

Research Multilingualism

Student: Liesbeth Scheepsma

Student number: 333107

First assessor: Mr. Masterson Chipumuro

Second assessor: Mrs. Hennie Annema

“Without language, one cannot talk to people and understand them. One cannot share their hope and aspirations, grasp their history, appreciate their poetry, or savour their songs.”

Nelson Mandela



Stenden

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Personal

Student

Name: Liesbeth Scheepsma
Address: Om'e Tsjerke 2 9087 CE
City: Swichum
Date of birth: 22 February 1995
E-mail: liesbeth.scheepsma@student.stenden.com
Relation number: 333107

University:

Training: Opleiding Leraar Basisonderwijs (OLB/PABO)
Year: 4 (2016-2017)
School: Stenden Hogeschool Leeuwarden
Research coordinator/
First assessor: Mr. Masterson Chipumuro
Second assessor: Mrs. Hennie Annema

Teaching practice school

Name: Bathurst School and Kuyasa Combined School

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Preface

This research is about multilingualism. Something that interest me because it is very topic in the part of the Netherlands where I live. Most people speak Dutch, but in the North of the Netherlands, a lot of people also speak Frisian. So do I. I love to travel, meet people from other countries and discover their culture. That's the reason I am in South Africa. On the front page there is a quote of Nelson Mandela:

"Without language, one cannot talk to people and understand them. One cannot share their hope and aspirations, grasp their history, appreciate their poetry, or savour their songs."

When I am traveling, I like to learn words of other languages. To talk to people from a foreign country and to understand them, you need language. You cannot share stories, experiences and history without language. I think the English language is very important in the international world we live. I can't imagine a world without the English language anymore. I think it every child should learn the English language well, it is important for their future and for the future of South Africa.

It is an individual research but I couldn't have done it on my own. I would like to thank Mr. Chipumuro as the first assessor for the accompaniment with the research, the lessons and answering the questions I have had. Mr. Dikeni they helped me along the way through keeping contact with the Bathurst Primary School and the Kuyasa Combined School and he gave tips to create the Kitchen Garden at the Bathurst School. I also would like to Hennie Annema for the support and motivation as the second assessor. And I would like to thank Tim Unsworth for reading and correcting the research.

I got the opportunity to implement my research at the Kuyasa Combined School. I am grateful for the hospitality and openness of the teachers at the Bathurst School. At this school I have always felt welcome and I got the space I needed to do my research.

1. Introduction

1.1 Research subject

In the first part there will be a description of the reason for this research at the Bathurst school and the Kuyasa Combined School in the Eastern Cape of South Africa.

This research is about different languages, specifically multilingualism. Language is one of the most important things in human life. Through language we communicate with each other and are we able to express ourselves. We can exchange experiences and plan our lives. In the world in which we live, most people can do those things in more than one language. Knowing another language means you are able to talk to people in a foreign country.

The reason for the subject of multilingualism is that it's also topical in the North of the Netherlands. Primary schools in the Netherlands are supposed to teach the pupils Dutch and English in the higher grades. Besides this a lot of people speak Frisian and for most schools this is a subject. Most schools in the Eastern Cape teach Xhosa, African and English. The mother tongue of the children is Xhosa. At the Bathurst school they start with English in Grade R. They also have African classes. The children communicate with each other in Xhosa but most of the teachers cannot speak Xhosa. The situations with the languages is recognisable. The results of the research may be useful in the Netherlands as well.

1.2 Personal motivation

For many reasons learning languages is important. English as a communication language is necessary in the international world in which we live. There are many different languages in this world. When you are traveling to any place in the world, it is common to use English to communicate. Knowing English opens job and employment opportunities for markets in many countries. For many jobs it is essential to speak English because many companies have dealings with companies in other countries. Learning English will open your job prospects in the whole world and increase your standard of living.

Through education pupils will develop themselves but they need help from teachers. A teacher has the responsibility for the learning process of the pupils. It is important to know how pupils learn a language and it is important to know when you're teaching because you need to have knowledge of it. I am very motivated to do this research because when I have finished it, I will know how pupils learn language and know what the best process is for the pupils. I will implement the knowledge in primary school. In South Africa English is not only a *lingua franca* but also a national language. It is a part of the culture they are living in. Children learn quickly. When adults need to learn a language it will take much more time and care. This is why it is important that you start early with learning a new language. How early, that's what this research is about.

2. Problem analysis

2.1 Practical problem

In the Eastern Cape of South Africa almost all people speak Xhosa with their family and friends. The problem is that learners are expected to speak English because of the Curriculum Assessment Policy from Department of Education in the Eastern Cape. The problem occurs when children come to school because they don't have any knowledge of the English Language. At the Bathurst Primary School the main language is English from Grade R to Grade 6. The teacher of Grade R can't speak Xhosa and she speaks English to the learners. She also speaks and teaches Afrikaans. What is happening is called *total immersion*. The mother tongue of the children is Xhosa while the main language at the school is English. In one moment the children will learn a new language. What the process of *language learning in early childhood* looks like will be described in the next chapter.

The situation at the Kuyasa Combined School is different. The main language in Grade R to Grade 3 is Xhosa. In those Grades they have English as a subject but only for a few hours during the week. When the

learners go to Grade 4, the main language for all subjects is English. At the Kuyasa Combined School this is where the problem occurs. For the most learners this is a big step because their English is not good enough to understand the subject-matter. This process is called *second language learning*. The children have already acquired a language. This prior knowledge may be an advantage in the sense that they have an idea of how language works but it can lead to learners making incorrect guesses about how the second language works. In the next chapter there will be a description of the process of Second language learning.

2.2 Sources

Literature

Aspect	Sources	Elucidation
How does the South Africa school system work?	<ul style="list-style-type: none"> - Lecture of Mr. Chipomuro - http://www.education.gov.za/ 	Explanation of the school system of South Africa
What does the process of second-language acquisition look like?	Oskam, S. (2013). <i>Praktische didactiek voor Engels in het basisonderwijs</i> . Bussum: Coutinho.	In this book there is a description of the process of second-language acquisition
Multilingual teaching	Lemmer, E. en Meier, C. (2006) <i>Multicultural education: an educator's manual</i> . Pretoria: Van Schaik Publishers.	In this book there is more information about multilingualism
What kind of methods are there to teach English?	Oskam, S. (2013). <i>Praktische didactiek voor Engels in het basisonderwijs</i> . Bussum: Coutinho.	In this book there are descriptions of different methods to teach English
How to teach English	Harmer, J. (1998) <i>How to teach English</i> . Edinburgh Gate: Longman.	In this book there will be an answer at the question: What elements are necessary for successful language learning in classroom?
What is the process of first language acquisition?	Lightbown, P. en Spada, N. (2013) <i>How languages are learned</i> . Oxford: Oxford University Press.	In this book there is a description of what the process of first language acquisition is

2.3 Relevance of research

The reason for research in primary school is that through research there can be answers found to topical questions and that can suggest ways of improving educational practices. A teacher gets more knowledge about a subject and can use that in school. Because of this a teacher is more skilful and improves professional practise.

This research is about comparing different methods. The relevance is that the teacher gets more knowledge of what kind of method works the best for learners. Through research in methods there can be development in the way of teaching. For the schools it is important that there are clear facts of the results of the method the school is using. The research is useful in primary school practise. Through the research the schools can make a change for the future of the learners, the quality of teaching English can be improved and there can be development in the society.

3. Theoretical framework

Before the data can be collected more knowledge should be acquired about the South African school system. The Dutch education system is very different comparing to the South African school system. That's why in the first part there will be an explanation of the South African school system and also a description about the situation at the Bathurst School and the Kuyasa Combined School.

How languages are learned is important to know for the research because the learners at the Bathurst school learn the English language differently comparing to the learners at the Kuyasa Combined School.

First language acquisition, second language acquisition and the differences between those processes will be explained.

After this there will be a description of different ways of teaching English because people have different thoughts about what the best way is for someone to learn a language. There will be explanations about Early Bird English and Content and Integrated Learning and the differences and similarities between those two.

Finally an earlier research will explain why it is important this research will be done. It says different things about types of language learning. What foreign language learning is, second language learning, simultaneous bilingualism and successive language acquisition can be read there.

3.1 How does the South Africa school system work?

The Bill of Rights states that every South African can go to school. They have the right to basic education, adult basic education and further education. South Africa has the highest rate of public investment in education in the world.

South Africa has 11 official languages. The first year of schooling is provided in all these home languages. Since 2009, all schools teach English as a subject from grade 1 and all subjects are taught in English from grade 4. Afrikaans language schools are an exception.

The school system starts with General Education and Training. Pupils start at the age of 5 or 6 in Grade R. This is called a reception year. In this year children can get used to the school system. Parents choose to let the children go to Grade R, it is not compulsory. In Grade R the Foundation Phase starts. This Foundation Phase ends after Grade 3. In those years the pupils have the same teacher for the whole year. The subjects they have are reading, writing and mathematics. Beside these subject of Life Skills is very important. This subject teaches them the basic skills of hygiene. The goal of Life Skills is that pupils learn how to participate in the society.

Grade 4 to Grade 6 is called the Intermediate Phase. In this phase the learners get more subjects. For example: language, English, mathematics, geography, history, art, and social studies. For each subject they get another teacher. Every class has its own class teacher.

When the learners are 15 years old they finish Grade 9. When they finished they go to Further Education and Training from Grade 10 to Grade 12. After Further Education and Training the learners can go to Higher Education and Training.

3.2 How is the school organisation at the Bathurst School and Kuyasa Combined school situated?

Both primary schools are located in the Eastern Cape of South Africa. An article (Province of the Eastern Cape, Republic of South Africa., n.d.) suggest that the population in this area is in total 6562053 people. 86,3% of the population are Black Africans. The main language in this area is Xhosa. 78,8% is speaking this language.

The Bathurst school is located in Bathurst, a small village close to Port Alfred. The school was founded in 1820. The school is named after the colonial secretary Lord Bathurst. The school is a small, English medium school and has 143 learners all living in the township of Bathurst. Almost all children come to school by a bus. This way of transport is arranged by the government. There are 8 teachers teaching the classes Grade R to Grade 7. Average there are 15 to 20 learners in each Grade. The school starts in Grade R with the method 'English home language' and 'Keys to English'. In the intermediate phase teachers use English home language from the method Plantinum.

The vision for the Bathurst Primary School is:

“Bathurst Primary School is seen as an exemplary example of a happy sanctuary of learning, where both learners and educators are able to master and hone skills that free them to live informed, responsible creative and caring lives in harmony with God’s laws and the earth’s ecology”.

The mission statement for the Bathurst Primary School is:

Empower her learners:

1. To be honest with themselves and others
2. To base their actions on thoughtful observations
3. To be self-reliant as individuals and co-operative rather than competitive
4. To see, and continue to see freshly the majesty of all life and
5. To use their abilities in ways that show respect for themselves, others and the earth.

