The nature of isiZulu-speaking pre-service Intermediate Phase teachers' Classroom English proficiency

by

Jessica Kellerman

Submitted in partial fulfilment of the requirements for the degree

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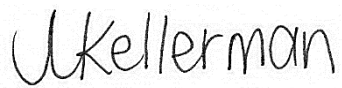
in the Faculty of Education

at the

University of Pretoria

AUGUST 2017

DECLARATION

I declare that the dissertation, which I hereby submit for the degree MEd Curriculum and Instructional Design and Development at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

JKellerman

Jessica Kellerman

30 August 2017

ETHICS CLEARANCE CERTIFICATE

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER:	**HU 16/04/03**
DEGREE AND PROJECT	M. Ed	
	The nature of isiZulu-speaking pre-service Intermediate Phase teachers' Classroom English proficiency	
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DEPARTMENT	Humanities	
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CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

CC

Ms Bronwynne Swarts
Prof Rinelle Evans

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ETHICS STATEMENT

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers* and the *Policy guidelines for responsible research.*

DEDICATION

For my workplace mentor, a true inspiration in what can be achieved and life is about, thank you for the opportunities, continuously believing in and supporting me.

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I am grateful for the continuous support, encouragement and guidance from my supervisor, Prof Rinelle Evans. Without this, I would not have been able to complete this dissertation. I am deeply touched by her positive approach.

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I owe gratitude to the directors of the private higher education institution involved for encouraging me to embark on this research journey, their permission to involve staff and students as well as financial and logistical support for distributing information and questionnaires.

To my husband, family and friends, thank you for your understanding and support throughout my research journey.

ABSTRACT

Language is central to all teaching and learning. The ability to communicate effectively, and more specifically during instruction is one of the key competencies beginner teachers should develop. While English is the home language of ±10% of South Africans, the majority of learners are taught in English from Grade 4 onwards, many of their teachers being non-native English speakers themselves.

The English proficiency level of most South African teachers has been identified as problematically low by a number of researchers. This study aimed to investigate the nature of Classroom English and the underlying oral English proficiency of native isiZulu-speaking pre-service teachers as a first step toward being able to better support Classroom English proficiency development of non-native pre-service teachers. Within my conceptual framework for the study oral English proficiency is viewed as part of and foundational to Classroom English proficiency.

A mixed methods approach was used. Data were gathered through questionnaires which gauged perceptions of the pre-service teachers' English proficiency in the classroom as well as voice recordings of lessons they presented during their practice teaching period in rural KwaZulu-Natal schools. Voice recordings of this case study were analysed with the support of existing oral English proficiency rubrics and a self-designed Classroom English proficiency rubric.

In a broad sense findings correspond with previous studies in similar fields, pointing to the nature of Classroom English of this case study at a level not considered ideal for effectively facilitating teaching and learning. These isiZulu-speaking pre-service teachers require more support to develop better Classroom English proficiency. An approach that specifically addresses development of language proficiencies required in the classroom, with vocabulary and grammar embedded therein, is suggested.

Keywords: Classroom English, English proficiency, oral proficiency, medium of instruction, pre-service teacher, language of learning and teaching, non-native English speaker

ABSTRACT (isiZulu translation)

Ukufunda kuyingxenye yazo zonke ukufunelisa nokufunda. Ikhono lokukhulumisana ngokuphumelelayo, futhi ikakhulukazi ngesikhathi sokufundisa ngenye yezindlela eziyimpumelela yokoqeqeshwa ethisha okufanele baqale. Konti isiNgisi yilona ulimi lwasekhaya elungaba ngu -10% lwama-Africa eseningizimu, iningi labafundi lifundiswa ngesingisi Kusukela ebangeni lesi -4 kuya phambili, inigi labafundisi baba abangazikhulumi ngezilimi zesingisi ngokwabo.

Ukuqeqeshwa kwe-english izinga labanyathelisi abaningi base Ningizimu Africa sekukhonjiswe njengengeindezi encane ngabacwaningi abaningana.Loiu cinga luhlose ukuphenya uhlobo olusuka ekufundeni kwe-english ekilesini kanye nokuqeqeshwa komlomo we-english okhulumela "abakwe-native-speaking base-pre-service" njengesinyathelo sokuqala ekuthuthukiseni ukuqeqeshwa kangcano ukuqeqeshwa kolimi lwesi Ngisi ukuthuthukiswa kwbafundisi abangekho bomdabu ngaphambi kokusebenza. Ngaphakathi kohlaka lwemaqondana nesifundo somlomo we-english babhekwa njengengxenye futhi isisekelo ekwenzeni ubuchwepheshe bokufundela eklasini.

Izindlela ezixubekile zasetshenziswa. I-Data yahlanganiswa ngemibuzo eyayiqondakala ngemise ye-pre-service otisha isiNgisi eklasini kanye nokurekhonda kwezwi lokufundiswa okwethulwa ngesikhathi sokufundisa kwabo ezikoleni zasemaphandleni yase-KwaZulu-Natal. Ukuqoshwa kwezwi kwahlanziywa ngokusekelwa kolimi elukhona lwe-english rubric kanye ne-self-design eklasini yobuchwepheshe rubric.

Emiphakathini eminigi efundwayo ihambisana nezifundo zangaphambilini emasimini afenayo, ofkukhomba isimo semfundo eklasini yalolu cwaningo lwesifundo ezingeni elingaca tshangelwa ukuthi lilingele ukwenza lula ukufundisa nokufunda. Laba othisha bokuqala baelinga ukuseklwa ekwengeziwe ukuthuthukisa ubuchwepheshe obuhle beklasini. Indlela ekhuluma ngokqondile nokuthuthiswa kolwazi oluelingekayo eklasini, ngesilulumagama Kanye neluhlelo oluhlanganiswe kuyo, kuphakanyiswa.

Amagama engkhiye: isigaba sokufunda isiNgisi, ubuchwepheshe be-english, ubuchwepheshe bomlomo, ukufundisa okuphakathi uthisha wangaphambi kwenkonzo, ulimi lokufunda nokufundisa, isikhulumi esingezona esikhuluma isiNgisi.

LIST OF ABBREVIATIONS

BEd	Bachelor of Education
BICS	Basic interpersonal communication skills
CALP	Cognitive academic language skills
CLIL	Content and language integrated learning
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ELL	English language learner
FLOSEM	Foreign Language Oral Skills Evaluation Matrix
IDP	International Development Programme
IELTS	International English Language Testing System
KZN	KwaZulu-Natal
LoLT	Language of learning and teaching
MRTEQ	Minimum Requirements for Teacher Education Qualifications
OEPTS	Oral English Proficiency Test
SAQA	South African Qualifications Authority
TESOL	Teachers of English to speakers of other languages
WIL	Work Integrated Learning

TABLE OF CONTENT

ADDENDA

Addendum A   Maps of KwaZulu-Natal showing student support centres

Addendum B   Student questionnaire

Addendum C   Tutor questionnaire

Addendum D   Permission from participants' tertiary institution

Addendum E   KwaZulu-Natal Department of Education permission to conduct
                  research

Addendum F   Request for permission from schools

Addendum G   Informed voluntary consent forms

Addendum H   Learner information letter

Addendum I   Parent/guardian/caregiver information letter

Addendum J   IELTS speaking band descriptors (public version)

Addendum K   Oral English Proficiency Test (OEPT)

Addendum L   Stanford Foreign Language Oral Skills Matrix (FLOSEM)

Addendum M   List of grammar errors identified from lesson recordings

LIST OF FIGURES

LIST OF TABLES

Chapter 1   Overview of the study

1.1   Introduction

This study is based on the premise that teachers' Classroom English proficiency in itself is an essential component of being able to effectively teach any subject. Teachers' English competence is increasingly recognised as a function of professional identity, with higher proficiency linked to a more effective teacher, as it shapes what the teacher does in the classroom (Freeman, 2017). In my conceptual framework in Chapter 2, I propose that Classroom English proficiency is reliant on oral English proficiency; in a similar manner to cognitive academic language skills (CALP) being built upon basic interpersonal language skills (BICS) (Cummins, 2000).

Teachers require a high level of language proficiency to "provide meaningful explanations, rich language input for learners and respond spontaneously and knowledgeably to their learners' questions" (Richards, Conway, Roskvist and Harvey, 2013: 244). Others explain teacher language proficiency required as "a specialized subset of language skills required to prepare and teach lessons", being necessary to manage the classroom, understand and communicate lesson content, assess learners and give feedback (Freeman, Katz, Gomez and Burns, 2015: 129). These skills are part of what is referred to as Classroom English.

A recent study conducted in Vietnam by Canh and Renandya (2017: 67) investigated how a teacher's language proficiency correlates with their ability to use that language "effectively in order to provide optimal learning opportunities in the language classroom". They conclude that a teacher's general language proficiency is as important as their classroom proficiency in influencing the way they use language in the classroom to promote learning. The South African policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ), first adopted in 2012, includes as one of the competencies of newly qualified teachers knowing how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning (DHET, 2015: 62). In my conceptual framework, discussed in Chapter 2, general proficiency is framed as part of and the foundation for Classroom English proficiency.

The group of isiZulu-speaking pre-service teachers whose Classroom English proficiency forms the unit of analysis for this mixed methods case study, were in their final year of a Bachelor of Education degree aligned to current South African teacher education policy, MRTEQ (DHET, 2015). Studying the nature of their Classroom English proficiency aimed to shed some light on the type of teacher entering the teaching profession, in terms of non-native speakers' Classroom English proficiency; as well as what type of additional Classroom English proficiency development support may be required in pre-service teacher education for non-native speakers.

This chapter describes the background and rationale, purpose and research questions, provides concept clarification, then outlines the design and methodology, delimitations and constraints of my study. At the end of the chapter what to expect in the remaining chapters is set out.

I begin by describing the background and rationale of this study.

1.2   Background and rationale

Recent research studies (Evans & Cleghorn, 2012; Hugo & Nieman, 2010; Reyneke, 2014; Taylor & Mayet, 2015; van der Walt & Ruiters, 2011) and my own limited observations point towards many teachers in South Africa not having the level of English proficiency one would expect as necessary for successfully teaching through English as the medium of instruction. In other countries similar problems have been identified (Freeman et al, 2015; Gan, 2012; Low, Chong & Ellis, 2014; Moon, 2014; Pasternack & Baily, 2004).

Countries are putting measures in place to ensure English language teachers entering the education system have adequate levels of English proficiency, for example the Language Proficiency Assessment for Teachers of English used in Japan (Gan, 2012). As for example Chadwick, 2012; Fillmore and Snow, 2000; Freeman, 2017; McCroskey, Richmond and McCroskey, 2006 do, I argue that English proficiency is not only important for English teachers, but for all teachers using English as the medium of instruction.

In South Africa low levels of English proficiency among teachers and learners is identified as one of the main problems in schools (National Education Evaluation and Development Unit, 2013). This is a matter of serious concern that should be addressed

at a number of levels, including teacher education. As teacher educators we need to make sure that the education pre-service teachers are receiving develops the language proficiency they require to effectively manage teaching and learning in the classroom. To address concerns with English proficiency level, the nature of English used by teachers in the classroom needs to be better understood. With 79% or more of learners being educated in English from Grade 4 onwards (Department of Basic Education, 2010), while English is the home language of only 9, 6% of South Africans (Statistics South Africa, 2011), developing the proficiency on non-native teachers who will be teaching in English is essential.

In my first year as part of the Directorate Academic Development at a private higher education institution, quality assuring the offering of our teacher education qualifications, which included material development and assessment, the influence of low English proficiency levels of student teachers struck me as profound. As the institution targets mainly rural areas of South Africa through distance education, the majority of students are African language speakers, with English as a second, third or even fourth language. It is from this background that I immediately identified with the research project Classroom English – to which my study is contributing. This larger study was conceptualised based on the principal investigator, Prof Rinelle Evans's, years of experiencing student teachers' poor command of English in the classroom.

As non-native speakers are the target market of the private higher education institution where I worked prior to and at the time the study was conducted, English proficiency of students is taken into account in a number of ways. This includes developing study materials for pre-service teachers that use simple language where possible and explain academic terms, as well as including foundational English modules in the first and second year of programmes with the aim of improving student teachers' English proficiency. Understanding the nature of pre-service teachers' English proficiency at the classroom level and identifying in which areas of Classroom English pre-service teachers require further development is a first step towards identifying ways pre-service teachers' Classroom English proficiency development could be better supported.

Next I discuss the purpose of this study in more detail.

1.3   Purpose of this study

As reflected in the background and rationale of this study, low levels of language proficiency among teachers is an international problem. The purpose of this study was twofold – to better understand the nature of non-native pre-service teachers' English proficiency and identify areas where further development of Classroom English proficiency is required. Rather than looking at one or two specific language skills in detail at a technical level, this study focussed on a number of skills underlying to and requiring Classroom English proficiency. Understanding pre-service teachers' Classroom English proficiency better, could then inform curriculum development of teacher education programmes to ensure non-native teachers' Classroom English proficiency is developed to the required level through such programmes.

To guide this two-pronged purpose, a primary and a secondary research question were used, namely:

What is the nature of the current Classroom English used by isiZulu-speaking final year B Ed Intermediate Phase pre-service teachers in rural KwaZulu-Natal?

In which aspects of Classroom English do non-native pre-service teachers require support to improve their proficiency?

My study buildt on the Classroom English skills or proficiencies identified in literature as being required by teachers (Butler, 2004; Gan, 2012; Hugo & Nieman, 2012; Low, Chong & Ellis, 2014; Moon, 2014; Richards et.al, 2013; Theron & Nel, 2005). Three existing oral English proficiency rubrics provided reference points for understanding the level of proficiency. These are the IELTS speaking band descriptors (British Council & IDP Education, 2001), OEPT (Purdue University, 2012) and the Stanford FLOSEM (Padilla & Sung, 1999) which are discussed in Chapter 2. The rubrics as well as the data of this study informed the design of a Classroom English proficiency rubric, presented in Chapter 3.

Next I explain a number of terms, framed as they are applicable to this study.

1.4   Explanation of terms

Below I clarify central terms as they pertain to this study.

1.4.1   African languages

In South Africa there are 11 official languages – English, Afrikaans and 9 languages commonly referred to as African languages, namely: Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa and Zulu. While Afrikaans is too indigenous to Africa, it has Germanic origins and is therefore most often not included when reference is made to African languages in the South African context, as is the case in this study.

1.4.2   Classroom English

Classroom English is the spoken (oral) English used by teachers in the classroom to facilitate and manage learning and teaching. Classroom English is used in any subject for which English is the language of learning and teaching (LoLT). It relates to language used to convey content during teaching as well as to manage the classroom and engage learners in the lesson. Willis (1985) expresses that it includes language used effectively and imaginatively for teaching, organisation and communication with learners.

Other researchers do not specifically use the term, though when referring to English/language used in the classroom refer to language used for specific purposes such as to determine learners' prior knowledge, giving instructions (Chadwick, 2012), providing meaningful explanations, responding spontaneously and knowledgeably to learners' questions (Richards et.al, 2013), preparing and teaching lessons, communicating lesson content and assessing learners (Freeman et al, 2015: 129).

1.4.3   English medium instruction

"The use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (Dearden, 2014: 4). In the context of this study English medium instruction

takes place as both the pre-service teachers and learners in their classrooms are non-native English speakers, in a country where 9.6% of the population speaks English as their home language (Statistics South Africa, 2011). The term English medium instruction is more specific than *Language of Learning and Teaching* explained in 1.4.6.

1.4.4 Intermediate Phase

In the South African schooling system there are four phases of schooling. The Intermediate Phase forms part of primary schooling and refers to Grade 4-6. In these grades learners are typically between the age of 10 and 12 years. Formal tests and examinations are introduced for the first time in this phase of schooling.

1.4.5 IsiZulu

The word isiZulu, as it appears as an official language of South Africa in the Constitution, will be used throughout this study to refer to the Zulu language. Although this is linguistically incorrect it is done in deference to the isiZulu-speaking participants who prefer this appellation as to them *Zulu* refers to the culture and *isiZulu* to the language.

1.4.6 Language of Learning and Teaching (LoLT)

The Language of Learning and Teaching (LoLT) refers to the language used to facilitate learning in the classroom. This term is often used synonymously with *English as medium of instruction*, to be differentiated from *English medium instruction* as explained in 1.4.2. Textbooks and other learning materials will typically be in the same language as the LoLT. Classwork, homework and assessments will also be completed in the LoLT.

The LoLT is not necessarily, and in South Africa from Grade 4 onwards usually not, the same as the home language of the learners. In this case study it is also not the home language of the teacher.

1.4.7 Nature of Classroom English

A description of the features or characteristics of English used by teachers in the classroom to facilitate learning, manage learning and learners and communicate with learners. For the purpose of this study, Classroom English is used only with reference to spoken language.

1.4.8 Oral proficiency

Oral proficiency is a person's ability to speak in the target language. Higher or better oral proficiency is associated with more fluent speech, clear pronunciation, grammatically accurate speech and broad vocabulary (British Council & IDP Education, 2015; Padilla & Sung, 1999).

1.4.9 Rural area

A geographical area that consists of predominantly community-owned land or commercially owned farms falling outside of a municipal area (Taylor, Draper & Sithole, 2013; Statistics South Africa, 2003). Formal or informal dwellings may be present in the area (Statistics South Africa, 2003). In rural areas communities are typically small and sparsely spaced. There are usually few, if any, formal businesses. The images below provide a general impression of what is meant by rural in the context of this study. All the photographs included in this dissertation are my own, taken on official visits to the region.

Figure 1.1   Just outside a rural town in Kwa-Zulu Natal

Figure 1.2   Main roadside in rural KwaZulu-Natal

Although there is a paved road running past some villages, such as pictured here, there are many a time tens of kilometres between houses such as those pictured here when driving between rural villages in this area, typically more than 100km apart.

1.4.10 Student/learner

In South African and international literature the term 'student' is often used to refer a child in school and/or a person participating in higher education. To differentiate, in this study 'student' will consistently be used to refer to a person participating in higher education and 'learner' to refer to a child in school. Pre-service

teacher is a more specific and alternate term used to refer to the students participating in this study, as they are studying to become teachers by profession.

1.4.11 Workplace Integrated Learning

Workplace Integrated Learning (WIL) is the term currently used in South African policy on teacher education to refer to periods of time that student teachers spend in schools learning from and in practice. An alternative term often used is *practice teaching*. The revised MRTEQ (DHET, 2015), requires that Bachelor of Education students complete a minimum of 20 weeks WIL across their four years of study.

Next I briefly describe the research design and methodology of this study.

1.5   Research design & methodology

Here I provide a summary of the research design and methodology and will elaborate thereon in Chapter 3.

1.5.1   Epistemological assumptions

Being a mixed methods study, this study is based on the assumption that the best possible results are often gained from integrating methodologies and viewpoints (Niglas, 2001). This falls within the pragmatic paradigm. I also draw on assumptions from the interpretivism and constructivism paradigms.

I take an interpretivist viewpoint in that all findings should be interpreted in context, opposed to a positivist view often held by quantitative researchers that data represents absolute truths. With questionnaires gauging pre-service teacher and tutor perceptions of pre-service teachers' oral English proficiency providing much of the data for this study, in line with an interpretivist view, this study relies to a great extent on the views of participants.

Constructivist assumptions made include accepting that qualitative data, although subjective, are required for understanding the world around us. This means pre-service teachers' and tutors' perspectives of pre-service teachers' oral English proficiency are understood as being informed by a language frame of reference formed

in a community of non-native English speakers. Blommaert, Muyllaert, Huysmans and Dyers (2005) call this peripheral normativity.

1.5.2   Design

The study has a mixed methods design, of the triangulation design type. It is a case study with the Classroom English proficiency of isiZulu-speaking final year BEd Intermediate Phase students in KwaZulu-Natal forming a unit of analysis.

1.5.3   Research sites

Two types of research sites were used for this study. Student participants made voice recordings of their lessons presented during WIL, at the schools where they were completing WIL during the time of the study. In Chapter 3 photographs of schools similar to those where students completed their WIL, are included. Questionnaires were completed at training sites - student questionnaires at the student support centres where students meet with tutors to receive academic support and tutor questionnaires at the guesthouse where tutor received training prior to the second semester of 2016. A photograph of one such student support centre is included in Chapter 3 and maps showing the Kwa-Zulu Natal province and location of each student support centre in Addendum A.

1.5.4   Participants: sampling and selection criteria

For the purpose of triangulating data, participants were selected from two groups, both through convenience sampling. These are student participants (the pre-service teachers forming the unit of study) and tutor participants.

At the time of the study, all student participants were in their final year of a BEd Intermediate Phase programme offered through distance education by a private higher education institution in South Africa. All BEd students of the institution were located in KwaZulu-Natal at the time of the study. All 325 of these BEd Intermediate Phase students were invited to participate, of which 52 chose to do so.

The second participant group are tutors of the BEd Intermediate Phase programme, who provided academic support to students five days a week and

observed them during WIL. The tutors therefore should be able to offer insight into the oral English proficiency and Classroom English proficiency of these pre-service teachers. Of the 21 tutors, 18 chose to participate in this study.

1.5.5   Type of data and collection instruments

Data about the pre-service teachers' oral English proficiency and use of English in the classroom were gathered through questionnaires and voice recordings of lessons presented during WIL.

Questionnaires gauged student and tutor perceptions through quantitative and qualitative questions. Quantitative questions were answered on a four-point Likert scale. The student and tutor questionnaires were developed in parallel, including equivalent questions gauging the same variables. These questionnaires are included as Addendum B and C.

Students were requested to make a voice recording of any two lessons presented in the WIL period, using a hand-held device such as a cell phone or iPad. Participation in this aspect of the study was poor, with only 11 voice recordings received. Of these nine could be used as one was of a Foundation Phase lesson and another was taught almost exclusively in isiZulu.

To support this primary data, relevant data collected by JET Education Services in 2015 from the same pre-service teacher population and included in their research report was used. JET was commissioned by the private higher education institution with whom the BEd students were enrolled to explore the extent to which they met the expectations of newly qualified teachers and the outcomes of the institutions' BEd programmes.

1.5.6   Ethical considerations

Permission to collect data was obtained from a number of entities. This included the private higher education institution whose students were studied, the ethics committee of the University of Pretoria's education faculty, the KwaZulu-Natal Department of Education and schools where student participants would be involved in WIL during the study. Informed voluntary consent was obtained from participants.

Learners in the classrooms of student participants and these learners' parents had to be informed of the study.

All participants were assured that their participation would not influence them positively or negatively in any way. Their identities were protected through the use of self-chosen pseudonyms, making their participation anonymous. Care was taken not to allow my position at the institution to influence student and tutors' choice to participate.

1.5.7   Data collection and capturing procedures

Data were collected by myself and fieldwork assistants and captured by me. As I am based in Pretoria and participants in KwaZulu-Natal (on average about 600km away), I requested the assistance of tutors as fieldwork assistants to gather data. They were asked to explain the purpose of the study, what students' participation would involve, hand out consent forms and administer the questionnaires. Before any data were collected I provided telephonic training and information in, writing in terms of handing out students' informed consent forms and explained to them what the study is about as well as trained them in person on administering student questionnaires.

When I met with tutors to train them on administering the student questionnaires, I again explained what the study is about, handed out their consent forms and administered the tutor questionnaire. At the beginning of this process I clarified that their role as fieldwork assistants is completely separate from their choice to be participants in the study or not.

When it became evident that less data than anticipated were coming in, I visited three student support centres and requested assistance from colleagues visiting another three centres for exam monitoring purposes during November 2016. While this situation was not planned or ideal, it was the last opportunity to collect questionnaire data from students and retrieve audio recordings they had made.

I personally captured questionnaire data in Microsoft Excel and transcribed voice recordings of pre-service teachers' lessons.

1.5.8 Data analysis

Quantitative and qualitative data were analysed separately before being triangulated in Chapter 4. Quantitative questionnaire data were analysed statistically through the use of software called the Statistical Package for the Social Sciences (SPSS). This was done with assistance from an institutional statistician. After determining the reliability and validity of my data, descriptive statistics and correlation analysis were run. For triangulation purposes the student and tutor responses to equivalent questions ware also compared at a statistical level.

Electronically captured qualitative data were manually sorted and possible codes identified, then drawn into analysis software, namely ATLAS.ti. This allowed for easier organisation and linking of codes to data, to better identify emerging patterns. To create codes the IELTS speaking band descriptors (British Council & IDP Education, 2001) as well as literature on expected errors by non-native English speakers (Khansir, 2012; Nzama, 2010; Shaffer, 2005; Ting, Mahadhir & Chang, 2010) were drawn on. Additional codes, identified when reading through data, were added as the analysis process unfolded.

Next I briefly discuss the validity, reliability, credibility and trustworthiness of data.

1.6 Validity, reliability, credibility and trustworthiness of data

As this is a mixed methods study, I address validity and reliability of quantitative data as well as credibility and trustworthiness of qualitative data. At the broadest level this was supported by triangulation of different sources of data – student teachers, their tutors and secondary data from a JET study of the same population – as well as different forms of data – quantitative and qualitative questionnaire responses and lesson voice recordings. Questionnaire data was interpreted from the point of view that these data are of perceptions of pre-service teachers' oral English proficiency and use in the classroom, not an absolute measurement of proficiency level.

The validity and reliability of quantitative questionnaire data were measured statistically by determining Cronbach Alpha values. These values are determined by comparing responses to items relating to the same variable, with a value above 0.5 considered as a valid and reliable result (Goforth, 2015). Cronbach Alpha values were

above 0.5 for all but one variable on each the student and tutor questionnaire. These values are presented in Chapter 3.

In terms of credibility and trustworthiness of qualitative questionnaire data, responses to open items were accepted as perceptions of students and tutors, keeping in mind these perceptions are shaped by the non-native communities they live and work in. These data were supported by triangulation of lesson recordings interpreted with IELTS, OEPT and FLOSEM oral English proficiency rubrics as reference points.

The credibility of lesson recordings were accepted at face value as these are real-time recordings of the pre-service teachers' language use in the authentic classroom context. I transcribed the recordings myself and analysed transcribed data alongside the actual recordings to ensure they were captured accurately.

While lesson recording data are accepted as trustworthy, it is recognised that it may not show the full range of the pre-service teachers' Classroom English proficiency, as no more than 35 minutes of recording was received from each of the nine participants who submitted recordings. Generalisation of findings based hereon to the wider case study group was done with caution as it may well be that the nine pre-service teachers who made recordings, from a participant population of 325, were possibly those who view themselves as, and are, more proficient than others in the group. Triangulation with JET data of a larger group (± 80) from the same population was done to support trustworthiness.

Next I briefly discuss the delimitations of the study.

1.7 Delimitations

Data for this study were collected between April and November 2016. Two main delimitations apply – the choice of isiZulu-speaking pre-service teachers as a population group and the choice to study only Classroom English proficiency, as opposed to English proficiency in a wider sense. IsiZulu-speaking participants in the KwaZulu-Natal province were chosen as this was the population group and province in which all the BEd students of the institution I worked for at the time were, thus providing a convenient sample.

Oral English proficiency and use of spoken English in the classroom were chosen as the focus for this study as these basic language skills are essential to the process of facilitating teaching and learning. It could thus be argued that speaking proficiency, rather than reading or writing ability, has the greatest direct influence on a teachers' ability to effectively mediate learning. It was necessary to focus on oral proficiency to allow for depth of study while including a broad range of Classroom English variables. This is also the focus of the research project Classroom English of which this study forms part.

Next I address the anticipated constraints.

1.8   Anticipated constraints

Prior to conducting this study, a number of constraints were anticipated and plans put in place to prevent or limit their influence on the success of the study. Full details of how these constraints manifested is discussed in Chapter 3.

The first expected constraint was a delay in ethical clearance. Timelines were critical as students were in their final year and had limited WIL time left. This constraint was tempered by completing the required documentation without delay and requesting an accelerated review. Still ethical clearance was obtained only once students were in schools for WIL. This likely negatively influenced the amount of data gathered and is discussed in Chapter 3 under data collection and capturing procedures.

The next hurdle expected was possible poor quality of data recordings. I aimed to prevent this by, with the assistance of the private higher education institution's communication manager, preparing and sending guidelines to tutors to share with students on making good audio recordings. On the recordings received neither quality nor clarity of the student teacher's voice was a problem. Sometimes learner responses were unclear or not audible, though this did not meaningfully influence data analysis.

It was expected that student participants could be unreliable in that they may agree to participate, then not make recordings. This could possibly be a factor in the poor response rate. What was not expected, but experienced, was the unreliability of tutors as fieldwork assistants. Procedures were not followed as described which had a significant effect on the response rate, though not influencing the fundamental integrity of the study.

I also expected that not all student teachers would choose to participate, though this potential constraint was significantly underestimated. All 325 BEd Intermediate Phase students were invited to participate, of whom only 52 chose to do so. Contributing factors may have been a confusion of this project with their own research project and timing of data collection. The relatively low participation rate and how I aimed to remedy it is further discussed in Chapter 3 under data collection and capturing procedures.

A potential delay was expected in return of voice recordings on memory sticks, which despite clear return dates and methods as well as regular follow up, occurred to a greater extent than expected. This did effect the timeline in which the data capturing and analysis could occur. The disregarded procedures and delay in return of data were countered to an extent by corrective measures in the form of visiting some support centres myself.

Prior to concluding this chapter, I provide an outline of how my dissertation is organised.

1.9   Outline of chapters

This dissertation is organised in five chapters. This first chapter has provided a brief overview of the study. In the second chapter I present the literature drawn on for this study. This includes the discussion of the conceptual framework used. This is followed by Chapter 3, which describes the study design in depth. In Chapter 4 the results and findings are presented, discussed and synthesised. The results and findings are organised according to my conceptual framework presented in Chapter 2. This allows for triangulation of quantitative and qualitative data in parallel with presentation thereof. A self-designed rubric of Classroom English proficiency (presented in Chapter 3) is used to synthesise the findings. Chapter 5, the final chapter, includes an overview of the study, the significance and implications, limitations, a personal reflection, as well as recommendations for future research.

1.10 Conclusion

In this chapter I have provided an overview of the study. This included introducing the study by describing the background and rationale, purpose and research questions, providing clarification of concepts central to the study, outlining the research design and methodology which is further discussed in Chapter 3, validity, reliability, credibility and trustworthiness, then describing the delimitations and the anticipated constraints.

In the next chapter I present the review of literature. This chapter is introduced by outlining the areas of existing literature my study draws from. These are studies that each relate to one or a few specific uses of language by teachers, studies that identify areas in which teachers' language skills are lacking, studies looking at the importance of teaching language to learners and studies that focus on skills of language teachers.

To provide relevant background and frame the central concept of the study, namely Classroom English, a conceptual framework is provided. Thereafter the language landscape in education is discussed, why language proficiency is important for all teachers is brought to the fore, every teacher as a language teacher, what existing literature says about the level of language proficiency required by teachers, language proficiencies required by teachers, the intricate relationship between teachers' language proficiency, teaching and learning and lastly supporting teachers' Classroom English proficiency development is discussed.

Chapter 2   Literature review

2.1   Introduction

In this chapter I will draw on existing literature to identify English language skills teachers require and what is known about teachers' English proficiency levels. The types of skills linked to language proficiency in the classroom, as well as the level of specificity with which required language skills are described in literature, vary.

It needs to be recognised that just as language is key to learning, it is key to teaching. In this study I take the position that a teacher's language skills are not only relevant in the language classroom; teachers' language proficiency demonstrated through application of language skills in the classroom plays a role in effective teaching of all subjects. This position is held by some other researchers in the field, for example Low, Chong and Ellis (2014) and McCroskey, Richmond and McCroskey (2006).

When teachers' language skills are described in literature, this is often done in the context of being lacking. In some literature general problems are described, such as low levels of professional language use, meaning limited language is used while teaching and during teachers' reflections (Butler, 2004; Yayli, 2012), not providing meaningful explanations (Richards et.al, 2013) and inadequate and ineffective interaction strategies (Theron & Nel, 2005; Kisilu, 2009). Other literature refers to specific gaps in teachers' basic language skills such as poor spelling and incorrect use of tenses (Nel & Müller, 2010), oral grammar (Butler, 2004) and lack of vocabulary (Hugo & Nieman, 2010).

When reference is made to teachers' language skills in literature, this was often not the focus of the study. An example of such instances are studies that investigated the importance of teaching learners language skills (Rolstad, 2015; Uys, van der Walt, van den Berg & Botha, 2007; van der Walt & Ruiters, 2011). Studies that do focus on teachers' language skills are often on language teachers (Butler, 2004; Gan, 2012; Nel & Müller, 2010; Richards, 2010; Richards et.al, 2013; Yayli, 2010). A few studies on language skills of teachers in general could be identified as well (Moon, 2014; Hugo & Nieman, 2010; Pasternak & Bailey, 2004).

The above mentioned types of literature form the basis for the core of the literature review in this chapter. While the focus of this study is on Classroom English

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proficiency, in which oral English proficiency is subsumed, reference will be made to literature on language proficiencies not specific to spoken language, as they remain relevant as background to the study. For example, when grammatical errors occur in written language, it can be assumed that similar errors may occur in spoken language. There is, in fact, limited literature specifically on teachers' oral language proficiency, which is a gap this study aims to address. What this study has also done is bring together oral English and Classroom English proficiencies identified in literature to create a framework of the variables, rather than addressing single variables in great depth.

Therefore, to provide relevant background and frame the central concept of the study, namely Classroom English, a conceptual framework is provided. Thereafter the language landscape in education is discussed, why language proficiency is important for all teachers is brought to the fore, every teacher as a language teacher, what existing literature says about the level of language proficiency required by teachers, language proficiencies required by teachers, the intricate relationship between teachers' language proficiency with teaching and learning and lastly supporting teachers' Classroom English proficiency is discussed.

2.2   Conceptual framework

The conceptualisation of teachers' language or communication skills as a factor influencing teaching quality, is by no means a concept new to the education field. As early as 1973 McCroskey offered a course in Instructional Communication, aimed at primary and secondary school teachers and other professionals in the education field, at West Virginia University (McCroskey & Richmond, 1992). The focus of this course was to apply knowledge about communication to the specific needs of professional teachers.

Over the years, topics studied in the field of Instructional Communication have included clarity of teachers' communication, aggressive communication, socio-communicative style, use of affinity-seeking, content relevance, clarifying techniques, learner motivation, learner empowerment and learners' motives to communicate with their teacher (Meyers, 2010). It is clear to me that oral proficiency underlies many of these topics, though it has not been explicitly highlighted as a factor influencing the

teacher's communication in the classroom by instructional communication researchers. Rather, it seems to be assumed by those in the instructional communication field that this underlying language proficiency is in place.

With the focus of this study on oral and Classroom English proficiency, Instructional Communication forms the broadest level of the conceptual framework, as a competency supported by Classroom English proficiency. Instructional Communication is much more nuanced in the use of language than Classroom English proficiency and its underlying oral proficiencies, as reflected by the topics studied. Also, Instructional Communication is about both teacher and learners' use of language, whereas Classroom English is focussed on the teacher's language use.

Classroom English is defined by Willis (1985: 5) as:

> *The specialised and idiomatic forms of the English used when teaching that enables teachers to use language effectively and imaginatively as a means of instruction or as a means of organising a class or even a means of communicating with their learners as individuals about their life outside the classroom.*

Using the term 'Classroom Language', Chadwick (2012) describes the language teachers use in the classroom as being required for framing the lesson and involving routines which include determining prior knowledge, giving and checking instructions, assigning roles for group work, and so forth. She continues by framing Classroom Language as the stepping stone between basic interpersonal language skills (BICS) and cognitive academic language proficiency (CALP). Where English is the language of learning and teaching, I view *Classroom Language* as described by Chadwick (2012) as synonymous with *Classroom English*.

