

Some participants acknowledged access to training and professional development workshops:

“There is specifically now, a workshop of NAPTOSA [National Professional Teachers’ Organisation of South Africa] that we can attend that is specifically for learning barriers, language barriers, ADHD [attention-deficit hyperactivity disorder]”.

“We had a READ workshop where they actually took us through the whole process how to present and work with the learners [all learners] with shared reading, writing and pre-reading. This actually helped, because we came back and implemented it and it worked”.

However, the following statement highlights the fact that these workshops did not specifically focus on support to IsiXhosa speaking learners who receive education in a second or third language:

“Elke week moes ons gegaan het en dan is dit nou ‘n ‘Big book’ en hoe jy deur prentjies vir hulle [LOLT learners] leer en al sulke goedjies. So ja hulle het vir jou ‘n kursus aangebied, maar nie spesifiek vir jou IsiXhosa kind wat sukkel nie”. [Every week we had to go and then it is a ‘Big book’ and how you teach the LOLT learners by means of pictures and things like that. So yes, they have offered a course, however, it wasn’t specifically focussed on your IsiXhosa learner who struggles.]

In addition to training opportunities, the participants also identified curriculum advisors as a support system, as described in the next category.

Category 6.2.2: Curriculum advisors

A CA needs to ensure that effective curriculum implementation takes place (Curriculum News, 2013:7). The statements below illustrate the participants’ experience of support from CA’s to teachers and learners in the classroom:

“We have curriculum advisors, specifically Grades one to three”.

“We really have advisors that will come into the classroom and actually work with the learner, showing the teacher”.

“Then we also get support from our curriculum advisors. The one that we currently have will come into your classroom and she will show you what to do or how to help the learner”.

The last form of support identified by the participants was support by learning support professionals. This will be discussed in the category below. CAs were also included in this form as support, as is elucidated by the following statement:

“They [curriculum advisors] will come into the class and they will also work with the learner, explain and show the learner. Let the learner experience things”.

Category 6.2.3: Learning support professionals

Within an inclusive education context, the IsiXhosa learner should be viewed as a fully participating member of the school community. Therefore, quality education should be provided through effective teaching, and the necessary support should be provided to them. In this regard, it is the role of the District-based Support Team (DBST) to provide a coordinated professional support service that draws on expertise in further and higher education and local communities, targeting educational institutions in order to assist schools to meet the special needs of learners who experience any learning difficulty, disability, or any other challenge Landsberg et al. (2011:21,70) discuss the value of learning support professionals in inclusive education classrooms and refer to expertise utilised to address special needs of learners. In this study, the participating teachers acknowledged receiving support from personnel such as learning support teachers, as indicated below:

“We send them [IsiXhosa speaking learners] for learning support twice a week immediately”.

“We do have a learning support educator at our school. We actually have two. The one only works with Afrikaans/English learners whose LOLT is English or Afrikaans. Then we have the second one who is with the IsiXhosa learners”.

“Whenever we do not know how to help, we will refer that learner to the ELSEN [Special Education Needs Support Services] educator”.

“We have the ELSEN teacher that takes a group of children once a week. She does perceptual skills with them. She’s got a perceptual programme that she works through with them. It’s not only for IsiXhosa speaking children. It’s for whomever we identify that needs it”.

“They [ELSEN teacher] will come in once a week for 30 minutes where they do more listening activities and perceptual and visual activities with the learners. Afterwards they will take some of the learners. For the first term they work with the whole class and then afterwards, should there be any more learners that is [are] struggling, they will take them and work separately with them in smaller groups outside of the classroom”.

“Then we have another class with our learning support teacher which is on a Monday afternoon for three quarters of an hour. She takes them and she does mostly language work – listening skills and so on”.

“What we normally do after baseline, we would then know exactly the ability or the level the learner is on. The learners will then be referred to her [ELSEN teacher], but we would point out and she would basically do perceptual skills and pre-reading skills because it’s Grade One, and listening skills”.

“So they get an hour extra support. Because we have big classes that just that little extra time to get that individual attention”. [Because of our big classes they need that extra time to receive individual attention.]

The abovementioned statements provide a description of how support is provided to the participants and the high value they place on these. However, it was also

mentioned that too little time is allocated for ELSEN support to the IsiXhosa speaking learners.

“Half an hour sessions. That’s why I have to, after all my extra-mural activities, after I give already remedial classes [...after I already had remedial classes], that’s why I have to put extra lessons in for these IsiXhosa learners. So, I won’t say an half an hour is enough”.

“Previous teachers from last year didn’t find it that helpful, because there wasn’t enough time spent with those learners”.

“Maybe an hour for that day would have sufficed, but half an hour was not enough”.

Haslam et al. (2005:71-73) support these viewpoints as mentioned above. These authors note that IsiXhosa learners do not always have the self-esteem to collaborate in classroom discussions. Consequently, the IsiXhosa learner develops a gap, when not understanding certain concepts. Depending on the availability of time (see Sub-theme 3.1), the teacher might struggle to fill this gap within the classroom situation. Thus, sufficient time spent with a support professional will help address this gap.

The last theme will discuss the recommendations provided by the participants to inform further practice.

Theme 7: Recommendations to inform further practice

This discussion is based on the preamble of the LiEP that advises that languages other than one’s own should be encouraged within a multi-cultural country such as South Africa. This approach is in line with the fact that both social and individual multilingualism are the global norm today. In line with this and based on the discussions related to teaching and learning strategies utilized by the participants to support IsiXhosa learners who receive education in a second/third language, the participants were requested to make some recommendations in this regard to serve as a guide for further practice.

Four sub-themes were identified, namely: 1) support from the DBE, 2) Grade R as foundation, 3) support from the school, and 4) strategies to improve language proficiency.

Sub-theme 7.1: Support from the Department of Basic Education

This sub-theme relates to the descriptions of systems provided by the DBE in sub-theme 6.2 above. Three categories were identified, namely: 1) training opportunities, 2) resources, and 3) learning support professionals.

Category 7.1.1: Training opportunities

The role of the advisors with regards to training and support to deal with challenges were highlighted as follows:

“And like I said [referring to advisors], if we do have a problem they don’t give you any solutions to the problems, so that would be nice [referring to more involvement when problems are experienced]”.

“So it will be nice if our circuit person [curriculum advisor] came more often and instead of checking up on administration. For example, I mean our admin is done – we need to do it anyway. But come and check up on the things that count. Like how you are teaching children, what you are doing here....”

“If our circuit advisor [also referred as curriculum advisor] could be more involved in actually telling us what they want us to do”.

In this present study, the participants recommended training in ways to support learners, as well as in language and mathematics, and practical ways to involve parents to assist them to support the IsiXhosa learner (cf. Landsberg et al., 2011:72).

“It would be wonderful if they could send us on a course and give us basic support as teachers on how to help additional language children in the classroom, because a lot of what we’re doing is what we think we should do, not necessarily what we must do. We’re grasping at straws”.

“Anything [training/workshops to support the IsiXhosa learner] that has to do with language and mathematics”.

“Language and mathematics is the core. It’s most important areas where most educators struggle”.

“We need more workshops especially when it comes to our parents; to teach our parents how to do certain things. I think workshops would be a wonderful way of explaining to them something they can be part of”.

The recommendations above should be read together with the NEEDU Report (2013:2-3), which focused on the evaluation of teaching and learning in the foundation phase, how the districts, provinces and the DBE direct, monitor and support curriculum delivery and how primary schools are functioning in order to inhibit school quality or advance school improvement in 2012. Three complicating factors regarding language were identified, namely: 1) the problem of multiple home languages in many classes, 2) the dialectisation of African languages, and 3) the problem of terminology in mathematics. Some recommendations in order to address this dilemma were made. The findings, however, indicate that this aspect still requires more attention.

Category 7.1.2: Resources

The participants described the value of classroom assistants provided by the schools in sub-theme 6.1.3. In this category, some participants noted assistants as being another resource that served as a support, and recommended that the DBE assist in this regard.

“Our assistants are paid by the Governing Body – if the department could provide us with an IsiXhosa assistant it would be wonderful”.

“It would have been wonderful if the Department was willing to help [paying the salaries of the assistants]”.

In order to combat or limit inferior education, the value of resources is accentuated by the participants (Tileston, 2010:1; Hoadley, 2015:13). The following recommendations by them support this argument:

“Well, all our resources, my resources at least, that I do receive is in English. And it would be nice if I would have a sort of a dictionary that would be in English, IsiXhosa and Afrikaans, because all the resources are just in English”.

“For instance a book where we have the English words and then you have the IsiXhosa words or the English words and any other language that is spoken in this class. That would make it much easier I would think”.

“I’d love the additional language book [Rainbow DBE workbook]. Even, like I said, even though we’re doing it on the white board... like we don’t have anything for this year. There is no current one that we can download – we can’t find it anywhere. They [DBE] won’t give it to us”.

However, resources are not only those existing in the schools itself but also include those in the community, such as learner support professionals. This aspect will be discussed in the next category (Landsberg et al., 2011:22).

Category 7.1.3: Learning support professionals

The participating teachers recommended that teachers should identify a language barrier as soon as possible and refer the learner for extra support at an early stage.

“You know, when you see a learner is weak or there is going to be difficult periods ahead, then I would always think that the earlier you refer a learner for intervention, the better. And if I can have it my way, then we can start in Grade R already”.

“We feel that in Grade One you need to fix whatever is the problem. So if it’s language then you have to try and fix as much of that as possible”.

According to White Paper 6 (2001:19), training must focus on how to identify and address barriers to learning (also see category 7.1.1 above). However, these recommendations require assistance from learning support professionals. The participants recommended that IsiXhosa learners receive support from the learning support professionals within a group, as well as individually.

“She [learning support professional] can maybe take all the IsiXhosa learners of the Grade One classes and take them together say twice a week after school and you know, help them. Because a lot of them are on the same level. I think that will be a good support system”.

“But I will like it if she could maybe take him or her or the IsiXhosa learners individually, on their own as well. The learner needs individual help with vocabulary and expressing himself and with other areas that the other bottom children does not need help with”.

As described by a participant in this category, the participants also recommended that Grade R should be considered as an important stage in the language development of the IsiXhosa speaking learner. This aspect will be discussed next.

Sub-theme 7.2: Grade R as foundation

A participant highlighted the importance of having a firm grasp of the mother language prior to entering the school system as follows:

“They really need to definitely, definitely get a firm grasp of their own language first and a lot of them don’t necessarily go to a pre-primary for starters”.

In line with viewpoints of Landsberg et al. (2011:168), as well as Maake (2014) that a second language (such as English/Afrikaans) is more easily acquired if the learner already has a firm grasp of his/her home language, the participants recommended that it is to the advantage of the second/third language learner if he/she went to Grade R where he/she was exposed to the LOLT (English) before entering Grade One, as exemplified in the statements below:

“Luckily for me, the learners that came to Grade One were in a Grade R English class. So already there the foundation was laid”.

“Yes. If you could fix the problem there [Grade R]. If you could put them in a proper, well-developed pre-primary where they do English with them. If they get taught to listen in pre-primary, hear the correct words and the correct usage of the language, especially with word building, maths concepts like ‘in front’ and ‘behind’ – those little words are the words they don’t understand”.

However, the following comment highlights that there is a financial constraint regarding access to Grade R education:

“The pre-primaries that are the best are the more expensive ones, but there is a certain structure there. There’s things that are in place, there’s a specific curriculum that’s followed”.