The Kuyasa Combined School was founded in 1992 by initiative of the African National Congress with the ‘Back to School’ campaign. It is a big school with 1200 learners divided in 24 groups from Grade R to Grade 12. Children in the foundation phase have, according to the curriculum for national protocol for assessment Grade R – Grade 12 (Department Basic Education Republic of South Africa., 2012) in Grade R no duty to teach English. In Grade 1 and 2 teachers are expected to teach 2 or 3 hours English. In Grade 3, 3 to 4 hours. The school is using books for English first additional language from the method Plantinum.

Foundation Phase

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
TOTAL	23	23	25

Intermediate phase

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
TOTAL	27,5

3.3 What is the process of first language acquisition?

First language acquisition has a high degree of similarity in the early language of children all over the world. Learning the mother tongue starts before the child is even born. All babies are born with the skill to learn languages. Babies listen to the language and sound around them. Everyone has a system that recognises different speech sounds. In the aural memory children save the sound they recognise. Until the age of seven it is an important, impressionable period for the children who are learning another language. The stages of learning a language will be explained in three parts according to chapter 1 Language Learning in Early Childhood from the book Lightbown, P.en Spada, N. (2013)*How languages are learned*. Oxford: Oxford University Press.

The first three years

The earliest vocalisations are crying when babies are hungry or uncomfortable and gurgling sounds of contented babies. Babies are capable of auditory discrimination. This means they can hear differences between sounds that are similar. For example, 'pa' and 'ba'. But when babies are a year old they stop making distinctions between sounds that are not phonemic in the language that is spoken around them. Babies who regularly hear more than one language in their environment continue to respond to these for a longer period. One important finding is that it is not enough for babies to hear language sounds from electronic devices. They need to interact with a human speaker. At 12 months most babies will have begun to produce a couple of words. By the age of two most children produce at least 50 different words. At this time, they begin to combine words into simple sentences, called telegraphic. They leave out things as articles, prepositions and function words.

Children learn the functions of negation and how to ask questions. They learn to comment on the disappearance of objects or to refuse a suggestion. It takes some time before they can express themselves in sentences where the subject may be included.

Pre-school years

By the age of four children have acquired the basic structures of the language(s) that have been spoken to them in these early years. Most children can ask questions, create stories, using correct words and give comments. Children in this stage develop their ability to use language in their widening social environment. They use language in a greater variety of situations and interact more with unfamiliar children and adults. Children also begin to develop metalinguistic awareness. This is the ability to treat language as an object separate from the meaning it conveys.

The school years

The ability to use language to understand others and to express their own meanings expands and grows in the school years. Children create a metalinguistic awareness. This happens for example through seeing words represented by letters. This leads to a new understanding that languages have form as well as meaning. Likewise reading reinforces the understanding that a word is separate from the thing it represents. The learners discover things like ambiguity. They know that words and sentences can have multiple meanings. But the most impressive aspect of language development in the school years is the growth of vocabulary. Vocabulary grows at rate between several hundred and more than a thousand words in a year, depending mainly on how much children read (Nagy, Herman, and Anderson, 1985).

3.4 What does the process of second-language acquisition look like?

The way someone learns a second language is almost the same as the way someone learns their mother tongue. There are five stages in the process of second-language acquisition according to Haynes (1998):

1. The *quiet period*: the child listens to unknown language quotes and the melody of the sentence and after that the child makes connexions between sounds and words.
2. *Early production*: children are able to speak a couple of words and have an active and receptive vocabulary around 1000 words.
3. *Speech emergence*: children can produce phrases and short questions. Grammatical mistakes are common.
4. *Intermediate fluency*: Learners can use more complicated sentences now. They are able to share their experiences.
5. The final stage is the *advanced fluency*: Learners can almost function as a native speaker. This level is reached around the age of seven.

The difference with language learning in early childhood is that the children are not speaking the new language they are learning all the time. When the children come home from school and talk to their friends and family they are not speaking the language they are learning anymore.

Another difference between the first language acquisition and second language learning is that second language learning is a process of internalising and making sense of a second

language after someone has established a language. Learning the first language has been started since someone is just a baby who does not have the ability to speak. A second language is learned after someone is able to speak and has absorbed knowledge which influences the learning of a second language positively and negatively.

3.5 What kind of methods are there to teach English?

There are different thoughts about what the best way for someone is to learn a new language. First of all, it depends on the purpose of learning the language. Is the person supposed to read literature or just able to talk to someone from another country? The linguistic theories of the last 50 years have also shed light on 'what to teach' and applied linguists have given us help with 'how to teach it'.

According to (Oskam, S., 2013) there are four conceptions about what the best way is to learn a language:

- The Grammar-Translation Method

This is the oldest method. For many years this was the way people were learning Latin and Greek. Distinctly for this method is the underlining of learning the rules of grammar and to learn list of words. The disadvantage of this method is that grammar rules are not helpful in verbal communication situations. It is also possible that people are afraid to speak because they want to be sure of using the grammar the right way. There is no attention to speaking in English. Learners in primary school are not able to use those grammar rules in real situations because there is no entirety in what they have learned. It is not useful to use this method in primary school.

- The Audio-Lingual Method

In this method Listening and Speaking are of great importance. The method is unilingual, no grammar rules are explained, vocabulary is learned by reading descriptions or pictures in the learning language. Practicing happens through drills and patterns.

- Functional-notional method

The functional-notional method is also called the communicative method. This is the method what is the most used in primary school (in the Netherlands). The method uses realistic language situations. It is a clearly method using themes. The impressive language input is bigger than the prolific language input. English is not the main language all the time. Distinctive for the method is the many different forms of work. The benefit of the functional-notional method is that learners can quickly pronounce some English words or short sentences and they can see the function of knowing the words.

- Impressible method

The impressive method or reading-listening method is also a communicative method. The method starts with a silent period. By means of listening and reading pupils will be prepared for speaking English. This is called 'creative construction'. The child will speak when it is ready for it. Language production starts to become spontaneous when the child has enough confidence.

Content and Language Integrated learning

Content and Language Integrated Learning (CLIL) is a teaching method for second language acquisition. It is an approach where content is learning through an additional language. Pupils learn the subject and the language at the same time. CLIL aims for intercultural knowledge and communicative skills, improve in active and passive language skills, more contact with the target language without spending extra hours on it and motivate pupils through corroborating the language skills they already have. Important to know is that CLIL is not a subject on its own but is given next to English class. What pupils learn during a lesson of English is used during a CLIL-lesson.

An advantage of using CLIL is first of all time gain because two subjects are being given at the same time. What's even more important is that CLIL creates connectionism. This phenomenon creates more connections between brain cells. Two different categories (content and the language) provide for incentives in the brains. Pupils reach a higher level in the language because they have to concentrate more to understand.

According to (Oskam, S., 2013), CLIL is the method which gives the highest efficiency because it is based on natural language acquisition. The language is an agent to understand the content. The input is the best because the main language is English for the teachers and pupils. The focus is not on the language but on

the subject that is given. The language situation is realistic, interesting and provocative. Language acquisition happens when the level of input is a bit higher than the language level of the pupils. The teacher's responsibility is that the content is understandable for the pupils. This is possible through making the content visible by using material, images, a context etc.

The phases of CLIL:

- Introduction phase: activate foreknowledge and preparing to input phase
- Input and processing stage
- Practical phase
- Transfer phase

Extra theory about CLIL lesson for the lesson Healthy food

Processing the text

The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organisation of the text can be analysed.

Identification and organisation of knowledge

Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

Language identification

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

Tasks for students

There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences.

Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

Listen and label a diagram/picture/map/graph/chart

Listen and fill in a table, Listen and make notes on specific information (dates, figures, times), Listen and reorder information, Listen and identify location/speakers/places, Listen and label the stages of a process/instructions/sequences of a text, Listen and fill in the gaps in a text

Early Language learning (vvto)

Early language learning is learning a language playfully. Children will never get bored because there are short and different activities that stimulate the children. Examples of activities are: reading picture books out loud, using a puppet, music activities like singing songs, dancing, playing games etc.

Important for all activities is repetition, regularity and at constant times during the week. The activities should be offered by one person. Children at young age require the languages simultaneous so they should be given separately.

Differences and similarities between CLIL and VVTO

Children are learning playfully through songs, games, listening to a story etc. if they are teaching by early language learning. They are unaware that they are learning something. With CLIL it is clear what subject the pupils are learning. A similarity is that there are some moments during the week that the only language that is spoken is English.

3.6 What does research say about the types of language learning?

Multilingualism is when children learn two languages at the same time. It is possible that they mix up the two languages and make mistakes. Next to that the process of language acquisition can go slower than normally and they go through a quiet period.

Gelder, F. van., Visser, S. (2005). *Multilingualism and pre-schoolers*. Retrieved from <http://www.rug.nl/research/portal/files/2899479/abcg05.pdf>

Foreign language learning is learning a new language that is not spoken by the people who are living around. Second language acquisition is learning a new language that is spoken by the people around the learner. Simultaneous bilingualism is when two languages are learned at the same time. Successive language acquisition is that the second language is learned when the first language is already on a high level.

The process of language learning happens playfully and obvious by children of a young age. Often people think that how younger children are, the easier they learn a second language. Research shows that this is not always true. (Appel & Vermeer, 2001; Goorhuis-Brouwer & Schaerlaekens, 2000; Lightbown & Spada, 2006). In the beginning stages of learning a second language adults and older children will learn the new language faster. The older children learn the language in the beginning faster because they already know a language. They know the system and they can consciously learn new words and rules. The skills that older children are able to acquire in a relative short period of time, will satisfy in situations when it comes to daily communication. Other research, Goorhuis-Brouwer en Schaerlaekens (2000), even shows that it is less effective to start with another language in the intermediate phase. At this age, the learners develop their writing- and arithmetic skills. This takes a lot of time. Because of this, they say it is less suitable to start with learning a second language.

According to the research of Naber, R. (2011) *How earlier, how better? Research about the effects of early bird English*. Retrieved from: <https://www.epnuffic.nl/publicaties/vind-een-publicatie/hoe-vroeger-hoe-beter-een-onderzoek-naar-de-effecten-van-vroeg-vreemdetalenonderwijs.pdf>

If the goal is to be able to speak the language as a native speaker it is better to begin as early as possible. Young children can learn the sound system and intonation patterns in a relative short time. If the goal is to achieve basic communication and the teaching time is limited, it would be better to start with the language at a later age. The learner can use skills and learning strategies of the mother tongue. An early start does not necessarily lead to faster language acquisition. If the contact with the language is minimal, it doesn't lead to much progress. The older learners learn faster and can easily catch up the information that the young learners have.

4. Problem Statement

4.1 Purpose of research

The practical problem is that the mother tongue of the learners is Xhosa, but the main language at the primary schools is English.

When children go to school the first day in Grade R at the Bathurst school, they have no knowledge of the English language at all. At the Bathurst School the main language is English from Grade R to Grade 7. The teacher of Grade R cannot speak Xhosa. Her mother tongue is Afrikaans. At the Kuyasa Combined School learners have a couple of hours English during the week in Grade 1, 2 and 3. The main language at the school is Xhosa. When the learners start in Grade 4, all subjects are taught in English. The pupils do not have enough knowledge of the English Language to understand the content of the subjects.