As early as 1979 Jim Cummins differentiated between BICS and CALP in terms of purpose and level of proficiency required (Cummins, 2000). This highlights the distinction between the level of language used for everyday communication and language required for learning, by extension teaching. Proficiency in both types of language skills are required by teachers to effectively manage teaching and learning.

BICS, or social language, is the foundation for CALP and required by teachers to manage a class or when speaking to learners informally before and after a lesson. CALP is required as the academic language of the content lesson – necessary for

understanding and applying new concepts and ideas, so supporting reactive thinking skills (Chadwick, 2012).

CALP is more precise than BICS and avoids slang, which makes systematic learner support from teachers over several years necessary, in order to develop this level of language competency (Chadwick, 2012). This fundamental difference between BICS and CALP is echoed by a number of authors, for example Lucas, Villegas & Freedson-Gonzalez (2008: 362) who state that "Conversational language proficiency is fundamentally different from academic language proficiency, and it takes many more years for an ELL [English language learner, i.e. a non-native English speaker learning through English] to become fluent in the latter than in the former."

Guided by the idea of Chadwick (2012) that Classroom Language is the stepping stone between BICS and CALP, I view Classroom English as teachers' English proficiency level between general oral English proficiency and Instructional Communication competency. Classroom English thus forms part of Instructional Communication, is foundational thereto, while building on oral English proficiency. This conceptual framework is presented in Figure 2.1

Instructional communication competence

| learner motivation | learner motives to communicate | learner empowerment | |
| clarity of communication | communicative style | clarifying techniques | content relevance |

Classroom English proficiency

effective use of language for

managing teaching and learning

Oral English proficiency
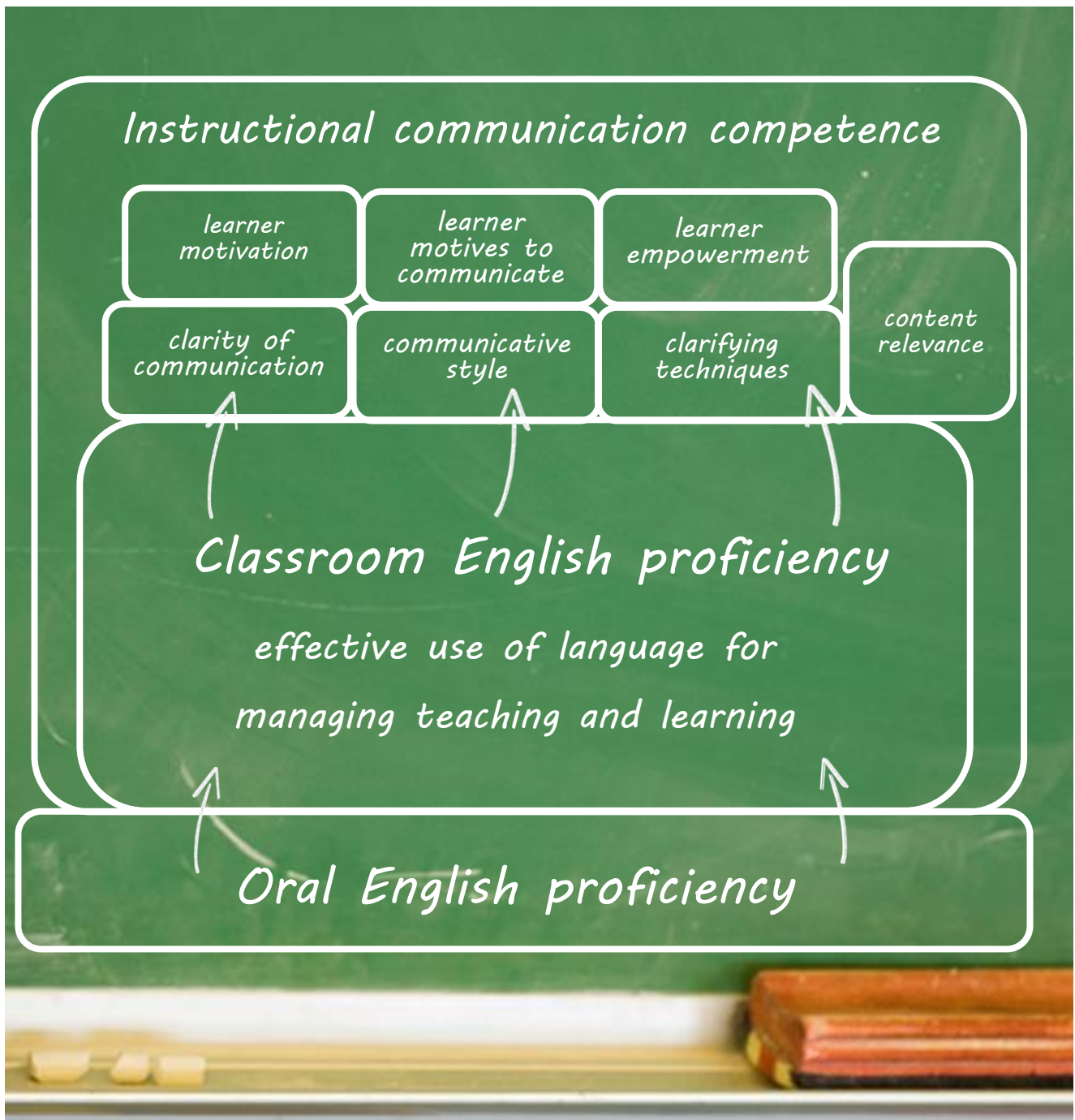
Figure 2. 1   A framework for Classroom English proficiency

Classroom English includes the use of specific teaching-related terms, used in the teaching profession to manage and mediate teaching and learning. Having specialised language within a field, allows for "sharing of understanding in ways that can commonly be used in the profession", (Loughran, 2010: 48). Aligned to this idea, the terms English for specific purposes (ESP) and English-for-Teaching describe

teacher language proficiency as a specialised subset of language skills required to plan lessons, manage the classroom, understand and communicate lesson content, assess learners and give feedback (Freeman et al., 2015; Freeman, 2017).

Pasternack and Baily (2004: 155) argue that effective teachers must have knowledge about something (declarative knowledge) and the ability to do things (procedural knowledge). This includes "(1) knowing about and how to use the target language, (2) knowing about and how to teach in culturally appropriate ways, and (3) knowing about and how to behave appropriately in the target culture."

Proficiency in Classroom English is thus wider than being proficient in the language only and closely linked to a teacher's subject content knowledge. However, language proficiency and subject content knowledge go hand in hand – to be proficient, the teacher needs knowledge of the subject as well as adequate vocabulary to express this knowledge. Pedagogical content knowledge, in Schulman's view as explained by Loughran (2010: 45) is "the knowledge of teaching particular subject matter in a particular way for a particular reason to enhance student [learner] learning", with the focus on the relationship between practice and the subject matter being taught.

From this broad conceptual framework and proficiencies required by teachers which will be discussed later in this chapter, I have created an organisational structure to explain the relationships between variables of oral English proficiency linked to Classroom English proficiency. This organisational structure is presented in Figure 2.2, which indicates the influential supportive relationship oral English proficiency variables have with Classroom English proficiency variables.
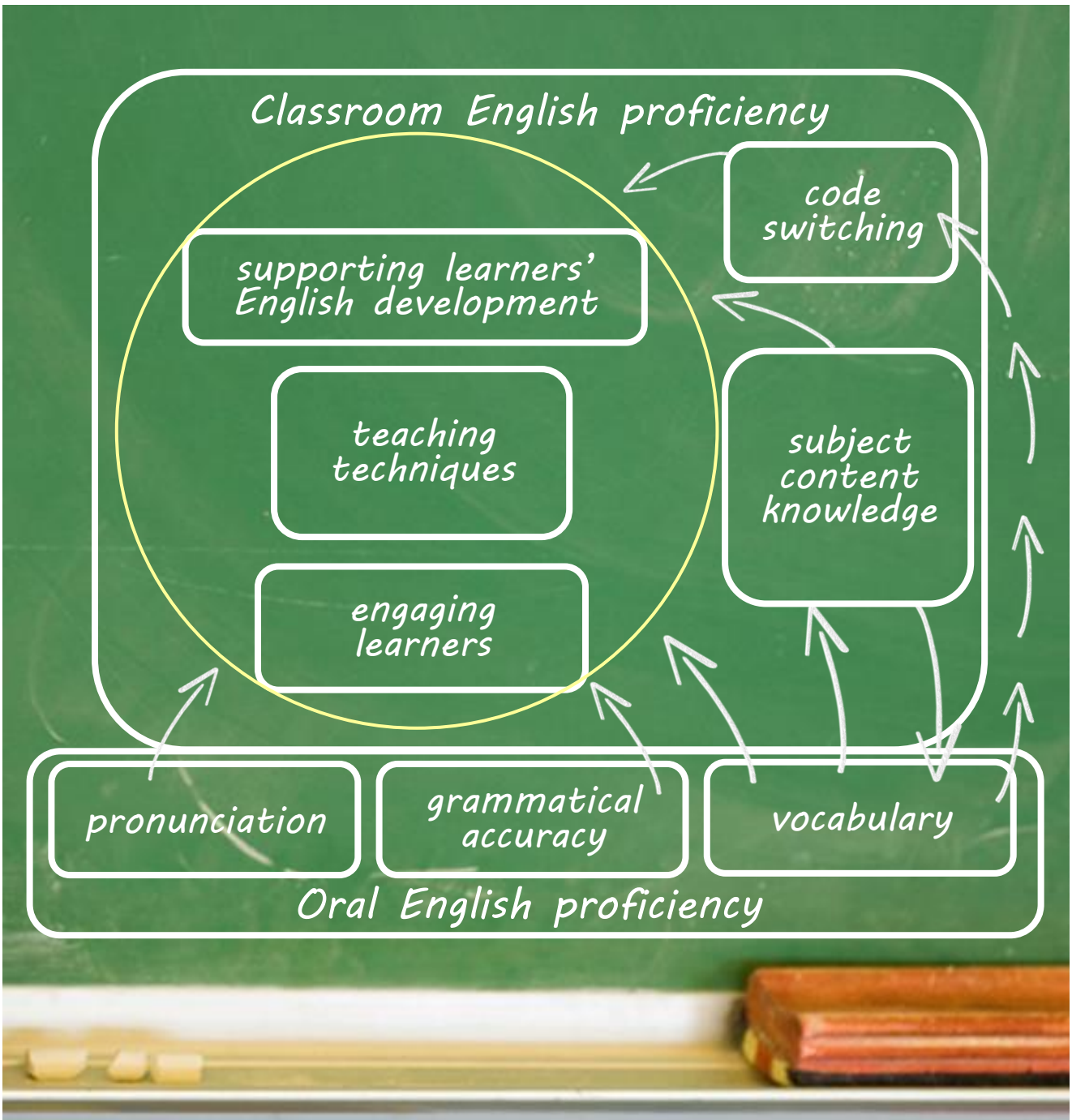
Figure 2. 2   Relationships between Classroom English proficiency variables and oral English proficiency variables

Based on Cummins's theory of BICS and CALP, I propose that oral English proficiency in terms of pronunciation, grammatical accuracy and vocabulary (British Council & IDP Education, 2001; Purdue University, 2012; and Padilla & Sung, 1999), forms the foundation of Classroom English proficiency. Classroom English proficiency

is reflected by language sophistication expressed through engagement of learners, language expressed through teaching techniques, support of learners' English development, expression of subject content knowledge and use of code switching (drawn from literature including Colombo & Furbush, 2009; Gan, 2012; Moon, 2014; Van der Walt & Ruiters, 2011).

Language sophistication expressed through engagement of learners, language use expressed through teaching techniques and supporting learners' English development is influenced by all three oral English proficiency variables as well as subject content knowledge and code switching. Subject content knowledge and code switching are influenced by vocabulary and vocabulary in turn is broadened by subject content knowledge. The intricate relationships Classroom English proficiency has with subject content knowledge and teaching techniques are also explained later in this chapter.

This review of literature continues by outlining the language landscape in education, with specific focus on the wide use of English medium instruction.

2.3 Language landscape in education

English medium instruction, teaching non-native learners through English, is a world-wide phenomenon. A study of English medium instruction trends in 55 countries by The Centre for Research and Development in English Medium Instruction, found that while English medium instruction is rapidly expanding, the educational infrastructure of many countries does not support quality provision of English medium instruction (Dearden, 2014). The working definition of English medium instruction for this study was "The use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (Dearden, 2014: 2).

Across Africa, the majority of learners receive mother tongue education for the first four years of their schooling (with a European language as a subject) and in Grade 4 switch to a European language (English, French or Portuguese) being the LoLT (Kamwangamalu, 2000). The Constitution of South Africa (1996: 12) states: "Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable".

Subject to this, as per the South African Schools Act (1996), the governing body of a school may determine the language of learning and teaching used in a school. It is the Language in Education Policy (1997) that sets the parameters of "reasonably practicable" requiring schools to provide education in a particular LoLT if at least 40 learners in Grades 1 to 6 or 35 learners in Grades 7 to 12 request it in a particular school.

Even so, in South Africa a large percentage of learners are educated through English as a language other than their mother tongue, from Grade 4 onwards. While 9.6% of South Africans speak English as their home language (Statistics South Africa, 2011), English is the LoLT of 79% or above of learners in Grade 4 onwards (Department of Basic Education, 2010). This implies a large number of teachers who are non-native English speakers teach through English as medium of instruction in South African schools.

With regard specifically to isiZulu, the Department of Basic Education report *Status of the Language of Learning and Teaching in South African Public School*s (2010) figures show that 27% of learners in Grade 1 speak isiZulu as a Home Language, with only 1.5% of learners being taught in isiZulu from Grade 4 onwards, dropping to 1% in higher grades.

Not surprisingly, Theron and Nel (2004) identify that in South Africa according to teachers' perceptions, 84% of parents or caregivers of English second language learners want their children to be educated in English. Teachers, learners and their parents hold the view that English should be the language of learning and teaching and assume this is the best way to acquire English, though paradoxically the desire to be educated in English to improve future prospects, then being taught in English as an additional language limits academic success for these learners (Probyn, 2001). It should also be kept in mind that parents'/caregivers' decision to educate their children in English is likely influenced by the Language in Education Policy (1997) that determines South African school leaving examinations are only to be written in English or Afrikaans. Prinsloo (2011: 1) argues that "the language assumptions in [South African] language policy 'erase' linguistic complexities and assume a linguistic homogeneity and stability which is inappropriate", as languages are diverse and used in diverse ways by diverse people.

What is essentially being expected in many South African schools from Grade 4 onwards, is content and language integrated learning (CLIL). When purposefully applied, this approach aims to have learners learn a second language, most often English, through another school subject while learning that subject through the language, with subject teachers and second language teachers working as a team (Coonan, 2007; Banegas, 2012). While studies on CLIL mention some skills required by teachers, for example enhanced involvement of learners and adapting tasks, the teacher's proficiency seems to be assumed as being in place as it is not specifically considered. In the next section of this literature review I argue language proficiency as important for all teachers.

2.4   Importance of language proficiency for all teachers

Communication is central to the teaching and learning process, though its importance is often ignored (McCroskey, Richmond & McCroskey, 2006). To communicate effectively, teachers need a certain level of proficiency in the LoLT. Sharpe (2008) recognises the potential of talk to enable joint construction of knowledge within neo-Vygotskian approaches to teaching and learning, i.e. approaches where the importance of learning within a social context and of talk in supporting co-construction of knowledge is recognised. Chadwick (2012: iv) echoes this to a large extent, stating "Language is a key issue for any classroom. All of us have needed support throughout our education in understanding new jargon and concepts, whether our first language is English or not – an appreciation of language needs cannot be separated from that of content."

Language is often seen as one of several factors that influence teaching quality, influences and is influenced by other teacher factors. As eloquently put by Fillmore and Snow (2000: 7), "Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning". While not focussing specifically on language proficiency, though expressing the importance of language in the classroom, Walsh (2002: 5) states "appropriate language use is more likely to occur when teachers are sufficiently aware of their goal at a given moment in a lesson to match their teaching aim, their pedagogic purpose, to their language use".

Not only is language important for general teaching, in the current language landscape in education all teachers also need to be able to support learners' language development. This is discussed next.

2.5   Every teacher as a language teacher

All teachers, including content subject teachers, should support the development of learners' language skills. Uys, Van Der Walt, Van Den Berg and Botha (2007) argue it is because many South African learners receive instruction in their second language, teachers of content subjects have the responsibility of teaching language together with content. The view that every teacher should be a language teacher, especially in a multilingual classroom where the language of learning and teaching is not the home language for all learners, is further supported by Van der Walt and Ruiters (2011) and Chadwick (2012: 3-4) who states

"Content teachers have a dual responsibility: to teach content and to support language…Language is clearly something all teachers need to think about at the lesson planning and preparation stages."

Worldwide, and especially in America, in some schools there are teachers specifically prepared to support non-native learners' language development through content teaching. These teachers are commonly referred to as Teachers of English to speakers of other languages (TESOL). In the United Stated, non-native English speakers are commonly referred to as English language learners (ELL's). In South Africa this is not prevalent, requiring general teachers to take on this role, whether they realise it, are prepared for it, or not.

In their book *Teaching English Language Learners*, Colombo and Furbush (2009) strongly advocate that developing ELL's language skills, especially their academic literacy, should be done across all school subjects. For subject specialist teachers to do this effectively, it is essential that they have high-level knowledge of their content area and its language (Colombo & Furbush, 2009).

Uys et.al. (2007) found that content teachers more often taught general language skills, such as reading and speaking, than they did more specific language skills, such as effective listening skills and skimming and scanning techniques. They found a

significant percentage of teachers expressed concern that they would not complete the syllabus if too much time was spent on teaching language skills.

A balance therefore needs to be found between teaching language learners require to understand a subject and teaching the subject content itself. For every teacher to successfully be a language teacher, an awareness of how a learner thinks and struggles while learning new content in a subject, knowledge of the language used to describe and support a subject and awareness of gaps in your own knowledge is needed (Zwiers, 2014).

Chadwick (2012) proposes that including language support for learners in content lessons requires the addition of a few steps to a lesson, which are easily incorporated. The steps she suggests be added are: identifying content vocabulary and how to help learners with this; reflecting on functional language in terms of what learners are actually doing, their cognitive processes, the functional language required and how to support learners in terms of this; considering which language skills learners are required to use in the lesson and how this will influence the support you need to provide. As is true with other skills and knowledge, these vocabulary and language skills are required by the teacher to be able to support learners' development thereof.

Available literature on the level of language proficiency required by teachers is discussed next.

2.6   Level of language proficiency required by teachers

As presented in the conceptual framework, Classroom English proficiency is more than basic language proficiency. I view it as a level of proficiency required between general oral English proficiency and Instructional Communication competence.

Hugo and Nieman (2010: 60) recognise that teaching in any language requires "many intricate competencies" in that language, with teachers' English competence influencing the effectiveness of their teaching and their learners' understanding of the content being taught. Evans and Cleghorn (2010a) frame this as being proficiency at first language level in the LoLT.

Rather than making a distinction between first language level of proficiency and proficiency of non-native speakers, Pasternack and Baily (2004) argue that language proficiency is not the same as nativeness, and that language proficiency and professional development should be viewed "as continua rather than as categorical absolutes". I adopted this developmental approach in development of a rubric for evaluation of teachers' Classroom English proficiency presented in Chapter 3.

Similarly, Freeman et al. (2015: 133) view proficiency from a language-for-specific purposes position, in "that the language standard should be determined by others who are working in comparable contexts of use". This could be somewhat problematic as while one's proficiency may seem adequate in one context, for example where all teachers and learners are non-native English speakers, the same proficiency may be clearly inadequate in another context, for example where learners move from a non-native English speaking context to a learning context among first language speakers.

Teachers require a broad vocabulary sufficient for managing teaching and facilitating learning (Hugo & Nieman, 2010). This is vocabulary above the basic level, including academic vocabulary required for teaching subject content knowledge and being able to use vocabulary to engage learners in a lesson through questioning, eliciting responses from learners, expanding on learners' responses as well as maintaining discipline in the classroom.

Oral English proficiency rubrics are used in a number of ways to create a frame of reference within which people's level of English proficiency can be described. Three rubrics relevant to the scope of this study were identified. While these rubrics are not purposefully designed to determine the English proficiency level required by teachers, they provide a good framework of indicators of proficiency levels viewed as desirable. Rubrics intended for use in structured question and answer scenarios where not applicable, for example the Test of English as a Foreign Language (TOEFL) of the Educational Testing Services (2014) in the United States.

The speaking band descriptors (public version) of the International English Language Testing System (IELTS) of the British Council and IDP Education (2001) are used to measure the language proficiency of non-native speakers who want to study or work where English is the language of communication. The IELTS speaking band

descriptors are reflected on a 9-point scale and measure fluency and coherence, lexical recourse (vocabulary), grammatical range and accuracy and pronunciation.

The Oral English Proficiency Test (OEPT) of Purdue University (2012) is used by this university to screen prospective teaching assistants for English proficiency. The variables of this rubric include listener effort required to adjust to accent, intelligibility, comprehensibility and coherency of speech, speaker effort and speed, fluency, level of error in grammar, vocabulary use and syntax as well as listening comprehension (Purdue University, 2012).

The Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) rating scale is used to assess communicative proficiency of high school learners to measure the growth in foreign language proficiency within and across instructional levels (Padilla & Sung, 1999). The FLOSEM rating scale was also adapted by Butler (2004) into a self-evaluation instrument used to evaluation the English proficiencies of primary school teachers from Korea, Taiwan and Japan. The descriptors are across a 6-point scale, with level 6 being described as native and include: comprehension, fluency, vocabulary, pronunciation and grammar (Padilla & Sung, 1999).

The identified literature regarding the level of language proficiency required by teachers makes it quite clear that a level higher than everyday proficiency is required. Next I discuss the specific proficiencies or skills identified in literature that teachers require to reach or demonstrate this heightened proficiency level sufficient for effective teaching. As much of the existing literature that makes mention of teachers' language skills does so in relation to skills they lack, what is known about lacking English proficiency skills together with literature identifying required language skills is drawn on and discussed next.

2.7 Language proficiencies of teachers: those lacking and required

To effectively teach content subjects through a particular language (the medium of instruction or LoLT), the teacher needs to be skilled in that language as well as the content area (Van der Walt & Ruiters, 2011). More specifically, for subject specialist teachers to be able to support language development of non-native English speakers, these teachers need to know the subject-specific language features, the concepts the learners need to master, understand the vocabulary behind these concepts, know

different ways to explain concepts, be able to identify learners' misconceptions and engage learners in concept-based conversations to broaden their content understanding and language development (Colombo & Furbush, 2009).

Three types of language-related pedagogical expertise required by teachers to scaffold learning for ELL's are identified by Lucas et.al. (2008): familiarity with the learners' linguistic and academic backgrounds; an understanding of the language demands inherent in the learning tasks that learners are expected to carry out in class; and skills for using appropriate scaffolding so that non-native English speakers can participate successfully in those tasks.

A number of the indicators of effective teaching identified in Her Majesty's Inspectorate (HMI) report of education in Scotland relate to language. These indicators include: many useful dialogues between teacher and pupils, pupils being encouraged to express their own thoughts and ideas, pupils' use of language being appropriate to the situation, teacher varying questioning techniques appropriately, questioning distributed among pupils and the teacher making good use of pupils' responses (Kyriacou, 1997: 81).

After studying excerpts from History lessons in detail, Sharpe (2008: 132) concludes that "repeating, recasting and recontextualising language to develop technical language; cued elicitation; modifying questioning to extend or reformulate students' reasoning and recycling ideas through busy clusters of words" are teacher-talk techniques effective in developing learners' language skills and content knowledge. Sharpe gathered data by means of videotapes of lessons and her field notes. Richards et al. (2013) claim that teachers with better language proficiency are able to provide more accurate and meaningful explanations, respond better to learners' incorrect answers are more likely to encourage interaction among learners.

Using results from the *Language Proficiency Assessment for Teachers of English* in Hong Kong, Gan (2012) investigated which specific skills pre-service teachers intending to teach in English lacked after being trained through a Bachelor of Education (English Language) programme at a Hong Kong university. He found problems include inadequate vocabulary, grammar and imperfectly learned pronunciation and intonation.

Moon (2014) evaluated the literacy skills of 203 undergraduate secondary teachers in Australia to find that many students had high degrees of error in spelling and vocabulary tasks. With English as the only official language in Australia, it could be assumed that the majority of undergraduates that formed part of this study are English home language speakers or at least received their formal schooling in English and could be expected to have high levels of English proficiency.

In a Turkish study, Yayli (2012) gathered data through teachers' weekly field notes, reflective reports, answers to open-ended questions and his own observations. In this study she found these pre-service teachers had low levels of professional language use and several reasons for this were identified (only two are explicitly stated), while the pre-service teachers themselves believed they had high levels of language competency in English. The possible reasons for low levels of professional language use named are the pre-service teachers who participated in the study being exposed mostly to local language with limited exposure to use of professional language in the teaching environment; and as English second language pre-service teachers it could be that there are lower expectations of their use of English compared to expectations of English first language teachers (Yayli, 2012).

Through a study of primary school teachers in Korea, Taiwan and Japan, Butler (2004) aimed to identify the level of proficiency required for teaching English first additional language in a primary school where learners are not native English speakers, perceptions of their own level of proficiency and the minimum level of proficiency needed to teach English. In all three countries teachers identified substantial gaps between the required level of proficiency and their own level of proficiency, especially in their grammar when speaking, i.e. oral grammar (Butler, 2004). In the same study, teachers rated their productive language skills (speaking and writing) as weaker than their receptive language skills (listening and reading).

Freeman et.al. (2015) state that the main reason why many teachers supposed to be teaching through the medium of English only do not do so, is primarily due to teachers' lack of English proficiency. Other possible reasons for not using only English that Freeman et al. (2015) cite are teacher lack of specific knowledge or confidence in English, doubt that learners will understand and pressure to meet curriculum and assessment goals.

A study of Kenyan upper primary teachers' ability to enhance interaction in the teaching of oral communication skills in English showed that these teachers used inadequate and ineffective interaction strategies in their oral language lessons (Kisilu, 2009). In a South African study investigating teacher perceptions relating to the main problems they experience in using English as the LoLT, teachers lacking vocabulary and confidence in teaching in English were identified as two of the main problems (Hugo & Nieman, 2010).

Through a Southern African study involving questionnaires completed by teachers, portfolios of evidence containing lesson plans demonstrating how the teaching of language skills was incorporated into language teaching, observing and interviewing teachers, Uys et.al. (2007) identified possible reasons for not supporting learners' language development even through the importance thereof is recognised. The possible reasons they identify are: teachers lacking knowledge and skills required for teaching reading, writing, listening and speaking; teachers lacking the personal language proficiency needed to assist their learners in acquiring academic literacy skills; and none of teachers' education focussing specifically on skills for teaching through English as medium of instruction.

Theron and Nel (2005) touch on a number of ineffective strategies used by teachers who lack adequate levels of English proficiencies. These strategies are inadequate classroom communication, meaning communication from the teacher during lessons that is either limited when it does occur or does not occur often enough; and teachers not communicating on the level of the learners. Kisilu (2009) noted teachers' ineffective interaction strategies in terms of experiencing difficulty in enhancing interaction among learners during oral English language lessons.

Teaching strategies Walsh (2002) observed that impose on second language development included latching, echoing of learners' responses too frequently, and interrupting learners while they are participating. By latching it is meant where the teacher seems to be filling in the gaps and smoothing over learners' responses by guiding a learner on what to say rather than allowing them to formulate their own responses.

Nel and Müller (2010) identified South African teachers' poor spelling and incorrect use of tenses as problematic while comparing the written errors of teachers

and their learners. They found that learners tend to make the same type of errors as their English second language teachers. Transferred errors include phonological errors, incorrect use of verb tenses, overgeneralisation of language rules and grammatical errors. This was learnt through a mixed methods study first gathering qualitative data from a sample of portfolios of evidence of teachers enrolled for an Advanced Certificate in Education to compare the written errors of these teachers to the written errors of their learners. This was followed by a survey to gather more quantitative data on the teachers' language proficiency.

The NEEDU reports (National Education Evaluation & Development Unit, 2013; Taylor, Draper & Sithole, 2013) found, among other conditions in South African schools low levels of English proficiency among teachers and learners; lack of adequate pedagogies for basic numeracy and low levels of subject knowledge among teachers. This is disconcerting, since language "is at the centre of learning as it is the vehicle for teaching and learning" (Madonsela, 2015: 448). Teaching and learning in a second language is complex, as when a person needs to engage in an activity in a second language it is not only the complexity of the task that comes into play, but also the complexity of processing an imperfectly known language (Gan, 2012).

Relationships between oral English proficiency variables and Classroom English proficiency variables were presented earlier in this chapter in Figure 2.2. Next I discuss the intricate relationship of teachers' English proficiency with teaching and learning.

2.8 Intricate relationship of teachers' English proficiency with teaching and learning

Classroom English, or English-for-Teaching, is both a language and a knowledge construct, reflecting the dual roles of English – as the medium and object of instruction building "on what teachers know about teaching, while introducing and confirming specific classroom language" (Freeman et al., 2015: 129). These researchers present the functional areas of classroom language use as follows:
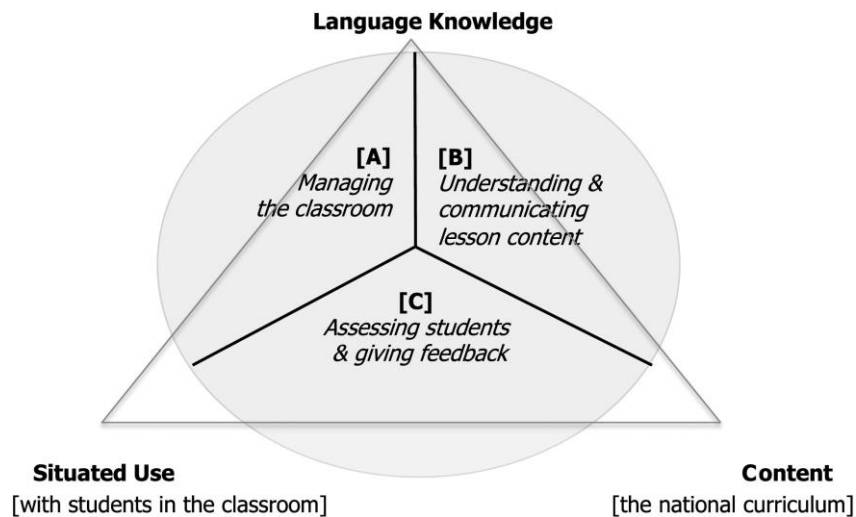
Figure 2.3   Functional areas of classroom language use
(Freeman et al, 2015: 135)

This is especially relevant in a context such as in South Africa where many learners in the Intermediate Phase and beyond are learning through a language other than their mother tongue; with the implication that learners are still learning the language while being expected to learn through it.

To investigate the extent to which teachers support or impose on learners' second language development, Walsh (2002) asked eight experienced second language teachers to make two 30-minute audio recordings of their lessons. The teachers could choose what to record. The recordings only had to include teacher-fronted activity and teacher-learner interaction. Conversational analysis methodology was then used to analyse the recordings. Seeking clarification and checking for confirmation as well as using conversational language for content feedback were identified as good strategies for supporting learners' language development.

Hunt, Simonds and Cooper (2002) make the link between a number of teaching activities and communications skills, highlighting that successfully performing many every day teaching tasks is dependent on the ability to communicate effectively, by implication being sufficiently proficient in the language of teaching and learning. Understanding the language demands of a learning task entails identifying the key vocabulary that learners need to understand to have access to curriculum content, understanding the semantic and syntactic complexity of the language used in written instructional materials, and knowing the ways in which learners are expected to use language to complete each learning task (Lucas et. al, 2008).

In her article *How can teacher talk support learning?* Sharpe (2008) touches on a number ways teachers should use language to facilitate the teaching and learning process. This includes repeating learners answers to show acceptance thereof as appropriate, cued elicitation (purpose fully leaving a sentence incomplete, creating a "discourse space" and allowing for active learner participation and co-construction of knowledge), using questioning techniques that extend or reformulate learners' reasoning; with telling, acknowledging, speculating or suggesting as alternatives to questioning that allow learners to give their point of view or ask questions if they are uncertain, and providing summaries of key ideas which is a means of creating conceptual hooks for learners. Doing so requires proficiency in the LoLT as well as a certain level of teaching skill.

A study of Richards et.al. (2013) of foreign language teachers (of e.g. Chinese, French, German, Japanese or Spanish) in New Zeeland focused on the differences in classroom practice between teachers with limited knowledge of the language they teach who are just starting to develop their subject knowledge of the language and those with extensive knowledge of the target language. Their findings indicated that teachers with extensive knowledge are able to, among other things, provide rich language input and meaningful explanations, whereas those with limited knowledge had inadequate and ineffective interaction strategies.

Evans and Cleghorn (2010a) refer to teacher-learner communication where both teachers and learners are non-native English speakers as *complex language encounters*. Teachers for whom English is a second language are often "responsible for an inadequate language input due to their own limited English proficiency" (Nel & Müller, 2010: 636). What complicates the matter is that every day English proficiency is not adequate for teaching well in English, as discussed earlier in this literature review.

In a South African study investigating the perceptions of Grade 4 teachers relating to English second language learning, how they are responding to learners learning in English as their second language and what support they need, Theron and Nel (2005) found that teachers with inadequate classroom communication skills contribute to the influence learners' language barriers have on their learning. In their analysis of literature Hugo and Nieman (2010: 61) come to a similar conclusion, stating that

"research has shown that many South African learners' lack of fluency in English may be traced back to their teachers' inadequate command of English".

It is difficult to separate the influence teachers' language skills have on teaching quality from the influence of teaching skill itself. Together with this the reality in South Africa needs to be considered, which is that many teachers who lack fluency in English, who are in many instances African language speaking teachers – especially those in rural communities – may also be under- or unqualified teachers. In such a situation less than optimal teaching can likely be contributed to a combination of poor pedagogic and subject knowledge and the teacher's level of English proficiency, making it difficult to determine the influence of these variables on the quality of teaching. For the purpose of this study, I focus on teachers' language skills.

With language playing such an important role in any classroom, attention should certainly be given to specifically developing the language proficiencies teachers require. Identifying ways of better supporting Classroom English proficiency of teachers is part of this studies purpose. There is some, although limited, existing literature on this topic. Before I conclude this literature review, I discuss what other researchers have said about supporting teachers' Classroom English proficiency development.

2.9   Supporting teachers' Classroom English proficiency development

Evans and Cleghorn (2010b: 141) note that "teacher graduates' proficiency in the language of instruction cannot be assumed to be adequate". Teachers having poor language skills has deep roots in South Africa and continues to be perpetuated in many rural communities. De Klerk (2006) states that Black South African English, English spoken with characteristic patterns of syntax and pronunciation different to that of standard English, can be seen as a product of a poor education system where learners were educated by undertrained English second language speakers who themselves received poor quality education. We need to prepare future teachers in a way that prevents perpetuation of this concerning phenomenon.

In a study to identify skills BEd graduates from a Hong Kong university lack, Gan (2012) identified inadequate opportunities to speak English in class, a lack of focus on language improvement in the curriculum as well as inadequate input from the

environment outside class as possible reasons for the pre-service teachers lacking certain language skills. Bringing such opportunities, focus and input to teacher education programmes could support Classroom English proficiency development. Hugo and Nieman (2010: 66) propose that "well-planned in-service and pre-service teacher training is needed that focuses on the methodology of teaching and learning English as a second language", as is being done through Trinity Certificate TESOL offered at Nottingham in the United Kingdom.