Alarming, seven out of 18.6 million children in South Africa live in the poorest 20% of households (South African Human Rights Commission/UNICEF, 2011:2-11). The following statement further attests to this South African reality:

“This means half of the learners were in Grade R and the other 50 percent came from the streets. Thus, no formal grade R education”.

Authors such as Birsch (2005:298, 364) and Landsberg et al. (2011:168) advise that the introduction of the second/third language in Grade R should be considered. In line with this, the participants recommended that from Grade R, learners ought to be taught in their home language. Some of their statements in this regard are as follows:

“Maybe if we could have more Grade R classes - one Afrikaans, one IsiXhosa and one English”.

“Because Grade R prepares them for Grade One. Now we have two IsiXhosa grade one classes but only one Grade R IsiXhosa class”.

The recommendations regarding Grade R as a foundation to support second/third language learners in the Grade One classroom were provided in terms of two categories, namely: 1) prior experience of/exposure to the Language of Learning and Teaching, and 2) involving parents with the decision to place a child in a class where the Language of Learning and Teaching is different from the home language.

Category 7.2.1: Prior experience and exposure to the Language of Learning and Teaching

The participants recommended that prior exposure to the LOLT should be considered as beneficial to the learner's understanding of basic instructions when they enter Grade One.

"I am in a lucky position where they [IsiXhosa learners] were taught the year before in another language [LOLT - English]. It [previous exposure] helps them with their reading skills, listening and vocabulary. You can see the difference".

"I can see this in their [learners with previous exposure to the LOLT] marks, in the way they communicate with you, in the way that they express themselves and also in the way that they understand. It's like they have a more clear understanding of the instruction. They can follow instructions easier".

"They need to have like a baseline of English you know, vocabulary to express themselves and to understand instructions and following it".

In support of this recommendation, Gardner (2002:8) refers to the gradual processes of developing a second/third language by means of a model known as the 'inter-language continuum'. It represents phases in a learner's emergent competence of the LOLT. Thus, being exposed to the LOLT during Grade R, the learner listened to the target language (LOLT) and started 'tuning-in' to the rhythm and modulation of the voice of the target language, as well as visual clues to make sense of what is being said.

The international Salamanca Statement formed the foundation of a principle included in South African policy documents that stipulate that schools, without discriminating,

must accommodate all learners, regardless of their social or linguistic conditions (UNESCO, 1994:5; Dalton et al., 2012). The participants, while acknowledging this stipulation, recommends that learners should be supported and prepared to be included in a classroom where the LOLT is different from the mother language:

“But then they [referring to parents] have to start, you know, teaching the children English at a younger stage. They [referring to parents] can’t send their child to Grade One, have never spoken English to them before and say okay, Grade One teacher that’s your job”.

Fleisch (2008:105-126) is in agreement with this viewpoint and argues that one of the reasons why IsiXhosa speaking learners do not succeed in mastering the fundamentals of literacy and numeracy in the primary school is lack of prior exposure to the LOLT and parents responsibility to become involved in this aspect (Fleisch, 2008:105-136). This will be discussed in more detail in the next category.

Category 7.2.2: Involving parents with the decision to place a child in a class where the Language of Learning and Teaching is different from the home language

Parents play a critical role in their children’s educational success (Laufer, 2000:18; Fleisch, 2008:105-136). Hence, it is imperative that they are aware of existing options and are consulted on available choices. In this regard, one participant recommended the following:

“When you want your child to go into an English class, you must give them the tools to go into an English class. You must make sure they go to an English pre-primary so that when they come to Grade One those things are in place”.

Acknowledging the stipulations of the Constitution of the Republic of South Africa (1996) and the LiEP of the DBE (DoE, 1997) a participant related this to another form of support to be provided by the Provincial DBE:

“Like the department can give them [the parents] a book that the parents know – this is what you should know if you want your child to be in an English class so that they know the basic, basic language”.

This recommendation is supported by the White Paper 6 (2001:55-56) which highlights the fact that, in order for the inclusive model to work, the needs of parents with learners who have barriers should be taken into account, and that they should be provided with information and skills to support their children. The recommendations below, further supports this aspect.

“So I would suggest that first of all - if you’re IsiXhosa speaking and do not speak English in the home, then there must be almost a course that they [the parents and learners] can do”.

“I actually thought at one stage that you should, if you know that you want your child to be in an English Grade One class, you must almost be forced to do an English course with them”.

In further support of the role of the parents, and linked to category 3.2.2, Friend and Cook (2009:5) and Landsberg et al. (2011:93) note that when parents and teachers work together in early childhood settings, the impact on the child’s development multiplies. In terms of how teachers can encourage parent-teacher collaboration, some of the participants recommended the following:

“Home visits and direct contact with parents”.

“And if you talk to the parents and you visit and you build up that relationship, then things get better”.

“Then [referring to a better understanding of the learner’s home environment] you [referring to teacher] know exactly – this is what I have to do in order for the learner to progress so the child can have a better understanding of what’s happening and you can have a better understanding”.

Further recommendations regarding support from schools will be provided next.

Sub-theme 7.3: Support from the school

This theme consists of three categories that address three recommendations of school-based support, namely: 1) individual classes/support, 2) translators or IsiXhosa speaking classroom assistants, and 3) IsiXhosa speaking teacher to introduce English in the foundation phase.

Category 7.3.1: Individual classes/support

Landsberg et al. (2011:84) concur that it is generally accepted in education documents (i.e. White Paper 6 and SIAS) that learners who experience diverse support needs will at some stage require some degree of individual support to overcome their barriers to learning. Individual support can be provided by the class teacher in collaboration with the ILST. In this present study, individual support from various sources was recommended in order to address the language barrier of the IsiXhosa speaking learner by means of filling the gaps in the learner's language proficiency and understanding of the LOLT, as was stated by some of the participants:

"I think maybe extra classes can help".

"I think maybe extra classes in a way that you as a teacher or someone from the outside can help with".

"But so that the parents can maybe get them extra help as well".

"An aftercare where they are not just going to look after them but help them".

These recommendations refer to support outside the classroom. The next category focuses on translators as a support within the classroom and relates to the discussions in sub-themes 4.8 and 4.9.

Category 7.3.2: Translators or IsiXhosa speaking classroom assistants

In sub-theme 7.1, some participants recommended that classroom assistants should be appointed by the Provincial DBE. In this category, other participants recommended that the school should provide this form of support. Landsberg et al. (2011:426) notes that assistants may be appointed by the school or by the parents. In this category, the participants recommended that it would be more beneficial if the

assistants are able to speak IsiXhosa or that a translator is made available for support.

“I think it would be great if she [the classroom assistant] can speak IsiXhosa to maybe assist him. Say if I said red crayon in front and you must make a circle around – then she can go around and say ‘ibomvu’ or whatever”.

“For the grade ones, twos and threes, maybe for the foundation phase, a IsiXhosa speaking lady that can just help out with those learners or maybe one per grade, that would be great”.

It should be noted that, according to Miles and Ainscow (2011:163), having a highly skilled translator can be troublesome in the sense that learners can become dependent on the translator, as the translator becomes the spokesperson for the IsiXhosa speaking learner. In line with this argument, the participants recommended the following:

“And it [assistant’s ability to speak IsiXhosa] doesn’t have to be fluent but just know the keywords to explain it to them. That would definitely be great”.

“I wouldn’t necessarily get a full time IsiXhosa person because you wouldn’t want the child to then have a security blanket on that every time they don’t understand – just ask in IsiXhosa”.

“But that IsiXhosa assistant must be able to speak English also very well, because obviously they are here to learn English first language”.

The third category will elaborate a recommendation to make use of IsiXhosa speaking teachers to introduce English in the Foundation Phase.

Category 7.3.3: IsiXhosa speaking teachers to introduce English in the foundation phase

As mentioned before, research suggests that learners acquire knowledge best if the learner already has a firm grasp of concepts in his/her home language (Landsberg et al., 2011:168; Maake, 2014). Within the South African context, other research, as

indicated by Hoadley, shows that very few universities prepare students as African language teachers, and most of these graduates are not qualified to teach a particular African language as a LOLT (Hoadley, 2015:13). In this study this reality was also acknowledged through the following statement:

“You can’t say okay they have to go to an IsiXhosa school, because there aren’t always IsiXhosa schools in the area. Where would they go?”

Seeing that IsiXhosa speaking teachers are currently not readily available, the participants recommended the following:

“... or at least having one IsiXhosa teacher that works in the foundation phase”.

The last recommendation focuses on strategies to improve language proficiency.

Sub-theme 7.4: Strategies to improve language proficiency

Theme 4 provided a description of the strategies employed by the participants regarding support to IsiXhosa second/third language learners in the Grade One classroom. In this theme, their recommendations in this regard are provided. The participants recommended the use of translation cards as follows:

“... translation cards and things – it is actually a good idea to get some”.

“Like to make something that says ‘sit’ and the IsiXhosa word for it and things like that”.

Laufer (2000:41) supports the use of translations, which helps the learner to understand difficult concepts and key terms. Consequently, the IsiXhosa learner feels more in control of the learning situation.

The use of stories was recommended as is depicted by the following statements:

“Reading simple stories and then asking them to retell the story to me or asking questions and let them answer in full sentences which is very difficult

for them. So now you have to help them with that as well as making a little vocabulary booklet”.

“And say in the story there was a dog and a cat and a ball, and whatever the story was about. And they make a little book and they must draw the dog and then every week when we have a session then he must look through the book and say ‘oh, this is a dog, this is a cat,’ you know, so he can build up his vocabulary”.

Haslam et al. (2005:24, 29) support this recommendation and mentions that reading activities are an excellent way of engaging the IsiXhosa speaking learner in the learning activities. Books with high quality illustrations and bilingual texts are an endless source of new vocabulary and discussion. The authors suggest that apart from reading and writing, and writing activities, the emphasis should also be focused on the development of active listening and speaking skills in order to develop understanding and expression of the LOLT. A recommendation by a participant was based on this viewpoint:

“Giving them instructions. Like you know, ‘Simon Says’? Play that with them – touch your head, take out a red crayon... you know? Maybe they are not that strong enough to speak already but they can follow the instructions by listening”.

A last recommendation focused on making the work easier so that the learner is able to grasp the meaning:

“Using easy work sheets to help them or making my own worksheets that is on a much simpler level or easier level”.

Seeing that the participants already mentioned their experiences of a lack of support from the DBE in theme 5, it can be concluded that participating teachers in this chapter shared their own recommendations for support to IsiXhosa speaking learner in today’s classroom.

