

**Supporting South African foundation phase second language
learners and their teachers: A language perspective**

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English (U.K.) is used in this thesis. Dr Elsie Naudé was used as language editor. She was previously registered with the South African Translators' Institute and has a DPhil in Communication Pathology and Diploma in Tertiary Education. Stylistic and language variations occur when required by the journals to which the manuscripts of the studies were submitted.

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PUBLICATIONS AND RESEARCH OUTPUTS

The thesis is based on the following original articles:

1. Schoeman, J. C., Geertsema, S., Le Roux, M., Pottas, L. & Graham, M. (2022). Professional development for teachers of Grade 1 second language learners. *The Independent Journal of Teaching and Learning*, 17(2).
2. Schoeman, J. C., Geertsema, S., Le Roux, M., Pottas, L. & Graham, M. Language and literacy characteristics of Grade 1 English second language learners in the Western Cape. Submitted to *African Education Review*.
3. Schoeman, J. C., Geertsema, S., Le Roux, M., & Pottas, L. The effect of pedagogical translanguaging on foundation phase classrooms in a South African private school. *Journal of Language, Identity and Education* (in press).

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3. Schoeman, J. C., Geertsema, S., Le Roux, M., Pottas, L. & Graham, M. (2022). Professional development for teachers of Grade 1 second language learners. *Presented at the LITASA Conference, October 2022*.

PLAGIARISM DECLARATION

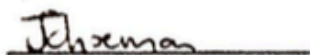
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DECLARATION

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Title of thesis: **Supporting South African foundation phase second language learners and their teachers: A language perspective**

I declare that this **thesis** / dissertation / mini dissertation is my own original work. Where secondary material is used it has been carefully acknowledged and referenced in accordance with university requirements.

I understand what plagiarism is and am aware of university policy and implications in this regard.



Signature

2022-08-20

Date

ETHICS STATEMENT

The author, whose name appears on the title page of this thesis, has obtained the applicable research ethics approval (HUM040/1019) for the research described in this work.

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.

ABSTRACT

Classrooms across the world are becoming more diverse, and mainstream teachers are obliged to accept responsibility for teaching second language (L2) learners. The language and literacy difficulties that L2 learners experience have been well documented. Globally, and specifically in South Africa, teachers of L2 learners experience a need for professional development to help them bring L2 learners up to the same level as their home language (L1) peers. Speech-language therapists can assist teachers and L2 learners through assessment of learners as well as professional development for teachers on language and literacy development of L2 learners. The overall aim of the research project was to appropriately support foundation phase teachers who teach L2 learners alongside L1 learners.

Professional development should meet the needs of the teachers involved. Therefore, for Study 1, a mixed-method design was used within a bioecological framework to determine Grade 1 teachers' professional development needs through a questionnaire and dyadic interviews. Phase 1 consisted of 56 participants and Phase 2 had four participants. The bioecological framework illuminated the person characteristics, context, and time factors that inform professional development needs. The results indicate a positive impact on teachers and L2 learners when schools prioritise teacher support for L2 learners. Teachers want to be involved in the implementation of professional development, but many would prefer support without a coaching element. The findings provide direction for professional development programmes to assist teachers with L2 learners in their classes.

For Study 2, 17 Grade 1 L2 learners with a higher socio-economic status were purposively selected because little is known about the language and literacy characteristics of this group of L2 learners in South Africa. The language and literacy characteristics of Grade 1 L2 learners from private schools were determined quantitatively through assessment of language, linguistically-related auditory processing, reading, and spelling. We investigated how their literacy skills compare to first language (L1) norms and whether there are differences in performance based on home language, sex, or geographic location. The results indicate that L2 learners from private schools perform closer to L1 norms than reported by previous studies. Sex and geographic location influenced some subskills, but the most significant

influence was that of the L2 learners' home language. The findings provide direction on what needs to be prioritised and who should participate in language enrichment activities.

The results from Study 1 and Study 2 informed the content of Study 3. The needs of the teachers at the research site, together with the assessment results of their L2 learners, indicated that pedagogical translanguaging could potentially benefit the L2 learners and their teachers. Through design-based research, we aimed to determine the effect of pedagogical translanguaging in a private school's foundation phase classrooms. Study 3 had five participants. The results indicate that teachers use pedagogical translanguaging for symbolic, scaffolding, and epistemological functions. While no direct academic benefit was observed for the L2 learners, their classroom participation and confidence improved because of the symbolic function of pedagogical translanguaging. The teachers deemed pedagogical translanguaging appropriate to their context.

KEYWORDS

L2 learner
language
linguistic repertoire
literacy
multilingualism
pedagogical translanguaging
private school
professional development
speech-language therapist
teacher needs

ABBREVIATIONS

ANMF	auditory number memory forward
ANMR	auditory number memory reversed
BICS	basic interpersonal communicative skills
CALP	cognitive academic language proficiency
CPS	clauses per sentence
DBR	design-based research
ICC	Intraclass Correlation Coefficient
L1	first language / home language
L2	second language
LiEP	Language in Education Policy
LoLT	language of learning and teaching
LSA	language sample analysis
MLU	mean length of utterance
PD	professional development
PIRLS	Progress in International Reading Literacy Study
PPCT	Process-Person-Context-Time
RQ	research questions
SACE	South African Council of Educators
SD	standard deviation
SES	socio-economic status
SLT	Speech-language therapist
SPSS	Statistical Package for the Social Sciences
SUGAR	Sampling Utterances and Grammatical Analysis Revised
TACL-3	Test for Auditory Comprehension of Language Third Edition
TAPS-3	Test of Auditory Processing Skills Third Edition
TNW	total number of words
WPS	words per sentence
WCED	Western Cape Education Department

1. INTRODUCTION

1.1. Aim of the chapter

The current research is ultimately concerned with appropriately supporting foundation phase teachers who teach L2 learners alongside L1 learners. The goal of the study is to identify the profession development (PD) needs of foundation phase teachers, as well as the needs of L2 learners, and implement a pedagogical approach that meets the needs of the teachers and learners at a specific school.

Chapter one provides a general introduction that presents an overview of the current status of L2 learners and their teachers internationally. The chapter then highlights the status of South African L2 learners by describing the history of the South African education context and how the past may still be influencing the present L2 learner situation. Before the relevant literature on the issues at hand are discussed, an argument for the involvement of speech-language therapists (SLTs) is put forward, by exploring the role of SLTs in education and how it relates to L2 learners and their teachers. The bioecological theory and its relation to the identification of PD needs are also discussed.

The chapter subsequently delineates literature on PD in education. The literature on successful PD design and implementation is examined to illustrate the need for the first study in this research project. Thereafter the literature on L2 learners' language and literacy skills is discussed, with specific reference to what is known and what still needs to be researched within the South African context. Finally, pedagogical translanguageing is discussed, highlighting the controversies and discussions surrounding the theoretical framework. An argument is posited for why and in what form pedagogical translanguageing was chosen for the final study of the research project. The chapter concludes with the proposed research questions and an outline of the chapters contained in the thesis.

1.2. L2 learners in education

With the upsurge in the number of immigrants and refugees across the world, there is an increase in schools with L1 and L2 learners in the same class (Aunio et al.,

2019). The issue of learning in an L2 is becoming internationally relevant as countries are becoming more diverse (Carnes, 2019). A country's diversity is reflected in its classrooms. The diversity in the classrooms forces mainstream teachers to increasingly accept responsibility for the language and literacy needs of L2 learners (Ollerhead, 2016). Unfortunately, few teachers have had training in developing the language skills of L2 learners whilst teaching L1 learners in the same class (Feiman-Nemser, 2018).

Language skills are a prerequisite for the acquisition of literacy, which has a well-documented link to educational attainment (Spencer et al., 2017; Wium & Louw, 2013). Literacy is integral to effective learning in all subjects throughout a learner's school career (Govender, 2018). For learners to grasp the language of the classroom, they need sufficient cognitive academic language proficiency (CALP) - the ability to express, orally and in written format, concepts and ideas that are relevant to success in school (Cummins et al., 2012). There is a natural development from basic interpersonal communicative skills (BICS) to CALP as the requirements shift from conversational fluency to abstract and discipline-specific language in the classroom (Larsson, 2018).

Learners whose L1 differs from the language of learning and teaching (LoLT) – L2 learners – often do not have the same level of conversational fluency in the LoLT as their L1 peers when they enter Grade 1 (Manten et al., 2020). L2 learners have more onerous burdens of expectation placed on their linguistic system than L1 learners simply because they are expected to obtain CALP through their L2 (Heugh, 2013; Manten et al., 2020). It typically takes L2 learners at least five years to catch up to their L1 peers in the development of CALP (Cummins et al., 2012). The delayed development of CALP leads to a lack of class participation, misunderstanding of concepts, rote memorisation of information and thus shallow learning (Mweli, 2018). Many of these learners have to repeat a grade or experience difficulty making progress (Kotzé et al., 2017). All of these factors and experiences affect L2 learners' self-image (Kotzé et al., 2017).

Therefore, the primary concern for teachers and institutions becomes how to deal with L2 learners in the class. Various approaches are followed worldwide, varying

from total immersion in the LoLT to using multiple languages in class. The South African education history can provide valuable insights into the global discussion on L2 learners in education (Heugh et al., 2017).

1.3. History of the South African education system

While countries in the northern hemisphere are grappling with the emergence of multilingual classrooms, South Africa has been multilingual for centuries (Heugh et al., 2017). The earliest classrooms in South Africa, missionary schools, had a language policy of learning through an African language in the first three years of school and then transitioning to Afrikaans or English in Grade 4 (Makalela, 2017). The number of years that African learners were taught in an African language was extended to eight years under the apartheid government. Afrikaans and English were presented as L2 for seven years before the transition to Afrikaans or English as LoLT (Heugh et al., 2017). White learners, on the other hand, were taught only in Afrikaans and English throughout their twelve years of school (Heugh et al., 2017).

As Apartheid progressed, the curriculum was changed to prepare African learners for vastly different positions in society than White learners (Christie & Collins, 1982). There was racial segregation as well as inequality in educational provision during this period (Wium & Louw, 2015). African learners and parents, therefore, interpreted the prolonged education in the L1 as an additional means to put them at a disadvantage (Heugh et al., 2017). In the process, African-language L1 education became stigmatised as limiting the socioeconomic opportunities of African people (Heugh, 2013).

With the advent of democracy in 1994, the new government sought to give equal status to 11 indigenous languages (Mtsatse & Combrinck, 2018). They urgently wanted to develop a new education policy based on the principles of equal access, provision, and respect for all 11 official languages (Afrikaans, English, SiNdebele, Sepedi, Sesotho, SiSwati, Tsonga, Setswana, Venda, isiXhosa and isiZulu) and South African Sign Language (Heugh, 2013). The new Language in Education Policy (LiEP) (Department of Education, 1997) recommended an additive bilingual and multilingual approach (Heugh, 2013).

The LiEP also gave school governing bodies the power to determine their own school language policy based on the local sociolinguistic landscape (Kretzer & Kaschula, 2021). Unfortunately, after 25 years of democracy, Afrikaans and to an even greater extent English continue to be seen as more academic in nature, thus giving these languages a higher status (Msila, 2011; Posel & Zeller, 2016). As such, approximately 80% of African-language¹ speakers are educated in their L1 for the first three years of school, before transitioning to English in Grade 4 (Heugh, 2013). Even this early transition to English as LoLT is contradictory to the additive bi- and multilingual approach, but the public perception is that learners should transition to one language, namely English, as soon as possible (Heugh, 2013; Mayaba et al., 2018). African-language-speaking parents therefore increasingly choose to send their children to schools that have only English as LoLT from the start of schooling (Aunio et al., 2019).

English is often chosen as LoLT because parents believe that English will give their children social capital (Aunio et al., 2019). Moreover, these parents are aware that learners in English-medium schools generally perform better than learners who have been taught in an African language throughout the foundation phase (McLeod Palane & Howie, 2019). English is also the language that provides access to secondary and higher education and the upper end of the economy (Heugh et al., 2017). The perception of higher quality education in English may also offer an additional reason for the increase of English private schools in South Africa (Van der Walt & Steyn, 2016). Middle-class African parents who can afford it often send their children to private schools with English as LoLT (Heugh, 2013). The preference for English is not necessarily a rejection of the L1, but rather the desire to have one's child educated in a functional, well-resourced school (Heugh, 2013).

¹ In South Africa the term “African languages” is used to describe the languages derived from a common Proto-Bantu language in Sub-Saharan Africa, but internationally these languages are termed “Bantu languages”.

However, the choice of English as LoLT is not the only option. In some cases, learners who speak an African language at home attend Afrikaans-medium schools (Condy & Blease, 2014). In the Western Cape, Afrikaans is considered important for commerce, especially in smaller towns (Carstens, 2017). In some cases, Afrikaans-medium schools are perceived to provide better quality education and to function better than other schools in a given area (Brink, 2016).

Another set of L2 learners are those who speak Afrikaans at home but attend English-medium schools. Although learners can have Afrikaans as LoLT up to Grade 12, tertiary education in Afrikaans is declining (Bornman et al., 2021). Therefore, just like the African-language-speaking parents, some Afrikaans parents also choose to send their children to English schools as they believe this will give them access to higher education and the upper ends of the economic scale.

In South Africa, L2 learners are mostly taught following the submersion model (Robertson & Graven, 2020). In the submersion model learners are taught in their L2 from the start of schooling, and the L1 is not used for additional comprehension of content (Robertson & Graven, 2020). This is evidence of a monolingual mindset that is prevalent in South Africa and internationally (Charamba, 2020). Apart from the monolingual perspective that teachers generally have, a practical reason for the submersion model is that most Afrikaans and English teachers cannot speak African languages (Probyn, 2019).

Challenges arise from the increasing number of learners taught through their L2 via a submersion model. These challenges all fall to the teacher, since White Paper 6 on inclusive education stipulates that it is the individual teacher's responsibility to ensure that the LoLT does not become a barrier to learning for L2 learners (Department of Basic Education, 2010). Fortunately, White Paper 6 (Department of Basic Education, 2010) also requires other professionals to make a shift towards supporting teachers through PD instead of just supporting individual learners (Wium & Louw, 2015).

1.4. Role of the SLT

South African teachers need support from specialists (Nel et al., 2016). SLTs have expertise in language and literacy assessment, diagnosis, and intervention, which makes them integral to the educational team (McLean et al., 2021). SLTs can provide support with specific reference to language issues (Lindner & Schwab, 2020), sentence structure and comprehension (Powell, 2018), acquisition of vocabulary and phonological awareness (Wium & Louw, 2013). Their specialised knowledge of linguistics and language development also positions them to support all learners learning to read (Powell, 2018). Supporting L2 learners in a culturally sensitive way to promote both the mastery of L2 and the retention of L1 is also specifically within the SLT's scope of practice (Wium & Louw, 2015).

Before 1994 South African SLTs provided pull-out individual or group therapy to learners with speech and language deficits (Wium & Louw, 2015). Pull-out services refer to individual or small group sessions with an SLT outside of the classroom setting (Eising & Karasinski, 2022). In the early 1990s, learners who had difficulties acquiring language related to multilingualism were added to the SLT's scope of practice (Wium & Louw, 2015). In recent years there has been a shift within the SLT's role in the South African education system, as well as internationally, to include the support of teachers within the classroom (Wium & Louw, 2015). SLTs and teachers need to work together to meet learners' academic and communication needs (Olszewski et al., 2018).

In order to provide adequate support, SLTs need to engage in data collection and analyses to identify regional needs (Wium & Louw, 2015). SLTs can use their diagnostic tools to identify specific areas of deficiency (Powell, 2018). This can inform the design of suitable programmes for individual learners and the whole class (Wium & Louw, 2015). Teacher support through PD can be used to develop interventions and train teachers (Powell, 2018; Wium & Louw, 2015). SLTs are encouraged to utilise collaborative research designs to enhance the acquisition of language, literacy, and communication skills (Wium & Louw, 2015). By training teachers on phonological awareness, morphology, vocabulary, and comprehension, SLTs provide support to all learners (Powell, 2018).

1.5. Bioecological framework

To ensure that teachers benefit optimally from PD, it is essential to consider the various influences that affect all involved. The bioecological theory (Bronfenbrenner, 2005), using the Process-Person-Context-Time (PPCT) model, can be used as a theoretical framework to ascertain teachers' PD needs. Although the theory was initially aimed at analysing the contexts and reciprocal interactions involved in a child's development, many of the concepts can be applied to the PD needs of teachers. The concepts of *Person characteristics*, *Context* (consisting of environmental levels), and *Time* are particularly useful because any of these factors can influence teachers' perceived need for PD. The concepts of this theory have previously been used to study the PD needs of teachers (see Geldenhuys & Oosthuizen, 2015). The bioecological theory asserts that human development occurs due to the interaction between the individual and his context (Rosa & Tudge, 2013). Proximal processes should enhance competency and diminish dysfunction influenced by person characteristics, context, and historical time (Bronfenbrenner & Morris, 2006).

Person characteristics are individual features such as age, gender, training, and skills. For the purposes of this study, the notion also refers to PD needs, which may point to a lack of training, knowledge, or skill in a given area. *Person characteristics* influence and are influenced by the *Context* in which the individual is situated. The context consists of four systems. In the case of a teacher, the microsystem refers to the teacher's immediate context, like the classroom and the specific school where she/he works. The mesosystem comprises the interrelations between two or more microsystems. The exosystem refers to settings where the teacher is not an active participant, but where events occur that affect the teacher. Such settings include the L2 learners' home environments, training institutions, and the Department of Basic Education. Finally, the macrosystem refers to the shared belief system in which the teacher finds herself/himself.

Time represents the changes or transitions that occur over a period of time in any one of the systems, which will directly or indirectly influence the teacher's perceived need for PD. This is particularly relevant to the history and changes of the South African education context and its influence on the current PD needs of teachers.

1.6. PD needs in education

In South Africa, there are different contexts of multilingual practices, and thus a language solution should be tailor-made to the specific context (Heugh, 2013). Teachers have indicated that they need more training and resources to adequately teach L2 learners in integrated classes (Basson & Le Cordeur, 2014; Kotzé et al., 2017; Mfuthwana & Dreyer, 2018). South African pre-service teachers and qualified teachers reportedly perceive their training to be insufficient to teach learners from culturally and linguistically diverse backgrounds (Jez & Luneta, 2018). They furthermore report an inadequate number of relevant PD programmes, especially in the field of literacy (Govender, 2018). After PD, these teachers still indicated a need for additional training sessions on inclusive practices, language, literacy, and assessment (Jez & Luneta, 2018). South African teachers feel they can offer support to learners on a one-to-one basis but have difficulty adapting the classroom environment for inclusive education (Nel et al., 2016).

Foundation phase teachers are unfamiliar with the implementation of curriculum differentiation for diverse learners, while differentiation is essential for successful inclusive education (Bester & Conway, 2021). Inclusive practices can also improve if teachers have specialised foundational knowledge about L2 learners and learning (Feiman-Nemser, 2018). Researchers call for PD programmes that provide teachers with knowledge and skills to support L2 learners instead of focusing on identification and referral to other education contexts (Nel et al., 2016). Such programmes should be relevant to the teachers' and learners' needs in order to be effective (Geldenhuys & Oosthuizen, 2015).

A relatively large number of studies have shown that PD programmes for teachers that focus on fostering academic language proficiency have a positive impact on classroom practices (Kalinowski et al., 2019). The Luneta (2012) literature review in South Africa identified prerequisites to the effective implementation of PD programmes. One of the prerequisites is that content should be based on teachers' professional needs (Luneta, 2012). Another prerequisite is that teachers should participate in designing and implementing the PD programmes (Luneta, 2012). The programmes need to address existing school needs, offer long-term engagement, and make use of high-quality instructors (Bayar, 2014). PD programmes for teachers

are more effective when they include not only a training component but also practical coaching (Kalinowski et al., 2019).

By using design-based research (DBR), the researcher can comply with two essential requirements mentioned by Luneta (2012): the research is based on teachers' needs, and teachers participate in the design and implementation (Cernusca & Ionas, 2014). The researcher, in turn, has to be knowledgeable regarding what to suggest for the DBR, if the strengths and weaknesses of the L2 learners involved are investigated.

1.7. L2 learners

It is generally accepted that the ideal is to give learners the advantage of strong language skills by using learners' L1 as LoLT (Njoroge, 2017). Education in a language other than the L1 puts learners at risk of low literacy levels (Basson & Le Cordeur, 2014), which in turn lowers employment prospects and increases the likelihood of poverty (Flisi et al., 2019). However, profile effects – the phenomenon that L2 learners score closer to L1 norms on certain sub-skills than on others – have been shown in previous studies (Paradis, 2019; Paradis & Kirova, 2014). Knowledge of profile effects is important because it should guide the resources and interventions provided to L2 learners and their teachers. The literature review on L2 learners provides more evidence of these strengths and weaknesses or profile effects.

Several studies have identified the challenges that L2 learners experience in classrooms where English is the LoLT. Melby-Lervåg and Lervåg (2014) conducted a systematic meta-analytic review of international studies comparing reading comprehension and its underlying components (language comprehension, decoding, and phonological awareness) in L1 and L2 learners. Key findings were that, compared to L1 learners, L2 learners display a medium-sized deficit in reading comprehension and a significant deficit in language comprehension. On the other hand, there were only minor differences in phonological awareness and decoding. Another international study found that L2 learners did better in subtests that tested shared knowledge than in subtests that assessed skills dependent on specific knowledge of English grammar and vocabulary (Paradis & Kirova, 2014).

In South Africa, Grade 1 L2 learners from resource-limited educational settings were found to have significantly lower levels of auditory discrimination, segmentation, and blending skills than their L1 peers (Eslick et al., 2020). Learners from low SES and non-English speaking backgrounds generally reach school age with lower levels of English proficiency than their middle-class, monolingual English peers (Hoff, 2013). South African Grade R learners from low-income households were found to perform more poorly on English vocabulary than their L1 peers with the same SES. Although L1 and L2 learners' vocabulary improved throughout the year, the L2 learners did not catch up to their L1 peers in Grade R when no intervention was provided (White, 2019). By the end of the foundation phase, South African L2 learners do not have the same level of reading comprehension as their L1 peers, even if their LoLT was English throughout the foundation phase (McLeod Palane & Howie, 2019).

There is evidence to suggest that at a Grade 1 level, L2 learners from public schools in South Africa do not have the same level of language processing skills as their peers who are being taught in their L1 (Jordaan, 2011). The same trend was found for Grade 3 L2 learners' language-related auditory processing skills (Le Roux et al., 2017). These language and phonological skills correlate significantly to reading, spelling, and reading comprehension (Manten et al., 2020). A deficit will therefore have a negative impact on literacy acquisition, including the crucial component of reading comprehension.

In the study by White (2019), no gender differences were found in two underlying components of reading comprehension, namely vocabulary and phonological working memory. These results are contrary to those found for Grade 3 L2 learners in a similar SES setting in South Africa, where girls performed significantly better than boys on reading measures and phonological processing (Wilsenach & Makaure, 2018). International and local studies have also found that girls fare better than boys in reading comprehension (Howie et al., 2017; Snow & Matthews, 2016; Van Staden et al., 2016).

Other factors have also been found to affect reading comprehension in South Africa. In the Progress in International Reading Literacy Study (PIRLS) in 2016, learners from small towns performed more poorly than learners from suburban areas (Howie

et al., 2017). A study from a public school in suburban Gauteng with varied SES found that L2 learners' home language impacts their performance, with isiZulu-English learners obtaining lower scores than their English L1 peers. In comparison, the Afrikaans-English bilingual learners obtained scores similar to and even higher than their English L1 peers (Jordaan et al., 2021). L2 learners from public schools in South Africa are therefore potentially influenced by gender, geographic location, and home language.

Few studies have investigated the literacy skills and the factors that influence these skills in private schools in South Africa. Schools with excellent resources, like private schools, are more likely to provide ample access to print material, which has a positive impact on literacy achievement (Cummins et al., 2015). This is particularly relevant to the South African context, where a strong school or classroom mediatory context has a more significant effect than the medium of instruction (McLeod Palane & Howie, 2019). In a study covering all provinces of South Africa, home background and school quality were found to have a 1.6 to 3.9 times larger effect on literacy than language (Spaull, 2016). Therefore, it seems apposite and warranted to conduct a separate investigation of L2 learners in private schools.

Research conducted in South African private schools showed that Grade 1 L2 learners could perceive and attend to auditory information sufficiently for conversational purposes (Anderssen et al., 2019). However, these authors found that the higher level auditory skills and listening comprehension abilities of L2 learners were not sufficiently developed to understand what they are being taught through the auditory modality (Anderssen et al., 2019). This finding corroborates the findings of Le Roux et al. (2017) that L2 learners in private schools need support in the acquisition of vocabulary and phonological awareness.

From the literature study, it is evident that the literacy attainment of L2 learners who attend public schools is potentially influenced by home language, gender, and geographic location. However, the number of L2 learners is also on the increase in private schools, and they may show different profiles from those of learners in public schools. While we know that there is a link between early and later literacy skills of Grade 1 L2 learners in private schools, we do not know how they compare to their L1

peers. Therefore, there is a need to examine the language, linguistically-related auditory processing, reading, and spelling skills of Grade 1 L2 learners in private schools. Knowledge of profile effects can assist teachers in providing appropriate language and literacy enrichment activities for their L2 learners (Paradis & Kirova, 2014).

1.8. Pedagogical translanguaging

In this research project pedagogical translanguaging is investigated as a tool to support L2 learners and their teachers. It is essential to discern translanguaging from codeswitching if it is to be used to its full potential (Goodman & Tastanbek, 2020). Codeswitching classically refers to the alternation of languages within and between sentences (Jose et al., 2020). Research on codeswitching originated in multilingual communities outside of the classroom context (Goodman & Tastanbek, 2020). In the 1970s and 1980s codeswitching scholars emphasised that languages and grammatical structures are separate, although at the time some scholars believed that the boundaries between languages are not completely fixed (Goodman & Tastanbek, 2020).

The term translanguaging, on the other hand, originated within the classroom context. The term was coined in Wales in 1994 to refer to the alternation of English and Welsh for academic purposes (Williams, 1994). Williams defined translanguaging to include switches in language use between entire modes of teaching and learning, such as presenting information in one language and allowing learners to produce related information in another language (Lewis et al., 2012). It was therefore more than merely translating sentences; it became a means of processing or digesting content knowledge (Makalela, 2015). At about the same time the term functional multilingualism was used in South Africa to refer to purposeful use of multiple languages in the classroom (Heugh et al., 2017). The original view of translanguaging is similar to what others have termed additive bilingualism, purposeful codeswitching, and active bilingualism (Cummins, 2017; Heugh et al., 2017).

More than a decade later García (2009) reintroduced and popularised the term translanguaging due to the changing linguistic environment in European and

Northern American schools. Translanguaging gained a wider socio-political transformative purpose, by increasing awareness of how the separation of languages and the existence of linguistic hierarchies perpetuates disadvantage among L2 learners (Poza, 2017). Proponents of contemporary translanguaging argue that languages are dynamic and fluid, and that all languages are to be valued in their own right (Cenoz, 2017; Poza, 2017). The argument is not that different languages do not exist, but rather that languages do not function as separate entities within the speaker's mind (Otheguy et al., 2015). The multilingual speaker has a single unitary linguistic repertoire, but can identify the boundaries between languages and cross them strategically as the situation requires (Goodman & Tastanbek, 2020).

Authors like Poza (2017) criticise notions of overlap between translanguaging and codeswitching, because they believe that codeswitching does not address linguistic hierarchies and inequality sufficiently. However, Goodman and Tastanbek (2020) have identified similarities in the literature on codeswitching and translanguaging. Both codeswitching and translanguaging research illustrate the alternation or mixing of languages in and out of classrooms, that it can be planned or spontaneous, and that teacher and learner beliefs and practices can reify, resist, or transform linguistic hierarchies (Goodman & Tastanbek, 2020). What is most significant is the cognitive engagement involved in working with two or more languages or varieties simultaneously rather than separately (Heugh, 2015). It is therefore important to discern how multilingual practices like codeswitching or translanguaging are being used in a given context, to determine whether it is helpful or not.

For the context of Study 3 the researcher elected to use pedagogical translanguaging. Pedagogical translanguaging is defined as planned and systematic use of different languages for input and output based on the use of learners' resources from their whole linguistic repertoire (Cenoz, 2017). Pedagogical translanguaging differs from spontaneous translanguaging, which refers to fluid discursive practices that can take place inside and outside the classroom (Cenoz, 2017). The South African evidence over decades has shown that unplanned, unsystematic multilingual practices do not produce the desired results (Heugh et al., 2017), therefore pedagogical translanguaging was chosen as an approach, and not

translanguaging in general. The history of racial inequality and injustices in education in South Africa, as discussed previously, also prompted the search for an approach that aims to be transformative. Translanguaging has contributed a greater emphasis on the use of language in classrooms for identity formation and challenging linguistic hierarchies than codeswitching has done (Goodman & Tastanbek, 2020) and was therefore deemed more appropriate for the current context.

A range of international studies has shown the educational advantages of translanguaging at different levels. It has been shown to balance the power relations among languages in the classroom (Cenoz, 2017) and to encourage higher cognitive engagement in content matter learning (Duarte, 2019). International research on translanguaging is mostly conducted in contexts where L2 learners are refugees or immigrant learners (e.g., Duarte, 2020; Slaughter & Cross, 2021).

The context in which pedagogical translanguaging has been studied in South Africa differs from the European and North American context (Heugh et al., 2017). Pedagogical translanguaging has been studied in South African classrooms where learners and teachers speak a variety of African languages, but the LoLT is English, which is the L2 of both the teachers and the learners. The results of the studies show that pedagogical translanguaging can be effective in collaborative learning in the case of multilingual medical students (Mbirimi-Hungwe & McCabe, 2020). There is also evidence of positive outcomes in secondary schools when the teachers and learners have a shared linguistic repertoire, but the LoLT is their L2 (Charamba, 2020; Ngubane et al., 2020). In primary schools, reading comprehension has improved when learners' L1 was used, despite the LoLT being English (Makalela, 2015) and pedagogical translanguaging has been successful in engaging learners in content matter (Krause & Prinsloo, 2016).

The mentioned studies are examples of pedagogical translanguaging that fulfils an epistemological function by actively using different languages to enhance both content and language knowledge (Duarte, 2020). In this way, learners' linguistic repertoires are used to their full potential as learning instruments. These outcomes are possible because the teachers speak the same languages as the learners (Duarte, 2020). However, to our knowledge, no research has been done in South

Africa on the use of pedagogical translanguaging in contexts where the teachers and the L2 learners do not share the same linguistic repertoire.

1.9. Problem statement and rationale

Teachers are under increasing pressure to provide quality education to the growing number of L2 learners, while they feel ill equipped to do so. At the same time, foundation phase L2 learners are struggling to keep up academically. SLTs can and should therefore assist L2 learners' language and literacy development by providing PD to their teachers.

PD programmes are known to be more effective if they meet the needs of teachers. It is, therefore, necessary to determine teachers' PD needs, as well as the language and literacy needs of the L2 learners in their class. While research has shown the needs of L2 learners in other contexts, little is known about South African L2 learners with a higher SES and therefore need to be investigated.

Pedagogical translanguaging has been proposed as the answer for teachers in multilingual classrooms. It has been successfully used internationally in contexts where the teacher and L2 learners do not share the same linguistic repertoire. However, in South Africa, research on pedagogical translanguaging has only been done in public schools where teachers and learners have the same linguistic repertoire. L2 learners in private schools typically do not share the same linguistic repertoire as their teachers and therefore have difficulties that differ from that of their public school counterparts. In addition, the application of pedagogical translanguaging can be expected to differ based on whether teachers and learners share a linguistic repertoire or not. Therefore, it was necessary to determine the feasibility of such an approach within a private school that usually follows a submersion model.

1.10. Research questions

The aim of the study is consequently to develop a PD programme to meet the needs of the learners and their teachers. The research was conducted in three phases, with three research questions, each with its sub-aims:

Study 1

What are the PD needs of Grade 1 teachers who teach L2 learners alongside L1 learners?

Sub-aim 1: To determine the person characteristics that influence Grade 1 teachers' need for PD focused on teaching L2 learners.

Sub-aim 2: To determine the factors in Grade 1 teachers' context that influence their need for PD focused on teaching L2 learners.

Sub-aim 3: To determine what teachers consider to be the ideal structure for a PD programme.

Study 2

What are the needs of L2 learners who are taught alongside L1 learners?

Sub-aim 1: To investigate how Grade 1 L2 learners' foundational literacy skills compare to L1 norms.

Sub-aim 2: To determine differences in performance based on L2 learners' home language, gender, or geographic location.

Study 3

What is the effect of translanguaging on foundation phase teachers and learners?

Sub-aim 1: To ascertain what translanguaging practices foundation phase teachers implement after exposure to the translanguaging framework.

Sub-aim 2: To determine how foundation phase teachers perceive the implementation of translanguaging practices in the classroom.

1.11. Outline of thesis chapters

A description of the purpose of each chapter included in the thesis follows.