The purpose of the research is to discover the differences between the learning processes of the pupils at the schools. At the Bathurst School the process of the learners is close to first language acquisition and

they are using the method Early Language Learning. At the Kuyasa Combined School the learners go through the process of second language acquisition. The results of the research will give insight in the advantages and disadvantages in the different language acquisitions and different methods.

The result of the research will give suggestions about how to improve the transfer between Xhosa and English at both schools. The research will add knowledge of different linguistic needs of learners and different teaching styles for teachers. The schools can come together through discuss the different teaching styles. Through the results of the teachers will have more knowledge about different methods. The schools can learn from each other by knowing the advantages of the teaching style of the method. They can use some ideas of lessons or tasks that the other school is using. For example, the Bathurst School can learn something about the positive effects of the young learners who can easily speak Xhosa to the teacher. The Kuyasa Combined school can learn something from the playing wise of learning English in Grade R. The teachers will have knowledge of the advantages of the methods and this will add improvement to education.

4.2 Main question

The research is about the quality of English at the Bathurst and the Kuyasa Combined school. The result of the research will be a comparison of the way of teaching and of the results in different grades. The main question is:

“Which method for English is the best process and gives the highest learning benefits in the Eastern Cape?”

4.3 Sub-questions

What are the advantages and disadvantages of learning English in Grade R at the Bathurst School?

What are the advantages and disadvantages of learning English in Grade 4 at the Kuyasa Combined School?

What method are the teachers using at the Bathurst School?

What method are the teachers using at the Kuyasa Combined School?

How do teachers fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?

What do learners in the Eastern Cape need to learn English?

How confident are the learners of Grade 6 at the Bathurst School and the Kuyasa Combined School about their English?

Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?

The problem statement is discussed with Marieki Bell, the teacher of Grade 5 and 6 at the Bathurst School. The principal of the school is ill so Miss. Bell is supporting the research. Also the teacher of Grade R, Tini and the teacher of Grade 4 at the Bathurst School have been reading the main- and sub questions and they said it was a useful research and possible to fulfil. At the Kuyasa Combined School the problem statement is discussed with the assistant principal Mxube. Mxube agreed with the main- and sub questions and he will be the contact person at the Kuyasa Combined School. A schedule will be sent about when there will be participation at the Kuyasa Combined School.

4.4 Hypotheses

The expectations of the research are an evident conclusion about which method gives the highest learning benefits. The prognosis is that the way Bathurst teach is the best process for the learners and gives the highest learning profits.

Hypotheses inquiries Grade 6

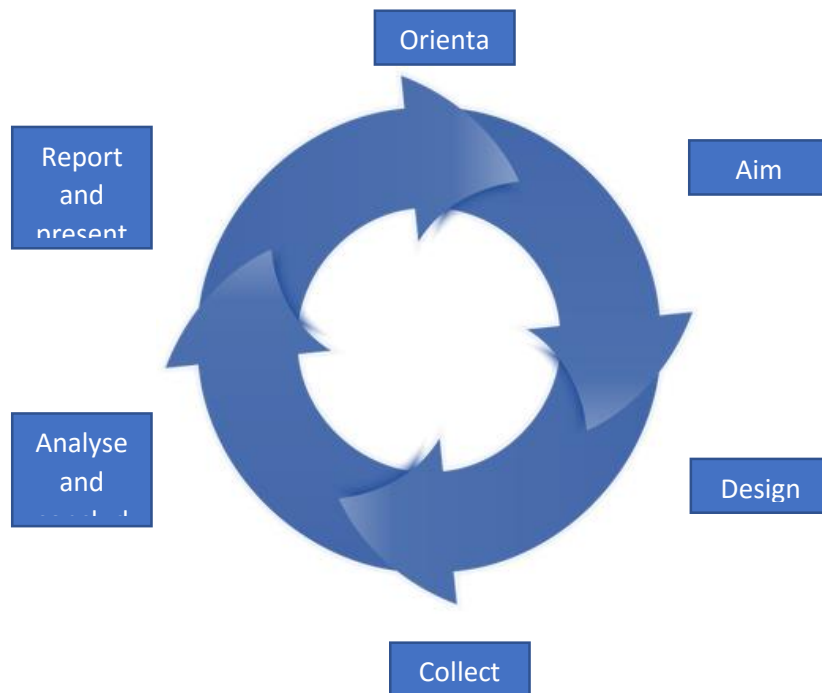
The expectations are that most learners learned English in school. Also that the learners of the Bathurst school are more confident about their English skills than the learners of the Kuyasa Combined School because they have had more English lessons. Towards that the expectations are that the learners of the Kuyasa Combined School are more confident about their Xhosa skills. The learners of the Bathurst school probably cannot write or read that well in Xhosa because they almost have no class in Xhosa. There won't be high motivate results because a lot of children are not motivated to learn. It is hard to estimate how many times children use the English language in their free time.

Hypotheses English level test Grade 6

On one hand the expectations are that the level of English of the learners at the Bathurst school are better because they have had English for more hours. On the other side some research said something else. Referring to the sub question *"What does research say about the types of language learning?"* in the theoretic framework, older children learn a new language in the beginning faster because they already know a language. They know the system and they can quickly learn new words and rules. Then there wouldn't be many differences. The results of the reading test will confirm which expectations are right.

5. Research strategy

The research will be formalised with a systematic process according to (Donk, C. van der. en Lanen, B. van., 2012) This book is helpful with doing research in primary school. The phases of doing the research are:



5.1 Research group

The research will be carried out by one person. It is an independent research. Below there is a description of the people who will be involved with the research and why:

- The principal of Bathurst School is ill and will not come back. The teacher of Grade 1 is the assistant principal. Together with the teacher of Grade 5/6 she will attend with the research. The interview will be done with the teacher of Grade 1. For questions and the progress of the research the teacher of Grade 5/6 will support.
- There will be an interview with the principal of the Kuyasa Combined School.
- The assistant principal (Mxube) will be the contact person at the Kuyasa Combined School. He will be available for questions and support.
- There will be an interview with the teacher of Grade R at the Bathurst School and an observation in her classroom to get a clear view of the way of teaching in Grade R.

- There will be an interview and an observation during an English lesson with the teacher of English in Grade 4 at the Kuyasa Combined School to get a clear view of the way of teaching and the level of English in Grade 4.
- There will be an inquiry for the learners of Grade 6 at the Bathurst School and the Kuyasa Combined school to get a clear view about how confident the learners are with the English language. Next to that there will be an English test for the learners of Grade 6 at both school to get insight in the level of English.

5.2 Data collection method

The research method that is used for the theoretical framework, the interviews and observations are qualitatively. This parts are subjective and interpretative. It will give more in-depth information about the research group. The interviews are half standardized interviews. This means for every subject there is a question but it gives the opportunity to continue asking.

The inquiries of the learners and the test for Grade 6 are quantitative. The results are focused on the quantity and will give numerical results for Grade 6 at both schools. The inquiry will be the same at both schools and will be a questionnaire with multiple answers. The answers of the inquiry are comparable and will give a clear view on the results.

The data collection methods that can be used are describing, defining, exemplifying, comparing, evaluate in combination with or without examining, observing, inquiring and visiting. The data collection method that are used for each sub question are reproduced in the following schedules.

Sub question: *What are the advantages and disadvantages of learning English in Grade R at the Bathurst School and in Grade 4 at the Kuyasa Combined School?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	X	X	X	X	X
Observe	X				
Inquire	X	X	X	X	X
Visit	X			X	

Sub question: *What method are the teachers using at the Bathurst School and the Kuyasa Combined School?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	x	x	x	x	x
Observe	x				
Inquire	x			x	
Visit					

Sub question: *How do teachers fulfil what the Curriculum Assessment Policy from department of education in the Eastern Cape says?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	X	X	X	X	X
Observe	X				X
Inquire	X	X	X	X	X

Visit	X				
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Sub question: *What do learners in the Eastern Cape need to learn English?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	X		X	X	X
Observe	X				X
Inquire	X	X	X	X	X
Visit	X				

Sub question: *How confident are the learners in Grade 6 of their spoken English?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	X			X	X
Observe	X			X	X
Inquire	X	X	X	X	X
Visit	X			X	

Sub question: *Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?*

Method of collecting data	Describing	Define	Exemplify	Compare	Evaluate
Examine	X	X	X	X	X
Observe				X	
Inquire				X	
Visit				X	

5.3 Activities Bathurst School

Sub question	Activity	Date
<i>What are the advantages and disadvantages of learning English in Grade R at the Bathurst school?</i>	Interview with teacher in Grade R. Analyse marks of English(speaking) in Grade R from the beginning of the year and now.	Design in week 36: draft the interviews Collecting data in week 37: carry out the interview Analyse data: week 39 Conclude: week 40
<i>How do teachers fulfil what the Curriculum Assessment Policy from department of education in the Eastern Cape says?</i>	<ul style="list-style-type: none"> - Interview principal: <i>What are the goals of learning English of the schools, the curriculum and of the method?</i> - Make a concise description of the curriculum. Use the source: http://www.thutong.doe.gov. 	Design in week 36: observation schedule Collecting data: Week 37 and 38 Analyse and conclude data: week 39

	za/Home/Curriculum/tabid/257/Default.aspx - Compare schedules with the curriculum. - Observations teachers in Grade R, Grade 5 and 6	
<i>What method are the teachers using for English at the Bathurst School?</i>	-Interview principal: <i>What are the goals of learning English of the schools and the goals of the method?</i> -Observations and conversations with the teacher. Results: - A list of the way the teachers are teaching and how many hours they spend on English during the week. -A description of the method.	Design in week 36: draft the interviews Collecting data in week 37: carry out the interview Analyse and conclude data: week 39
<i>How confidence are learners in Grade 6 about their English at the Bathurst School?</i>	Inquiry learners Grade 6	Design week 37, effectuate inquiries in week 38 Analyse and conclude data: week 39
<i>What do learners in the Eastern Cape need to learn English?</i>	Inquiry learners: what can help them with the languages? Describing learning needs.	Design week 37, effectuate inquiries in week 38
<i>Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?</i>	An English test: compare results. Inquiry learners: what are the biggest differences?	Design test: week 40 Collect data: week 41 Analyse and conclude: Week 44

5.4 Activities Kuyasa Combined School

Sub question	Activity	Date
<i>What are the advantages and disadvantages of learning English in Grade 4 at the Kuyasa Combined School?</i>	- Interview teacher - Inquiry learners	Design in week 36: draft the interviews at the Bathurst School Collecting data in week 42: carry out the interview Analyse data: week 43
<i>What method are the teachers using at the Kuyasa Combined School?</i>	Observations and conversations with the teacher. Make a list of the way the teachers are teaching and how many hours they spend on English during the week. Make a description of the method.	Collecting data: Week 42 Analyse data: Week 43 Analyse and conclude: Week 44
<i>How confidence are learners in Grade 6 about their English at the Bathurst School?</i>	Inquiry learners	Collecting data: Week 42 Analyse data: Week 43 Analyse and conclude: Week 44

<i>What do learners in the Eastern Cape need to learn English?</i>	Inquiry learners: what can help them with the languages? Describing learning needs.	Collecting data: Week 42 Analyse data: Week 43 Analyse and conclude: Week 44
<i>Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?</i>	An English test: compare results. Inquiry learners: what are the biggest differences?	Design test: week 40 Collect data: week 41 Analyse and conclude: Week 44

5.5 Report and present information

For the research there will be participation three days a week (Monday, Tuesday and Wednesday) at the Bathurst School or the Kuyasa Combined School. One day a week there will be classes and time to evaluate the process of the research with the teachers Mr. Chipumuro, Mr. Smit or Mr. Dikeni. On Friday there is time to work out results and prepare activities for the next week. The interviews and inquiries will be drafted in the first weeks at the Bathurst school. The interviews and inquiries will have the same questions for the principals and learners at Bathurst School and the Kuyasa Combined school so they can be compared with each other. In week 39 the first data of the Bathurst School will be analysed because of a study week. In week 40 there is a holiday at the Bathurst School and the Kuyasa Combined school. In week 44 the results of both schools will be compared with each other and the conclusion needs to be written. The research will be hand in on 11 November 2016. After this there will be a presentation at the Bathurst School and the Kuyasa Combined school about the results of the research.