4.4. Summary of findings

To recap so far, chapter 1 provided a background to the research study, and also a brief description of the choice of research methodology. A literature review was presented in chapter 2 which also served as the literature control of the analysed data as presented in chapter 5. Chapter 3 provided an overview of the research methodology that was employed, together with a description of the procedures that were implemented to collect, analyse and verify the data obtained from the participants. It also reflects on the ethical considerations and the challenges experienced during this research study. The current chapter provided the reader with a description of the biographical profile of the participants and the research findings, together with a literature control. The data that was collected from the research is summarised in the table below:

Table 7. Data collected

Description of challenges experienced by both the learner and the teacher, current strategies employed by teachers, and resources and support utilised by teachers.	
Challenges experienced by both the learner and the teacher	Participants' opinions
Challenges for the learner	
Not understanding the Language of Learning and Teaching	No idea what the teacher wants from them Cannot cope with English as LOLT Does not speak the LOLT at home Do not understand worksheets No idea what is happening around them in class Do not have the vocabulary of the LOLT Difficult to adapt Work is often incomplete Struggles to communicate and follow instructions Does not understand the meaning of words Cannot pronounce sounds properly Word building is a huge problem
	A lack of exposure to the LOLT outside of the classroom: First time to hear English in a formal setup No exposure to the LOLT prior to Grade One Moment teacher steps away, they speak IsiXhosa Nobody to do the homework with them in English After a long holiday all the work done in English is gone They speak IsiXhosa the moment they go home
Language barrier is viewed as a reason for failing and/or lack of progress	Lack of community resources: No library No educational aftercare facilities

	<p>No scholastic support after school Resources outside the school are limited First need to teach English before you can actually start the work in Grade One Some have to repeat the year Homework is done in IsiXhosa Very difficult for Grade One teachers They are not on Grade One standard</p>
	<p>Influence on self-image: Teacher don't want them to feel 'I can't do the work' or 'I'm stupid' They realise: 'I can't do the things or I don't understand my teacher' A lot of them are shy or afraid They do not really want to speak They realise they are slower to complete work Teacher must boost their self-esteem</p>
<p>Challenges facing the teacher</p>	
	<p>We are forcing them They are not free as everyone else</p>
Limited time	<p>It takes a long time to understand the LOLT Working slower is not always helpful At assessment time everybody has to be on the same level Other groups also need attention Assistance takes time Not always enough time to help We teach the entire day with sports after school Curriculum advisors expect intervention but there is no time</p>
Communication between parent and teacher	<p>Language barrier: Big struggle Some parents cannot speak English Parents bring someone with to translate at parent meetings Parents who are not strong in English – teacher gets no support Do not understand the homework Not able to assist with homework Teachers have to help with homework after school Learner never brings something important that they had to collect at home Parents explain homework in IsiXhosa to learner</p>
	<p>Parental involvement: Do not get that contribution or help at home Getting parents to come and see us is an issue Learners get support at school but they do not get supported at home Teachers wonder if parents speak the truth Parents dump problems on the teacher Parents need to make that change and speak English at home Support from the parents is needed It is not all parents that do not support their child</p>
Lack of formal support/access to resources	<p>DBE does not give you any additional support regarding a workshop for learning support to a second/third language</p>

	<p>learners</p> <p>We receive nothing from the DBE</p>
	<p>Training and professional support:</p> <p>Have not received any support from professionals (no guidance from Department)</p> <p>Never ask us how we are helping the IsiXhosa children</p> <p>Only time you have contact with them is when a child is at risk of failing</p> <p>Teachers do not know what the DBE wants from them</p> <p>Curriculum advisor's complains that the assessments are too easy but teachers are still waiting on exemplars</p> <p>Workshops are not related to learners whose home language is IsiXhosa</p>
	<p>Functional teaching and learning aids:</p> <p>Do not receive any functional aids</p> <p>DBE does not allow us to have the additional language 'Rainbow workbook' but only the IsiXhosa schools are allowed</p> <p>Teachers make their own resources</p> <p>Received maths kit from the Department</p> <p>Waiting for home language kit</p> <p>We do not have the 'Rainbow' workbook</p>
Current strategies employed by teachers	Participants' opinions
Strategies employed by the Grade One teacher	
Repetition and individual attention	<p>Teacher reads simple stories</p> <p>Learners retell stories</p> <p>Remedial lessons</p> <p>Re-explain tasks one-on-one</p> <p>Break down lessons</p> <p>Different person explains tasks</p> <p>Learners rely on rhymes as a support system</p> <p>Didactic classes - sharpen their listening skills</p> <p>Get learners to explain instructions</p> <p>Repeat the same things over and over</p> <p>Structured classroom routine</p> <p>Translate</p>
Non-verbal modelling	<p>Sign language</p> <p>Ask learner to do actions to build on their vocabulary</p> <p>Teacher uses his/her hands to show instructions/to demonstrate</p> <p>Make use of physical objects to show instructions</p>
Listening and reading activities	<p>Rhymes and songs help with language proficiency</p> <p>Shared reading and writing to see how it is done</p> <p>Make own vocabulary book with pictures</p>
Concrete activities	<p>Everything has to be practical</p> <p>Break it down to the easiest form of doing it</p> <p>Repetition</p> <p>Counters in mathematics</p> <p>Flashcards (words)</p> <p>Perceptual activities with focus on concrete objects</p> <p>Trigger all their senses</p> <p>Let the learner experience</p>

Group activities	Is learner-centred Shared reading and writing Helps to see if learners understand It is fun for them Interacting with each other
Collaboration with parents	Teacher sends extra resources/activities home Meet with parents three/four times a term if/when the child is struggling Home visits Pleaded with parents not to do/explain homework in IsiXhosa Parent workshops – show parents the exact same way teachers teach the learner Show parents how to do homework with their child Conduct parent meetings with the parent that assists with the homework
Encourage speaking Language of Learning and Teaching	Teachers encourage learners not to speak their home language Focus on English in the class Translations also get repeated in English Repeat words or sentences so that they can also learn the correct pronunciation and language structure
Making use of peer support	Kids are very helpful with IsiXhosa learners Stronger child next to IsiXhosa learner Stronger child mimics what's expected from the IsiXhosa learner
Making use of IsiXhosa-speaking learners	IsiXhosa learners translate Will be somebody in grade two or three Mostly translates pictures with the word
Resources and support utilised by teachers	Participants' opinions
Resources utilised by the Grade One teacher	
Teaching and learning aids	Flashcards (words) with pictures We make it as visual as possible Sounds with visual cues Magnetic words English and IsiXhosa words Interactive whiteboard – word building with pictures Use pictures with everything Reading books
Formal programmes	DBE's 'Rainbow workbooks' 'Letter-land' stories 'Letter-land' living a, b, c Bazu-kit
Available support systems in terms of the Meso- and Macro system levels	
<u>Mesosystem:</u> School systems	Facilities: Library-media centre (Books and CD's) Library (Books) 100 books in class Internet
	IsiXhosa-speaking colleagues: IsiXhosa teacher to translate

	<p>IsiXhosa teacher from outside to re-explain</p> <p>Explain difficult concepts</p> <p>Experienced teachers if there is no IsiXhosa teacher</p>
	<p>Classroom assistants:</p> <p>More effective practice</p> <p>Extra pair of hands</p> <p>Lucky if you have one</p> <p>Make sure IsiXhosa learners understand instructions</p> <p>More time for individual support</p> <p>Helps and re-explains work</p> <p>Assistants are also needed for other learners with barriers to learning</p> <p>The assistants cannot speak IsiXhosa</p> <p>Assistant may not do the work for the child</p> <p>Definitely obtain results having an assistant</p>
	<p>Extra language support:</p> <p>Lady from outside who did listening skills</p> <p>Teacher who teaches computer skills together with a language programme</p>
<p><u>Macro-system:</u></p> <p>Systems provided by the DBE</p>	<p>Training opportunities:</p> <p>Workshops for learning barriers, language barriers and ADHD offered by NAPTOSA</p> <p>READ workshop</p>
	<p>Curriculum advisors:</p> <p>Some actually work with the learner and show the teacher what to do or how to help the learner</p>
	<p>Learning support professionals:</p> <p>ELSEN [Special Education Needs Support Services] at school</p> <p>Learning support once/twice a week</p> <p>Group of learners - 30 minutes</p> <p>Not enough support time</p> <p>Listening activities, perceptual and visual activities</p> <p>Consolidate language work after school</p>
<p>Recommendations to inform further practice</p>	
<p>Support from the DBE</p>	<p>Training opportunities:</p> <p>More visits from Curriculum advisors regarding support, not admin</p> <p>Curriculum advisors must be more involved</p> <p>Teachers want to be sent for training/workshops</p> <p>Workshops for the parents</p>
	<p>Resources:</p> <p>Teacher assistants (Preferably IsiXhosa speaking assistants)</p> <p>WCED must help with the salaries of assistants</p> <p>Dictionaries that are English/Afrikaans and IsiXhosa</p> <p>Additional language 'Rainbow workbook' from DBE</p>
	<p>Learning support professionals:</p> <p>Refer a learner for intervention from Grade R already – the earlier, the better</p> <p>Fix problems, e.g. language, as soon as possible</p> <p>Support IsiXhosa speaking learners as a group twice a week after school</p> <p>Individual support to IsiXhosa speaking learners</p>

Grade R as foundation	<p>Prior experience of/exposure to the LOLT: Learners must definitely get a firm grasp of their own language first Prior experience in Grade R is important Prior experience must be in the LOLT Well-developed, proper pre-primary Formal Grade R education needed Parents should teach their children the LOLT before entering Grade one</p>
	<p>Guiding parents with the decision to place their child in a class where the LOLT is different from the child's home language: Parents should send their children to an English pre-primary WCED can provide a book with guidelines to parents with the basic language their child needs to know for Grade one IsiXhosa speaking parents and learners that don't speak English at home, must do an English course Home visits to build a better teacher-parent relationship</p>
Support from the school	<p>Individual classes/support: Extra classes for support given by teacher or someone from outside Parents must look into extra classes outside of the school Aftercare where learners get support with homework</p>
	<p>Translators or IsiXhosa speaking classroom assistants: Full time bilingual assistant (English and IsiXhosa speaking) per class/ grade Not a full time assistant</p>
	<p>IsiXhosa speaking teachers to introduce English in foundation phase: At least one IsiXhosa speaking teacher in foundation phase</p>
Strategies to improve language proficiency	<p>Translation cards Read simple reading stories Vocabulary booklet with words and pictures Instruction games – e.g. 'Simon Says' Easier worksheets</p>

Chapter 5 will conclude the research with a summary, conclusion and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This document serves as a research report for a study that focused on current teaching and learning strategies utilised by Grade One teachers in order to support the isiXhosa speaking learner. Chapter 1 introduced the research topic and provided a background to the research by means of a literature review. The research problem, research question, the aim and objectives, together with a brief description of the research process and chosen methodology was also included. Chapter 2 provided a description of the implementation of the research methodology, together with a scientific grounding for its implementation (i.e. reference to literature), as well as challenges that were experienced (i.e. limitations of the research study). Chapter 3 described the research findings and literature control. The current chapter concludes the research report with a summary, conclusions and recommendations regarding the research methodology employed in this study, as well as the findings. The study was conducted using the theoretical framework of Vygotsky's learning theory imbedded in Bronfenbrenner's ecological systems theory. The findings were thus interpreted and related to this theoretical framework, and the interpretations in turn were used to formulate the conclusions.

5.2. Summary, conclusions and recommendations regarding the research methodology

5.2.1. Summary of the research methodology

This research study was guided by the following research question: "What teaching and learning strategies are utilised by Grade One teachers to support isiXhosa learners who receive education in a second/third language?" In order to answer this question, the researcher made use of the qualitative research approach, while implementing the explorative, descriptive and contextual research designs. The mentioned research designs enabled her to identify a population, draw a sample from that population, and then explore and describe current practices within the context of the foundation phase classrooms by means of semi-structured interviews.