Chapter 1 - Introduction

Chapter one introduces recent and relevant information that forms the background to the current study. This information provides the rationale for the study that culminates in three research questions, which are addressed as three studies in the thesis.

Chapter 2 – Methods

In Chapter two the methodological aspects of the three research studies are outlined. Aspects discussed include research aims, designs, participant sampling and selection criteria, materials, data collection procedures and analysis. Ethical considerations are also described.

Chapter 3 – Professional development for teachers of Grade 1 second language learners

The article based on the first research project is presented in Chapter 3. This article is titled '**Professional development for teachers of Grade 1 second language learners**' and has been published in the Independent Journal of Teaching and Learning.

Chapter 4 – Language and literacy characteristics of Grade 1 English second language learners in the Western Cape

Chapter 4 contains the article arising from the second research project and is titled '**Language and literacy characteristics of Grade 1 English second language learners in the Western Cape**'. The article has been submitted to African Education Review.

Chapter 5 – The effect of pedagogical translinguaging on foundation phase classrooms in a South African private school

The article titled '**The effect of pedagogical translinguaging on foundation phase classrooms in a South African private school**' is presented in Chapter 5. This article has been accepted for publication in the Journal of Language, Identity, & Education.

Chapter 6 – General discussion, implications, and conclusions

Chapter 6 summarises the main findings of each study. The chapter provides the clinical and theoretical implications of the main study based on these findings. The strengths and weaknesses of the current study as a whole are also outlined in this chapter. Recommendations for future research in the field of L2 learners, PD for teachers of L2 learners, and the use of pedagogical translinguaging in the foundation phase are discussed.

2. METHODS

2.1. Aim of chapter

Chapter two comprises the methods used to conduct the research project. The project as a whole consisted of three research studies that used different research designs. The respective aims and objectives, designs, data collection procedures and measures, contexts, and participants are presented in this chapter.

2.2. Aim of study

The overall aim of the study was to develop a PD programme to meet the needs of L2 learners and their teachers.

2.3. Research studies and objectives

To achieve the aim of the study, three research objectives were identified, and each objective was addressed as an individual study. Studies were submitted in article format to Institute for Scientific Information (ISI) accredited peer-reviewed journals. The outline and details of the three studies are summarised in Table 2.1 according to the title, objective, and the journals to which they were submitted for publication.

Table 2.1: Title and objectives of three research studies

	Study 1	Study 2	Study 3
Title	Professional development for teachers of Grade 1 second language learners	Language and literacy characteristics of Grade 1 English second language learners in the Western Cape	The effect of pedagogical translanguaging on foundation phase classrooms in a South African private school
Objective	To determine the PD needs of Grade 1 teachers who teach L2 learners alongside L1 learners.	To compare Grade 1 L2 learners' foundational literacy skills to the L1 norms and determine which factors affect performance.	To evaluate the effect of pedagogical translanguaging on foundation phase learners and teachers.
Journals	The Independent Journal of Teaching and Learning	African Education Review	Journal of Language, Identity and Education
Publication status	In press	In review	Conditional acceptance
Chapter in thesis	3	4	5

2.4. Research design

In Study 1, a mixed method interpretive research design within a phenomenological approach was used. The interpretive design allows for a deep understanding of the

needs of the participants through thematic analysis (Lan, 2018). The phenomenological approach emphasises participants' lived experiences as the researcher attempts to understand participants' interpretations, perspectives, and impressions of a specific situation (Brink et al., 2012). The phenomenological approach was chosen to establish the needs of the teachers, since PD is more successful if it addresses teachers' needs. Various types of questions related to the aim of the study were used to answer the research questions (Bengtsson, 2016). The study was conducted in two phases. During Phase 1, Grade 1 teachers completed a questionnaire regarding their PD needs and perceptions concerning L2 learners. Phase 2 consisted of two dyadic interviews that provided qualitative data, which allowed for a more in-depth understanding of teachers' PD needs.

Study 2 was descriptive, cross-sectional, quantitative, and comparative. The study is descriptive in that the results provide a description of the characteristics of L2 learners and cross-sectional since data were collected at a single point in time (Fouché & Schurink, 2011). The language and literacy characteristics of L2 learners in Grade 1 were determined quantitatively through language, linguistically-related auditory processing, reading, and spelling assessments. Comparisons were drawn to determine potential differences based on gender, home language, and geographical area. This design allowed the researcher, an SLT, to determine the language and literacy characteristics of L2 learners at a single point in time so that PD could be tailor-made to meet their needs within a specific setting.

In consideration of the findings from Study 1 that teachers want to be involved in PD but do not want to be coached, DBR was chosen as the method for Study 3. DBR is a form of action research that merges research and practice to allow researchers and participants to solve practical problems collaboratively (Cernusca & Ionas, 2014). DBR has seldomly been used in the field of speech-language pathology, and in the instances where it has been used SLTs collaborated with software developers to develop software or applications for more effective therapy practices (Du & Tekinbas, 2020; Jesus et al., 2019). The potential of DBR with an SLT as the researcher and the teacher as participant has not previously been explored. The collaboration between researchers and teachers marries the research knowledge of the researcher with the realities of teaching, making it more applicable to the setting.

If the teachers are involved in the process of innovation, they accept it more easily and consider it their task to implement innovation successfully (Štemberger & Koper, 2016). It occurs in naturalistic settings and involves participants in the design and research process (Cernusca & Ionas, 2014). DBR is particularly useful for researching the use of new teaching methods (Štemberger & Koper, 2016).

A summary of the procedures for the studies is depicted in Figure 2.1.

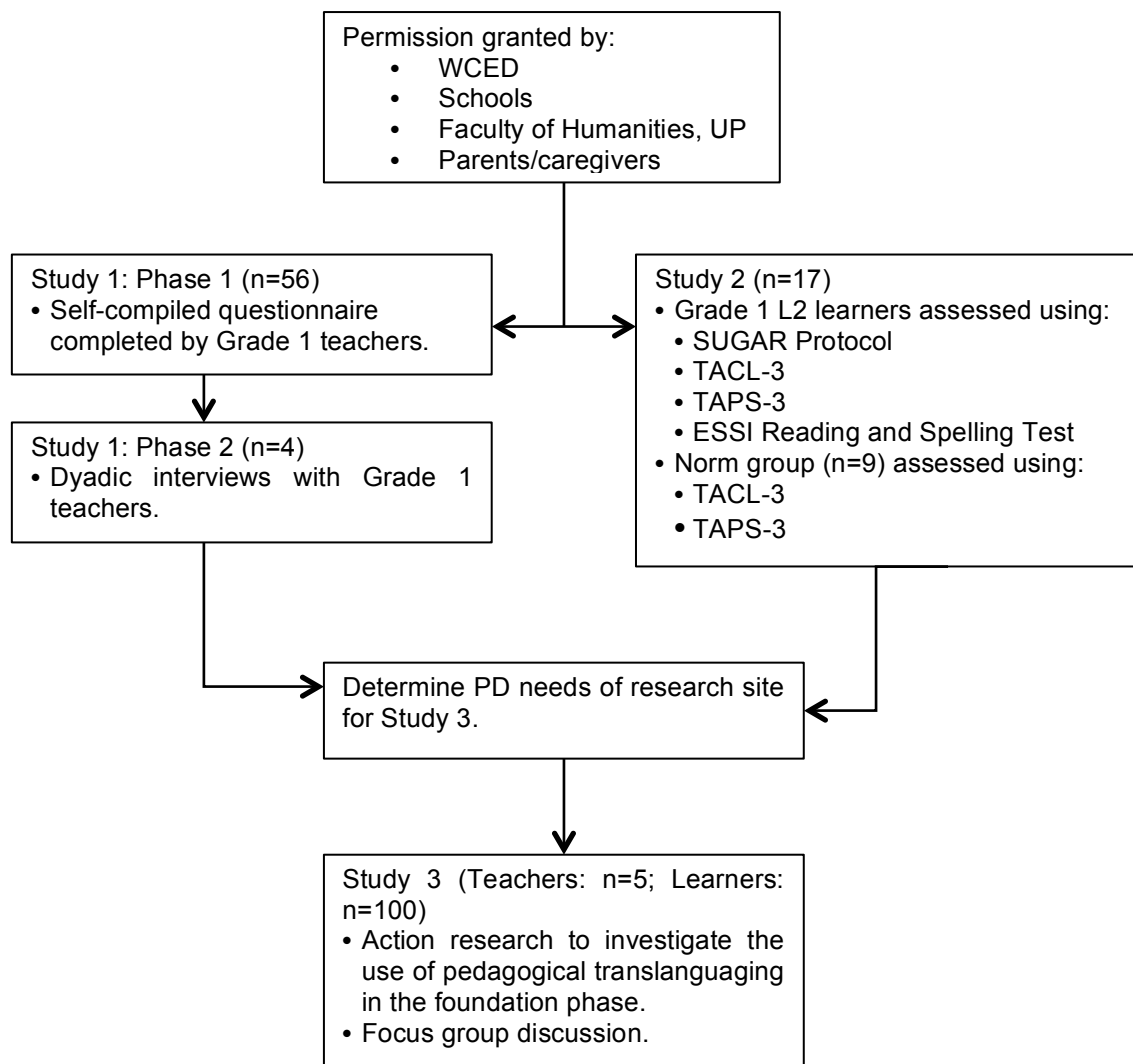


Figure 2.1: Procedures for the three research studies

2.5. Research setting

All three studies were conducted in the Western Cape. Data for Study 1 were collected from Grade 1 teachers who work at schools of varying SES. Some schools

were in urban areas and some were in rural areas. All the participants taught L1 and L2 learners simultaneously. For Study 2, data were collected from the English Grade 1 classes of three private schools in urban areas. Two of the schools were in a large metropolitan area and one was in a small town 140 km from the metropolitan area. The school in the small town was used as a research site for Study 3. The small town has a population estimate of 32 769 persons and its economic activity includes fishery, agriculture and winery (Overstrand Municipality, 2022). Study 3 included teachers from Grade 1 to 3 classes. All the classes used in the studies had L1 and L2 learners in the class. The learners from the private schools are typically from a higher SES.

2.6. Research participants

Participants for all three studies were purposively selected based on specific selection criteria. Table 2.2 provides a summary of the participant selection criteria and sample size of the three studies. The sample that could be obtained for Study 1 and 2 were small, since data had to be collected during the COVID-19 pandemic and access to institutions was limited at the time. Study 3 had a sufficient number of participants for the method used, namely DBR.

Table 2.2: Sampling method and selection criteria

	Study 1	Study 2	Study 3
Selection criteria	• Appropriate foundation phase teaching degree (Bachelor of Education degree or Postgraduate Certificate in Education) • South African Council of Educators (SACE) registration • Experience in teaching Grade 1 L2 learners alongside L1 learners.	<i>L2 group:</i> • Currently in Grade 1 • English is L2 as well as LoLT • No physical, cognitive, hearing, or visual impairments that could affect language development <i>Norm group:</i> • Match a learner from the L2 group on gender, age and class • English is L1 as well as LoLT • No physical, cognitive, hearing, or visual impairments that could affect language development	• Appropriate foundation phase teaching degree (Bachelor of Education degree or Postgraduate Certificate in Education) • SACE registration • Currently teaching a foundation phase class with L1 and L2 learners in the same class.
Sample size	<i>Phase 1:</i> 56 participants <i>Phase 2:</i> 4 participants	<i>L2 group:</i> 17 participants <i>Norm group:</i> 9 participants	5 participants

2.7. Description of participants

Study 1

Fifty-six respondents from 38 schools met the inclusion criteria for Phase 1. All respondents were female, as is commonly found for Grade 1 teachers in South Africa (Bhana & Moosa, 2016). Respondents taught at schools with varying SES, as indicated by the schools' Quintile rankings. A school with a Quintile 1 ranking serves a poor community, and a Quintile 5 ranking or independent school serves a predominantly wealthy community (Van Dyk & White, 2019). Respondents taught at either English or Afrikaans schools and reported varying levels of experience in teaching Grade 1 learners. All schools followed the Curriculum and Assessment Policy Statement (CAPS) curriculum. Respondent demographics are displayed in Table 2.3. The percentage of cases adds up to 99,9% due to rounding off to the first decimal place.

Table 2.3: Respondent demographics for Study 1

	N	Percent of cases (%)
<i>Age</i>		
20-29	12	21,4
30-39	25	44,6
40-49	3	5,4
50-59	12	21,4
60+	4	7,1
<i>Home Language</i>		
Afrikaans	51	83,9
English	5	8,9
Same as LoLT	52	92,9
Fully bilingual (English and Afrikaans)	56	100
<i>Teaching qualification</i>		
University	44	78,6
College	12	21,4
<i>Post level</i>		
1	27	49,1
Head of department or grade	27	49,1
Principal	1	1,8
No option selected	1	1,8
<i>Quintile</i>		
1	13	25,5
2	12	23,5

3	7	13,7
4	7	13,7
5 or independent school	12	23,5

The respondents had been teaching Grade 1 learners for a mean period of 9,18 ($SD = 8,778$) years, with extent of teaching experience ranging from one to 31 years. The mean number of learners in a class was 32,55 ($SD = 7,422$), ranging from 16 to 46 learners. The number of L2 learners for the current year ranged from zero to 32 learners, with a mean of 4,84 ($SD = 5,047$). The respondent who did not have any L2 learners at the time of completing the questionnaire indicated previous experience in teaching L2 learners.

Two dyadic interviews were conducted during Phase 2. In dyadic interviews, two participants interact in response to open-ended questions (Morgan et al., 2013). This form of data collection has been used successfully in education and teacher PD settings (Burke et al., 2019; Sipman et al., 2021). Dyadic interviews were therefore deemed appropriate to the current research project. All four of the participants had also participated in Phase 1. The dyadic interview participants represented knowledgeable and experienced teachers. Their profiles are displayed in Table 2.4.

Table 2.4: Dyadic interviews: Participant profiles for Study 1

Code	Age group	Highest qualification	Years' experience teaching Grade 1 learners	School type	LoLT
AA	30-39	Honours Degree	5	Quintile 3	Afrikaans
AB	20-29	Honours Degree	5	Quintile 1	Afrikaans
EA	30-39	Postgraduate Certificate in Education	5	Private school	English
EB	60+	Bachelor's Degree	30	Private school	English

Study 2

The sample consisted of 17 Grade 1 L2 learners from three private schools in the Western Cape. The teachers spoke English or Afrikaans as a home language and most of the class spoke English as a home language. L2 learners were mostly Afrikaans or isiXhosa-speaking children whose parents chose to enroll their children in the English class. Some L2 learners were immigrants from other countries in Africa.

Study 3

The sample consisted of five participants. These participants all taught at the same private school in English LoLT classrooms. The school serves a community with a relatively high SES. All teachers were female. They spoke English as a home language but were fluent in Afrikaans as well. Participant C was also fluent in isiXhosa. Table 2.5 provides an overview of the sample.

Table 2.5: Participant demographics for Study 3

Participant Code	Age group	Highest qualification	Grade	L2 learners (%)
A	30-39	Postgraduate Certificate in Education	1	36
B	60+	Honours Degree	1	47
C	50-59	Bachelor's Degree	2	39
D	30-39	Bachelor's Degree	2	42
E	40-49	Bachelor's Degree	3	30

The class sizes ranged from 14 to 25 learners per class – small classes compared to the national average of 33 learners per class in government schools (West & Meier, 2020). A variety of home languages were represented in the classes. Table 2.6 provides an overview of the learner sample.

Table 2.6: Learner sample for Study 3

Demographic Characteristics	N
Gender	F 42
	M 54
Home languages	English 59
	Afrikaans 9
	isiXhosa 19
	Shona 5
	Chichewa 1
	Arabic 1
	Dutch 2

2.8. Materials and equipment

For Study 1, a pilot study was implemented to trial the Afrikaans questionnaire (Appendix A) and to improve the validity and reliability of the instrument. Redundant questions were deleted, and confusing questions were reworded. The questionnaire was shortened so that it could be completed in 20 minutes and translated to English. The final questionnaire (Appendix B) consisted of four sections, namely basic information, the needs of teachers, the content of a teacher training and support programme and the structure of such a programme. Closed-ended questions were

used to obtain information in cases where the response options are well known, e.g., age, gender, education level, years of teaching experience, home language, and the number of L2 learners in class. Statements with five- or six-level scaled response options were used to investigate attitudes and opinions. Checklists were used where there were a limited number of possible answers. Participants indicated on the questionnaire whether they were willing to participate in Phase 2 of the study.

During Phase 2, two dyadic interviews provided qualitative data, which allowed for a more in-depth understanding of the teachers' needs for PD. Dyadic interviews offer some of the depth and detail of an individual interview while providing the benefits of the interaction found in focus groups (Morgan et al., 2013). A questioning route was followed in the dyadic interviews where a pre-determined sequence of questions guided the conversation: (1) What are the strengths and weaknesses of the L2 learners in your class? (2) What type of support do the struggling L2 learners receive? (3) Why do you think many teachers do not feel equipped to teach L2 learners? (4) What support do you receive to teach L2 learners? (5) Which aspects of language, literacy, and reading do teachers have difficulty with? (6) What does the ideal teacher training look like? The dyadic interviews were audio-recorded with a smartphone.

In Study 2, various abilities of Grade 1 L2 learners were assessed to obtain comprehensive information on their language and literacy characteristics. The researcher used material that assesses foundation phase learners' foundational literacy skills for acquiring short-term and long-term literacy. The foundational skills can be grouped into constrained skills (reading, spelling, and phonological awareness) and unconstrained skills (vocabulary, grammar, and discourse skills) (Snow & Matthews, 2016). Few assessments that assess the foundational literacy skills have been standardised for the South African population. Consequently, results had to be interpreted with caution. The assessment material nevertheless provided information on how L2 learners' English language and literacy skills develop in the setting under study. Such information is essential because these learners must learn in English alongside L1 learners.

For more accurate comparisons between South African L2 and L1 learners, we selected a norm group consisting of L1 learners for this study. This allowed the researcher to compare L2 learners to their peers with regard to their performance on the assessment material that had not been standardised for the South African population.

The *ESSI Reading and Spelling Test* (Esterhuyse, 2012) was used to assess Grade 1 learners' reading and spelling ability. The *ESSI Reading and Spelling Test* is a standardised English test that can be used to determine the reading and spelling abilities of Grade 1 to 7 learners. The test was standardised on learners in South African English-medium schools. This test is quick to administer and the results are easily analysed quantitatively to provide a percentile rank (Esterhuyse, 2012). The Grade 1 reading and spelling test is terminated after six consecutive errors.

The *Test of Auditory Processing Skills Third Edition (TAPS-3)* (Martin & Brownell, 2005) assesses linguistically-related auditory processing skills. The *TAPS-3* can be used for children between the ages of 4 and 18 and is widely used by SLTs in clinical practice in South Africa (Van Dulm & Southwood, 2013). This test was also conducted with the norm group although it has not been standardised for the South African population.

The *Test for Auditory Comprehension of Language Third Edition (TACL-3)* (Carrow-Woolfolk, 2014) was used to assess auditory comprehension of vocabulary, grammar, and syntax. It is appropriate to use with learners from all cultures because the pictures are not culture-bound. This test was also conducted with the norm group because it has not been standardised for the South African population.

Discourse skills were assessed using the *Sampling Utterances and Grammatical Analysis Revised (SUGAR)* protocol described by Pavelko and Owens (2017). *SUGAR* is a form of language sample analysis (LSA), which the American Speech-Language-Hearing Association (ASHA) endorses and considers to be ecologically valid for assessing a child's language production (Pavelko & Owens, 2017). SLTs are encouraged to use LSA, especially when assessing culturally and linguistically

diverse children for whom other assessment instruments have not been standardised. The norms were therefore used as they are for the current study.

In the *SUGAR* protocol, a conversational sampling style is used to elicit 50 utterance samples. The literature has shown that this sampling style effectively increases the complexity of children's language and maintains the conversational nature of the sample (Pavelko & Owens, 2017). The language sample was recorded using a smartphone and analysed according to mean length of utterance (MLU_S), the total number of words (TNW), clauses per sentence (CPS), and words per sentence (WPS). MLU_S was developed by Pavelko and Owens (2017) to extend the use of the traditional "MLU" metric, and the other three metrics so that it can be used in children up to 10-11 years. It is therefore appropriate for use for Grade 1 learners in South Africa.

For Study 3, notes were made in a research journal on a MacBook following each lesson observation. The same computer was used for recording lessons and the focus group, using Otter.ai software. A smartphone was used as an additional recording device.

2.9. Procedures

For Study 1, the researcher mailed links to the online questionnaires to participating schools, and the links were then forwarded to respondents for Phase 1 for completion. This procedure had been followed in a previous study in South Africa (Jez & Luneta, 2018), and was therefore deemed viable and appropriate to the context. In Phase 2, participants responded to open-ended research questions in dyadic interviews (data were collected during the COVID-19 pandemic, resulting in limited teacher access. The initially planned focus groups were changed to dyadic interviews). The researcher conducted the interviews after school. The discussions lasted one hour each. Two participants attended the interview via video conferencing, and two at the school premises where they worked. A secure, end-to-end encrypted, platform (Zoom) was used for the videoconference.

For Study 2, the language and literacy characteristics of L2 learners in Grade 1 were determined quantitatively through language, linguistically-related auditory

processing, reading, and spelling assessments. The researcher, who is qualified to administer the tests, assessed each participant individually in a quiet room on the school premises. Assessments were conducted during the school day. For the L2 group, the assessments were conducted over two days for every participant to reduce the effect of fatigue on the results. L1 participants were assessed on the *TAPS-3* and *TACL-3* to provide a norm for these tests. These assessments took approximately 30 minutes to complete and were conducted consecutively. L2 participants were assessed on all assessment measures. For L2 participants, the language sample was elicited first, because it also served to put the participants at ease with the researcher and test environment. The sequence in which the rest of the tests were administered was randomised to counterbalance the effects of fatigue on the last administered test. The different combinations of tests were alternated each day. On the first day the language sample and either the *TACL-3* or *TAPS-3* were administered, and on the second day the *ESSI Reading and Spelling Test* and the remaining test (*TACL-3* or *TAPS-3*) in variable order. The assessment took approximately 60-90 minutes per L2 participant over two days.

For Study 3, a DBR approach was followed. DBR experiments are developed and implemented in a cyclic design (Cernusca & Ionas, 2014). The first author had preliminary conversations with the foundation phase head about the proposed focus of the DBR. In a discussion with the five participants, the identified problem was defined, and pedagogical translanguaging was proposed as a research focus. In a subsequent meeting, the framework was explained in detail by discussing the article entitled *Translanguaging in the context of mainstream multilingual education* by Duarte (2020). This article was chosen because it provides theory on translanguaging as well as suggestions for practical implementation in classrooms.

Following the DBR approach, the participants developed their own tailored research questions and experiments, which they implemented cyclically (Cernusca & Ionas, 2014). Each lesson was seen as a cycle, with participants making adjustments and improvements from one lesson to the next. The first author arranged which days and times she would observe a lesson in which the participants implemented pedagogical translanguaging. After each lesson the researcher made notes in a research journal. The researcher and participants reflected on each lesson on the

same day or the soonest possible date after the lesson. Each participant was observed five times over five weeks (a total of 13.5 hours of footage), except for one participant who could not complete her last lesson due to illness.

Once all the lessons had been concluded, the first author convened a focus group to review the participants' experience. Four of the participants attended in person on the school premises, and one participant attended via the videoconferencing platform, Teams, due to illness. The focus group lasted approximately 60 minutes.

The researcher guided the discussion using the following questions: (1) What were your goals for your pedagogical translanguaging lessons? To what extent was pedagogical translanguaging successful in reaching those goals? (2) What have you incorporated in your teaching, or will you continue to incorporate? (3) Which aspects of pedagogical translanguaging were useful and which need to be adapted or discarded? (4) What, if any, was the effect on your L2 learners? (5) Is pedagogical translanguaging applicable to this setting?

2.10. Validity, reliability, and trustworthiness

For Study 1 an exploratory factor analysis using Promax rotation and Principal Component Analysis extraction was conducted using the Likert-type items. Promax rotation was applied as it allows for correlations between the constructs that were evident in this case from the component correlation matrix. The Kaiser-Meyer-Olkin (KMO = 0.711) and Bartlett's test of sphericity ($p < 0.001$) showed the data to be suitable for dimension reduction (Hutcheson & Sofroniou, 1999). Items with communalities less than 0.4 (Eaton et al., 2019) and loadings less than 0.6 (Guadagnoli & Velicer, 1988) were dropped. Four constructs were extracted using the criteria of eigenvalues being greater than 1, and the Cronbach's alpha values for each of the constructs were computed with a Cronbach's alpha value greater than 0.7 being acceptable (Field, 2018). Construct 1 (Relevance of PD programmes), Construct 2 (Expertise and resources for teaching L2 learners), Construct 3 (Available support for teaching L2 learners) and Construct 4 (PD needs on teaching L2 learners) had Cronbach's alpha values of 0.860, 0.711, 0.784 and 0.866, respectively. Accordingly, the reliability and internal consistency of the instrument was established. Construct validity is established when convergent and discriminant

validity have been ascertained (Garson, 2013). In the questionnaire, all items loading on the same construct load highly (establishing convergent validity) while correlations between items of different constructs do not correlate as strongly as correlations of items on the same construct (establishing discriminant validity).

Trustworthiness of the data obtained from the dyadic interviews was established by asking the interviewees to comment on the findings (Nieuwenhuis, 2019). All interviewees agreed that the findings are an accurate representation of the dyadic interviews. Triangulation of the results was obtained using two different forms of data collection, namely the questionnaire and the dyadic interviews (Maree, 2019). Responses from the questionnaire were compared to those from the dyadic interviews to ensure that the results accurately reflect teachers' PD needs.

For Study 2, validity and reliability were ensured by using assessment material suitable to the participants. To ensure that the language samples in the *SUGAR* protocol were transcribed accurately and that the language sample variables were reliably calculated, an independent SLT transcribed 20 per cent of the language samples without access to the original transcript. The normality assumption needed to compute an Intraclass Correlation Coefficient (ICC) was met, since all the p-values of Shapiro-Wilk were greater than 0.05. The ICC ranged from 0.91 to 0.99 indicating excellent interrater agreement (Cicchetti, 1994).

For Study 3, validity was ensured by comparing the coded excerpts for translanguaging functioning to the existing literature on the functions of translanguaging. Furthermore, the excerpts were analysed in collaboration with the participants, and codes were discussed until the researcher and participant agreed on the code, to ensure trustworthiness.

Data collection by objective devices such as audio recordings contribute to internal reliability. In addition, the research has been documented in such a way that it is clear how the research has been carried out and how conclusions have been drawn from the data.

2.11. Data analysis

Study 1 employed descriptive statistics to analyse the data obtained from the closed-ended questions and scaled items on the questionnaires during Phase 1. Spearman correlation was used to determine the degree of association between two ordinal variables or an ordinal and a continuous variable (Field, 2018). The point-biserial correlation was used when one variable was binary and the other either ordinal or continuous (Field, 2018). The Phi coefficient was used to determine the strength of association between two binary variables (Field, 2018). Statistical significance was set at a p-value less than or equal to 0.05.

During Phase 2, the data were analysed employing theoretical thematic analysis (Braun & Clarke, 2006). The bioecological framework guided the thematic analysis. The first author familiarized herself with the data, developed initial codes, identified themes, and then reviewed the themes and adjusted them until they adequately represented the data. Lastly, themes were grouped to fit into the bioecological framework.

In Study 2, the scores obtained by each participant were entered onto spreadsheets. An alphanumerical code was assigned to each child and school to ensure confidentiality. The spreadsheets contained the code of the participant, the code of the school attended, and the participant's gender, home language, and scores on each assessment instrument. Within-group comparisons were conducted using the Mann-Whitney test when two groups were involved and the Kruskal-Wallis test when three or more groups were involved (Field, 2018). Between-group comparisons were made to compare the L2 learners' and L1 learners' performance on the *TAPS-3* and *TACL-3*, using the Mann-Whitney test. All statistical comparisons were deemed significant if the p-value was less than 5% (i.e., $p < 0.05$).

In Study 3, data were analysed from the classroom observations, the research journal, and the focus group. Data from these three sources were analysed using a theoretical thematic analysis (Thornberg & Charmaz, 2014). The functions of translanguaging, namely symbolic, scaffolding, or epistemological purposes, were used as pre-existing theoretical codes. The first author transcribed the classroom observations and read through the transcripts multiple times. Thereafter, excerpts

that contained translanguaging were identified and separated from the larger dataset. These excerpts were coded for functions of translanguaging, and the codes were discussed with the relevant participant until the first author and the participant agreed on the translanguaging function for each excerpt.

An inductive analysis was performed for the focus group. No pre-existing theory was used to generate codes; instead, coding allowed new ideas to surface (Gibbs, 2014). The first author familiarised herself with the data through repeated readings of the transcript. Initial codes were generated and sorted into themes that accurately represented the data.

2.12. Ethical considerations

The rights, safety, and well-being of participants are of paramount importance and should outweigh the interests of science and society. Foreseeable risks and inconveniences should be identified and compared to the expected benefit for participants and society. If the expected benefits justify the risks, the research can commence. Table 2.7 provides the ethical principles and how they were applied for Studies 1 to 3.

Table 2.7: Ethical principles for the the preparation of the research design, participant selection, data collection, and data analysis procedures

Ethical Principle	Application to Study
<i>Research can only take place after it has been submitted for consideration, comment, guidance and approval to a ethical research committee (World Health Organisation, 2013).</i>	The research proposal was submitted for consideration, comment, guidance, and approval to the University of Pretoria's Speech-Language Pathology and Audiology Departmental research committee. Following their permission, consent was obtained from the Western Cape Education Department (WCED) (see Appendix C), since adult participants were, amongst others, to be sampled from public schools. Once the study was approved by the WCED, ethical clearance could be obtained from the Faculty of Humanities Research Proposal and Ethics Committee of the University of Pretoria (see Appendix D).
<i>The researcher is ethically obliged to be competent and adequately skilled to conduct the various assessments and interventions and should be sensitive to cultural differences at all times (Strydom, 2011).</i>	The researcher is a qualified SLT, registered with the HPCSA. The research was supervised to ensure a seamless research process. The researcher has the necessary experience to conduct the procedures with this population. No value judgments about participants' points of view were made, and all participants were treated with respect at all times.
<i>The researcher will make all attempts to avoid causing the participants any form of</i>	The welfare of the participants was held paramount in the studies. Some participants may experience the assessment procedures as strenuous. Grade 1 L2 participants were put at ease at all times.

physical or emotional harm and participants may withdraw from the study at any time (Strydom, 2011).

Participants were informed that they may withdraw at any time. If the researcher identified participants with language and literacy difficulties, they would be referred to the Overberg District SLT for further support.

The teachers involved in Study 1 and 3 were required to give up some of their time to participate in the studies. Participants were informed that participation is entirely voluntary and that they may withdraw at any time.

All research participation should be voluntary, and participants should provide informed consent. The research participants must be informed of the goal, the procedures to be followed, the possible advantages, disadvantages and dangers of the research study (Strydom, 2011). Participants younger than 18 years have to give assent and their parents have to provide informed consent (World Health Organisation, 2013).

A letter explaining the purpose of the research for Studies 1 to 3 was provided to the schools and the WCED (Appendix C, E and F). The WCED and the principal of each school were asked to provide written informed consent if they agreed for the researcher to use the schools as research sites.

Parents of each participant in Study 2 received a letter explaining the research and requesting permission for their child to partake in the research (Appendix G and H). The researcher requested voluntary participation from the parents.

Each participant under the age of 18 received an informed consent letter and verbal assent form before the testing commenced (Appendix I). The letter described the nature of the components of the study, and the terms and conditions for participation. The letter also stated that participation is voluntary, and that participants may withdraw from the study at any time. Contact details of the researcher and study supervisors were provided for any questions that the participants may have had. The researcher ensured that participants understood the informed consent letter and verbal assent form to make an informed decision about whether they wanted to participate in the study. Participants were requested to sign the letter of informed consent and/or verbal assent if they voluntarily participated.

Teachers who wanted to participate in Studies 1 and 3 received a letter explaining the research (Appendix J and K). The letter described the nature of the components of the study, and the terms and conditions for participation. The letter also stated that participation is voluntary, and that participants may withdraw from the study at any time. Contact details of the researcher and study supervisors were provided for any questions that participants may have had. If participants chose to participate in the studies, they signed the letter of informed consent and/or provided verbal assent before data collection began.

Caution must be taken to maintain participants' privacy and confidentiality of information at all times (Strydom, 2011).

The researcher respected the privacy of the participants and schools by not presenting results in such a way that others became aware of the participants' identities. Confidentiality of participant information was maintained by assigning codes to each participant and school so that no names became known. Only the researcher and research supervisors have access to the data. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

The study's findings should be published in a clear, accurate, unambiguous and objective manner, so that no one is deceived by the results (Strydom, 2011).

Three articles were published in peer-reviewed journals. Upon completion of the project, a research report was made available to the scientific community and heads of research contexts. The articles and report contain all the information necessary for the readers to understand what has been researched and what the findings are. The different contexts and participants, parents/caregivers of participants were informed that the research will be published as a journal article and might be discussed at conferences, seminar presentations, and academic gatherings which adhere to ethical considerations.