5.6 Timetable

Date	Subject	Teacher/contact person
27 July 2016	Learned about the way of teaching in primary school. A preparation for visiting the schools in the townships on Thursday 28 of July	Mr. Dikeni
1 August 2016	Explanation about the Grades in primary school and the ages of the learners	Mr. Dikeni
2 August 2016	A lesson about the school system of South Africa and explanation about the assignment	Mr. Chipumuro
10 August 2016	Acquaintance at the Bathurst School	Teacher Grade 5/6
12 August 2016	A lesson about Community Development	Mr. Chipumuro
13 August 2016	Visit township Bathurst Area	-
15 August 2016	Observations Grade R Observation 5 and 6	Teacher R and teacher Grade 5/6
16 August 2016	Observations Grade R Observation 5 and 6	Teacher R and teacher Grade 5/6
17 August 2016	Taught a lesson in Grade R about counting and colours	
18 August 2016	A lesson about Business and management research	Mr. Chipumuro
22 August 2016	Worked on proposal at the Bathurst School Personal meeting about proposal	Mr. Chipumuro
23 August 2016	Worked on proposal at the Bathurst School	
24 August 2016	Taught a lesson in Grade R: read a story of Jip and Janneke	
25 August 2016	A lesson about elements of research proposal Meeting about the experiences in the primary school	Mr. Chipumuro Mr. Dikeni
27 August 2016	High tea Station Hill primary school	
29 August 2016	Day at the Kuyasa Combined School Observation English lesson Grade 4 Conversation about research	Assistant principal Mxube M.Kosana Hennie Annema

30 August 2016	Conservations with teachers about the school situation at Bathurst	
31 August 2016	Worked on proposal at the Bathurst School	
5 September 2016	Design interviews teacher Grade R, 4 and principle. Design inquiry learners	Bathurst school
6 September 2016	Interview with teacher Grade R. Collected information about the National Curriculum.	
7 September 2016	Observation Grade 1. Described method Grade 1	Principal
8 September 2016	Evaluation about proposals Conversation about improvements proposal	Mr. Chipumuro
11 September 2016	Hand in improved proposal	Mr. Chipumuro
12 September 2016	Designed inquiry learners Grade 6 Written a hypothesis about the results of the inquiries Interview with principal and administrative employer Conversation with teachers about learners motivation	Bathurst School
13 September 2016	Inquiry learners Grade 6 Worked on Portfolio: described life skills and motivation	Bathurst School
14 September 2016	Observation English lesson Grade 2 Descripted method Grade 2	Kuyasa Combined School
16 September 2016	Hand in Work Based Learning Portfolio	Mr. Chipumuro
19 September 2016	Inquiries learners Grade 6 Collected and analysed data	Kuyasa Combined School
20 September 2016	Lesson Grade 1 (song: if you are happy and you know it) Analysed data inquiries Grade 6 (facts)	Bathurst School
21 September 2016	Lesson Body Parts in Grade R (start with pointing body parts, colouring a body and end with the song 'head and shoulders')	Bathurst School
10 October 2016	Interview principal X.J.Mayana	Kuyasa Combined School
11 October 2016	Read and summarized theory about the European Framework	Bathurst School
12 October 2016	Designed English lesson Healty Food	Bathurst School
17 October 2016	Visited school in Grahamstown - Kuyasa Special School - Marry Waters High School - St. Mary's day care	Mr. Diken
18 October 2016	Worked out lesson healthy food	Bathurst School
19 October 2016	Lesson Grade R (read the story 'How the zebra got his stripes' out loud and sung songs) Lesson Grade 6 Healthy food + kitchen Garden	Bathurst School
24 October 2016	Observed an English lesson in Grade 2. Written permission letters for the principals	Bathurst School
25 October 2016	Lesson healthy food Grade 6 Interview teacher Grade 4 Conversation and got a signature of the principle Meeting with teachers of the Netherlands	Bathurst School Hennie Annema and Jelle Brandsma
26 October 2016	Worked in the kitchen Garden with Grade 5 Read information about ERK Speaking test learner Grade R	Bathurst School
27 October 2016	Visit Bathurst school with Jelle Brandsma and Hennie Annema	Bathurst School
29 October 2016	Visit the Bathurst school for the Arts and Crafts Festival (recycle project with cups, tyres, bottles etc.)	Bathurst School

31 October 2016	Worked out the results of the lessons Healthy food Made the test and had a conversation with Mr. Chipumuro about the test	Bathurst School Mr. Chipumuro
1 November 2016	English test in Grade 6B at the Kuyasa Combined School Examine the results of the test	Miss. Beely
2 November 2016	English test in Grade 6B at the Bathurst Primary School Examine the results of the test	Miss. Bell
3 November 2016	Class Mr. Chipumuro	Mr. Chipumuro
4 November 2016	Price Giving Bathurst Primary School at Showground (Speech about the future)	
7 November 2016	Cleaned and painted two walls at the Bathurst School	Bathurst School
8 November 2016	Teach a lesson in Grade R. Painted two walls.	Bathurst School
9 November 2016	'Fun Day' at the Kuyasa Combined School with the learners of Grade 7. Visit Privet School Port Alfred	Kuyasa Combined School

5.7 Possible ethical issues

A possible ethical issue can be the differences in culture between the education system in the Netherlands and South-Africa. In the theoretical framework there was a description about the school systems. It is clear that the school system in South Africa is different from the Netherlands. At the Kuyasa Combined School there is not one teacher responsible for each Grade. This means it can be hard to find a contact person to have a conversation with. Next to that, a lot of information about certain school issues is not always available. There is no possibility to contact the school by phone or email. There is no website with contact details. Communication with teachers can be difficult because during the time at the school, the teachers are teaching. In order to prevent misunderstandings about the place where the research occurred, there is a letter signed by the principals of both schools. Those can be found in the appendix 9.15 and 9.16 Permission letter principal.

6. Results

The results will be described through answering the sub-questions with the collected data. With answering the sub-questions, the answer to the main question can be found. In chapter 7 the results of the sub questions will be concluded. Only relevant data has been incorporated. Most data can be found in the appendices where will be referred to. The main question is: *"Which method for English is the best process and gives the highest learning benefits in the Eastern Cape?"*

6.1 What are the advantages and disadvantages of learning English in Grade R at the Bathurst Primary School?

Advantages English in Grade R Bathurst Primary School

The following information was found through the interview with the teacher of Grade R. This information is useful to answer the main question because it gives more insight of the process of learning English at the Bathurst Primary School. The interview took place on September 12, 2016 and can be found in the appendix 9.3 *Interview teacher Grade R Bathurst Primary School*.

In the beginning of the year the learners in Grade R start with singing songs, rhymes and playing games in English. The learners start with the productive language skill speaking and the receptive language skill listening. Learners learn to speak English in one year to level A1 (according to the speaking test with a learner in Grade R, appendix 9.12 *English speaking level test learner Grade R*). They cannot write or read yet, so they learn how to speak first. This corresponds to first language acquisition (according to the theoretical framework 3.3 *How does the process of first language acquisition work?*). The learners go to the process what is close to simultaneous bilingualism. It means that they are learning two languages at the same time. English at school and Xhosa at home. This means that the process the learners go through is in between first- and second language acquisition because first language acquisition starts when since someone is just a baby. But this process is not finished yet when the learners are in Grade R.

The teacher says that the children learn quickly; they repeat everything without thinking about it. The teacher always speaks English and doesn't know the Xhosa language. The only language that is offered to the learners is English. The learners have to speak English to communicate with the teacher. In the point of view of the teacher, the mother tongue has not a bad influence of the process of learning English. According to the theoretical framework 3.1 *How does the South African School system work?* The school system starts with General Education and Training. Pupils start at the age 4 or 5 in Grade R. This is called a reception year. In this year children can get used to the school system. Parents choose to let the children go to Grade R, it is not compulsory but at the Bathurst Primary School important because this year they learn how to speak the English language.

Disadvantages English in Grade R Bathurst School

According to the interview with the teacher of Grade R, the children couldn't speak English at all when they came to school in the beginning of the year. The children speak Xhosa to each other. The teacher cannot understand Xhosa.

6.2 What are the advantages and disadvantages of learning English in Grade 4 at the Kuyasa Combined School?

Advantages English in Grade 4 Kuyasa Combined School

The following information was found through the interview with the English teacher of Grade 4. This information is useful to answer the main question because it gives more insight of the process of learning English at the Kuyasa Combined School. The interview took place on October 25 2016 and can be found in the appendices 9.5 *Interview teacher English Grade 4 Kuyasa Combined School*.

The home language in Grade 1, 2 and 3 is Xhosa. The teachers speak Xhosa to the learners. The learners speak Xhosa to each other. The learners have all subjects in the Xhosa language except for English. According to the theoretical framework the learners go through the type of language learning what is called successive language acquisition. This means that the second language is learned when the first language is already on a high level. The learners go through the process of second language learning. The learners already established the Xhosa language in Grade 4. The absorbed knowledge of Xhosa influences learning English positively and negatively.

Disadvantages English in Grade 4 Kuyasa Combined School

The learners had 2 or 3 hours a week English in Grade 1, 2 and 3. In Grade 4 all subject are in the English language. According to the English teacher of Grade 4, the learners cannot write and spell right in English.

6.3 What English method are the teachers using at the Bathurst Primary School?

The method that the Bathurst Primary School is using, contributes an important part of the process of learning the English language. The data of this sub-question gives more knowledge about the process and will help to answer the main question. A part of the answer to this sub question was already found in the theoretical framework 3.3 to 3.6. The processes of the learners through the method are explained in the results of the sub questions 6.1 and 6.2. The rest of the information was found through the interview with the teacher of Grade R and an observation in Grade 2 what can be found in the appendices 9.3 *Interview Teacher Grade R* and 9.14 *Observation English lesson*.

The method the Bathurst Primary School is using is English as a home language. This means all teachers speak English to the learners. The school starts in Grade R with the method 'English home language' and 'Keys to English'. In the intermediate phase teachers use English home language from the method 'Platinum'.