The population was identified as all Grade One teachers in the Western Cape. A sample from the population was drawn by means of the purposive sampling technique, where the researcher intentionally selected Grade One teachers in the Western Cape region who have second and third language speaking IsiXhosa learners in their classrooms, and where the LOLT is either English or Afrikaans. Additionally, they teach at schools located in the Metro East Education District (cf. Creswell, 2009:125). The sample size for this study reached a point of data saturation after eleven interviews (Grinnell et al., 2010:162). Participants were encouraged to participate in the collection of the data by means of “telling their stories” (Borum, 2006:342; Cohen et al., 2007:270). Open-ended questions allowed them to fully explore the meaning they attributed to the research question (Marlow, 2011:164). The qualitative data was analysed in a structured and systemic manner by means of Tesch’s (1990) eight steps of qualitative data analysis (cited in Creswell, 2009:186) by both the researcher and an independent coder. The data was then coded and categorised into themes and sub-themes. Once the data was obtained and analysed, the researcher did a literature control and verified the findings. The data was verified by making use of Maxwell’s five categories of validity in qualitative research (Maxwell, 1992:37-64), as well as Auerbach and Silverstein’s (2003) category of transferability (as described by Thomson, 2011:77-82). The descriptive validity of the data was ensured by means of the interviewing techniques, the method of data recording and the use of the independent coder. Linked to the descriptive validity, the interpretive validity in this study involved analysis of transcripts that included both the verbal and non-verbal responses collected from the participants to justify the interpretations. The theoretical validity necessitated that the researcher did a literature control after the themes, sub-themes and categories were identified. The themes and sub-themes were supported by verbatim quotes and the literature. The conclusions were therefore reached based on the findings from the data and literature. Lastly, the evaluative validity was ensured by drawing conclusions from the analysed data, the literature control and the theoretical framework.

With regards to the ethical aspects of this research study, participation was voluntary, and informed consent was a prerequisite for commencement. Measures were taken to ensure that no harm was inflicted upon the participants. In addition,

anonymity, confidentiality and privacy were safeguarded as far as possible. The following conclusions were drawn based on the summary above.

5.2.2. Conclusions based on the implementation of the research methodology

This study was most suited for the qualitative research approach since it involved exploring and describing the experiences of a specific group of people. The chosen research designs enabled the researcher to make relevant choices regarding methods and techniques for sampling, data collection and data analysis. In order to ensure that the researcher did not influence the participants' responses, the use of interviewing techniques (i.e. non-verbal responses and encouragement, reflective summaries and probing) was considered to be most effective. Furthermore, the mentioned framework for qualitative data analysis provided a structure to analyse the data in a systematic manner. In addition, the researcher did a preliminary review of the literature as a background to the study and identified a theoretical framework. Once the data was obtained and analysed, the researcher did a literature control and verified the findings. The framework for the data verification process successfully ensured that the validity of the data was being managed. This confirmed that the descriptive, interpretive, theoretical and evaluative validity were attended to. The anonymity, confidentiality, privacy of information and informed consent from the participants was considered as part of the ethical practice and served as a framework from which they could decide whether to participate or not (Strydom, 2011:126; Babbie, 2007:65; Kumar, 2014:212). The conclusions above informed the recommendations that were made regarding the research methodology. These are described in the next sub-section.

5.2.3. Recommendations regarding the research methodology

The conclusions regarding the research methodology provided the foundation for the following recommendations:

- It is recommended that the qualitative research approach be considered when the research problem and the research question point to the need to obtain data that will explore and describe experiences and perceptions of people in the specific context of the research problem (Denzin & Lincoln, 2011:8).
- The contextual research design is recommended to be used for the purpose of exploring and describing the research problem within the context in which the participants function.

- The descriptive and explorative research designs can be used in combination to assist the qualitative researcher to identify a population, a sampling method and technique, as well as methods of data collection, recording and analysis.
- The purposive sampling technique is viewed as being specifically helpful within a contextual research design, where the experiences and perceptions of “insiders” are being explored.
- Furthermore, it is recommended that interviewing techniques such as non-verbal responses and encouragement, reflective summaries and probing be used to ensure that the participants are encouraged to fully explore the research topic, while also preventing the researcher from drawing conclusions based on his/her own assumptions.

5.3. Summary, conclusions and recommendations regarding the findings of this research study

5.3.1. Summary of the findings regarding the findings of this research study

The data analysis led to the following themes, which will be briefly described through various sub-themes and categories:

Theme 1: Reason for placing learners in a class where the Language of Learning and Teaching is different from their mother tongue

All the participants mentioned this theme, although it did not directly relate to the questions that were asked. However, it described the participants’ experience and perceptions regarding the research topic. In this theme, the participants reported that the reason for the placement of learners in a class where the LOLT is different from their mother tongue appears to be due to parental choice (cf. Jordaan, 1993:4).

Theme 2: Challenges for the learner

The data pointed to two sub-themes, namely: 1) that learners do not understand the LOLT, and 2) that this language barrier is a reason for failing and/or a lack of progress. These are discussed below:

- In terms of learners who do not understand the LOLT, participants were of the opinion that there is a challenge for IsiXhosa learners who were not educated in

their mother tongue during their early years of education (referring to Grade R). As a result, these learners had poor language proficiency in their mother tongue, which impacted on their ability to grasp the LOLT when they entered Grade One (cf. Landsberg et al., 2011:168; Maake, 2014). In addition to the fact that exposure to English in Grade R did not prepare the learners sufficiently for Grade One, the participants indicated that some learners were not exposed to the LOLT prior to entering the Grade One classroom where the LOLT was different from their mother tongue. The participants described the challenges of learners who confronted with such a language barrier, and asserted that they are not able to master the LOLT enough so as to support learning and teaching (cf. Browne, 2007:30). Another aspect to be taken note of is that the LOLT of some learners is not a second language to be mastered, but a third language. These learners experience specific learning challenges, for example, struggling to follow instructions. On the one hand, the learners do not understand the words, and on the other hand, the pronunciation of certain words known to them is different from what they have heard prior to Grade One. The participants shared two contributing factors to the learners' challenges to master the LOLT, namely: 1) a lack of exposure to the LOLT outside the classroom, and 2) a lack of community resources to provide further exposure that would support learning and teaching, explained as follows:

- The lack of exposure, according to the participants, entails that learners do not have an opportunity to practice the second or third language in which they are being educated.
- Participants explained that a lack of community resources results in reduced access to support and opportunities to practice the LOLT outside the classroom. Furthermore, there appears to be a lack of information regarding the availability of and accessibility to community resources and how it could support the second/third language speaking learners.
- With regards to language barriers that are viewed as a reason for failing and/or lack of progress, participants reported that IsiXhosa learners were unable to progress because they could not understand instructions, and therefore, they first had to master English before they could start to effectively engage with the learning material (cf. Owen-Smith, 2014).

Theme 3: Challenges for the teacher

The data pointed to three sub-themes, namely: 1) limited time, 2) communication between parent and teacher, and 3) lack of formal support/access to resources.

- In terms of limited time, participants indicated and referred to “forcing” the learners to learn in a second or third language due to limited time instead of making use of different teaching strategies and encouraging the learner to use English as much as possible, while still acknowledging the home language. They attributed this aspect to the fact that teachers already have limited time to cover the curriculum (cf. Wyse & Jones, 2008:249-251; Wildeman & Nomdo, 2007; Hoadley, 2015). The participants expressed a concern that it becomes an even greater challenge and more time consuming when teaching current subjects to the second and/or third language speaking learner. As a result, more teaching time, which is already limited, needs to be spent in order for them to grasp the learning material.
- The participating teachers mentioned their need to reach out to parents for their support regarding the challenges experienced in the classroom (cf. DoE, 2008). In this case, the participants identified two factors that cause a challenge for communication between the teacher and the parent, namely: 1) a language barrier, and 2) a lack of parental involvement.
 - According to the participants, a language barrier often prevents or limits both oral and written communication between the teacher and the parent. This, in turn, has a significant effect on communication, understanding, and relationship-building between parents and teachers. Consequently, some parents do not understand the various methods used to teach English as a second and/or third language to their children (cf. Waterman & Harry, 2008:5-6).
 - The participants also explained that some parents of second and/or third language learners are not involved in the education of their children and that they do not speak the LOLT at home (cf. Waterman and Harry, 2008:4). One participant, however, reflected on how some parents do support the teacher and the learner and that this notably contributed to addressing the cultural differences that influenced the teaching and learning process (Curriculum News, 2013).

- A lack of formal support and access to resources that are necessary for the learners' progress were reported. The participants specifically referred to two challenges in this regard, namely, a lack of: 1) training and professional support, and 2) functional teaching and learning aids. These two challenges are presented below:
 - The participating teachers stated that they are not receiving any training or professional support from the DBE to enable them to adequately address the second and/or third language learner. Consequently, teachers have a lack of knowledge and skills regarding the diverse use of languages to be offered as a LOLT in one classroom by one teacher. Thus, teachers in current practice teach the LOLT without acknowledging the isiXhosa speaking learners' mother tongue (cf. DoE, 2001:25; Engelbrecht, Swart & Eloff, 2001; Engelbrecht, 2006; Chataika et al., 2012; Hoadley, 2015).
 - The participating teachers experienced difficulty to obtain teaching and learning aids from the DBE in order to address the language barrier experienced by second and/or third language learners (cf. Child, 2013; Curriculum News, 2013).

Theme 4: Strategies employed by the Grade One teacher

In this theme, the data pointed to seven sub-themes, namely: 1) repetition and individual attention; 2) non-verbal modelling; 3) listening and reading activities; 4) concrete activities; 5) group activities; 6) homework and home visits; 7) encourage the speaking of the Language of Learning and Teaching; 8) making use of peer support, and 9) making use of IsiXhosa-speaking learners. These sub-themes are expounded below:

- In terms of repetition and individual attention, the participants reported the implementation of these as two strategies related to the method of scaffolding. According to them, scaffolding takes place, when they give learners a simplified version of a lesson, assignment or reading task and then gradually increase the complexity of the task over time. Thus, when teachers describe or illustrate a concept, problem or process repetitively in multiple ways, they ensure understanding by means of scaffolding (cf. Landsberg et al., 2011:82, 176-178, 428; Rothenberg & Fisher, 2007:35). With regards to individual help, and also referring to repetition, the participants are implementing extra remedial classes

as a form of support to second and/or third language speaking learners. These remedial classes assisted learners individually to progress towards new skills, concepts and levels of understanding. Additionally, the reference to repetition pointed towards the use of the audio-lingual method of instruction. This method of support is focused on language development and happens by means of a gradual process of repetitive instruction, which promotes mechanical habit-formation through repetition of basic patterns that enables one to understand the LOLT (cf. Bock & Mheta, 2014:260-272).