The researcher will not hide the sponsor's identity,

The researcher reported on the real findings of the study, without influence from the sponsor. The sponsor was disclosed in the

camouflage the goal of the investigation, or manipulate the findings to meet the sponsor's expectations (Strydom, 2011).

research report.

Due recognition must be given to sources consulted (Strydom, 2011).

Plagiarism was avoided by correctly citing all sources used in the research report and by acknowledging all professionals who made an integral contribution to this research project.

3. RESEARCH ARTICLE 1

Professional development for teachers of Grade 1 second language learners

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ABSTRACT

There is a need for professional development (PD) among second language (L2) learners' teachers to bring L2 learners up to the same level as their home language (L1) peers globally and in South Africa. Speech-language therapists (SLTs) can provide PD for teachers on language and literacy development of L2 learners. Within the bioecological framework a mixed method design was used to determine teachers' PD needs through a questionnaire and dyadic interviews. The bioecological framework illuminated the personal characteristics, context, and time factors that inform PD needs. The results indicate a positive impact on teachers and L2 learners when schools prioritise teacher support for L2 learners. Teachers want to be involved in the implementation of PD, but many would prefer support without a coaching element. The findings provide direction for PD programmes to assist teachers with L2 learners in their class.

KEYWORDS: teacher needs, L2 learner, professional development, bioecological framework, speech-language therapist

INTRODUCTION

Preparing teachers to work effectively with second language learners (L2) is a pressing educational need (Feiman-Nemser, 2018) because L2 learners are increasing globally (Aunio et al., 2019). Acquiring the language of learning and teaching (LoLT) while trying to master academic content is demanding for many learners (Manten et al., 2020). However, acquisition of the LoLT is necessary for literacy attainment, which is integral to effective learning in all learning areas (Govender, 2018).

Speech-language therapists (SLTs) can assist teachers to facilitate progress in language and literacy, as these professionals are the specialists in communication and language development which forms the basis of literacy skills (Wium, Louw & Eloff, 2010). In the past SLTs would have only supported individual learners, but White Paper 6 on inclusive education (Department of Basic Education, 2010) requires a shift to supporting teachers through PD (Wium & Louw, 2015).

The focus of this study was on teachers of Grade 1 L2 learners, since learners who do not develop age-appropriate literacy skills during the foundation phase are at high risk for school failure (Snow & Matthews, 2016). In Grade 4 South African L2 learners have poorer reading comprehension than their English L1 peers, despite having had access to English as LoLT throughout the foundation phase (McLeod Palane & Howie, 2019). These figures suggest that L2 learners require a different instructional approach to bring them up to the same language proficiency as their L1 peers (McLeod Palane & Howie, 2019). PD in South Africa should, therefore, equip Grade 1 teachers to teach L2 learners effectively. However, there is a gap in the literature regarding the PD needs, and the factors that influence the PD needs of Grade 1 teachers of L2 learners. It is also unclear what teachers prefer in terms of PD structure.

A mixed method interpretive research design within a phenomenological approach was used to determine the factors that influence Grade 1 teachers' need for PD focused on teaching L2 learners. The ideal structure for a PD programme, according to teachers, was also determined. The paper provides valuable information to schools, districts and outside agencies that provide PD to teachers on the factors that influence their need for PD. It also provides practical solutions on who to target in PD and how to implement PD programmes.

In this article a brief history of the South African educational context is followed by the theoretical framework in which the study was situated. A literature review on the relevant concepts is provided. Thereafter the methods are described, followed by the findings and conclusion.

BACKGROUND

The political and resultant educational history of South Africa is pertinent to the current classroom context. During Apartheid the South African Language in Education Policy (LiEP) stipulated that each ethnic group be taught in their own language as well as either English or Afrikaans (Graven, 2013). In effect, English and Afrikaans obtained a higher status than the other ethnic languages (Msila, 2011) due to low academic standards of African schools who received less government funding than schools for white learners (Graven, 2013).

After 1994 the South African government sought to give equal status to 11 indigenous languages (Mtsatse & Combrinck, 2018). The LiEP adopted in 1997 allows school governing bodies to determine the LoLT, but recommends the use of the L1 as LoLT until Grade 3 (Department of Education, 1997). Currently, African-language-speaking parents increasingly choose to send their children to schools whose L1 differs from the LoLT (Aunio et al., 2019), thus, teachers need training on how to teach L2 learners (Feiman-Nemser, 2018).

THEORETICAL FRAMEWORK

To ensure that teachers benefit optimally from PD, various influences that affect teachers should be considered. The current study was situated within the bioecological theory (Bronfenbrenner, 2005) which asserts that human development occurs as a result of the interaction between the individual and his/her context (Rosa & Tudge, 2013). The concepts of 'person characteristics', 'context', and 'time' are particularly useful because teachers' perceived need for PD can be influenced by these. Person characteristics, context, and time influence proximal processes that enhance competency and diminish dysfunction (Bronfenbrenner & Morris, 2006).

For the purpose of this study, person characteristics refer to age, gender, training, skills, and PD needs. Person characteristics influence and are influenced by the context in which the individual is situated. The context consists of four systems. The microsystem, in the case of a teacher, refers to the teacher's immediate context, like the classroom and the specific school where she/he works. The mesosystem comprises the interrelations between two or more microsystems. The exosystem refers to settings where the teacher is not an active participant, but in which events occur that affects the teacher, such as the L2 learners' home environments, training institutions, and the Department of Basic Education (DBE). Finally, the macrosystem refers to the shared belief system in which the teacher finds herself/himself.

The increased number of L2 learners in South African classrooms is, from the teachers' perspective, a result of beliefs within society. English is often chosen as LoLT because the shared belief in the macrosystem is that English will give their children social capital (Aunio et al., 2019). Moreover, these parents are aware that learners in English-medium schools generally perform better than learners who have been taught in an African language throughout the foundation phase (McLeod Palane & Howie, 2019).

The choice of English as LoLT is, however, not the only option. In some cases, African-language-speaking learners go to Afrikaans-medium schools (Condy & Blease, 2014). In the Western Cape, Afrikaans is considered important for commerce, especially in smaller towns (Carstens, 2017). In some cases Afrikaans-medium schools are perceived to provide better quality education and function better than other schools in a given area (Brink, 2016). Challenges arise from the increasing number of learners whose L1 differs from the LoLT. These challenges play themselves out within the teachers' microsystem – the classroom.

A significant challenge in the classroom is that L2 learners often only have basic communication skills in the LoLT (Manten et al., 2020). They struggle to acquire the language of the classroom (Mweli, 2018), which is disadvantageous since language skills acquisition is a strong predictor of literacy skills (Snow & Matthews, 2016). White Paper 6 on inclusive education stipulates that it is the responsibility of the individual teacher to ensure that the LoLT does not become a barrier to learning for L2 learners (Department of Basic Education, 2010). The changes in the classroom context over time, as described in the previous section, necessitates PD for Grade 1 teachers to assist L2 learners with language and literacy through inclusive education.

LITERATURE REVIEW

Bioecological framework

The bioecological framework was originally developed to explain human development, specifically referring to children and adolescents (Rosa and Tudge, 2013). The framework is often used to examine educational practices for learners with particular developmental needs, like visual and hearing impairments (McLinden et al., 2017). Internationally it has been used to understand the influences on L2 learners' development (Ramírez, López & Ferron, 2019; Murtagh & Seoighe, 2022). In South Africa the bioecological theory has also been used to describe the needs of L2 learners in the foundation phase (Kotzé, Van der Westhuizen & Barnard, 2017). Using this framework, the situation regarding inclusive education has been found to be dire on the micro-, meso- and macrosystems, because the education system is not changing fast enough (Smit, Preston & Hay, 2020).

To effect change, Kern (2022) argues that it is important to focus on adults when using the bioecological framework in examining educational practices, since teachers are responsible for implementing inclusive practices. Placing the teacher at the centre of the bioecological framework, factors that influence South African teachers' implementation of inclusive practices have been researched (Engelbrecht et al., 2015). South African teachers' lack of involvement in PD has also been researched, using this framework (Geldenhuys & Oosthuizen, 2015).

Second language learning and teaching

The bioecological framework has shown that teachers' training, experience and cultural competency affect L2 learners' developmental outcomes (Ramírez et al., 2019). L2 learners fare better in skills that are not language specific, like phonological awareness and decoding skills (Paradis & Kirova, 2014). However, L2 learners often experience difficulties in language and reading (Melby-Lervåg & Lervåg, 2014). Teachers therefore need to ensure that they teach L2 learners effectively.

Various factors influence the effectiveness of L2 teaching and learning. L2 teaching is more effective when teachers provide sufficient exposure time to the LoLT inside and outside the classroom (Dubiner, 2019). Learners learn better when they are expected to provide output in the L2 too, therefore ample opportunities for interaction should be created (Dubiner, 2019). Extralinguistic factors like learner and parent attitude towards the LoLT also affect L2 learning (Dubiner, 2019). To ensure effective L2 teaching and learning, teachers therefore require PD on this subject.

Teachers' PD needs

Learning opportunities focusing on L2 learning and teaching are scarce (Feiman-Nemser, 2018). Teachers in South Africa have indicated that they need more training to adequately teach L2 learners alongside L1 learners (Mfuthwana & Dreyer, 2018). Another South African study has found that foundation phase teachers are unfamiliar with the implementation of curriculum differentiation for diverse learners, yet differentiation is essential for successful inclusive education (Bester & Conway, 2021).

In a South African survey pre-service teachers and qualified teachers perceived their training to be insufficient to teach learners from culturally and linguistically diverse backgrounds (Jez & Luneta, 2018). After PD, these teachers still indicated a need for additional training sessions on inclusive practices, language, literacy, and assessment (Jez & Luneta, 2018). South African teachers feel they can offer support to learners on a one-to-one basis, but have difficulty adapting the classroom environment for inclusive education (Nel et al., 2016).

Researchers call for PD programmes that provide teachers with knowledge and skills to support L2 learners, instead of focusing on identification and referral to other education contexts (Nel et al., 2016). In the USA, teaching effective strategies to support L2 learners in class has been successful in changing teachers' attitudes toward and expectations of L2 learners (Feiman-Nemser, 2018).

Effective teacher training

A relatively large number of studies have shown that PD programmes for teachers that focus on fostering academic language proficiency have a positive impact on classroom practices (Kalinowski, Gronostaj & Vock, 2019). The Luneta (2012) literature review in South Africa identified prerequisites to the effective implementation of PD programmes. Content should be based on teachers' professional needs, and teachers should participate in the design and implementation of the programmes (Luneta,

2012). Furthermore, such a programme needs to address existing school needs, have long-term engagement, and make use of high-quality instructors (Bayar, 2014).

Teachers in South Africa who had undergone training were reportedly unsure if the new strategies were feasible in their classrooms (Jez & Luneta, 2018). PD programmes for teachers are more effective when they include not only a training component, but also practical coaching (Kalinowski et al., 2019). Pairing coaching with group trainings is associated with improved teaching practices and improved achievement of L2 learners (Kraft, Blazar & Hogan, 2018).

Speech-language therapy

South African teachers need support from specialists (Nel et al., 2016). SLTs have expertise in language and literacy assessment, diagnosis and intervention, making them integral to the educational team (McLean, Snow & Serry, 2021). SLTs can provide support with specific reference to language issues (Lindner & Schwab, 2020), sentence structure and comprehension (Powell, 2018), acquisition of vocabulary and phonological awareness (Wium & Louw, 2013). Their specialised knowledge of linguistics and language development also positions them to support all learners learning to read (Powell, 2018). Supporting L2 learners in a culturally sensitive way to promote both the mastery of L2 and the retention of L1 is also specifically within the SLTs scope of practice (Wium & Louw, 2015).

SLTs and teachers need to work together to meet learners' academic and communication needs (Olszewski, Diamond & Bingham, 2018). For adequate support, SLTs need to engage in data collection and analyses to identify regional needs (Wium & Louw, 2015). Teacher support through PD can be used to develop interventions and train teachers (Wium & Louw, 2015; Powell, 2018). SLTs are encouraged to utilise collaborative research designs to enhance the acquisition of language, literacy and communication skills (Wium & Louw, 2015). By training teachers on phonological awareness, morphology, vocabulary, and comprehension, SLTs provide support to all learners (Powell, 2018).

MOTIVATION FOR STUDY

It is evident that there is a pressing need for South African Grade 1 teachers to be trained with regard to effective approaches and strategies when working with the increasing number of L2 learners. South African teachers have a need for support from specialists (Nel et al., 2016) and inclusive practices with specific reference to language issues can therefore be enhanced through collaboration with SLTs (Lindner & Schwab, 2020). Meeting the needs of teachers is essential to ensure that L2 learners achieve their academic potential and have the same opportunities in life as their L1 peers. We therefore investigated how SLTs can meet the PD needs of Grade 1 teachers who teach L2 learners alongside L1 learners in the Western Cape.

The study is part of a broader project focusing on support provided by SLTs for teachers who teach Grade 1 L2 learners alongside L1 learners. The present article aims to determine the PD needs of Grade 1 teachers. The specific research questions (RQ) were as follows:

RQ 1: What person characteristics influence Grade 1 teachers' need for PD focused on teaching L2 learners?

RQ 2: What factors in Grade 1 teachers' context influence their need for PD focused on teaching L2

learners?

RQ 3: What do teachers consider to be the ideal structure for a PD programme?

METHOD

In this section, the methods used in the study are described. Ethical considerations are mentioned, followed by the design of the study, participant selection and participant description. Procedures and materials are described, and finally, data analysis, validity and reliability are discussed, with some notes on the limitations of the method.

Ethical considerations

All procedures were reviewed and approved by the Ethics Committee of the Faculty of Humanities at the University of Pretoria (HUM040/1019).

Design

A mixed method interpretive research design within a phenomenological approach was used. Within the phenomenological approach the researcher attempts to understand participants' interpretations, perspectives and impressions of a specific situation (Brink, Van der Walt & Rensburg, 2012). Various types of questions related to the aim of the study were used to answer the research questions (Bengtsson, 2016). The interpretive design allows for a deep understanding of the needs of the participants through thematic analysis (Lan, 2018). The phenomenological approach emphasises lived experiences of participants and is in line with the bioecological framework.

The study was conducted in two phases. During Phase 1, Grade 1 teachers completed a questionnaire regarding their PD needs and perceptions concerning L2 learners. Phase 2 consisted of two dyadic interviews. In dyadic interviews two participants interact in response to open-ended questions (Morgan et al., 2013). The dyadic interviews provided qualitative data, which allowed for a more in-depth understanding of teachers' PD needs.

Participant selection

For Phase 1 schools in the Western Cape that accommodate L2 learners alongside L1 learners were approached and Grade 1 teachers were invited to participate in the study. Participants were recruited through purposive sampling and had to meet a clear set of inclusion criteria: an appropriate foundation phase teaching degree (Bachelor of Education degree or Postgraduate Certificate in Education), South African Council of Educators (SACE) registration, and experience in teaching L2 learners alongside L1 learners. Eligibility was determined through the basic information section of the questionnaire. All participants from Phase 1 were invited to participate in Phase 2. Four participants agreed to be participants in Phase 2 and were thus also purposively sampled.

Participant description

Fifty-six participants met the inclusion criteria for Phase 1. Participants taught at schools with varying socio-economic status (SES) as indicated by the schools' Quintile rankings (a Quintile 1 ranking indicates a school serving a poor community, and a Quintile 5 ranking or independent school serves a predominantly wealthy community (Van Dyk & White, 2019)). All of the schools followed the Curriculum and Assessment Policy Statement (CAPS). All participants were female, as is fairly

typical for Grade 1 teachers in South Africa (Bhana & Moosa, 2016). Participant demographics are displayed in Table 1.

*Table 1:
Participant demographics*

	N	Percent of cases (%)
<i>Age</i>		
20-29	12	21,4
30-39	25	44,6
40-49	3	5,4
50-59	12	21,4
60+	4	7,1
<i>Home Language</i>		
Afrikaans	51	83,9
English	5	8,9
Same as LoLT	52	92,9
Fully bilingual (English and Afrikaans)	56	100
<i>Teaching qualification</i>		
University	44	78,6
College	12	21,4
<i>Post level</i>		
1	27	49,1
Head of department or grade	27	49,1
Principal	1	1,8
No option selected	1	1,8
<i>Quintile</i>		
1	13	25,5
2	12	23,5
3	7	13,7
4	7	13,7
5 or independent school	12	23,5

The participants taught Grade 1 learners for a mean period of 9,18 ($SD = 8,778$) years, ranging from one to 31 years. The mean number of learners in a class was 32,55 ($SD = 7,422$), ranging from 16 to 46 learners. The mean number of L2 learners for the current year was 4,84 ($SD = 5,047$) ranging from zero to 32 learners. The participant who did not have an L2 learner at the time of completing the questionnaire indicated previous experience in teaching L2 learners.

Two dyadic interviews were conducted during Phase 2. All four of the participants also participated in Phase 1. The dyadic interview participants represented knowledgeable and experienced teachers. Their profiles are displayed in Table 2.

Table 2:
Dyadic interviews: Participant profiles

Code	Age group	Highest qualification	Years' experience teaching Grade 1 learners	School type	LoLT
AA	30-39	Honours Degree	5	Quintile 3	Afrikaans
AB	20-29	Honours Degree	5	Quintile 1	Afrikaans
EA	30-39	Postgraduate Certificate in Education	5	Independent school	English
EB	60+	Bachelors Degree	30	Independent school	English

Materials

During Phase 1 of this study, a self-administered questionnaire based on the surveys used by Jez (2018), Nomlomo, Stofile and Sivasubramaniam (2018), and O'Connor and Geiger (2009) was used. This allowed the researcher to obtain quantitative and qualitative information about the research questions from a large sample of people who have experience in teaching Grade 1 L2 learners. Participants could complete the questionnaire in Afrikaans or English.

A pilot study was conducted to trial the Afrikaans questionnaire and to improve the validity and reliability of the instrument. Redundant questions were deleted, and confusing questions were reworded. The final questionnaire was translated to English and shortened so that it could be completed in 20 minutes. The final questionnaire consisted of the following sections: background information, the needs of L2 learners, the needs of teachers, content of a teacher training programme and the structure of a teacher training programme. The questionnaire had closed-ended questions, five-level scaled response, checklists, and open-ended questions. Open-ended questions were included at the end of each section and at the end of the questionnaire to allow participants to qualify and clarify responses. Participants indicated on the questionnaire whether they were willing to participate in Phase 2.

During Phase 2 these pre-determined questions guided the dyadic interviews: (1) What are the strengths and weaknesses of the L2 learners in your class? (2) What type of support do the struggling L2 learners receive? (3) Why do you think many teachers do not feel equipped to teach L2 learners? (4) What support do you receive to teach L2 learners? (5) Which aspects of language, literacy and reading do teachers have difficulty with? (6) What does the ideal teacher training look like? The dyadic interviews were audio-recorded with a smartphone.

Data collection

For Phase 1, links to the online questionnaires were mailed to participating schools, which were then forwarded to participants for completion, as guided by Jez (2018). In Phase 2 participants reacted in response to open-ended research questions in dyadic interviews. The interviews were conducted after school and lasted one hour each. Two participants attended the interview via video conferencing, and two at the school premises where they worked. A secure, end-to-end encrypted platform (Zoom) was used for the videoconference.

Data analysis

The Statistical Package for the Social Sciences (SPSS) version 27 was used to analyse the data from Phase 1. Descriptive statistics were employed to analyse the data obtained from the closed-ended questions and scaled items on the questionnaires. Spearman correlation was used to determine the degree of association between two ordinal variables or an ordinal and a continuous variable (Field, 2018). Point-biserial correlation was used when one variable was binary and the other either ordinal or continuous (Field, 2018). The Phi coefficient was used to determine the strength of association between two binary variables (Field, 2018). Statistical significance was set at p-value less than or equal to 0,05.

During Phase 2 the data was analysed employing theoretical thematic analysis (Braun & Clarke, 2006). The biocological framework guided the thematic analysis. First the data was transcribed and read multiple times, then initial codes were developed. Themes were identified and then reviewed and adjusted until it adequately represented the data. Lastly themes were grouped to fit into the biocological framework.

Validity, reliability and trustworthiness

An exploratory factor analysis (EFA) using Promax rotation and Principal Component Analysis extraction was conducted using the Likert-type items. It should be noted that, although the sample size of the current study was not extremely large, De Winter, Dodou and Wieringa (2009) have pointed out that EFA can be conducted with small sample sizes. Promax rotation was applied as it allows for correlations between the constructs which were evident in this case from the component correlation matrix. The Kaiser-Meyer-Olkin (KMO = 0.711) and Bartlett's test of sphericity ($p < 0.001$) showed the data to be suitable for dimension reduction (Hutcheson & Sofroniou, 1999). Items with communalities less than 0.4 (Eaton et al., 2019) and loadings less than 0.6 (Guadagnoli & Velicer, 1988) were dropped. Four constructs were extracted using the criteria of eigenvalues being greater than 1, and the Cronbach's alpha values for each of the constructs were computed with a Cronbach's alpha value greater than 0.7 being acceptable (Field, 2018). Construct 1 (Relevance of PD programmes), Construct 2 (Expertise and resources for teaching L2 learners), Construct 3 (Available support for teaching L2 learners) and Construct 4 (PD needs on teaching L2 learners) had Cronbach's alpha values of 0.860, 0.711, 0.784 and 0.866, respectively. Accordingly, reliability and internal consistency of the instrument was established. Construct validity is established when there is convergent and discriminant validity (Garson, 2013). In the questionnaire all items loading on the same construct load highly (establishing convergent validity) and correlations between items of different constructs do not correlate as strongly as correlations of items on the same construct (establishing discriminant validity).

Trustworthiness of the data obtained from the dyadic interviews was established by asking the interviewees to comment on the findings (Nieuwenhuis, 2019). All interviewees agreed that the findings are an accurate representation of the dyadic interviews. Triangulation of the results were obtained by using two different forms of data collection, namely the questionnaire and the dyadic interviews (Maree, 2019). Responses from the questionnaire were compared to that of the dyadic interviews to ensure that the results accurately reflect teachers' PD needs.

Limitations

Data were collected during the Covid-19 pandemic, which resulted in limited access to teachers. As such, the initially planned focus groups were changed to dyadic interviews.

FINDINGS

In this section the research findings from the two phases of the study are discussed. To support research findings from Phase 1, direct quotations from the transcriptions of Phase 2 are included. An alphabetical classification has been used to refer to each teacher to ensure anonymity (see Table 2). CA and CB represent the teachers from dyadic interview A. Their L2 learners were African-language-speaking learners from Sub-Saharan Africa. Participants CC and CD took part in dyadic interview B. Their L2 learners were either Afrikaans-speaking or learners who speak an African language at home.

In dyadic interview B the Afrikaans learners and the African-language-speaking learners were not perceived to have similar needs. The teachers did not experience the Afrikaans learners as facing a barrier to learning due to language. From here on, where reference is made to L2 learners in dyadic interview B, these references will be to African-language-speaking learners, unless stated otherwise. This is because the L2 learners from dyadic interview A and the African-language-speaking learners from dyadic interview B seem to be homogenous in terms of academic needs. The results are discussed under these subheadings: Person characteristics that influence the need for PD, the influence of context on PD needs, and preferred PD programme structure.

Person characteristics that influence the need for PD

All participants were female, therefore differences in PD needs due to gender differences could not be determined. Participant age had an influence on how confident teachers felt in teaching, with older participants being more confident than younger participants ($p < 0,001$). However, participant age did not have a statistically significant effect on PD needs.

Participants' training and skills played an important role in PD needs. In Phase 1 adequate undergraduate training was associated with the perception that L2 learners are academically on par with the rest of the class by the end of the year ($p < 0,001$). Although inclusive education is part of all undergraduate education programmes, not all undergraduates feel that what they learn prepares them to work with diverse learners in practice (Walton, 2017). Inadequate undergraduate training in our study was associated with the feeling that the LoLT creates a barrier to learning for L2 learners ($p = 0,029$). If they perceived the LoLT to be a barrier to learning they also felt that they are not giving enough attention to their L2 learners ($p = 0,004$). These participants indicated a need for training on multilingualism ($p = 0,035$) to better equip them to help L2 learners.

Participants' experience is the second person characteristic to influence PD needs. In Phase 2 participants felt that newly graduated teachers who had only done the undergraduate course were not equipped to teach L2 learners. The participants felt that inexperienced teachers or those who did not specifically qualify themselves further would benefit from specific PD focusing on teaching L2 learners, as one AB stated:

Just your B. Ed degree is not going to give you the knowledge to help children with learner support. (AB)

Participants who either felt adequately prepared by their undergraduate training or had attended subsequent PD courses that equipped them to work with L2 learners were more likely to feel that they could provide enough academic support for their L2 learners ($p = 0,040$ and $p = 0,005$ respectively). Through either experience or training the participants in Phase 1 had a range of skills at their disposal. Table 3 displays strategies that are used most often in the classroom.

Table 3:
Strategies used to teach L2 learners

Strategy	N	Percent of cases (%)
Repeat instructions	47	83,9
Repeat new vocabulary	43	76,8
Use other children as translators	40	71,4
Simplify or rephrase instructions or explanations	39	69,6
Decrease rate of speech	37	66,1
Stories, songs and rhymes	37	66,1
Emphasise keywords	34	60,7
Additional visual material	34	60,7
Expand on learner's utterances	34	50
Involve parents to assist at home	23	41,1
Gestures	23	41,1
Dramatise	21	37,5
Translate to L1	17	30,4
Repeat the learner's utterance	16	28,6

The strategies used in the classroom were further elucidated in Phase 2 when participants explained how they simplify or rephrase instructions or explanations and repeat instructions and vocabulary. EA stated that:

...we adjust our teaching all the time to include them... (EA)

EA elaborated further:

So we talk about it all the time, every single word. What does this mean? Especially with my reading - with my reading I do every single word we read. (EA)

These types of strategies are effective for teaching L2 learners (Lyster, Saito & Sato, 2013). Participants EA and EB felt that the techniques and strategies they use come naturally with their level of experience. Personally, they were therefore uncertain about the importance of PD focusing on teaching L2 learners but saw the need for it in others, as can be seen in this dialogue between EA and EB:

...we receive a lot of training, but I don't think we've ever received training, specifically for L2 learners... (EA)

But I think at our level it's so elementary...you know what I mean? (EB)

I think it comes easily to us, but there's lots of teachers that doesn't... (EA)

I just think that comes with experience. (EB)

The findings show individual differences regarding PD needs. The majority of participants (61,8%; $n = 34$) from Phase 1 have attended courses or workshops that have equipped them to work with L2 learners. However, the participants in Phase 2 had not received training specifically on teaching L2 learners. AB explained that:

...the training is mainly focused on the curriculum... But the teachers...haven't received much support on how you support children that struggle. (AB)

It is unclear whether the training referred to in Phase 1 was specifically on the topic of L2 learners, or whether participants simply felt that what they learned could be applied to L2 learners. Even EA and EB who feel that PD focused on teaching L2 learners would be 'so elementary', felt ill-equipped to determine whether L2 learners experienced a language barrier or had additional difficulties. EA noted that:

...it's hard to know. Is there not a concentration (problem)? Is there not another problem? Is it just the language? (EA)

Other common PD needs expressed during Phase 1 are set out in Table 4. The majority of participants in Phase 1 (83,3%; $n = 45$) felt that they could do more to improve their L2 learners' language skills. Many participants (81,5%; $n = 44$) indicated the need to learn more about the facilitation of language in the classroom and 86,3% ($n = 48$) wanted ideas on how to improve L2 learners' language and literacy.

*Table 4:
Areas identified for training*

Area	N	Percent of cases (%)
How to equip L2 learners' parents to help their children	38	67,9
Reading	36	64,3
Specific strategies for teaching L2 learners	34	60,7
Assessment of L2 learners	28	50,0
Vocabulary expansion	26	46,4
Spelling	25	44,6
Phonological awareness	21	37,5
What research says about teaching L2 learners	21	37,5
How to complete the curriculum effectively	21	37,5
Following instructions	21	37,5
Differentiated learning	19	33,9
Multilingualism	18	32,1
Vocabulary for Mathematics	18	32,1
Language and culture	17	30,4

A minority of participants (33,3%; $n = 18$) from our study felt entirely comfortable differentiating the curriculum for their learners, while very few did not feel comfortable at all (7,4%; $n = 4$). Participants are therefore mostly not unfamiliar with curriculum differentiation, but most feel that it is an area in which they could improve. Successful differentiation of the curriculum was associated with the perception that the L2 learners in their class were academically on par by the end of the year ($p = 0,003$).

Participants in Phase 2 felt strongly that if they were able to speak the L2 learners' home language, it would benefit the learners greatly and help with their own confidence in teaching L2 learners. Dixon et al., (2012) found that learning L2 learners' home languages can assist teachers to help learners more efficiently. However, in a multilingual country like South Africa very few teachers are able to speak all of the learners' home languages, as AA explained:

I have very limited isiXhosa vocabulary. I can literally say, "sit", "stand", "come to me"...but that is not going to equip me to help that child progress because I don't have that vocabulary. That is my biggest problem. (AA)

The influence of context on PD needs

The influence of context on the teachers' professional development refers to the microsystems, mesosystems, exosystems and macrosystems that have an impact on the teacher. Each system influences and is influenced by every other system.

PD needs: Microsystem and Mesosystem

The majority of participants (60%, $n = 33$) say that their school provides specific support to L2 learners and referral protocols are in place for struggling L2 learners (65,5%; $n = 36$). The more affluent the school, the more participants felt the school found practical ways to help teachers accommodate L2 learners ($p = 0,039$) and had adequate referral protocols in place ($p = 0,041$).

In Phase 1, teachers reported that workshops hosted by the school increased their confidence ($p = 0,021$). Increased workshop attendance was associated with less need for training in teaching phonological awareness ($p = 0,002$) and differentiated learning ($p = 0,008$), which agrees with the findings of Dixon et al. (2014). Schools that found practical ways to accommodate L2 learners had teachers who perceived their L2 learners to be on par with their L1 peers by the end of the year ($p = 0,006$).

Schools that provide specific support to L2 learners were more likely to have teachers who felt competent in teaching L2 learners ($p = 0,005$), who felt that they had sufficient resources to teach L2 learners ($p = 0,020$), were comfortable in differentiating the curriculum ($p = 0,002$), were satisfied with the number of training sessions they received from the Department of Basic Education and were in general confident teachers ($p = 0,017$). They were also the participants who felt that they were able to develop their L2 learners' skills to the appropriate level by the end of Grade 1 ($p = 0,002$). Gu and Day (2013) found that support within the workplace increases resilience of teachers, which impacts positively on their willingness to continue teaching to the best of their ability.

Rather surprisingly, the more school-based workshops participants had attended, the more likely they were to feel that they could do more to improve L2 learners' language skills ($p = 0,006$). Dixon et al. (2014) found that PD hours predicted teachers' confidence in their ability to promote learning. If workshops only consist of a two-hour presentation after school, teachers do not have the necessary knowledge to implement strategies in class (Dixon et al., 2014). Increased training time has been recommended for PD for South African teachers (Jez & Luneta, 2018). In the current study it is likely that most school-based workshops were short, theory-based workshops that did not include a coaching element, as advocated for in the literature (Kalinowski et al., 2019).

Our results show that if a school supports teachers with L2 learners, proximal processes are created that increase teacher competence and reduce dysfunction (Bronfenbrenner, 2005). For most participants the microsystems aided them in teaching L2 learners. If the school environment was supportive participants were generally more positive about other microsystems, namely learners in their class. Positive attitudes to L2 learners have been shown to improve L2 learners' academic outcomes (Ramírez et al., 2019).

PD needs: Exosystem

Teacher perceptions in foundation phase classes in South Africa are that high learner-teacher ratios cause teacher negativity, discipline problems, didactical neglect and a greater need for PD (West & Meier, 2020). This was reflected in Phase 2, when EB stated that

...in the small classes...we can actually help those children with language more so, whereas in a big group those that have the potential are actually lost... (EB)

In Phase 1, however, class size did not result in a greater need for PD. In fact, participants with fewer L2 learners in their class had a greater need for training on language and literacy ($p = 0,032$), assessment of L2 learners ($p = 0,030$), phonological awareness ($p = 0,006$), spelling ($p = 0,019$), following instructions ($p = 0,004$) and vocabulary expansion ($p = 0,049$).

These findings show the resilience of teachers and do not agree with the perceived didactical neglect found by West and Meier (2020). Our findings are similar to that of Gu and Day (2013) who found that adverse circumstances can increase teachers' resilience if they have a strong sense of vocation and a disposition suited to working with pupils from disadvantaged backgrounds. Schools with a lower socioeconomic status, which in South Africa is strongly linked to class size (Köhler, 2020), has a more pronounced effect on learner outcomes than class size as such (Köhler, 2020; Wills & Hofmeyer, 2018).