How many hours the learners are teach in English a week will be described in the next sub question 6.5 *How do teachers fulfil what the Curriculum Assessment Policy from department of education in the Eastern Cape says?*

6.4 What English method are the teachers using at the Kuyasa Combined School?

The method that the Kuyasa Combined School is using, contributes an important part of the process of learning the English language. The data of this sub-question gives more knowledge about the process and

will help to answer the main question. A part of this sub question was found in the theoretical framework. The rest of the information was found during an observation in Grade 2, what can be found in the appendices 9.13 *Observation English lesson Grade 2 Kuyasa Combined School* and through the interview with the English teacher of Grade 4 what can be found in the appendices 9.5 *Interview English teacher Grade 4 Kuyasa Combined School*.

The method the Kuyasa Combined School is using is English as the first additional language. The home language of the school is Xhosa. In the first years, the teachers teach in Xhosa. The school is using a colourful method in Grade 2. In Grade 4, the teachers speak English to the learners. The English teacher of Grade 4 is using different methods. He uses what the best is for that moment. There is a workbook for English First Additional Language Grade 4. Next to that he uses Topclass and Platinum.

How many hours the learners are teach in English a week will be described in the next sub question 6.5 *How do teachers fulfil what the Curriculum Assessment Policy from department of education in the Eastern Cape says?*

6.5 How do teachers fulfil what the Curriculum Assessment Policy from department of education in the Eastern Cape says?

What teachers have to teach for the subject English in the Eastern Cape can be found in the Curriculum from the department of education. The curriculum is in connection with how to attain the highest learning benefits because the curriculum also aims for high learning results. How many hours teachers spend on teaching English and other languages will be described below.

Bathurst Primary School

The following information is based on the interview with the (assistant) principal and the administrative employer at the Bathurst School and can be found in the attachment 9.2 Interview principal and administrative employer at the Bathurst Primary School. Next to that the schedule of the school will be compared to the schedule of the curriculum.

The Bathurst Primary School is a Semi Payed Government School. This means that parents have to pay to let their children go to school but the Government is also paying a part so it is not a private school. The school is an English medium school since 1820. Parents let their children go to the Bathurst school because of the English language. The teachers follow the terms of the curriculum. The year is divided into timetabled parts. The method that the school uses, fulfils what the curriculum says. All Grades have their own teacher. The timetable in figure 1.1 shows how many hours they spend on teaching languages.

Figure 1.1 Timetable Bathurst School

Grade	Time for languages	Time for other subjects (all in English)
Grade R	English	All subjects are given in English
Grade 1	Xhosa: 2,5 hours during the week Afrikaans: 2 hours during the week English: 6 hours during the week	Mathematics: 6,5 hours Life skills: 4,5 hours
Grade 2	Xhosa: 2,5 hours during the week Afrikaans: 2 hours during the week English: 6,5 hours during the week	Mathematics: 6,5 hours Life skills: 4 hours
Grade 3	Xhosa: 2,5 hours a week Afrikaans: 2 hours a week English: 6,5 hours a week	Mathematics: 7 hours Life skills: 6,5 hours
Grade 4	Xhosa: - Afrikaans: 5 hours a week English: 6 hours a week	Mathematics: 6 hours Life skills: 4 hours Nature, science and technology: 3,5 hours Social science: 3 hours
Grade 5/6	Xhosa: -	Mathematics: 6,5 hours

	Afrikaans: 5 hours a week English: 6 hours a week	Life skills: 4 hours Nature, science and technology: 3,5 hours Social science: 3 hours
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The time table in figure 1.2 shows how many hours the teacher should spend on languages according to the curriculum for English Home Language Schools for the Foundation Phase.

Figure 1.2 Timetable for English Home Language Schools for the Foundation Phase

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

In figure 1.3 the time table shows how many hours the teacher should spend on languages according to the curriculum for English Home language schools for the Intermediate Phase.

Figure 1.3 English Home language schools for the Intermediate Phase

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

Department
Basic
Education

Republic of South Africa. (2011). *National Curriculum Statement. English home language foundation phase Grade R – Grade 3*. Retrieved from [file:///C:/Users/333107/Downloads/FP%20 %20HOME%20 %20English%20GRADES%20R-3%20 %20Web.pdf](file:///C:/Users/333107/Downloads/FP%20%20HOME%20%20English%20GRADES%20R-3%20%20Web.pdf)

In Grade R the teacher at the Bathurst School is only teaching the home language of the school, English. This is also what the curriculum advises. In the first year the children already have to learn another language. Two (additional) languages would make it complicated for the learners.

In Grade 1, 2 and 3 the school teaches two additional languages namely Xhosa and Afrikaans. The table shows the hours for a first additional language. According to the curriculum the school should spend 2 or 3 hours in Grade 1 and 2. In Grade 3, 3 or 4 hours. In total the school spends 4,5 hours on two additional languages and 6,5 hours on the home language. According to the curriculum the Bathurst School should

spend 6 hours on teaching the Home Language and 5 hours for the first additional language. The table shows that the Bathurst School 6 hours spend on the home language English and 5 hours on the first additional language Afrikaans.

Kuyasa Combined School

At the Kuyasa Combined School, an observation at an English lesson in Grade 2 and the interview with the English teacher of Grade 4 made clear that the teachers follow the method. The methods that the Kuyasa Combined School is using fulfils what the curriculum says. They are using a schedule of a week. Every subject is teach by a different teacher. According to the curriculum, the Foundation Phase at a school that is using English as a first additional language the hours that should be spend on subjects are shown in the following table in figure 1.4.

Figure 1.4 English First additional language school for the Foundation Phase

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

The instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours. Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. in Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

The time table in figure 1.5 below, shows how many hours should be spend on teaching languages according to the curriculum for English first additional language schools for the Intermediate Phase.

Figure 1.5 English First additional language school for the Intermediate Phase

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

Department Basic Education Republic of South Africa. (2011). *National Curriculum Statement. English first additional language*. Retrieved from

6.6 What do learners in the Eastern Cape need to learn English?

In the Dutch education system there is tailored education. What means that every child gets the personal education it needs. For example, there is differentiation in the lessons: there is extra help for the ones who need this and extra challenges for the learners with a higher level. Teachers make use of different teaching methods so every child can do the best they can.

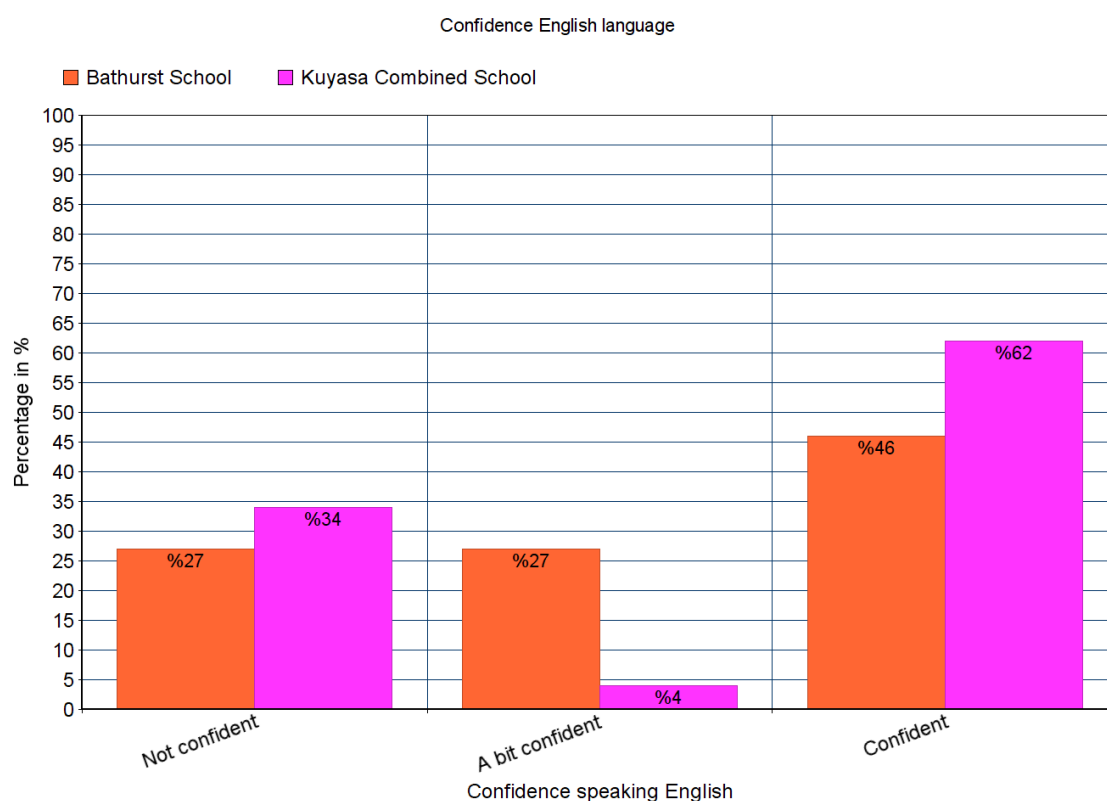
This sub question is draft with the view of the Dutch education system. This sub-question has to be answered based on the South African system where they have to deal with other problems first. What a child needs in the Eastern Cape to learn English is motivation, books from the Government and a teacher who speaks the English language well.

6.7 How confident are learners in Grade 6 about their English at the Bathurst School and the Kuyasa Combined School?

The answer to this sub-question gives insight to the results of the process of learning English. Next to that, a benefit for the learners can be, be confidence about their English language skills. The effects on the confidence of the learners about their English skills can be referred to the of the process of teaching English. To answer this question, the learners of Grade 6 at both schools answered an inquiry. At the Bathurst school there are 15 learners in Grade 6. The inquiry was made on September 13 2016 and can be found in the appendix 9.1 *Inquiry learners Grade 6*. At the Kuyasa Combined School there are 49 learners in Grade 6. The inquiry was taken on September 19 2016.