- With regards to non-verbal modelling it was viewed as ‘the silent way’ method, which is used to teach the LOLT to the second and/or third language speaking learner. The majority of the participating teachers viewed this aspect as a strategy to support the learner with the understanding of instructions by means of addressing the multiple ways in which learners learn (i.e. visually, auditory, and kinaesthetic styles). During implementation of this method the teacher says as little as possible by making use of gestures/actions. The learner discovers and creates language instead of just remembering and repeating what they have been taught (cf. Landsberg et al., 2011:176).
- The findings pointed to activities such as rhymes and songs in order to assist second and/or third language speaking learners with language proficiency. In order to read and write the LOLT, the participants explained that teachers need to take cognizance of the physical environment of the classroom, as well as multicultural materials, grouping and lessons. Language features such as the structure of text, vocabulary and grammar should be taught in order to improve comprehension. However, the biggest hurdle that second and/or third language speaking learners encounter is vocabulary, therefore, learners rely on their visual memory when it comes to this aspect (cf. Diaz-Rico, 2008:174-178). Thus, the findings highlighted the fundamental importance of supporting learners to develop background knowledge by using books, magazines, newspapers, pictures and discussions.
- In terms of concrete activities, the participants argued that second and/or third language speaking learners understood content better in a learning environment where the interaction was more practical in nature. Thus, the elements of good instruction together with engagement in concrete activities and the incorporation of the learners’ visual, auditory and tactual-kinaesthetic perceptions are an

effective means of facilitation, whilst simultaneously promoting cognitive and language development (cf. Engelbrecht & Green, 2001:65, 94).

- Group activities foster the sense of belonging and are viewed, according to the participants, as a strategy where learners are supported to address individual learning needs within a group context. Thus, it is the facilitation of cooperative learning with the emphasis on the integration of academic and social learning experiences of learners (cf. Johnson & Johnson, 2008:9). According to the findings, a learner-centred approach during group activities intended to address the distinct learning needs, abilities, learning styles, interests and cultural backgrounds of individual learners and groups of learners (cf. Abbott, 2014). The participating teachers described that they implemented group activities while giving instructions and explanations, and were thereby, performing at the centre of the activity. Participants also referred to pair work where learners interacted with one another, and consequently, language in the classroom is used to assist the second and/or third language speaking learner by encouraging them to use the LOLT as much as possible (cf. Gibbons, 2002:11).
- In terms of collaboration with parents, the participants referred to home visits, homework and parent meetings as strategies that are important in order to support the IsiXhosa speaking learner. Hence, parents are regarded as resources and contact with parents should assist them to facilitate their child's learning and achievement (Landsberg et al., 2011:241). The findings pointed out that communication with parents is intended to provide opportunities for learners to practice the content they are taught, and to give learners a greater opportunity of develop language fluency with the information they receive (cf. Callahan, Rademacher & Hildreth, 1998). During the time of the home visits, the participants reported that they were able to understand the learner better, but they discovered that the parents consistently spoke IsiXhosa at home, and as a result, did not support the learner with the LOLT (cf. Wong, 2010; Landsberg et al., 2011:238; Chinedu, 2014).
- The participating teachers specifically valued the use of the LOLT outside the classroom as a way of assisting learners to master the language in which they are educated. Findings highlighted that the participating teachers encouraged and supported the second and/or third language speaking learners by means of expanding their vocabulary of the LOLT, thereby improving the learners' sentence construction (cf. Landsberg et al., 2011:137).

- With regards to peer support, participants in this study referred to peer modelling, as well as a buddy system in order to assist the second and/or third language learner in the classroom. During peer modelling, the LOLT speaking learners serve as examples of socially acceptable behaviour, while the buddy system is an easy, accessible way of providing support or social development by modelling the teacher's instructions to the IsiXhosa speaking learner. Learners with different abilities are grouped together with more competent LOLT speaking learners to share responsibilities, tasks and successes, while peers serve as helpers (cf. Engelbrecht & Green, 2012:67).
- Findings pointed to the fact that all teachers are not proficient in the home language of the second/third language speaking learner (cf. Uys, et al., 2007:77). Thus, as a support strategy, participating teachers addressed this aspect by making use of either competent IsiXhosa peers in the class or older IsiXhosa learners in a higher grade to translate instructions and/or learning contents to the Grade One IsiXhosa speaking learner. However, the findings also reflected that this code-switching leads to unsatisfactory acquisition of language knowledge in the language of assessment, which ultimately leads to academic failure for the learner (cf. Fleisch's, 2008:109).

Theme 5: Resources employed

This theme was described by means of two sub-themes, namely: 1) teaching and learning aids, and 2) formal programmes. These are described below:

- The participants explained the use of bilingual texts where both the English and IsiXhosa words are used to assist the learner to learn the curriculum, while also learning the language of instruction. The findings also proposed that a "word wall" is created with first language translations together with pictures to build the vocabulary and to enhance understanding. Consequently, enough encouragement to use different resources will help learners to read and write the LOLT (cf. Ontario Ministry of Education, 2008a:51-57).
- The participants in this study referred to the use of formal programmes such as the 'Letterland', the 'Do and learn,' and the WCED Literacy and Numeracy Strategy with the use of the DBE 'Rainbow workbook'. They described the use of the 'Letterland' programme that addresses specific language barriers experienced by learners to ensure that educational gaps are overcome by means

of singing or listening to alphabet songs, stories or rhymes. The 'Do and learn Reading Programme' was adapted to the needs of illiterate learners who would like to learn to read, write and count (cf. Botha and Swart, 2013). The WCED Literacy and Numeracy Strategy provide the teachers with resources with a focus on graded readers, text-rich classrooms and the DBE 'Rainbow workbook'. The DBE workbooks are intended to directly assist teachers and learners in the classroom to focus, in a targeted manner, on the skills that learners should be acquiring in each grade, as outlined in the curriculum (Curriculum News, 2013:13). However, participating teachers reported that they did not receive the DBE 'Rainbow-workbooks' from the DBE, whilst on the other hand, the DBE indicated that all schools received textbooks and workbooks in Languages and Mathematics (Curriculum News, 2013:10).

Theme 6: Available support systems

Findings regarding this theme identified and described two available support systems. These systems will be discussed by means of two sub-themes, namely: 1) school systems, and 2) systems provided by the DBE.

- Findings regarding this theme described four school-based support systems that serve as support to teachers' efforts to assist the IsiXhosa learner in a classroom where the LOLT is English or Afrikaans, namely: 1) facilities, 2) IsiXhosa speaking colleagues, 3) classroom assistants, and 4) extra language support.
 - The participants identified the Internet and library-media centres as valuable facilities that support their efforts to provide assistance to second/third language learners to visually grasp difficult concepts (cf. Ontario Ministry of Education, 2008b). The participants also identified IsiXhosa speaking colleagues as a valuable support system within the school.
 - The participating teachers explained that they supported the IsiXhosa learners within an inclusive environment with the help of IsiXhosa-speaking colleagues who translated instructions and learning content. Thus, the value of access to IsiXhosa-speaking colleagues and/or bilingual professionals in schools is evident (cf. Kirk et al., 2006; Clarke, 2009:25).
 - In the present study, the participants viewed access to a classroom assistant as an important support system available to them within the school system. According to the participants, their assistants supported the IsiXhosa learners

by re-explaining instructions to them. This then assisted the teacher with his/her workload by maintaining order while collaborative teaching and learning took place. However, findings also highlighted that teachers should never leave any learner solely in the hands of the classroom assistant (cf. Haslam et al., 2005:67; Landsberg et al., 2011:426).

As an alternative, the participants highlighted that access to colleagues who are able to assist the IsiXhosa learner is of significant value. This kind of support is where teachers usually access individual parents, parent groups, the school governing body and other organizations to provide extra support to learners with language barriers (Landsberg et al., 2011:126).

- In terms of systems provided by the DBE, the participants shared three forms of support received at district-level, namely: 1) training opportunities, 2) curriculum advisors, and 3) learning support professionals. Some comments follow below:
 - With regards to training opportunities, some participants acknowledged having access to training and professional development by attending certain workshops. However, although these participants acknowledged their opportunity regarding training for professional development, the findings highlighted the fact that these workshops did not specifically focus on support to IsiXhosa speaking learners who receive education in a second or third language (cf. DBE, 2014:21-23).
 - The findings indeed indicated that some teachers and learners had access to support from CA's (learning support professionals), while other participants felt that they did not receive the needed support and guidance (cf. Curriculum News, 2013:7).
 - In this study, the participating teachers acknowledged receiving support from professional personnel, such as learning support teachers (cf. Landsberg et al., 2011:21, 70). However, according to the participants, the support that the teachers received from the ELSEN professionals entailed that too little time was allocated for support to the IsiXhosa speaking learners.

Theme 7: Recommendations to inform further practice

This theme pointed to four sub-themes, namely: 1) support from the DBE, 2) Grade R as foundation, 3) support from the school, and 4) strategies to improve language proficiency. These sub-themes are discussed in the ensuing paragraphs:

- In terms of support by the DBE, three categories were identified, namely: 1) training opportunities, 2) resources and 3) learning support professionals.
 - In line with the findings described in theme 5, the recommendation was for training opportunities in ways to support learners, language and mathematics, as well as practical ways to involve parents to help them be able to support the IsiXhosa learner (cf. Landsberg et al., 2011:72 Landsberg et al., 2011:72).
 - In terms of resources, some participants identified assistants as one form of a resource to serve as support, and recommended that the DBE also assist in this regard (cf. Landsberg et al., 2011:22; Hoadley, 2015:13).
 - The participating teachers recommended that teachers should identify a language barrier as soon as possible and refer the learner for extra support at an early stage (cf. White Paper 6, 2001:19). However, this recommendation requires assistance from learning support professionals. They further recommended that IsiXhosa learners should receive support from the learning support professionals within a group, as well as individually.
- In terms of Grade R as foundation, Grade R should be considered as an important aspect in the language development of the IsiXhosa speaking learners. The participants further emphasised the importance of a firm grasp of the mother language prior to entering the school system (cf. Landsberg et al., 2011:168; Maake, 2014). Participants also recommended that the second/third language learner attends Grade R where he/she is exposed to the LOLT (English) before entering Grade One. They, however, also reflected on the fact that parents are not always able to afford this option (cf. South African Human Rights Commission/UNICEF, 2011:2-11). The recommendations regarding Grade R as a foundation to support second/third language learners in the Grade One classroom were provided in terms of two categories, namely: 1) prior experience and exposure to the Language of Learning and Teaching, and 2) involving parents with the decision to place a child in a class where the Language of Learning and Teaching is different from the home language.
 - The participants recommended that prior exposure to the LOLT should be considered as beneficial to the learner's understanding of basic instructions when they enter Grade One (cf. Gardner, 2002:8). The participants recommended that learners should be supported and prepared to be included in a classroom where the LOLT is different from their mother language.

- The participants recommended that it is imperative that parents be made aware of available options and are consulted on available choices, such as placing their child in a grade R class that will prepare their child beforehand (cf. Fleisch, 2008:105-136; Laufer, 2000:18). They recommended that the Provincial DBE provide parents with guidelines to prepare their child for the LOLT prior entering Grade one. In addition, they recommended sustained teacher-parent contact that allows the learner to grow up in a context of ecological harmony between settings. Therefore, home visits are one way of ensuring contact and a positive teacher-parent relationship to better meet the needs of the learner and family between settings (cf. Landsberg et al., 2011:93).
- In terms of support from the school, this theme addressed three recommendations of school-based support, namely: 1) individual classes/support, 2) translators or IsiXhosa speaking classroom assistants, and 3) IsiXhosa speaking teacher to introduce English in the foundation phase.
 - In this study, individual support was recommended for the learner from various sources in order to address the language barrier of the IsiXhosa speaking learner by means of filling the gaps in the learner's language proficiency and understanding of the LOLT (cf. Landsberg et al., 2011:84; Miles & Ainscow, 2011:163).
 - With regards to translators and/or IsiXhosa speaking classroom assistants, the participants recommended that the school should provide this form of support (cf. Landsberg et al., 2011:426; Miles & Ainscow, 2011:163).
 - The participants concluded this sub-theme by recommending that learners should first receive education in their home language to ensure that they have a firm grasp of concepts in their home language before entering a classroom where the LOLT is different from their home language (cf. Landsberg et al., 2011:168; Maake, 2014).
- With regards to the recommendations concerning strategies to be employed, the participants recommended the use of stories, seeing that reading activities are an excellent way of engaging the IsiXhosa speaking learner in learning activities (Haslam et al., 2005:24, 29). They also recommended books with high quality illustrations and bilingual texts as an endless source of new vocabulary and discussion. Another recommendation focused on making the work easier so that the learner is able to grasp the meaning (Haslam et al., 2005:24&29).