Interestingly, support from the district resulted in a greater need for training on assessment of L2 learners ($p = 0,026$), use of themes in the class ($p = 0,013$) and how to complete the curriculum effectively ($p = 0,009$). PD provided by the district therefore needs to address the specific needs of teachers if it is to be efficient. Our findings on the exosystem therefore indicate that teachers are resilient enough to provide support to L2 learners, even in schools where the exosystem enforces large class sizes. Their PD needs are rather influenced by the relevance of the support and training provided by the broader school structures.

PD needs: Macrosystem

PD needs influenced by the macrosystem are more implicit in nature, since these needs originate from shared beliefs and the broader culture. At the time of the study, no known previous studies have compared the beliefs of Afrikaans and English Grade 1 teachers, who represent different cultures. There were no statistically significant differences between teachers at Afrikaans and English schools with regard to their perceptions of themselves, support that they have received for teaching L2 learners, or the need for PD.

Beliefs and the culture surrounding inclusive education in South Africa influence teachers' PD needs. Teachers in South Africa tend to be quick to refer, instead of addressing diverse needs within the class (Bester & Conway, 2021). In Phase 1, teachers indicated that they felt more confident if referral

protocols for struggling L2 learners were in place ($p = 0,012$). This was also reflected in dyadic interview B. Their perceptions were in line with an individual deficit model of difference, where expert assessment and treatment are needed. EA indicated the following:

Their issues are so vast and it's often beyond the teacher's scope of practice. (EA)

EB agreed:

(They need) more specialised help than we can give. We can give so much and not more. (EB)

Such opinions concur with opinions often held by South African teachers, notably when schools have therapy support available (Andrews, Walton & Osman, 2019), as was the case at EA and EB's school. In contrast, the schools where dyadic interview A's participants worked did not have the same support.

The teachers who participated in dyadic interview A took full responsibility for the L2 learners. This is contrary to most findings concerning inclusive education in South Africa, but agrees with Andrews et al. (2019), who found a positive correlation between low SES and inclusive practices. A potential reason for Quintile 1 to 3 schools being more open to supporting L2 learners in class is that training provided on supporting L2 learners is perceived to benefit all the learners in the class, since L1 and L2 learners often experience the same challenges. As AA stated aptly:

My learners who are L2 learners have exactly the same problems as my children who are L1 learners. (AA)

In contrast, dyadic interview B's participants perceived their L1 and L2 learners to be on vastly different levels, which makes implementing class-wide strategies challenging. EA explained:

...for our (learners) some are at a high level, and some are at a low level. It really is worlds apart. (EA)

Inclusive thinking in affluent schools therefore needs to be evaluated and challenged to align to international views that inclusive practices should enhance the learning outcomes of all learners (Malinen et al., 2013). Our findings indicate that the macrosystem plays an important role in teachers' perceived PD needs. Their beliefs about L2 learners and whether they are responsible for assisting them influence how willing they are to participate in PD on teaching L2 learners.

PD programme structure

Participants in Phase 1 want to be actively involved in the implementation of PD. Most participants (81,1%; $n = 43$) would like to be able to discuss specific cases and get appropriate advice. On the whole, participants (81,5%; $n = 44$) want to brainstorm together to find solutions to language and literacy problems, and 73,6% ($n = 39$) want feedback on how their skills have improved.

Despite wanting feedback on how their skills improved, many participants do not want to be observed and receive feedback on how they teach (68%; $n = 36$). Participant AB cast some light on teachers' unwillingness for an in-class presence:

I think many teachers get very anxious when someone comes to their class. (AB)

This perceived intrusiveness of a coach and the anxiety that goes with it has been described elsewhere (Shernoff et al., 2017). Coaching in South African Grade 1 classes has been found to have a large and statistically significant impact on Grade 1 reading proficiency, more than double the impact of teacher training alone (Cilliers et al., 2020). This yields important questions with regard to if and how coaching should be implemented. Shernoff et al. (2017) suggested that longer term support can result in a trusting relationship between the teacher and the coach, resulting in the desired outcome. PD programmes should therefore involve teachers in the implementation of PD and the presenters of the programme should make an effort to win the trust of the teachers.

CONCLUSION

Grade 1 teachers in the Western Cape have taken on the task of teaching L2 learners alongside L1 learners. Our results clearly show the benefit when schools prioritise support for teachers and L2 learners, by involving SLT's, for example. Teachers are more motivated within their microsystem and exosystem, with improved L2 learner outcomes, teacher confidence, resilience, and positivity towards the school and the Department of Basic Education. The positive interaction between the different microsystems and exosystems has a positive impact both on the teacher and the L2 learners' academic outcomes.

The implicit needs that this study has pointed out are within the macrosystem, namely shared beliefs about inclusive education. Some teachers felt that L2 learners' needs were beyond their scope of practice, which is not in line with White Paper 6 on inclusive education (Department of Basic Education, 2010). Research shows that teachers' attitudes toward and expectations of L2 learners can change as they learn more effective strategies to support their learning (Feiman-Nemser, 2018).

To our knowledge our study is the first in South Africa to ascertain what teachers are willing to do in a PD programme. Although they want to be active participants in the training, they prefer not to be observed while teaching, thus limiting the coaching element. Our study adds the important finding of teacher anxiety to the literature on PD in South Africa. Teacher motivation during PD programmes is important (Geldenhuys & Oosthuizen, 2015), therefore the coaching element of PD will have to be approached with compassion, nurturing and mentoring.

Implications for PD

This study has shown that person characteristics and context, as conceptualised in the bioecological framework, influences Grade 1 teachers' need for PD focused on teaching L2 learners. The person characteristics of age, training and experience increase teachers' confidence in teaching L2 learners. The participants in our study had a lot of skills and strategies at their disposal, however, they still had a great need for more PD on various areas related to L2 learners. Schools, districts, and the Department of Basic Education should therefore prioritize PD focusing on teaching L2 learners.

In the microsystem, schools that provide support to teachers who teach L2 learners have a positive impact on teachers' confidence and perceived L2 learner outcomes. Increased support in the microsystem can therefore reduce the need for PD. PD provided on district level, unfortunately does not seem to reduce the need for PD, which questions the effectiveness of these PD programmes. PD provided by the exosystem, or any outside agencies should therefore be provided in collaboration with teachers, ensuring that teachers' specific PD needs are met.

PD may also be more successful if teachers are supported in the implementation of new strategies. The PD structure should therefore be designed in collaboration with teachers, teachers should be involved in the implementation thereof, and PD presenters should have long-term engagement with the teachers to enable coaching. Table 5 provides strategic and practical solutions for the provision of PD for teachers:

*Table 5:
Solutions for the provision of PD, within the bioecological framework*

	Factors influencing PD needs	Practical implication for PD provision
Person characteristic	Teacher's age, skills experience and perceived PD needs.	Determine context-specific needs of teachers prior to PD planning.
Microsystem	Level of support provided by individual school.	Focus PD on teachers with less school support. Equip schools to be more supportive of their teachers.
Exosystem	Relevance of training provided by the school district.	Ensure relevance by involving teachers in the planning and implementation of PD.
Macrosystem	Inclusive education culture	Equip teachers to take responsibility for all learners in their class. Address attitudes toward inclusive education in PD.

This study has succeeded in giving a voice to Grade 1 teachers, from schools with various socioeconomic statuses, who have L2 learners in their class. The findings show that teacher education at the undergraduate level as well as continuous PD should include training on how to teach L2 learners, regardless of LoLT. Teachers realise that they need to use L2 learners' home languages to support them academically. PD programmes should therefore train teachers on practical ways to use the learners' L1 despite the teacher not necessarily being proficient in the L1. In addition, the study has shown that the needs of Grade 1 teachers with L2 learners in their class are of such a nature that they can be met by SLTs. Providing PD on communication skills, language, literacy, reading, writing, phonological awareness, learner assessment and inclusive education are within SLTs' scope of practice (Wium & Louw, 2015).

Limitations and future research recommendations

A limitation to the study was the small sample size. We would have preferred to have more participants for Phase 2 of the study in order to obtain a wider range of qualitative input. However, the dyadic interviews were effective in acquiring in-depth responses from participants. Future studies could have more dyadic interviews with a wider range of participants, to be able to compare the views of different participants from the same type of schools.

The teacher and learner outcomes of PD designed and implemented via collaboration between SLTs and teachers could be a significant topic for future research. Furthermore, it should be ascertained whether a teacher PD programme focusing on the needs of L2 learners does, in fact, also benefit L1 learners, given that inclusive education should benefit all.

This paper used the bioecological framework to organise and conceptualise teachers' needs and perceptions regarding PD for teaching L2 learners. The bioecological framework has shed light on the

person characteristics, context, and time factors that inform Grade 1 teachers' PD needs and was successful in revealing expressed and implied PD needs of teachers. The findings provide direction for planned PD programmes to assist teachers with L2 learners in their class and show that SLTs can meet the PD needs of teachers. Importantly, this is a first step in allowing teachers to have input in the content and design of a PD programme. Such a PD programme should enable teachers to continue to provide high-quality instruction in the midst of a changing classroom environment.

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4. RESEARCH ARTICLE 2

Language and literacy characteristics of Grade 1 English second language learners in the Western Cape

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Abstract

The language and literacy difficulties that second language (L2) learners experience have been well documented. However, most of the research reports on learners from economically disadvantaged home and school backgrounds. Little is known about the language and literacy characteristics of Grade 1 L2 learners with a higher socio-economic status (SES) in South Africa. In the current study, the language and literacy characteristics of L2 learners in Grade 1 from private schools were determined quantitatively through language, linguistically-related auditory processing, reading, and spelling assessments. We investigated how their language and literacy skills compare to first language (L1) norms and whether there are differences in performance based on home language, gender, or geographic location. The results indicate that L2 learners from private schools perform closer to L1 norms than was found in previous studies. Gender and geographic location influenced some subskills, but the most significant influence was that of the L2 learners' home language. The findings provide direction on what needs to be prioritised and who should participate in language enrichment activities.

Keywords

L2 learner; literacy, language, multilingualism, private school

Introduction

Language skills are a prerequisite for the acquisition of literacy, which, in turn, has a well-documented link to educational achievement (Spencer, Clegg, and Stackhouse 2017; Wium and Louw 2013). To utilize the advantage of strong language skills, best practice is to use a learner's home language as the language of learning and teaching (LoLT) (Njoroge 2017). However, in South Africa the remnants of the apartheid education system, where African learners only had access to an inferior curriculum in their home languages, are still in evidence more than 25 years later (Graven 2013).

For African learners, it is not necessarily beneficial to be taught in schools where their home language is the LoLT. During the preProgress in International Reading Literacy Study (prePIRLS) in 2011, African-language-speaking learners whose LoLT was English during the foundation phase of their schooling, performed better than the learners whose LoLT was their home language, even though the learners all completed the test in the LoLT (McLeod Palane and Howie 2019). A potential explanation for this finding is that the L2 learners had the advantage of a school or classroom with more language support or resources for the attainment of proficiency in reading comprehension (McLeod Palane and Howie 2019).

Historically poorly resourced schools in South Africa are often still poorly resourced, which is a barrier to effective teaching and learning (Nakidien, Singh, and Sayed 2021). Learners who attend historically white schools perform better academically than those who attend historically black schools (Van der Berg et al. 2011). It is therefore understandable that African-language-speaking parents increasingly choose to send their children to schools that have English as the LoLT and that are historically white schools (Aunio et al. 2019). This may also be the reason that the number of private schools in South Africa is increasing (Van der Walt and Steyn 2016).

Many Grade 1 learners in private schools are sequential bilinguals and only have basic communication skills in English (Manten et al. 2020). They may require support in the acquisition of vocabulary and phonological awareness, since these skills are necessary for the development of literacy skills (Jordaan 2011; Le Roux et al. 2017). Some teachers believe that early immersion in the LoLT will yield the best results for these children (Alisaari, Sissonen, and Heikkola 2021), therefore many L2 learners are required to learn using only the LoLT, while competing with L1 learners (Jordaan 2011).

Although L2 learners with early immersion in the LoLT performed better in the PrePIRLS 2011 than their home language LoLT peers, they performed poorly when compared to English first language (L1) learners (McLeod Palane and Howie 2019). These outcomes are consistent with the finding that learners who have difficulty speaking, understanding, reading, or writing in the LoLT are likely to struggle at school (Kalinowski, Gronostaj, and Vock 2019). If learners are not proficient in the LoLT it leads to poor academic achievement, a lack of participation in class, and poor consolidation of information and concepts (Mweli 2018). The learners struggle to understand what is being taught and this affects their self-image (Kotzé, Van der Westhuizen, and Barnard 2017). L2 learners are continually attempting to catch up with L1 learners whose academic language and literacy skills are increasing progressively from one grade level to the next (Cummins, Mirza, and Stille 2012). Many L2 learners consequently have to repeat a grade or experience difficulty in making progress (Kotzé, Van der Westhuizen, and Barnard 2017). As a result, although L2 learners have the best chance of a good education in English schools, they still require support to develop literacy skills that are on par with those of their L1 peers.

Literature review

A number of studies have identified the challenges that L2 learners experience in classrooms where English is the LoLT. Melby-Lervåg and Lervåg (2014) did a systematic meta-analytic review of studies comparing reading comprehension and its underlying components (language comprehension, decoding, and phonological awareness) in L1 and L2 learners. Key findings were that, compared to L1 learners, L2 learners display a medium-sized deficit in reading comprehension and a large deficit in language comprehension, but there were only small differences in phonological awareness and decoding.

In South Africa Grade 1 L2 learners from resource-limited educational settings were found to have significantly lower levels of auditory discrimination, segmentation, and blending skills than their L1 peers (Eslick et al. 2020). Learners from low SES and non-English speaking backgrounds generally reach school age with lower levels of English proficiency than their middle-class, monolingual English peers (Hoff 2013). In a study of Grade R learners from low-income households, L1 and L2 learners' vocabulary improved throughout the year, but without intervention L2 learners did not catch up to their L1 peers (White 2019).

There is evidence to suggest that at a Grade 1 level, L2 learners from public schools in South Africa do not have the same level of language processing skills as their L1 peers (Jordaan 2011). The same trend was found for Grade 3 L2 learners' language related auditory processing skills (Le Roux et al. 2017). These language and phonological skills correlate significantly to reading, spelling, and reading comprehension (Manten et al. 2020). A deficit will therefore have a negative impact on literacy acquisition, including the crucial component of reading comprehension.

In the study by White (2019), gender did not influence vocabulary and phonological working memory – two components of reading comprehension. These results contradict those found for Grade 3 L2 learners in a similar SES setting in South Africa, where girls performed significantly better than boys on reading measures and phonological processing (Wilsenach and Makaure 2018). Girls tended to fare better than boys in reading comprehension in various other studies too (Howie et al. 2017; Snow and Matthews 2016; Van Staden, Bosker, and Bergbauer 2016).

Other factors have also affected reading comprehension in South Africa. In the Progress in International Reading Literacy Study (PIRLS) in 2016, learners from suburban areas outperformed learners from rural areas (Howie et al. 2017). A study from a public school in suburban Gauteng with varied SES found that L2 learners' home language impacts their performance, with isiZulu-English learners obtaining lower scores than their L1 English peers, while the Afrikaans-English bilingual learners performed similar to and even better than their L1 peers (Jordaan, Van Zyl, and O'Brien 2021). L2 learners from public schools in South Africa are therefore potentially influenced by gender, geographic location, and home language.

Few studies have investigated the literacy skills and the factors that influence these skills in private schools in South Africa. Schools with better resources, like private schools, are more likely to provide ample access to print material, which has a positive impact on literacy achievement (Cummins et al. 2015). This is particularly relevant to the South African context where a strong school or classroom mediatory context has a more significant effect than the LoLT (McLeod Palane and Howie 2019). In a study covering all provinces of South Africa, home background and school quality were found to have a 1.6 to 3.9 times larger effect on

literacy than language (Spaull 2016). It seems apposite and warranted, therefore, to conduct a separate investigation of private schools.

Research in South African private schools showed that Grade 1 L2 learners could perceive and attend to auditory information sufficiently (Anderssen, Kritzinger, and Pottas 2019). However, higher level auditory skills and listening comprehension abilities of L2 learners were insufficient to understand the information presented through the auditory modality (Anderssen, Kritzinger, and Pottas 2019). These findings indicate the existence of profile effects in Grade 1 L2 learners.

Profile effects – the phenomenon that L2 learners score closer to L1 norms on certain sub-skills than on others – are present in L2 learners from pre-schools in Canada (Paradis and Kirova 2014). This study showed that L2 learners performed better in subtests on shared knowledge than in subtests dependent on specific knowledge of English grammar and vocabulary. Profile effects have not been studied in South African Grade 1 L2 learners from private schools, therefore there is a gap in the research on their areas of relative strengths and weaknesses. Speech-language therapists (SLTs) have expertise in language and literacy assessment, situating them ideally to providing information on L2 learners' skills (McLean, Snow, and Serry 2021). Knowledge of profile effects can subsequently assist teachers in providing appropriate language and literacy support for L2 learners (Paradis and Kirova 2014).

Current study

From the literature study it is evident that the literacy attainment of L2 learners who attend public schools is potentially influenced by home language, gender, and geographic location. The number of L2 learners is, however, also on the increase in private schools, and they may show different profiles than learners in public schools. While we know that there is a link between early and later literacy skills of Grade 1 L2 learners in private schools, we do not know how they compare to their L1 peers. For the current study the main research questions were:

1. How do Grade 1 L2 learners' foundational literacy skills compare to L1 norms?
2. Are there differences in performance based on L2 learners' home language, gender, or geographic location?

Method

The current study was the first part of a more extensive study that aimed to develop a PD programme for Grade 1 teachers of L2 learners in integrated classes. All procedures were reviewed and approved by the Ethics Committee of the Faculty of Humanities at the University of Pretoria (HUM040/1019). Assessments were done at the end of the school year that was interrupted due to Covid-19. The participating schools were, however, able to continue with online education during the lockdown and were some of the first schools to re-open.

Research design

The design was descriptive, cross-sectional, quantitative, and comparative in nature. The study is descriptive in that the results provide a description of the characteristics of L2 learners, and cross-sectional since data were collected at a single point in time (Fouché and Schurink 2011). The language and literacy characteristics of L2 learners in Grade 1 were determined quantitatively through language, linguistically-related auditory processing, reading, and spelling assessments. Comparisons were drawn to determine potential differences based on gender, home language, and geographical area.

Setting

This study was conducted at three parallel medium private primary schools in the Western Cape province of South Africa where the LoLT is English or Afrikaans. Parallel medium schools, in contrast to dual medium schools, refer to schools in which two languages are used in separate classes instead of in the same class. One of the schools was in a small town and the other two were in suburban areas.

Participant sampling method and inclusion criteria

Purposive sampling was used, where participants had to meet a clear set of criteria to be eligible for inclusion in the study (Strydom and Delpont 2011). Learners met the inclusion criteria if they did not present with physical, cognitive, hearing, or visual impairments, which could affect language development. Suitability for inclusion was established through school records.

Participants were purposively selected from the English classes of parallel medium private schools in the Western Cape. Information sheets and consent forms were distributed to the

parents of Grade 1 L2 learners at each school. Learners whose parents gave informed consent for their participation were considered for inclusion in the study, provided they met the criteria for selection.

A norm group consisting of L1 learners was selected to compare L2 learners to their peers for the assessment material that had not been standardised for the South African population. The norm group was selected by matching L2 participants to their L1 peers based on gender, age, and the school that they attend.

Participants

The sample consisted of 17 Grade 1 L2 learners. The teachers spoke English or Afrikaans as a home language and most of the class spoke English as a home language. The L2 learners were mostly Afrikaans or isiXhosa-speaking, although some L2 learners were immigrants from other African countries.

Data collection material

To obtain comprehensive information on the language and literacy characteristics of Grade 1 L2 learners, various abilities were assessed. The researcher used material that assesses the foundational literacy skills that foundation phase learners need to acquire short-term and long-term literacy, namely reading, spelling, phonological awareness, vocabulary, grammar, and discourse skills (Snow and Matthews 2016). Few assessments that assess the foundational literacy skills have been standardised for the South African population. Results consequently had to be interpreted with caution. Nevertheless, the assessment material provided information on how L2 learners' English language and literacy skills are developing. Such information is essential because these learners are required to learn in English alongside L1 learners.

The *ESSI Reading and Spelling Test* (Esterhuysen 2012) assessed Grade 1 learners' reading and spelling ability. It is a standardised English test that assesses Grade 1 to 7 learners' reading and spelling abilities. The test was standardised on learners in South African English-medium schools. It is quick to administer and can be quantitatively analysed to provide a percentile rank (Esterhuysen 2012). For Grade 1 learners, evaluation is terminated after six consecutive errors.

The *Test of Auditory Processing Skills Third Edition (TAPS-3)* (Martin and Brownell 2005) was used to assess linguistically-related auditory processing skills. The *TAPS-3* can be used for children between the ages of 4 and 18 years and is widely used by SLTs in clinical practice in South Africa (Van Dulm and Southwood 2013). This test was also conducted with the norm group because it has not been standardised for the South African population.

The *Test for Auditory Comprehension of Language Third Edition (TACL-3)* (Carrow-Woolfolk 2014) was used to assess comprehension of vocabulary, grammar, and elaborated phrases and sentences. It is a culturally sensitive test because the pictures are not culturally bound. This test was also conducted with the norm group because it has not been standardised for the South African population.

Discourse skills were assessed using the *Sampling Utterances and Grammatical Analysis Revised (SUGAR)* protocol described by Pavelko and Owens (2017). *SUGAR* is a form of language sample analysis (LSA), which is considered ecologically valid for assessing a child's language production (Pavelko and Owens 2017). SLTs are encouraged to use LSA, especially when assessing culturally and linguistically diverse children for whom other assessment instruments have not been standardised.

In the *SUGAR* protocol, a conversational sampling style is used to elicit 50 utterance samples. This sampling style effectively increases the complexity of children's language and maintains the conversational nature of the sample (Pavelko and Owens 2017). The language sample was analysed according to mean length of utterance (MLU_S), total number of words (TNW), clauses per sentence (CPS), and words per sentence (WPS). MLU_S was developed by Pavelko and Owens (2017) to extend the use of the traditional "MLU" metric, as well as the other three metrics so that it can be used in children up to 10-11 years. It is therefore appropriate for use for Grade 1 learners in South Africa.

Data collection procedure

The language and literacy characteristics of Grade 1 L2 learners were determined quantitatively through language, linguistically-related auditory processing, reading, and spelling assessments. The researcher, an SLT qualified to administer the tests, assessed each participant individually in a quiet room on the school premises. Assessments were conducted during the school day. For the L2 group the assessments were conducted over the course of

two days for every participant, to reduce participant fatigue. L1 participants were assessed on the *TAPS-3* and *TACL-3* to provide a norm for these tests. These assessments took approximately 30 minutes to complete and were conducted consecutively. L2 participants were assessed on all assessment measures. The language sample was elicited first for L2 participants, because it also served to put the participants at ease. The sequence of the other tests was randomised to counterbalance the effects of fatigue on the last administered test. On the first day the language sample and either the *TACL-3* or *TAPS-3* was administered, and on the second day the *ESSI Reading and Spelling Test* as well as the remaining test (*TACL-3* or *TAPS-3*) in variable order. The assessment took approximately 60-90 minutes per L2 participant over two days.

Statistical analysis of results

The scores obtained by each participant were entered onto spreadsheets. An alphanumerical code was assigned to each child and school to ensure confidentiality. The spreadsheets contained the code of the participant, the code of the school attended, and the participant's gender, home language, and scores on each assessment instrument. Within-group comparisons were conducted using the Mann-Whitney test when two groups were involved and the Kruskal-Wallis test when three or more groups were involved (Field 2018). These tests are appropriate to use for small sample sizes. Between-group comparisons were made to compare the L2 learners' and L1 learners' performance on the *TAPS-3* and *TACL-3*, using the Mann-Whitney test. All statistical comparisons were deemed significant if the p-value was less than 5% (i.e. $p < 0.05$).

To ensure that the language samples in the *SUGAR* protocol were transcribed accurately and that the language sample variables were reliably calculated, an independent SLT transcribed 20 per cent of the language samples without access to the original transcript. The normality assumption needed to compute an Intraclass Correlation Coefficient (ICC) was met since all the p-values of Shapiro-Wilk were greater than 0.05. The ICC ranged from 0.91 to 0.99 indicating excellent interrater agreement (Cicchetti 1994).

Results

Sample characteristics

The mean age of participants was 7,29 years (ranging from 6,92 to 8,08 years). The majority spoke an African language as their home language (70,6%; $n = 12$) and the rest spoke

Afrikaans as their home language (29,4%; $n = 5$). More participants attended a school in a small town in the Western Cape than in the suburban areas (58,8% and 41,2% respectively). L2 participants were matched to L1 learners in as many cases as possible, to have a norm group against which to compare L2 learners on measures that do not have South African norms. A match could be found for seven participants.

Findings

The norm group obtained standard scores within the average range for all subtests of the *TAPS-3* and *TACL-3*, except for the subtest auditory comprehension on the *TAPS-3*, for which they obtained a mean standard score of 6,29. This subtest is therefore more difficult for this population than for the group on which the subtest was standardised.

Comparisons between the norm group and the L2 group are displayed in Table 4.1. These show that although the difference is not statistically significant, the L2 learners score below average and below the norm group average on some subtests.

Table 4.1. Comparisons between the norm group and L2 group

Test and subtest	Norm group average	L2 group average
<i>TAPS-3</i>		
Word discrimination	8,86	8,71
Phonological segmentation	10,86	8,71
Phonological blending	10,71	10,47
Auditory number memory forward	8,71	8,88
Auditory number memory reversed	9,57	7,47
Word memory	9,00	8,65
Sentence memory	8,71	8,24
Auditory comprehension	*6,29	*5,18
Auditory reasoning	8,71	7,59
Phonological score	101,00	96,35
Memory score	95,29	91,71
Cohesion score	87,71	*82,18
TAPS-3 Overall	95,29	91,00
<i>TACL-3</i>		
Vocabulary	10,71	*7,82
Grammatical morphemes	9,00	*7,82
Elaborated phrases and sentences	10,00	9,00
TACL-3 Quotient	99,57	87,94

*Indicates a below-average score according to the test norms

Table 4.2 displays learners' mean standard scores for the different test measures, based on L1 norms. For each subtest the standard mean is shown, with the normal (1 standard deviation [SD]) range shown in brackets. The scores in Table 2 reveal the following: Learners' mean scores were within the L1 normal range for many subtests, but the mean scores for some subtests were below the norm. The sizable SDs indicate that some individual learners were scoring considerably below the average range. The column on the right contains the percentage of individual learners whose scores for the subtests were below 1 SD.

Table 4.2. Learners' standard scores and how scores compare to the normal range.

	Standard mean	Mean (M)	Standard Deviation (SD)	Percentage below normal range
<i>SUGAR</i>				
TNW	336,07 (245,1-427,04)	365,47	87,278	5,88
MLU _s	7,73 (5,38-10,08)	8,1282	2,03422	5,88
Words per sentence	7,86 (5,8-9,92)	8,5106	1,82004	5,88
Clauses per sentence	1,46 (1,19-1,73)	1,3212	0,15913	17,65
<i>TAPS-3</i>				
Word discrimination	10 (7-13)	8,71	2,54	17,65
Phonological segmentation	10 (7-13)	8,71	3,00	17,65
Phonological blending	10 (7-13)	10,47	2,83	5,88
Auditory number memory forward	10 (7-13)	8,88	3,26	23,53
Auditory number memory reversed	10 (7-13)	7,47	2,72	41,18
Word memory	10 (7-13)	8,65	3,08	35,29
Sentence memory	10 (7-13)	8,24	2,82	23,53
Auditory comprehension	10 (7-13)	*5,18	3,24	76,47
Auditory reasoning	10 (7-13)	7,59	2,69	35,29
TAPS-3 Overall	100 (85-115)	91	7,85	23,53
<i>TACL-3</i>				
Vocabulary	10 (8-12)	*7,82	2,88	52,94
Grammatical morphemes	10 (8-12)	*7,82	2,67	64,71
Elaborated phrases and sentences	10 (8-12)	9	2,09	23,53
TACL-3 Quotient	100 (85-115)	87,94	12,76	47,06
<i>ESSI</i>				
Spelling	5 (4-6)	6,12	1,45	5,88
Reading	5 (4-6)	5,12	1,62	11,76

*Indicates a below-average score according to the test norms

For auditory number memory forward (ANMF), auditory number memory reversed (ANMR), word memory, sentence memory, auditory comprehension, auditory reasoning, and all the receptive language measures (vocabulary, grammatical morphemes, and elaborated phrases and sentences), 23.53% or more of the learners had scores below 1 SD from the mean. Learners appeared to show profile effects because the mean standard scores ranged from 10,47 (phonological blending) to 5,18 (auditory comprehension).

Within-group analysis was performed to determine whether specific groups had scores that were below average, even though the mean was within the average range. Mean scores based on gender, home language, and geographic location were compared. The results are displayed in Table 4.3.

Table 4.3. Comparison of within-group mean scores on test measures

	Gender		Home language		Geographic location	
	Male	Female	Afrikaans	African languages	Small town	Suburban area
<i>SUGAR</i>						
TNW	348,50	374,73	428,80	339,08	350,50	386,86
MLU _s	7,7167	8,3527	9,7040	7,4717	7,7680	8,6429
WPS	7,8967	8,8455	9,7380	7,9992	8,1820	8,9800
CPS	1,2583	1,3555	1,4400	1,2717	1,3060	1,3429
<i>TAPS-3</i>						
Word discrimination	8,33	8,91	9,60	8,33	8,50	9,00
Phonological segmentation	8,33	8,91	10,40	8,00	8,80	8,57
Phonological blending	10,00	10,73	10,80	10,33	10,60	10,29
Auditory number memory forward	8,83	8,91	8,00	9,25	9,00	8,71
Auditory number memory reversed	7,17	7,64	8,40	7,08	8,00	*6,71
Word memory	7,83	9,09	9,40	8,33	8,60	8,71
Sentence memory	8,17	8,27	8,40	8,17	7,60	9,14
Auditory comprehension	*5,67	*4,91	*5,00	*5,25	*5,30	*5,00
Auditory reasoning	7,50	7,64	8,80	7,08	7,40	7,86
TAPS-3 Overall	89,83	91,64	93,80	89,83	90,90	91,14
<i>TACL-3</i>						
Vocabulary	*7,67	*7,91	8,60	*7,50	*6,90	9,14
Grammatical morphemes	*6,67	8,45	9,00	*7,33	*7,70	8,00
Elaborated phrases and	9,00	9,00	9,80	8,67	8,20	10,14

sentences

TACL-3 Quotient	85,67	89,18	94,40	85,25	*83,70	94,00
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ESSI

Spelling	5,50	6,45	6,60	5,92	6,60	5,43
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Reading	5,17	5,09	6,00	4,75	4,90	5,43
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*Indicates a below-average score according to the test norms

Correlations between the assessment measures and L2 learners' gender, home language, and geographic location showed no statistically significant differences between males and females or small town versus suburban schools. There was a statistically significant difference between some expressive language measures, based on L2 learners' home language. Afrikaans learners used more words than African-language-speaking learners ($p = 0.048$), had a longer MLU_s ($p = 0.048$), and used more clauses per sentence ($p = 0.048$).

Discussion

The first aim of this study was to examine the foundational literacy skills of Grade 1 L2 learners, as measured by language, linguistically-related auditory processing, reading, and spelling skills to understand how their skills compared to L1 norms. A secondary aim was to determine the impact of L2 learners' home language, gender, and geographic location on their foundational literacy skills.

Learners' mean standard scores for all expressive language measures, reading, and spelling were within the normal range as determined by standardisation. All the linguistically-related auditory processing skills were within the average range, except for auditory comprehension. Although some individual learners' scores fell below the average range in each subtest, overall this group of learners performed closer to L1 expectations for phonological and memory subskills than has been reported previously (Cockcroft and Alloway 2012; Le Roux et al. 2017).

Despite scoring within the average ranges for some subtests, L2 learners scored below the average range on their comprehension of vocabulary and grammatical morphemes. Poor comprehension has been found internationally (Melby-Lervåg and Lervåg 2014) and locally among Grade R L2 learners (White 2019). Our findings indicate that L2 learners from private

schools do not fare better than L2 learners from low SES environments in their understanding of vocabulary and grammatical morphemes.

The L2 learners in this study clearly displayed profile effects in their foundational literacy skills, as significant differences were found amongst their scores for different subtests. The strengths and weaknesses for different subtests could be explained in terms of shared and distributed knowledge. Linguistically-related auditory processing skills are shared across languages, while vocabulary and understanding of grammatical morphemes are distributed across languages (Paradis and Kirova 2014). Paradis and Kirova (2014) found the same trend, with Canadian L2 learners obtaining the lowest scores for subtests that require specific knowledge of English grammar and vocabulary, i.e., auditory comprehension, vocabulary, and grammatical morphemes, but displaying age-appropriate TNW, MLU_s, WPS, and CPS. Low SES first-generation preschool refugees also displayed TNW scores within the L1 norms (Paradis and Kirova 2014).