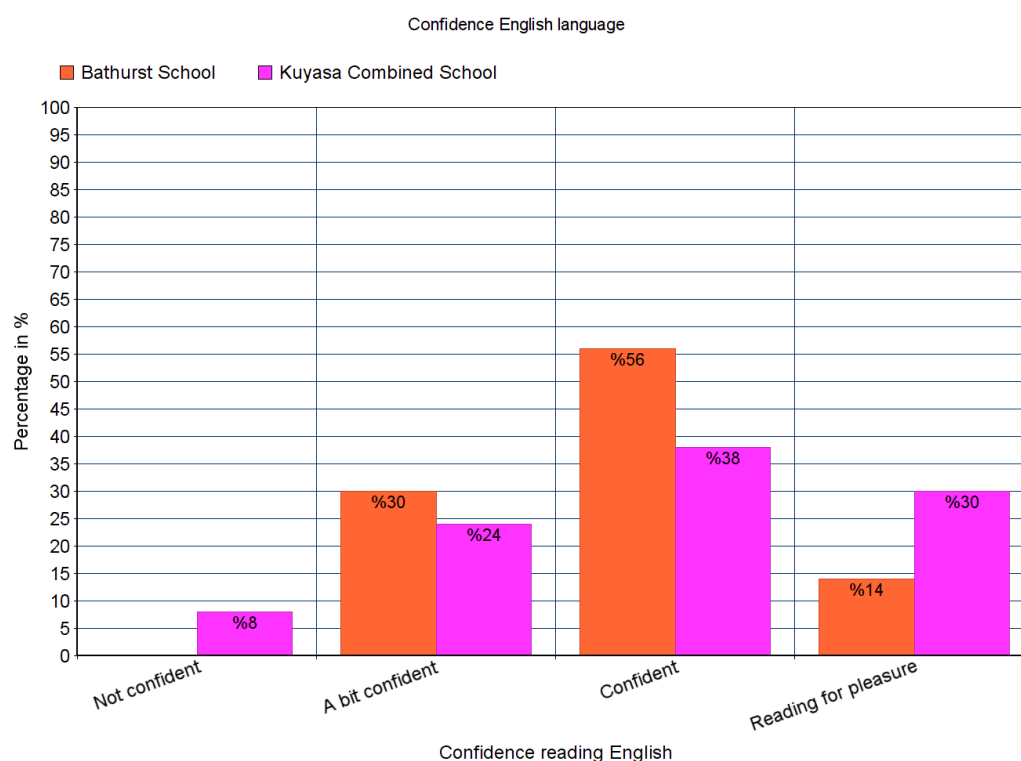
The results of the whole inquiry can be found in the appendix 9.8 *Results Inquiry Grade 6*. The results of the questions about the confidence about the English language skills are represented in the following graphics.

Figure 1.6 Confidence English speaking skills



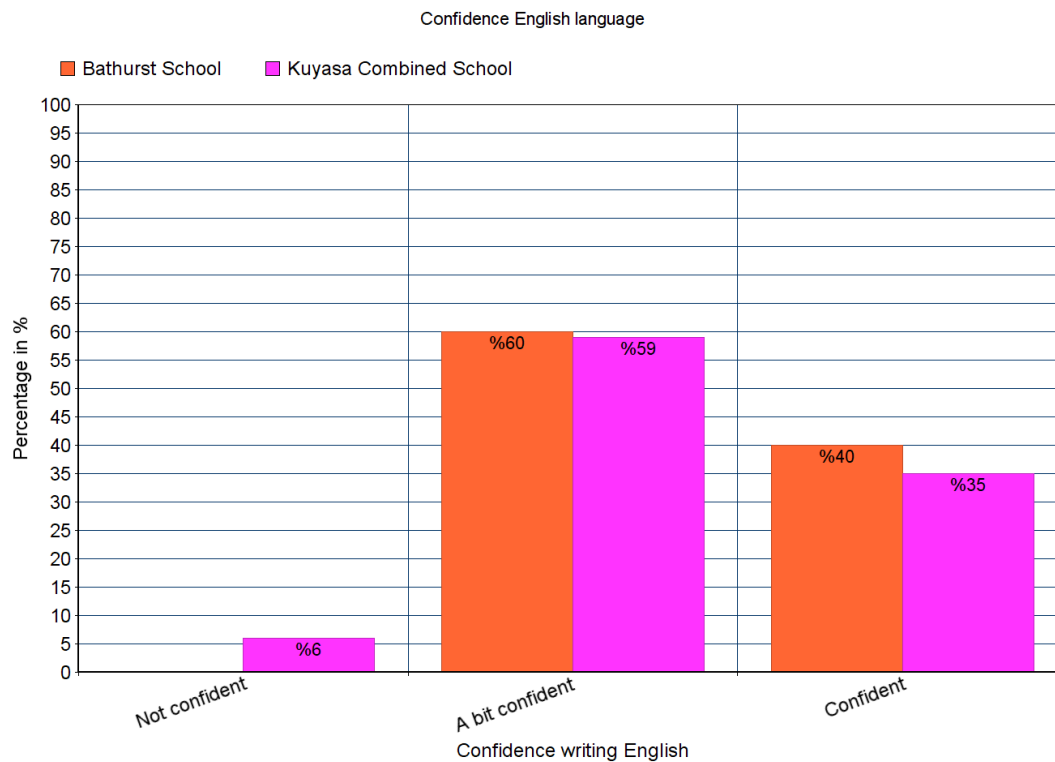
The graphic in figure 1.8 about the confidence speaking English, shows that 62% of the learners of the Kuyasa Combined School is confident about their speaking skills. 46% of the learners of the Bathurst Primary School is confident about their speaking skills.

Figure 1.7 Confidence English reading skills



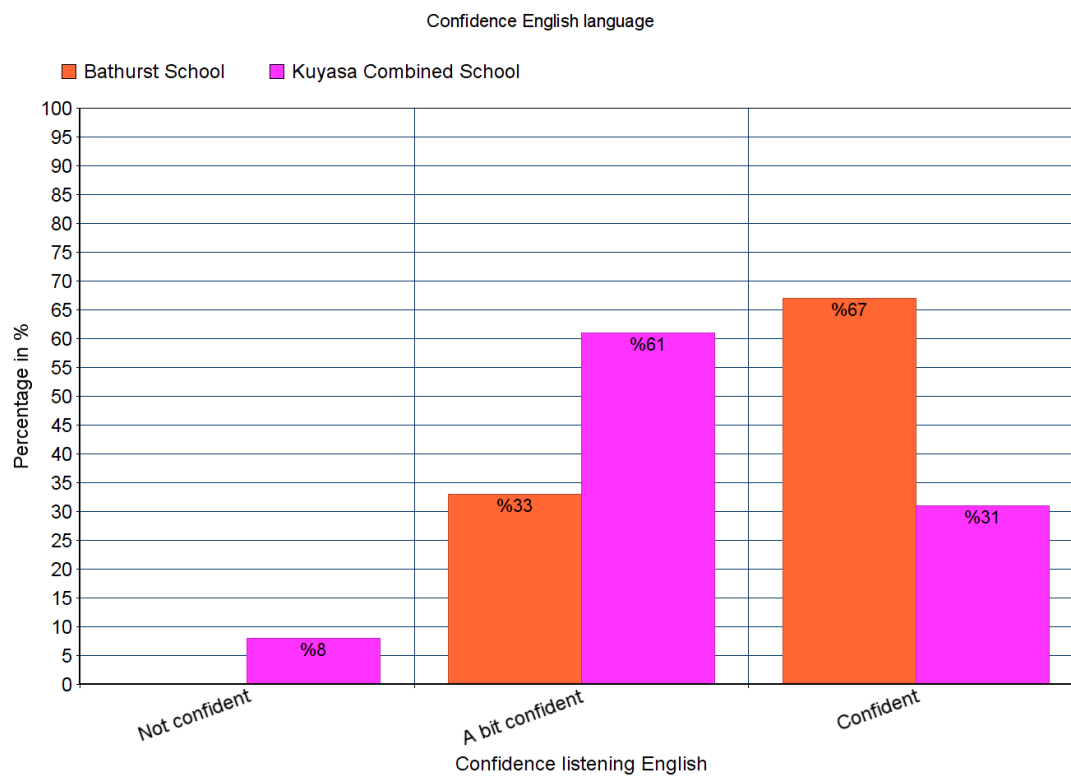
The graphic in figure 1.7 about the confidence in reading English, shows that none of the learners at the Bathurst School is insecure about their reading skills and only 8% at the Kuyasa Combined School. More than half at the Bathurst School is confident about their English reading skills.

Figure 1.8 Confidence English writing skills



The graphic in figure 1.8 about the confidence about writing English, shows also that none of the learners at the Bathurst School is insecure about their writing skills. Again only a little percentage at the Kuyasa Combined School is insecure. Most learners at both schools are a bit confident about their English writing skills.

Figure 1.9 Confidence English listening skills



The graphic in figure 1.9 about the confidence of listening skills, shows that none of the learners at the Bathurst School is insecure about their listening skills. Only a little percentage at the Kuyasa Combined School is insecure about their listening skills. At the Bathurst School the most learners are confident about their listening skills. At the Kuyasa Combined School, most learners are a bit confident about their listening skills.

In general, the inquiry shows the facts that at the Bathurst School:

- Almost all children have learned the English language at school (not at home).
- 0% of the learners is not confident at all, or thinks it is hard to write, to listen or to read
- 93% prefers English during class. No one prefers Xhosa.
- 67 % are not confident about their reading skills in Xhosa.
- 7% are not using the English language except at school, 33% uses English a couple time a week and 60% says that there is a moment they are using the English language every day.
- 87% is motivated to learn the English language

In general, the inquiry shows the facts that at the Kuyasa Combined School:

- Almost all learners have learned the English language at school (not at home).
- The learners are more confident about their speaking then writing skills in English.
- Speaking Xhosa is for most of the learners easy. Only for a little percentage it is hard to write, listen or read in Xhosa.
- 60% prefer English as main language during class. 40% prefers Xhosa.
- 12% of the learners is not using the English language except at school. 30% uses the English language a couple times a week and 58 % uses the English language every day.
- 70 % are motivated to learn the English language.

6.8 Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?

To get a clear view of the differences in the English language there will be a test. Before the test a lesson will be taken. The reason for this lesson is to get a better view of what the children of Grade 6 already know so the test can be made at the right level.

Subject of lessons

There are big differences in the food children eat at primary school in the Netherlands compared with the children in South Africa. At most schools in the Netherlands children are not allowed to bring candies or cookies, only fruits and bread. At the Kuyasa Combined School children get food from school. Most of the time it is rice. During break time a lot of learners buy candies from women who are selling sweets next to school. Next to that teachers sell candies as well. Because of this reason, the English lessons and test will be about healthy food. At the Kuyasa Combined school they have a Kitchen garden and there will be one at the Bathurst school.

Lessons based on Content and Language Integrated Learning. The reason for the CLIL method is that the main language of the lesson is English. The English language will be used to teach the children something about healthy food. There is no language level, no teaching of grammar, it is based on a text. CLIL follows the following four-stage framework:

1. Processing the text
2. Identification and organisation of knowledge
3. Language identification
4. Tasks for students

Evaluation lesson healthy food Grade 6

Descriptions of the given lesson are in the attachment 9.6 Description lesson healthy food Bathurst Primary School and 9.7 Description lesson healthy food Kuyasa Combined School. The results will be discussed below.

Bathurst Primary School

In Grade 6 there are 15 learners in total. The pie chart in figure 1.10 shows how the learners made the lesson. 10 learners (67%) answered the questions very well. 9 of those 10 children answered all questions right. 3 learners (20%) answered the questions well. They answered a minimum of three right. 2 learners (13%) didn't do the test well. They answered 2 of the 5 questions right.

The results gave a global indication about what the learners can do in English. No specific level and not specific on a skill. That's what the test is for.