The findings, as summarised above, were used to draw the following conclusions and make the suggested recommendations. These are discussed in the sections below.

5.3.2. Conclusions regarding the findings of this research study

As mentioned before, this research study was conducted within the theoretical framework of Vygotsky’s learning theory embedded within Bronfenbrenner’s ecological systems theory. Conclusions are based on the findings, and will be described together with a literature control, as was discussed in chapter 3. In line with the conclusions that will be linked to the theoretical framework, the recommendations will be related to the different levels of functioning of the learners who received education in a second and/or third language. The table below illustrates the conclusions together with the recommendations.

Table 8. Conclusion based on the theory of Bronfenbrenner's ecological systems theory

Level of functioning	Conclusions
<p>Micro-system</p> <p>Face-to-face interactions, activities and social experiences.</p>	<p><u>Theme 2: Challenges for the learner</u></p> <p><u>Not understanding the LOLT:</u></p> <p>Findings indicated insufficient exposure to English in Grade R, how it did not prepare the learners sufficiently for Grade One, and how the learners were not previously exposed to the LOLT when entering the Grade One classroom. Browne (2007:30) explains that it takes between two and four years to converse fluently in an additional language (second language) and another three years to become “...proficient cognitive and academic users of that language”. Thus, the participants’ reported that the learners are challenged with a language barrier based on the fact that they are not able to master the LOLT enough so as to support learning and teaching.</p>
<p>Meso-system</p> <p>Relationship between a number of settings in the learner’s life.</p>	<p><u>Theme 2: Challenges for the learner</u></p> <p><u>Not understanding the LOLT:</u></p> <p>A lack of exposure to the LOLT outside of the classroom: Parents or caregivers are not well educated and the learners are not frequently exposed to English (the LOLT). This in turn, had a strong impact on the academic performance of the learners. Taylor and Coetzee (2013) found that learners who receive education in a second or third language are mostly from households where they receive little academic support.</p> <p>Lack of community resources: There is a lack of information regarding the availability of, and accessibility to, community resources and how it could support these learners (Taylor and Coetzee, 2013).</p>

	<p><u>Language barrier is viewed as a reason for failing and/or lack of progress:</u></p> <p>Influence on self-image: Learners struggle to understand the LOLT and this affects their self-image. Consequently, this may result in learners failing Grade One, or experience difficulty in making progress.</p>
	<p><u>Theme 3: Challenges for the teacher</u></p> <p><u>Limited time:</u></p> <p>Teachers do not have enough time for teaching the existing subjects within the curriculum. In this case it was found that the LOLT is being forced onto the learners and it puts a strain on their ability to understand what is being taught (Hoadley, 2015).</p> <p><u>Communication between parent and teacher:</u></p> <p>Language barrier: There is a language barrier in the efforts to communicate with the teacher. This language barrier often prevents or limits both oral and written communication between the parent and the teacher (Waterman & Harry, 2008:5).</p> <p>Parental involvement: In this study some parents of IsiXhosa speaking learners are not involved in the education of their child. The reason for this is mostly because the parents, in this study, have limited education and English/Afrikaans skills necessary for meaningful participation (Waterman & Harry, 2008:4).</p>
	<p><u>Theme 4: Strategies employed by the Grade One teacher</u></p> <p><u>Repetition and individual attention:</u></p> <p>The participants reported the use of repetition and individual attention as two strategies related to methods of scaffolding. Scaffolding was implemented in order to progressively move the learner towards a stronger understanding of the LOLT by means of remedial classes, audio linguicism and code-switching (Bock & Mheta, 2014:260-272,372).</p> <p><u>Non-verbal modelling:</u></p> <p>Participating teachers used non-verbal modelling to construct meaning to the IsiXhosa speaking learner (Landsberg et al., 2011:176).</p> <p><u>Listening and reading activities:</u></p> <p>Listening activities such as rhymes and songs were used in order to assist the IsiXhosa speaking learners with language proficiency. Teachers modelled reading activities in order to address learners' writing, language and vocabulary skills.</p> <p><u>Concrete activities</u></p> <p>IsiXhosa speaking learners understood content better in a learning environment where the interaction was more practical in nature (Engelbrecht and Green, 2001:65). Learners engaged with concrete</p>

activities by using their perceptions to construct meaning. Thus, learners performed more adequately in their schoolwork (Landsberg et al., 2011:406).

Group activities:

Group activities, with two or more learners, were identified as a strategy where learners were supported to address individual learning needs within a group context. Consequently, group and/or pair work assisted and encouraged the IsiXhosa speaking learners to use the LOLT as much as possible (Gibbons, 2002:11).

Collaboration with parents:

Home visits, homework and parent meetings were identified as effective strategies that involved collaboration with parents to support IsiXhosa learners who receive education in a second/third language. However, Halliburton and Oates (2012:4) warn that there are many ethical issues to be considered when including home visits as a strategy, such as ensuring the safety of young female teachers.

Encourage speaking the LOLT:

Despite the fact that teachers are supposed to acknowledge the IsiXhosa learner's home language, participating teachers only encouraged the learners to speak the LOLT in the classroom (Wildeman & Nomdo, 2007). Although this strategy helped the learners with their sentence construction and expanded their vocabulary, some still struggled to understand the LOLT.

Making use of peer support:

Participants referred to peer modelling, as well as a buddy system in order to assist the IsiXhosa speaking learner in the classroom.

Making use of IsiXhosa speaking learners:

IsiXhosa learners were used to translate instructions and/or learning contents to the IsiXhosa learner. However, on a 'long term basis' this strategy of code-switching leads to the fact that learners never become equipped with the language knowledge in the language of assessment, which ultimately leads to academic failure (Fleisch's, 2008:109).

Theme 5: Resources utilised by the Grade One teacher

Teaching and learning aids:

It was found that bilingual (English and IsiXhosa) teaching and learning aids, such as word cards (vocabulary on a 'word wall'), was used to assist the learners to grasp an understanding of the meaning of words in the LOLT. The use of pictures together with words ensured that the participating teachers provided learners with key visuals to support themes and to help bring language to life (Ontario Ministry of Education, 2008a:57, 59). The importance of promoting children's reading were also identified (Landsberg et al., 2011:179).

	<p><u>Formal programmes:</u></p> <p>Participants identified the use of the ‘Letterland’ programme and other phonemic awareness activities in order to address the IsiXhosa learner’s spelling skills. The ‘Do and learn” programme is being used across South Africa by educators (cf. Botha and Swart, 2013). A resource kit was also identified that promotes reading by means of listening and speaking activities.</p> <hr/> <p><u>Theme 6: Available support systems</u></p> <p><u>School system:</u></p> <p>Facilities: Participants identified the Internet and library-media centres as valuable facilities.</p> <p>IsiXhosa speaking colleagues: Findings highlighted the value of access to IsiXhosa-speaking colleagues and/or bilingual professionals.</p> <p>Classroom assistants: The access to a classroom assistant was viewed as an important support system.</p> <p>Extra language support: Support was provided to both the teachers and the IsiXhosa learners from the ILST (DoE, 2005:34).</p> <hr/> <p><u>Theme 7: Recommendations for further support</u></p> <p><u>Grade R as foundation:</u></p> <p>Prior experience of/exposure to the LOLT: The importance of a firm grasp of the mother language prior to entering the school system was highlighted. However, it takes between two and four years to converse fluently in an additional language, and another three years to become proficient cognitive and academic users of that language (Birsch, 2005:298,364; Landsberg, et al., 2011:168). It was also found that some ‘pre-primaries’ (early childhood education facilities) are too expensive for a lot of South African parents.</p> <p>Guiding parents with the decision to place their child in a class where the LOLT is different from the child’s home language: It was found that parents’ roles are to use the child’s home language to explore and develop the concepts being learnt at school in the LOLT.</p> <p><u>Support from the school:</u></p> <p>Individual classes/support: Participating teachers recommended that schools should offer extra classes for individual support to the IsiXhosa speaking learners. It was also recommended that translators or IsiXhosa assistants serve as more beneficial support. However, according to Miles and Ainscow (2011:163), learners can become dependent on the translator, as the translator becomes the spokesperson for them.</p> <p>IsiXhosa speaking teachers to introduce English in foundation phase: Within the South African context, research and findings showed that very few universities prepare students as African language teachers, and most of these graduates are not qualified to teach a particular African language as a LOLT (Hoadley, 2015:13). Thus, it was recommended that at least one IsiXhosa speaking teacher needs to work in the foundation phase.</p>
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<p>Exo-system</p> <p>Relationship between one setting directly related to the learner's life and another setting that indirectly influences the learner.</p>	<p><u>Theme 3: Challenges for the teacher</u></p> <p><u>Lack of formal support/access to resources:</u></p> <p>Training and professional support: The participants reported a lack of, and an urgent need for, training and support to effectively address the research topic. Overwhelming evidence corroborated the fact that provinces are resource-constrained, there is an insufficient budget for training, and to compound matters, available workshops are irrelevant (Hoadly, 2015).</p> <p>Functional teaching and learning aids: While the findings point out that functional teaching and learning aids (i.e. 'Rainbow workbook') are not accessible to them, the DBE argues that teachers do not always utilise the materials provided (Wildeman & Nomdo, 2007; Hoadly, 2015; Child, 2013).</p> <hr/> <p><u>Theme 5: Resources utilised by the Grade One teacher</u></p> <p><u>Formal programmes:</u></p> <p>The WCED Literacy and Numeracy Strategy with a focus on graded readers, text-rich classrooms and the DBE 'Rainbow workbook' was the only formal programme available to most of the teachers (Curriculum News, 2013:13).</p>
<p>Macro-system</p> <p>Culture, lifestyle, resources, etc., that have an influence on the learner's functioning.</p>	<p><u>Theme 6: Available support systems</u></p> <p><u>Systems provided by the DBE:</u></p> <p>Training opportunities: It was found that workshops did not specifically focus on support to learners with language barriers (i.e. the IsiXhosa speaking learners). However, some statements revealed that access and support was available from the curriculum advisors.</p> <p>Learning support professionals: Support from ELSN teachers was identified and valued by participating teachers. However, too little time was allocated for this support to the IsiXhosa speaking learners.</p> <hr/> <p><u>Theme 7: Recommendations for further practice</u></p> <p><u>Support from the DBE:</u></p> <p>Training opportunities: According to participants, the curriculum advisors do not give solutions to problems (barriers) (i.e. how to accommodate and assist the IsiXhosa learner). Thus, the participants recommended more involvement regarding the accommodation of the IsiXhosa language learner. Participants also recommended training in specific methods to support learners, language and mathematics, as well as practical ways to involve parents to help them to be able to support the IsiXhosa learner. Findings indicated that complicating factors such as the problem of multiple home languages in many classes, the dialectisation of African languages, and the problem of terminology in mathematics still requires more attention (NEEDU Report, 2013:2-3).</p>