In general, the learners did well in subtests that are dependent on phonological awareness and auditory memory. They could also apply their skills sufficiently to read and spell, with very few L2 learners scoring below L1 norms for reading and spelling accuracy. These findings are in contrast to those from other studies (Melby-Lervåg and Lervåg 2014). One reason for generally better scores could be that our participants attend private schools, which typically have better resources and smaller class sizes than public schools. Parents who can afford to send their children to private schools are generally from a higher SES, all of which play a vital role in L2 learners' language and literacy development (Dolean 2021).

To address the secondary aim, we examined the impact of home language, geographic location, and gender on L2 learners' foundational literacy skills. In our study, home language was the variable that impacted L2 scores the most. There were statistically significant differences between the Afrikaans and African-language-speaking L2 learners on expressive language measures of TNW, MLU_s, and CPS. Although not statistically significant, African-language-speaking L2 learners scored below the norm on the receptive measures of vocabulary and grammatical morphemes while the Afrikaans-speaking L2 learners scored within the average range on these subtests. These results correspond to a recent study that found differences in receptive and expressive vocabulary when comparing Afrikaans-speaking L2 learners to isiZulu-speaking L2 learners (Jordaan, Van Zyl, and O'Brien 2021).

The difference in performance can be ascribed to differences in exposure trajectories, with Afrikaans learners typically being exposed to English from an earlier age than African-language speakers (Jordaan, Van Zyl, and O'Brien 2021). The linguistic similarities between Afrikaans and English may also benefit Afrikaans-speaking L2 learners (Van Staden, Bosker, and Bergbauer 2016).

In our study Afrikaans-speaking L2 learners scored significantly better on phonological segmentation than African-language-speaking L2 learners. Good language and phonological segmentation skills are associated with good reading comprehension skills, and the impact of language comprehension on reading comprehension increases with age (Melby-Lervåg and Lervåg 2014). Our study shows that African-language-speaking L2 learners require additional support for language and phonological segmentation skills, if they are to have reading comprehension skills that are comparable to those of their peers.

When considering the mean scores, there were no statistically significant differences based on gender. The only difference between boys and girls was on grammatical morphemes, where the girls' scores were within the average range and the boys' scores were not. Gender has been found to play a role in L2 outcomes, with girls being more motivated to learn an L2 than boys (Dixon et al. 2012). However, our results largely concur with those of White (2019), who did not find significant differences in L2 performance based on gender.

There were no statistically significant differences between L2 learners from a small town and from a suburban geographic location. However, just as with gender, L2 learners scored below average for some subtests, with differences relating to their geographic location. L2 learners from the suburban district scored below the norm for ANMR, while L2 learners from a small town scored within the average range. The reverse is true for the receptive language subtests of vocabulary and grammatical morphemes.

Very few studies have compared L2 learners from small towns to L2 learners from suburban areas; therefore, it is difficult to compare our results to results from other studies. However, there is a reported difference in young children's home language vocabulary size and composition in favour of urban areas compared to rural areas (Southwood et al. 2021), but rural areas and small towns are not necessarily comparable. No previous research has linked suburban geographic locations to poorer ANMR, which indicates working memory. Evidence

suggests that working memory is an important part of language comprehension and is related to both the development of L2 proficiency and L2 use (Linck et al. 2014). Working memory is essential as it is implicated in the acquisition of syntax, semantics, pragmatics, and vocabulary in the first year of formal schooling. Therefore, the observed difference in ANMR between L2 learners from suburban areas and small towns in our study should be investigated further.

Limitations

The findings from this study should be interpreted considering a few limitations. It would have been beneficial to have a larger sample size, so that our results could be generalized more readily. In addition, future studies should find a norm group match for each participant, for better comparison of the groups.

Implications

The uneven pattern of strengths and weaknesses for different foundational literacy skills is relevant to both SLTs and teachers for consideration of what to emphasise in language enrichment activities in the classroom. Specific emphasis should be placed on auditory comprehension, receptive vocabulary, and grammatical morphemes, as these subskills were the weakest areas of literacy development.

SLTs and other professionals involved in PD for teachers of L2 learners should include the impact that L2 learners' home language, gender, and geographic location potentially have on their literacy development. This will help teachers to pay specific attention to certain learners, and to differentiate the curriculum appropriately. Teachers should also be aware that male L2 learners may need additional motivation to learn the L2.

Lastly, more research is needed on L2 learners from private schools because our study has shown that these learners have different profiles than L2 learners from public schools. Our research adds to the literature that advocates for presenters of PD programmes to determine the specific needs of teachers, because not all L2 learners from all locations have the same difficulties.

The current study's findings are relevant to teachers of L2 learners, therapists providing support to L2 learners and their teachers, and presenters of PD programmes for teachers of L2

learners, because it highlights the specific strengths and weaknesses of L2 learners from private schools. All stakeholders should make every effort to provide relevant, focused support to L2 learners to help them reach their full potential.

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Declaration of interest

The authors declare that they have no conflict of interest.

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5. RESEARCH ARTICLE 3

The effect of pedagogical translanguaging on foundation phase classrooms in a South African private school

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Abstract

Classrooms across the world are becoming more diverse, forcing mainstream teachers to accept responsibility for teaching second language (L2) learners. As a result, pedagogical translanguaging has become a potential practice to help L2 learners perform academically. Through design-based research, we aimed to determine the effect of pedagogical translanguaging in a private school's foundation phase classrooms. The results indicate that teachers use pedagogical translanguaging for symbolic, scaffolding, and epistemological functions. While no direct academic benefit was observed for the L2 learners, their classroom participation and confidence improved because of the symbolic function of pedagogical translanguaging. The teachers deemed pedagogical translanguaging appropriate to their context.

Keywords

Pedagogical translanguaging, L2 learners, foundation phase, linguistic repertoire, design-based research

1. Introduction

1.1. Background

With the upsurge in the number of immigrants and refugees across the world, there is an increase in schools that have both first language (L1) and second language (L2) learners in the same class. The issue of learning in an L2 is becoming internationally relevant as countries are becoming more diverse (Carnes, 2019). Diversity in classrooms forces mainstream teachers to increasingly accept responsibility for the language and literacy needs of learners whose home language differs from the language of learning and teaching (LoLT) (Ollerhead, 2016).

South African classrooms have been multilingual for more than a century, although African languages were not considered equal to English and Afrikaans until 1994 (Heugh et al., 2017). With the advent of democracy in 1994 the government adopted a Language in Education Policy (LiEP) that gave 11 languages an official status, aimed to promote multilingualism, and allowed for multilingual practices such as code-switching and translating (Department of Education, 1997). Despite efforts from the government to elevate the status of African languages, African-language-speaking parents increasingly choose to send their children to schools with English as the LoLT (Kretzer & Kaschula, 2021). An important reason for this is that English is the language of access to secondary and higher education, and to the upper end of the economy (Heugh et al., 2017). The perception of higher quality education in English may also offer another reason for the increase of English private schools in South Africa (Van der Walt & Steyn, 2016).

While multilingual practices like code-switching are commonplace in many South African schools (Heugh et al., 2017), the submersion model is followed in English private schools (Robertson & Graven, 2020). Learners are taught in their L2 from the

start of schooling and the L1 is not used for additional comprehension of content (Robertson & Graven, 2020).

The preProgress in International Reading Literacy Study (prePIRLS) 2011 shows that the submersion model does not provide equal education to all. South African L2 learners performed poorly in the prePIRLS when compared to English L1 learners (McLeod Palane & Howie, 2019). Similar results were obtained in a previous phase of the current study's larger project, in which the Grade 1 teachers from English private schools indicated that their L2 learners and L1 learners were on vastly different academic levels. This may be because the submersion model does not allow learners to benefit from their full linguistic repertoire (Cenoz & Gorter, 2020).

The linguistic repertoire of a learner refers to the individual learner's entire language knowledge store, including competence in linguistic, pragmatic, and discourse skills (Cenoz & Gorter, 2020). A multilingual learner therefore does not have multiple monolingual systems within one person, but rather naturally and consistently draws upon multiple linguistic resources (Kato & Kumagai, 2020). If learners are not allowed to access their full linguistic repertoire, they have to compete academically using only some of the knowledge that they have at their disposal (Vogel & García, 2017). This may lead to poor academic achievement, a lack of participation in class, weak memorisation, and misunderstanding of concepts (Mweli, 2018). The primary concern for teachers therefore becomes how one can utilise and develop learners' multilingual capabilities in order to achieve the kind of proficiency in English that permits access to education and economic spheres (Heugh et al., 2017). A framework conceptualised for the use of multilingual capabilities is discussed in the following section.

1.2. Theoretical framework: Pedagogical translanguaging

The term translanguaging was originally coined in Wales to refer to the alternation of Welsh and English for academic purposes (Williams, 1994). This deliberate and systematic use of translation was called functional multilingualism in South Africa in 1995 (Heugh et al., 2017). Translanguaging and functional multilingualism had the goal of using multiple languages to develop proficiency in the target language(s) (Heugh et al., 2017).

The contemporary use of translanguaging differentiates between spontaneous translanguaging and pedagogical translanguaging (Goodman & Tastanbek, 2020). Spontaneous translanguaging refers to natural, fluid discursive practices that occur inside and outside the classroom, while pedagogical translanguaging refers to planned instruction using explicit strategies by teachers to use several languages in class (Cenoz & Gorter, 2020). Pedagogical translanguaging can have a symbolic, scaffolding, or epistemological function (Duarte, 2020). The symbolic function acknowledges and valorises L2 learners' languages, the scaffolding function builds temporary but systematic bridges toward other languages, and the epistemological function actively uses different languages to enhance content and language knowledge (Duarte, 2020).

In the South African context, Heugh et al. (2017) propose pedagogical translanguaging, as opposed to spontaneous translanguaging, to ensure that learners become proficient in English – the language of access to higher education and employment opportunities (Heugh et al., 2017). L2 learners can benefit from their multilingualism if planned instruction strategies utilising the learners' whole multilingual repertoire are employed to develop language and metalinguistic awareness (Cenoz & Gorter, 2020). The theoretical framework of pedagogical

translanguaging, with specific reference to the functions of pedagogical translanguaging, was used for the current study. This was deemed appropriate because it provides a systematic, planned use of L2 learners' linguistic repertoires to improve their academic performance and provides a framework within which to analyse teachers' use of pedagogical translanguaging.

1.3. Literature review

A range of international studies has shown the educational advantages of translanguaging at different levels. It has been shown to balance the power relations among languages in the classroom (Cenoz, 2017) and to encourage higher cognitive engagement in content matter learning (Duarte, 2019). International research on translanguaging is mostly conducted in contexts where L2 learners are refugees or immigrant learners (Duarte, 2020; Slaughter & Cross, 2021).

The context in which pedagogical translanguaging has been studied in South Africa differs from the European and North American context (Heugh et al., 2017). Pedagogical translanguaging has been studied in South African classrooms where learners and teachers speak a variety of African languages, but the LoLT is English, which is the L2 of both the teachers and the learners. The results of the studies show that pedagogical translanguaging can be effective in collaborative learning in the case of multilingual medical students (Mbirimi-Hungwe & McCabe, 2020). There is also evidence of positive outcomes in secondary schools when the teachers and learners have a shared linguistic repertoire, but the LoLT is their L2 (Charamba, 2020; Ngubane et al., 2020). In primary schools, reading comprehension has improved when learners' (non-English) L1 was used (Makalela, 2015) and pedagogical translanguaging has been used to engage learners in content matter (Krause & Prinsloo, 2016).

The studies mentioned above are examples of pedagogical translanguaging that fulfils an epistemological function by actively using different languages to enhance both content and language knowledge (Duarte, 2020). In this way, learners' linguistic repertoires are used to their full potential as learning instruments. These outcomes are possible because the teachers speak the same languages as the learners (Duarte, 2020). However, to our knowledge, no research has been done in South Africa on the use of pedagogical translanguaging in contexts where the teachers and the L2 learners do not share the same linguistic repertoire.

1.4. The current study

The current study was the final phase of a larger study that aimed to provide support to foundation phase teachers of L2 learners. In the previous phase of the study, it became clear that the teachers at the research site would benefit from practices that reduce the LoLT as a barrier to learning. Pedagogical translanguaging, which the teachers had not been exposed to previously, was identified as a possible solution for this context. Therefore, the research questions were:

RQ 1: What translanguaging practices do foundation phase teachers implement after exposure to the translanguaging framework?

RQ 2: How do foundation phase teachers perceive the implementation of translanguaging practices in the classroom?

2. Method

2.1. Study design

Design-based research (DBR) was utilised for this study. DBR is a form of action research that merges research and practice to allow researchers and participants to solve practical problems collaboratively (Cernusca & Ionas, 2014). It occurs in

naturalistic settings and involves participants in the design and research process (Cernusca & Ionas, 2014). DBR is particularly useful in education for researching the use of new teaching methods (Štemberger & Koper, 2016).

2.2. Participants

Two of the participants had participated in the larger project of which the current study is a part. During the previous study, we determined the needs of these teachers in teaching L2 learners. For the current study the participants were purposively sampled because the researchers knew that this study would address their needs regarding teaching L2 learners. The participants had to meet the criteria for selection, namely being a foundation phase teacher who teaches L2 learners alongside L1 learners and who has the appropriate teaching qualification (Bachelor of Education degree or Postgraduate Certificate in Education) as well as South African Council of Educators (SACE) registration.

The sample consisted of five participants. These participants all taught at the same private school in English LoLT classrooms. The school serves a community with a relatively high socio-economic status (SES). All teachers were female. They spoke English as a home language but were fluent in Afrikaans as well. Participant C was also fluent in isiXhosa. Table 5.1 provides an overview of the sample.

Table 5.1. Participant demographics

Participant Code	Age group	Highest qualification	Grade	L2 learners (%)
A	30-39	Postgraduate Certificate in Education	1	36
B	60+	Honours Degree	1	47
C	50-59	Bachelor's Degree	2	39
D	30-39	Bachelor's degree	2	42
E	40-49	Bachelor's degree	3	30

The participants all taught in the foundation phase (six to nine year old learners). The class sizes ranged from 14 to 25 learners per class – small classes compared to the national average of 33 learners per class in government schools (West & Meier, 2020). A variety of home languages were represented in the classes. In these classes English is the LoLT, but it is considered an L1 or an L2, depending on the individual learners' home language. Table 5.2 provides an overview of the learner sample.

Table 5.2. Learner sample

Demographic Characteristics		N
Learners' gender	F	42
	M	54
Learners' home languages	English	59
	Afrikaans	9
	isiXhosa	19
	Shona	5
	Chichewa	1
	Arabic	1
	Dutch	2

2.3. Equipment and apparatus

The equipment and apparatus used in this study related to recording data for analysis.

Computer	A MacBook was used for recording lessons and keeping the research journal.
Recording software	Otter.ai was used on the MacBook to record the translanguaging lessons and focus group discussion.
Mobile phone	A Samsung mobile phone was used as an additional recording device.

2.4. Data collection procedure

In DBR, experiments are developed and implemented in a cyclic design (Cernusca & Ionas, 2014). The first author had preliminary conversations with the foundation phase head about the proposed focus of the DBR. The proposed focus of the DBR was to address the problem that the participants had identified in the previous phase of the research project, namely that the LoLT posed a barrier to learning for L2 learners. In a discussion with the five participants, the identified problem was defined and pedagogical translanguaging was proposed as a research focus. In a subsequent meeting the framework was explained in detail by discussing the article entitled *Translanguaging in the context of mainstream multilingual education* by Duarte (2020). This article was chosen because it provides theory on translanguaging as well as suggestions for practical implementation in classrooms.

Following the DBR approach, the participants developed their own tailored research questions and experiments which they implemented cyclically (Cernusca & Ionas, 2014). Each lesson was seen as a cycle, with participants making adjustments and improvements from one lesson to the next. The first author arranged on which days and times she would observe a lesson in which the participants implemented pedagogical translanguaging. Immediately after each lesson, the researcher made notes in a research journal. The researcher and participants reflected on each lesson on the same day or the soonest possible date after the lesson. Each participant was observed five times over the course of five weeks (a total of 13.5 hours of footage), except for one participant who could not do her last lesson due to illness.

Once all the lessons had been completed the first author convened a focus group to review the participants' experience. Four of the participants attended in person on

the school premises, and one participant attended via the videoconferencing platform, Teams, due to illness. The focus group lasted approximately 60 minutes.

The researcher guided the discussion using the following questions: (1) What were your goals for your translanguaging lessons? To what extent was translanguaging successful in reaching those goals? (2) What have you incorporated, or will you continue to incorporate in your teaching? (3) Which aspects of translanguaging were useful and which need to be adapted or discarded? (4) What, if any, was the effect on your L2 learners? (5) Is translanguaging applicable to this setting?

2.5. Data analysis

Data was analysed from the classroom observations, the research journal, and the focus group. Data from these three sources were analysed using a theoretical thematic analysis (Thornberg & Charmaz, 2014). The functions of translanguaging, namely symbolic, scaffolding, or epistemological purposes (Duarte, 2020), were used as pre-existing theoretical codes. The first author transcribed the classroom observations and read through the transcripts multiple times. Thereafter, excerpts that contained translanguaging were identified and separated from the larger dataset. These excerpts were coded for functions of translanguaging, and the codes were discussed with the relevant participant until the first author and the participant agreed on the translanguaging function for each excerpt.

An inductive analysis was performed for the focus group. No pre-existing theory was used to generate codes; rather, coding allowed for new ideas to surface (Gibbs, 2014). The first author familiarised herself with the data through repeated readings of the transcript. Initial codes were generated and sorted into themes that accurately represented the data.

2.6. Validity and reliability

During the theoretical analysis of the classroom observations, the first author coded specific excerpts for translanguaging functions by comparing each one to the existing literature on the functions of translanguaging, which increases the validity of the study. To increase validity further the excerpts were analysed in collaboration with the participants, and codes were discussed until the first author and participant agreed on the code.

Data collection by objective devices such as audio recordings contribute to internal reliability. In addition, the research has been documented in such a way that it is clear how the research has been carried out and how conclusions have been drawn from the data.

3. Results

3.1. Research question 1

For the results section, excerpts were selected that the participants and researchers found to be representative of the dataset. Excerpts were chosen that show different functions of pedagogical translanguaging, as described by Duarte (2020), so that the extent of translanguaging use can be displayed. Pseudonyms were used to ensure confidentiality.

Grade 1 class

In this class the LoLT was English and many of the learners spoke English as L1. The majority of the L2 learners spoke isiXhosa, but there was also one Afrikaans learner and one learner who had recently immigrated from Belgium. The Belgian learner's L1 was Dutch but she had French as LoLT in school prior to moving to South Africa. In Excerpt 1 the isiXhosa learners (including the individual named

Themba) and the Belgian learner (named Juliette) are L2 learners.

As part of a Mathematics lesson, Teacher B asked an isiXhosa parent and the Belgian parent to record counting to five in their respective languages. It was not necessary to make a recording of Afrikaans counting since that is part of the additional language curriculum and the teacher herself knows Afrikaans. The learners listened to the recordings and then Teacher B flashed the isiXhosa, French, and Afrikaans number names to the class various times. Thereafter the class sorted the numbers in ascending or descending order in the various languages. In Excerpt 1 Teacher B also asks an isiXhosa learner to translate keywords of the instruction into isiXhosa.

Excerpt 1

Teacher B: Yes, let's just see for fun if we ask the children in the different languages to say that we can see what is going to...what the numbers are going to be. Let's see, should we go from biggest to smallest, or smallest to biggest?

Class: Smallest to biggest.

Teacher B: Smallest to biggest. Okay, help me.

Class: One, two, three, four, five.

Teacher B: Right, Juliette, and the rest of the children who can help? Can you count in French for me? Let me hear.

Juliette: Un. [*One.*]

Teacher B and Juliette: Deux. [*Two.*]

Teacher B: Everybody.

Class: Trois, quatre [*Three, four.*]

Teacher B: And? How do you say that one?

Juliette: Cinq. [*Five.*]

Teacher B: All right. I'm not so good at that one. Right. And the Xhosa children, everybody let's try.

isiXhosa learners: Inye, zimbini, sithathu, sine. [*One, two, three, four.*]

Teacher B: And the last one is?

isiXhosa learners: Sitlanu. [*Five.*]

Teacher B: Sitlanu [*Five*]. All right, oh my goodness. Everybody in Afrikaans, let's quickly go.

Class: Een, twee, drie, vier, vyf. [*One, two, three, four, five.*]

Teacher B: Right, can we try it in Afrikaans again? But we're going to go from the biggest to the smallest. Okay, children, just wait. From the biggest to the smallest, all right. What's biggest in Xhosa?

Themba: Inkulu. [*Biggest*]

Teacher B: Inkulu [biggest], and the smallest one?

Themba: Incinci. [*Small*]

Teacher B: Okay, if we're going to do it in Afrikaans, everybody should be able to.

Class: Vyf, vier, drie, twee, een. [*Five, four, three, two, one.*]

Thereafter Teacher B practiced word sums in which the learners had to answer in any language except English. The teacher reported that this activity had a symbolic function for the Belgian learner, because she could share her linguistic knowledge. It had a scaffolding function for the isiXhosa learners who knew the number names in isiXhosa because they could use isiXhosa as a temporary bridge when doing their calculations. Finally, it had an epistemological function about the Afrikaans number names, since all the learners could use their stronger language for content learning of the weaker language (Afrikaans).

In another lesson Teacher B used pedagogical translanguaging in group reading.

Two of the learners in the group were isiXhosa-speaking. She let them read as usual in English, but then asked the isiXhosa learners to explain what happened in isiXhosa. In Excerpt 2 Themba and Nobomi are isiXhosa home language speakers, and therefore L2 learners, with English as the LoLT.

Excerpt 2

Teacher B: Look at this page and tell me a little bit in Xhosa about it. What do you understand from this page? Who's making the scarf? Can you talk (sic) in Xhosa?

Themba: Aneena

Teacher B: Okay, right. And what is Aneena making?

Themba: Isikhafu. [*Scarf.*]

Teacher B: Tell me what about the scarf.

Themba: Isikhafu sikhulu. [*The scarf is big.*]

Teacher B: Isikhafu [*Scarf*] is inkulu [*big*]. Right, good let's turn over. Nobomi, are you going to try and tell us in Xhosa what's happening on this page? Themba? What do you notice? What have the children gone to do? They've gone to...

Themba: Play with Aneena.

Teacher B: Can you tell me in Xhosa, what are they going to do?

Themba: Baza kudlala noAneena. [*They are going to play with Aneena.*]

This activity had a scaffolding function as it aimed to increase the isiXhosa learners' comprehension of the story. The one learner, Themba, was able to produce a semantically richer utterance in isiXhosa than in English, which indicates that he benefitted from describing the picture in his L1.

Grade 2 class

In this class the LoLT was English and many of the learners spoke English as L1.

The L2 learners spoke Afrikaans, isiXhosa, or Shona at home. Teacher D used greeting in English, Afrikaans, and isiXhosa as an introduction to translanguaging, as seen in Excerpt 3. This had a symbolic function.

Excerpt 3

Teacher D: How do we greet in English, how do we greet one another in the morning?

Class: Good morning.

Teacher D: How would we do it in Afrikaans?

Class: Goeiemôre. [*Good morning.*]

Teacher D: In isiXhosa, how do we do it?

isiXhosa learners: Molo. [*Hello.*]

Teacher D: Molo! [*Hello!*] All right, so everybody say “good morning to each other in isiXhosa.

Class: Molo. [*Hello.*]

Teacher D: Right. In Afrikaans, say "goeiemôre".

Class: Goeiemôre. [*Good morning.*]

Teacher D: And everyone say, “good morning”.

Class: Good morning.

Teacher D created a culture of bilingualism in her class by telling her learners that they all have the ability to speak English and another language. The L2 learners were therefore not singled out during the pedagogical translanguaging lessons; all learners could alternate purposefully between languages.

In the lessons that followed, Teacher D let the learners alternate between their two languages. The isiXhosa learners alternated between isiXhosa and English, the

Shona learners between Shona and English, the Afrikaans learners between Afrikaans and English, and the English learners between English and Afrikaans. In the excerpt below Teacher D first illustrates the alternation between English and isiXhosa in a dialogue between her and an isiXhosa learner. The isiXhosa learner could compile a response in her L1, before translating it to English, which potentially allowed her to provide a better response. In Excerpt 4 Nonhle is a home language isiXhosa speaker who is being taught in her L2 – English.

Excerpt 4

Teacher D: So, Nonhle, your languages are going to be English and Xhosa. So, maybe, I ask you in English, "How are you?" and you answer back in isiXhosa. Say loudly.

Nonhle: Ndiphilile. [*I am fine.*]

Teacher D: And then I say, "I'm fine. Should we go and buy some sweets at the shop?"

Nonhle: Ewe, ndingayithanda lonto. [*Yes, I would like that.*]

Teacher D: Which means?

Nonhle: Yes, I would like that.

After this exchange the learners divided into groups of three, according to their L1. They wrote a dialogue together, alternating between two languages, and then presented it to the class. In Excerpt 5 two isiXhosa learners (named Nonhle and Nomlanga) present the dialogue that they had written in isiXhosa (their L1) and English (their L2).

Excerpt 5

Nonhle: Molo [*Hello*], Chris.

Teacher D: Sorry, sorry. What does "molo" mean?

Class: Hello!

Teacher D: So immediately you can pick up the words. Okay, I want you to pick up the words you know. "Molo [*Hello*], Chris."

Nonhle: Unjani namhlanje? [*How are you today?*]

Teacher D: So, "unjani" means?

Class: How are you?

Nonhle: Singathetha ngendlovu? [*Can we talk about elephants?*]

Nomlanga: Do you know people kill animals for their tusks?

Teacher D: Right, so what did you say, you said, "Hello, Chris? How are you?"

Nonhle: I said, "Hello Chris, how are you today? Can we talk about elephants?"

In this lesson the teacher used translanguaging for various functions. The primary function was scaffolding because she used alternation of languages to help the learners to better understand the concept of dialogues. The use of isiXhosa and Shona in class also had a symbolic function. Encouraging English L1 learners to try to understand isiXhosa and Shona gave status to these languages. The class reacted positively to this multilingual engagement.

Translanguaging also had an epistemological function in Afrikaans additional language lessons. During Afrikaans additional language lessons the English, isiXhosa and Shona learners are L2 learners, since the LoLT for that lesson is Afrikaans. The learners discussed the Afrikaans story using their L1 for better comprehension. As they read the book the teacher focused on the meaning of specific words and then wrote those words on the board in English. In Excerpt 6 the text of the story is written in bold. Leo, Taigan and Joan's L1 is English, and Khwezi's L1 is isiXhosa. Alissa's L1 is Afrikaans, therefore she is not an L2 learner

during this lesson, but the English and isiXhosa learners are L2 learners.

Excerpt 6

Teacher D: Let's just read the title, it says, "**Hoe vervelig.**" [*How boring.*] What's "verveeld" [*bored*]?

Leo: Bored.

Teacher D: How did you know that? "Jy is so verveeld!" [*You're so bored.*] I'm sure your mom sometimes says that sometimes. "Gaan doen net iets." [*Just go do something.*] What is "bored" in Xhosa?

Khwezi: Udikiwe. [*Bored.*]

Teacher D: **Mev. Milt word wakker. "Dit reën," sê sy. "Hoe vervelig."** [*Mrs. Milt wakes up. "It's raining," she says. "How boring."*] What's happening?

Taigan: She's bored.

Teacher D: Why?

Taigan: Because it's raining.

Teacher D: Raining. That's our next word. What's "raining" in Afrikaans, Joan?

Joan: Dit is reën. [*It is rain.*]

Teacher D: Dit reën, okay, so dit reën. [*It's raining, okay, so it's raining.*] Now why would that be boring?

Alissa: Because she can't go outside.

Teacher D: Sy kan nie buite gaan nie. She can't go outside. Wat's "buite" in Xhosa? [*What's "outside" in isiXhosa?*]

Khwezi: Phandle. [*Outside.*]

Teacher D: Phandle. [*Outside.*] She can't go and "phandle" because it's raining, because it's...

isiXhosa learners: Kuyanetha. [*It is raining.*]

After they had finished the story Teacher D asked the learners to use the words on the board to write a sentence in their L1. They read their sentences to the class. In Excerpt 7 the isiXhosa learner used the English words on the board to create a sentence in isiXhosa. He shared it with the class in isiXhosa and translated the sentence back to English to explain the meaning to the class. In addition to the scaffolding function, this interaction also had a symbolic function because the isiXhosa learner was seen as the language expert with regard to his home language. In Excerpt 7 Lonwabo is the isiXhosa L1 learner and Leo is an English L1 learner. Lonwabo is therefore an English L2 learner, with English being the LoLT.

Excerpt 7

Lonwabo: Ikati nenja zazitshatile. Ikati nenja pillow fight. Kwaphumelelainja. *[A cat and a dog were married. The cat and the dog had a pillow fight. The winner was the dog.]*

Teacher D: What do you think? What did you hear in that sentence that you can pick up?

Leo: There was a fight.

Teacher D: With who?

Lonwabo: With the dog and the cat.

Teacher D: With the dog and the cat. I heard those words. Yes.

Lonwabo: I said that the cat and the dog were married, and they had a fight, and the winner was the dog.

Later in the day they had to write English sentences for an assessment, using the same words. Teacher D therefore used the pedagogical translanguaging lesson skillfully to allow her learners to fully engage with the English words that they were to be assessed on later. When L2 learners compiled a sentence in their L1 they could

write sentences that were richer in language and possibly more creative. The other Grade 2 class also brainstormed creative writing ideas in L1 groups in their pedagogical translanguageing lessons. Teacher C reported better, more descriptive content from her L2 learners when she approached creative writing in this manner.

Grade 3 class

Teacher E experienced her class as challenging because of emotional and behavioural issues. The LoLT is English, and many of the learners in class speak English as L1. The L2 learners speak isiXhosa, Chichewa, or Afrikaans at home. Teacher E's aim was to use pedagogical translanguageing to help L2 learners who struggle comprehending English content matter. She asked L2 learners to translate keywords into their L1, and then used the keywords in her English instructions and explanations to augment understanding. Translanguageing therefore served a scaffolding function.

In Excerpt 8 Teacher E revised nouns. She started off by giving the definition in English, with keywords being translated into Afrikaans and isiXhosa by the learners. In Excerpt 8 Fezile and Aphiwe are L2 learners who speak isiXhosa at home, and Stiaan is an L2 learner who speaks Afrikaans at home.

Excerpt 8

Teacher E: A noun is a "isibizo". Now, what is a noun? It is a person - in Afrikaans a person is a "mens". What is "person" in Xhosa?

Fezile: Umntu. [*Person.*]

Teacher E: Umntu. [*Person.*] And "animal"?

Stiaan: Dier. [*Animal.*]

Teacher E: Is 'n dier. [*Is an animal.*] And "animal" in Xhosa is a...

Aphiwe: I learnt a lot of Xhosa, but not “animal”.

Teacher E: Oh, I see. That's fine. Okay, so that one I'm going to write down, I'm going to find out for us.

Teacher E: A place

Stiaan: Is 'n plek. [*Is a place.*]

Teacher E: A place in Afrikaans is “'n plek”. Aphiwe?

Aphiwe: Indawo. [*Place.*]

Teacher E: Indawo. [*Place.*]

Teacher E: Or a thing, what is a “thing”? Thing?

Stiaan: Ding. [*Thing.*]

Teacher E: 'n Ding. [*A thing.*] And...

Aphiwe: Into. [*Thing.*]

Teacher E: “Into”, with a “t”. Right, let's read it now. Look here, Dumisa, you must look here now, boy. Okay let's see, what is a noun? What is “isibizo”? It is a person, “'n mens”, “umntu”, an animal, “'n dier” and we don't know, we're gonna find out. It is a place, “plek”, or “indawo”. Or it's a thing, a “into”.

Stiaan: 'n Ding. [*A thing.*]

Teacher E: 'n Ding. [*A thing.*]

Following the excerpt, the class looked at examples of nouns and translated the words into Afrikaans and isiXhosa. Finally, Teacher D divided the learners into groups where they made a visual summary of what a noun is. The groups were comprised of learners with different L1s and learners were encouraged to teach each other words in their L1s. They did not use the groups to deepen understanding of concepts; the groups served a purely symbolic function by valorizing the L1s.

In another lesson Teacher E asked the learners to translate keywords in word sums

into their L1 to increase comprehension, as illustrated in Excerpt 9. Once again, Aphiwe is an L2 learner who speaks isiXhosa at home and Stiaan is an L2 learner who speaks Afrikaans at home. During the interaction the isiXhosa learners initially do not understand the English word used in the question. The teacher used synonyms for the keyword until the isiXhosa learners could translate it.

Excerpt 9

Teacher E: How many remaining? “Remaining” means, “left”, “left over”.

Stiaan: Daar is... [*There is...*]

Teacher E: Hoeveel is daar oor? [*How many remaining?*] What is “remain” or “left over” in Xhosa.

Aphiwe: Remain?

Teacher E: How many is left?