Kuyasa Combined School

In Grade 6 there are 51 learners in total. The pie chart in figure 1.2 shows how the learners made the lesson. 21 learners (41 %) have answered the questions very well. They answered 4 or all questions right. The sentences they have written were the correct answers. 14 learners (28%) answered the questions well. They answered a minimum of 3 questions right. They made good English sentences but not all answers were right. 16 (31%) learners didn't do the test very well. Some answers were right and they all could write English, but the answers they gave did not make sense. For example: why are slow foods not good for you? "They slow foods it's not eggs". what will happen to your body if you eat a lot of Whoa food? Answer: "it is bacon meat pizza hot dogs". You can say they didn't understand the questions.

Important note of the lesson: there are big differences in the number of children in Grade 6 comparing the Bathurst School with the Kuyasa Combined School. At the Bathurst school Grade 6 only has 15 children. Grade 6 at the Kuyasa is a class with 51 children. It is harder to make sure everyone listens in a big class. Next to that it is hard to see if everyone understands what they have to do. During the lesson there was help if the children had any questions. Some learners are afraid to ask for help.

English test

The test is designed to see what the learner's level of English is not according to the curriculum but according to the Common European Framework.

The methods of both schools are from the same publisher. The method at the Kuyasa Combined school is English as an additional language and at the Bathurst school English for first language. The methods have different goals about what the children should know at the end of the school year.

On one hand the expectations are that the level of English of the learners at the Bathurst school are better because they have had English for more hours. On the other side some research said something else. Referring to the question "What does research say about the types of language learning?" in the theoretic framework, older children learn a new language in the beginning faster because they already

Figure 1.10 Result Bathurst School lesson healthy food

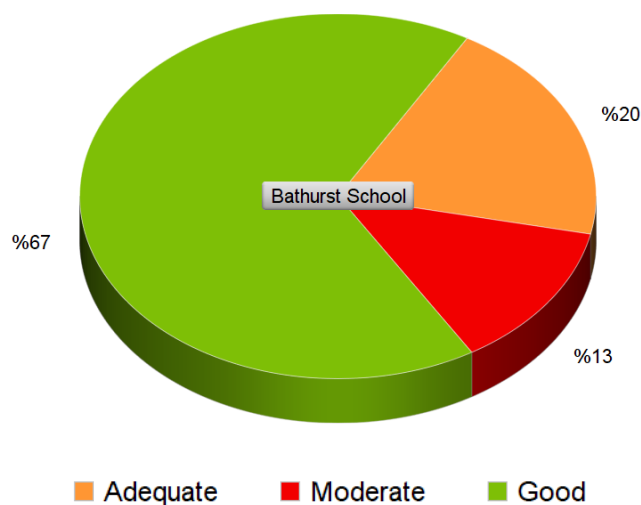
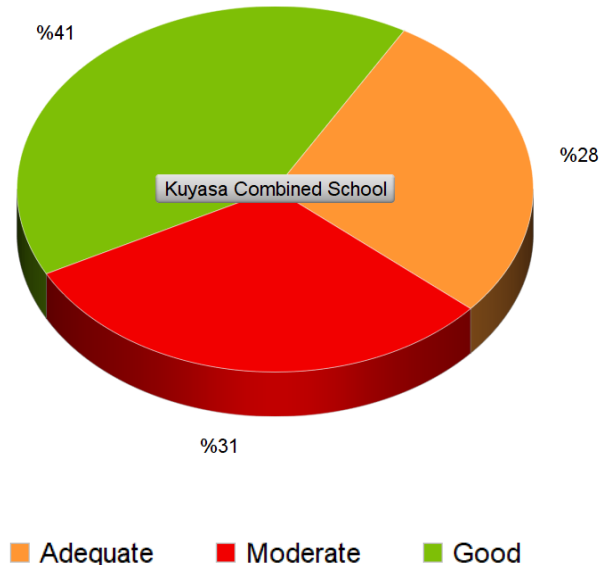


Figure 1.11 Results Kuyasa Cobined School lesson healthy food



know a language. They know the system and they can quickly learn new words and rules. Then there wouldn't be many differences. The results of the reading test will confirm which expectations are right.

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

Basic Speaker	A1 Breakthrough or beginner	A2 Waystage or elementary
Independent Speaker	B1 Threshold or intermediate	B2 Vantage or upper intermediate
Proficient Speaker	C1 Effective Operational Proficiency or advanced	C2 Mastery or proficiency

The Common European Framework describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level:

A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Explanation langue levels. Retrieved from: <http://www.deutsch-als-fremdsprache.org/en/fag/323-what-does-language-level-a1-a2-b1-b2-c1-and-c2-mean.html>

The English reading level test

According to the given lesson, it can be said that the learners passed level A1. The learners can understand and use familiar everyday expressions and very basic phrases. They can easily introduce

themselves and answer questions about personal details. To know if children also pass level A2 or even B1 there will be a test with questions of both levels. The test is designed from official level tests from the Common European Framework and can be found in the appendices 9.9 *English level test*.

In the graphics bellow the results of the test are represented. In figure 1.12 the results of level A2 are visible. In figure 1.13 the results of level B1 are visible. The results of the test show that there is a difference in the number of learners at the Bathurst school comparing the percentage at the Kuyasa Combined School that passed levels A2 and B1. The learners pass the test if they have 6 questions right out of 10 or more. At the Kuyasa Combined School 50 % of the learners passed level A2. At the Bathurst School all children passed level A2. 41,3% of the learners passed level B1 at the Kuyasa Combined School, 92,9% of the children passed the test with the level B1 at the Bathurst School.

Figure 1.12 Results English test A2

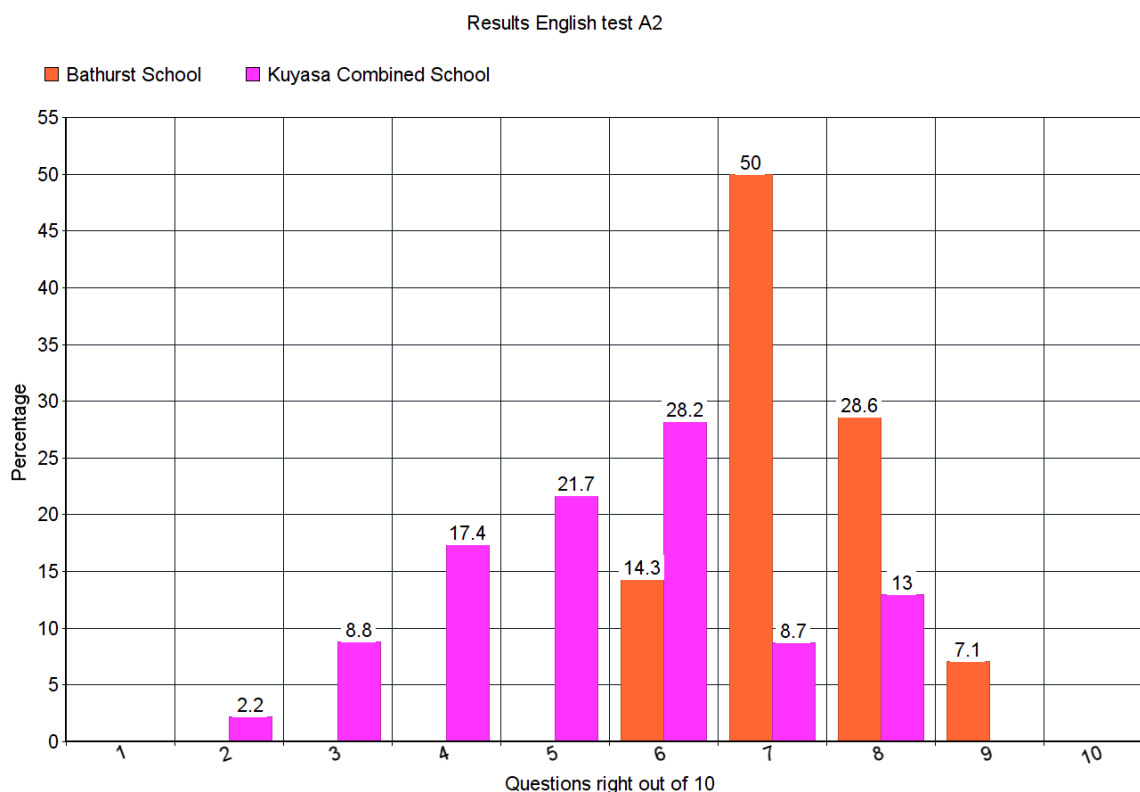
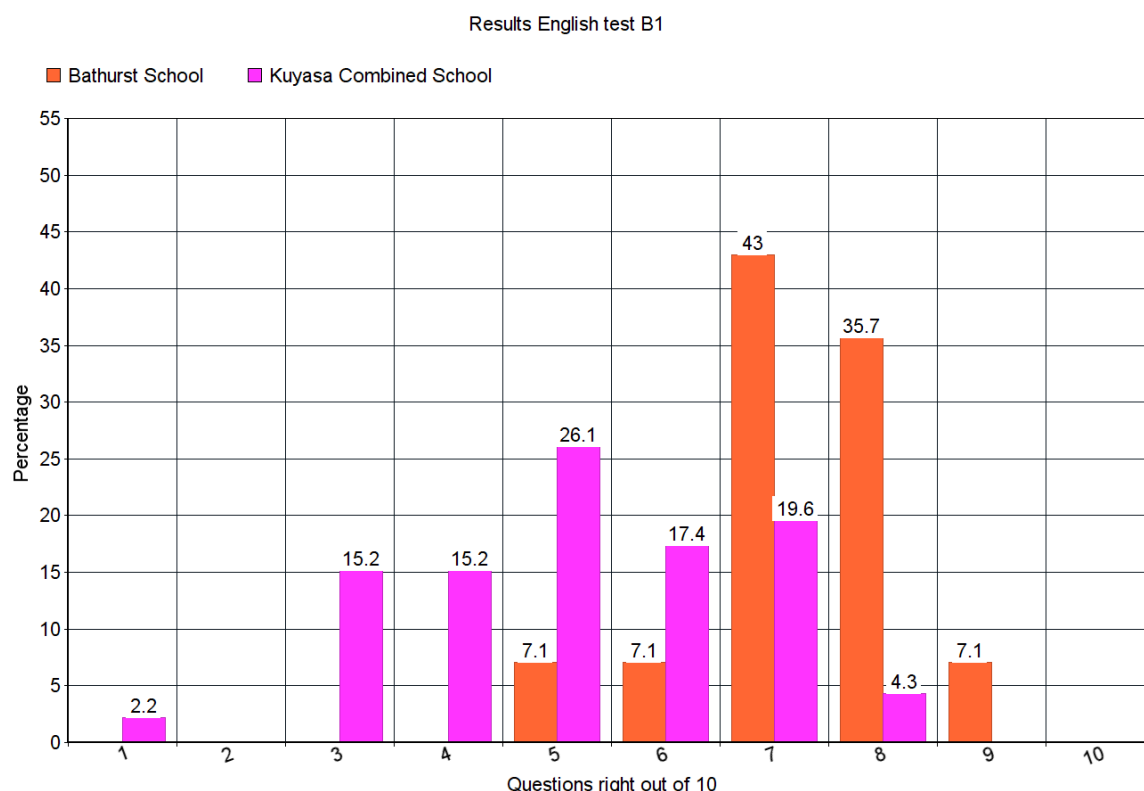


Figure 1.13 Results English test B1



6.9 The difference between the plan for data collection and processing and its execution

Important note of the English lesson

There are big differences in the sizes of the two research groups. The number of children in Grade 6 at the Bathurst School comparing to the Kuyasa Combined School are dissimilar. At the Bathurst school, Grade 6 only has 15 children. Grade 6 at the Kuyasa is a class with 51 children. It is harder to make sure everyone listens in a big class. Next to that it is hard to see if everyone understands what they have to do. During the lesson there was help if the children had any questions. Some learners are afraid to ask for help. There can be said that there is more possibility to ask for help for the learners at the Bathurst School. Next to that, they can better concentrate because there are less children. All learners have their own table. To deal with this problem, the big differences in the count of learners should be taken into account in the conclusion.