	<p>Resources: The following resources were recommended: Teaching assistants, which the DBE can assist and provide the schools with. Teaching and learning resources/aids are valuable. However, according to the participants, and affirmed by Hoadley (2015:13), teachers are often not provided with the needed resources or equal access to a quality education.</p> <p>Learning support professionals: Participants recommended that learning barriers should be identified as soon as possible and learners should be supported at an early stage.</p>
<p>Chrono-system</p> <p>Changes over time that influence the learner, i.e. personal developmental changes, changes in the family structure, etc.</p>	<p><u>Theme 1: Reason for placing of learners in a class where the Language of Learning and Teaching is different from their mother tongue</u></p> <p>According to the participants, parents recognised that English proficiency is important for successful participation in the economy. Thus, parents prefer for their children to receive instruction in English (Taylor & Coetzee, 2013).</p>

5.3.3. Recommendations regarding the findings of this research study

A number of recommendations emanate from the findings in the table above, and are aimed here at several support systems. These recommendations are presented separately in the tables below:

Table 9. Recommendations to parents

<p>Challenge for the learner</p>	<ul style="list-style-type: none"> • Learners should be exposed to the LOLT prior to entering the Grade One classroom and the language must be of a good quality (Fleisch, 2008:105-126).
<p>Challenges for the teacher</p>	<ul style="list-style-type: none"> • Parent involvement can take place in terms of attending parent meetings and/or workshops, assisting the learner with his/her homework.
<p>Further support</p>	<ul style="list-style-type: none"> • A firm grasp of the mother tongue is needed to communicate properly and understand the LOLT. • Parents need to support their children by exposing them to the LOLT as much as possible at home. • Parents should consider placing their child in a school where the LOLT is that of their mother tongue for at least the first three years (Grade one to three).

Table 10. Recommendations to teachers

<p>Challenge for the learner</p>	<ul style="list-style-type: none"> • Teachers' communication in the LOLT must be of a good quality. • Support by means of parent workshops must be provided to enable them to assist their child. • Make use of the learner's home language for learning. Include the learner's mother language during classroom activities. For this reason, teachers should be able to converse in the different mother languages of learners in their classrooms.
<p>Challenges for the teacher</p>	<ul style="list-style-type: none"> • Demand specific training needs from the DBE.
<p>Involving parents</p>	<ul style="list-style-type: none"> • Parent workshops are recommended in order to provide them with information and skills to support their child at home (White Paper 6, 2001:55-56). • Parent meetings are recommended for teachers to get a better understanding of the learner's background in order to provide the parents with suggestions on how to assist their children with homework (Pickering, 2003). • Parents need to be encouraged by teachers to be more involved by attending parent meetings and/or workshops, seeing that it is a key indicator of learner achievement in South African schools (Curriculum News, 2013).
<p>Strategies employed by the Grade One teacher</p>	<ul style="list-style-type: none"> • It is recommended that learners' home language should be used when teaching and learning takes place (Loftus, 2009; Owen-Smith, 2014). • Teachers should implement listening activities by means of rhymes and songs (Gibbons, 2002:106). • Apply code-switching and audio linguicism while scaffolding is taking place. • Extra classes can be utilised to fill in the gap (i.e. the learner might not have grasped and/or understand a concept taught during teaching time. This gap of not understanding can be explained one-on-one in extra classes). • Make use of non-verbal modelling. • Reading activities are important for developing language skills, such as the construction and meaning of words and texts. They learn these words through the use of sight words by means of their visual memory (Diaz-Rico, 2008:174-178; Gibbons, 2002:106). • The use of multicultural and wordless picture books should be available in order to read and write the LOLT (Rothenberg & Fisher, 2007:144). • Engage in concrete activities to promote cognitive and language development

	<p>(Engelbrecht and Green, 2001:65).</p> <ul style="list-style-type: none"> • Activities should engage with the learners' five senses in order to create meaning from the supplied information (Landsberg et al., 2011:406). • Clear and well-designed homework is recommended in order to assist the parents of the IsiXhosa speaking learner (Callahan, Rademacher & Hildreth, 1998). • Encourage learners to use the LOLT as much as possible, while still acknowledging the home language. Acknowledging the home language is necessary to emphasise something, as well as repeat and/or clarifying information within a communicative event in order to obtain a better understanding of the LOLT (Bock & Mheta, 2014:372). • Group and/or pair activities are important for the facilitation of cooperative learning with the integration of different academic and social experiences (Johnson & Johnson, 2008:9). • Make use of peer support where learners with different abilities are grouped together to share responsibilities, tasks and successes, while peers serve as helpers (Engelbrecht & Green, 2012:67). • In the interim, teachers can progressively move learners towards a stronger understanding of the LOLT by means of code-switching in order to support learners to understand certain concepts in the LOLT (Bock & Mheta, 2014:372). • Utilise multicultural and wordless picture books. • Develop learners' background knowledge by utilising and/or reading books, magazines, newspapers, or by means of pictures and discussions. • Make use of bilingual texts. Consequently, the IsiXhosa speaking learner will be encouraged to use the LOLT, which in turn builds their confidence to use the LOLT (Wyse & Jones, 2008:249-251). • Teachers should make use of a variety of concrete and visual teaching and learning aids in order to develop the learner's LOLT skills and broaden his/her knowledge (Ontario Ministry of Education, 2008a:57). • Listening and speaking activities develop language skills such as reading.
Further support	<ul style="list-style-type: none"> • Individual support can be provided by the class teacher in collaboration with the ILST.
Resources to be utilised	<ul style="list-style-type: none"> • The 'Rainbow workbook' can be utilised to reinforce literacy/language and mathematic skills, and also introduces learners to the

	<p>language and concepts required for learning and understanding other subjects (Curriculum News, 2013:10, 13).</p> <ul style="list-style-type: none"> • The 'Letterland' programme can be utilised to improve learners spelling. • The 'Do and learn' programme can be used to improve reading, writing and counting. • Phonemic awareness activities develop spelling skills. • The utilisation of library-media centres will help learners to engage with their own language, and also to engage with the LOLT through clear and realistic illustrations (Clarke, 2009:21).
Support systems	<ul style="list-style-type: none"> • Teachers must feel free to access curriculum advisors for language support (Curriculum News, 2013:7).

Table 11. Recommendations for schools

Support systems	<ul style="list-style-type: none"> • All schools should have a library or a library-media centre. • IsiXhosa speaking colleagues are recommended for translating instructions and explaining learning content. • Classroom assistants are recommended to take the workload off the teacher and to improve the IsiXhosa learner's access to the curriculum (Gardner, 2002:12). • Every school should have a support professional from the ILST for professional language support. Language support professionals should be made available for regular support (i.e. adequate time allocated for this support).
Further support	<ul style="list-style-type: none"> • Schools should get parents involved in their child's early education programme in order to prepare their IsiXhosa speaking child for the LOLT (Landsberg et al., 2011:93; Friend & Cook, 2009:5). • Guiding parents to consider placing their child in a school where the LOLT is that of their mother tongue (at least for the first three years). • Schools should compile a list of resources that are available in the community, and inform the learners and parents of the value of these for learning, as well as the accessibility thereof.

Table 12. Recommendations for the DBE

Challenges for the teacher	<ul style="list-style-type: none"> • The curriculum can be revised by the DBE in terms of subject content and time allocation whilst acknowledging the dilemma regarding the implementation of the NLP in South Africa
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	<p>(Wildeman & Nomdo, 2007).</p> <ul style="list-style-type: none"> • In line with the White Paper 6 (2001:19), it is recommended that training must focus on how to identify and address barriers to learning with the assistance of a learning support professional. • Teachers must be trained to develop their knowledge and skills regarding the diverse use of languages in the classroom and with the parents of learners (Engelbrecht, Swart & Eloff, 2001; Engelbrecht, 2006; Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). • The DBE will have to review their budget for training and implement the Education White Paper 6 regarding training opportunities within an inclusive school system (Annual Report, 2010:174; DoE, 2001:25).
<p>Parental guidance</p>	<ul style="list-style-type: none"> • Parents can be guided to rather place their child in a school where the LOLT is of their mother tongue (cf. Birsch, 2005:298,364; Landsberg, et al., 2011:168). • Alternatively, learners who experience diverse support needs will at some stage require some degree of individual support to overcome their barriers to learning. Thus, individual support can be provided by the class teacher in collaboration with the ILST (Landsberg et al., 2011:84).
<p>Further support</p>	<ul style="list-style-type: none"> • Early childhood education facilities should be regularly monitored by curriculum advisors in order to promote equal education for all learners (Landsberg et al. 2011:70). • A firm grasp of the mother tongue is needed for a learner to be able to communicate properly and to understand another language (i.e. the LOLT) (Landsberg et al., 2011:168; Maake, 2014). Alternatively, prior exposure to the LOLT in grade R can help with preparing the IsiXhosa speaking learner to understand the basic instructions only in Grade One (UNESCO, 1994:5; Dalton et al., 2012). • It is recommended that universities need to prepare all teachers on how to assist learners within a multilingual and inclusive context, while teachers in current practice should be trained in this regard (Engelbrecht et al., 2001; Engelbrecht, 2006; Chataika et al., 2012). • Teachers in current practice should receive training opportunities to equip them on how to accommodate learners within a multicultural and inclusive classroom. • Successful inclusion requires adequate teaching and learning aids that must be available to teachers (Stofile & Green, 2007:52-64; Swart & Pettipher, 2007:101-120).

	<ul style="list-style-type: none"> • The DoE (2000:4) should provide resources that must meet the necessary proficiency levels of each learner, including cognitive academic language skills to enable learners to learn affectively across the curriculum. • The DBE should find out what resources are available in the community and inform learners and parents of their value for learning and the accessibility thereof.
<p>Support systems</p>	<ul style="list-style-type: none"> • The Education District Support Team should provide specialised professional support in curriculum, assessment and instruction to schools by means of training teachers regarding the support of the IsiXhosa learner within an inclusive classroom (Landsberg et al., 2011:72). • Provide specialised professional support in curriculum, assessment and instruction to schools by means of training teachers regarding the support of the IsiXhosa learner within an inclusive classroom. • Curriculum advisors must be able to assist teachers regarding learners with language barriers. The DBE can monitor and train Curriculum advisors on what and how to advise teachers regarding language barriers in today's South African classrooms (Landsberg et al., 2011:70; Curriculum News, 2013:7). • Keeping in mind the full curriculum, it can be beneficial to have extra support to fill in the gaps in the IsiXhosa learner's language proficiency and understanding of the LOLT (Hoadley, 2015; Landsberg et al., 2011:84). It is recommended that support professionals fill the gap when it comes to understanding concepts, especially when the IsiXhosa learner missed something during a lesson (Haslam et al., 2005:71-73).

In addition to the recommendations above, further exploration of the research topic is recommended in the following section.

5.4. Recommendations for further research

It is recommended that further research be conducted to inform current practice in terms of the following:

- The development of training material, based on the recommendations of this study.