The importance of developing pre-service teachers' academic literacy skills is widely recognised (McWilliams & Allen, 2014, Mgqwashu, 2009, Takano, 2012, Walker & An-e, 2013). It is of special importance when students studying in English are not native English speakers. In their article *Supporting pre-service teachers' academic literacy development,* Walker and An-e (2013) discuss the importance of teachers having high levels of academic literacy for them to teach learners academic skills. They argue that pre-service teachers' academic literacy should be developed through discipline-specific courses, rather than more generic language development programmes. This notion is supported by McWilliams and Allan (2014). Low, Chong, and Ellis (2014) emphasise the importance of good communication skills being taught as part of initial teacher training, as such skills contribute to effective teaching.

Not only pre-service teachers' language skills need development, they need to be prepared for using language in the classroom to facilitate teaching and learning. In line with CLIL trends in other countries, Uys et al., (2007) suggest that teachers should be specifically trained in using second language as medium of instruction, rather than more generic language training.

To improve teachers' English proficiency, their general language proficiency needs to be connected with their knowledge of classroom practices, rather than increasing their general proficiency (Freeman et al., 2015). Butler (2004) recommends that the proficiency level in each language domain required for teaching in English in should be identified, appropriate guidelines for assessment of these proficiencies should be created and more systematic support should be provided for teachers. The rubric designed in this study (presented in Chapter 3) provides a means to evaluate teachers' Classroom English proficiency in the oral language domain.

A communication course such as that offered by McCroskey and Richmond from the 1970's seems to not form part of many teacher training programmes, even in the United States. Hunt, Simonds and Cooper (2002) recommend it should, arguing that communication training should form part of all teacher education. The National Board for Professional Teaching Standards (in the United States) lists various communication goals, though teachers do not seem to be adequately trained to achieve them (Hunt et.al, 2002). In South Africa the MRTEQ (2015: 64), states "Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.", while communication skills are not necessarily purposefully taught in all teacher education programmes.

Hugo and Nieman (2010) suggest that we in South Africa should take note of the English second language standards for teacher education programmes in the United States. These include training in grammatical, phonological and semantic systems of English, the role of culture in language learning and preparing all teachers for language teaching, testing in second language, English second language teaching methods and methods that use content subjects to teach language.

Reyneke (2014: 41) proposes a lesson planning and presentation model to integrate language and content instruction to raise the quality of teaching and learning in South Africa. The suggested lesson planning method considers that many teachers using English as the LoLT are not native English speakers. The planning stage therefore includes "looking up synonyms and antonyms that might be needed when new words and concepts are to be explained and preparing to simplify, exemplify, rephrase and paraphrase when teaching about content" and paying attention to pronunciation of unfamiliar words. She also points out that teachers should be aware that they may need to "speak slowly and allow for longer pauses so that additional language learners have time to process information". While doing this, having a high level of English proficiency is important, as teachers serve as role models for language use. Learners will develop skills that they observe being used on a frequent basis, whether correctly used or not (Nel & Müller, 2010).

From the available literature it becomes clear support for student teachers' English development is required. This development needs to take place in context and address skills required specifically for teaching and facilitation of learning.

2.10   Conclusion

It can be concluded that a wide range of language skills are required by teachers to teach successfully. The level of language proficiency, and by extension the language skills teachers possess, can be influenced by many variables including the home language of teacher, where they grew up, the language in which they were schooled and received tertiary education and what formed part of their teacher training. A number of skills pre-service teachers lack are evident in literature, upon which this study builds by studying specific variables of oral and Classroom English proficiency. This study's focus is on identifying the nature of non-native (specifically isiZulu-speaking) pre-service teachers' Classroom English as well as identify aspects of this proficiency in which these pre-service teachers require further development.

In the next chapter I address just how I aim to do this, by discussing the design and methodology of this study. This includes epistemological assumptions guiding my study, study design, purpose and research questions, participant sampling and selection, research sites, preparation for data collection, data collection and capturing procedures, data analysis and the validity, reliability, credibility and trustworthiness of data.

Chapter 3   Design and methodology

3.1   Introduction

In this chapter I discuss the views underpinning this study, as well as the design and methodology thereof. The conceptual framework has been addressed in the previous chapter as part of the literature review. This chapter opens with a description of the world views, or epistemological assumptions, that frame this study. The nature of the study, being a mixed methods case study is discussed next, followed by the purpose and research questions. The research questions are followed by the methodological procedures regarding research sites, participants, preparation for data collection, data collection and capturing; and I conclude with how the data were analysed.

3.2   Epistemological assumptions

In the pragmatist paradigm, it is accepted that the best possible results may often be gained by the integration of mutually influential methodologies and viewpoints (Niglas, 2001). It is upon this assumption the study design is built. Applying this pragmatist view to my study, constructivist and interpretivist views are relevant in an integrated manner, and data are to be gathered through questionnaires and voice recordings.

I take the position that all findings should be interpreted in context; an interpretivist assumption opposing positivist assumption that quantitative data represents absolute truths. Interpretivist assumptions are further applied in that some aspects of this study rely on the views of the participants (Mackenzie & Knipe, 2006). This reliance is at the fore of the questionnaires' design, relying on pre-service teachers' and their tutors' perspectives of the pre-service teachers' Classroom English proficiency.

Grounded in interpretivism and linked to context, another epistemological assumption made is that English proficiency is to be viewed through a sociocultural lens. Faez (2011) proposes the use of a sociocultural lens through which the dynamic,

multiple and situated nature of a person's linguistic identity is emphasised, rather viewing linguistic ability as either native or non-native.

In synergy with interpretivist assumptions, in the constructivist paradigm, qualitative data are seen as important in understanding the world around us, with the subjectivity that goes along with it being a necessity for truly making meaning of what we experience (Opie, 2004). As applied here this means the perceptions of pre-service teachers' Classroom English proficiency remain relevant while influenced by their language environment, being surrounded predominantly by non-native speakers, and should be interpreted as such.

Constructivist assumptions further apply, as this study rests on the need to build knowledge of pre-service teachers' proficiency and use of English in the classroom; in turn aiming to contribute to ways in which pre-service teachers' Classroom English proficiency can be better or further developed through teacher education programmes.

I have now outlined the epistemological assumptions on which the design of this study is based. Next I turn to the design itself.

3.3   Study design

The study has a mixed methods design, of the triangulation design type. It is a case study[1] with the Classroom English proficiency of native isiZulu-speaking final year BEd Intermediate Phase students in KwaZulu-Natal forming a unit of analysis.

As Creswell (2008: 552) explains, a triangulation mixed methods design is based on the assumption "that the use of both quantitative and qualitative methods, in combination, provides a better understanding of the research problem and questions than either method by itself", echoed by Creamer, Kyriakides and Sammons (2010). This is true for this study as quantitative data will provide a basis of data wider than would be possible with qualitative data alone, with qualitative data providing the depth required for answering the research questions.

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[1] An in-depth exploration of a particular group with regard to a particular phenomena or construct (Cresswell, 2008)

3.4 Purpose and research questions

This study has a dual purpose – to better understand the nature of Classroom English used by non-native English speakers, isiZulu speakers specifically, and to identify aspects of Classroom English non-native pre-service teachers require support in to improve their proficiency. To address this dual purpose, rather than developing a main question with sub-questions, a primary and secondary research question were developed.

The primary research question is the main focus. The majority of data directly contributed towards answering this question. The primary research question to be answered is:

What is the nature of the current Classroom English used by isiZulu-speaking final year B Ed Intermediate Phase pre-service teachers in rural KwaZulu-Natal?

Evaluation of the English used by the pre-service teachers in the classroom based on voice recordings of their lessons as well as their own and tutors' perceptions of these pre-service teachers' use of English in the classroom will contribute to answering the primary question.

With the secondary question the focus shifts to specifically identifying gaps and weaknesses in the pre-service teachers' Classroom English proficiency. This is done by determining which proficiencies or skills identified in literature participants show poor proficiency in or are not demonstrated by them at all in the data gathered. These are then likely the areas of Classroom English for which more support is needed. The secondary question is:

In which aspects of Classroom English do non-native pre-service teachers require support to improve their proficiency?

While this will be a case study of Classroom English proficiency of a very specific group – isiZulu-speaking pre-service teachers in KwaZulu-Natal – there is no reason to believe the findings are not transferable to other groups of non-native English speakers. With further investigation, this may be confirmed/disproven and it may be determined whether in-service teachers and/or native English speakers have the same or similar needs in terms of Classroom English proficiency development. This is

probable as research in South Africa has identified teachers' low levels of English proficiency as one of the main problems in our schools (National Education Evaluation & Development Unit, 2013).

Next I discuss the sampling and selection criteria of participants before the research sites where data were collected.

3.5   Participants: sampling and selection criteria

This study included two participant groups – student participants and tutor participants. All student participants were enrolled in their final year of a private higher education institution's BEd Intermediate Phase programme. The tutors of these students formed the second participant group. In both groups the majority (>95%) are native isiZulu speakers and all speak predominantly isiZulu in their families and communities. Male and female students and tutors were invited to participate. The participants were chosen by means of convenience sampling.

These groups were convenient participants as I had access to them through my position at the institution as manager of academic development/quality assurance. While my behind-the-scenes role in the institution meant I generally did not have contact with students or tutors in my day-to-day activities, I could easily make contact with them for the purpose of the study.

3.5.1   Student participants

All 325 BEd Intermediate Phase final year students were invited to participate in the study by means of an information letter and by their tutors whom acted as field work assistants. The pre-service teachers (i.e. student participants) who participated in this study, 52 in total, were all in their final year of a private higher education institution's BEd Intermediate Phase programme. Student participants, both male and female, were between the ages of 22 and 39 years, with a mean age of 28 years.

The pre-service teachers enrolled for the BEd programme were unemployed youth recruited by and recipients of bursaries from the KwaZulu-Natal Department of Basic Education (KZN DBE) to help address the teacher shortage in the province and improve living standards. The population these pre-service teachers live in is mostly in

rural KwaZulu-Natal (see Figure 3.1), some in more urban areas of KwaZulu-Natal, such as Vryheid. The average household income for the majority of this population is below R6300, or $470 per month (South African Advertising Research Foundation, 2012), with an average formal monthly wage in the province of R3 050 ($228) and average informal wage R1 300 ($97), according to the 2016 provincial review, with unemployment at over 40% (The Real Economy Bulletin, 2016).

Figure 3. 1   A Rural KwaZulu-Natal village

Based on enrolment data of the institution, it is known that none of the students enrolled for the BEd in Intermediate Phase are English Home Language speakers, seven report English as the language they learnt first. Forty three (81%) of the student participants report isiZulu as the language they learnt first, one reports isiXhosa and one 'other'. The majority (79%) of student participants indicate that they learnt English at school, 51% in primary school and 8% stating that it was only really in high school that they started to learn the language.

The languages in which these pre-service were educated during their school years reflects the current status of language in South African schools as described in Chapter 2 – use of English as LoLT increasing dramatically in Grade 4 and onwards. Student questionnaire responses indicate that for 79% of student participants isiZulu was mostly used in their own Grade 1-3 experience, while this decreases to 34% for

the Grade 4-7 period and 6% for the Grade 8-12 period. On the other hand English as the predominant language in the classroom increases from 11% in Grade 1-3 to 54% in Grade 4-7 and 72% for Grade 8-12.

The majority of student participants report they continue to use mostly isiZulu when speaking to their family members (96%) and members of their communities (95%). In their study environment English is more often used, with 43% of student participants report communicating mostly in English with their fellow students and 72% using mostly English when speaking to teachers at the schools where they participated in Work Integrated Learning (WIL).

Next I describe the profiles of tutor participants.

3.5.2   Tutor participants

Tutors were included as participants in the study to add another dimension to the data for triangulation purposes. The private higher education institution from where participants were selected offers its programmes through the distance mode, with tutors as the primary contact point with students. These tutors know the students well, as for the cohort of students participating, tutors were available to meet with students at support centres Monday to Friday for the duration of the BEd programme. They also assessed students during WIL in each year of their BEd programme.

As with students, tutors were chosen as participants by means of convenience sampling. Of the 21 tutors BEd Intermediate Phase tutors, 18 chose to participate by completing a questionnaire to gauge their perception of their students' oral English proficiency and use in the classroom. The majority (78%) of the tutor participants began tutoring the BEd Intermediate Phase pre-service teachers in their first year of study, 2013. All tutor participants regularly tutored the pre-service teachers during their fourth and final year, 2016.

As is true for the student participants, the majority of tutor participants speak isiZulu as their home language, with only one reporting a different home language, namely isiXhosa. All tutor participants rate both their proficiency and confidence in tutoring in English as *good* or *excellent* (67% for proficiency, 60% for confidence).

This being said, it is worthy to note that a number of student participants indicate in response to a qualitative item asking how their English can be supported, that they would benefit from English first language tutors or mentors. This alerted me to the fact that while tutors may perceive their proficiency as good, perhaps in relation to others in their communities which Blommaert et.al. (2005) refer to as peripheral normativity, it is not quite on par with first language speakers, which I can confirm based on my own interactions with them.

Next I discuss the research sites where data were collected from participants.

3.6   Research sites

Two types of sites were involved – the student support centres where pre-service teachers met with tutors and the primary schools where the student participants were engaged in WIL, i.e. practice teaching. Permission for collecting data from these sites as well as data collection tools and procedures will be discussed later in this chapter.

3.6.1   Student support centres

At the student support centres, the student questionnaires were administered by tutors, whom I trained as fieldwork assistants.

The pre-service teachers participating in this study ("student participants") attended tutoring sessions at venues called student support centres for the four year duration of their studies. These centres also served as spaces where students could do self-study or collaborate with fellow students. There were nine such centres, all in the province of KwaZulu-Natal in South Africa. A map showing KwaZulu-Natal and the location of each student support centre is included as Addendum A. Students who chose to participate attended support sessions in either Empangeni, Jozini, Nongoma, Pongola, Ulundi or Vryheid. There were no student participants from Greytown, Ixopo and Dundee student support centres.

The private higher education institution identified the best possible facilities as support centres in or nearby students' communities, from limited options, as most are located in rural areas. Figure 3.2 is an image of one such student support centre.

Figure 3.2   Pongola student support centre

3.6.2   Primary schools

Primary schools where student participants did WIL during the time of the study served as research sites for collection of voice recordings of their lessons. All these are government primary schools are in the mostly rural (some semi-rural) areas surrounding student support centres, within isiZulu-speaking communities of KwaZulu-Natal.

Below are two photographs of schools similar to those where student participants were engaged in WIL, in the areas surrounding student support centres.

Figure 3.3   A school in Jozini

Figure 3.4   A school outside Vryheid

Contributing to the nature of the primary schools as sites for student participants to make voice recordings of their lessons, English is a non-native language for learners attending these schools. In the student questionnaire, it was asked how well learners understand English and how well they speak English. Responses ranged from *poor* (5%) or *not so good* (34%) to *good* (49%) or *excellent* (12%). Some answers to a

question asking what else students could say about learners' English proficiency provide insight into specific aspects thereof, such as "*…They may understand the instruction, but it is difficult to respond as they lack vocabular*y." and "*Their language proficiency was very poor because during English lessons they were not able to construct a sentence that was meaningful without the teachers support.*" This is mentioned as it is reasonably expected that the proficiency level of learners may influence the English used by pre-service teachers in the classroom.

The next dimension of the study I will discuss is preparation for data collection in terms of data collection tools and permission to collect data.

3.7 Data collection preparation

This discussion on preparation for data collection begins with a summary of the type of data collection instruments that were used, followed by further discussion of each. Thereafter the required permissions and how they were sought is outlined.

3.7.1 Means of data collection

Table 3.1 summarises the data required and how it were collected. After the table each form of data collected and how it were captured, is elaborated upon.

Table 3. 1   Data required and how it were collected

Data required	How data were collected
Oral English proficiency of pre-service teachers ○ Strength and depth of vocabulary; ○ Grammatical accuracy of speech; and ○ Clarity & comprehensibility of pronunciation. Classroom English proficiency of pre-service teachers ○ Language functions used by pre-service teachers in the classroom; ○ Language used by pre-service teachers to facilitate learning; ○ Language used by pre-service teachers to interact with learners; ○ Use of code switching; and ○ Gaps in the pre-service teachers' Classroom English use.	Pre-service teachers made a voice recording of one of their lessons during WIL (practice teaching)
Biographical data of the pre-service teacher participants in terms of: ○ Age and gender; ○ Language background; ○ Language(s) spoken.	Student and tutor respondents completed paper-based questionnaires
Perceptions of the pre-service teacher participants' English: ○ vocabulary used in the classroom; ○ grammatical accuracy; ○ pronunciation; ○ used to facilitate learning; ○ functions used in the classroom; ○ means of engaging learnings; ○ use of code switching; ○ requiring further support; and ○ How their English could be better supported.	Student and tutor respondents completed paper-based questionnaires
Data from a larger sample of the same population relating to their: ○ Teaching and learning strategies used; ○ Level of English proficiency; and ○ English use in the classroom.	Relevant data as reflected in the JET report on their 2015 study of the same population (French et al., 2016)

From the preceding table it can be seen that primary data includes audio recordings of pre-service teachers' lessons and questionnaires gauging perceptions of pre-service teachers' Classroom English proficiency. Questionnaires were completed by both student and tutor participants. These data are supported by secondary data (in the data interpretation phase of the study) collected by JET education services in a study of the same population in 2015.

- *Voice recordings of lessons*

Student participants were requested to record any two lessons presented in English during their practice teaching period, using a hand held device such as their cell phone

or tablet. Those who chose to participate made only one recording each, most not of a full lesson. It is not known why they made one recording and did not record a full lesson. It could be that they did not fully understand what was expected and/or that my involvement in communicating information about their own research project during the same period caused some confusion.

- *Questionnaires*

Two questionnaires were used in the study – one for students and one for their tutors. These questionnaires were designed in parallel, intended to measure perceptions of the same variables of pre-service teachers' oral English proficiency and Classroom English proficiency. The oral English proficiency and Classroom English variables were identified from research relating thereto (Hugo & Nieman, 2010; Gan, 2012; Moon, 2014; Richards et.al, 2013; Butler, 2004; Theron & Nel, 2005; Evans & Cleghorn, 2010a & b and others).

As the questionnaires were designed to and so measure only perceptions rather than proficiencies themselves, one has to interpret the results as such. This is further discussed in the next chapter under validity and reliability of the questionnaires.

These questionnaires are included as Addendum B & C.

- *Secondary data from a JET study of the same population*

JET education services was commissioned by the private higher education institution to study the extent to which their BEd students met the expectations of newly qualified teachers as per the Minimum Requirements for Teacher Education Qualifications and the outcomes of their BEd programmes. They conducted a mixed methods study which included structured observations of Language and Mathematics lessons (almost 90 of each), a student questionnaire, tutor focus group interviews and interviews with principals and mentor teachers from schools where students were placed for WIL.

From JET's report on the study, relevant data – that relating to English proficiency, classroom management and subject content knowledge – was compared with the results of this study for contextualisation and triangulation purposes. In the initial planning phases of this study, both raw data and the report were thought to be

necessary. Though, upon closer examination of the instruments used and extensive report on the JET study, I concluded that the report was sufficient for contextualisation and triangulation purposes.

3.7.2   *Ethical clearance: Permission to collect data*

In line with ethics procedures of the University of Pretoria, permission had to be obtained from a number of entities before data could be collected. This included the private higher education institution from which participants were selected, the ethics committee of the University of Pretoria's education faculty, the KwaZulu-Natal Department of Education and schools where student participants would be involved in practice teaching at the time of the study. Informed voluntary consent was obtained from participants. Learners in the classrooms of student participants and these learners' parents were informed of the study.

Permission was requested and obtained in writing from the Managing Director of the private higher education institution to collect data from BEd Intermediate Phase final year students and their tutors. This permission letter is included as Addendum D. Thereafter, in parallel, the necessary process was followed to obtain ethical clearance for the study from the Education Faculty of the University of Pretoria before any fieldwork began and permission was requested from the KwaZulu-Natal Department of Basic Education (KZN DBE) for student teachers to make audio recordings of their lessons while in public schools in the province for practice teaching. The ethical clearance letter is included in the beginning of this document and permission from the KZN DBE is included as Addendum E.

To request permission from schools, I prepared a letter for principals explaining what the research entails, included as Addendum F. It was made clear that the focus would be on the pre-service teacher and no learners would be identifyable from the audio recordings. Learning would continue as usual. My contact details and those of Prof Rinelle Evans (my supervisor) were included on the letter for principals to contact us should they have any questions. We received no enquiries.

It was planned for permission letters to be emailed to school principals as all governmental schools are allocated an official email address. In communication with tutors to confirm the schools where students were at the time, it became clear that few

principals regularly access this email. Upon tutors' recommendation, printed copies of the permission letters were sent to each support centre with Speed Services, for participating students to give to the principal of the school where they were completing WIL.

Each potential participant was provided with an informed voluntary consent form. An example of student and tutor consent forms are included as Addendum G. I handed out tutor forms in person, while student informed voluntary consent forms were sent to tutors with Speed Services, with a letter explaining the research process and requesting they hand the forms out to students at their support centre.

The form explained what the study is about, what is expected from the participant, that their decision to participate is entirely voluntary and that participation would be anonymous. No incentives were offered for participation. To ensure anonymity each participant chose a pseudonymn, filled in on the consent form and questionnaire, and no further identifying information was requested.

To assist in preventing tutors and students from experiencing peer pressure to participate, or by openly choosing not to participate and so influence others to do the same, the form included an option for giving consent or not. This allowed all persons in the respective groups to complete and return a form irrespective of their choice to give consent or not, simply not completing the form if they chose not to participate.

Consent from learners and their parents/guardians/caregivers was not required for the study, as learners were not directly involved. Lessons were to continue as normal while pre-service teachers made their voice recordings. Even so, as an ethical requirement, learners and their parents/guardians/caregivers were informed of the study, as learners would be present while audio recordings of lessons were made.

Parent information letters were translated into isiZulu. English information letters for learners (Addendum H) and isiZulu information letters for their parents/guardians/ caregivers (Addendum I, translated and English original) were sent to student support centres together with the principal letters and students' informed voluntary consent forms. Students were requested to take the number of letters required and hand them out at least a few days before making the recording.

Due to the timing of ethical clearance being obtained, informed voluntary consent forms for students, permission letters for principals and the information letters did not

reach all student support centres before students left for teaching practice. Although tutors were requested to explain the study and the students' role therein before students left for teaching practice (even if they had not received forms and letters) and take the forms and letters along when they visited students on teaching practice, not all did so. This contributed to low numbers of students participating and few lessons being recorded.

Following this overview of preparation for data collection, the data collection and capturing procedures themselves will be discussed next.

3.8 Data collection and capturing procedures

The individuals involved in collecting data, the type of data collected and instruments used to do so, the procedures used to collect data and the challenges experienced in doing so will be discussed.

3.8.1 Persons involved in data collection

The persons involved in collecting data for this study were myself (researcher) and tutors as fieldwork assistants.

- *Researcher*

It was planned that the data I collect myself would be limited to collecting data from tutors in questionnaire form. I trained tutors as fieldwork assistants to collect data from student participants, as geographically they are far away and tutors have regular contact with students.

As the data collection process unfolded, with limited questionnaire data coming in, it became necessary that I visit support centres with the aim to collect more student questionnaire data.

- *Tutors as fieldwork assistants*

The role of tutors as fieldwork assistants was to explain to all their BEd Intermediate Phase final year students what the study is about, that they are requested to make audio recordings and later complete a questionnaire about their oral English

proficiency, hand out informed voluntary consent forms and collect once completed, save the audio recordings of student participants and administer the student questionnaire.

One fieldwork assistant per support centre was trained telephonically prior to student informed voluntary consent forms being sent to them. This training involved explaining the purpose of the research, the process to be followed when students complete informed voluntary consent forms, that students are requested to make audio recordings of two lessons during practice teaching and that they (the fieldwork assistants) should save the recordings on a memory stick provided for the purpose. It was stressed that participation is voluntary – no student should feel pressurised or be coerced. Tutors were free to choose whether to be a fieldwork assistant or not. Where the first tutor called declined, another tutor at the same centre was called.

Furthermore, information about the study and the same guidelines as above were sent via email and in hard copy together with a personal declaration of responsibility for the tutor to sign as a fieldworker. Fieldwork assistants were welcome to call me should they have any questions. I did receive a few phone calls, asking for confirmation of how many students should participate and which lessons they should record.

During the June/July tutor training when all BEd tutors were at a central venue, a session of approximately thirty minutes was held where I trained the fieldwork assistants on how to administer the student questionnaire. Student questionnaires for each student support centre were given to the fieldwork assistant of each centre in sealed tamper-proof security bag.

It was made clear to fieldwork assistants that their choice of informed voluntary consent for participating in the study by completing a tutor questionnaire, was completely separate from their role as fieldwork assistant.

Next the processes used to collect and capture data are discussed.

3.8.2   Processes used to collect and capture data

The data collection and capturing processes will be discussed for each of the primary data forms, namely lesson audio recordings and questionnaires.

- *Lesson audio recordings*

Student participants were requested by fieldwork assistants (their tutors) to make audio recordings of any two lessons they presented during the May 2016 practice teaching period. Recordings were to be made with a hand-held device e.g. a cell phone or iPad. About a week before the practice teaching period was to begin, I called each fieldwork assistant and followed up with an email to explain the study and the process to be followed to make recordings. However, no data could be collected until ethical clearance was obtained, which was also explained to them.

As ethical clearance was received only as the May practice teaching period was starting, fieldwork assistants could not receive the relevant documentation (consent forms, principal letters and information letters) to send with students to schools prior to the May practice teaching period. Students do not return to support centres during this period and tutors could only give documentation to students they visited for observation and assessment purposes. This likely contributed to low number (11) of voice recordings received.

Together with the documentation, a memory stick was sent to each fieldwork assistants to save recordings made by students and return to me in a tamper proof security bag. The planned procedure was for fieldwork assistants to save each student participant's audio recordings using the student's chosen pseudonym as the file name, numbered 1 and 2, with the participant then using the same pseudonym when completing the questionnaire. As I am based in Pretoria and fieldwork assistants are spread across KwaZulu-Natal, I discussed this with fieldwork assistants telephonically, followed up with an email and sent instructions in writing with the memory stick.

Not a single audio recording was received prior to me meeting with tutors in July. After the session during which I trained the fieldwork assistants to administer student questionnaires, they expressed that they then for the first time understood what the study is about. This was rather disappointing, as I thought that I had clearly communicated this in May. It did, however, in part explain why no audio recordings were received. There seemed to be confusion between this project and the students' own research project I had been involved in managing.

Fieldwork assistants agreed to ask students to make recordings during their final practice teaching period in August 2016. While this was less than ideal as students

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were wrapping up their own research projects among other additional responsibilities during this period, it was the only remaining opportunity for recordings to be collected.

Only 11 recordings were collected in total, none of full lessons, most around 15 minutes in length, some up to 35 minutes, even though recordings of full 30-40 minute lessons were requested. It came to light in my discussions with tutors on whether they had been able to collect audio recordings from students that they specifically requested some students make recordings. In so doing they deviated from the outlined research procedure. Based on discussions with tutors, it is my assumption that the students they approached were likely viwed as more reliable, "better" students. This makes it quite possible that results from recordings may be positively skewed, should it be that more proficient students were asked to make recordings. This will be discussed further later in this chapter under reliability and trustworthiness of data.

Disappointingly the fieldwork assistants also did not follow the prescribed procedure for saving recordings to the memory stick provided. Pseudonyms were not used to save the recordings and so it was not possible to compare student participants' English proficiency observed from recordings with their own perceptions of their proficiency reflected in the questionnaires at an individual level.

Memory sticks from three support centres were received, couriered in a tamper proof security bags together with some completed questionnaires sent to institution's head office, where I work. I informed our administration department beforehand that I was expecting the memory sticks and questionnaires. Upon finding a memory stick and/or questionnaires when opening a security bag, the relevant administrative staff member brought them to me.

A media player able to read various formats was used to play the recordings for transcription. When required the files were converted to a supported format. As discussed under *persons involved in collecting data*, I transcribed the recordings myself by typing what I heard as I repeatedly played back the recordings, stopping and going back as necessary to accurately capture what was said. All transcription were done on my personal laptop.

- *Questionnaires*

Questionnaires for both tutors and students were administered in hard copy. These questionnaires are included as Addendum B & C. The student questionnaire included basic biographic data, particularly on the respondents' language; 46 quantitative items requiring responses on a Likert scale; and 12 qualitative items. The tutor questionnaire included a brief biographic and tutor language profile section with the main focus on tutors' perceptions of their students' English proficiency with 39 quantitative items responded to on a Likert scale and 14 qualitative items. I administered the tutor questionnaires during July 2016 tutor training session. Eighteen of the 21 tutors chose to complete the questionnaire.

After tutors had completed their own questionnaires, I gave each fieldwork assistant an envelope with questionnaires for students at their support centre to complete. I explained that questionnaires should be administered under exam conditions as soon as the majority of students had returned to centres after the June/July holidays. Together with the questionnaires, I included a page summarising the detailed steps still to take place for fieldwork assistants to complete their role in the study (e.g. when questionnaires where to be administered, how they should be returned, saving of audio recordings, etc.). Tutors were to return the completed questionnaires and informed voluntary consent forms in a speed services bag.

Concerned that I was not receiving any data at first, I followed up contacting fieldwork assistants either telephonically or via email almost on a weekly basis. Fieldwork assistants kept saying they would try the next week, though return of questionnaires remained low. A few questionnaires were received from Empangeni, quite a number from Ulundi, Greytown sent all questionnaires and informed voluntary consent forms back uncompleted and later three or so completed questionnaires and consent forms were also received from Pongola. Only 16 completed questionnaires were received in this manner. While tutors were requested to administer the questionnaires under exam conditions, I learnt that many sent questionnaires home with students – highly likely contributing to this very low return.

By November, as students were no longer regularly attending support sessions and I had lost my trust in fieldwork assistants to gather data, I realised an intervention was required if enough data were to be collected. I was able to arrange to visit Jozini,

Pongola and Vryheid during the examination period to distribute informed voluntary consent forms and questionnaires as well as send some copies with colleagues visiting Ulundi, Nongoma and Empangeni.

During my visit to centres, circumstances allowed that I distribute the questionnaires before an exam to students who had arrived early at one centre and at other centres left questionnaires with tutors to distribute after the next exam a few days later. This resulted in a still low, but greatly improved response rate, with 30 completed questionnaires received from the centres I visited and six from those colleagues visited. A total of 52 completed student questionnaires were thus collected during the study.

I captured questionnaire data in Microsoft Excel. Quantitative data were then imported into statistical analysis software, namely the Statistical Package for the Social Sciences (SPSS).

With the data collection tools and procedures now outlined, I continue by discussing the data analysis procedures to be followed.

3.9   Data analysis

Quantitative data and qualitative data were analysed separately before being brought together for triangulation purposes. Quantitative data were obtained from student and tutor questionnaire items answered on a 4-point Likert scale as well as counting errors and language functions identified from lesson recordings. Qualitative data were gathered from open questions included in questionnaires as well as lesson audio recordings and their transcriptions.

3.9.1   Analysis of quantitative questionnaire data

Statistical analysis using SPSS was done with the support of a statistician in the Natural Sciences Education Department of the University of Pretoria, Dr Marien Graham. Data from student and tutor questionnaires were analysed separately for the most part, then triangulated in Chapter 4. The first step of the analysis was to determine the reliability and validity of the quantitative items through calculation of Cronbach's Alpha. Thereafter the descriptive statistics, providing information on which percentage

of respondents chose which option for each question, were created using SPSS. For triangulation purposes Mann-Whitney values were calculated to determine whether student and tutor respondents answered equivalent questions similarly or with a statistically significant difference. The nonparametric Mann-Whitney test is used to compare differences between two independent groups (Field, 2014). The nonparametric Mann-Whitney test was used instead of the well-known parametric t-test, because nonparametric tests are used when working with a small sample size, appropriate as there were only 18 respondents for the tutor questionnaire.

Correlation analyses were also run, which comprised of Spearman correlations and Point-Biserial correlations. Spearman correlation is used for correlations between a Likert-type question and a continuous variable or two Likert-type questions, and Point-Biserial correlation is used for correlations between a Likert-type question and a dichotomous question.

Some quantitative data were also extracted from transcribed audio recordings of lessons in the form of the number of language errors and specific language functions, for example language used to reprimand, guide and question. This took place after analysis and coding of this data.

Next I discuss how qualitative data were analysed.

3.9.2 Analysis of qualitative data

Electronically captured qualitative data from both questionnaires and transcribed audio recordings were manually sorted and coded as a first step. As with quantitative questionnaire data, data from student and tutor questionnaires were analysed separately, then triangulated in the process of writing up the findings in the next chapter.

ATLAS.ti software was used to assist in coding and analysis of qualitative data. This software allows you to "study and analyse text…and add additional coding so that it is easy to categorise or code short or long text segments for comparisons and easy retrieval at a later time" (Opie, 2004: 179). ATLAS.ti supports data analysis in two phases, namely descriptive level analysis and conceptual level analysis (Friese, 2014). At the descriptive level data are explored and interesting things are noted to collect during the first stage of coding. At the conceptual level all data have been coded and

should be viewed from the perspective of the research questions (Friese, 2014). During this second stage analytic tools provided by ATLAS.ti, including query, co-occurrence and table output tools were used.

Three oral English proficiency rubrics (described in Chapter 2) were used to support the analysis of voice recordings. These are: the public version of the International English Language Testing System (IELTS) speaking band descriptors (Addendum J), the Oral English Proficiency Test (OEPT) of Purdue University (Addendum K) and the Stanford Foreign Language Oral Skills Matrix (FLOSEM) rating scale (Addendum L). The oral English proficiency variables identified in my conceptual framework in Chapter 2 are included in all three rubrics. The rubrics were used to create a priori codes and supportively as reference points for describing the nature of the pre-service teachers' Classroom English proficiency in a contextualised manner during interpretation of data.

The *a priori* codes generated from the rubrics were linked to voice recorded lesson transcriptions as well as qualitative questionnaire responses using ATLAS.ti. For the purpose of data interpretation, the rubrics were loosely applied, as not to negatively impose expectations created by them which are not necessarily expected in lesson presentations, for example descriptors relating to response time and use of idiomatic language.

Voice recordings and their transcriptions were analysed further through error analysis to support the creation of emerging codes by which data were sorted to identify common patterns in the errors this case study of isiZulu-speaking pre-service teachers made. Primarily *a priori* coding was used in this step, identified from literature about errors commonly made by second language speakers. In any instance that further patterns were identified during the analysis process using ATLAS.ti, open coding was used to incorporate these emerging codes and so not limit identified patterns to those which have previously been identified in literature.

The form of error analysis used was limited to error analysis in the sense of comparison of errors made in English and standard South African English (Khansir, 2012), thus not including contrastive analysis which is the comparison of errors in English to language patterns in the participants' home language. Error analysis is a meaningful tool to use, as focussing on errors allows for prediction of difficulties likely

to be encountered, which can then become the focus of programmes that develop non-native speakers' proficiency (Khansir, 2012; Shaffer, 2005), in this case teachers' Classroom English proficiency. This assisted in answering the secondary research question of this study.