Aphiwe: Into ishiyekile. [*Something left.*]

Teacher E: Ishiyekile [*left*], which ones are left over? Are remaining? Into ishiyekile [*Something left*]? Hoeveel is daar oor? [*How many are left over?*] How many - say that word for me.

Aphiwe: Into ishiyekile. [*Something left.*]

Teacher E: ...natural disasters, is there, are left over?

In the same lesson translanguaging helped L2 learners to clear up a misunderstanding about the content of the lesson. Had the translation not happened the teacher would not have been aware that her learners misinterpreted the word. In Excerpt 10 Aphiwe is an L2 learner who speaks isiXhosa at home, Stiaan is an L2 learner who speaks Afrikaans at home and Joe is an L1 learner, who therefore speaks English at home.

Excerpt 10

Teacher E: Yes, so the earthquake...what is an earthquake, “n aardbewing”, when everything is shaking, an “aardbewing”. Shaking, so the earth shakes. In Xhosa what does it mean when the earth shakes?

Stiaan: What is “earth” and “quake” together in Xhosa?

Teacher E: What is earthquake in Xhosa?

Aphiwe: “Quick” is “khawuleza”.

Teacher E: Not “quick”. “Khawuleza” means “quick”. Not “quick”, “quake”.

Joe: Like shake?

Teacher E: Yeah, shake, what's “shake” in Xhosa?

Aphiwe: Uyasheyikha. [*Shake.*]

Teacher E: Uyasheyikha. [*Shake.*]

3.2. Research question 2

The inductive thematic analysis of the focus group with the teacher participants revealed themes related to the effect of translanguaging on L2 learners, the changes it brought about in the teachers, and the challenges that they experienced in relation to translanguaging.

Effect on L2 learners: academic effect

The participants mostly agreed that pedagogical translanguaging did not help the L2 learners to learn English. However, they perceived pedagogical translanguaging to enable learners to draw on their L1 knowledge more readily. Although infrequent, instances of increased understanding were observed, as one participant stated:

“Every now and again I could see, oh there's a spark, but I'm not 100% sure that it helped him to learn those difficult concepts.” Teacher E, line 60-61.

Effect on L2 learners: emotional effect

By far the more profound effect on L2 learners, as experienced by the teachers, was the emotional effect. L2 learners were more confident in all learning areas, they participated more in class and were more engaged in learning.

“I don’t know what it is, it’s like a little switch went off in her head and as soon as we included it in the class she just lit up. She’s like a new person now.” Teacher A, line 378-380.

“...she’s never understood what’s going on. So for her I just think it’s actually been, “Wow! I am clever, I can actually. I do know this, it’s just a different language.” Teacher A, line 392-393.

Translanguaging facilitated a sense of belonging and unity. There was increased connection between the teachers and the L2 learners and the teachers felt that they had better insight into their L2 learners.

“...growth and confidence. I got them to participate more. And they've, it's almost like there was a breaching of a cultural barrier...that sense of belonging...” Teacher C, line 34-44.

“...it also spilled over in other areas like mathematics where Bongani is known for putting up this wall, I could connect with her on that level. So, yeah, overall confidence, engagement, connection.” Teacher C, line 53-55.

Another important outcome was the perception that the L2 learners were more equal in status because of the translanguaging. The L1 learners were impressed and interested to hear their peers speaking different languages. All the learners and teacher could learn from each other. This elevated the status of L2 learners’ home languages.

“...you know little people, they're so impressed by someone who can speak another language. You know they're all blown away that the friends can speak something else...” Teacher A, line 265-268.

Translanguaging has given teachers more insight into their learners. The emotional effect that translanguaging had on the L2 learners was unexpected for all the participants. They saw the emotional effect as a very important, worthwhile outcome, because, as one participant stated aptly:

“...that's actually the most important thing, because if you get the emotional thing right with a child, then they can learn.” Teacher E, line 254-255.

Effect on teachers

The DBR approach changed some teachers' classroom practices because pedagogical translanguaging made them more aware of the vocabulary that they are aiming to teach. This had a positive effect on both L1 and L2 learners.

“...you're so conscious of making sure everybody understands, then you explain words that you might in the normal language lessons just gloss over, but actually the other people also...don't have the vocab...You're not actually thinking of the English children, but because you're conscious of everybody understanding what you do, it wasn't a waste for them (L1 learners)” Teacher A, line 260-265.

The teachers report that they included L2 learners more frequently in their lessons now by allowing them to add what they understand about the topic. Previously they had a monolingual mindset to teaching English, but the action research has changed their approach to teaching L2 learners, as one participant explains:

“I don't know why but, you know, before I...it never occurred to me to incorporate...because you know when you're teaching English, you're teaching

English. You know, it never occurred to me, whereas now, in everything we do, you know, if there's something they can add then I would ask them to, which before I wouldn't." Teacher A, line 321-324.

Challenges

The participants saw it as a challenge that they could not speak the learners' home languages. This prevented them from knowing whether the learner understood correctly or not. According to the participants many of the L2 learners do not speak their home language particularly well either. They have limited vocabulary and therefore find it difficult to translate concepts into their home language. Learners with a well-developed home language reportedly benefitted the most from translanguaging because it helped them to draw on their linguistic repertoire. However, the learners who were not academically on par with their peers had difficulty comprehending in the LoLT and/or their home language.

"I think something that would make it more successful is if, when they're younger, somehow the message gets across: Speak your home language, make it strong, and speak it properly. Don't mix your languages and, you know, speak a proper home language and then I think it will work even better." Teacher A, line 262-265.

4. Discussion

The aim of the study was to determine which pedagogical translanguaging practices foundation phase teachers in higher SES private schools employ after exposure to the concept, and how they experience employing pedagogical translanguaging. After exposure to pedagogical translanguaging, the participants all aimed to use it to help their L2 learners understand the academic work better and to perform to their ability. Their goal was, therefore, mostly one of scaffolding.

In teaching Afrikaans as an additional language they were able to gain an epistemological function because they could all speak Afrikaans. Using pedagogical translanguaging is not new to them in the teaching of Afrikaans as additional language. The action research has, however, broadened the way in which they use pedagogical translanguaging, because they now add the other L2s in their lessons as well, instead of simply alternating between English and Afrikaans. This has reportedly had a positive effect on L2 learner engagement in Afrikaans additional language lessons.

Duarte (2020) alludes to the fact that languages cannot be used to their full potential as learning instruments if the teacher is not proficient in the L2. The participants experienced this because they felt limited in the extent to which they could use pedagogical translanguaging for content-matter learning. They felt unable to use the L2 to enhance content and language knowledge if they could not speak the L2.

The participants' initial academic goal became of secondary importance when they experienced the emotional effect of pedagogical translanguaging on L2 learners. For some participants, their expressed goal changed to one of symbolic function during data collection, because they saw how pedagogical translanguaging improved L2 learners' engagement and confidence. Indeed, L2 learners who are in classrooms where most students are English speakers have been shown to experience affirmation and inclusion when translanguaging is incorporated (García & Kleyn, 2016; Yilmaz, 2021) .

It was essential to ascertain whether pedagogical translanguaging benefitted the L1 learners too, since inclusive education should benefit all (Department of Basic Education, 2010). The participants all agreed that it was beneficial to the L1 learners,

and some participants even perceived it to improve the L1 learners' comprehension and vocabulary. This points to the fact that pedagogical translanguageing changes the way in which teachers approach the language they use in the classroom. In our study, teachers were more intentional about the language they used and were more aware of the understanding of vocabulary, or lack thereof, among all their learners. All learners could therefore experience a richer language environment as a result of pedagogical translanguageing.

The participants indicated increased motivation on the part of the L2 learners as a result of translanguageing. Learner motivation has been found to be an important predictor of achievement (Lavrijsen et al., 2021). The participants also indicated an increase in self-confidence among L2 learners. Increased self-confidence is arguably linked to learners' perceived academic competence, which is the motivational construct with the most significant effect on achievement (Lavrijsen et al., 2021). Similarly to our study, translanguageing has been found to increase weaker learners' engagement in class (Nagy, 2018). Our study therefore shows that even pedagogical translanguageing with a symbolic function has the power to benefit L2 learners. It benefits them on an emotional level, and therefore indirectly on an academic level.

The participants realized that they had made themselves guilty of benign neglect of learners' L1, because, although they did not actively suppress the use of the L1, they previously had not actively incorporated the L1 into the classroom (Cummins, 2019). This realisation resulted in a shift in classroom practice. The participants became aware and acknowledged the socially constructed language hierarchies that caused learners to only want to speak English. Vogel and García (2017) see translanguageing as a vehicle to elevate people whose language practices have traditionally been seen as non-standard (Vogel & García, 2017). However, the

participants did not shift their view on the importance of speaking pure languages during the course of the study.

It remained important to the participants to maintain named languages by incorporating standardised languages in class. Many proponents of translanguaging are opposed to the notion of named languages. A possible explanation for the participants' resistance to do away with the notion of named languages is that they are aware that their L2 learners need to be proficient in English if they are to be successful at school and beyond. The participants' uptake of pedagogical translanguaging aligns more with the practices of Heugh et al. (2017) and Cummins' (2017) active bilingualism, where they use multilingual instructional strategies to leverage the learners' L1, but remain aware of the need to adhere to a named language.

While it can be argued that the adherence to named languages is appropriate for the South African context (Heugh et al., 2017), our participants' insistence that L2 learners' linguistic repertoires should consist of standardised languages shows that they still have a monolingual mindset. The monolingual mindset is deeply ingrained in Western cultures and is reflected in the progressively monolingual trend of the language policies of many South African schools (Robertson & Graven, 2020). Work needs to be done at all levels of education policy and practice if we are to enable teachers to truly use learners' linguistic repertoire to expand their linguistic repertoire whilst gaining access to the language of education, commerce, and power.

Limitations and future directions

While DBR is effective in finding solutions for specific problems, a limitation of this type of action research is that the results are not easily generalisable to other

communities. Our study was only conducted at one school; therefore, the experiences of teachers from different schools could not be compared. We also did not attempt to objectively measure the academic effect in learners as a result of pedagogical translanguaging. Future research should include a wider variety of schools and use objective instruments to measure learner progress.

5. Conclusion

Our study showed that teachers who had been trained in the submersion model with a monolingual mindset could adopt an approach of pedagogical translanguaging after exposure to the basic principles. Through DBR the participants witnessed the emotional effect of pedagogical translanguaging on L2 learners. While it had a clear affective and symbolic role, evidence of academic benefit could also be seen, albeit indirectly in many cases.

The ease with which English South African teachers took to pedagogical translanguaging affirms what has been said previously: Multilingualism is the South African lingua franca (Fardon & Furniss, 1994). Multilingualism has been around for centuries in South Africa and our teachers should be equipped and encouraged to use multilingual practices to harness the abilities of all our learners.

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6. GENERAL DISCUSSION AND CONCLUDING REMARKS

6.1. Aim of the chapter

Chapter 6 summarises the findings and contributions from the three research studies contained in the thesis. Clinical implications of the findings as well as recommendations for future research regarding L2 learners, teacher PD, and translanguageing are discussed. The chapter concludes with a critical evaluation of the research contained in the thesis.

6.2. Overview of research findings

This research project has elucidated the role of the SLT in supporting foundation phase L2 learners and their teachers. The role of the SLT has shifted from providing individual pull-out therapy services to supporting all learners in increasingly diverse classrooms. The research project made it clear that teachers need to be actively involved, both in the identification of PD needs and in the implementation of new techniques, if we are to discover and develop the valuable strengths that L2 learners bring to the classroom. This research project was successful in meeting teachers PD needs through the use of DBR – an approach that is not commonly used in the speech-language pathology field. It also served to highlight areas of development that L2 learners need support in, while at the same time showing that L1 and L2 learners are not all that different. Overall the research project makes an important contribution to the field of education and speech-language pathology by detailing how the needs of L2 learners and their teachers can be determined and met through innovative approaches.

6.2.1. Study 1

Study 1 identified the PD needs of Grade 1 teachers who teach L2 learners alongside L1 learners. The bioecological framework illuminated the person characteristics, context, and time factors that inform PD needs. The results demonstrate the benefit to teachers when schools prioritise support for teachers and L2 learners, by involving professionals like SLTs. Teachers in this study displayed increased motivation within their microsystem and exosystem, with improved L2 learner outcomes, teacher confidence, resilience, and positivity towards the school and the Department of Basic Education. The positive interaction between the

different microsystems and exosystems positively impacts both the teacher and the L2 learners' academic outcomes. This study drew attention to shared beliefs about inclusive education and the need for these to be addressed among teachers.

Teachers want to be active participants in PD but are sceptical about coaching. Teacher motivation during PD programmes is essential (Geldenuys & Oosthuizen, 2015), therefore the desires of the teachers need to be taken into account. However, coaching has been shown to be an essential factor in the success of a PD programme (Kalinowski et al., 2019). The coaching element of PD will therefore have to be approached with great circumspection.

6.2.2. Study 2

Study 2 identified the language and literacy needs of Grade 1 L2 learners, comparative to L1 norms, as well as the factors that influence these needs. Learners' mean standard scores for all expressive language measures, reading, and spelling were within the normal range as determined by standardisation. Except for auditory comprehension, all the language-related auditory processing skills were within the average range. Although some individual learners' scores fell below the average range in each subtest, on the whole this group of learners performed closer to L1 expectations for phonological and memory subskills than was reported previously (Cockcroft & Alloway, 2012; Le Roux et al., 2017). On the other hand, the findings on the receptive language subtests of vocabulary and grammatical morphemes indicate that L2 learners from private schools score below the expectation for L1 learners. In South African studies, Grade R and Grade 1 L2 learners from low SES were also found to have receptive language skills below those of their L1 peers (Cockcroft, 2014; White, 2019; Wilsenach, 2015). Therefore, L2 learners from higher SES do not fare better than L2 learners from low SES environments in their understanding of vocabulary and grammatical morphemes.

The L2 learners in this study displayed apparent profile effects in their foundational literacy skills, as significant differences were found amongst their scores for different subtests. The strengths and weaknesses of different subtests could be explained in terms of shared and distributed knowledge. Language-related auditory processing skills are shared across languages, while vocabulary and understanding of

grammatical morphemes are distributed across languages (Paradis & Kirova, 2014). In general, the learners performed age-appropriately in subtests that are dependent on phonological awareness and auditory memory. The learners could also apply their skills sufficiently to decode and encode, with very few L2 learners scoring below L1 norms for reading and spelling accuracy. These findings are in contrast to those from other studies (Le Roux et al., 2017; Melby-Lervåg & Lervåg, 2014).

One reason for the largely proficient scores could be the type of schools that these learners attend, namely private schools. Typically, learners in South African private schools are more likely than learners in public schools to attend Grade R. On the contrary, public schools typically do not display high attendance numbers for the academic inception year, due to several factors (Aunio et al., 2016). Private schools have better resources than public schools and the classes are smaller, allowing for more individual attention. Parents who can afford to send their children to private schools are typically from a higher SES (Graven, 2013). SES, home language, and literacy environment have all been identified as contributing factors to L2 learners' language and literacy development (Dolean, 2021).

In the present study, home language was the variable that most impacted the scores of L2 learners. There were statistically significant differences between the Afrikaans and African-language-speaking L2 learners on expressive language measures of TNW, MLUs, and clauses per sentence. Furthermore, although not statistically significant, African-language-speaking L2 learners scored below the norm on the receptive measures of vocabulary and grammatical morphemes, while the Afrikaans-speaking L2 learners scored within the average range on these subtests. Afrikaans-speaking L2 learners scored significantly better on phonological segmentation where these two sub-groups were compared. These results correspond to those of a recent local study that found differences in receptive and expressive vocabulary when comparing Afrikaans-speaking L2 learners to isiZulu-speaking L2 learners (Jordaan et al., 2021). Moreover, the difference in performance can be ascribed to differences in exposure trajectories, with Afrikaans learners typically being exposed to English from an earlier age than African-language speakers (Jordaan et al., 2021). There is also evidence to suggest that the linguistic similarities between Afrikaans and English benefit Afrikaans L2 learners (Van Staden et al., 2016).

There were no statistically significant differences based on gender or geographic location when considering the mean scores. The only gender difference was on grammatical morphemes, where the scores of the female participants fell within the average range, and those of the male participants did not. Gender has been found to play a role in L2 outcomes, with girls commonly being more motivated to learn an L2 than boys (Dixon et al., 2012). However, the current results largely concur with those of White (2019), who did not find significant differences in L2 performance based on gender. A possible reason for this may be that the teachers from the current study are better able to motivate the males in their class since the class sizes are small, thus eliminating the expected gender differences.

Like the results related to gender, L2 learners scored below average for some subtests, with differences relating to their geographic location. L2 learners from the suburban district scored below the norm for ANMR, while L2 learners from a small town scored within the average range. The reverse is true for the receptive language subtests of vocabulary and grammatical morphemes. Few studies have compared L2 learners from small towns to L2 learners from suburban areas; therefore, it is difficult to compare the present results to those from other studies. However, Southwood et al. (2021) locally reported a difference in young children's home language, vocabulary size, and composition in favour of urban areas compared to rural areas. Rural areas and small towns are not necessarily comparable, however, in the South African context.

6.2.3. Study 3

Study 3 investigated how higher SES foundation phase teachers implement pedagogical translanguaging after exposure to the concept and its applicability to a private school setting. After exposure to pedagogical translanguaging, the participants all aimed to use this construct to support their L2 learners in improved understanding of the academic work and performing to their potential. The goal of these participants was, therefore, predominantly one of scaffolding. In teaching Afrikaans as an additional language they gained an epistemological function because the participants could all speak Afrikaans. Pedagogical translanguaging in this context was not new to them, but the DBR has prompted them to use the other

L2s in their lessons as well, instead of simply alternating between English and Afrikaans. This combined usage has reportedly positively affected L2 learner engagement in Afrikaans additional language lessons.

The participants' initial academic goal became of secondary importance when they experienced the emotional effect of pedagogical translanguaging on L2 learners. For some participants their expressed goal changed to one of symbolic function during data collection, because they saw how pedagogical translanguaging improved L2 learners' engagement and confidence. L2 learners who are in classrooms where most students are English speakers have been shown to experience affirmation and inclusion when translanguaging is incorporated (e.g., García & Kleyn, 2016; Yilmaz, 2021). The participants indicated increased motivation on the part of the L2 learners as a result of translanguaging. Learner motivation has been found to be a significant predictor of achievement (Lavrijsen et al., 2021). The participants also indicated an increase in self-confidence among L2 learners. Increased self-confidence is arguably linked to learners' perceived academic competence, which is the motivational construct with the most significant effect on achievement (Lavrijsen et al., 2021). Nagy (2018) similarly reported that translanguaging increased weaker learners' engagement in class. The current study, therefore, shows that even pedagogical translanguaging with a symbolic function has the power to benefit L2 learners. It benefits them on an emotional level, and therefore indirectly on an academic level (Lavrijsen et al., 2021).

The participants adjusted their classroom practice to further pursue the emotional effect on L2 learners. The participants became aware of and acknowledged the socially constructed language hierarchies that resulted in learners wanting to speak English exclusively. Vogel and García (2017) see translanguaging as a vehicle to elevate people whose language practices have traditionally been seen as non-standard. Nonetheless, the participants did not shift their view on the importance of speaking pure languages during the study.

Throughout the study, it remained important to the participants to maintain named languages by incorporating standardised languages in class. The participants of the current study struggled to incorporate a softening of boundaries between named

languages, to allow students to use their full linguistic repertoire (Goodman & Tastanbek, 2020; Otheguy et al., 2015). A possible explanation for the strict adherence to named languages is that the participants are aware that their L2 learners need to be proficient in English if they are to be successful at school and beyond, as argued by Heugh (2013). It was, therefore, a concern to some participants that they could not speak the L2 themselves. Furthermore, pedagogical translanguageing took additional instructional time. Another, more recent, study has also found that teachers experienced the incorporation of learners' L1s as too time-consuming (Kotzé et al., 2017).

6.3. Implications of the findings

The broader project has provided an example of how SLTs can support teachers and L2 learners. Study 1 has shown that the needs of Grade 1 teachers with L2 learners in their class are of such a nature that they can be met by SLTs. Providing PD on communication skills, language, literacy, reading, writing, phonological awareness, learner assessment, and inclusive education is within SLTs' practice scope (Wium & Louw, 2015). Study 1 has succeeded in giving a voice to the often-overlooked Afrikaans-medium Grade 1 teachers who have L2 learners in their class. The implications are that teacher education at the undergraduate level as well as continuous PD should include training on how to teach L2 learners, regardless of LoLT, as has been mentioned in a previous South African study (Kotzé et al., 2017). Teachers realise that they need to use L2 learners' L1 to support them academically. PD programmes should therefore train teachers on practical ways to use the learners' L1 despite the teacher not necessarily being proficient in the L1.

Although the need for training on teaching L2 learners was evident, teachers from different backgrounds, who teach at other schools, may have different needs. PD needs, therefore, must be determined prior to programme implementation. Instead of rolling out mass generic programmes for teaching L2 learners, the study has shown that programmes should be implemented in collaboration with teachers.

Customisation of PD programmes does not mean that other support provided thus far is inconsequential. Study 1 has shown that teachers feel more competent and confident when they receive support from the school. However, workshops and

training provided by the district seem only to emphasise the need for more training. The implication is that efforts and resources should be put into providing practical, tailor-made PD content to support teachers of L2 learners.

What would further contribute to appropriate PD programmes is specific knowledge on L2 learners' language and literacy skills, as assessed by SLTs. Study 2 has shown that L2 learners from private schools performed better than has previously been reported for L2 learners from public schools. This points to what has been found in other studies, namely that SES and school quality have a more significant effect on learner achievement than the language of instruction (Spaull, 2016). Nevertheless, the African-language-speaking L2 learners require additional support for language and phonological segmentation skills, if they are to have reading comprehension skills that are comparable to those of their peers. No previous research has linked suburban geographic locations to poorer ANMR, which is an indication of working memory. Evidence suggests that working memory is an important part of language comprehension and is related to both the development of L2 proficiency and L2 use (Linck et al., 2014). Working memory is important as it is implicated in the acquisition of syntax, semantics, pragmatics, and vocabulary in the first year of formal schooling (White, 2020). The observed difference in ANMR between L2 learners from suburban areas and small towns in our study should therefore be investigated further.

The uneven pattern of strengths and weaknesses for different foundational literacy skills is relevant to both SLTs and teachers for consideration of what to emphasise in language enrichment activities in the classroom and in PD. Specific emphasis should be placed on auditory comprehension, receptive vocabulary, and grammatical morphemes, as these subskills were the weakest areas of literacy development. The fact that the L2 learners do better in areas where shared knowledge is at play, is a call to clinicians and teachers alike to remove the language barrier as much as possible. Utilising L2 learners' full linguistic repertoire through pedagogical translanguaging is one approach that Study 3 has shown to have potential.

There are also implications for the way in which PD is provided. Study 1 has shown that teachers want to be involved in PD but do not want to be coached. Coaching is,

however, more effective than PD programmes without a coaching element. In Study 3, it was illustrated how DBR might solve this problem. Teachers are involved as co-researchers and help to shape the focus of the PD. The participants from Study 3 also welcomed input and brainstorming in the cyclic design of DBR because they bought into the new approach to which they had been exposed (Štemberger & Koper, 2016). DBR is not well known to the speech-language pathology field, but this study has shown that it is a valuable approach within SLT-teacher collaborations.

It was important to ascertain whether pedagogical translanguaging benefitted the L1 learners too, since inclusive education should benefit all (Department of Basic Education, 2010) and teachers often complain that L1 learners are disadvantaged when additional support is being provided to L2 learners. The participants all agreed that pedagogical translanguaging was beneficial to the L1 learners, and some participants even indicated improved comprehension and vocabulary for L1 learners. The implication is that pedagogical translanguaging changes the way in which teachers approach the language they use in the classroom. In our study, teachers were more intentional about the language they used and were more aware of the understanding of vocabulary, or lack thereof, in both L1 and L2 learners. All learners could therefore experience a richer language environment as a result of pedagogical translanguaging.

The participants realised that they had previously made themselves guilty of benign neglect of learners' L1, because, although they did not actively suppress the use of the L1, they also had not actively incorporated the L1 into the classroom (Cummins, 2019). While it can be argued that the adherence to named languages is appropriate for the South African context (Heugh et al., 2017), the insistence of the participants of the present study that L2 learners' linguistic repertoires should consist of standardised languages, shows that they continue to have a monolingual mindset. The monolingual mindset is deeply ingrained in Western cultures and is reflected in the progressively monolingual trend of the language policies of many South African schools (Robertson & Graven, 2020). Work needs to be done at all levels of education policy and practice if we are to enable teachers to truly use learners' linguistic repertoire to expand their linguistic repertoire whilst gaining access to the language of education, commerce, and power.

6.4. Limitations of the study and future directions

A limitation of Study 1 and 2 was the small sample sizes. Although Study 3 also had a small sample size, DBR allows for smaller samples because it does not aim to generalise to the larger population, instead it seeks to bring change in a real-life setting (Bakker & Van Eerde, 2015). In Study 1, a larger focus group (which subsequently became dyadic interviews) would have allowed for a wider range of qualitative input. However, the dyadic interviews were effective in acquiring in-depth responses from participants. Future studies could have more dyadic interviews with a wider range of participants, to be able to compare the views of different participants from the same type of schools.

In Study 2, it would have been beneficial to have more L2 participants, so that the results could be generalised more readily. In addition, future studies should find a norm group match for each participant, for better comparison of the groups. Furthermore, the lack of standardised tests for the South African population limits the interpretation of the results. A concerted effort should be made to develop tests standardised for South African learners.

Another limitation of Study 2 is that data were only collected at a single point in time. It was therefore not clear whether differences in performance due to language, gender, or geographic location increased or declined as the learners progressed through school. It is also essential to determine whether the trajectory of L2 learners' language, auditory processing, reading, and spelling skills can be altered as a result of appropriate PD for their teachers. In future, the teacher and learner outcomes of PD designed and implemented via collaboration between SLTs and teachers could be an important topic for research. Furthermore, it should be objectively ascertained whether a teacher PD programme focusing on the needs of L2 learners does, in fact, also benefit L1 learners, given that inclusive education should benefit all.

A limitation of Study 3 is that the aim was not to objectively measure learner progress when pedagogical translanguaging was used in class. Still, subjective results indicate that L2 learners became more confident and participated more in class, which could indirectly influence academic achievement. Therefore, future

studies should use objective measures to determine the emotional and academic effect of pedagogical translanguaging on L2 learners.

Research on pedagogical translanguaging should be extended to schools with different SESs. While it is known that schools in South Africa with a lower SES whose teachers and learners share the same linguistic repertoire have had success with pedagogical translanguaging, no research has been done on schools with a lower SES whose teachers and learners do not share the same L1(s). In schools with this type of linguistic landscape the effect of pedagogical translanguaging should also be researched in the intermediate, senior, and further education and training phases.

Another element to be researched is the perceptions of L2 learners and their parents regarding the use of multiple languages in class. If they, as the main stakeholders, are not in favour of pedagogical translanguaging, it will be less successful and may be prohibited by school governing bodies. It is therefore essential to involve parents and learners in research regarding multilingual practices.

6.5. Concluding remarks

This research project has disclosed some novel methods through which South African SLTs can provide support to L2 learners and their teachers, since SLTs are called to not only assist the individual learner, but also offer support to teachers (Wium & Louw, 2015). The bioecological framework was useful in organising and conceptualising teachers' needs and perceptions regarding PD for teaching L2 learners. The bioecological framework has shed light on the person characteristics, context, and time factors that inform Grade 1 teachers' PD needs and was successful in revealing expressed and implied PD needs of teachers. The findings provided direction for planned PD programmes to assist teachers with L2 learners in their class and showed that SLTs can meet the PD needs of teachers. Importantly, this allowed the teachers to have input in the content and design of a PD programme, as advocated in the research literature (McChesney & Aldridge, 2019). Such a PD programme should enable teachers to continue providing high-quality instruction amidst a changing classroom environment (Richter et al., 2021).

Study 2 revealed an uneven pattern of strengths and weaknesses in L2 learners for different foundational literacy skills. This is relevant to both SLTs and teachers for consideration of what to emphasise in language enrichment activities in the classroom. This study showed that specific emphasis should be placed on auditory comprehension, receptive vocabulary, and grammatical morphemes, as these subskills were the weakest areas of literacy development. Study 2 further showed that L2 learners' home language, gender, and geographic location potentially have an impact on their literacy development.

In the final study the principal investigator implemented pedagogical translanguaging as an approach to meet the needs of L2 learners and their teachers at a specific school. To the researcher's knowledge, this was the first study in South Africa that investigated the use of pedagogical translanguaging in schools where the teachers do not share the same linguistic repertoire as the learners. The study showed that teachers who had been trained in the submersion model with a monolingual mindset could adopt an approach of pedagogical translanguaging after exposure to its basic principles. Through DBR the participants witnessed the emotional effect of pedagogical translanguaging on L2 learners. While it had a clear affective and symbolic role, evidence of academic benefit could also be seen, albeit indirectly.

The ease with which English South African teachers took to pedagogical translanguaging affirms what has been said previously: Multilingualism is the South African lingua franca (Fardon & Furniss, 1994). In our multilingual context, SLTs should be at grassroots level to identify the needs of L2 learners and support their teachers through tailor-made collaborative training.

7. REFERENCES

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8. APPENDICES

Appendix A: Pilot questionnaire

Appendix A: Pilot questionnaire

Onderwysers se persepsie en behoeftes aangaande Afrikaans-tweedetaalleerders

Dankie dat u bereid is om aan ons studie deel te neem. Die doelwit van hierdie studie is om graad 1 onderwysers se behoeftes en persepsies rakende Afrikaans-tweedetaalleerders (AL2-leerders) te bepaal. AL2-leerders is enige leerders wat in Afrikaans skoolgaan, maar wie se huistaal nie Afrikaans is nie. U skool is gekies om deel te wees van hierdie studie omdat die skool 'n aantal AL2-leerders in graad 1 het. Die inligting gaan gebruik word om beter opleidingsprogramme vir graad 1 onderwysers met AL2-leerders in hulle klasse te ontwerp.

Voltooi asseblief elke afdeling so deeglik en eerlik as moontlik. Baie dankie.

Afdeling 1

Wat is u geslag?

- ☐ Manlik
- ☐ Vroulik

Hoe oud is u?

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

Wat is u huistaal? Dui alle tale wat van toepassing is, aan.

Watter ander tale kan u praat? Dui alle tale wat van toepassing is, aan.

Hoeveel jaar is u al in die onderwys?

By watter skool werk u op die oomblik?

Behalwe dat u 'n onderwyser is, is u ook in een van die volgende rolle?

- ☐ Skoolhoof
- ☐ Onderhoof
- ☐ Departementshoof
- ☐ Fasehoof
- ☐ Graadhoof
- ☐ Geen van die bogenoemde

Woon u in dieselfde gemeenskap as waar die skool geleë is?

- ☐ Ja
- ☐ Nee

Het u 'n onderwyskwalifikasie?

- ☐ Ja
- ☐ Nee

Indien ja, waar het u u eerste onderwyskwalifikasie ontvang?

- ☐ Kollege
- ☐ Universiteit

– Indien u by 'n kollege gekwalifiseer het, watter kwalifikasie het u?

- ☐ Primary Teachers' Certificate (PTC)
- ☐ Junior Secondary Teachers' Certificate (JSTC)
- ☐ Primary Teachers' Diploma (PTD)
- ☐ Diploma (Pre-Primêr)
- ☐ HDE (Pre-Primêr)

- ☐ Junior Primary Teachers' Diploma (JPTD)
- ☐ Senior Primary Teachers' Diploma (SPTD)

Indien u by 'n universiteit gekwalifiseer het, watter kwalifikasie het u?

- ☐ Bachelor of Education Degree
- ☐ Nagraadse Onderwyssertifikaat (NGOS)

Wat is u hoogste akademiese kwalifikasie?

- ☐ Junior skoolsertifikaat
- ☐ Senior skoolsertifikaat
- ☐ NQF vlak 5
- ☐ Nasionale seniorsertifikaat (Matriek)
- ☐ Baccalaureusgraad
- ☐ Honneursgraad
- ☐ Meestersgraad
- ☐ Doktorsgraad
- ☐ Ander/Other

Is u by die South African Council of Educators (SACE) geregistreer?

- ☐ Ja
- ☐ Nee

—

Hoeveel jaar onderrig u al graad 1-leerders?

Hoeveel leerders is tans in u klas?

Hoeveel leerders is tans in u klas wat nie Afrikaans as huistaal praat nie (AL2-leerders)?

Hoe oud is die oudste leerder in u klas?

Hoe oud is die jongste leerder in u klas?

In watter kwintiel val u skool?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Independent school

Het u enige van die volgende volwassenes in u klas wat leerders akademies ondersteun (merk alle opsies wat van toepassing is en voeg nog by indien nodig)?