- The implementation of such a training programme and the monitoring of its impact.
- Further exploration of how the recommendations made in this present study can address language barriers of learners who speak a language other than IsiXhosa.
- Further research on how to address factors such as the problem of multiple home languages in many classes, the dialectisation of African languages, and the problem of terminology in mathematics.
- Exploration of the availability of, and accessibility to, community resources and these could support learners with language barriers.

5.5. Conclusion

The basic purpose of this chapter is to communicate the results, conclusions, and recommendations of this study. The aim of this study was to investigate teaching and learning strategies to support Grade One IsiXhosa learners who receive education in a second/third language. Due to the explorative nature of this study, the qualitative research approach fitted well with the purpose of this study, and to adequately answer the research question: “What teaching and learning strategies are utilised by Grade One teachers to support isiXhosa learners who receive education in a second/third language?” Based on the findings, a number of recommendations were made regarding teaching and learning strategies for language support to Grade One IsiXhosa learners. As a way forward, the researcher is optimistic that this study will contribute to: 1) current practice regarding language support to Grade One IsiXhosa speaking learners who are receiving education in a second/third language, 2) the different support systems and their responsibilities regarding language support to IsiXhosa speaking learners within an inclusive education system, and 3) the future implementation of the IIAL policy.

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ANNEXURES

ANNEXURE A: LETTER OF INVITATION TO THE WESTERN CAPE DEPARTMENT OF BASIC EDUCATION AND TEACHERS IN PRIMARY SCHOOLS IN THE METRO EAST EDUCATION DISTRICT

FOR ATTENTION: WESTERN CAPE DEPARTMENT OF BASIC EDUCATION AND TEACHERS IN PRIMARY SCHOOLS IN THE METRO EAST EDUCATION DISTRICT

I, Tanja Kotzé, the undersigned, am a teacher, and also a part-time M.Ed. student in the Department of Basic Education and Social Science, at the Cape Peninsula University of Technology – Wellington Campus. In fulfilment of the requirement for the M.Ed. degree, I have to undertake a research project and have consequently decided to focus on the following research topic: **‘Teaching and learning strategies for language support in Grade One’**.

In view of the fact that you are currently teaching Grade One, I hereby approach you with the request to participate in the study. The purpose of the study is not to evaluate you as a teacher, but to come by knowledge regarding teaching and learning strategies to second and third language learners in Grade One, to obtain insight acquired from best-practices, and an understanding the obstacles experienced in this regard.

For you to decide whether or not to participate in the research project, I will provide you with:

- Information regarding the need for the study;
- The goal of the study;
- What you will be requested to do during the study;
- The risks and benefits involved by participating in this research project, and
- Your rights as a participant.

The *aim of the research study* is to explore and describe the teaching and learning strategies employed by teachers for language support in Grade One, in order to contribute to a knowledge base from which teaching and learning strategies for language support in Grade One can be developed.

Should you agree to participate, you would be requested to participate in one interview. It is estimated that the interview will last approximately 60 minutes. During the interview the following questions will be directed to you:

- What languages can you speak?
 - What is the primary language you use in the classroom?
- How do you assist learners who do not understand you due to them having a different mother tongue?

- Based on your experience, what teaching and learning strategies work best?
- What challenges do you experience when teaching IsiXhosa second and third language speaking learners?
- What are the needs of these learners?
- What resources do you as a teacher have access to in order to implement teaching and learning strategies for language support to IsiXhosa second and third language speaking learners?
- In your opinion, what support systems (micro, mezzo, exo, macro and chrono) do you think can contribute to language support for IsiXhosa second and third language speaking learners?
 - Do you receive any other support and guidance from a learner support professional, more specifically, for language barriers?
 - If yes, please describe this support and its effectiveness.
 - If no, what would you suggest regarding learner support professionals to assist Grade One teachers with language barriers in the classroom?

With your permission, the interview will be audiotaped. The recorded interview will be transcribed word-for-word. Your responses to the interview questions (both the taped and transcribed version) will be kept strictly confidential. The audiotape will be coded to disguise any identifying information. The tapes will be stored in a safe place and only I will have access to them. The transcripts (without identifying information) will be made available to my research supervisor, a translator (if needed) and an independent coder with the sole purpose of assisting and guiding me with this research project. They will each sign an undertaking to treat the information shared by you in a confidential manner. The audiotapes and the transcripts of the interviews will be destroyed upon completion of this study. Please note that participation in the research is completely voluntary. Agreement to sign the attached consent form does not compromise your rights of participation in any way. If you agree, you maintain the right to withdraw your consent at any time during the study. However, if you do withdraw from the study, you would be requested to grant me an opportunity to engage in an informal discussion with you so that the research partnership that was established can be terminated in an orderly manner. As the researcher, I also have the right to dismiss you from the study, if you fail to comply with the instructions or if it appears that you want to use the study as a platform to promote individual needs that are not of the study.

You are included in this research as a possible participant because you comply with the following **criteria for inclusion**:

- Grade One teacher who has
- Second and third language speaking IsiXhosa learners in your classroom where
- The LOLT is English or Afrikaans and who teaches at a
- School in the Metro East Education District

If you have any questions/concerns about the study, kindly contact me at the following number: 072 11 82 703, or e-mail me at: t.k@telkomsa.net. Please note that this study has been approved by the Research Committee of the Cape Peninsula University of Technology. Should you have any further

questions/queries that I have not sufficiently addressed, please feel free to contact my study promoter, Dr M.A. Van der Westhuizen, telephone number: 021-8731181, or e-mail: mvdw@hugenote.com.

Based on the abovementioned information and the rights of the participant, you are requested to provide written consent, should you want to participate in this research study. Attached please find the consent form.

Thank you for your participation.

Regards

A handwritten signature in black ink, appearing to read 'Tanja Kotzé', with a long horizontal flourish extending to the right.

Tanja Kotzé

<p>me for counselling services/or other appropriate resources of service delivery, which I have the right to decide whether or not to use.</p> <p>Other concerns:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>2.3 <u>Possible benefits:</u> As a result of my participation in this study I understand that it could provide some recommendations for teachers and education authorities and contribute to the effective development and implementation of teaching and learning strategies to second and third language learners in Grade One.</p> <p>Other benefits:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<u>Initial</u>
<p>3. The above information was explained to me by _____ (in his/her capacity as researcher/ translator) in Afrikaans/English/Xhosa/other_____. I confirm that I am in command of Afrikaans_____, English_____, Xhosa_____, and Other_____. I was given the opportunity to ask question and all these questions were answered satisfactorily.</p>	<u>Initial</u>
<p>4. No pressure was exerted on me to consent to participate and I understand that I may withdraw at any stage form the study without penalty.</p>	<u>Initial</u>
<p>5. Participants in the study will not result in any additional cost.</p>	<u>Initial</u>
<p>B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed/confirmed at _____ on _____ 20____</p> <p>_____ Signature or right thumbprint of participant</p> <p>_____ Signature of Witness</p>	<u>Initial</u>

Statement by the researcher, translator, promoter and independent coder

<p>DECLARATION BY RESEARCHER</p> <p>I, _____, declare that:</p> <ul style="list-style-type: none"> • I have explained the information given in this document to _____ and/or his/her representative_____; • He/she was encouraged and given ample time to ask any questions; • This conversation was conducted in Afrikaans/English, Xhosa/other_____and this conversation was translated into _____ by _____. <p>Signed at _____ on _____ 20_____.</p> <p>_____ Signature of investigator/representative</p> <p>_____ Signature of witness</p>	<u>Initial:</u>
<p>DECLARATION BY TRANSLATOR</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Translated the content of this document from English into _____ for the participant/participant's representative; • Explained the content of this document to the participant/participant's representative; • Also translate the question posed by _____, as well as the answers given by the investigator/representative, and • Conveyed a factually correct version of what was related to me. 	<u>Initial:</u>

<p>Signed at _____ on _____ 20____.</p> <p>_____ Signature of investigator/representative Signature of witness</p>	
<p>DECLARATION OF PROMOTOR</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through the study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement by confidentially relating to the data obtained. <p>Signed at _____ on _____ 20____.</p> <p>_____ Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>
<p>DECLARATION BY INDEPENDENT CODER</p> <p>I, _____, confirm that I</p> <ul style="list-style-type: none"> • Had access to the transcripts of the data obtained through this study; • I did not have access to any information that could enable me to identify the participants; and • I will adhere to the agreement by confidentially relating to the data obtained. <p>Signed at _____ on _____ 20____.</p> <p>_____ Signature of investigator/representative Signature of witness</p>	<p><u>Initial:</u></p>

ANNEXURE C: ETHICAL CLEARANCE FORM



Directorate: Research
Audrey.wynngaard2@pgwc.gov.za
 tel: +27 021 467 9272
 Fax: 0865902282
 Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

1 APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Ms
1.1.2	Surname	Kotze
1.1.3	Name (s)	Tanja
1.1.4	Student Number (If applicable)	208025138
1.2 Contact Details		
1.2.1	Postal Address	24 Woolf Street Kenridge Durbanville 7550
1.2.2	Telephone number	(021) 914 0344
1.2.3	Cell number	072 1182 703
1.2.4	Fax number	
1.2.5	E-mail Address	t.k@telkomsa.net
1.2.6	Year of registration	2014
1.2.7	Year of completion	2015

2 DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	Cape Peninsula University of Technology (CPUT - Mowbray)
2.1.2	Degree/Qualification registered for	M.Ed
2.1.3	Faculty and Discipline/Area of study	Education
2.1.4	Name of Supervisor/Promoter/Project leader	Dr. M.A. Van der Westhuizen
2.1.5	Telephone number of Supervisor/Promoter	021-8731181
2.1.6	E-mail address of Supervisor/Promoter	<u>mvdw@hugenote.com</u>
2.1.7	Title of the study	
	Teaching and learning strategies for language support in Grade One	
2.1.8	What is the research question, aim and objectives of the study	
	<p>Research question: What teaching and learning strategies are provided to Grade One second and third additional language learners?</p> <p>Research aim: To explore and describe the teaching and learning strategies employed by teachers for language support in Grade One, in order to contribute to a knowledge base from which teaching and learning strategies for language support in Grade One can be developed.</p> <p>Research objectives:</p> <ul style="list-style-type: none"> To explore the teaching and learning strategies employed by teachers for language support in Grade One by using a qualitative data collection method. 	

<ul style="list-style-type: none"> • To describe the teaching and learning strategies employed by teachers for language support in Grade One by means of a qualitative data analysis method. • To do a literature control of the research findings. • To draw conclusions based on the findings. • To make recommendations to teachers regarding teaching and learning strategies for language support in Grade One based on the recommendations. 		
2.1.9	Name (s) of education institutions (schools)	
2.1.10	Research period in education institutions (Schools)	
2.1.11	Start date	October 2014
2.1.12	End date	March 2015

ANNEXURE D: APPROVED ETHICAL CLEARANCE FORM



Directorate: Research
Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20140821-35022

ENQUIRIES: Dr A.T. Wyngaard

Ms Tanja Kotze
24 Woolf Street
Kenridge
Durbanville
7550

Dear Ms Tanja Kotze

RESEARCH PROPOSAL: TEACHING AND LEARNING STRATEGIES FOR LANGUAGE SUPPORT IN GRADE ONE

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

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **20 January 2015 till 30 March 2015**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr AT. Wyngaard at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. 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
Directorate: Research
DATE: 21 August 2014

Lower Parliament Street, Cape Town, 8001
Tel: +27 21 467 9272/fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 923 22
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