During the analysis process, the need emerged to develop a rubric that would describe not only oral English proficiency as identified existing rubrics do, but also Classroom English proficiency. I designed such a rubric based on perspectives gained during the study and drawing on the IELTS speaking band descriptors (British Council & IDP Education, 2001), OEPT (Purdue University, 2012) and Stanford FLOSEM (Padilla & Sung, 1999), which is included later in this chapter as Table 3.2. The rubric is intended for research purposes to better understand the nature of Classroom English and possibly as a tool to identify pre- and in-service teachers' development needs, not as an evaluative tool to determine a person's suitability to teach. It could be completed after listening to one or more voice recordings of lesson(s) or observing one or more lessons being presented.

The rubric is designed around the oral English proficiency and Classroom English proficiency variables identified in my conceptual framework in Chapter 2. Herein I identify oral English proficiency as foundational to and part of Classroom English proficiency, thus these variables are also included in the Classroom English proficiency rubric. A five point scale was chosen as this provides for meaningful differentiation between observed levels of proficiency without being so specific that it would be too difficult to assign a particular level. At level 1 the proficiency is mostly absent and level 5 is viewed as the level of proficiency ideal for effectively facilitating teaching and learning.

As the rubric is intended to "rate" the functional use of language in a classroom environment, I purposefully chose a language application focus in the formulation of descriptors opposed to a comparison to nativeness. An example of findings informing descriptors is my choice of questioning as the focus of the *language sophistication expressed through the engagement of learners*, as this was the most commonly observed learner engagement technique.

The rubric is presented in Table 3.2. In Chapter 4 I will apply it to this case study of isiZulu-speaking pre-service Intermediate Phase teachers in KwaZulu-Natal.

Table 3.2   Classroom English proficiency rubric

	Level				
	1	**2**	**3**	**4**	**5**
Vocabulary	Vocabulary is insufficient for presenting lesson content in English.	Often struggles to find the right word and/or uses words incorrectly, influencing meaning.	Able to express content knowledge and engage learners at a basic level. Occasionally "gets stuck" explaining complex concepts.	Some evidence of academic vocabulary. Speaks fluently and with ease.	Extensive vocabulary is evident, as required for presenting subject content and managing teaching and learning.
Grammatical accuracy	Grammar errors are frequent and significantly influence meaning.	Moving toward accurate grammar use. Meaning is sometimes unclear or ambiguous.	Grammar is accurate more than half the time. The correct meaning can be deduced with little effort.	Grammar is mostly accurate. The few errors that occur do not influence meaning.	Grammar is consistently accurate.
Pronunciation	Difficulty in pronouncing many words clearly, requiring significant effort to understand what is said.	Some effort is required to understand what is said. Pronunciation of a number of words is unclear, influencing meaning at times.	Occasional unclear pronunciation, comprehensible with limited effort. Meaning largely uninfluenced.	What is being said can be understood with very little effort; pronunciation is mostly clear and comprehensible.	Pronunciation is consistently clear and comprehensible.
Language sophistication expressed through engagement of learners	Any encouragement of engagement is at a basic level and does not require cognitive demand of learners.	Brief interactions are occasionally identified, limited to basic question and answer.	Well-phrased questions and extending or meaningful rephrasing of learner answers is occasionally observed. Group work is used.	Meaningful engagement such as asking follow-up questions, extending learners answers, encouraging and answering learner questions. Group work is used and facilitated well.	A range of learner engagement techniques are used and showcase sophisticated language use.

Language use expressed through teaching techniques	Attempts to help learners understand new vocabulary, encourage interaction, respond meaningfully to learners' questions/answers and/or summarise main ideas are rarely/not observed.	Attempts to help learners understand new vocabulary, encourage interaction, respond meaningfully to learners' questions/answers and/or summarise main ideas are occasionally observed, though negatively influenced by English proficiency.	Attempts to help learners understand new vocabulary, encourage interaction, respond meaningfully to learners' questions/answers and/or summarise main ideas are evident, though hampered somewhat by English proficiency.	Some success is achieved in helping learners understand new vocabulary, encouraging interaction, responding meaningfully to learners' questions/answers and/or summarising main ideas.	Academic language is evident in the teachers' efforts to help learners understand new vocabulary, encourage interaction, respond meaningfully and/or summarise main ideas.
Expression of subject content knowledge	Frequent subject content errors are made due to difficulty in expressing this knowledge in English	Occasional subject content errors are made in such a way that it is difficult to understand what is meant.	Subject content knowledge expression is occasionally unclear, though correct meaning can be derived.	Subject content knowledge errors are rare and alternative explanations are offered.	Subject content knowledge of an appropriate depth and breadth are expressed without error.
Use of code switching	Reliant on code switching to facilitate teaching and learning.	Code switches long phrases or sentences, even when not required for learner understanding.	Occasionally uses words or short phrases in the home language, seemingly when not knowing the English word/phrase.	Code switches occasionally only in short phrases, mostly to translate what has been said in English.	Code switches only to translate what has been said in English, when required to support learner understanding.
Support of learners' English development	Purposeful support not evident	Attempts to explain a word learners do not understand when asked for an explanation.	Spontaneously offers basic explanations for words learners may not understand that are included in the lesson.	Purposefully provides thorough explanation of new or complex words before they are used in the lesson.	Opportunities to support vocabulary are actively/purposefully built into the lesson and used.

As this is a mixed methods study validity and reliability as well as credibility and trustworthiness of data need to be considered. These are discussed next.

3.10 Validity, reliability, credibility and trustworthiness of data

As this is a mixed methods study, statistically determined validity and reliability of quantitative data as well as credibility and trustworthiness of qualitative data are addressed. Caution should be taken in generalising any of the findings beyond this and similar population groups.

As questionnaires gauge perceptions of the group of pre-service teachers' proficiency, rather than measuring it in absolute terms, Blommaert et.al. (2005) idea of peripheral normativity must be considered in that it is quite possible that respondents view pre-service teachers' levels of English proficiency in higher regard than an English first language community may. This is clearly observed by Blommaert et.al. (2005: 399) in relation to a South African study, as they note "what counts as 'good English' in the township may be 'bad English' at region or state level".

In relation to the above, validity and credibility of questionnaire data are supported by triangulation with lesson recording data which were interpreted using oral English proficiency rubrics as reference points. The use of rubrics brought in more objectivity and limited the potential of context influencing my own perceptions.

3.10.1 Validity and reliability of quantitative questionnaire data

Here I present and discuss validity and reliability as measured by Cronbach Alpha values. These values were calculated statistically for quantitative questionnaire items using SPSS. Cronbach Alpha values are determined based on the premise that items relating to the same variable would likely be responded to in a similar manner. The greater the similarity in ratings by each respondent, the higher the Cronbach Alpha value. A Cronbach Alpha is required to be above 0.5 for the measure of the relevant variable to be considered valid and reliable (Goforth, 2015).

Oral English proficiency variables covered by the questionnaires are vocabulary, grammar use and pronunciation. Classroom English variables influenced by oral English proficiency covered by the questionnaires are language sophistication

expressed through engagement of learners, language use expressed through teaching techniques, expression of subject content knowledge, use of code switching and support of learners' English development.

The questionnaires also considered the level of understanding of learners in pre-service teachers' classes, English proficiency level of these learners (student questionnaire only) and tutors' confidence and proficiency in speaking English (tutor questionnaire only). It should be kept in mind that quantitative questionnaire items measure *perceptions* only and not level of proficiency itself.

The Cronbach Alpha values were above 0.5 for all but one variable on the student and tutor questionnaire each, with tutor questionnaire values generally higher than those of the student questionnaire. These values are presented in Table 3.3. The items for which responses were determined not reliable and valid are pre-service teachers' perceptions of their use of questioning and tutors' perceptions of pre-service teachers' pronunciation.

Table 3. 3   Questionnaire Cronbach Alpha values

	Cronbach Alpha values	
Variables measured by questionnaire	*Tutor version*	*Student version*
Per-service teachers'…		
…overall oral English proficiency	0.889	0.889
…vocabulary	0.811	0.811
…grammar use	0.750	0.586
…pronunciation	0.361	0.691
…ability to engage learners in a lesson	0.766	0.786
…use of questioning	0.549	0.431
…use of teaching techniques	0.873	0.742
…subject content knowledge	0.627	0.717
…use of code switching	0.511	0.620

The unreliability of the two student teacher pronunciation items on the tutor questionnaire – relating respectively to clarity of pronunciation and similarity of pronunciation to that of English first language speakers – could be due to pre-service teachers' varying levels of pronunciation leading to uncertainty as tutors were expected to provide one answer based on their group of students.

The group of items relating to questioning, on the student questionnaire, included pre-service teachers' use of closed questions, their use of open questions and whether they ask follow-up questions. Therefore, while the Cronbach Alpha points to unreliability, in reality it may well be that students use these types of questions with differing frequencies. The responses to these items are thus not unreliable per se, though rather not suitable to be grouped as it cannot be assumed a student would necessarily use the three types of questions with the same frequency.

Next I discuss the credibility and trustworthiness of qualitative data.

3.10.2 Credibility and trustworthiness: qualitative questionnaire data

The credibility of qualitative questionnaire data are supported by triangulation with quantitative questionnaire data as well as transcriptions of voice recorded lessons. Responses to a number of the qualitative items, for example how student teachers engage learners, aligns with what was identified in lesson recordings, i.e. pre-service teachers using mostly questioning. Triangulation will be pointed out further as part of the presentation of findings in Chapter 4, keeping in mind qualitative questionnaire responses reflect respondents' perceptions.

3.10.3 Credibility and trustworthiness: transcriptions of lesson audio recordings

The credibility of lesson recordings are accepted at face value as these are real-time recordings of the pre-service teachers' language use in an authentic classroom context. These data are accepted as trustworthy, being a true – albeit limited – reflection of the pre-service teachers' Classroom English proficiency. At the same time it is acknowledge that the recordings (no longer than 35 minutes each) are only snapshot views of these pre-service teachers' language use and do not necessarily represent the full range of their Classroom English proficiencies.

Further to this it must be acknowledged that the small sample of students (9 of 325) may well be those more confident and proficient in their English. The pre-service teachers who did make recordings also chose which lesson they recorded, possibly inclined to choose a lesson they were well prepared for and confident in. This may have led to a positively skewed perception of this pre-service teacher group's oral English proficiency and fewer errors being identified than possibly would have been

had a larger sample of recordings been obtained or the method to choose which lessons are recorded been more random. To curb the possible influence of this on trustworthiness of the data, it is triangulated with JET data collected from a larger group (± 80) from the same population.

I transcribed all recordings myself and believe the transcriptions are sufficiently accurate for the purpose they serve, to the degree that they reflect the oral English proficiency of the pre-service teacher within the authentic classroom contexts recordings were made. While it is not expected that Classroom English proficiency would differ substantially from one lesson to the next for a given pre-service teacher, it may be that the lesson and situations arising within the recorded lesson did not lend themselves to showcasing the full range of the pre-service teachers' Classroom English skills.

To ensure accuracy of data analysis, supporting credibility and trustworthiness, transcriptions were analysed alongside the actual recordings to allow for accurately capturing more nuanced elements, such as intonation speech patterns. When I listened to the recordings again during analysis, I found them much easier to follow; words I would previously listed as mispronunciation, now seemed clear.

Overall, I can conclude that the data collected is valid, reliable, credible and trustworthy within the delimitations of the study as described in Chapter 1.

3.11   Conclusion

In this chapter I have discussed the epistmelogical views and methodology to be used in the study with relation to participants, data collection and analysis procedures.

In the next chapter the focus will turn to the data itself and the analysis thereof. I open the chapter by explaining the sequence in which data is to be presented, followed by a description of correlations between student and tutor questionnaire responses. Thereafter I present data and findings, organised according to variables of oral English proficiency and Classroom English proficiency. The discussion section is organised around these same main topics. Finally, in the synthesis section I present an application of my self-designed rubric to the case study and bring together the findings.

Chapter 4   Data presentation and discussion of findings

4.1   Introduction

In this chapter I present the data and interpret the findings of my study about the nature of isiZulu-speaking pre-service teachers' Classroom English proficiency. This chapter will be structured in three sections – presentation of data, discussion of findings and synthesis of findings. What was learnt about each oral English proficiency and Classroom English variable contributes to understanding the nature of Classroom English as a whole. In the synthesis section a self-designed rubric evaluating Classroom English proficiency is presented and used to describe the nature of Classroom English of this case study. The secondary research question, asking in which aspects of Classroom English non-native pre-service teachers require further support to improve their proficiency, is also addressed.

4.2   Presentation of data

Data relating to the primary research question - *What is the nature of the current Classroom English used by isiZulu-speaking final year B Ed Intermediate Phase pre-service teachers in rural KwaZulu-Natal?* - are presented first. These data are organised according to the variables of oral and Classroom English proficiency identified in my conceptual framework in Chapter 2. Oral English proficiency variables are presented first, as proficiency therein is foundational to Classroom English proficiency. The data on each of these variables will contribute to shedding light on the nature of Classroom English used by isiZulu-speaking pre-service teachers in KwaZulu-Natal.

Preceding these data are a discussion of Mann-Whitney test data which provides an indication of the similarity between student and tutor responses to equivalent questionnaire items followed by data relating to perceptions of the pre-service teachers' overall oral English proficiency.

4.2.1   Correlation between student and tutor questionnaire responses

With corresponding questionnaire items – corresponding in the sense that items in the tutor questionnaire relate to the same variables as those in the student questionnaire - it is possible to triangulate the student responses with those of the tutors, albeit at a generalised level only, as tutors responded to questionnaires based on their experiences of their student group, rather than individual students.

The nonparametric Mann-Whitney statistical test was used to determine whether there were significant differences in the responses of the student and tutor groups. The Mann-Whitney values are calculated from corresponding student and tutor item-to-item comparison. When the p-value of the Mann-Whitney test is less than 0.05, there is a significant difference between the two groups. On the other hand, when the p-value is greater than 0.05, there is not a statistically significant difference in response between the two groups.

Out of the 37 equivalent question sets, the Mann-Whitney test showed no statistically significant difference between student and tutor responses for 14 items, with p-values larger than 0.05 for these items. Mann-Whitney p-values for all equivalent quantitative items are presented in Table 4.1.

Table 4.1   P-values of the Mann-Whitney test

Questionnaire items	P-values of the Mann-Whitney test
Pre-service teachers' confidence level when teaching in English	0.000*
How well pre-service teachers speak English outside the classroom	0.001**
How good pre-service teachers' English vocabulary is in terms of presenting lesson content/subject content effectively	0.062
How good pre-service teachers' English vocabulary is in terms of engaging learners in a lesson	0.000**
How often pre-service teachers generally easily find the right words to explain a concept to learners	0.029*
How often pre-service teachers find it easy to introduce a new topic in a lesson	0.278
How often pre-service teachers explain concepts in a way that learners understand	0.000**
How often pre-service teachers "get stuck" using English in the classroom	0.351

How often learners understand what pre-service teachers mean	0.289
How often pre-service teachers rephrase their explanations if one or more learners do not understand	0.021*
How often pre-service teachers provide meaningful explanations to answer learners' questions	0.001**
How often pre-service teachers use correct grammar in lesson presentations	0.013*
How often pre-service teachers use the correct tense during lesson presentations	0.001**
How often pre-service teachers pronounce English words clearly	0.064
How often pre-service teachers' pronunciation is similar to that of English first language speakers	0.066
How often pre-service teachers use closed questions	0.840
How often pre-service teachers use open questions	0.003**
How often pre-service teachers ask follow-up questions to extend a response a learner gives to a question	0.018*
How often pre-service teachers encourage learners to ask questions	0.013*
How often pre-service teachers encourage learners to share their knowledge on a topic	0.006**
How often pre-service teachers engage learners in the lessons they present	0.061
How often pre-service teachers help learners understand new vocabulary when introducing a new topic	0.089
How often pre-service teachers deviate from their lesson plans to make the best of a teachable moment	0.320
How often pre-service teachers deviate from their lesson plans to respond to learners' interests	0.044*
How often pre-service teachers deviate from their lesson plans to adjust activities to the appropriate difficulty level	0.005**
How often pre-service teachers summarise the main ideas at the end of a lesson	0.001**
How often pre-service teachers encourage interaction among learners	0.004**
How often pre-service teachers code switch to isiZulu when learners struggle to understand	0.779
How often pre-service teachers speak to learners in English when they need to reprimand a learner who is misbehaving	0.065
How often pre-service teachers speak to learners in English when learners need to settle down before a lesson begins	0.036*
How often pre-service teachers speak to learners in English when giving instructions for completing an activity	0.008**

How often pre-service teachers speak to learners in English when learners have lost interest and their attention needs to be refocused	0.010*
How often pre-service teachers rephrase learners' answers to make it clearer to the rest of the class what they mean	0.247
How often pre-service teachers rephrase learners' answers to replace basic words with more academic words	0.009**
How often pre-service teachers rephrase learners' answers to correct errors in their language use	0.002**
How often pre-service teachers make an effort to determine learners' level of English understanding before presenting a lesson	0.002**
How often pre-service teachers use English at a level learners understand	0.289

**Significant at the 1% level

* Significant at the 5% level

These Mann-Whitney results point to pre-service teachers and their tutors more often than not perceiving the pre-service teachers' oral English proficiency and use of English in the classroom differently, pointing to how different people may perceive the same situation in different ways.

Next I present what was found in terms of the pre-service teachers', tutors' and my own perceptions of the pre-service teachers' overall oral English proficiency, based on data collected. Hereafter presentation of data per variable begins.

4.2.2   Perceptions of overall oral English proficiency

The pre-service teachers' and tutors' perceptions of the pre-service teachers' oral English proficiency was gauged by asking in the questionnaire how well they think the pre-service teachers speak English in the classroom and in social situations. The majority of student participants perceive their English proficiency to be *good* or *excellent* in social situations (85%) and in the classroom (94%). Table 4.2 provides more detail.

Table 4.2   Pre-service teachers' perceptions of their oral English proficiency

	In the classroom		In social situations	
	Frequency	Percent	Frequency	Percent
Poor	0	0%	1	2%
Not so good	2	4%	2	4%
Good	38	72%	42	79%
Excellent	12	23%	7	13%

To gauge pre-service teachers' proficiency in using English in the classroom from another angle, student teachers were asked if they sometimes "get stuck" using English in the classroom and if so, provide an example. In terms of whether they sometimes "get stuck", 33% of student respondents selected *usually not*, 35% *sometimes*, 29% *most of the time* and 4% *almost always*.

Examples of when pre-service teachers "get stuck" using English, based on their qualitative questionnaire responses, varied. It appears as though some pre-service teachers perceive "getting stuck" as when learners do not understand rather than when they are not able to find the right words to explain, though there could be overlap. Examples of this nature of response are:

'When learners feels that I am using English too much, and they need a break to learn in isiZulu for some ten minutes' (Kofo Vezi)

'When teaching maths. Something you used to explaining some concept using learners home language.' (Calaleskomo Zimase)

'If there is an disruptive/misbehaving learner to get attention of that particular learner, I use isiZulu "Please pay attention! Sozabana ke please!!"' (Caiphes)

In this chapter where verbatim quotes from questionnaire responses are provided, they are placed in single quotation marks and italicised, with the pseudonym of the respondent in brackets, as above. For quotes from lesson transcriptions, the lesson title I assigned is given in brackets, as these were not saved with the pseudonym in the file name as requested. Examples of when pre-service teachers "get

stuck" using English in specific teaching moments, based on their qualitative questionnaire responses, are:

> *'When I try to explain or clarify something in a much simpler context learners can understand.'* (Manyoba)

> *'Geographical terms are hard to explain.'* (Morrison)

> *'When you need to explain traditions and cultural belief. Some of them have original names which cannot be translated to English words.'* (Anon 5)

These data point to the nature of Classroom English, in terms of when and how it is used, as differing in relation to different situations that may arise in the classroom. With this I mean that while a pre-service teacher's oral English proficiency may be good in general, specific circumstances, such as having to use technical terms to explain concepts or learners not understanding, could lead to the pre-service teacher faltering in their proficiency. Pre-service teachers "getting stuck" may also be linked to their vocabulary. This is explained later in the chapter where data relating to vocabulary as a variable of oral English proficiency are presented.

Some responses were less specific, though still pointing to "getting stuck" when using English for a particular function that requires more sophisticated English, such as '*Sometimes when I explain things general*' (Casper Nyovesi). Yet this particular respondent felt confident in using English, rated his/her proficiency in using English in the classroom as very good and rated almost all questionnaire items, with the exception of those relating to pronunciation, positively. While this may seem contradictory on the surface, it may well point to a complex interplay of factors influencing how pre-service teachers perceive their English proficiency. This is addressed later in this chapter in the discussion of findings.

Tutors did not rate the pre-service teachers' English proficiency as highly as the pre-service teachers themselves did. The percentage of tutors rating pre-service teachers' English proficiency in the classroom as *good* was 10% lower than the percentage of pre-service teachers rating their proficiency as good, only 5.6% of tutors rated pre-service teachers' English proficiency in the classroom as *excellent* and 33.3% of tutors rated it as *not so good*. Tutor perception of pre-service teachers' English proficiency outside the classroom differed even more in comparison with the pre-service' perceptions. These results are presented in Figure 4.1.
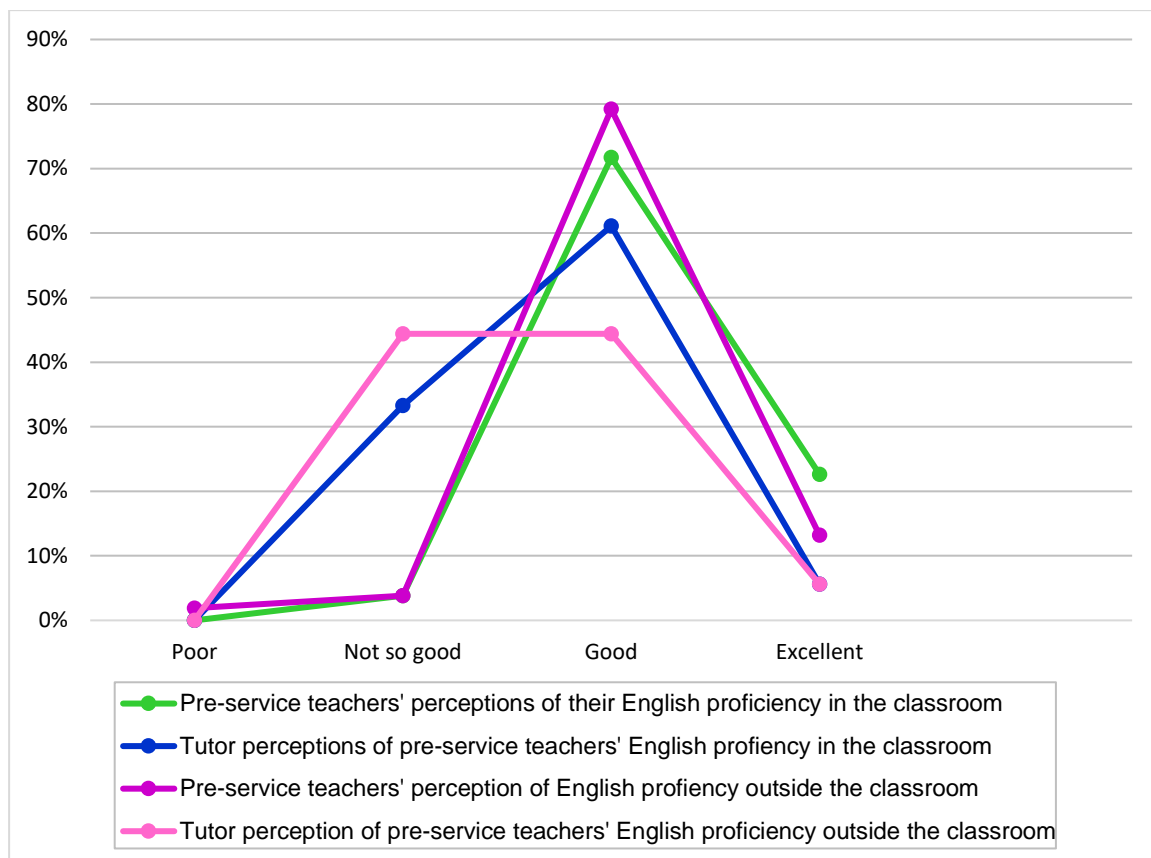
Figure 4.1   Perceptions of pre-service teachers' English proficiency

As English proficiency by its very nature is foundational to Classroom English proficiency, as explained in my conceptual framework in Chapter 2, I associate better English proficiency with better Classroom English proficiency. In my own experience of listening to the recordings over and over for transcription purposes and again when analysing them, I realise perception of proficiency can be quite subjective in a number of ways, even from a first language speaker point of view such as my own. I had to constantly check that I was consistently identifying errors, as the more I listened to a recording, the more I got used to the way the person was speaking and tended to overlook some errors, thus beginning to experience the person as more proficient than they truly may be.

I found that respondents' pronunciation, flow of speech and sentence construction had the greatest influence on my general impression of their English proficiency. The more difficult I found it to hear what the pre-service teacher was saying the first time I listened to a recording, the poorer my impression of their Classroom English proficiency.

Peculiar flow of speech, caused by what I experienced as unnatural pause patterns, is identified in six of the nine recorded lessons. Speech patterns are often transferred from the native home language (Malaleka, 2007), isiZulu for these pre-service teachers. In six of the 24 instances identified, peculiar flow coincided with either word order, word choice or word form errors. While neither the flow nor language errors detracted from my understanding of what was meant, it influences the nature of Classroom English in terms of fluency. Examples of unusual pauses indicated by || are:

'So we are going to use this one || to measure || salt' (Life skills baking lesson)

'Rules are things that people must, || follow.' (Life Skills rights and responsibilities lesson)

'I'm going to show you || steps that || you must follow before you attempt any problem.' (Mathematics lesson)

'The reason that makes us to say they are natural vegetation, it is because they || have not been plant by || people.' (Natural Sciences and Technology vegetation lesson)

Above I have discussed data relating to perceptions of the pre-service teachers' overall oral English proficiency. Next I present the data relating to specific variables of oral English proficiency.

4.2.3   *Oral English proficiency variables*

In this study I chose to focus on three variables relating to a teacher's oral (or spoken) English proficiency, as identified in my conceptual framework in Chapter 2. These variables are:

   a)   vocabulary;
   b)   grammatical accuracy; and
   c)   pronunciation.

These variables are commonly used in oral English proficiency rubrics specifically designed for second or foreign language speakers. While existing rubrics, those which do not rely on a question and answer technique to complete, provide meaningful

reference points, they are designed to evaluate oral English proficiency in general discussion and so are not applicable in their entirety to evaluating oral English proficiency demonstrated during teaching. The three rubrics that I draw on in this presentation of data are the International English Language Testing System (IELTS) of the British Council and IDP Education (2001) included as Addendum J, Oral English Proficiency Tests (OEPT) of Purdue University (2012) included as Addendum K and the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) rating scale (Padilla & Sung, 1999) included as Annexure L. These rubrics were described in Chapter 2 as part of the discussion around the level of language proficiency required by teachers.

For ease of reference, the variables measured and scale on which they are measured for each of the above rubrics is summarised in Table 4.3.

Table 4.3   Oral English proficiency rubrics

Rubric	*Variables addressed*	*Scale*
International English Language Testing System (IELTS) Speaking: Band descriptors (public version)	Fluency and coherence, lexical recourse, grammatical range and accuracy and pronunciation.	0 – 9
Oral English Proficiency Test (OEPT)	Variables are not clearly distinguished. Each level refers to: listener effort required to adjust to accent, intelligibility, comprehensibility and coherency of speech, speaker effort and speed, fluency, level of error in grammar, vocabulary use and syntax as well as listening comprehension.	35 – 55 (restricted – more than adequate)
Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	Comprehension, fluency, vocabulary, pronunciation and grammar.	0 – 6 (very beginning – native)

The first oral English variable discussed is vocabulary.

a)   Vocabulary

As discussed in Chapter 2, teachers require vocabulary above the basic level, including academic vocabulary required for teaching subject content knowledge and being able to use vocabulary to engage learners in a lesson through questioning, eliciting responses from learners, expanding on learners' responses as well as maintaining discipline in the classroom.

The questionnaires included seven items that gauged vocabulary, some more directly than others. Direct items spoke to pre-service teachers' vocabulary in terms of how many words they know, words they need to teach subject content effectively and words they need to engage/involve learners in similar ways. Correlation coefficients of these items of the student questionnaire are significant at the 1% level and range between 0.539 and 0.649. As an example, pre-service teachers' and tutors' responses to the item directly asking about vocabulary required for presenting lessons is shown in Figure 4.2.
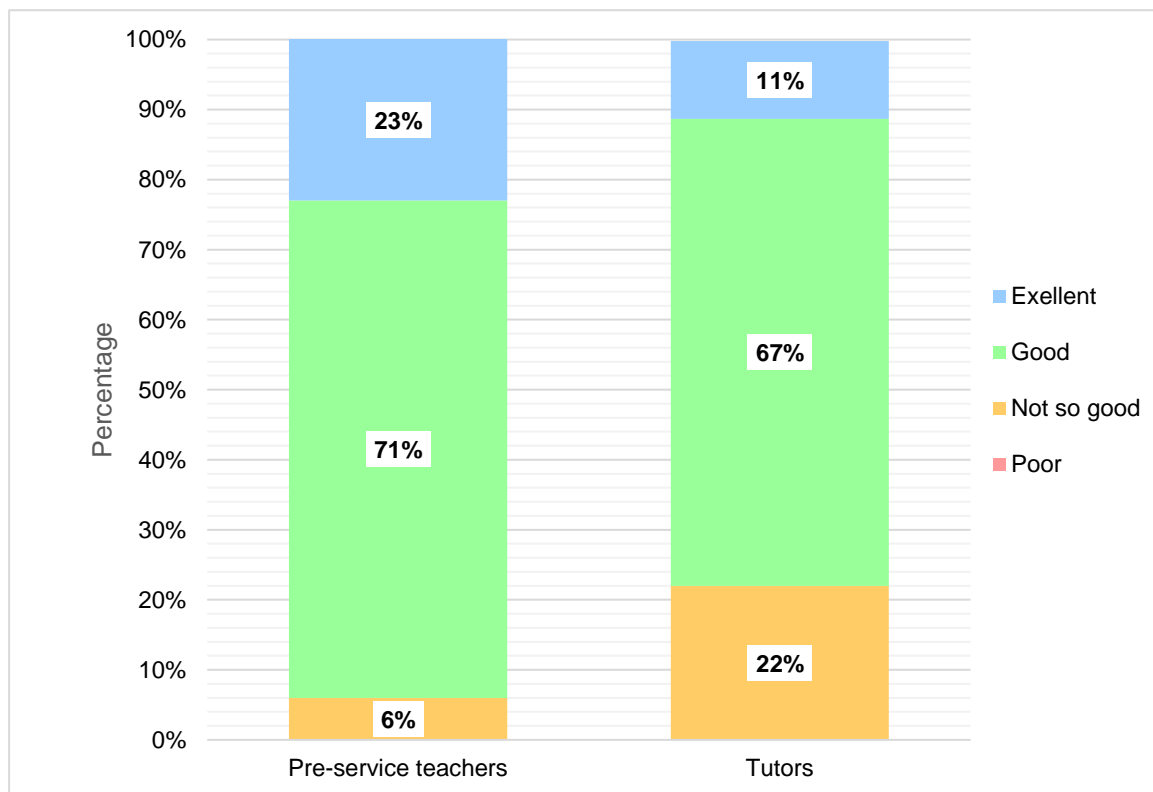
Figure 4.2   Perceptions of pre-service teachers' vocabulary required for presenting lesson content effectively

Items not asking about vocabulary specifically, though pointing to range, depth and use of vocabulary, included items that related to how easy it is for pre-service teachers to find the right words, whether they "get stuck" using English in the classroom and whether learners usually understand what they mean. The correlations between pre-service teachers' responses to vocabulary items and items linked to Classroom English proficiency variables are presented in Table 4.4 below. Correlations significant at either the 1% or 5% significance level mean that pre-service teachers who rated the particular aspect of their vocabulary high on the Likert scale were also inclined to rate the other item high and vice versa.

Table 4.4   *Correlations between vocabulary and Classroom English proficiency variables*

	Vocabulary in terms of how many English words you know	Vocabulary in terms of words you need to teach subject content effectively	Vocabulary in terms of words you need to engage/involve learners in a lesson
How often do you rephrase your explanation if one or more learners do not understand?	0.144	0.365**	0.307*
Do learners usually understand what you mean?	0.359**	0.250	0.575**
Do learners usually understand something the first time you explain it?	0.240	0.046	0.369**
How often do you help learners understand new vocabulary when you introduce a new topic?	0.450**	0.450**	0.382**
How often do you use open questions?	0.328*	0.264	0.455**
How often do you encourage interaction among learners?	0.371**	0.313*	0.412**
Do you sometimes rephrase learners' answers to correct their language use?	0.338*	0.451**	0.209
Do you sometimes deviate from your lesson plan to make the best of a teachable moment?	0.108	0.255	0.387**
How often do you make an effort to determine learners' level of English understanding before presenting a lesson?	0.381**	0.230	0.255
How often do you speak to learners in English when they have lost interest and you want to refocus their attention?	0.401**	0.333*	0.354*

* Significant at the 5% level

** Significant at the 1% level

Although the majority of these correlations are not strong, they do provide some indication of the importance sufficient vocabulary holds in influencing the aspects of effective teaching listed in the first column of Table 4.4. While keeping in mind these results reflect pre-service teachers' perceptions of their own English ability and use, I would have expected some of these correlations to be stronger as well as vocabulary strength to be linked to some other items relating to Classroom English proficiency variables as well. For example, I would expect a pre-service teacher with a good vocabulary to find it easier to introduce a new topic, provide meaningful explanations to learners' questions and code switch to isiZulu less often. This was not reflected in the data.

Interestingly, pre-service teacher and tutor responses relating to items linking to vocabulary, though not asking about it directly, varied with the greatest differences generally being in the top and bottom ends of the Likert scale. As an example, the result of the item asking whether student teachers generally find the right words to explain a concept to learners/present their lessons is shown in Figure 4.3.
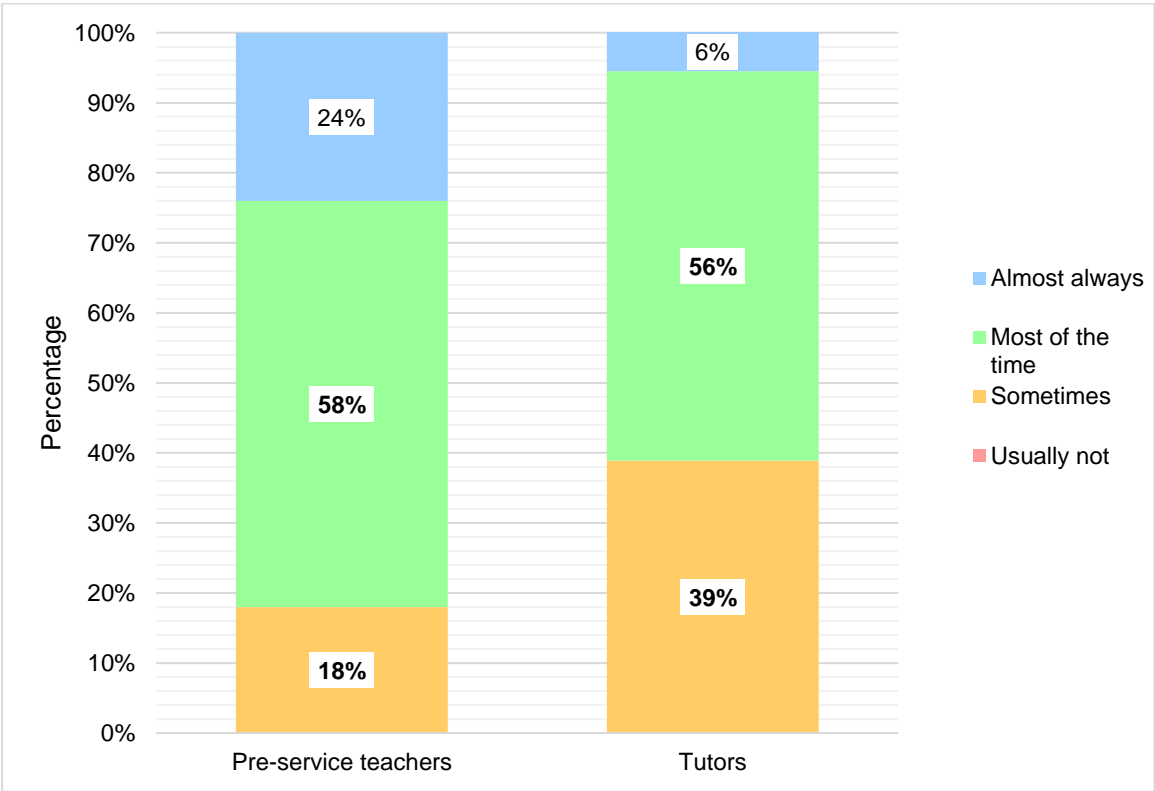
Figure 4.3   Perceptions of whether pre-service teachers generally find the right words to explain a concept to learners

While pre-service teachers' questionnaire responses to the item asking for examples of when they "get stuck" using English in the classroom did not relate to their vocabulary, this is the link I made in some of the audio recorded lesson presentations. Instances where student teachers "got stuck" using English were noted. Only three such instances were clearly identifiable:

1) The student teacher knows the isiZulu word, but takes a moment to remember the correct English word, which appears to frustrate her (Life Skills baking lesson).