- ☐ Vrywilligers uit die gemeenskap
- ☐ Studente-onderwysers
- ☐ Ouers wat as vrywilligers optree
- ☐ Assistentie
- ☐ Ondersteuning van die distrik (vakspesialiste, spraak-taalterapeute, arbeidsterapeute, beraders, ens.)
- ☐ Agentskappe in die gemeenskap (werknemers van nie-winsgewende organisasies, nieregeringsorganisasies, ens.)
- ☐ Other

–

Afdeling 2: Afrikaans-tweedetaalleerders (AL2-leerders) se behoeftes

Die volgende afdeling poog om meer inligting aangaande AL2-leerders se behoeftes in die klaskamer te verkry. Nota: "AL1-leerders" verwys na leerders wat Afrikaans as huistaal praat.

Dink na oor die volgende stellings. Dui telkens aan tot watter mate u saamstem met die stelling.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
Die skool bied spesifieke ondersteuning aan AL2-leerders					
AL2-leerders word in hulle Graad R-jaar genoegsaam voorberei vir Graad 1 in Afrikaans.					
AL2-leerders verstaan die instruksies wat in die klas gegee word.					
AL2-leerders kan hulle behoeftes met gemak uitdruk.					
AL2-leerders sukkel om naweek-nuus te vertel.					
AL2-leerders kan opdragte wat gegee word net so goed soos AL1-leerders onthou.					
AL2-leerders vat langer as AL1-leerders om te leer lees.					
AL2-leerders vat langer as AL1-leerders om te leer spel.					
Die taal van onderrig is 'n leerhindernis vir AL2-leerders.					
AL2-leerders se woordeskat is kleiner as AL1-leerders se woordeskat.					
AL2-leerders sukkel om die Afrikaanse klanke reg te hoor.					
AL2-leerders en AL1-leerders leer ewe maklik om klanke te kombineer om woorde te vorm (byvoorbeeld k-a-t = kat).					
AL2-leerders se vermoë om stories te vertel is dieselfde as AL1-leerders s'n.					
Al die kinders in my klas sosialiseer gemaklik, maak nie saak wat hulle huistaal is nie.					
AL2-leerders neem minder deel aan klasgesprekke as AL1-leerders.					
Daar is foute in my AL2-leerders se sinskonstruksie.					
AL2-leerders sukkel met Wiskunde omdat dit in Afrikaans verduidelik word.					
Die AL2-leerders in my klas se ouers kan hulle met hulle Afrikaanse huiswerk help.					
AL2-leerders het meer kennis as wat hulle tans kan oordra, want hulle sukkel met die taal van onderrig.					

Die AL2-leerders in my klas is akademies op dieselfde vlak as die res van die klas teen die einde van die jaar.					
Daar is verwysingsisteme in plek as AL2-leerders in my klas nie die klaswerk bemeester nie.					

Is daar enige addisionele behoeftes van AL2-leerders in u klas wat u wil noem?

Beskryf 'n geleentheid waar u 'n AL2-leerder kon help. Watter strategieë het u gebruik?

Afdeling 3: Die beste benadering tot AL2-leerders

Die volgende stellings gaan oor wat u glo die beste werk vir AL2-leerders. Onthou om slegs u eerlike opinie te gee, nie wat u dink die navorser wil hoor nie.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
AL2-leerders moet hulle huistaal tuis praat en Afrikaans by die skool praat.					
AL2-leerders word verwar as onderwysers in Afrikaans en die leerder se huistaal werk verduidelik.					
AL2-leerders moet slegs Afrikaans by die skool praat sodat hulle Afrikaans vinniger magtig word.					
Dit is beter vir 'n AL2-leerder om vroeër eerder as later in Afrikaans te begin skoolgaan.					
Dit sal goed wees vir AL2-leerders as hulle leer om in hulle huistaal te lees voor hulle leer om in Afrikaans te lees.					
Wiskunde is makliker as tale vir AL2-leerders omdat die taal van onderrig nie 'n rol speel nie.					
In Graad 1 moet die fokus op die begrip van konsepte wees, nie op hoe korrek AL2-leerders se taal is nie.					
'n Sterker AL2-leerder mag vir 'n swakker AL2-leerder die werk in hulle huistaal verduidelik.					
As onderwyser moet ek my AL2-leerders se kultuur verstaan en vier.					
AL2-leerders se huistaal moet in die klas geakkomodeer word om hulle te help om die werk onder die knie te kry.					

Is daar aspekte van u benadering tot AL2-leerders wat u kan verbeter? Brei asseblief uit.

Watter faktore maak dit vir u moeilik om die beste benadering tot AL2-leerders te volg?

Watter strategieë gebruik u om begrip en deelname van AL2-leerders te bevorder? Merk almal wat van toepassing is.

- ☐ Vereenvoudig of herfraseer instruksies of verduidelikings
- ☐ Herhaal instruksies
- ☐ Beklemtoon kernwoorde
- ☐ Herhaal nuwe woordeskat
- ☐ Gebruik stories, liedjies en rympies
- ☐ Praat stadiger
- ☐ Herhaal wat die leerder gesê het
- ☐ Brei uit op wat die leerder gesê het
- ☐ Humor, bv. sê aspris die verkeerde woord
- ☐ Vertaal na die leerder se huistaal
- ☐ Gebruik gebare
- ☐ Mimiek
- ☐ Dramatiseer
- ☐ Gebruik addisionele visuele materiaal
- ☐ Betrek ouers om by die huis te help
- ☐ Gebruik ander kinders om die werk te verduidelik of te vertaal
- ☐ Maak gebruik van 'n vertaler buite die klaskamer (bv. 'n tuinier of skoonmaker)
- ☐ Intensiewe individuele opleidingssessies

☐ Ander/Other

Afdeling 4: Onderwysers se behoeftes

In hierdie afdeling wil ons meer uitvind oor wat u toegang tot opleiding is en wat u behoeftes in terme van professionele ontwikkeling oor die algemeen is.

Voel u dat u genoeg tyd in die dag het om u werk in die volgende areas effektief te doen?

	Beslis ja	Ja	Nee	Beslis nee	Nie van toepassing nie
Onderrig					
Dienslewering (komitees, klubs, ondersteuning)					
Uitreik na leerders se familie					
Leerderondersteuning					
Vorbereiding vir klasse					
Papierwerk					

Wat sou u gedoen het as u meer tyd in u skooldag beskikbaar gehad het?

Hoeveel geleenthede vir beroepsgerigte professionele ontwikkeling het u in die laaste jaar bygewoon?

	0	1-2	3-4	5-6	7+
Professionele konferensies					
Opleiding deur die distrik					
Universiteitskursusse					
Werkswinkels wat deur die skool aangebied is					
Ander					

Indien u in die voorafgaande vraag "ander" gemerk het, brei asseblief uit.

Voel u dat die skool professionele ontwikkeling aanmoedig deur die volgende te doen:

	Nie van toepassing nie	Beslis nee	Nee	Ja	Beslis ja
Vir konferensies en werksinkels te betaal					
Wersinkels aan te bied					
Onderwysers te gebruik om ander onderwysers op te lei					
Ander					

Indien u in die voorafgaande vraag "ander" gemerk het, brei asseblief uit.

Lys asseblief al die taal- en geletterdheidswerksinkels wat u in 2018 en 2019 bygewoon het.

Lys asseblief al die CAPS-werksinkels wat u in 2018 en 2019 bygewoon het.

Voel u bekwaam om AL2-leerders te onderrig?

- ☐ In alle omstandighede en aktiwiteite
- ☐ In meeste omstandighede en aktiwiteite
- ☐ In sommige omstandighede en aktiwiteite
- ☐ In geen omstandighede en aktiwiteite

Watter van die volgende probleme ondervind u wanneer u AL2-leerders onderrig?	Altyd	Meestal	Gereeld	Selde	Nooit
Ek praat nie die kind(ers) se huistaal nie.					
Ek het 'n gebrek aan kennis oor die kinders se kulturele eienskappe.					
Ek het 'n gebrek aan kennis oor tweetaligheid.					
Ek weet nie hoe om 'n taalprobleem van 'n leerprobleem te onderskei					

nie.					
Ek sukkel met dissipline want die kinders verstaan nie die instruksies nie.					

Ondervind u enige ander probleme wanneer u AL2-leerders onderrig? Brei asseblief uit.

Dink na oor die volgende stellings. Dui telkens aan tot watter mate u saamstem met die stelling.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
My voorgaadse opleiding het my voldoende toegerus om met AL2-leerders te werk.					
Ek het al kursusse/werkswinkels bygewoon om my beter toe te rus om met AL2-leerders te werk.					
Ek het 'n behoefte daaraan om meer te leer oor hoe om taal en geletterdheid in my klas te bevorder.					
Ek het genoeg hulpbronne om AL2-leerders effektief te onderrig.					
Ek sukkel om genoeg aandag aan die AL2-leerders in my klas te gee.					
Ek kan gemaklik die kurrikulum differensieer vir my verskillende leerders.					
Ons ontvang genoeg opleiding van die Departement van Onderwys.					
Dit sal help as iemand vir my idees gee oor hoe om taal en geletterdheid onder AL2-leerders te bevorder.					
Ek is selfversekerd in elke aspek van skoolgee.					
Ek kry dit reg om my AL2-leerders se taal tot op 'n toepaslike vlak te lig in Graad 1.					
Ek weet hoe om woordeskat "in konteks" aan te bied.					
Ek voel ek kan meer doen om my AL2-leerders se taalvermoëns uit te brei.					
My skool help my op 'n praktiese wyse om AL2-leerders te akkommodeer.					
Ek weet hoe om 'n taak te vereenvoudig as dit te moeilik is vir 'n leerder.					

Wat is u grootste behoefte in terme van opleiding en persoonlike ontwikkeling?

Afdeling 5: Inhoud van onderwyseropleiding

In hierdie afdeling wil ons meer uitvind oor wat u behoeftes is in terme van die inhoud van onderwyseropleiding.

Ek het die behoefte aan opleiding in die volgende areas, sodat ek AL2-leerders in my klas beter kan help (dui almal aan wat van toepassing is):

- ☐ Woordeskatuitbreiding
- ☐ Fonologiese bewustheid
- ☐ Lees
- ☐ Spelling
- ☐ Volg van instruksies
- ☐ Voorgeletterdheidsvaardighede
- ☐ Spesifieke strategieë vir die onderrig van AL2-leerders
- ☐ Gebruik van temas in die klas
- ☐ Hoe om effektief deur die kurrikulum te kom
- ☐ Assessering van AL2-leerders
- ☐ Hoe om ouers van AL2-leerders toe te rus om hulle kinders te help
- ☐ Getalbegrip
- ☐ Woordeskat vir Wiskunde
- ☐ Hoe om gedifferensieerde leer toe te pas
- ☐ Wat die navorsing sê oor onderrig vir AL2 leerders
- ☐ Hoe om CAPS se geïntegreerde benadering toe te pas
- ☐ Tweetaligheid
- ☐ Taal en kultuur

- ☐ Gebruik van vertalers en interpreteerders in die klas
- ☐ Ander/Other

Afdeling 6: Struktuur van onderwyseropleiding

In hierdie afdeling wil ons meer uitvind oor wat u voorkeure in terme van die struktuur van opleiding is.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
Ek het 'n behoefte daaraan dat iemand my waarneem in die klas en vir my terugvoer gee oor hoe ek klasgee.					
Ek sal bereid wees om 'n vraelys voor en na die opleiding in te vul, om te wys wat ek geleer het.					
Ek wil tydens die opleiding deur middel van rolspel nuwe vaardighede oefen.					
Die aanbieder moet eers kom kyk na my skool se omstandighede sodat hy/sy kan weet wat my behoeftes is.					
Ek wil ook die geleentheid hê om my kennis en ervaring met ander onderwysers te deel.					
Ek wil notas hê wat die inhoud van die opleiding bevat.					
Ek wil die geleentheid hê om spesifieke AL2-leerders te bespreek en raad oor hulle te kry.					
Ek wil saam met ander onderwysers met oplossings vir probleme met taal en geletterdheid vorendag kom.					
Ek wil spesifieke terugvoer hê oor hoe my vaardighede verbeter het na afloop van die opleiding.					

Ek sal 'n onderwyseropleiding bywoon wat as volg lyk (merk alle opsies wat vir u gerieflik sal wees):

	In skooltyd	In die middag na skool	Oor naweke	In die vakansie
Opleiding moet gebeur				

Afdeling 7: Oop vrae

My sterkpunt as onderwyser van AL2-leerders is:

Areas waarin ek kan groei as onderwyser van AL2-leerders is:

Dit sal my help as ek die volgende ondersteuning ontvang:

Skryf asseblief enige ander inligting oor onderrig en leer in u klas neer wat u met ons will deel.

Ek will dit ook graag onder u aandag bring dat:

Afdeling 8: Die pad vorentoe

Baie dankie dat u die tyd geneem het om hierdie vraelys te voltooi. U speel 'n belangrike rol in hierdie navorsingsprojek. Ons sal graag meer van u gedagtes rondom die kwessies wat bespreek is, wil hoor. Sal u bereid wees om deel te neem aan 'n fokusgroepbespreking op 'n tyd en plek wat vir u gerieflik is?

☐ Ja

☐ Nee

Indien u "ja" gemerk het, baie dankie! Verskaf asseblief u kontakbesonderhede sodat verdere reëlins getref kan word.

Appendix B: Afrikaans and English teacher questionnaires

Appendix B: Afrikaans questionnaire

Graad 1 onderwysers se persepsie en behoeftes aangaande Afrikaans-tweedetaalleerders

Dankie dat u bereid is om aan ons studie deel te neem. Die doelwit van hierdie studie is om graad 1 onderwysers se behoeftes en persepsies rakende Afrikaans-tweedetaalleerders (AL2-leerders) te bepaal. AL2-leerders is enige leerders wat in Afrikaans skoolgaan, maar wie se huistaal nie Afrikaans is nie. U skool is gekies om deel te wees van hierdie studie omdat die skool 'n aantal AL2-leerders in graad 1 het. Die inligting gaan gebruik word om beter opleidingsprogramme vir graad 1 onderwysers met AL2-leerders in hulle klasse te ontwerp.

Voltooi asseblief elke afdeling so deeglik en eerlik as moontlik. Baie dankie.

Afdeling 1: Agtergrondinligting

Wat is u geslag?

- ☐ Manlik
- ☐ Vroulik

Hoe oud is u?

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

Wat is u huistaal? Dui alle tale wat van toepassing is, aan.

Watter ander tale kan u praat? Dui alle tale wat van toepassing is, aan.

Hoeveel jaar is u al in die onderwys?

By watter skool werk u op die oomblik?

Behalwe dat u 'n onderwyser is, is u ook in een van die volgende rolle?

- ☐ Skoolhoof
- ☐ Onderhoof
- ☐ Departementshoof
- ☐ Fasehoof
- ☐ Graadhoof
- ☐ Geen van die bogenoemde

Woon u in dieselfde gemeenskap as waar die skool geleë is?

- ☐ Ja
- ☐ Nee

Het u 'n onderwyskwalifikasie?

- ☐ Ja
- ☐ Nee

Indien ja, waar het u u onderwyskwalifikasie ontvang? (Indien u meer as een kwalifikasie het, merk waar u u eerste onderwyskwalifikasie ontvang het.)

- ☐ Kollege
- ☐ Universiteit
- ☐ Nie van toepassing nie

–

–

– Indien u by 'n kollege gekwalifiseer het, watter kwalifikasie het u?

- ☐ Primary Teachers' Certificate (PTC)
- ☐ Junior Secondary Teachers' Certificate (JSTC)
- ☐ Primary Teachers' Diploma (PTD)

- ☐ Diploma (Pre-Primêr)
- ☐ HDE (Pre-Primêr)
- ☐ Junior Primary Teachers' Diploma (JPTD)
- ☐ Senior Primary Teachers' Diploma (SPTD)

Indien u by 'n universiteit gekwalifiseer het, watter kwalifikasie het u?

- ☐ Bachelor of Education Degree
- ☐ Nagraadse Onderwysertifikaat (NGOS)

Wat is u hoogste akademiese kwalifikasie?

- ☐ Junior skoolsertifikaat
- ☐ Senior skoolsertifikaat
- ☐ NQF vlak 5
- ☐ Nasionale seniorsertifikaat (Matriek)
- ☐ Baccalaureusgraad
- ☐ Honneursgraad
- ☐ Meestersgraad
- ☐ Doktorsgraad
- ☐ Ander/Other

Is u by die South African Council of Educators (SACE) geregistreer?

- ☐ Ja
- ☐ Nee

–

Hoeveel jaar onderrig u al graad 1-leerders?

Hoeveel leerders is tans in u klas?

Hoeveel leerders is tans in u klas wat nie Afrikaans as huistaal praat nie (AL2-leerders)?

Hoe oud is die oudste leerder in u klas?

Hoe oud is die jongste leerder in u klas?

In watter kwintiel val u skool?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Independent school

Het u enige van die volgende volwassenes in u klas wat leerders akademies ondersteun (merk alle opsies wat van toepassing is en voeg nog by indien nodig)?

- ☐ Vrywilligers uit die gemeenskap
- ☐ Studente-onderwysers
- ☐ Ouers wat as vrywilligers optree
- ☐ Assistentente
- ☐ Ondersteuning van die distrik (vakspesialiste, spraak-taalterapeute, arbeidsterapeute, beraders, ens.)
- ☐ Agentskappe in die gemeenskap (werknemers van nie-winsgewende organisasies, nieregeringsorganisasies, ens.)

☐ Other

Afdeling 2: Afrikaans-tweedetaalleerders (AL2-leerders) se behoeftes

Die volgende afdeling poog om meer inligting aangaande AL2-leerders se behoeftes in die klaskamer te verkry.

Nota: "AL1-leerders" verwys na leerders wat Afrikaans as huistaal praat.

Dink na oor die volgende stellings. Dui telkens aan tot watter mate u saamstem met die stelling.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
Die skool bied spesifieke ondersteuning aan AL2-leerders					
AL2-leerders word in hulle Graad R-jaar genoegsaam voorberei vir Graad 1 in Afrikaans.					
AL2-leerders sukkel om naweek-nuus te vertel.					
Die taal van onderrig is 'n leerhindernis vir AL2-leerders.					
Al die kinders in my klas sosialiseer gemaklik, maak nie saak wat hulle huistaal is nie.					
AL2-leerders neem minder deel aan klasgesprekke as AL1-leerders.					
AL2-leerders sukkel met Wiskunde omdat dit in Afrikaans verduidelik word.					
Die AL2-leerders in my klas se ouers kan hulle met hulle Afrikaanse huiswerk help.					
AL2-leerders het meer kennis as wat hulle tans kan oordra, want hulle sukkel met die taal van onderrig.					
Die AL2-leerders in my klas is akademies op dieselfde vlak as die res van die klas teen die einde van die jaar.					
Daar is verwysingsisteme in plek as AL2-leerders in my klas nie die klaswerk bemeester nie.					

Is daar enige addisionele behoeftes van AL2-leerders in u klas wat u wil noem?

Watter strategieë gebruik u om begrip en deelname van AL2-leerders te bevorder? Merk almal wat van toepassing is.

☐ Vereenvoudig of herfraseer instruksies of verduidelikings

- ☐ Herhaal instruksies
- ☐ Beklemtoon kernwoorde
- ☐ Herhaal nuwe woordeskat
- ☐ Gebruik stories, liedjies en rympies
- ☐ Praat stadiger
- ☐ Herhaal wat die leerder gesê het
- ☐ Brei uit op wat die leerder gesê het
- ☐ Humor, bv. sê aspris die verkeerde woord
- ☐ Vertaal na die leerder se huistaal
- ☐ Gebruik gebare
- ☐ Mimiek
- ☐ Dramatiseer
- ☐ Gebruik addisionele visuele materiaal
- ☐ Betrek ouers om by die huis te help
- ☐ Gebruik ander kinders om die werk te verduidelik of te vertaal
- ☐ Maak gebruik van 'n vertaler buite die klaskamer (bv. 'n tuinier of skoonmaker)
- ☐ Intensiewe individuele opleidingssessies
- ☐ Ander/Other

Afdeling 3: Onderwysers se behoeftes

In hierdie afdeling wil ons meer uitvind oor wat u toegang tot opleiding is en wat u behoeftes in terme van professionele ontwikkeling oor die algemeen is.

Hoeveel geleenthede vir beroepsgerigte professionele ontwikkeling het u in die laaste jaar bygewoon?

	0	1-2	3-4	5-6	7+
Professionele konferensies					
Opleiding deur die distrik					
Universiteitskursusse					
Werkswinkels wat deur die skool aangebied is					
Ander					

In watter areas het u beroepsgerigte professionele ontwikkeling ontvang (bv. geletterdheid, gebruik van tegnologie in die klaskamer, ens.)

Voel u bekwaam om AL2-leerders te onderrig?

- ☐ In alle omstandighede en aktiwiteite
- ☐ In meeste omstandighede en aktiwiteite
- ☐ In sommige omstandighede en aktiwiteite
- ☐ In geen omstandighede en aktiwiteite

Dink na oor die volgende stellings. Dui telkens aan tot watter mate u saamstem met die stelling.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
My voorgaadse opleiding het my voldoende toegerus om met AL2-leerders te werk.					
Ek het al kursusse/werkswinkels bygewoon om my beter toe te rus om met AL2-leerders te werk.					
Ek het 'n behoefte daaraan om meer te leer oor hoe om taal en geletterdheid in my klas te bevorder.					
Ek het genoeg hulpbronne om AL2-leerders effektief te onderrig.					
Ek sukkel om genoeg aandag aan die AL2-leerders in my klas te gee.					
Ek kan gemaklik die kurrikulum differensieer vir my verskillende leerders.					
Ons ontvang genoeg opleiding van die Departement van					

Onderwys.					
Dit sal help as iemand vir my idees gee oor hoe om taal en geletterdheid onder AL2-leerders te bevorder.					
Ek is selfversekerd in elke aspek van skoolgee.					
Ek kry dit reg om my AL2-leerders se taal tot op 'n toepaslike vlak te lig in Graad 1.					
Ek weet hoe om woordeskat "in konteks" aan te bied.					
Ek voel ek kan meer doen om my AL2-leerders se taalvermoëns uit te brei.					
My skool help my op 'n praktiese wyse om AL2-leerders te akkommodeer.					
Ek weet hoe om 'n taak te vereenvoudig as dit te moeilik is vir 'n leerder.					

Wat is u grootste behoefte in terme van opleiding en persoonlike ontwikkeling?

Afdeling 4: Inhoud van onderwyseropleiding

In hierdie afdeling wil ons meer uitvind oor wat u behoeftes is in terme van die inhoud van onderwyseropleiding.

Ek het die behoefte aan opleiding in die volgende areas, sodat ek AL2-leerders in my klas beter kan help (dui almal aan wat van toepassing is):

- ☐ Woordeskatuitbreiding
- ☐ Fonologiese bewustheid
- ☐ Lees
- ☐ Spelling
- ☐ Volg van instruksies
- ☐ Voorgeletterdheidsvaardighede
- ☐ Spesifieke strategieë vir die onderrig van AL2-leerders
- ☐ Gebruik van temas in die klas
- ☐ Hoe om effektief deur die kurrikulum te kom
- ☐ Assessering van AL2-leerders

- ☐ Hoe om ouers van AL2-leerders toe te rus om hulle kinders te help
- ☐ Getalbegrip
- ☐ Woordeskat vir Wiskunde
- ☐ Hoe om gedifferensieerde leer toe te pas
- ☐ Wat die navorsing sê oor onderrig vir AL2 leerders
- ☐ Hoe om CAPS se geïntegreerde benadering toe te pas
- ☐ Tweetaligheid
- ☐ Taal en kultuur
- ☐ Gebruik van vertalers en interpreteerders in die klas
- ☐ Ander/Other

Afdeling 5: Struktuur van onderwyseropleiding

In hierdie afdeling wil ons meer uitvind oor wat u voorkeure in terme van die struktuur van opleiding is.

	Stem saam	Stem gedeeltelik saam	Onseker	Stem gedeeltelik nie saam nie	Stem nie saam nie
Ek het 'n behoefte daaraan dat iemand my waarneem in die klas en vir my terugvoer gee oor hoe ek klasgee.					
Ek sal bereid wees om 'n vraelys voor en na die opleiding in te vul, om te wys wat ek geleer het.					
Ek wil tydens die opleiding deur middel van rolspel nuwe vaardighede oefen.					
Die aanbieder moet eers kom kyk na my skool se omstandighede sodat hy/sy kan weet wat my behoeftes is.					
Ek wil ook die geleentheid hê om my kennis en ervaring met ander onderwysers te deel.					
Ek wil notas hê wat die inhoud van die opleiding bevat.					

Ek wil die geleentheid hê om spesifieke AL2-leerders te bespreek en raad oor hulle te kry.					
Ek wil saam met ander onderwysers met oplossings vir probleme met taal en geletterdheid vorendag kom.					
Ek wil spesifieke terugvoer hê oor hoe my vaardighede verbeter het na afloop van die opleiding.					

Ek sal 'n onderwyseropleiding bywoon wat as volg lyk (merk alle opsies wat vir u gerieflik sal wees):

	In skooltyd	In die middag na skool	Oor naweke	In die vakansie	Ander
Opleiding moet gebeur					

Indien u „ander“ gemerk het, brei asseblief uit.

Afdeling 6: Oop vrae

My sterkpunt as onderwyser van AL2-leerders is:

Areas waarin ek kan groei as onderwyser van AL2-leerders is:

Dit sal my help as ek die volgende ondersteuning ontvang:

Skryf asseblief enige ander inligting oor onderrig en leer in u klas neer wat u met ons will deel.

Ek will dit ook graag onder u aandag bring dat:

Afdeling 7: Die pad vorentoe

Baie dankie dat u die tyd geneem het om hierdie vraelys te voltooi. U speel 'n belangrike rol in hierdie navorsingsprojek. Ons sal graag meer van u gedagtes

rondom die kwessies wat bespreek is, wil hoor. Sal u bereid wees om deel te neem aan 'n fokusgroepbespreking op 'n tyd en plek wat vir u gerieflik is?

- ☐ Ja
- ☐ Nee

Indien u "ja" gemerk het, baie dankie! Verskaf asseblief u kontakbesonderhede sodat verdere reëlins getref kan word.

Appendix B: English questionnaire

Grade 1 teachers' needs and perceptions regarding English second language learners

Thank you for your willingness to participate in this study. The aim is to determine grade 1 teachers' professional development needs, as well as their perceptions of the language and literacy challenges of grade 1 EL2 learners. EL2 learners are any learners who are taught in English, but whose home language is not English. Your school has been chosen to be part of this study because you have a number of EL2 learners in grade 1. The information obtained through this questionnaire will be used to design better training programmes for grade 1 teachers who have EL2 learners in their classrooms.

Please answer every section as thoroughly and honestly as possible. Thank you very much for your participation.

Section 1: Background information

What is your gender?

- ☐ Male
- ☐ Female

How old are you? 20-29

- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

What is your home language? Name all applicable languages.

What other languages can you speak? Name all applicable languages. For how many years have you been an educator?

At which school do you work at the moment?

In addition to being a teacher, do you also fulfil any of the following roles?

- ☐ Principal

- ☐ Deputy principal
- ☐ Head of department
- ☐ Phase head
- ☐ Grade head
- ☐ None of the above
- ☐ Do you live in the same community as the school site?Yes
- ☐ No

Do you have a teaching qualification?

- ☐ Yes
- ☐ No

If yes, from what type of institution did you obtain your qualification? (If you have more than one qualification, indicate where you obtained your first teaching qualification.)

- ☐ College
- ☐ University
- ☐ Not applicable

If you qualified from a college, what qualification do you have?

- ☐ Primary Teachers' Certificate (PTC)
- ☐ Junior Secondary Teachers' Certificate (JSTC)
- ☐ Primary Teachers' Diploma (PTD)
- ☐ Diploma (Pre-Primary)
- ☐ HDE (Pre-Primary)

- ☐ Junior Primary Teachers' Diploma (JPTD)
- ☐ Senior Primary Teachers' Diploma (SPTD)

If you qualified from a university, what qualification do you have?

- ☐ Bachelor of Education Degree
- ☐ Postgraduate Certificate of Education (PGCE)

What is your highest academic qualification?

- ☐ Junior school certificate
- ☐ Senior school certificate
- ☐ NQF level 5
- ☐ National senior certificate (Matric)
- ☐ Baccalaureus degree
- ☐ Honors degree
- ☐ Masters degree
- ☐ PhD
- ☐ Other

Are you registered with the South African Council of Educators (SACE)?

- ☐ Yes
- ☐ No

—

For how many years have you been teaching grade 1s?

How many learners are currently in your class?

How many learners currently in your class do not speak English as home language (EL2 learners)?

How old is the oldest learner in your class?

How old is the youngest learner in your class?

- ☐ In which quintile is your school?1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ Independent school

Do you have any of the following adults in your classroom supporting learners' learning (check all that apply and add more if appropriate):

- ☐ Community volunteers
- ☐ Student teachers
- ☐ Parent volunteers
- ☐ Paraprofessionals/Instruction Aids/Teacher Assistants
- ☐ District support personnel (content specialists, speech and language therapist, occupational therapists, counselors, instructional coaches, etc.)
- ☐ Outside community agency professionals (employees of non-profit organizations, non-government organizations, community center, etc.)
- ☐ Other

Section 2: The needs of English second language learners (EL2 learners)

This section aims to obtain more information on EL2 learners' needs in the classroom. Note: "EL1 learners" refers to learners who speak English as home

language. Consider the following statements. Indicate to what degree you agree with each statement.

	Agree	Partially agree	Uncertain	Partially disagree	Disagree
The school provides specific support to EL2 learners.					
EL2 learners are prepared well enough in their grade R year for grade 1 in English.					
EL2 learners struggle to share weekend news.					
The language of instruction is a barrier to learning for EL2 learners.					
All the children in my class socialise with ease, regardless of their home language.					
EL2 learners participate less in class discussions than EL1 learners.					
EL2 learners struggle with Mathematics because it is explained to them in English.					
The parents of the EL2 learners in my class can help their children with English homework.					
EL2 learners have more knowledge than they currently express, because they struggle with the language of instruction.					
The EL2 learners in my class are academically on par with the rest of the class by the end of the year.					
There are referral protocols in place should an EL2 learner in my class not master the work.					

Are there any additional needs of EL2 learners in your class that you would like to bring to our attention?

What strategies do you use to encourage EL2 learners' comprehension and participation? Indicate all items that are applicable.

- ☐ Simplify or rephrase instructions or explanations
- ☐ Repeat instructions
- ☐ Emphasise keywords
- ☐ Repeat new vocabulary

- ☐ Use stories, songs and rhymes
- ☐ Speak slower
- ☐ Repeat what the learner said
- ☐ Expand on what the learner said
- ☐ Humor, eg. say the wrong word on purpose
- ☐ Translate to the learner's home language
- ☐ Use gestures
- ☐ Mimic
- ☐ Dramatise
- ☐ Use additional visual material
- ☐ Involve parents to help at home
- ☐ Use peers to explain or translate the work
- ☐ Use a translator outside the classroom (eg. a gardener or cleaner)
- ☐ Intensive individual training sessions
- ☐ Other

Section 3: The needs of teachers

In this section we aim to find out what access you have to training and what your needs in terms of professional development are. How many professional growth opportunities have you completed in the last year?

	0	1-2	3-4	5-6	7+
Professional conferences					
District trainings					
School professional development courses					
School professional development courses					
Other					

In what areas did you complete professional growth opportunities (eg. literacy, use of technology in the class, etc.)

Do you feel competent to teach EL2 learners? In all circumstances and activities
In most circumstances and activities
In some circumstances and activities
In no circumstances and activities

Consider the following statements. Indicate to what degree you agree with each statement.

	Agree	Partially agree	Uncertain	Partially disagree	Disagree
My undergraduate training prepared me sufficiently to teach EL2 learners.					
I have attended courses/workshops that equipped me to work with EL2 learners.					
I have the need to learn more about the facilitation of language and literacy in the classroom.					
I have enough resources to teach EL2 learners effectively.					
I have difficulty giving enough attention to the EL2 learners in my class.					
I am comfortable in differentiating the curriculum for the various learners in my class.					
We receive enough training from the Department of Education.					
It would help if someone gave me ideas on how to improve the language and literacy skills of EL2 learners.					
I am confident in every aspect of teaching.					
I manage to develop my EL2 learners' language skills to the appropriate level by the end of grade 1.					
I know how to present vocabulary in context.					
I feel that I can do more to improve my EL2 learners' language skills.					
My school finds practical ways to help me accommodate EL2 learners.					
I know how to simplify a task if a learner finds it too difficult.					

What is your biggest need in terms of training and personal development?

Section 4: Content of a teacher training programme

In this section we want to find out more about your needs in terms of the content of a teacher training programme.