    "Where do we put margarine? Other than, other than, arh. On the [isiZulu word]. We don't say on the [isiZulu word]. We say on the bread."

2) The student teacher realises he is using the wrong form of the word. While he found the right word, his sentence construction remained incorrect. The error could be due to trouble expressing the correct grammatical structure, rather than vocabulary. (Life Skills lesson on rights and responsibilities, # indicates an unclear word)

    "If it like Selo in Grade 3, that boy is disability, eh, #that's here#. He is, a, disabled."

3) In the third instance, the student teacher seems to be struggling to express what he is trying to say. The pauses and use of fillers in his lesson were limited but stood out here. (Natural Sciences and Technology lesson on vegetation)

    "Now, I will give you, some, uh, the charts here, so that you can be able, uh, so that you must draw an example of natural vegetations. Right?"

Aside from these examples of pre-service teachers struggling to find the right words or express what they want to say, the nature of their vocabulary was generally quite difficult to identify from voice recordings. The only potential identifier of poor vocabulary, aside from "getting stuck", were some incorrect word choices. For example, in the Life Skills baking lesson, the pre-service teacher repeatedly refers to

letters as numbers. One example is: '*You are going to write number A.*' Learners then replicate this error by also referring to letters as numbers in the answers they provide to verbal questions.

"Vocabulary is one of the most important components in language acquisition. A lack of vocabulary can lead to a breakdown in communication, which forms a vital part of a teacher's instruction in a classroom" (Hugo & Nieman, 2010: 66). Serious shortcomings of this nature are not observed in voice recorded lessons.

From the transcriptions I would describe the nature of the pre-service teachers' vocabulary as *adequate*, according to the Stanford FLOSEM rubric. This is level 3 of 6 on the rubric, higher than level 2 which describes vocabulary as limited to high frequency words and enough to make simple statements, though not yet at level 4 where a person shows alternative ways of expressing simple ideas and participating in conversations which include abstract ideas, more extended discussions or extensive native-like vocabulary (Padilla & Sung, 1999). This corresponds to the questionnaire results as therein responses indicate the pre-service teachers' vocabulary range is mostly sufficient.

The next oral English proficiency variable I discuss is grammatical accuracy. While vocabulary breadth and depth influence your ability to express yourself, grammatical accuracy does not necessarily, though it certainly does affects the nature of Classroom English in a more obvious way.

b)   Grammatical accuracy

In the questionnaires, the frequency of pre-service teachers' correct oral grammar was gauged by two questions – one on correct grammar use in general and the other on tense, asking how often each was used correctly. As with vocabulary, tutors tended to rate students' use of grammar lower than the students themselves, especially in the extremes of the Likert scale, as shown in Figure 4.4.
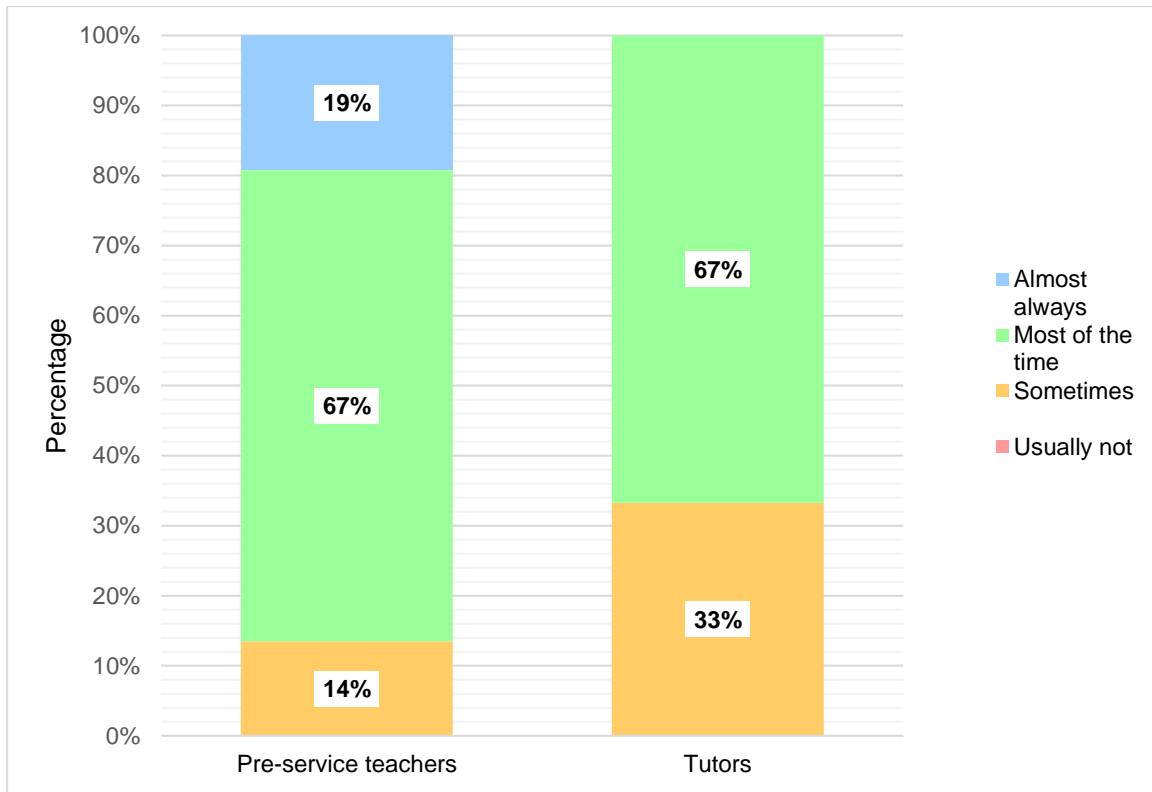
Figure 4.4   Perceptions of how often student teachers use correct grammar during lesson presentations

Many of the student teachers who rated their grammar use as correct most or all of the time were those who reported being more confident and believed they speak good English in the classroom. Correct grammar use has a correlation coefficient of 0.321 with confidence level in speaking English in the classroom (significant at a 5% level) and 0.379 with how well student teachers believe they speak English in the classroom (significant at the 1% level).

Grammatical errors were common, identified in all eight lessons recorded. Considering the purpose of this study it is not necessary to discuss the nature of these grammatical errors, rather the frequency of error and influence thereof on comprehensibility is described. The number of sentences identified with clear grammatical errors are presented per lesson in Table 4.5.

Table 4.5   Number of sentences per lesson with clearly identified grammatical errors

Lesson	Length of recording	Number of errors	Frequency per minute[2]
Natural Sciences and Technology: vegetation	17 min	37	2.17
Natural Sciences and Technology: circuits	20 min	23	1.15
Natural Sciences and Technology: electricity	15 min	16	1.06
English: poetry	38 min	24	0.85
Life skills: rights and responsibilities	15 min	11	0.73
Natural Sciences and Technology: filtration and circuits	17 min	12	0.70
Life skills: baking	25 min	17	0.68
Mathematics	23 min	6	0.26
Total	170 min	146	0.85

A list of these errors is included as Addendum M. A few examples are:

"So they say that as soon as you see 180, you stop there when you switch on you oven." (Life Skills baking lesson)

"The reason that makes us to say they are natural vegetation, it is because they have not been plant by people." (Natural Sciences and Technology lesson on vegetation)

"*Whenever the lightbulb turns on, then we tick, so now can conclude for as we can categorise that under conductors or as under insulators.*" (Natural Sciences and Technology lesson on circuits)

"Talking about a broken land, there are machines that are used in our days" (English poetry lesson)

When one reads the summary of the errors, the language of these pre-service teachers appears poor. However, when taken into context, considering a person speaks multiple sentences per minute, these pre-service teachers do, as reflected by questionnaire statistics, use correct grammar most of the time. It should also be considered that these errors do not change the essential meaning of what is being

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[2] Note that this is only an approximate value, as there are pauses of varying length and minimal learner responses included in the total length of the recording.

said. Even so their negative influence on the nature Classroom English proficiency remains significant.

The IELTS speaking band descriptor for grammatical range and accuracy (British Council & IDP Education, 2001) that best describes the combined results of the isiZulu-speaking pre-service teachers as a case study is level 6: makes frequent mistakes though these rarely cause comprehension problems. The descriptor is loosely applied, as for the purpose of this study I do not distinguish between simple and complex grammatical structures as in the full descriptor. According to the Stanford FLOSEM rubric (Padilla & Sung, 1999), I would rate the pre-service teachers' grammatical accuracy at level 3. This indicates *grammatical errors persist which may make meaning ambiguous*. The criteria for level 4 which refers to *consistent command* and *occasional errors* is not yet met.

Next I present results relating to pre-service teachers' pronunciation.

c) Pronunciation

For the purpose of this study pre-service teachers' English pronunciation is primarily judged in terms of clarity and comprehensibility – in other words, whether it is possible to easily and accurately hear what is being said, rather than focussing on accent. In the Oral English Proficiency Test (OEPT) rubric of Purdue University (2012) the listener effort required to adjust to the speaker's accent forms part of the scale used to determine the level of a teaching assistant's oral English proficiency. In neither the questionnaires nor the analysis of lesson recordings was accent specifically considered, though it is accepted that the speaker's accent may influence clarity.

This is in line with a language-for-specific-purposes position, which Freeman et.al. (2015) explain as a position in which the language standard is determined by others who are working in comparable contexts of use. In the questionnaires, the nature of pre-service teachers' pronunciation was however also gauged by asking how it compared to that of first language speakers. This was to provide a comparable frame of reference for perceptions as well as for triangulation purposes.

As indicated in Chapter 3, the tutors' perceptions of pre-service teachers' pronunciation was found to be under the threshold of acceptable reliability and validity as expressed by the Cronbach Alpha value. Therefore in this section I will focus on the

findings of the student questionnaire and voice recordings. Figure 4.5 summarises the questionnaire findings of pre-service teachers' perceptions of their English pronunciation.
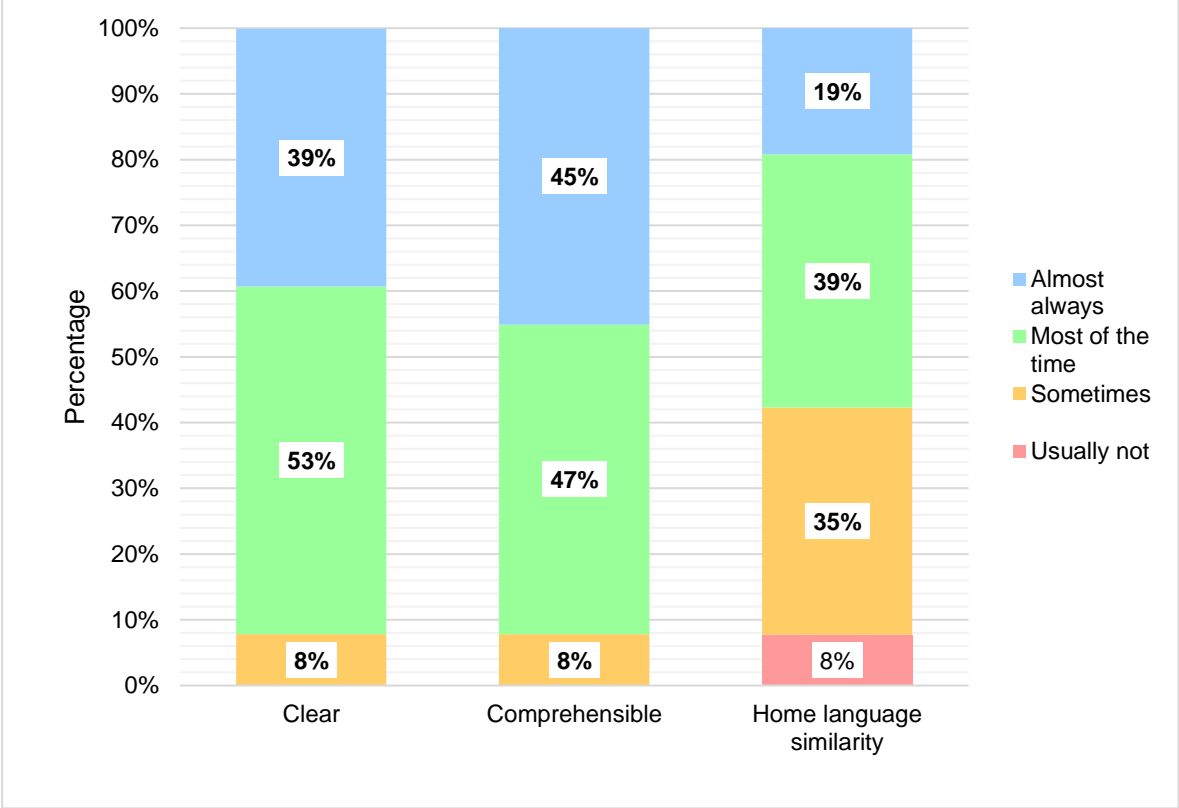
Figure 4.5   The frequency with which pre-service teachers perceive their English pronunciation to be clear, comprehensible and similar to home language speakers

Between the three pronunciation-related student questionnaire items, statistically significant correlations exist, in line with the validity findings presented in Chapter 3. Correlation coefficients are between 0.403 and 0.457 for correlations between different pairings of the three items, all statistically significant at the 1% level.

Statistically significant correlations between pronunciation items and items relating to Classroom English proficiency variables, yield some interesting results. These results are presented in Table 4.6.

Table 4.6 *Correlations between pronunciation and items relating to Classroom English proficiency variables*

	Clarity of pronunciation	Whether others find it easy to hear what you are saying	Similarity of pronunciation to first language speakers
How often do you find it easy to introduce a new topic in a lesson?	0.227	0.406**	0.332*
How often do you explain concepts in a way that learners understand?	0.230	0.418**	0.302*
How often do you provide meaningful explanations to answer learners' questions?	0.469**	0.546**	0.358**
How often do you summarise the main ideas at the end of a lesson?	0.500**	0.351*	0.459**
Do learners usually understand what you mean?	0.358**	0.168	0.297*
Do learners usually understand something the first time you explain it?	0.304*	0.340*	0.287*

* Significant at the 5% level

** Significant at the 1% level

These correlations show that pronunciation influences the nature of Classroom English not only in terms of comprehensibility and clarity. Based on these correlations, it appears that good pronunciation, either being clear, easy for others to understand, similar to that of first language speakers or combinations thereof does affect the nature of Classroom English in that those pre-service teachers with better pronunciation are more likely to:

- Find it easy to introduce a new topic;
- Explain concepts in a way learners understand;
- Provide meaningful explanations;
- Summarise main ideas at the end of a lesson;
- Have learners who understand what they mean; and
- Have learners understand the first time they explain something.

In my own experience of listening to the voice recordings the clarity, or lack thereof, is the first thing that you notice, before any other language variable. It gives a certain impression of English proficiency, clearer pronunciation being associated with better proficiency. The strange phenomenon is, though, that not only does it become

easier to understand the more you listen, but that once you start listening critically to a section of speech that initially seemed to have poor quality pronunciation it becomes difficult to identify specific pronunciation errors. For this reason the link to context influencing perceptions of language proficiency seems to be very clear in terms of pronunciation. This phenomenon is addressed in the discussion section of this chapter.

I confirm that for all but one of the recordings, some words were difficult or not possible to make out due to the pre-service teacher's pronunciation, although it is clear most of the time. As a case study, this places the pronunciation of isiZulu-speaking pre-service teachers at level 6 of the IELTS speaking band descriptors and level 3 of the Stanford FLOSEM rubric. Level 6 of the IELTS speaking band descriptors reflects that the speaker *'can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times'* (British Council & IDP Education, 2001). Level 3 of the Stanford FLOSEM rubric describes the speaker as having control over a larger number of sounds and sound patterns with some repetition possibly being necessary to make meaning clear (Padilla & Sung, 1999). This corresponds with questionnaire data pointing towards most pre-service teachers' pronunciation being clear most of the time.

The pre-service teachers' overall pronunciation does differ in quality, most falling within the descriptors given above. For one recording I found it extremely challenging at first to make out what the student teacher was saying; with others this was limited to isolated words. Using the Stanford FLOSEM to rate the outliers, I would place the pre-service teacher who presented the English poetry lesson at level 2 – difficulty with many sounds, making meaning unclear – and the pre-service teacher who presented the Life Skills baking lesson at level 5 – near native-like ability.

Up to here this presentation of findings has focussed on three variables of oral English proficiency. It was necessary to present this as it forms the foundation upon which Classroom English proficiency rests, as presented in my conceptual framework in Chapter 2. This is based on the theory of BICS being required for CALP, or put differently, proficiency in basic English being a requirement for proficiency in English for specific purposes. The findings presented next relate to the variables of Classroom English.

4.2.4   Classroom English variables

Through an extensive literature review presented in Chapter 2, it was possible to identify a number of variables of Classroom English. Classroom English variables, as included in the conceptual framework for this study in Chapter 2, are:

a) language sophistication expressed through engagement of learners;

b) language use expressed through teaching techniques;

c) expression of subject content knowledge;

d) use of code switching; and

e) support of learners' English development.

These variables are listed in order of the degree to which it is possible to observe Classroom English proficiency through the variable, from highest to lowest, acknowledging that the first three are inter-linked. I perceive Classroom English proficiency as most clearly observable through the language sophistication expressed through engagement of learners and least clearly through the support of learners' English development. The variables are discussed in the order listed above, drawing on questionnaire and lesson recording data.

a) Language sophistication expressed through engagement of learners

To effectively manage learning and teaching in the classroom, a teacher needs to be able to engage learners in the lesson, for which verbal communication is required. By engagement of learners it is meant that the pre-service teacher interacts with learners to ensure the learners are actively involved in the lesson.

To gauge if and how pre-service teachers engage learners in the lessons they present, quantitative questionnaire items were included asking about learner engagement directly, through guiding questions indicating potential ways learners could be engaged as well as in an open-ended question. Quantitative items specifically asked whether learners were engaged, whether learners were encouraged to ask questions and whether learners were asked to share their knowledge on a topic. To these items, above 75% of both pre-service teacher and tutor respondents indicated on a Likert scale that learners are engaged *most of the time* or *almost always*.

In response to the qualitative question about how students engage learners, 22 student respondents included a reference to questioning, 12 to activities and eight to group work; with 11 tutor respondents referring to questioning, seven to activities and three to group work in tutor responses. Opportunities for learners to ask questions, participate in class activities and use of learning and teaching support materials (LTSM) were also identified as themes in the responses to this question.

When focussing on questioning specifically, there are significant differences in quantitative and qualitative data, although the quantitative response is understandable. Quantitative questions asked how often closed and open questions are used respectively. In a qualitative item asking how student teachers check for learner understanding, the use of questions again came out very strongly with all tutors and 67% pre-service teachers referring to questioning. Other ways of engaging learners that students include in their responses are class work/activities, class test, assessment and home work.

Just over 50% of both pre-service teachers and tutors indicated that pre-service teachers use closed questions *most of the time* or *almost always*. What is in stark contrast with voice recording findings are the pre-service teachers' and tutors' perceptions of the use of open-ended questions. With 51% of pre-service teachers reporting to use open ended questions *most of the time* and 32% *almost always*, 44% of tutors indicate pre-service teachers use them *most of the time* and 11% *almost always*.

It is interesting that how often a pre-service teacher uses open ended questions is linked to their confidence level in speaking English in the classroom and how well the pre-service teacher believes he/she speaks English in the classroom. The use of open ended questions has a correlation coefficient of 0.355 (significant at the 5% level) with confidence in speaking English in the classroom and 0.465 (significant at the 1% level) with how well the student teacher thinks they speak English in the classroom.

While it is so that a limited number of useable recordings (nine) were obtained, any encouragement of learners to ask questions was rarely identified. One or two student teachers would indicate that learners should inform them or ask questions if they did not understand, though no learner questions were identified from recordings. In the lesson on electrical circuits, learners were in groups who each had their own

LTSM to build a circuit. In other lessons LTSM was used by the teacher, though not the learners themselves. Class activities being completed as part of the lesson were evident in some of the lesson recordings.

Questioning as the learner engagement method most frequently used by pre-service teachers, as reported by them, is confirmed by the lesson recordings. Questions were also used in varying frequency by the pre-service teachers. Most were asking questions reasonably often, corresponding to quantitative data on use of closed questions. Quantitative data do not reflect the level of intellectual engagement questioning elicits. From lesson recordings this is identified as very superficial, not requiring learners to respond in ways that would demonstrate true understanding or involve them in intellectually stimulating ways.

Questions in voice recorded lessons, however, most often seemed to have the purpose of the pre-service teachers confirming they are on the right track or that learners are following, rather than encouraging the learner to engage with the content itself. These could be categorised as structuring or managerial questions – their only purpose being to keep the teaching and learning process moving along. Examples of such questions from audio recordings are '*Do you understand?*', '*Okay?*' and '*You see?*' From the lesson recordings, of the 50 questions, only two open ended questions were identified from recorded lessons, both in the poetry lesson and seemed to be from a worksheet. These questions, are:

"What is the poem about?"

"What is – what can you say about the sunset?"

How the ability to engage learners in the classroom is linked to the nature of Classroom English is addressed in the discussion section later in this chapter, as there are complex bi-directional influences at play.

I now present data relating to language use expressed through teaching techniques as a variable of Classroom English.

b)   *Language use expressed through teaching techniques*

A number of previous studies have linked the use of certain teaching techniques with teachers' proficiency in the LoLT. These were discussed in Chapter 2. Such

teaching techniques include being able to provide accurate and meaningful explanations, being able to respond to learners' incorrect answers, encouraging interaction among learners (Richards et al., 2013), use of questioning techniques to extend or reformulate learners' reasoning, asking follow-up questions, repeat and rephrase learners' answers, replace learners' everyday language with more technical language and summarise the main ideas at the end of a lesson (Sharpe, 2008). Studies of Kisilu (2009) as well as Paratore and Robertson (2013) were also drawn on when formulating questionnaire items relating to use of good teaching techniques.

While questionnaire responses indicate that a number of these good teaching techniques are often used, they were infrequently identified from recordings. As there were few recordings and those received were of lesson segments, either starting after the lesson had begun, stopping before the end or both, it could be that some of these techniques are used by the pre-service teachers as they report in the questionnaires, but were simply not captured in the lesson recordings. For example, summarising the main ideas at the end of a lesson.

The quantitative data gained from questionnaire responses relating to perceptions of pre-service teachers' use of teaching techniques are summarised in Table 4.7 below.

Table 4.7   Perceptions of pre-service teachers' use of teaching techniques

Teaching techniques linked to language proficiency by previous studies	*Pre-service teacher responses*			*Tutor responses*		
	Sometimes	Most of the time	Almost always	Sometimes	Most of the time	Almost always
Help learners understand new vocabulary when introducing a new topic	4%	51%	40%	22%	50%	28%
Deviate from lesson plan to respond to learner interests	11%	36%	42%	17%	67%	11%
Deviate from lesson plan to adjust activities to the appropriate difficulty level	6%	45%	42%	22%	44%	17%
Deviate from lesson plan to respond to make the best of a teachable moment	21%	38%	30%	33%	50%	17%
Encourage interaction among learners	6%	34%	55%	28%	44%	22%
Summarise main ideas at the end of a lesson	9%	42%	47%	39%	39%	7%

To provide more context for the above, I discuss two techniques reflected in the table for which there were related qualitative questions and/or observations could be made from the lesson recordings. These are helping learners understand new vocabulary and encouraging interaction among learners. In addition to this I discuss responding to learners' answers as another teaching technique through which the level of Classroom English proficiency could be observed.

- *Helping learners understand new vocabulary*

Helping learners understand new vocabulary is an important teaching skills in itself, though especially so when working with learners who are non-native speakers of the LoLT. It is also linked to supporting learners' English development. With the belief that every teacher should be a language teacher (in agreement with Chadwick, 2012; Colombo & Furbush, 2009; Uys et.al, 2007; Van Der Walt & Ruiters, 2011), as referred to in the literature review in Chapter 2, for learning to be successful it is not only important that learners understand what is being taught but also that subject content teachers support learners' language development (Uys et.al, 2007).

The results in Table 4.7 point to a strong indication that the pre-service teachers perceive themselves to help learners understand new vocabulary. In their response to a qualitative questionnaire item asking how they do this, 16 refer to learners using personal dictionaries. This was, however, not evident in any of the recordings. Eight questionnaire responses refer to using dictionaries, though this was evident only in the English poetry lesson.

Another strong theme in the answers to this question was explaining words, referred to by 17 respondents. Examples of this identified in three of the lesson recordings are:

'When we upturn it we put it upside down like this.'

('upturn' is being explained in reference to using a drinking glass as a cookie cutter referred to in the recipe the pre-service teacher is following; Life Skills baking lesson)

'So, if you can distinguish them, I mean the difference between the two…'
(Natural Sciences and Technology circuit lesson)

'Anonymous, yes. The person who wrote the poem does not want to be known.' (English poetry lesson)

Other strategies both pre-service teachers and tutors refer to in their qualitative responses regarding how learners' vocabulary/language development is supported include reading, use of learning and teaching support material (LTSM), group work, rephrasing by the teacher and use of code switching.

- *Encouraging interaction among learners*

When asked how they encourage interaction and when they do it, 33 of the 52 pre-service teachers named group work. Fourteen referred to pair work or peer-teaching. As to when this strategy is used, answers were vague, only referring to 'during the lesson'. Only one response was more specific, stating '*When there is other learners that are strugglin [struggling]. And during peer discussion they help each other and I supervise*' (Raven).

To the equivalent question in the tutor questionnaire, they responded similarly – twelve referring to the use of group work, six to pair work and six to asking questions and engaging in discussions, with some respondents counted referring to combinations of these.

In one of the electric circuit lessons group work could be identified. Each group had their own set of materials to build a circuit. There were relatively long periods on the recording during which the pre-service teacher was not talking. During these times it sounded like he was possibly moving between groups assisting them.

- *Responding to learners' answers*

In the questionnaires, pre-service teachers and tutors were asked specifically how the pre-service teachers respond when learners provide incorrect answers. Responses included responding positively, thanking the learner for their input, guiding learners, encouraging the learner to try again, asking another learner, correcting the learner or explaining again. Examples of student responses are:

'I encourage a learner to analys [analyse] the question and try more.'
(Mr N.X)

'I give the learners leading questions until they give me question. I also use prompting questioning skills.' (Justice Shiba)

'I usually ask another learner to help him/her.' (Anon 1)

Some students provide quite a high level of insight into how such a situation could be dealt with, for example:

'I encourage them to try again. My respond [response]: You close to the answer so please can you try using your own language' (Amandla Maphumulo)

'I correct the learner without scolding them. If a learner is close to the answer I usually try to guide them to say it correctly. For example If I asked "What is found within the Constitution of South Africa?" and a learner says "rights and responsibilities" I would say 'What do we call that document?' The learner might remember that it's the Bill of Rights.' (Sky gazer z)

One tutor response sums it up well:

'*It depends on the student, a flexible one will lead a learner to arrive to some correct answer. But most students will continue asking the same question until some lerner [learner] give a correct answer.*' (Popayi)

From the voice recordings, examples could be identified of pre-service teachers' responses to both correct and incorrect answers. The most commonly identified response to a correct answer is that the pre-service teacher simply repeats the answer, sometimes together with an indication of its correctness by starting with 'Yes' or 'Good' before repeating the answer, sometimes expanding on it slightly or putting it in a full sentence.

When the answer given by a learner was incorrect, 12 instances were identified where another learner was asked to respond. These were identified in the following lessons: Mathematics (6), mains electricity (2), circuits (1), vegetation (1) and poetry (2). Three instances were identified where incorrect answers were simply ignored – one each in the baking, mains electricity and poetry lessons.

In terms of responses to incorrect answers, while all but one of the student respondents indicated in the questionnaire their response to learners' incorrect answers was positive or neutral, only three positive responses could be identified from

lesson recordings. In three separate instances limited to the Mathematics and Circuits lessons, a negative response was identified from the lesson recordings. In the examples provided below, both pre-service teachers sound quite exasperated at the incorrectness of the answers and proceed to indicate that another learner should respond. These examples are:

'*Sixty five K G? Ahah. Ahah.*' (Mathematics lesson); and

'*No man*' (Natural Sciences and Technology filtration lesson).

Another way Classroom English proficiency can be observed, is through expression of subject content knowledge. Data relating to this variable are discussed next.

c)   Expression of subject content knowledge

Subject content knowledge – knowing what to teach – together with pedagogical content knowledge – knowing how to teach - is required to effectively facilitate teaching and learning. To express their subject content knowledge through English as the LoLT, proficiency in English is naturally required. The questionnaires did not gauge perceptions of subject content knowledge. I do not perceive the data from the limited audio recordings rich enough to conclude to what extent these pre-service teachers are able to express subject content knowledge. What can be identified are a few subject content knowledge errors. The data in this section are bolstered by findings of JET's 2015 study included in their research report, which involved the same group of pre-service teachers.

From the nine lessons, five instances where facts were incorrectly presented were identified across three lessons, with three of the errors being in the circuit lesson. One example clearly highlights the role of language proficiency in correctly presenting subject knowledge:

In the lesson on circuits, while connecting different objects into the circuit to identify whether they are insulators or conductors, the pre-service teacher states '*Ceramic tiles doesn't turn on*'. What he means is that when the ceramic tile is connected, the lightbulb does not light up. Had this particular pre-service teacher's

subject specific vocabulary been better, he would likely have been able to provide the correct description. The same pre-service teacher makes another error of a similar nature, namely: '*That, that light come from the cell to the wire through the bulb make light and heat'.* I deduce the intended meaning here to be that the electric current is conducted from the cell through the wire to the bulb. The bulb lights up and makes heat.

The other content errors were not as closely linked to English proficiency and seemed to be true errors in either the pre-service teacher's own knowledge or how they presented the content. For example, with reference to the temperature knob of an oven, the pre-service teacher presenting the Life Skills lesson says '*Others go from hundred to, a, maybe three hundred and fifty or five hundred*.' In South Africa, oven temperatures typically go to about 240° Celsius. The 350° or 500° the pre-service teacher is referring to could be a confusion with degrees Fahrenheit used in the US.

From these limited findings it does appear that a pre-service teacher's ability to express their subject content knowledge correctly is influenced by their oral English proficiency. The influence is, however, bidirectional with subject content knowledge influencing one's ability to use correct Classroom English, as suggested in my conceptual framework presented in Chapter 2.

The presence of limited errors correlates with findings from the 2015 JET study involving the same student group. It found the subject content knowledge of this pre-service teacher population, measured by observation of lesson content reflecting adequate subject knowledge, use of the pre-service teacher's subject knowledge, accuracy with which concepts are taught and logic and coherence of lessons, was at or above the expected level for around 60% of the student teachers (French et al, 2016). I continue the discussion on the link between English proficiency and expression of subject content knowledge later in this chapter in my discussion of Classroom English findings.

It is not only the teacher who requires good English proficiency to make the best of teaching and learning, learners do too. In a classroom environment where many learners are non-native English speakers, code switching becomes another vital teaching and learning tool. Findings relating to this variable of Classroom English are discussed next.

d)   Use of code switching

Use of code switching is a variable of Classroom English in that it indicates the extent to which a teacher is able to teach in English as LoLT or relies on use of another language in between to manage teaching and learning meaningfully.

In the quantitative questionnaire item, 74% of pre-service teachers report using English to settle learners before a lesson *most of the time* and 18% *almost always*. Fifty three percent report that they give instructions for completing an activity in English *most of the time* and 41% *almost always*. This indicates use of code switching is limited, according to their perceptions.

To the qualitative question asking pre-service teachers about their use of code switching, 46% report code-switching when learners do not understand or struggle to understand. Tutor responses correspond to students' in terms of their use of code switching, though fewer, 65% compared to 92% of students reporting they use English to settle learners and give instructions *most of the time* or *almost always*.

In King and Chetty's (2014) review of literature about code switching, they identify that for both classroom management and content elaboration it is a potentially productive teaching choice. They identify two possible reasons for code switching relevant to the South African context, namely helping second language learners understand the content taught and deficiencies in the teacher's own English proficiency. It was possible to differentiate between the two, to an extent, in lesson recordings. In 33 instances it was identified that code switching or mixing was used for the purpose of helping learners understand, since the pre-service teacher was repeating in isiZulu what he/she had already said in English. In 38 instances code switching was for an unclear purpose. In only one instance, in the Life Skills baking lesson, was it clear that the teacher was struggling to find the appropriate English word and so used the isiZulu word before remembering the right English word.

This observation is supported by pre-service teachers' and tutors' responses to qualitative questions, all reporting the use of code switching under circumstances when learners do not understand. Some responses also qualify that code switching is used only after explaining in simpler terms. Some tutors respond that pre-service teachers also use code switching for teaching complex concepts.

When asked whether code switching is a good thing, the majority of both pre-service teachers (66%) and tutors (63%) respond that it is, supporting Bose and Choudhury's (2010) conclusion that "when teachers cultivate negotiation between languages by reinforcing the practice of code mixing and code switching, the [learners'] understanding and participation is enhanced".

Two student responses, though the second is flawed in his/her own language, capture this well in different ways –

'*It is good, learners may not understand what you are saying in English, so would be just wast [waste] of precious time if learners are not engaged.*' (Troops)

'*Good - it is good to Zulu speaking because language development of any language is built your home language, if home language is not complete enough that would be an issue.*' (Calaleskomo Zimase)

The dilemma explained by King and Chetty's (2014) review of literature on code switching in a South African context - that learners are required to know and be able to express their knowledge of subjects in English as school leaving examinations in South Africa are written either in English or Afrikaans (Language in Education Policy, 1997) and so need to become proficient in English while having to understand the content of subjects before their proficiency is necessarily adequate – is captured in a number of negative pre-service teacher perceptions. For example '*It [code switching] is a bad thing to do because the learners will develop a Zulu concept rather than English concept. In addition the LTSM is there to enhance learners understanding and clear*' (Gam-Bush).

Code switching is likely the Classroom English variable most influenced by learners' English proficiency. By this I mean that the pre-service teacher is likely to use code switching not only if they cannot find the right English words, though also when they realise learners do not understand what they are saying, as reflected by the data presented above.

Together with code switching to allow for learner understanding, learners' English needs to be developed too. The final Classroom English variable for which data will be presented, is supporting learners' English development.

e)   *Supporting learners' English development*

Considering the areas in which the pre-service teachers involved in this study have taught to date, most learners they work with would be taught through English as the LoLT for the first time in Grade 4. This means not only are these pre-service teachers responsible for teaching of subject content, they also have a responsibility to improve the learners' English proficiency which is still developing (Nel & Muller, 2010). It is therefore reasonable to assume that at times learners will not understand what is being said in the classroom.

To a qualitative questionnaire item asking pre-service teachers what they do when they realise learners do not understand, some responded with basic, undetailed strategies such as they repeat what they said, explain again, re-teach, change teaching strategy, give an activity (not clear how this would be useful) or use code-switching.

Other pre-service teacher responses were more specific, showing a little more nuance in how such a situation is approached, for example:

'*Repeat the statement and try to explain it in a different way*' (Anon 2)

'*I explain it again and use examples*' (Toz)

'*I try to explain again but on the loer [lower] level*' (Zim Dollar Motsin)

'*I use to give them remedial activities and additional practice until they understand. I also give them scaffolding activities in small groups or reteach the concept and break it into smaller parts*'. (Justice Shiba)

To the equivalent question, a strong theme in tutor responses was rephrasing, mentioned by nine tutors. Two responses referred specifically to rephrasing using simpler terms. Less commonly referred to were code-switching (by three tutors) and repeating an explanation (two tutors).

From the transcribed lesson recordings, other than code switching, only a few instances of student teachers supporting learners' English development could be identified. This included mostly explaining unfamiliar words. One student also asked learners to translate an English word into isiZulu for better understanding. Therefore the voice recordings do not quite correspond with the findings of the questionnaires.

Up to here I have presented data relating to the nature of pre-service teachers' oral English proficiency and Classroom English proficiency, thus data relating directly to my primary research question. A reminder of the research questions -

Primary research question

What is the nature of the current Classroom English used by isiZulu-speaking final year B Ed Intermediate Phase pre-service teachers in rural KwaZulu-Natal?

Secondary research question

In which aspects of Classroom English do non-native pre-service teachers require support to improve their proficiency?

The data presented thus far shows a clear need for improving proficiency in each of the oral and Classroom English variables, to a lesser extent the use of code switching. I link these data to the secondary research question in the discussion of findings. Before beginning the discussion, I present data relating to what the participants think about their English proficiency development needs. A previous study (Hugo & Nieman, 2010) has linked better proficiency to higher confidence levels in language use. Yet the reverse is not true, meaning that having linguistic confidence does not always mean expressive skills (oral English proficiency) is up to standard (Evans & Cleghorn, 2010a & 2012). Data gathered through this study shows that even though these pre-service teachers' confidence level in using English is high, they recognise that further development is required. What participants said about the pre-service teachers' confidence in speaking English is presented next.

4.2.5   *Pre-service teachers' confidence in speaking English*

Correlation analysis shows a significant, though not strong (0.324), correlation between how confident student teachers feel when teaching in English and how well they think they speak English in the classroom. The findings of this study indicate that in general, the majority of pre-service teachers feel confident in speaking English, especially in the classroom. I say especially in the classroom, as on a four-point Likert scale all but one of the student respondents indicated their confidence in speaking

English in the classroom is 'good' or 'excellent', compared to 85% feeling their confidence in speaking English is 'good' or 'excellent' in social situations ('not so good' rising to 13% and 1 respondent selecting 'poor').

Tutors' perceptions of pre-service teachers' confidence in speaking English in the classroom is significantly lower, identified as having statistically significant different with a Mann-Whitney p-value of 0.000. Only 33% of tutor respondents rated pre-service teachers' confidence in teaching in English as *good* and 50% as *not so good*. The questionnaire did not gauge any reasons for why tutors may believe pre-service teachers' confidence levels are good or not. Figure 4.6 illustrates the pre-service teachers' and tutors' perceptions of pre-service teachers' confidence when teaching in English.
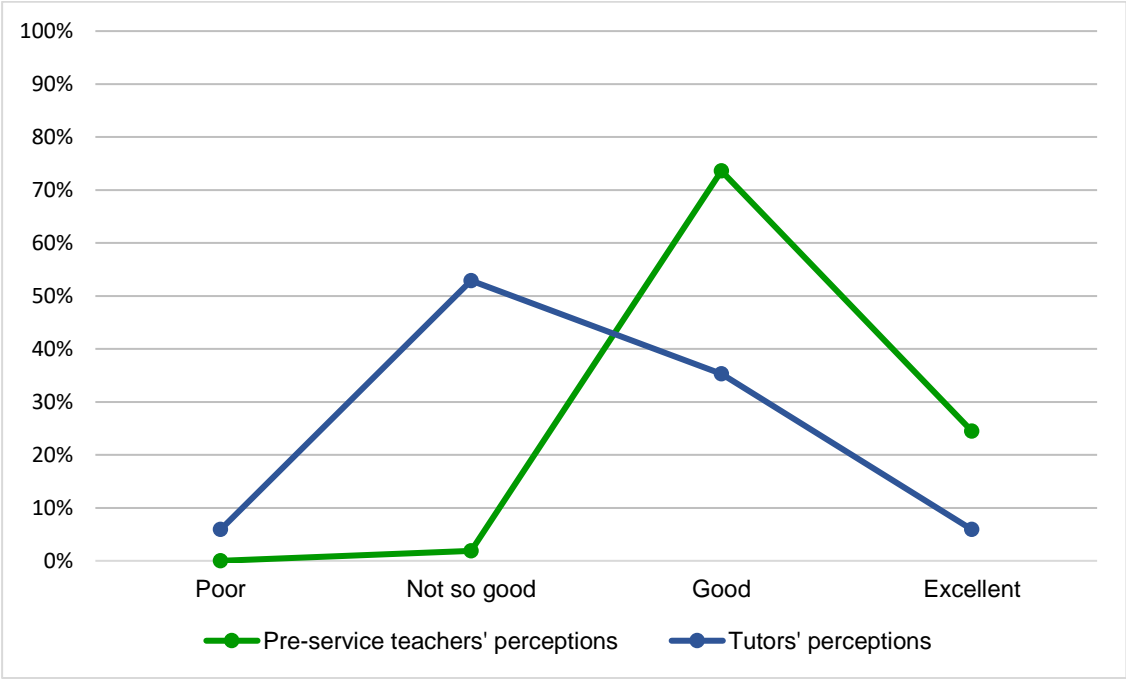
Figure 4.6   Perceptions of pre-service teachers' confidence when teaching in English

This confidence level is reflected in the audio recordings as well. The pre-service teachers' speech is mostly fluent and without hesitation. The confidence of one or two falter a little evidenced by either an increased use of "fillers", for example *'uh…'*, or increased requests for confirmation from learners, for example '*…isn't it?*', '*…right?*' or both. These findings seem to indicate that confidence level does influence the nature

of Classroom English, since when confidence falters the pre-service teachers' fluency is negatively influenced.

I conclude the presentation of data with what participants said about the need for further supporting these pre-service teachers' oral English proficiency development, despite their high confidence levels.

4.2.6 Supporting pre-service teachers' oral English proficiency development

The student and tutor questionnaire both asked whether the student teachers should be given further support in preparation for teaching in English. Student responses were mixed, with 51% thinking more support is required and 49% not. Eighty eight percent of tutors felt student teachers should be given more support.

Qualitative questions gauged the type of support both pre-service teachers and their tutors thought may be useful. Pre-service teachers were asked: *If you were given the opportunity, in what way(s) would you like to improve your oral English proficiency?* Fourteen of the 27 who responded to this question referred to more exposure to English and more opportunities to use English. Twelve answers relate to improving their English speaking ability, two specifically mention improving pronunciation and two improving their ability to provide explanations. Examples of student responses to this question are:

> *'Spend a lot of time in reading aloud and being exposed among English home language speakers.'* (Corrola P.Z)

> *'Teaching all subjects using English in all lessons.'* (Morrison)

> *'By teaching in English without code-switching or having to use basic words all the time and giving meanings of word in Zulu.'* (Sky-gazer z)

> *'In gaining confident towards the assessors and in pronouncation [pronunciation].'* (Memory stick #)

Tutors were asked how they think the institution's BEd programme could better prepare students for teaching in English. Their responses were more varied than those of the pre-service teachers, though a theme of more practice speaking/teaching in

English could also be identified. More specifically, seven tutors referred to students presenting more simulation lessons[3] in English.

This concludes the presentation of data and findings. In the next section of this chapter, I discuss the findings as they relate to this case study of isiZulu-speaking pre-service teachers' oral English proficiency, Classroom English proficiency and how they can be supported to develop Classroom English proficiency.

4.3   Discussion of findings

In this discussion, I aim to bring together what has been learnt about the nature of isiZulu-speaking pre-service teachers' Classroom English as well as the aspects of Classroom English they require further support in to improve their proficiency.

4.3.1   Oral English proficiency

On the one hand it is surprising that some pre-service teachers rate their confidence and proficiency in English higher in the classroom environment than in social situations. On the other, it could be that some feel more confident in speaking English in the classroom as this is what is expected, that while in the isiZulu-speaking communities they live in, they may be less comfortable speaking English.

It also cannot be ignored that since these pre-service teachers live and work in isiZulu-speaking communities, they may be comparing their English speaking abilities to that of other members of the community who are also isiZulu and non-native English speakers, rather than those with native-like English fluency. In my own experience this influence on perception can apply to those outside the community as well, when not guarded against. Errors in native speakers' English stand out, while you expect non-native speakers to make errors. These pre-service teachers therefore seemed reasonably proficient as long as what they were saying was comprehensible, until I started analysing the data and noting all the errors. The use of an oral English

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[3] A simulation lesson is an opportunity for a student to present a lesson to their class mates, as they would to learners. The lesson is then discussed with the class, all given the opportunity to provide constructive feedback.

proficiency rubric also provided an objective frame of reference for their level of proficiency.

The notion of perceived proficiency being influenced by context is supported by Beherens, Neeman & Jablon (2012) who raise the potential issue that native and non-native English speakers seem to use a different set of criteria for rating communication success, with non-native speakers in their study generally rating their conversations as more successful than native speakers rated theirs. This brings to bear that while students in this study may rate their levels of English proficiency as high, their proficiency may objectively be significantly lower than that of a first language speaker, which was confirmed through analysis of lesson recordings with oral English proficiency rubrics as reference points for analysis.

From the recordings nine types of language errors are identified, such as word choice errors and errors in word order, which come across as peculiar. Some language errors are of great importance in getting the right meaning across while others are much less so (Shaffer, 2005). For example the intended meaning of a grammatically incorrect sentence can be understood, whereas if incorrect words are used due to limited vocabulary, meaning would likely be obscured. It therefore makes sense that while the spoken language of these pre-service teachers is clearly identified as below native-like ability, it remains comprehensible.

It is recognised that the structure of a person's first language influences the type of errors they make in a second or foreign language (Best & Tyler, 2006; Khansir, 2012; Malaleka, 2007). Malaleka (2007) writes specifically about the linguistic features of what he calls black South African English (BSAE), identifying characteristic patterns of errors which can be linked to features of African languages. As the same types of errors are identified across the nine lesson recordings, findings point toward the nature of Classroom English used by these isiZulu-speaking pre-service teachers being characteristic of black South African English. While the pre-service teachers' use of English is functional and accepted in their context, it may likely not be in a predominantly native English environment.

The JET study, involving the same group of pre-service teachers a year prior to my study, sheds more light on the language proficiency of these pre-service teachers. Selected results of this study, which contribute to an understanding of the nature of

Classroom English of these pre-service teachers, are included in this discussion of findings where relevant.

In the JET report data are provided for use of the LoLT, whether it was free from grammatical error, fluency in the LoLT, whether terminology used was relevant to the subject and whether oral and written instructions were clear. One data set is provided in the report for the Intermediate Phase Mathematics lessons observed with 26 of the 29 lessons taught mostly in English, thus telling us more about these teachers' English proficiency. The following was found in relation to the above:

- 79% of the pre-service teachers use the LoLT at the expected level[4];
- 79% of the pre-service teachers were at the expected level in terms of presenting a lesson free of grammatical error;
- 72% of the pre-service teachers' fluency in the LoLT was at the expected level;
- 86% of the pre-service teachers' use of terminology relevant to the subject was at the expected level; and
- 69% of the pre-service teachers' clarity of oral and written instructions was at the expected level.

(French et al, 2016)

These results indicate, on average, the English proficiency of 77% of these pre-service teachers as observed in the classroom is at the expected level, although in this context "effective level" was not interpreted within a Classroom English frame of reference. However, this result does triangulate well with the 72% of students in this study perceiving their English proficiency in the classroom as good.

Next I discuss findings relating specifically to Classroom English.

4.3.2   Classroom English

Classroom English in the sense of this study refers to the language used and the way language is used by pre-service teachers to facilitate teaching and learning in the classroom through the medium of English. The choice of variables of Classroom

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[4] Rating scales for what is expected were based on the MRTEQ (DHET, 2015) requirement of newly qualified teachers to know how to communicate effectively in general, as well as in relation to their subjects to mediate learning and the institution's exit level outcome requiring graduates to speak the language/s of instruction in ways that facilitate teaching in the classroom (SAQA, 2012).

English I investigated in this study was guided by numerous previous studies that each identified ways in which language is used in the classroom (for example Gan, 2012; Hugo & Nieman 2010; Moon, 2014; Richards et.al, 2013; Sharpe, 2008), with few linking the way teachers use English in the classroom to the teachers' level of proficiency (Butler, 2004; Evans & Cleghorn, 2010).

The variables of Classroom English I studied are language sophistication expressed through engagement of learners; language use expressed through teaching techniques; expression of subject content knowledge; use of code switching; and support of learners' English development. When all the findings are considered, it does appear that when observable, these variables are present at a very basic level. Here I need to take into consideration that a small sample of voice recordings is available and each only offers a glimpse into the pre-service teachers' classroom performance.

In some instances the absence of demonstration of some Classroom English skills cannot necessarily be attributed to a lack of these skills. Rather, to the fact that recordings are not of full lessons and seem to only cover the presentation part of the lesson and mostly stop before learners begin engaging in a class activity. Whether the pre-service teachers are then, for example, summarising ideas at the end of a lesson, cannot be observed. It is not clear to me why lessons were recorded in this way. I can only assume it is linked to the students' general reluctance to participate in the project likely due to confusion between this and their own research project I was involved in facilitating during the same timeframe.

Complex bi-directional influences are at play in terms of how the pre-service teachers' ability to engage learners affects the nature of Classroom English. First of all it is difficult to distil whether the limited engagement of learners is due to oral English proficiency at a less than desired level or if the skill of learner engagement itself is underdeveloped. For the purpose of this study, the focus is on the influence of pre-service teachers' language ability. Secondly it is important to separate how pre-service teachers attempt to engage learners with the true engagement that actually occurs. While superficially learners may appear engaged, for example through answering questions throughout lessons, there is no true intellectual engagement of the learners as the required responses are generally limited to yes/no.

I find looking at how pre-service teachers respond to learners' answers quite important for two related reasons. Firstly, questioning is the most commonly used strategy for involving learners, thus many opportunities to respond to their answers exist. Secondly, with this considered, many opportunities seem to exist for using responses as teachable moments; in terms of content as well as learners' language development, though these opportunities are not used. The pre-service teacher simply repeats the answer, asks another learner to respond or continues without acknowledgement of the response. Rather than simply repeating learners' answers, as was most often the case, pre-service teachers could have expanded on learners answers or rephrased using more academic language.

In JET's study involving the same pre-service teacher group it was identified that they have a strong preference for whole class instruction, with 72% of them using this teaching method, with 56% of the pre-service teachers making use of interactive methods (French et al, 2016), although neither the nature nor quality of the interaction is reported on. The JET study investigated teaching methods and strategies used at a very broad level, making it difficult to triangulate with the more specific findings of my study. The type of teaching methods and strategies JET investigated included managing different learners, building on learners' past knowledge, monitoring learners, use of informal assessment, lesson sequence and lesson pace. Between 50 and 70% of the Intermediate Phase pre-service teachers demonstrated the use of each of these methods and strategies at the expected level (French et.al, 2016).

Engagement of learners in the lesson through questioning, in most lessons, was quite superficial. This corresponds with findings of the JET study, that in only 25% of the language lessons observed and 49% of the Mathematics lessons observed, did the pre-service teacher demonstrate effort to ensure active learner participation (French et.al, 2016). In my study the questions asked by pre-service teachers to engage learners were straight forward and required little cognitive engagement. As with pre-service teachers' responses to learners' answers, I have to wonder whether this is caused by limited English proficiency or if questioning to encourage problem solving and critical thinking is a skill that these pre-service teachers have not yet sufficiently developed.

As can be seen from the above discussion, Classroom English is complex to study, as it is difficult to separate out what causes a variable to be observed at a certain

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level. I identified vocabulary as an oral English proficiency variable, something one would expect to influence Classroom English in a number of ways, as another example. While I would expect a link, correlation analysis showed no statistically significant link between vocabulary strength and how easy a pre-service teacher finds it to introduce a new topic, provide meaningful explanations to learners' questions or with code switching to isiZulu less often. How easy a pre-service teacher finds it to introduce a new topic as well as providing meaningful explanations could also be influenced by subject content knowledge.

At the core of this complexity is the reciprocal relationship between language proficiency and teaching ability. I will discuss subject content knowledge as one example. Childs and McNichol (2007) found that when teachers did not have strong subject content knowledge, they struggled to provide explanations of the content. Thus, not only language proficiency is required to convey content, but knowledge of the content itself is required.

Findings of JET's study support the notion that language ability is a significant influential factor on the pre-service teachers' ability to express their subject content knowledge. During the time of their study it was randomly determined whether a lesson presented in English or isiZulu was observed, as the pre-service teachers did not know beforehand on which day or in which lesson they would be observed. It can be assumed that overall the pre-service teachers' subject content knowledge would be similar irrespective of the LoLT of the observed lesson. Qualitative observations made by fieldworkers reflect that subject content knowledge was rated higher for pre-service teachers observed presenting lessons in isiZulu than in English (French et.al, 2016). It can therefore be deduced that those teaching in their home language were better able to express their subject content knowledge than those teaching in English.

The influence of learners' understanding of English should also be considered. Some correlation results in this study point to a link between learners' understanding of English and the pre-service teachers' use of English in the classroom. Statistically significant correlations were identified between how well learners understand English with how often pre-service teachers use open questions, how often they speak to learners in English when they have lost interest and want to refocus their attention and how often they speak to learners in English when they need to reprimand learners who are misbehaving.

I agree with the conclusion drawn by Hugo and Nieman (2010: 68) in their study of South African teachers:

'It is clear that a basic knowledge of English grammar and vocabulary is not sufficient to properly teach in English as a second language. The basic knowledge of English that many South African teachers have often masks their deficits in using the language effectively in the classroom. A consequence is that teachers' poor English ability is unfortunately passed on to many of their learners, with far-reaching consequences.'

To conclude this discussion on findings relating to oral and Classroom English variables and how they relate to one another, it can be said that while teaching skill plays a role, the nature of Classroom English is most certainly influenced by oral English proficiency. Classroom English variables are observed to be at a basic level and would in all likelihood improve with development of the pre-service teachers' oral English proficiency. Next I discuss findings relating to aspects of Classroom English non-native pre-service teachers require support in to improve their proficiency.

4.3.3   Aspects of Classroom English for which further support is required

In this discussion I bring to the fore what has been learnt about the nature of Classroom English that informs areas of support non-native pre-service teachers would likely benefit from. This is possible, as any indication of a problematic level of proficiency in the oral English proficiency and Classroom English proficiency variables, is an indication that the development of the particular skill requires further support.

Through relating findings to the IELTS speaking band descriptors (Addendum J), Stanford FLOSEM evaluation matrix (Addendum L) and OEPT scale (Addendum K), I determined that in this case study of Classroom English proficiency of isiZulu-speaking Intermediate Phase pre-service teachers, vocabulary, grammatical accuracy and pronunciation are below the desired level for effectively managing teaching and learning.

Vocabulary development is needed in terms of academic vocabulary for presenting lesson content and managing teaching and learning. To optimally manage teaching and learning specific vocabulary is required to pose meaningful questions and

elicit responses from learners. While data shows these pre-service teachers speak with grammatical accuracy most of the time, their lessons are still littered with grammatical errors. They thus require further support to consistently correctly use grammatical structures. These pre-service teachers will also benefit from becoming aware of words they do not pronounce clearly and receiving support to develop correct pronunciation.

As for oral English proficiency, Classroom English variables data indicates that support for development thereof is required across the board. The pre-service teachers' engagement of learners in the lesson was very superficial with no cognitive demand expectations placed on learners. They would thus benefit from learning to use open questions, facilitating group activities meaningfully as well as making use of other engagement techniques such as encouraging learners to ask questions and scaffolding this process.

These pre-service teachers will benefit from further development of skills relating to learner engagement techniques, helping learners understand new vocabulary, encouraging interaction among learners and how to respond meaningfully to learners' answers such as asking follow up questions or paraphrasing their response using more academic vocabulary. It would be meaningful for part of this development to include vocabulary and grammar linked to these teaching skills. While the code switching used by these pre-service teachers does not impede and in some instances appears to support learning, purposefully teaching pre-service teachers when to code switch and how it can benefit learners would be meaningful.

In the final section of this chapter I synthesise the findings presented and discussed.

4.4   Synthesis of findings

The main purpose of this study is to investigate the nature of Classroom English used by isiZulu-speaking pre-service teachers. Secondary to this I wanted to look into the aspects of Classroom English in which pre-service teachers who are non-native English speakers, require support to improve their proficiency. Here I use a classroom building as metaphor for the framework of oral English proficiency and Classroom English proficiency as well as provide a brief summary of findings in two forms – first a narrative summarising the findings most pertinent to the nature of Classroom English

of the case study then an application of the self-designed Classroom English proficiency rubric presented in Chapter 3.

4.4.1   Framework for oral and Classroom English proficiency

In my conceptual framework in Chapter 2, I explained how I view Classroom English as the level between oral proficiency and Instructional Communication competence. Here I use the metaphor of a classroom to refine this framework. Oral English proficiency is not only foundational to Classroom English proficiency, but also forms part of it. It can be seen as the floor of the classroom. Classroom English is then the room itself and everything in it – it is essential to facilitating learning. This is topped off by Instructional Communication competence – the roof of the class – enhancing facilitation of learning, though not as essential as oral English proficiency and Classroom English proficiency which support and form part of the same room. While Instructional Communication is included in this broad framework, it did not form part of this study's focus. This framework is presented in Figure 4.7.
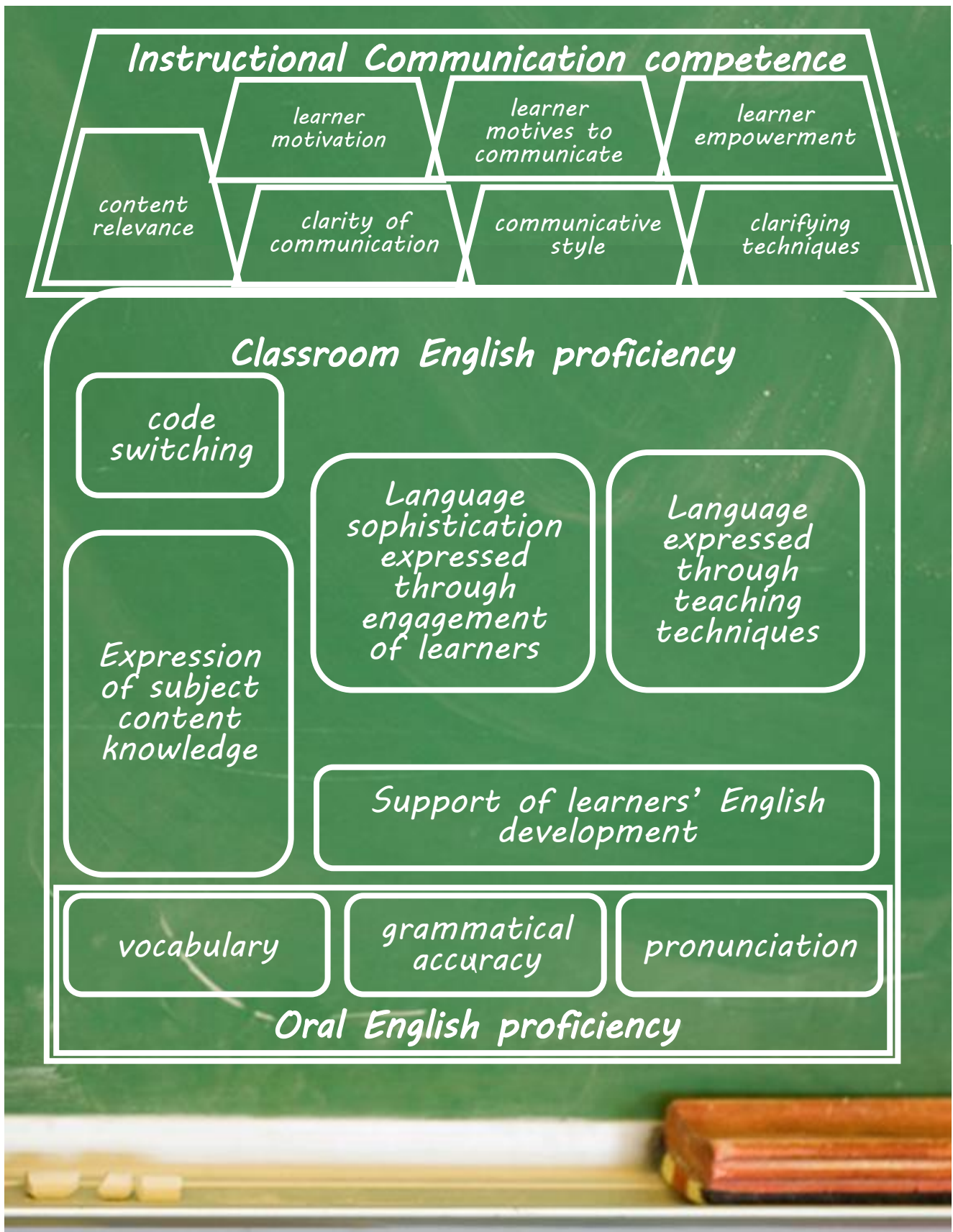
Figure 4.7   Framework of English proficiencies and competencies required for teaching through English as medium of instruction

4.4.2 The nature of Classroom English used by the isiZulu-speaking pre-service teacher case study

Essentially the findings of this case study show that isiZulu-speaking pre-service teachers require further support to develop Classroom English proficiency and underlying oral English proficiency required for efficiently managing teaching and learning in the classroom. While a number of researchers (for example Evans & Cleghorn, 2010a, Hugo & Nieman, 2010, Pasternack & Baily, 2004) suggest teachers require a high level of language proficiency, the pre-service teachers studied lack even some basic skills, for example accurate grammar use. This is not unique to this group, with a number of previous studies that have found teachers have problematically low levels of language proficiency (Evans & Cleghorn, 2010a & 2012, Gan, 2012; Taylor, Draper & Sithole, 2013; Theron & Nel, 2005).

The perceptions of the pre-service teachers' proficiency expressed in the questionnaires were more positive than that of findings from lesson audio recordings. When reduced to numbers, questionnaire and lesson recording findings aligned in some instances, for example that the pre-service teachers use correct grammar most of the time. Though qualitatively the frequency of grammatical inaccuracies lead me to conclude that the pre-service teachers part of this case study have poor grammatical accuracy, though not to the point that it negatively influences understanding of what is said.

In terms of vocabulary, findings point to the basic foundation being in place. The pre-service teachers in this case study would, however, benefit from developing a broader academic vocabulary including specific terms and phrases required for facilitation of learning.

Aligned with pre-service teacher and tutor perceptions, I would describe the pre-service teachers' pronunciation as being clear and comprehensible most of the time, though it did take me a little while to become accustomed to the pronunciation of some participants.

With regard to Classroom English proficiency as evaluated by expression of language through the use of teaching techniques, engagement of learners and conveying subject content, questionnaire data points to use of a wider range of techniques than identified from lesson recordings. The limited number of recordings (8

lessons) could be a contributing factor. The language these pre-service teachers expressed through the teaching techniques they used was basic, using short sentences and basic vocabulary, using almost only closed questions, mostly to confirm learners were following, and repeated rather than extended learners' responses.

I therefore conclude from the findings that the nature of Classroom English used by the pre-service teachers in the case study, while certainly not setting a good example for learners to follow, is at a basic level sufficient to allow these pre-service teachers to get by in the classroom, though not at a level considered ideal for effectively facilitating teaching and learning. They will certainly benefit from development of their Classroom English proficiency in terms of oral English proficiency as well as language skills required specifically in the classroom to facilitate teaching and learning.

Next I apply my self-designed Classroom English proficiency rubric to this case study.

4.4.3 Application of the Classroom English proficiency rubric

In Chapter 3 I presented a self-designed rubric that can be used to evaluate Classroom English proficiency in Table 3.2. Here, in Table 4.8, I apply this rubric to the case study of isiZulu-speaking pre-service teachers by assigning a level from this rubric to the case study for each variable. I also explain why this level is assigned and provide suggestions for developing Classroom English proficiency in terms of the variable, based on findings. Together the assigned levels describe the nature of Classroom English used by the pre-service teachers studied.

Table 4.8   Classroom English proficiency rubric applied to this case study of isiZulu-speaking Intermediate Phase pre-service teachers

	Assigned level (1-5)	Why the level is assigned	Suggestions for development of proficiency
Vocabulary	3 Able to express content knowledge and engage learners at a basic level. Occasionally "gets stuck" explaining complex concepts.	Overall, while the pre-service teachers' vocabulary did not hinder their presentation of their lessons, use of academic vocabulary was not identified. Student and tutor questionnaire responses indicate they perceive vocabulary of most pre-service teachers as good.	Basic and academic vocabularies could be developed through more reading of academic texts, interaction with more proficient speakers of English and perhaps watching or listening to recorded lessons of more proficient teachers.
Grammatical accuracy	3 Grammar is accurate more than half the time. The correct meaning can be deduced with little effort.	Questionnaire responses as well as analysis of lesson recordings point to the pre-service teachers using grammar accurately most of the time. From the recordings it was determined that the intended meaning can be understood even when grammatical inaccuracies occur.	It is my recommendation that grammar skills are purposefully developed in context. By this I mean reinforcing grammar rules while providing opportunity for identification of correct grammatical structures in academic texts and through practicing use of correct grammar in authentic contexts. For example, feedback on simulation lessons presented should also address grammatical inaccuracies.
Pronunciation	3 Occasional unclear pronunciation, comprehensible with limited effort. Meaning largely uninfluenced.	Questionnaire responses show pre-service teachers perceive their pronunciation as clear and comprehensible most of the time or almost always. This aligns with findings from lesson	I concur with the suggestions of respondents that the pre-service teachers be exposed to English first language speakers. As this is

Criterion	Score / Descriptor	Findings	Discussion
		recordings. Overall limited effort was required to make out what was being said by the pre-service teachers.	challenging in rural isiZulu-speaking communities, making available recordings of lessons presented by teachers with consistently clear pronunciation would be of benefit together with supporting development of Classroom English proficiency in other ways, dependent on the selection of recordings.
Language sophistication expressed through engagement of learners	1 Any encouragement of engagement is at a basic level and does not require cognitive demand of learners.	Questioning was the only prevalent learner engagement technique and limited to basic questions mostly confirming whether learners were listening rather than asking about content presented to determine understanding.	Pre-service teachers will benefit from developing these proficiencies at a practical level that incorporates the language required to apply the skills. Developers of teacher education programmes could benefit from looking at TESOL programmes to identify and build in development of skills required specifically when teaching non-native learners.
Language use expressed through teaching techniques	1 Attempts to help learners understand new vocabulary, encourage interaction, respond meaningfully to learners' questions/answers and/or summarise main ideas are rarely/not observed.	While questionnaire findings pointed to the use of these techniques, it could not be verified in the recordings, possibly influenced by the limited number of recordings.	
Expression of subject content knowledge	3 Subject content knowledge expression is occasionally unclear, though correct meaning can be derived.	Difficulty in expressing subject content knowledge were limited to five instances in the lesson recordings while in-depth subject content knowledge was not specifically observed. When expression of content	Findings point to subject content knowledge not necessarily requiring further development. However, expression of subject content knowledge is likely to improve through development of the underlying oral

		knowledge was unclear due to language use, I could deduce what was meant.	English proficiency skills as indicated above.
Use of code switching	4 Code switches occasionally only in short phrases, mostly to translate what has been said in English.	Questionnaire and voice recording findings indicate code switching is used mainly when learners do not or struggle to understand. This is evidenced in recordings by code switching to repeat what has already been said in English. Code switching for an unclear purpose is also identified.	Specific development of this skill is not necessitated. Pre-service teachers could benefit from guidance around how to identify when learners do not understand and when and how code switching can or should be used, built into a methodology course and/or by a mentor teacher.
Support of learners' English development	1 Purposeful support not evident	Although a few instances of pre-service teachers explaining unfamiliar words were identified, this is more closely linked to helping learners understand the specific lesson rather than an intention to develop learners' English.	As it is a MRTEQ requirement that all Intermediate Phase teachers specialise in teaching a first and additional language, it would be meaningful to emphasise in these courses how language teaching could be integrated into content subjects.

A rubric such as the one in Table 3.2 and applied above encourages objective evaluation of Classroom English proficiency. For this case study I determined that these pre-service teachers have basic vocabulary though require further development of academic vocabulary. Even though they speak with frequent grammatical inaccuracies and their pronunciation of some words is unclear, one is able to understand what they are saying. Their shortcomings become more apparent in the evaluation of their Classroom English. These pre-service teachers' language sophistication expressed through learner engagement and use of teaching techniques is at a basic level, not requiring cognitive demand on learners' part. While their use of code switching is infrequent and supportive of learning, purposeful support of learners' English development was not evident.

Therefore, the application of this rubric to this case study makes it clear that the participants require more support to develop each of the identified proficiencies (variables) associated with Classroom English. In Table 4.8 I have explained why each level was assigned an made some suggestions for the development of each proficiency.

4.5 Conclusion

The use of existing rubrics for evaluating oral English proficiency made it clear that objectively, the participants' oral and Classroom English proficiencies are below the level desired for teachers. Taking into consideration that these teachers will to a large extent be the language models of the next generation, it is important that means be identified and implemented to improve their Classroom English proficiency.

In this chapter I have presented, discussed and synthesised the findings of this study. Data related to the nature of Classroom English were presented organised according to the variables of oral English proficiency and Classroom English proficiency, then brought together to describe the nature of Classroom English as a whole in the discussion and synthesis. Also included in the chapter were findings related to aspects of Classroom English in which non-native pre-service teachers require support to improve their proficiency.

In the next and final chapter I conclude by providing an overview of the study, discussing the significance and implications of the study, some recommendations for further research in the field of Classroom English and a personal reflection.

Chapter 5   Significance and implications of study

5.1   Introduction

Language is central to teaching and learning. When the medium of instruction is not the home language of teacher nor learners, complex language encounters are bound to be take place (Evans & Cleghorn, 2010a). The main focus of this study was to describe the nature of Classroom English of such pre-service teachers, with specific reference to those who use isiZulu as their main language. In this chapter I present an overview of the study, discuss the significance of the study, implications for policy and practice and conclude with a personal reflection and recommendations for further research in the field of Classroom English.