I have the need for training in the following areas, so that I can assist EL2 learners more effectively (check all items that are applicable):

- ☐ Vocabulary expansion
- ☐ Phonological awareness
- ☐ Reading
- ☐ Spelling
- ☐ Following instructions
- ☐ Pre-literacy skills
- ☐ Specific strategies for teaching EL2 learners
- ☐ Use of themes in the class
- ☐ How to complete the curriculum effectively
- ☐ Assessment of EL2 learners
- ☐ How to equip EL2 learners' parents to help their children
- ☐ Number concepts
- ☐ Vocabulary for Mathematics
- ☐ Differentiated learning
- ☐ What research says about teaching EL2 learners
- ☐ How to apply the CAPS integrated approach
- ☐ Multilingualism
- ☐ Language and culture

- ☐ Use of translators and interpreters in class
- ☐ Other

Section 5: Structure of a teacher training programme

In this section we want to find out more about your preferences regarding the structure of a training programme.

	Agree	Partially agree	Uncertain	Partially disagree	Disagree
I would like someone to observe me in my classroom and give feedback on how I teach.					
I am willing to complete a questionnaire before and after the training to show what I have learnt.					
During the training I want to practise new skills through role play.					
The presenter must first come and observe my school's circumstances so that he/she can have a better understanding of my needs.					
I also want the opportunity to share my knowledge and experience with other teachers.					
I would appreciate course notes.					
I want the opportunity to discuss specific EL2 learners and get advice on them.					
I would like the opportunity to brainstorm solutions to language and literacy challenges with my colleagues.					
I want specific feedback on how my skills have improved following the training.					

I would be willing to attend a teacher training programme (check all that apply)...

- ☐ during school time
- ☐ in the afternoons after school
- ☐ over weekends
- ☐ during the holidays

☐ Other

If you chose "other", please elaborate.

Section 6: Open-ended questions

In this section you have the opportunity to provide any additional information that you may have.

My biggest strength as teacher of EL2 learners is:

Areas in which I can grow as teacher of EL2 learners:

It would benefit me if I could receive the following support:

Please share any additional information regarding teaching and learning in your class.

I would also like to bring to your attention that...

Section 7: The road ahead

Thank you for taking the time to complete this questionnaire. You play an important part in this research project. We would like to hear more about your thoughts regarding the issues that have been discussed. Would you be willing to participate in a focus group discussion at a time and place that suits you?

☐ Yes

☐ No

If you answered "yes", thank you! Please provide your contact details so that further arrangements can be made.

Appendix C: Procedural information letter and permission from the WCED for collecting data at schools in the Overberg District

Western Cape Department of Education

Invitation for learners and teachers in the Overberg District to participate in a research study

We would like to kindly invite learners and teachers of the Overberg District to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of Afrikaans second language (AL2) learners in Afrikaans-medium schools. Learners who are not being taught in their home language may have difficulty developing literacy skills at the same rate as their Afrikaans home language (AL1) peers. Teachers who teach AL2 learners together with AL1 learners often find this task challenging, due to the language difficulties of the AL2 learners. In this study we aim to obtain information on the language and literacy characteristics of Grade 1 AL2 learners who attend school with AL1 learners experience. We also want to investigate the perceptions of Grade 1 AL2 learners' teachers regarding the learners' language and literacy challenges, as well as determine what professional development needs the teachers have. This information will be used to develop and pilot a teacher training and support programme for Grade 1 teachers who teach AL2 learners in integrated classrooms.

Participant Candidacy

Data on the language and literacy characteristics of Grade 1 AL2 learners will be obtained from four Afrikaans-medium schools in the Overberg District who have AL1 and AL2 learners in the same classrooms. The schools will be Hawston Primêr, Mount Pleasant Primêr, Botrivier Primêr and The Glebe School. Learners meet the inclusion criteria if they are in the Afrikaans Grade 1 classes and their home language differs from the Language of Learning and Teaching (LoLT). In addition, learners who speak the LoLT as home language will be included as a norm group. Learners who choose to participate should not present with physical, cognitive, hearing, or visual impairments, which could affect language development. Information sheets and consent forms will be distributed to the learners' parents, and those learners whose parents give informed consent for their participation will be considered for inclusion in the study, provided they meet the criteria for selection. Learners who meet the criteria for selection will voluntarily give assent to participate in the study.

Teachers will be sampled for the completion of a questionnaire from all Afrikaans-medium government primary schools in the Overberg District. Teachers meet the inclusion criteria if they have the appropriate Foundation Phase teaching degree and South African Council for Educators (SACE) registration, and a minimum of three

AL2 learners in their class. Afrikaans-medium schools in the Overberg District will be identified from the WCED website (2019) and approached, inviting Grade 1 teachers to participate in the research. All participants who completed the questionnaire will be invited to attend a focus group to obtain an in-depth understanding of the teachers' needs for professional development and perceptions regarding the language and literacy challenges of the AL2 learners in their classrooms.

After the teacher training and support programme has been developed, Grade 1 teachers who teach AL2 learners in integrated classes will be used as participants to pilot-test the programme. Teachers from Hawston Primêr, Mount Pleasant Primêr, Botrivier Primêr and The Glebe School will be invited to participate in the pilot study. Participants meet the inclusion criteria if they have the appropriate teaching qualification and SACE registration

Requirements from Participants

The Grade 1 participants will be assessed individually on Afrikaans language tests, linguistically-related auditory processing skills, a reading test and a spelling test.

Grade 1 teachers will be required to complete a questionnaire. Participants who are willing and available will participate in the focus group discussions.

Teachers who participate in the pilot study will complete the teacher training and support programme. After the completion of the programme the teachers will be required to evaluate the programme using a questionnaire.

Duration and Venue

The Grade 1 assessments (Study 1) will take approximately 60-90 minutes per learner and will be administered over two days. The learners will be assessed in a quiet room on the school premises. The researcher will collaborate with the teacher to ensure that the learners do not miss any schoolwork.

Each teacher can complete the teacher questionnaire (Study 2) in her own time at school. The questionnaire will take approximately 20 minutes to complete. An hour-long focus group discussion will be held at a central venue after school hours with teachers who are willing to participate in the focus group.

For the pilot study (Study 3) the teacher training and support programme will take place at a central venue. The duration will be determined by the results of the teacher questionnaire in Study 2.

Possible Risks and Benefits Associated with this Study

There is a possibility that some learners may experience the assessment procedure as strenuous. All efforts will be made to put the learners at ease at all times. The researcher and research assistants, who are qualified to administer the tests, will conduct the assessments. The researcher and research assistants are Speech-Language Therapists who have sufficient experience in conducting language assessments with learners in Grade 1.

A possible benefit of participating in the study is that the schools will receive information on the strengths and weaknesses of their learners' language

development. Teachers will also be able to voice their needs regarding further professional development.

A possible benefit of participating in the pilot study is that the teachers will receive training on the facilitation of language for literacy, which can help the teachers and the learners in their class.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. An alphanumeric code will be assigned to each participant so that participant information can be processed anonymously. Data that may be reported in scientific journals will not include any information that identifies the school, the learners or the teachers who participate in this research study. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

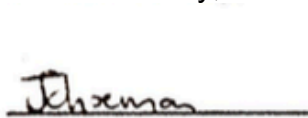
Refusal or Withdrawal from the Research

Learners' and teachers' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

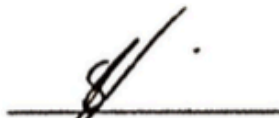
Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



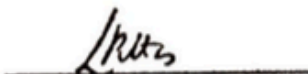
Ms JC Schoeman
Researcher



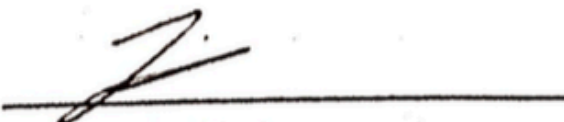
Dr B Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology



**Western Cape
Government**

Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20190913-9166

ENQUIRIES: Dr A T Wyngaard

Mrs Joanne Schoeman
1982 Mountain View
Sandbaai
Hermanus
7200

Dear Mrs Joanne Schoeman

RESEARCH PROPOSAL: THE DEVELOPMENT OF A GRADE 1 TEACHER TRAINING AND SUPPORT PROGRAMME TO MEET THE LANGUAGE AND LITERACY NEEDS OF AFRIKAANS SECOND LANGUAGE LEARNERS AND THEIR TEACHERS IN THE WESTERN CAPE

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

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **04 May 2020 till 18 September 2020**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

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

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 13 September 2019

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
33 22

Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92

www.westerncape.gov.za

Appendix D: Ethical clearance from the Department of Humanities Research Ethics Committee



10 December 2019

Dear Mrs JC Schoeman

Project Title: The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of Afrikaans second language learners and their teachers in the Western Cape.
Researcher: Mrs JC Schoeman
Supervisor: Dr S Geertsema
Department: Speech Language Path and Aud
Reference number: 29029814 (HUM040/1019)
Degree: Doctoral

I have pleasure in informing you that the above application was **approved** by the Research Ethics Committee on 28 November 2019. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

We wish you success with the project.

Sincerely



Prof Maxi Schoeman
Deputy Dean: Postgraduate and Research Ethics
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: PGHumanities@up.ac.za

Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

Research Ethics Committee Members: Prof MME Schoeman (Deputy Dean); Prof KL Harris; Mr A Bizos; Dr L Blokland; Dr K Booysens; Dr A-M de Beer; Ms A dos Santos; Dr R Fassel; Ms KT Govinder; Andrew; Dr E Johnson; Dr W Kelleher; Mr A Mohamed; Dr C Puttergill; Dr D Reyburn; Dr M Soer; Prof E Taliard; Prof V Thebe; Ms B Tsebe; Ms D Mokala

Appendix E: Procedural information letter and permission for collecting data from learners for Study 2, addressed to the schools' principals

Dear Principal

Invitation for learners of your school to participate in a research study

We would like to kindly invite learners of your school to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in Afrikaans and English medium schools. Learners who are not being taught in their home language may have difficulty developing literacy skills at the same rate as their home language (L1) peers. In this study we aim to obtain information on the language and literacy characteristics of Grade 1 L2 learners who attend school with L1 learners. This study is part of an ongoing study which aims to develop a teacher training and support programme to meet the language and literacy needs of L2 learners and their teachers.

Participant Candidacy

Learners meet the inclusion criteria if they are in an Afrikaans or English Grade 1 class and their home language differs from the Language of Learning and Teaching (LoLT). Learners who choose to participate in the study should not present with physical, cognitive, hearing, or visual impairments, which could affect language development. Information sheets and consent forms will be distributed to the learners' parents, and those learners whose parents give informed consent for their participation will be considered for inclusion in the study, provided they meet the criteria for selection. All learners who choose to participate in the study will be matched to learners in your school who speak the LoLT as home language. Informed consent letters will also be distributed to the parents of these learners to invite the learners to participate in the study.

Requirements from Participants

Participants will be required to individually undergo language tests, linguistically-related auditory processing tests, a reading test and a spelling test.

Test Duration and Venue

The assessment will take approximately 60-90 minutes per learner and will be administered over two days. The learners will be assessed in a quiet room on the school premises.

Possible Risks and Benefits Associated with this Study

There is a possibility that some learners may experience the assessment procedure as strenuous. All efforts will be made to put the learners at ease at all times. The researcher and research assistants, who are qualified to administer the tests, will

conduct the assessments. The researcher and research assistants are Speech-Language Therapists who have sufficient experience in conducting language assessments with learners in Grade 1.

A possible benefit of participating in the study is that the school will receive information on the strengths and weaknesses of their learners' language development.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. An alphanumerical code will be assigned to each participant so that information can be processed anonymously. Data that may be reported in scientific journals will not include any information that identifies the school or the learners who participate in this research study. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

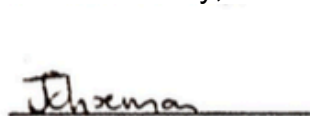
Refusal or Withdrawal from the Research

Learners' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



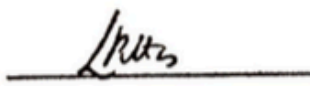
Ms JC Schoeman
Researcher



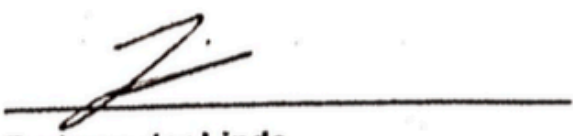
Dr B Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology

PERMISSION BY THE PRINCIPAL

I, _____, hereby give permission for learners from my school, _____, to participate in the research study entitled **“The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers”**.

I understand that neither the school nor I will receive any reimbursement if the learners participate in this research study. I am aware that the learners may withdraw from the research study at any point, should he/she wish to do so. I understand that every effort will be made to ensure that the learners are not harmed in this research study.

Principal's Signature: _____

Date: _____

Appendix F: Procedural information letter and permission for collecting data from teachers for Study 1, addressed to the schools' principals

Dear Principal

Invitation for teachers of your school to participate in a research study

We would like to kindly invite Grade 1 teachers of your school to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in Afrikaans and English medium schools. Teachers who teach L2 learners together with home language (L1) learners often find this task challenging, due to the language and literacy difficulties of the L2 learners. In this study we aim to investigate the perceptions and professional development needs of Grade 1 teachers who teach L1 learners together with L2 learners.

Participant Candidacy

Teachers meet the inclusion criteria if they have the appropriate Foundation Phase teaching degree and SACE registration, and a minimum of one L2 learner in their class. Information sheets and consent forms will be distributed to the teachers, and those teachers who give informed consent for their participation will be considered for inclusion in the study, provided they meet the criteria for selection.

Requirements from Participants

Participants will be required to complete an online questionnaire on the perceived language and literacy challenges experienced by L2 learners, the challenges faced by teachers of L2 learners, the support that teachers receive in terms of training and resources, teachers' perceived knowledge gaps in teaching language and literacy to L2 learners, and the desired format of a teacher training and support programme. All participants who complete the questionnaire will be invited to attend a focus group for the researcher to obtain an in-depth understanding of the teachers' needs for professional development and perceptions regarding the language and literacy challenges of the L2 learners in their classrooms.

Duration and Venue

Each teacher can complete the teacher questionnaire in her own time at school. The questionnaire will take approximately 20 minutes to complete. If the school cannot provide internet access for the teacher to complete the questionnaire, the researcher will bring the required equipment to school for the teacher to complete the questionnaire. An hour-long focus group discussion will be held on an online platform with participants who are willing to take part in a focus group.

Possible Risks and Benefits Associated with this Study

A possible benefit of participating in the study is that teachers will be able to voice their needs regarding further professional development. No known risks are associated with this study.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. The questionnaire will be completed anonymously and a pseudonym will be used for the participants in the focus group. Data that may be reported in scientific journals will not include any information that identifies the school or the teachers who participate in this research study. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

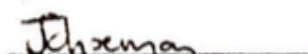
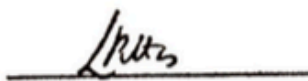
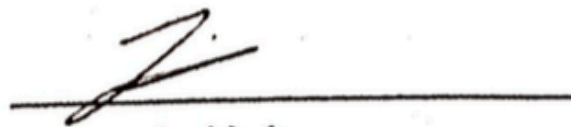
Refusal or Withdrawal from the Research

Teachers' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,


Ms JC Schoeman
Researcher
Dr B Geertsema
Supervisor
Dr M le Roux
Supervisor
Prof L Pottas
Supervisor
Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology

PERMISSION BY THE PRINCIPAL

I, _____, hereby give permission for teachers from my school, _____, to participate in the research study entitled **“The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers”**.

I understand that neither the school nor I will receive any reimbursement if the teachers participate in this research study. I am aware that the teachers may withdraw from the research study at any point, should he/she wish to do so. I understand that every effort will be made to ensure that the teachers are not harmed in this research study.

Principal's Signature: _____

Date: _____

Appendix G: Informed consent letter to the parents of participants for Study 2

Dear Parent/Caregiver

Invitation for your child to participate in a research study

We would like to kindly invite your child to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in Afrikaans and English medium schools. Learners who are not being taught in their home language may have difficulty developing literacy skills at the same rate as their home language (L1) peers. In this study we want to find out about Grade 1 L2 learners' language and literacy characteristics. This study is part of an ongoing study in which a teacher training and support programme will be developed to meet the language and literacy needs of Grade 1 L2 learners and their teachers.

Participant Candidacy

Learners may take part if they are in the Afrikaans or English Grade 1 classes and their home language differs from the Language of Learning and Teaching (LoLT). Learners who choose to participate should not present with physical, cognitive, hearing, or visual impairments, which could affect language development. Only learners whose parents give permission for their participation will be considered for the study, if they meet the criteria for selection.

Requirements from Participants

The participants will be assessed individually on language, listening, reading and spelling tests.

Test Duration and Venue

The tests will take approximately 60-90 minutes per learner and will take place over two days. The learners will be tested in a quiet room at the school. The researcher will work with the teacher to make sure that learners do not miss any schoolwork.

Possible Risks and Benefits Associated with this Study

There is a possibility that some learners may experience the assessment procedure as stressful. All efforts will be made to put the learners at ease at all times. The researcher and research assistants, who are qualified to administer the tests, will conduct the assessments. The researcher and research assistants are Speech-Language Therapists who have sufficient experience in conducting language assessments with learners in Grade 1.

A possible benefit of participating in the study is that the teachers will receive information on the strengths and weaknesses of their learners' language

development. This knowledge may assist the teachers in addressing specific language difficulties that the learners may experience.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. An alphanumerical code will be assigned to each participant so that information can be processed anonymously. Test results of individual learners will not be discussed with teachers. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

Sharing of Results

The data obtained from the study will be published in a scientific journal. Data that may be reported in scientific journals will not include any information that identifies the school or the learners who participate in this research study.

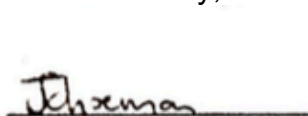
Refusal or Withdrawal from the Research

Learners' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

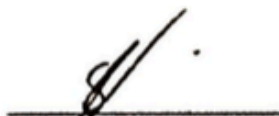
Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



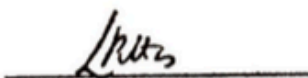
Ms JC Schoeman
Researcher



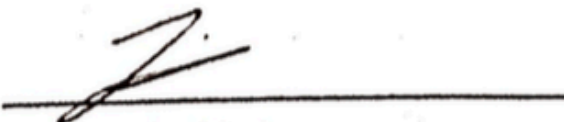
Dr B Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology

INFORMED CONSENT FOR PARENTS / GUARDIANS

I, _____, hereby consent that my child, _____, may participate in the research study entitled **“The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers”**.

Please indicate whether you give permission that the data may be used for future research. Herewith I give consent that the data obtained in the current study may be used for future research as well:

Yes ☐ No ☐

(Please tick the relevant block)

I am aware that my child may withdraw from the research study at any point, should he/she wish to do so. I understand that every effort will be made to ensure that my child is not harmed in this research study. I give consent that my child's results may be used anonymously in research publications from this study.

Parent/Guardian's Signature: _____

Date: _____

Appendix H: Informed consent letter to the parents of the norm group for Study 2

Dear Parent/Caregiver

Invitation for your child to participate in a research study

We would like to kindly invite your child to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in Afrikaans and English medium schools. Learners who are not being taught in their home language may have difficulty developing literacy skills at the same rate as their home language (L1) peers. In this study we want to find out about Grade 1 L2 learners' language and literacy characteristics. We need to have a group of L1 learners to serve as our norm group against which we can compare the L2 learners. This study is part of an ongoing study in which a teacher training and support programme will be developed to meet the language and literacy needs of Grade 1 L2 learners and their teachers.

Participant Candidacy

Learners who choose to participate should not present with physical, cognitive, hearing, or visual impairments, which could affect language development. Only learners whose parents give permission for their participation will be considered for the study, if they meet the criteria for selection. Your child has been identified as a possible participant because your child matches an L2 participant on age, gender and the school that is being attended.

Requirements from Participants

The participants will be assessed individually on language and listening tests.

Test Duration and Venue

The tests will take approximately 30 minutes per learner. The learners will be tested in a quiet room at the school. The researcher will work with the teacher to make sure that learners do not miss any schoolwork.

Possible Risks and Benefits Associated with this Study

There is a possibility that some learners may experience the assessment procedure as stressful. All efforts will be made to put the learners at ease at all times. The researcher and research assistants, who are qualified to administer the tests, will conduct the assessments. The researcher and research assistants are Speech-Language Therapists who have sufficient experience in conducting language assessments with learners in Grade 1.

A possible benefit of participating in the study is that the teachers will receive information on the strengths and weaknesses of their learners' language

development. This knowledge may assist the teachers in addressing specific language difficulties that the learners may experience.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. An alphanumerical code will be assigned to each participant so that information can be processed anonymously. Test results of individual learners will not be discussed with teachers. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

Sharing of Results

The data obtained from the study will be published in a scientific journal. Data that may be reported in scientific journals will not include any information that identifies the school or the learners who participate in this research study.

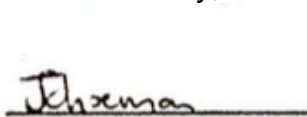
Refusal or Withdrawal from the Research

Learners' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

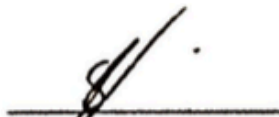
Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



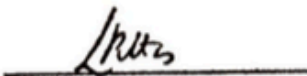
Ms JC Schoeman
Researcher



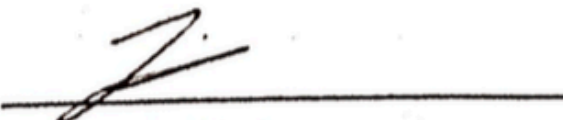
Dr B Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology

INFORMED CONSENT FOR PARENTS / GUARDIANS

I, _____, hereby consent that my child, _____, may participate in the research study entitled **“The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers in the Western Cape”**, as part of the norm group.

Please indicate whether you give permission that the data may be used for future research. Herewith I give consent that the data obtained in the current study may be used for future research as well:

Yes ☐ No ☐
(Please tick the relevant block)

I am aware that my child may withdraw from the research study at any point, should he/she wish to do so. I understand that every effort will be made to ensure that my child is not harmed in this research study. I give consent that my child's results may be used anonymously in research publications from this study.

Parent/Guardian's Signature: _____

Date: _____

Appendix I: Verbal assent letter to participants for Study 2 (18 years and younger)

Dear Participant

Study title: The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers.

What will happen during this study?

A Speech-Language Therapist is going to do a few tests with you over two days. It will take 30-90 minutes in total. We will make sure that you do not miss out on any schoolwork.

What are the good things or problems that might happen in this study?

The good things that will happen is that we will know what language and literacy aspects are easy for you to do and what is difficult for you to do, so that we can help you better. Some of the tests might be difficult for you and that might make you feel uncomfortable, but we will do everything we can to make you comfortable.

Who will be told the things we learn about you in this study?

We are going to use the things that we learn about you in the study to publish a research article in a scientific journal. We will not use your name or your school's name, so nobody will know that we are talking about you.

What if you change your mind to participate in the study?

If you change your mind to participate in the study, you can say so at any time. In that case we will stop doing the tests. Nothing bad will happen to you if you decide not to participate anymore.

Who should you ask if you have any questions?

If you have any questions you should ask the researcher.

Verbal assent

Title of Study: The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers.

Principal investigator: Joanné Schoeman

Do you want to be part of this study?



If you sign your name on this page, it means that you agree to take part in this research study. You may change your mind at any time for any reason, and then inform us such.

Write your name here if you want to be in the study

Sign your name here if you want to be in the study

Date

May we use the things that we learn about you for future research as well?



Yes

☐

No

☐

(Please tick the relevant block)

I have explained this study to and answered questions of the child whose name is at the top of this form. I informed the child that he/she may stop being in the study and can ask questions at any time. From my observations, the child seemed to agree to take part in the study.

Printed name of Researcher obtaining assent

Signed Name of Researcher obtaining assent

Date

Appendix J: Informed consent letter to the participants for Study 1

Dear Teacher

Invitation for teachers to participate in a research study

We would like to kindly invite all Grade 1 teachers to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in Afrikaans and English medium schools. Teachers who teach L2 learners together with home language (L1) learners often find this task challenging, due to the language difficulties of the L2 learners. In this study we aim to investigate the perceptions and professional development needs of Grade 1 teachers who teach L1 learners together with L2 learners.

Participant Candidacy

Teachers meet the inclusion criteria if they have the appropriate Foundation Phase teaching degree and SACE registration, and a minimum of one L2 learner in their class. Information sheets and consent forms will be distributed to the teachers, and those teachers who give informed consent for their participation will be considered for inclusion in the study, provided they meet the criteria for selection.

Requirements from Participants

Participants will be required to complete a questionnaire on the perceived language and literacy challenges experienced by L2 learners, the challenges faced by teachers of L2 learners, the support that teachers receive in terms of training and resources, teachers' perceived knowledge gaps in teaching language and literacy to L2 learners, and the desired format of a teacher training and support programme. All participants who complete the questionnaire will be invited to attend a focus group for an in-depth discussion of the teachers' needs for professional development and perceptions regarding the language and literacy challenges of the L2 learners in their classrooms.

Duration and Venue

Each teacher can complete the teacher questionnaire in her own time at school. The questionnaire will take approximately 20 minutes to complete. An hour-long focus group discussion will be held at a central venue with participants who are willing to participate in the focus group.

Possible Risks and Benefits Associated with this Study

A possible benefit of participating in the study is that teachers will be able to voice their needs regarding further professional development. No known risks are associated with this study.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. The questionnaire will be completed anonymously and a pseudonym will be used for the participants in the focus group. Data that may be reported in scientific journals will not include any information that identifies the school or the teachers who participate in this research study. Data will be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

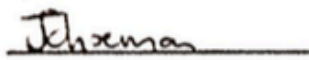
Refusal or Withdrawal from the Research

Teachers' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

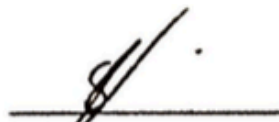
Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



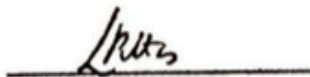
Ms JC Schoeman
Researcher



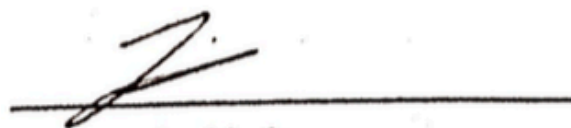
Dr B Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde
Acting Head: Department of Speech-Language Pathology and Audiology

INFORMED CONSENT FOR THE TEACHER

I, _____, hereby consent to participating in the research study entitled “The development of a Grade 1 teacher training and support programme to meet the language and literacy needs of second language learners and their teachers”.

Please indicate whether you give permission that the data may be used for future research. Herewith I give consent that the data obtained in the current study may be used for future research as well:

Yes ☐ No ☐

(Please tick the relevant block)

I understand that neither the school nor I will receive any reimbursement for my participation in this research study. I am aware that I may withdraw from the research study at any point, should I wish to do so. I understand that every effort will be made to ensure that I am not harmed in this research study.

Participant's Signature: _____

Date: _____

Appendix K: Informed consent letter to the participants for Study 3

Dear Teacher

Invitation to teachers to participate in a research study

We would like to kindly invite English foundation phase teachers to participate in a research study by the Department of Speech-Language Pathology and Audiology at the University of Pretoria.

Information about the Research Study

There is a growing number of second language (L2) learners in English-medium schools. Learners who are not being taught in their home language may have difficulty developing literacy skills at the same rate as their home language (L1) peers. Teachers who teach L2 learners together with L1 learners often find this task challenging, due to the language difficulties of the L2 learners. In this study we aim to support L2 learners and their teachers through design-based research.

Participant Candidacy

Data will be obtained from five Grade 1 to 3 teachers in the Overberg District. Participants are eligible for inclusion in the study if they teach L2 learners in integrated classes and have the appropriate teaching qualification and SACE registration. Participants will not be excluded based on years of experience or age.

Requirements from Participants

Participants will participate in the cyclic process of design-based research, by implementing pedagogical translanguaging in the class. The researcher will observe five lessons from each participant, and discuss each lesson with the participant. After the completion of the five lessons the participant will be required to participate in a focus group with the other participants.

Duration and Venue

The design-based research will take place at the participants' schools. The duration will be seven weeks.

Possible Risks and Benefits Associated with this Study

There are no known risks associated with this study. A possible benefit of participating in the study is that the teachers will receive training on pedagogical translanguaging, which can help the teachers and the learners in their class.

Confidentiality and Anonymity

All information obtained during the course of this study is strictly confidential. An alphanumeric code will be assigned to each participant so that information can be processed anonymously. Data that may be reported in scientific journals will not include any information that identifies the participants in this research study. Data will

be securely stored, electronically and on hardcopy, for a minimum of 15 years at the University of Pretoria.

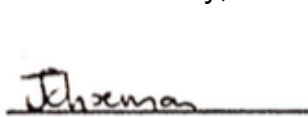
Refusal or Withdrawal from the Research

Participants' participation in this study is entirely voluntary and they can refuse to participate or stop at any time without stating any reason.

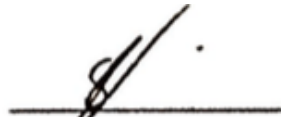
Contact Information

If you would like further information on the research study, please contact us on 082 360 3798.

Yours sincerely,



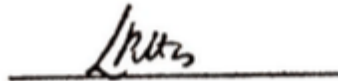
Ms JC Schoeman
Researcher



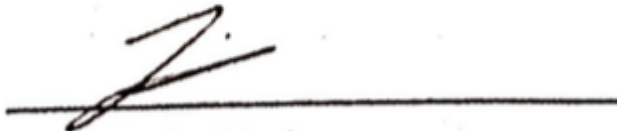
Dr S Geertsema
Supervisor



Dr M le Roux
Supervisor



Prof L Pottas
Supervisor



Dr J van der Linde

Acting Head: Department of Speech-Language Pathology and Audiology

INFORMED CONSENT FOR THE TEACHER

I, _____, hereby consent to participating in the research study entitled “The effect of pedagogical translanguaging on foundation phase classrooms in a South African private school”.

Please indicate whether you give permission that the data may be used for future research. Herewith I give consent that the data obtained in the current study may be used for future research as well:

Yes ☐ No ☐

(Please tick the relevant block)

I understand that neither the school nor I will receive any reimbursement for my participation in this research study. I am aware that I may withdraw from the research study at any point, should I wish to do so. I understand that every effort will be made to ensure that I am not harmed in this research study.

Participant's Signature: _____

Date: _____

Appendix L: Proof of acceptance for Article 1

**Editors** <editor@iie.ac.za>
to me, Editors ▾
Apr 5, 2022, 1:45 PM ☆ ↶ ⋮

Good day Ms Schoeman

Thank you for submitting your article: "Professional development for teachers of Grade 1 second language learners"

The feedback from the double-blind peer review process is that it may be provisionally accepted with minor revision.

Kindly address the feedback in the attached and the tracked document, and send back to us by latest 29 April 2022.

Congratulations.

Thanks and kind regards
Vanessa Gray
Research Administrator
The Independent Journal of Teaching and Learning Administrator



Appendix M: Proof of submission for Article 2

Dear Joanne Schoeman,

Thank you for your submission.

Submission ID	227888496
Manuscript Title	Language and literacy characteristics of Grade 1 English second language learners in the Western Cape
Journal	Africa Education Review

You can check the progress of your submission, and make any requested revisions, on the [Author Portal](#).

Thank you for submitting your work to our journal.

If you have any queries, please get in touch with RAER-peerreview@journals.tandf.co.uk.

Kind Regards,

Africa Education Review Editorial Office

Appendix N: Proof of acceptance for Article 3



Journal of Language, Identity & Education <onbehalf@manuscriptcentral.... Sun, Aug 28, 1:50 PM (16 hours ago)



to me, wewright, hka, mpacheco, vchap, hannah4 ▾

28-Aug-2022

Dear Ms. Schoeman:

Thank you again for submitting your manuscript "The effect of pedagogical translanguaging on foundation phase classrooms in a South African private school", to the Journal of Language, Identity & Education. The review process is now complete. The reviewers' comments are included at the bottom of this letter.

The reviewer(s) were overly positive about your manuscript, but would like to see some minor revisions prior to publication. Therefore, our decision is "Conditional Accept" and we invite you to respond to the reviewer(s)' comments and revise your manuscript.

In general, the reviewers would like to see several points of clarification, as well as some minor edits. The detailed comments should be very helpful to you in revising the manuscript.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or colored text. Please also provide a cover letter detailing your responses to the reviewer recommendations. Please be aware that publication is not guaranteed and will be contingent the degree to which the reviewers are satisfied with the recommended changes.

Further, we ask that you stay within our manuscript submission guidelines as outlined, including word count. This means that you must keep the manuscript total word count, including all references and appendices, to be within our 5,000-9,000 word count guideline.

To start the revision, please click on the link below:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/jlie?URL_MASK=3e3af6cbc121433eba50889e1ab8ca87

This will direct you to the first page of your revised manuscript. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

This link will remain active until you have submitted your revised manuscript. If you begin a revision and intend to finish it at a later time, please note that your draft will appear in the "Revised Manuscripts in Draft" queue in your Author Center.

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to Journal of Language, Identity & Education, your revised manuscript should be uploaded by 26-Nov-2022. If it is not possible for you to submit your revision by this date, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to the Journal of Language, Identity & Education and we look forward to receiving your revision.

Sincerely,

Wayne E. Wright & Hyun-Sook Kang
Editors
Journal of Language, Identity & Education