5.2   Overview of the study

In this study I investigated the nature of Classroom English of isiZulu-speaking pre-service Intermediate Phase teachers in the province of KwaZulu-Natal, South Africa, as a case study. To do so I first had to identify the variables associated with Classroom English proficiency. Substantive literature exists about teachers' use of language in the classroom, though individual studies tend to focus on a limited number of aspects of teachers' language use. What I aimed to do through this study was bring these various aspects together and relate them to one another to form a whole picture of the nature of Classroom English of the participants. This supported the main focus of the study which was twofold - to describe the nature of Classroom English of the isiZulu-speaking pre-service teachers and to identify in which aspects thereof they require further support to develop proficiency. This study has been presented in five chapters.

Chapter 1 sketches the landscape of language in education in South Africa and beyond which is the contextual backdrop to this study. It is with understanding of how profound the influence of proficiency in the LoLT can be on teaching and learning that my interest in the language used by pre-service teachers in the classroom was sparked. During my time in the Directorate Academic Development of a private higher education institution specialising in teacher education through the distance mode,

targeting students mainly in rural areas, the seemingly low English proficiency levels of our students struck me as profound. This study was guided by two research questions: *What is the nature of Classroom English used by isiZulu-speaking pre-service Intermediate Phase teachers in rural KwaZulu-Natal?* and *In which aspects of Classroom English do non-native pre-service teachers require support to improve their proficiency?* In this first chapter I also briefly outline the design and methodology of this mixed methods case study. I explain the ethical considerations and data collection, capturing and analysis procedures as well as the delimitations of the study.

Chapter 2 provides an extensive review of literature relating to Classroom English. I open the chapter by describing the conceptual framework of my study, formed by instructional communication, the construct of Classroom English and oral English proficiency. This framework shows oral English proficiency underpinning Classroom English, in which proficiency is required to support more nuanced use of language included in Instructional Communication competence. I take the position that every teacher should be a language teacher and support this with literature showing the importance of subject content teachers supporting learners' language development. I describe what is known of language proficiencies of teachers, the level thereof and proficiencies which are found to be required, though may be lacking. This is followed by a discussion on the intricate relationship of teachers' English proficiency and learning in the classroom. The chapter ends with what existing literature tells us about supporting teachers' English proficiency development.

Chapter 3 describes the research design and methodology used. I explain the epistemological assumptions on which the study is based – within the pragmatist paradigm, drawing on interpretivism and constructivism. I describe the reason for my choice of a mixed methods design – that through this design I am better able to answer the research questions than I would have been using either quantitative or qualitative methods alone. I elaborate on the purpose in relation to the research questions. The research sites are described and a few photographs are included to provide better insight into the context. A detailed profile of the main participants – isiZulu-speaking pre-service teachers from rural KwaZulu-Natal – is given together with a description of how participants were selected through convenience sampling. The types of data sets and how they were collected is described next in the chapter. This included questionnaires for student participants and their tutors as well as voice recordings of

these pre-service teachers' lessons presented during practice teaching, supported by data from a JET study of the same participants conducted in July – August 2015, a year prior to my study. The necessary permission required for data collection and the data collection procedures are also described in detail, followed by how data were analysed and the validity, reliability, trustworthiness and credibility of the data.

In Chapter 4 data were presented, findings discussed and synthesised. Data relating to the first research question were organised according to impressions of the pre-service teachers' overall oral English proficiency, variables of oral and Classroom English proficiency. Findings point to oral English proficiency of the pre-service teachers being at a lower than desired level for teaching, based on existing rubrics used to evaluate oral English proficiency and a self-designed Classroom English proficiency rubric presented in Chapter 3 and applied to the case study in the synthesis section of Chapter 4. The second research question was addressed by linking what was learnt about the nature of Classroom English in terms of areas in which further support is required. Essentially findings point toward non-native English speaking pre-service teachers requiring support in terms of all Classroom English skills needed to effectively facilitate teaching and learning through English as the medium of instruction.

In this chapter I discuss the limitations of the study, the significance of the findings, implications for policy and practice, a personal reflection and recommendations for improving pre-service teachers' Classroom English proficiency and further research in the field of Classroom English.

5.3   Limitations

Limitations of this study relate to the data received in terms of volume and as guided by the study design. While meaningful, the case study itself has limitations for implementation.

In terms of data volume, few lesson recordings were received and were not of full lessons. Some started at the beginning, though ended abruptly before the lesson was concluded. It is not clear to me why lessons were recorded in this way. I can only assume it is linked to the students' general reluctance to participate in the study likely

due to confusion between this and their own research project I was involved in facilitating during the same timeframe.

In relation to the nature of data received guided by the study design, retrospectively the questionnaires as well as voice recordings leave one wanting more depth in the data. It would have been useful to observe and/or interview the pre-service teachers who made recordings to gain better insight into various aspects of their lessons, such as their thinking behind the use of questioning and choices of teaching methods. A follow-up interview with questionnaire respondents would also have been useful to clarify some of their responses.

This being said, the study remains worthwhile as it has brought together various aspects of Classroom English, included sufficient data to form a picture of the nature of the case study's Classroom English and identified areas in which further support is likely required. Future studies of Classroom English will be able to build on this and expand understanding, especially if the above-mentioned limitations are prevented.

Next I discuss the significance of the study.

5.4 Significance of study

This study contributes to the literature base of Classroom English by bringing together a number of variables relating thereto as well as framing oral English proficiency as foundational to, though part of Classroom English proficiency.

As referred to in my conceptual framework presented in Chapter 2, Classroom English proficiency forms a layer between oral English proficiency and the more nuanced Instructional Communication competencies such as clarity of communication, communicative style and clarifying techniques. While literature puts forward that all teachers require good Instructional Communication skills, as this supports effective teaching and learning (McCroskey & Richards, 1992), these skills take time to develop and need to be built upon a strong foundation of Classroom English proficiency, built in turn upon strong oral English proficiency. These basic proficiencies cannot be assumed to be in place (Colombo & Furbush, 2009; Evans & Cleghorn, 2010a; Gan, 2012; Uys et.al, 2007), and are not always as confirmed by

previous South African studies (for example Hugo & Nieman, 2010; Nel & Mülder, 2010) as well as this study.

While these proficiencies may be hierarchical, this study shows there is a complex interplay between variables that influence proficiency at the Classroom English level, as explained in my conceptual framework in Chapter 2 and discussion of findings in the previous chapter. Each proficiency needs to be considered to understand the full picture of a teacher's Classroom English. To this end, the study contributes to the field through the design of a Classroom English proficiency rubric that could be used to evaluate pre-service and in-service teachers for developmental purposes and in future research to investigate the Classroom English proficiency of more teachers.

Next I discuss possible implications of this case study for policy and practice.

5.5   Implications

With acknowledgement that this is a case study, if teacher educators could take away one message it should be that we can no longer passively continue to ignore the obvious challenges teachers face in our education system in terms of using a language of learning and teaching that neither they nor the learners in their class are natives in. Teacher education programmes in South Africa should consider that teachers in these circumstances require specific skills beyond basic proficiency in the LoLT.

5.5.1   Implications for policy

The policy this study would have significant implications for is the policy guiding the structuring of teacher education programmes and outlining language requirements for teachers, namely the policy on Minimum Requirements for Teacher Education (MRTEQ; DHET, 2015). The findings of this study indicate that a teacher education programme aligned to these requirements does not necessarily adequately prepare non-native teachers to teach in English.

The MRTEQ requires the language competencies of a BEd graduate to be printed on their certificate. This includes LoLT proficiency, First Additional Language

proficiency and communicative language proficiency. At the time of aligning its BEd programmes to the MRTEQ the institution involved in this study was advised by the DHET that LoLT should be the student's home language. After recently graduating, our first cohort raised the valid concern that their LoLT is English, not their home language, isiZulu. This raises the question whether policy should not require all Intermediate Phase teachers planning to teach in English to be competent in English as LoLT, which in the South African education landscape is the majority of Intermediate Phase teachers, as explained in the description of the language landscape in education in Chapter 2.

I would suggest that this is brought into policy with clear guidelines of what level of English competence/proficiency is required for teaching in English. While this is not the intended use of the Classroom English proficiency rubric presented in Chapter 4, the rubric is a start to describing the required proficiency level and can be used as an evaluative tool to identify aspects requiring further development in teacher education programmes. Together with clear policy, provision then needs to be made for purposeful development of pre-service and in-service teachers' Classroom English proficiency.

The MRTEQ already requires Intermediate Phase teachers to specialise in teaching one home language and one additional language which must be English if it is not the home language (DHET, 2015). The findings of this study point toward a need for emphasising integration of language teaching across content subjects in the Intermediate Phase.

5.5.2   Implications for practice

This case study of isiZulu-speaking pre-service teachers brings to the fore that, according to oral English proficiency rubrics and my own Classroom English proficiency rubric, these pre-service teachers have not yet developed the desired level of Classroom English proficiency for effectively facilitating teaching and learning through English. It is therefore likely that other non-native persons being prepared to teach or already teaching through English as the LoLT too do not have Classroom English proficiency of a desired level. Even if we only consider isiZulu-speaking teachers, this means we have thousands of teachers in schools and on their way to

enter schools who are not teaching to their full potential because of their lower than desired Classroom English proficiency level.

This points to an intervention being required to improve the Classroom English proficiency of pre-service and in-service teachers. Teacher education curriculum developers should evaluate their programmes to identify how, within existing programme structures, they can build in measures to better support Classroom English proficiency development. Development of appropriate in-service teacher education programmes targeting this should also begin as soon as possible.

The study highlights that it cannot be assumed pre-service teachers will develop the language skills required for effectively managing teaching and learning through teacher education programmes that do not specifically focus thereon. These skills need to be purposefully taught through a practical, practice-based approach.

Next I present some recommendations for potential ways in which non-native pre-service teachers' Classroom English proficiency development could be supported and for future research.

5.6   Recommendations

Recommendations are included for potential ways in which non-native pre-service teachers' Classroom English proficiency development could be supported as well as for future research in terms of methodology and content. Methodological recommendations relate to tools and protocols, stemming from insights gained during data interpretation. While the best is made of gathered data, refinement of data gathering techniques will lead to more specific and richer data.

As proposed by students and tutors in their responses to qualitative questionnaire items, these pre-service teachers would benefit from exposure to English first language environments and more practice in teaching in English. Their teaching in English should be regularly observed by tutors, peers and mentor teachers after which constructive feedback on their language use during teaching should be provided. The Classroom English proficiency rubric or a condensed version thereof included in an overall lesson evaluation rubric could be used as a guide to evaluate and provide feedback on the pre-service teachers' language use.

It would be useful to look at programmes for Teachers of English to Speakers of Other Languages (TESOL) which typically include a focus on the methodology of teaching and learning through English as a second language, as Hugo and Nieman (2010) suggest. Essentially this is what teachers such as those in this case study are expected to do. Any implementation of TESOL education programmes should support the development of the teaching and underlying language skills required when working with non-native English learners.

I can recommend the use of the Classroom English proficiency rubric both for use as an evaluative developmental tool in teacher education programmes as well as in future studies on Classroom English as it provides a means to describe the nature of Classroom English as a construct, rather than focussing on one or a few individual variables of Classroom English. Used in teacher education programmes it can guide teacher educators and pre-service teachers in terms of areas of Classroom English that require development. With slight adaptation it could even be used by pre-service teachers as a self-evaluation tool. Use in research will contribute to the field's understanding of the nature of Classroom English and how it influences facilitation of teaching and learning. The potential exists for this tool to be expanded and refined to also indicate the quality of Classroom English.

Should a similar questionnaire be used in future research, it is recommended that the items will need to be carefully reconsidered. A debate on whether student perceptions of their own oral English proficiency is accurate aside, questions may need some recrafting to allow for more meaningful responses. For example, an indication of how often pre-service teachers ask closed/open questions could be meaningfully supported by an item gauging the purpose of questions asked during lessons. Semi-structured interviews to follow up on questionnaire responses will also be useful. It would allow for clarification of responses where required. Such interviews could be telephonic or face-to-face.

In terms of lesson recordings, video recording or observation can be recommended rather than audio recordings. While audio provides data on language used while sidestepping an array of ethical concerns, it does not reflect the context in which things are said. This context would support interpretation. For example, when a pre-service teacher asks 'Right?' whether it's because learners seem uncertain, they

are uncertain or for another reason cannot be told from an audio recording, though non-verbal information may provide insight. Reflecting on the lesson with the pre-service teacher who presented it may be a very useful way of gaining better understanding of their Classroom English and help separate language proficiency and teaching skill influences.

While not actively, thoughtfully and purposefully applied in South African schools, Content and Language Integrated Learning (CLIL) is taking place to an extent and out of necessity, with learners learning through English before they have mastered English. One suggestion for further research, with the idea of influencing teacher education programmes (both pre- and in-service) is to investigate the applicability of the CLIL model to South Africa. It would be useful to identify skills required by teachers actively participating in applying CLIL in their classrooms from research as well as CLIL teacher education programmes being implemented in other countries. CLIL is widely implemented, in at least 30 countries in Europe alone (Coyle, 2007).

Before concluding this chapter and dissertation, I share a short personal reflection on my research journey.

5.7   Personal reflection

Through this study I have learnt the importance of the lenses we use when conducting research. Without a guiding framework, understanding the Classroom English proficiency of the pre-service teachers seemed an impossible task. Through distilling literature I was able to extract variables of general oral English proficiency as well as Classroom English proficiency which made it possible to meaningfully study these proficiencies and interpret what was learnt from the case study in terms thereof. During data interpretation I came to learn how important using existing language proficiency tools as a lens is to provide objective points of reference. This significantly influenced the way I interpreted data – with only my subjective expectations of native isiZulu speakers' English proficiency results did not seem too bad, while through using oral English proficiency rubrics I came to realise that indeed their proficiency leaves much to be desired.

Each time I gained new insight, I wished it was something I had known when I set out – the nature of research, I guess. It is therefore my hope that the way in which

this study has brought together and expresses Classroom English variables, the rubric designed, as well as what was learnt about the case study, will support further Classroom English research.

5.8   Conclusion

In this dissertation I have described the planning and implementation of a mixed methods case study of the current nature of isiZulu-speaking pre-service teachers' Classroom English proficiency and which aspects thereof require further support. Through questionnaire and voice recorded data I found that, despite effort of the institution to develop non-native speakers' English proficiency, both the Classroom English proficiency and oral English proficiency of the participants are lower than ideally required to effectively facilitate teaching and learning through English medium instruction. This points to sufficient Classroom English proficiency not coincidentally being developed through courses focussed on general English development nor pedagogy modules presented in English.

Purposeful and intensive support of non-native pre-service teachers' Classroom English proficiency is required in initial teacher education programmes. This has implications for developers of teacher education requirements as well as teacher educators. As thousands such teachers influence the future of a nation's children. Intervention is required to address the challenges faced and further research to better understand Classroom English as expressed by pre-service and in-service teachers.

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Addendum A Maps of KwaZulu-Natal showing student support centres
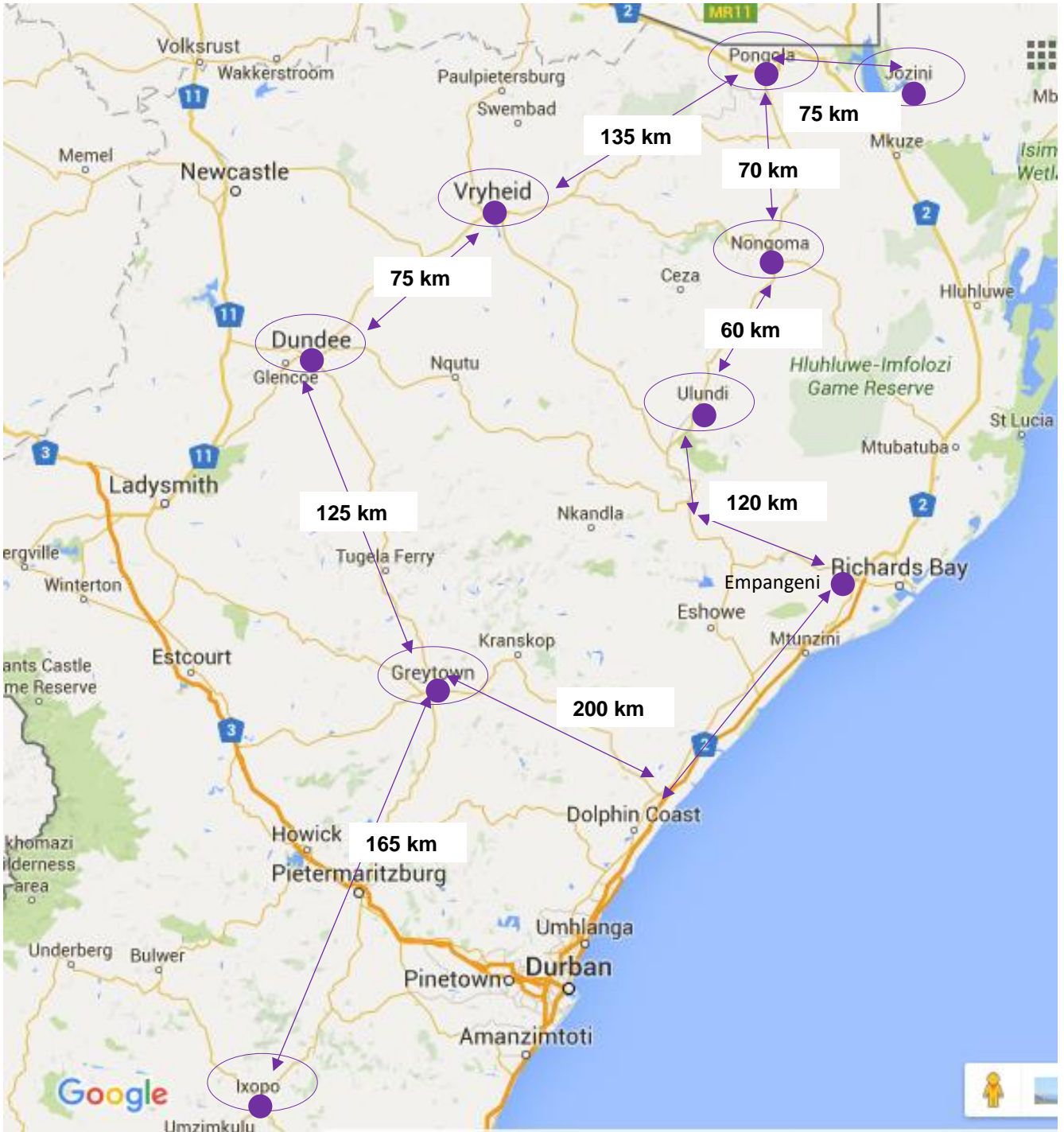
Classroom English proficiency: Student questionnaire

Thank you for agreeing to participate in this study. Completing this questionnaire is entirely voluntary. The purpose of this questionnaire is to gather further information on your instructional communication skills. Your participation will contribute insights into the nature and quality of the oral proficiency of final year B Ed Intermediate Phase Teaching students who use English when teaching.

Please choose a pseudonym to ensure that the data we collect cannot be linked back to any student. Your true identity will not be known to the researcher or any other party related to this study.

This questionnaire should not take more than 30 minutes to complete.

Only complete this questionnaire if you have given informed, voluntary consent to participate in this study by signing the informed voluntary consent form you received with the information letter regarding this study.

Section A: Student information

1.   **Biographical details**

1.1   Pseudonym: _____
         (Please use the same as the one you chose/will choose for your audio files to be saved under)

1.2   How old will you be on 31 December this year? _____

1.3   Which student support centre do you attend? _____

1.4   Please indicate which grades and subjects you taught during the lessons you recorded:

	Grade	Subject
Lesson recording 1		
Lesson recording 2		

2.   **Language profile**

2.1   Which language did you learn to speak first?

Zulu	Other: _____

2.2   Did you learn to speak another language at the same time as your first language?

Yes	No

2.3   If so, which language? _____

2.4   Describe when and how you learnt to speak English.

_____
_____
_____

2.5   During your own education, which language was **mostly** used in the classroom when you were in

2.5.1   Grade 1 – 3?

Zulu	English	Other: _____
Zulu	English	Other: _____
Zulu	English	Other: _____

2.5.2   Grade 4 – 7?

2.5.3   Grade 8 – 12?

2.6   Which language do you **mostly** use when you socialise with/speak to

2.6.1 Family?	Zulu	English	Other: _____
2.6.2 Friends?	Zulu	English	Other: _____
2.6.3 Fellow students?	Zulu	English	Other: _____
2.6.4 Teachers at your WIL school?	Zulu	English	Other: _____
2.6.5 Other members of your community? (e.g. when shopping)	Zulu	English	Other: _____

Answer questions 2.7 – 2.12 by making an X in the appropriate box according to the following scale:

1 = poor   2 = not so good 3 = good   4 = excellent

2.7   How confident are you about speaking English

	1	2	3	4
2.7.1 In the classroom?				
2.7.2 In social situations outside the classroom?				

2.8   How well do you think you **speak** English?

	1	2	3	4
2.8.1 In the classroom				
2.8.2 In social situations outside the classroom				

2.9   How good is your English **vocabulary** in terms of

	1	2	3	4
2.9.1 how many English words you know?				
2.9.2 words you need to teach subject content effectively?				
2.9.3 knowing words you need to engage/involve learners in a lesson?				

2.10   On average, how well do you think the typical learners **understand** English in the class where you made your

	1	2	3	4
2.10.1 first audio lesson recording?				
2.10.2 second audio lesson recording?				

2.11   On average, how well do you think the learners **speak** English in the class where you made your

	1	2	3	4
2.11.1 first audio lesson recording?				
2.11.2 second audio lesson recording				

2.12   What else can you tell me about the learners' English proficiency?

_____

_____

_____

_____

Answer the remaining questions by making an X in the appropriate box according to the following scale:

1 = usually not   2 = sometimes   3 = most of the time   4 = almost always

Section B: Use of language in the classroom

		1	2	3	4
3.1	Do you generally easily find the right words to explain a concept to learners?				
3.2	When teaching, how often is your grammar use correct?				
3.3	When teaching, how often do you believe you are able to use the correct tense?				
3.4	Do you believe you pronounce English words clearly?				
3.5	Is your English pronunciation generally similar to that of English home language speakers?				
3.6	Do others find it easy to hear what you are saying when you speak English?				
3.7	How often do you find it easy to introduce a new topic in a lesson?				
3.8	How often do you explain concepts in a way that learners understand?				
3.9	How often do you rephrase your explanation if one or more learners did not understand?				
3.10	How often do you provide meaningful explanations to answer learners' questions?				
3.11	How often do you summarise the main ideas at the end of a lesson?				

3.12   What do you do to check learner understanding?

_____

_____

_____

_____

	1	2	3	4
3.13 Do learners usually understand what you mean?				
3.14 Do learners usually understand something the first time you explain it?				

3.15 What do you do when you realise learners do not understand what you are saying?

_____

_____

_____

_____

3.16 Which strategies do you use to improve learners' understanding of English in the classroom?

_____

_____

_____

_____

	1	2	3	4
3.17 How often do you help learners understand new vocabulary when you introduce a new topic?				

3.18 If you do help learners understand new vocabulary when introducing a new topic how do you do so?

_____

_____

_____

_____

	1	2	3	4
4.1 How often do you use				
4.1.1 closed questions?				
4.1.2 open questions?				
4.2 Do you ask follow-up questions to extend a response a learner gives to your question? (Encourage them to give a more detailed answer or think further.)				

4.3   What do you do when a learner answers a question incorrectly? Give an example of how you would respond.

_____

_____

_____

_____

1	2	3	4

4.4   How often do you encourage learners to ask questions?

4.5   How often do you encourage learners to share their knowledge on a topic?

4.6   How often do you encourage interaction among learners?

4.7   If you do encourage interaction, when and how do you do it?

_____

_____

_____

_____

1	2	3	4

4.8   When learners answer questions during a lesson, do you sometimes rephrase their answers to questions to

4.8.1   make it clearer to the rest of the class what they mean?

4.8.2   replace basic words they have used with more academic words?

4.8.3   correct errors in their language use?

1	2	3	4

5.1   How often do you engage/involve learners in the lessons you present?

5.2   What do you do to engage/involve learners?

_____

_____

_____

_____

6.   Do you sometimes deviate from your lesson plan to

1	2	3	4

6.1   make the best of a teachable moment?

6.2   respond to learners' interests?

6.3   adjust activities to an appropriate difficulty level?

1	2	3	4

7.1   How often do you make an effort to determine learners' level of English understanding before presenting a lesson?

7.2   Do you sometimes simplify the English you use when learners struggle to understand what you are saying?

7.3   How often do you code switch to Zulu when learners struggle to understand?

7.4   If you do make use of code switching, explain how you decide when you need to code switch to Zulu?

_____

_____

_____

_____

7.5   Do you think code switching is a good or bad thing to do? Please explain the reason for your answer.

_____

_____

_____

_____

7.6   How often do you speak to learners in English when

1	2	3	4

7.6.1   learners need to settle down before a lesson begins?

7.6.2   you are giving instructions for completing an activity?

7.6.3   they have lost interest and you want to refocus their attention on the lesson?

7.6.4   you need to reprimand a learner who is misbehaving?

	1	2	3	4

8.1   Do you sometimes "get stuck" using English in the classroom?

8.2   If you do sometimes "get stuck" using English in the classroom, please give an example.

_____

_____

_____

_____

	Yes	No

9.1   Do you think you should be given more support in preparation for teaching in English?

9.2   If you were given the opportunity, in what way(s) would you like to improve your oral English proficiency?

_____

_____

_____

_____

9.3   Please describe the opportunities that you think would allow student teachers to improve their oral English proficiency.

_____

_____

_____

_____

End

THANK YOU FOR YOUR TIME AND THOUGHTFUL CONTRIBUTION

B Ed Intermediate Phase final year students' Classroom English proficiency: Tutor questionnaire

Thank you for agreeing to participate in this study. Completing this questionnaire is entirely voluntary. The purpose of this questionnaire is to gather further information on the instructional communication skills of SANTS' final year B Ed Intermediate Phase Teaching students. Your participation will contribute insights into the nature and quality of the oral proficiency of final year B Ed Intermediate Phase Teaching students who use English when teaching. Note that for the purpose of this questionnaire 'students' refers to SANTS B Ed Intermediate Phase Teaching final year students you regularly interact with and have observed teaching simulation lessons and during workplace integrated learning (WIL).

Please choose a pseudonym to ensure that the data we collect cannot be linked back to any tutor. Your true identity will not be known to the researcher or any other party related to this study.

This questionnaire should not take more than 30 minutes to complete.

Only complete this questionnaire if you have given informed voluntary consent to participate in this study by signing the informed voluntary consent form you received with the information letter regarding this study.

Section A: Tutor information

1.   Biographical details

1.1   Pseudonym: _____

1.2   In what year did you begin tutoring SANTS' B Ed Intermediate Phase Teaching students?

2013	2014	2015	2016

1.3   Have you regularly tutored the 4th year students at the support centre you are assigned to?

Yes	No

2.   Your own language profile

2.1.   Which language did you learn to speak first?

Zulu	Other: _____

2.2   Did you learn to speak another language at the same time as your first language?

Yes	No

2.3   If so, which language? _____

2.4   Describe when and how you learnt to speak English.

_____

_____

_____

Answer questions 2.5 and 2.6 by making an X in the appropriate box according to the following scale:

1 = poor   2 = not so good 3 = good   4 = excellent

2.5.   How confident are you about speaking English

2.5.1   while tutoring?

2.5.2   in social situations?

1	2	3	4

2.6.   How would you rate your proficiency in speaking English

2.6.1   while tutoring?

2.6.2   in social situations?

1	2	3	4

2.7   What else can you tell me about your English proficiency?

_____

_____

_____

_____

Section B: Language profile of SANTS B Ed Intermediate Phase final year students

When answering the questions that follow, think about the 4th year B Ed Intermediate Phase Teaching students you observed during Workplace Integrated Learning (WIL) this year.

Answer question 3 by making an X in the appropriate box according to the following scale:

1 = poor   2 = not so good 3 = good   4 = excellent

		1	2	3	4
3.1	How well do you think students speak English				
3.1.1	in the classroom?				
3.1.2	in social situations outside the classroom?				
3.2	How confident are students when teaching in English?				

		1	2	3	4
3.3	How good are students' English vocabularies required for				
3.3.1	presenting lesson content?				
3.3.2	engaging learners?				
3.3.3	managing the classroom?				

Answer the remaining questions by making an X in the appropriate box according to the following scale:

1 = usually not   2 = sometimes   3 = most of the time   4 = almost always

		1	2	3	4
4.1	Do students generally easily find the right words to explain a concept to learners?				
4.2	During lesson presentations, how often students use correct grammar?				
4.3	During lesson presentations, how often do students use the correct tense?				

4.4	Think about how easy or difficult it is to hear what students are saying when they speak English.	1	2	3	4
4.4.1	How clear is their English pronunciation?				
4.4.2	Is their English pronunciation similar to that of English first language speakers?				

		1	2	3	4
5.1	How often do students find it easy to introduce a new topic in a lesson?				
5.2	How often do students explain concepts in a way that learners easily understand?				
5.3	How often do students rephrase their explanations if one or more learners did not understand?				
5.4	How often do students provide meaningful explanations to answer learners' questions?				
5.5	How often do students summarise the main ideas at the end of a lesson?				

5.6   What do students do to check learner understanding?

_____

_____

_____

_____

5.7   What do students do when they realise learners do not understand what they are saying?

_____

_____

_____

_____

5.8   Which strategies to students use to improve learners' understanding of English in the classroom?

_____

_____

_____

_____

	1	2	3	4
5.9 Do students help learners understand new vocabulary when introducing a new topic?				

5.10 If so, give examples of what students do to help learners understand new vocabulary when introducing a new topic.

_____

_____

_____

_____

	1	2	3	4
6.1 How often do students use				
6.1.1 closed questions?				
6.1.2 open questions?				
6.2 Do students ask follow-up questions to extend a response a learner gives to his/her question? (Encourage them to give a more detailed answer or think further.)				

6.3 What do students do when a learner answers a question incorrectly? Give examples of how they respond.

_____

_____

_____

_____

	1	2	3	4
6.4 How often do students encourage learners to ask questions?				
6.5 How often do students encourage learners to share their knowledge on a topic?				
6.6 How often do you think students interact with learners effectively?				
6.7 How often do students encourage interaction among learners?				

6.8 If students do encourage interaction, when and how do they do it?

_____

_____

_____

_____

6.9	When learners answer questions during a lesson, do students sometimes rephrase learners' answers to	1	2	3	4
6.9.1	make it clearer to the rest of the class what they mean?				
6.9.2	replace basic words they have used with more academic words?				
6.9.3	correct errors in their language use?				

		1	2	3	4
7.1	How often do students engage learners in the lessons they present?				

7.2   What do students do to engage learners?

_____

_____

_____

_____

8.	Do students sometimes deviate from their lesson plans to	1	2	3	4
8.1	make the best of a teachable moment?				
8.2	respond to learners interests?				
8.3	adjust activities to an appropriate difficulty level?				

		1	2	3	4
9.1	How often do students make an effort to determine learners' level of English understanding before presenting a lesson?				
9.2	How often do students use English at a level that learners understand?				
9.3	How often do students code switch to Zulu when learners struggle to understand?				

9.4   If students do make use of code switching, please explain under which circumstances they would typically code switch to Zulu?

_____

_____

_____

_____

9.5   Do you think code switching is a good or bad thing to do? Please explain the reason for your answer.

_____

_____

_____

_____

9.6	How often do students speak to learners in English when	1	2	3	4
9.6.1	learners need to settle down before a lesson begins?				
9.6.2	they are giving instructions for completing an activity?				
9.6.3	learners have lost interest and the student wants to refocus their attention on the lesson?				
9.6.4	students need to reprimand a learner who is misbehaving?				

		1	2	3	4
10.1	Do students sometimes "get stuck" using English in the classroom?				

10.2   If students do sometimes "get stuck" using English in the classroom, please give examples.

_____

_____

_____

_____

		Yes	No
11.1	Do you think students should be given more support in preparation for teaching in English?		

11.2   If so, in what way(s) do you think students should be given more support?

_____

_____

_____

_____

11.3   If there were an opportunity, in what way(s) would you like student teachers' oral English proficiency to be improved?

_____

_____

_____

_____

11.4   How do you think SANTS' B Ed programme could better prepare students for teaching in English?

_____

_____

_____

_____

11.5   Please share anything else you think is relevant to student teachers' ability to teach in English.

_____

_____

_____

_____

End

THANK YOU FOR YOUR TIME AND THOUGHTFUL CONTRIBUTION

Addendum D   Permission from participants' tertiary institution

To whom it may concern

PERMISSION FOR CONDUCTING RESEARCH

I have received a written request from Jessica Kellerman, Assistant Manager Academic Development at SANTS, to involve our B Ed Intermediate Phase Teaching final year students and their tutors in her MEd research study titled: *Classroom English: analysis of the nature and quality of Zulu speaking B Ed Intermediate Phase final year student teachers' oral proficiency*. I have no objection to any of the processes described in the request.

I, Jaco Bernard, Managing Director of SANTS Private Higher Education Institution hereby grant permission to Jessica Kellerman to involve our B Ed Intermediate Phase Teaching final year students and their tutors in her MEd research study.

Jaco Bernard
Managing Director

TELEPHONE: 087 353 2555; FAX: 012 348 7037; EMAIL: exec@sants.co.za; POSTAL ADDRESS: P O Box 72328, Lynnwood Ridge, 0040

Directors	PB Bernard	J Bernard

* SANTS Private Higher Education Institution is provisionally registered with the Department of Higher Education and Training until 31 December 2017 as a Private Higher Education Institution under the Higher Education Act, 1997. **Registration No.2012/ HE07/ 003**.

Addendum E

KwaZulu-Natal Department of education permission to conduct research

Department:
Education
PROVINCE OF KWAZULU-NATAL

Mrs JL Kellerman
PO Box 525
Faerie Glen
Pretoria
0043

Dear Mrs Kellerman

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"CLASSROOM ENGLISH: ANALYSIS OF THE NATURE AND QUALITY OF ZULU SPEAKING B ED INTERMEDIATE PHASE FINAL YEAR STUDENTS TEACHERS' ORAL PROFICIENCY",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions   where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 April 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(Please See List of Schools Attached)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 29 April 2016

Addendum F   Request for permission from schools

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

May 2016

Dear principal

REQUEST TO COLLECT DATA FROM SANTS STUDENT(S) DOING WORKPLACE INTEGRATED LEARNING (WIL) IN YOUR SCHOOL

The study for which I would like to collect data in the KwaZulu-Natal province has the purpose of determining the nature and quality of oral English proficiency of SANTS Private Higher Education Institution B Ed Intermediate Phase Teaching final year students. This will contribute to a better understanding of the oral English skills final year student teachers have and which skills they need to develop further.

This will feed back into SANTS B Ed and other teacher education programmes by providing insight into how to support the development of oral English proficiency required for teaching. This study forms part of a larger project, run by my supervisor Prof Rinelle Evans of the University of Pretoria, which aims to investigate the nature and quality of teachers' English oral proficiency in the classroom on a national level.

I, Jessica Kellerman, Assistant Manager Academic Development of SANTS Private Higher Education Institution, would hereby like to request permission from the school governing body to gather data for my M Ed (Curriculum and Instructional Design and Development) being done through the University of Pretoria from SANTS students while they are doing WIL in your school. The data will be gathered from SANTS students only. These students are placed in primary schools across the KwaZulu-Natal province during 2016 to complete their Workplace Integrated Learning (WIL) requirements of their degree.

Data collection will involve these students who choose to participate by making voice recordings of two lesson of their choice (presented in English) during the May WIL period. They will use a hand-held device, likely their cell phone, to make the recordings. It cannot be guaranteed whether learners' voices will not be captured as part of the recording as exact circumstances will differ from class to class. The focus will be on the voice of the student teacher. Learners' identities however, will not be known by any person involved in the study/project other than the student participant. In any event, information letters will be sent out to all learners in SANTS student
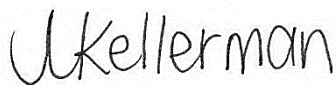
classes to inform the parent/guardian/caregiver and learner that this study will be taking place.

All 350 SANTS B Ed Intermediate Phase final year students will be invited to participate. However, only those who provide informed voluntary consent will be required to make and submit recordings. Permission has been requested from the manager/director of each district of the KwaZulu-Natal Department of Education. Should you wish to receive a copy of the permission granted by the district applicable, please contact Jessica Kellerman.

It is envisaged that findings from this study will inform curriculum development of teacher education programmes with the purpose of developing teachers' English oral proficiency and their linguistic confidence when teaching through the medium of English. All data collected with public funding may be made available in an open repository for public and scientific use.

Your favourable consideration of this request will be greatly appreciated. Should you require any further information, please do not hesitate to contact us.

Sincerely

Jessica Kellerman
Assistant Manager Academic Development
SANTS Private Higher Education Institution
Email: jessica@sants.co.za
Cell: 082 544 8089

Professor Rinelle Evans
University of Pretoria
Faculty of Education
Email: rinelle.evans@up.ac.za
Cell: 083 732 0099

Addendum G   Informed voluntary consent forms

May 2016

Dear SANTS B Ed Intermediate Phase Teaching final year student

LETTER of CONSENT: STUDENT TEACHERS

For my Med (Curriculum and Instructional Design and Development) studies, I would like to find out more about the English SANTS' final year B Ed Intermediate Phase Teaching students use in the classroom. Your tutor will briefly explain what the study is about. I will also give you the information below.

Title
Classroom English: analysis of the nature and quality of Zulu speaking B Ed Intermediate Phase final year student teachers' oral proficiency

Purpose
The purpose of my study is to determine the nature and quality of the oral English proficiency of SANTS B Ed Intermediate Phase final year student teachers. This means identifying the specific language functions student teachers use in the classroom and those that should be used but are not. Information will be gathered from audio recordings students make of two of their lessons taught in English and questionnaires completed by students and their tutors. My intention is that the findings of this study will feed back into the B Ed and other programmes by providing insight into how to support the development of oral English proficiency required for teaching. This study forms part of a larger project, run by my supervisor Professor Rinelle Evans of the University of Pretoria, which aims to investigate the nature and quality of teachers' English oral proficiency in the classroom on a national level.

Research questions
Questions that frame this study are

- *What is the nature and quality of the current Classroom English of native Zulu speaking final year B Ed Intermediate Phase Teaching students in rural KwaZulu-Natal?*

- *How can pre-service and in-service teachers be supported to develop the level of oral English proficiency required in the classroom?*

Ethical principles
Before I can gather any data, I need to apply for permission from SANTS, the University of Pretoria (for ethical clearance), KwaZulu-Natal department of education districts and school governing bodies. Ethical clearance will only be granted if only persons who have given their informed voluntary consent participate. There is an outline below of which internationally accepted ethical principles are applicable when working with human participants:
> **Autonomy and voluntary participation:**
> You have the right to decide to participate. You will not be co-erced. This means that neither the researcher nor the fieldwork assistant (SANTS tutor) will exert inappropriate pressure or undue influence to recruit or retain participants. You will have all the

information in order to make an informed choice. You will attend an information session during which the research study will be explained in a language and fashion that you understand. You will have time to reflect on the information and ask for clarification. At least one fieldwork assistant will be available to answer your questions truthfully and accurately in a reasoned response. You will have sufficient time to think about your involvement before signing the consent form. You also have the right to withdraw at any stage of the study without any negative consequence.

Full disclosure:
You will be provided with sufficient information about proposed activities, the expected benefits, or material risks i.e. anything that might influence your decision to participation or not. You may request to be kept informed of the research process and may also have access to a summary of the research findings which will be reported as group data.

Anonymity
Although this study does not plan to delve into sensitive or personal issues, you have a right to privacy and your anonymity will be protected meaning that no identifiable information will be collected, reported either in writing or orally. You will be asked to choose a pseudonym to protect your identity. All information will be stored in a secure location and password-protected computer to which only the researcher has access.
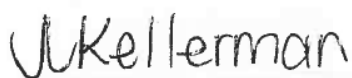
Safety in participation
You will not be at physical or psychological risk or harm of any kind. This means that you will not be placed in circumstances which may cause undue stress, embarrassment, or loss of self-esteem.

Trust
I shall report my findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I will not fabricate data or alter findings to suit interest groups. I shall give credit and acknowledgements appropriately and disseminate the practical implications of my research in a comprehensible way. As a participant, you will not be party to any acts of deception or betrayal in the research process or its published outcomes.

Time frame
It should take you no longer than half an hour to complete the questionnaire. The lessons you record will be any two of your choice, that you would teach as part of Workplace Integrated Learning, whether you choose to participate in the study or not. Your co-operation would be highly valued. I look forward to your positive response.

Jessica Kellerman
Assistant Manager Academic Development
SANTS Private Higher Education Institution
jessica@sants.co.za or jessicalkellerman@gmail.com
087 353 2555 (w) or 082 544 8089

Professor Rinelle Evans
University of Pretoria
Faculty of Education
rinelle.evans@up.ac.za
012 420 4272

STUDENT TEACHERS

CONSENT FORM TO PARTICIPATE IN A STUDY OF STUDENT TEACHERS' ORAL ENGLISH PROFICIENCY

This is to state that I, (write only a pseudonym of your choosing) _____ , a student teacher at SANTS Private Higher Education Institution attending support sessions at _____, have been informed and fully understand the nature and purpose of the research project entitled: *Classroom English: analysis of the nature and quality of Zulu speaking B Ed Intermediate Phase final year student teachers' oral proficiency.*

Choose only one option by ticking the appropriate box:

I thus agree to participate in the study being conducted by Jessica Kellerman of SANTS Private Higher Education Institution under the supervision of Professor Rinelle Evans of the University of Pretoria.	
I thus do not want to participate in the study being conducted by Jessica Kellerman of SANTS Private Higher Education Institution under the supervision of Professor Rinelle Evans of the University of Pretoria.	

A. PURPOSE

I understand that this is not an experimental study and have been informed that the purpose of this study is to analyse the nature and quality of English student teachers use in the classroom. The study will explore the specific language functions student teachers use in the classroom or should use, but do not. The researcher is interested in learning more about the English student teachers use in the classroom to possibly better support the development of oral English proficiency required for teaching. The focus of this study is the data as one pooled data set and not any individual participant.

B   PROCEDURES

I will be asked to record any two lessons I teach with English as the language of learning and teaching during Workplace Integrated Learning, using my cell phone or another suitable hand held device I have access to. I will also be asked to complete a questionnaire about my English proficiency and use of English in the classroom. I may request to be kept informed of the research process and may also have access to a summary of the research findings.

C. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences or penalty.
- I may do so by simply not recording my lessons and/or not completing the questionnaire.
- I am at liberty to contact the researcher at any time if I have any questions or concerns about the study.
- I understand that my participation in this study is anonymous.
- I understand that the results of this study may be published in an academic journal or reported at a conference/seminar.
- I understand that all data collected with public funding may be made available in an open repository for public and scientific use**.**

I have carefully studied the above and understand this agreement. I thus confirm my choice indicated above to freely consent and voluntarily agree to participate in this study or not.

Signature: _____

Dear SANTS tutor of B Ed Intermediate Phase Teaching final year students

LETTER of CONSENT: TUTORS

For my Med (Curriculum and Instructional Design and Development) studies, I would like to find out more about the English SANTS' final year B Ed Intermediate Phase Teaching students use in the classroom. I will phone the head tutor at each student support centre to briefly explain the study. I will also give you the information below.

Title
Classroom English: analysis of the nature and quality of Zulu speaking B Ed Intermediate Phase final year student teachers' oral proficiency

Purpose
The purpose of my study is to determine the nature and quality of the oral English proficiency of SANTS B Ed Intermediate Phase final year student teachers. This means identifying the specific language functions student teachers use in the classroom and those that should be used but are not. Information will be gathered from audio recordings students make of two of their lessons taught in English and questionnaires completed by students and their tutors. My intention is that the findings of this study will feed back into the B Ed and other programmes by providing insight into how to support the development of oral English proficiency required for teaching. This study forms part of a larger project, run by my supervisor Professor Rinelle Evans of the University of Pretoria, which aims to investigate the nature and quality of teachers' English oral proficiency in the classroom on a national level.

Research questions
Questions that frame this study are

- *What is the nature and quality of the current Classroom English of native Zulu speaking final year B Ed Intermediate Phase Teaching students in rural KwaZulu-Natal?*

- *How can pre-service and in-service teachers be supported to develop the level of oral English proficiency required in the classroom?*

Ethical principles
Before I can gather any data, I need to apply for permission from SANTS, the University of Pretoria (for ethical clearance), KwaZulu-Natal department of education districts and school governing bodies. Ethical clearance will only be granted if only persons who have given their informed voluntary consent participate. There is an outline below of which internationally accepted ethical principles are applicable when working with human participants:

Autonomy and voluntary participation:

You have the right to decide to participate. You will not be co-erced. This means that the researcher will not exert inappropriate pressure or undue influence to recruit or retain participants. You will have all the information in order to make an informed choice. You will attend an information session during which the research study will be explained in a language and fashion that you understand. You will have time to reflect on the information and ask for clarification. I will be available to answer your questions truthfully and accurately in a reasoned response. You will have sufficient time to think about your involvement before signing the consent form. You also have the right to withdraw at any stage of the study without any negative consequence.

Full disclosure:
You will be provided with sufficient information about proposed activities, the expected benefits, or material risks i.e. anything that might influence your decision to participation or not. You may request to be kept informed of the research process and may also have access to a summary of the research findings which will be reported as group data.

Anonymity
Although this study does not plan to delve into sensitive or personal issues, you have a right to privacy and your anonymity will be protected meaning that no identifiable information will be collected, reported either in writing or orally. You will be asked to choose a pseudonym to protect your identity. All information will be stored in a secure location and password-protected computer to which only the researcher has access.
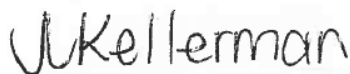
Safety in participation
You will not be at physical or psychological risk or harm of any kind. This means that you will not be placed in circumstances which may cause undue stress, embarrassment, or loss of self-esteem.

Trust
I shall report my findings in a complete and honest way without any misrepresentation using formal yet comprehensible English. I will not fabricate data or alter findings to suit interest groups. I shall give credit and acknowledgements appropriately and disseminate the practical implications of my research in a comprehensible way. As a participant, you will not be party to any acts of deception or betrayal in the research process or its published outcomes.

Time frame
It should take you no longer than half an hour to complete the questionnaire. Your co-operation would be highly valued. I look forward to your positive response.

Jessica Kellerman
Assistant Manager Academic Development
SANTS Private Higher Education Institution
jessica@sants.co.za or jessicalkellerman@gmail.com
087 353 2555 (w) or 082 544 8089

Professor Rinelle Evans
University of Pretoria
Faculty of Education
rinelle.evans@up.ac.za
012 420 4272

TUTORS

CONSENT FORM TO PARTICIPATE IN A STUDY OF STUDENT TEACHERS' ORAL ENGLISH PROFICIENCY

This is to state that I, (write only a pseudonym of your choosing) _____
, a tutor for SANTS Private Higher Education Institution, have been informed and fully understand the nature and purpose of the research project entitled: *Classroom English: analysis of the nature and quality of Zulu speaking B Ed Intermediate Phase final year student teachers' oral proficiency.*

Choose only one option by ticking the appropriate box:

I thus agree to participate in the study being conducted by Jessica Kellerman of SANTS Private Higher Education Institution under the supervision of Professor Rinelle Evans of the University of Pretoria.	
I thus do not want to participate in the study being conducted by Jessica Kellerman of SANTS Private Higher Education Institution under the supervision of Professor Rinelle Evans of the University of Pretoria.	

A. PURPOSE

I understand that this is not an experimental study and have been informed that the purpose of this study is to analyse the nature and quality of English student teachers use in the classroom. The study will explore the specific language functions student teachers use in the classroom or should use, but do not. The researcher is interested in learning more about the English student teachers use in the classroom to possibly better support the development of oral English proficiency required for teaching. The focus of this study is the data as one pooled data set and not any individual participant.

B   PROCEDURES

I will be asked to complete a questionnaire about the English proficiency and use of English in the classroom by the SANTS B Ed Intermediate Phase Teaching final year students that I tutor. I may request to be kept informed of the research process and may also have access to a summary of the research findings.

C. CONDITIONS OF PARTICIPATION

- I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences or penalty.
- I may do so by not completing the questionnaire.
- I am at liberty to contact the researcher at any time if I have any questions or concerns about the study.
- I understand that my participation in this study is anonymous.
- I understand that the results of this study may be published in an academic journal or reported at a conference/seminar.
- I understand that all data collected with public funding may be made available in an open repository for public and scientific use**.**

I have carefully studied the above and understand this agreement. I thus confirm my choice indicated above to freely consent and voluntarily agree to participate in this study or not.

Signature: _____

Addendum H   Learner information letter

May 2016

Dear learner

RESEARCH PROJECT ABOUT STUDENT TEACHER CLASSROOM ENGLISH

This letter is to inform you that in the near future information will be gathered from your classroom for a research project. You will be in the class as usual while a SANTS student teacher records their voice. You probably won't even know they are making the recording.

What is the project about?
It is about describing the English used by teachers in the classroom. Many student teachers will record their lessons for the researcher to hear how they speak English in the classroom. This will help us better understand how they speak during a lesson. Knowing this will help us teach new teachers the English they need.

Who will be involved?
The student teacher from SANTS Private Higher Education Institution who is visiting your school.

How will it work?
On a day the student teacher chooses, he/she will use their cell phone (or something similar) to record their voice while teaching a lesson. They will record only the sound, no video. You probably won't even know when they are doing it. They will be teaching a lesson as usual.

What information will be gathered?
Information about the English the SANTS student teacher uses in the classroom. We probably won't be able to hear your voice on the recording, but even if we can, we won't know who you are. We only need information from student teachers, not learners.

How will this information be used?
A transcriber will listen to the recordings and write down what is said. Information from all the student teachers who made recordings will be grouped together. From the information we will see what English is used by student teachers in the classroom and how they use it. We aim to then plan how English used by teachers in general can be developed better if necessary. All data collected with public funding may be made available in an open repository for public and scientific use**.**

Sincerely

Jessica Kellerman   Professor Rinelle Evans
Assistant Manager Academic Development   University of Pretoria
SANTS Private Higher Education Institution   Faculty of Education
Email: jessica@sants.co.za   Email: rinelle.evans@up.ac.za
Cell: 082 544 8089   Cell: 083 732 0099

Addendum I   Parent/guardian/caregiver information letter

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

May 2016

Dear parent/guardian/caregiver

RESEARCH PROJECT CONCERNING STUDENT TEACHER CLASSROOM ENGLISH

This letter is to inform you that in the near future information will be gathered from your child's classroom for a research project. Your child will be present, but not involved in or disadvantaged by the research in any way. Teaching will continue as usual.

What is the project about?
It is about describing the English used by teachers in the classroom. First we need to learn how student teachers are using English. Researchers from different universities will be working together to collect information from their students in different provinces. What we learn from the project can be used to improve how teacher education programmes may help develop their English proficiency for teaching. This will improve the quality of teaching in all subjects that use English as language of instruction.

Who will be involved?
A final year student from SANTS Private Higher Education Institution.

How will it work?
On a day the student chooses, he/she will use a hand-held device (such as their cell phone) to voice record his/her lesson. The lesson will be presented as usual. Only sound will be recorded, no video. Teaching will continue as normal. The learners will probably not even know the student teacher is recording the lesson.

What information will be gathered?
The SANTS student teacher will be the only information provider. Information will be gathered only about the English the SANTS student teacher uses. No information will be gathered about or from learners. The student teacher will record their voice. It is possible that learners' voices could not be recorded, though even if they are their identity will not be known by the researcher, nor linked to the student teacher as their data is recorded under a pseudonym they choose for the research.

How will this information be used?
Audio recordings will be transcribed and information from all the student teachers who participated will be grouped together. From the information we will see what English is used by student teachers in the classroom and how they use it. We aim to then plan how English used by teachers in general can be better developed by teacher education programmes if necessary. All data collected with public funding may be made available in an open repository for public and scientific use.

Sincerely

JKellerman

Jessica Kellerman
Assistant Manager Academic Development
SANTS Private Higher Education Institution
Email: jessica@sants.co.za
Cell: 082 544 8089

Professor Rinelle Evans
University of Pretoria
Faculty of Education
Email: rinelle.evans@up.ac.za
Cell: 083 732 0099

Mzali

UCWANINGO MSEBENZI NGOTHISHA OSAFUNDELA EKLASINI LESINGISI

Lencwadi ikwazisa ukuthi esikhathini esizayo kuzoqoqwa ulwazi eklasini okufunda kulo umntana wakho. Umntwana uyobe ekhona eklasini kodwa angeke abeyingxenye futhi aphazanyiswe yilolugcwaningo noma ngayiphi indlela. Ukufundisa kuyoqhubeka ngokujwayelekile.

Umayelana ngani lomsebenzi-cwaningo?

Lumayelana nokuchaza ngesiNgisi esisetshernziswa othisa eklasini. Okokuqala sidinga ukufunda ukuthi othisha abasafunda basisebenzisa kanjani isiNgisi. Abacwaningi abavela kumaNyuvesi ahlukene bayosebenzisana ukuqoqa ulwazi kubafundi babo kuzifundazwe ezahlukeneyo. Lokho esikufunda kulomsebenzi cwaningo kungasetshenziswa ekuthuthukiseni izinhlelo zokufundisa othisha kungasiza ekukhuliseni ukusebenzisa kwabo isiNgisi ekufundiseni. Lokukhu kuyothuthukisa izinga lokufundisa kuzozonke izifundo ezisebenzisa isiNgisi njengolwini lokufundisa.

Ngobani abayohlanganyela kulokhu?

Umfundi wase SANTS Private Higher Education Institution owenza unyaka wokugcina.

Kuzosebenza kanjani?

Ngosuku umfundi (uthisha ofundayo) alikhethile uyoqopha isifundo asifundo asifundisayo esebenzisa isiqopha mazwi okungaba ngumakhalekhukhwini wakhe. Isifundo siyothulwa njengokujwayelekile. Ngumsindo kuphela oyoqoshwa, hayi **i-vidio.** Ukufundisa kuyoqhubeka njengokujwayelekile. Abantwana a kungenzeke ukuthi bangazi ukuthi uthisha uyasiqopha isifundo.
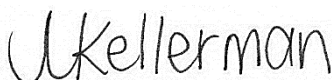
Yiluphi ulwazi oluyoqoqwa?

Kuyoba umfundi ofundela ubuthishela **eSANTS** kuphela oyonikeza lolulwazi. Ulwazi luyoqoqwa kuphela mayela nesiNgisi uthisha ofunda eSANTS alusebenzisayo. Alukho ulwazi oluyoqoqwa kubantwana noma ngabo. Uthishela osafunda uyoqopha izwi lakhe. Kungenzeka ukuthi amazwi abanwtana angaqopheki, noma eqophekili kodwa bona angeke baziwa ngumcwaningi noma bahlanganiswe nothisha osafundela ngoba ulwazi lwabo olugciniwe lungaphansi kwegama eliyimfihlo abalikhethele ucwaningo.

Luyosetshenziswa kanjani lolulwazi?

Inkulumo eqoshiwe uyobeisibhalwa phansi nolwazi oluyotholakala kubona bonke othisha abafundayo abahlanganyele kulolucwaningo luyoqoqelwa ndawonye. Kulolulwazi siyobe sithola ukuthi isiNgisi esinjani esisetshenziswa ngabothisha abasafunda nokuthi lapho befundisa eklasini basisebenzisa kanjani. Sihlose ukuthi soyobe sihlela ukuthi isiNgisi esisetshenziswa ngabothisha ngokwejwayelekile sithuthukiswe kangcono ngezinhlelo zokufundisa othisha umakudingeka,

Ozithobayo

Jessica Kellerman
Assistant Manager Academic Development
SANTS Private Higher Education Institution
Email: jessica@sants.co.za
Cell: 082 544 8089

Professor Rinelle Evans
University of Pretoria
Faculty of Education
Email: rinelle.evans@up.ac.za
Cell: 083 732 0099

Addendum J   IELTS speaking band descriptors (public version)

IELTS™

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			

Addendum K   Oral English Proficiency Test (OEPT)

Level	*English skills...*	**Response Characteristics**
55	*MORE THAN ADEQUATE PROFICIENCY for classroom teaching. Majority of items rated 55.*	Strong skills evident on all items. Little listener effort required to adjust to accent. **Consistently intelligible, comprehensible, coherent, with displays of lexico-syntactic sophistication, fluency and automaticity.** Speaker is capable of elaborating a complex or personalized message using a variety of tense/aspect and mood. May show minor fluency or prosodic issues but listener easily follows message. Any grammar errors are minor (e.g. omission of 3rd pers. sing. present morpheme). Good listening comprehension. Speaker has sufficient range, depth and sophistication of English to be placed in any instructional position on campus.
50	*ADEQUATE PROFICIENCY for successful classroom communication with support. Majority of items 50, possibly some 55 or very few 45.*	Small amount of listener effort may be required to adjust to accent/prosody/intonation, but adjustment happens quickly. **Consistently intelligible, comprehensible, coherent.** Speaker may exert some noticeable effort and speed may be variable, but there are some fluent runs and no consistent disfluencies. Despite minor errors of grammar/vocab usage/stress which do not interfere with listener comprehension, message is coherent and meaning is easy to follow. Some lexico-syntactic sophistication, more than basic vocab usage and syntax. Good listening comprehension. Does not require support – is capable of consistently successful classroom communication.
45	*BORDERLINE with 50 or INCONSISTENT PERFORMANCES ACROSS ITEMS - Minimally adequate for classroom teaching with support. Mix of 45 and 50 item scores.*	Tolerable listener effort required to adjust to accent. **Consistently intelligible and coherent.** Strengths & weaknesses, inconsistencies across other characteristics/across items. Profiles vary: Responses may require more than a little noticeable effort for speaker to compose, delivery may be slow (but not consistently disfluent); or message may be clear and expressed fluently, but vocab/syntax is somewhat basic; pronunciation/stress may need refining. Good listening comprehension. Has minimally adequate lexico-syntactic resources and fluency necessary for classroom communication and interaction, but requires support to identify weaknesses and improve in order to reach the next level of proficiency required for certification.
40	*LIMITED Language resources/ability to communicate at a level necessary for classroom teaching is limited - Not ready for classroom teaching. Mix of 40 and 45 item scores, or majority 40 with a few 35s, if any.*	**Able to fulfill tasks**, but weaknesses are obvious. Profiles vary: Consistent listener effort may be needed to follow message. Speaker may be **occasionally** unintelligible/ incomprehensible/ incoherent. Grammar and/or vocab resources may be limited. Message may be simplistic/ repetitive/unfocused/occasionally incorrect. Speaker may have to exert noticeable efforts to build sentences/argument or to articulate sounds. Despite all their shortcomings, these speakers are generally able to the message across, albeit a simple, incomplete, or vague one.

| 35 | *RESTRICTED Language resources or ability to communicate is RESTRICTED - Likely to need more than one semester of support. <u>Mix of 35 and 40 item scores.</u>* | Listener may need to exert considerable effort to follow, or may not be able to follow. Profiles vary: Speaker may be more than occasionally unintelligible or incoherent OR may be **restricted** in several of these areas: fluency, vocabulary, grammar/syntax, listening comprehension, articulation/pronunciation, prosody (includes intonation, rhythm, stress), **often resulting in difficult, frustrating or unsuccessful communication. May not be able to fulfill tasks.** |

(Purdue University, 2012)

Addendum L   Stanford Foreign Language Oral Skills Matrix (FLOSEM)

Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Comprehension	Learner can understand a limited number of high frequency words in isolation and short, common conversational formulaic expressions (e.g., "How are you?", "My name is …").	Learner can understand short questions and simple non-formulaic statements when they are embedded in a short dialogue or passage. However, the entire dialogue or passage must be repeated at less-than-normal speed for learner to understand.	Learner can comprehend the main point(s) of a short dialogue or passage which contains some statements with embedded structures heard at less-than-normal speed, though it is likely that details will be lost. Even at this speed, some repetition may be necessary.	Learner understands most of what is said (all main points and most details) in both short and longer dialogues and passages which contain abstract information heard at almost-normal speed. Some repetition may be necessary, usually of abstract information.	Learner understands nearly everything at normal speed, although occasional repetition may be necessary.	Learner understands everything at normal speed like a native speaker.
Fluency	Learner can participate only in interactions which involve producing formulaic question-answer patterns and/or offering very short responses to simple questions.	When participating in a simple conversation on familiar, everyday topics, the learner frequently must pause to formulate short, simple formulaic statements and questions.	While participating in a conversation or discussion, learner can express herself using simple language, but consistently falters and hesitates as she tries to express more complex ideas and/or searches for less-common words and expressions. These efforts noticeably impede flow of communication.	Learner can effortlessly express herself, but may occasionally falter and hesitate as she tries to express more complex ideas and/or searches for less-common words and expressions. Although distracting, these speech rhythms do not noticeably impede the flow of communication.	Learner is generally fluent, with occasional minor lapses while she searches for the correct manner of expression.	Learner's fluency is native-like.
Vocabulary	Learner's vocabulary is limited to: (a) high frequency words for common everyday items and actions, and (b) some conversational formulaic or idiomatic expressions.	Learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation.	Learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas.	Learner clearly demonstrates knowledge of synonyms and alternative ways of expressing simple ideas. Learner also has enough vocabulary to understand and participate in conversations which include abstract ideas.	Learner possesses a broad enough vocabulary to participate in more extended discussions on a large number of concrete and abstract topics. Learner is aware of some (but not all) word connotations and nuances in meanings.	Learner possesses an extensive native-like vocabulary.
Pronunciation	Even at the level of isolated words and formulaic expressions, learner exhibits difficulty in accurately reproducing the target language sounds and sound patterns.	Although learner is beginning to master some sounds and sound patterns, she still has difficulty with many other sounds, making meaning unclear.	Learner is beginning to demonstrate control over a larger number of sounds and sound patterns. Some repetition may be necessary to make meaning clear.	Learner's speech is always intelligible, though a definite accent and/or occasional inappropriate intonation pattern is apparent.	Pronunciation and intonation approaches a near-native-like ability.	Learner's pronunciation and intonation is clearly native-like.
Grammar	Since learner's productive skills are limited to high frequency words and short formulaic conversational expressions, it is difficult or impossible to assess her knowledge of grammar.	Learner can produce utterances which show an understanding of basic sentence and question patterns, but other grammatical errors are present which obscure meaning.	Learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may make meaning ambiguous.	Learner shows an almost consistent command over a limited range of more complex patterns and grammar rules. Although occasional errors are still present, they are few in number and do not obscure meaning.	Learner's speech exhibits a good command over a large (but not complete) range of more complex patterns and grammar rules. Errors are infrequent.	Learner's speech shows a native-like command of complex patterns and grammatical rules.

37   **BEST COPY AVAILABLE**   38

Addendum M   List of grammar errors identified from lesson recordings

Included in this addendum are language errors associated with grammar. This summary was created from an Atlas.ti query report for all quotations linked to codes possibly associated with grammar errors. Where a specific code relates to grammar as well as other types of errors, the quotations not relevant to grammar, for example word choice error relating to vocabulary, were removed. The quotations are listed per transcribed lesson.

Life Skills baking lesson
(25 minutes, 17 sentences with clear errors)

- But for today when we look at the ingredients there on top…
- So, um, can anyone tell me what can we need when we want to bake or make jam biscuits?
- We put our jam on the bread and then we enjoy it together with margarine sometimes.
- So they say that as soon as you see 180, you stop there when you switch on you oven.
- It's almost there, almost there to look like bread crumbs
- It looks like a food.
- Oh, some of you are going to put wrong ingredients
- This how dough looks.
- Now lets write a class work.
- Which picture tells you that they turning the oven to one hundred and eighty degrees?
- Which picture do you think they putting flour sugar in a mixing bowl?
- Do you know what the dough is?
- Before you cut, you start rolling it out to cut you the shape or size of your biscuits.
- Do you guys know the playdough?
- Have you ever took a close look at those numbers?
- It is not longer as smooth and fluffy as it was before.

- Have you ever seen, um, um a breadcrumbs?

Life Skills rights and responsibilities lesson

(15 minutes, 11 sentences with clear errors)

- The school have rules.
- Responsibilities go hand with rights.
- I'm expected to explain what is rights what is responsibilities to you.
- What are the responsibility for that right?
- You must be protected, not, a, not do the adult work.
- You mustn't discriminate Selo.
- He wasn't being discriminated.
- Yes, you mustn't discriminate each other.
- There is many, so many responsibilities.
- Ja, we got the bill of right in the constitution…
- If it like Selo in Grade 3. That boy is a disability, eh, that's here. He is a disabled.

Mathematics Grade 5 lesson

(23 minutes, 6 clear errors)

- Its either you put the answer on in grams or kilograms…
- To get to the final answer it is either you subtract, you add…
- Lets see, which people they still remember how to convert…
- The answer can either be bigger or can be either smaller.
- Since we beginning about e-maths…
- I hope you guys you all finished.

Natural Sciences and Technology electricity lesson

(15 minutes, 16 sentences with clear errors)

- You know power stations?
- Power station is something like this one.
- Then this type of electricity we use it at our homes and school.
- Television runs on mains electricity.
- Then, let's look, the [unclear word or two], the focus for todays lessons.
- That one over there, it is power line that carries cables.
- But this stove uses a mains electricity to operate.
- What is the five components of the circuit?
- How do you think electricity gets to our home?
- So the main focus is to learn about how mains electricity reaches our home.
- How does electricity get to our home?
- Here, there is a power stations.
- What are the other appliances that uses mains electricity?
- Businesses like tuck-shops, that ones have the…
- A box that carries or that transfers mains electricity from the power lines, throughout the wires…
- Then you do corrections with the red pencils.

Natural Sciences and Technology circuits lesson

(15 minutes, 23 sentences with clear errors)

- All of those exercises they come here.
- …will be our todays lesson.
- …you raise your hand and it means I will have to explain it back to you again.
- …so that one thing will follow another and the other one will follow another one
- You will come and then we going to test object, and then we tick.
- Whenever the lightbulb turns on, then we tick, so now can conclude for as we can categorise that under conductors or as under insulators.
- So you choose that you conduct an electrical test.
- Alright, now you can see that things, all of our, um, all of our points are now connected.

- Okay, so options, you can choose one.

- Sisiwe, just take one and pass it on to the next one so the others they can get.

- …that means you will be able to know what are conductors and also what are insulators.

- Wherever we connect, when the, the lightbulb turns on, so that means the electrical circuit is complete.

- So please, let first group you come.

- Now, we must have to tick here.

- And I have some globe, or a light bulb.

- Now what I'm gonna do here is, from all of those materials that are there we are going to connect that .circuit in a series combination so that one thing will follow another and the other one will follow another one.

- So for the time being I'm going to be using these wires, they are going to be connecting our circuit, from, from the cells   till other components until we can test if a thing is a conductor or else it is an insulator.

- Alright, then we have a paperclip that someone has with you.

- Let me just have the question.

- That means, this one, they can pass on electricity.

- Now, what should happen is, wherever I take this one and put it in there, the light, I mean now the light will turn on.

- When you are talking about the, the circuit, you are talking about to connect the cell, wire and the [bulb], so that it can makes the light.

- To make the light at home.

Natural Sciences and Technology filtration & circuits lessons

(17 minutes, 12 sentences with clear errors)

- A cell has a sign from bottom, this is positive.
- The sign plus is not a sign plus when you are dealing with a circuit.
- Then, inside of the wire, wire has a [copper[metal.
- That, that light come from the cell to the wire through the bulb make light and heat.
- All the groups are connected?
- So, you can give me the one and explain it.
- Now, the third one is that filtration.
- When you are talking about the, the circuit, you are talking about to connect the cell, wire and the [bulb], so that it can makes the light.
- That, the red one and black one is the wire.
- This wire is connected from the cell and transport the energy to the bulb and the bulb make light.
- That we see in front of you, this is a circuit, an electrical circuit.
- I think everyone has a cell in their desks?

Natural sciences and Technology vegetation lesson

(17 minutes, 37 sentences with clear errors)

- So when we think about the vegetations, the soil, we are thinking about the things that grows in the soil.
- Anything that can grow on the soil that is called the vegetation.
- The vegetation are the things that grows in the soil.
- Now here, we are going to learn about the natural vegetations.
- They grow for themselves. [referring to natural vegetation]
- Or the vegetations that have been grown on the soil by people are not the natural vegetation.
- But the natural vegetations are those that grow for themselves.
- The reason that makes us to say they are natural vegetation…
- …that they get from the soil it has not been poured by a people.
- Who can tell us now the example?

- Where does the water used by grasses and trees comes from?
- And, the roots, the roots of the plant absorb that water and then move it into the, to the plant so that plant can, can live.
- So now can see that, eh, eh plants breathe and need water…
- And the rain we have said that it is ee nature, it is part of ee nature.
- By looking here around. You can look at the window but do not stand up.
- And you show, how does gets what it needs. Or where does it get it from.
- Natural vegetations they get what they need from nature.
- Yes, so we can, so, that water, eh that they get from the soil it has not been poured by a people.
- …we are talking about the things that grows in the soil.
- The vegetation are the things that grows in the soil.
- The things that grows in the soil.
- Oh, while we are still here, who can just remind us of, what is the things that grows in the soil need to live.
- Okay, the energy come from the sun.
- …you have said that eh, the things that grows in the soil are plants…
- It come from the rain.
- Okay, we've said where the rain come from.
- Where do the river water comes from?
- If it rains here, then the water move by its channels to the river…
- And you show, how does gets what it needs.
- What do the potato plants need so that it can grow?
- You can look at the window but do not stand up.
- The water that flows on the river.
- Where do the river water comes from?
- If you think where do they come form?
- If it needs salt, you draw the salt to that.
- Or the vegetations that have been grown on the soil, by people are not the natural vegetation.

English poetry lesson

(38 minutes, 24 sentences with clearly identified errors)

- Why we need to read quiet?

- Why need to read, we do differently things

- So that you be encouraged to read any different text that comes back that are brought to us.

- …the poem is about a person who is imagining about his or her own future.

- How many stanzas does the poem has?

- Let us go page, to discover this. [referring to dictionary to look up meaning of a word]

- You won't understand this work if you don't want, if you do not…

- We step by step notice.

- We have trains that produce with industries with this, em, smoke.

- Talking about a broken land, there are machines, that are used in our days.

- Why they say it's behind of us?

- And that what is the introspection you take with intention.

- You are very sick?

- You dig mine. Obviously once they dig mine what happens? There's the there's so much dust.

- We can sort this problem.

- So that that we are then, we can, we can use one bus.

- Now let us add the something in this poem. [referring to reading with expression]

- Which means that there's a smog.

- There's a smog there.

- …if you digging something, there will be a dust.

- What does the man says there?

- Listen at my reading.

- Let us keep with this reading.

- Let us look up. Let's look at enormous.