Important note to the English level test

There can be a deviation with the English level test at the Kuyasa Combined School. The learners had to eat between the two tests because kitchen-ladies brought food. This gave agitation during the lesson. It is possible that this had effect to the result of the test. The learners had no agitation during the test A2. Comparing the results between test A2 and B1, the difference is not that big so there can be said that this had not much effect on the rest of the research. But the count of children in Grade 6 comparing the Bathurst School with the Kuyasa Combined School is huge. There cannot be said for sure that the results would have been different if the learners didn't get food in between. Probably the results would be different that much. The results cannot be changed. If there would be another test, it would be recommended to do it at lesson in the morning.

Important differences between the Bathurst Primary School and Kuyasa Combined School

The Bathurst Primary School is a school with 143 learners. They have all small groups. Every Grade has their own teacher. The Kuyasa School is a school with 1200 learners. There are about 50 learners in every group. The classes have a different teacher for every subject.

6.10 The expected outcome, as stated in the hypothesis compared to the results

The general hypothesis of the research was an evident conclusion about which method gives the highest learning benefits. The prognosis was that the way Bathurst teach is the best process for the learners and gives the highest learning profits.

The hypothesis about the inquiry in Grade 6 was that the most learners learned English in school. Also that the learners of the Bathurst school are more confident about their English skills than the learners of the Kuyasa Combined School. Towards that the expectations are that the learners of the Kuyasa Combined School are more confident about their Xhosa skills. The expected outcome was that there wouldn't be high motivate results because, according to the teachers, a lot of children don't look motivated to learn during a lesson.

Referencing those hypotheses to the results of the inquiry, it is true that most learners learned English in School. The expectations that the learners at the Bathurst School were more confident comparing to the learners at the Kuyasa School about their English skills is not true. The learners at the Kuyasa Combined School are more confident about their Xhosa skills. The learners at the Bathurst school are a bit more motivated to learn the English language, but at both schools, there is not a high percentage that is not motivated.

The hypothesis about the English level test was on one hand that the learners of the Bathurst school would score higher because they have had English for more hours. On the other side research said something else. It was possible that the differences would not be high because older children learn a new language in the beginning faster because they already know a language. Referencing those hypotheses to the results of the test, there can be said that the Bathurst School more learners have succeeded for the level A2 and B1.

7. Conclusion, recommendations and discussion

The data from the sub questions are concluded below and gave as result the answers that are necessary for answering the main question: *"Which method for English is the best process and gives the highest learning benefits in the Eastern Cape?"*

7.1 Conclusions of sub questions

7.1.1 What are the advantages and disadvantages of learning English in Grade R at the Bathurst School and learning English in Grade 4 at the Kuyasa Combined School?

The advantages of learning English in Grade R at the Bathurst school are that the learners learn English in a playfully way. In one year they can speak on level A1 (CEF). The learners repeat rhymes fast without thinking about if they pronounce the words right. The disadvantages of learning English in Grade R are that the children couldn't speak English at all when they came to school in the beginning of the year. This makes it hard for the teacher and for the learners to communicate with each other. The children cannot express them self and talk to the teacher in the first month(s). The children speak Xhosa to each other. The teacher cannot understand Xhosa.

The advantages of learning English in Grade 4 at the Kuyasa Combined School are that the home language in Grade 1, 2 and 3 is Xhosa. The teachers speak Xhosa, just like the learners speak at home. This ensures that the learners can speak Xhosa to the teacher and the teacher can understand the learners when they speak Xhosa to each other. The learners have more lessons in the Xhosa language comparing to the learners at the Bathurst School so they have more knowledge of this language. According to the inquiry in Grade 6, the learners at the Kuyasa Combined school are more confident about their Xhosa speaking and writing skills. The disadvantages of learning English in Grade 4 are that when the learners are in Grade 4, it is a big step for them from 2 or 3 hours English a week, to every subject in English. The learners do not have enough knowledge of the English language to understand all subjects and cannot write and spell right in English.

Using the information to answer the main question, there are different conceptions about what the best process is. The gain the learners at the Kuyasa Combined School have is that they have more knowledge of the Xhosa languages and are more confident about this. There is something to say about that the learners at the Bathurst School in Grade R and that they can't have conversations with the teacher in the beginning of the year. According to the interview with the teacher this doesn't seem to be a problem. According to the interview with the English teacher of Grade 4, it is a difficult transition for the learners when they come to Grade 4. The process at the Bathurst school is the best process for the English language because there are less problems for the learners and it gives the highest learning benefits of speaking.

7.1.2 What method for English are the teachers using at the Bathurst School and at the Kuyasa Combined School?

The Bathurst School has English as home language, they teach Xhosa in Grade 1, 2 and 3 but Afrikaans is their additional language. They spend overall years an average of 6 hours English during the week and all subjects are taught in English. At the Kuyasa Combined School the home language is Xhosa and the first additional language is English. In the foundation phase the teachers teach 2 to 3 hours English during the week and all subjects are in English. In the intermediate phase the learners have 5 hours English and the subjects are taught in English as well.

According to the theory, through the method English as home language at the Bathurst school the learners go through the process of simultaneous bilingualism. This means that two languages are learned at the same time. At the Kuyasa Combined School they use the method where English the first additional language is. The learners go through the process of successive language acquisition. This means that the second language is learned when the first language is already at a high level.

There are different thoughts about what the best way for someone is to learn a new language. In the theoretical framework there are descriptions of different, European methods. The methods the Bathurst and Kuyasa School are using are not one of these but are comparable to Early Bird English and CLIL. The teachers have no knowledge of these methods.

Using the information to answer the main question, there are also different conceptions about what the best process is. The best process for the English language is the method that the Bathurst School is using because they spend overall years more hours on the English language.

7.1.3 How do teachers fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?

At both schools the teachers follow the schedule they have made in the beginning of the year. Next to that they follow the chapters and exercises of the method. The methods the schools are using are made by the Government. The Government also made the curriculum. This is why the methods satisfy what is asked from the curriculum.

To refer to the main question to say which method the best process gives, both methods satisfy what is asked from the curriculum. The difference is the choice of the school; the Kuyasa Combined School has chosen for English as the first additional language. The Bathurst School has chosen for English as a home language.

7.1.4 How confident are the learners of Grade 6 at the Bathurst School and the Kuyasa Combined School about their English?

Comparing the inquiries of the Bathurst School with the Kuyasa Combined School there can be concluded that in general almost all learners learned English at school. The mother tongue of the learners of both schools is Xhosa. This means when the learners come to school in Grade R, they had the same knowledge of both languages. Next to that the percentages of the times the learners are using English are the same in both areas.

The learners at the Kuyasa Combined School are in general confident about speaking Xhosa. The learners at the Bathurst school are confident about their Xhosa speaking and listening skills while reading and writing is hard for them. This is explainable because the learners at the Kuyasa Combined School had more subjects and lessons in Xhosa than the learners at the Bathurst School.

In general, the receptive skills (receptive language skills are reading and listening. Learners do not need to produce language by them self) are easier for the children than the productive skills (productive language skills are writing and speaking. The learners are active and produce language).

Interesting is that the learners at the Kuyasa Combined School have almost the same confidence about their English skills while they had less English than the learners at the Bathurst School. In the field of speaking confidence, there is even a higher percentage that is confident about their speaking skills at the Kuyasa School. What not expected was beforehand is that the learners at the Bathurst School are the most insecure about their speaking skills. They have learned how to speak the English language first. There are no learners who are not confident about their writing, listening or reading skills.

Referring to the main question, what is the best process and benefits mentioning the confidence of the learners? The results show that there are not big differences in the confidence of English of the learners. There can be said that at the Kuyasa Combined School, learning the English language at a later stadium comparing to the Bathurst School had not a lot influence at the confidence about the English language skills because the differences are not that big.

7.1.5 Comparing the results of English in Grade 6 at the Bathurst School with the Kuyasa Combined School, what are the differences in the English language?

All learners of Grade 6 at the Bathurst school passed for level A2. According to the theory from the Common European Framework, this means they can understand sentences used expressions related to areas of most immediate relevance. They can communicate in simple and routine tasks of information on familiar and routine matters. And they can describe in simple terms aspects of their background. 50 % of the learners in Grade 6 at the Kuyasa Combined School also passed for this level.

92,9% of the learners from the Bathurst School also passed for level B1. This means that they can understand the main points of clear standard input on familiar matters. They can deal with most situations whilst travelling in an area where the language is spoken. They can describe experiences, dreams and ambitions and give reasons and explanations for opinions and plans. 41,3% from the learners of Grade 6 at the Kuyasa Combined School also passed for this level.

Referring to the main question about which method gives the highest learning benefits, the level of reading English of the learners in Grade 6 at the Bathurst School is, at this point at school, higher than the learners of Grade 6 at the Kuyasa Combined School.

7.1.6 Conclusion to research question: "Which method for English is the best process and gives the highest learning benefits in the Eastern Cape?"

According to the theory about types of language learning, the learners in the Eastern Cape go through the process between foreign language learning and second language acquisition. At the Bathurst school the learners also go through the process of simultaneous bilingualism: two languages are learned at the same time. At the Kuyasa Combined School the learners go through the process of successive language acquisition: the second language is learned when the first language is already at a high level.

The goal for the learners of the Eastern Cape is learn how to speak English as a native speaker. There are eleven official languages in South Africa, English is one of them and through this language, all people can communicate with each other. The theory shows that if the goal is to be able to speak the language as a native speaker, it is better to begin as early as possible because young children can learn the sound

system and intonation patterns in a short time. This is what you see at the Bathurst School. The learners of Grade R can understand English stories, sing English songs and have short conversations. The results of the test show that with the scope in Grade 6, the learners of the Bathurst school read better English than the learners at the Kuyasa Combined School, who had not enough English at young age. If you start teaching English to children of young age, there should be spend a lot of time on it, then the learners will have benefit of it at later age.

The answer on the main question, *“Which method for English is the best process and gives the highest learning benefits in the Eastern Cape?”*, if you look at the best process for the English language, the Bathurst has the best process. It seems that there is no problem for the learners in Grade R with the fact that they cannot communicate with the teacher in the beginning of the year. In one year, they learn how to speak English in a playfully way. Comparing to the process at the Kuyasa Combined School, there is a problem with the transition of the learners from Grade 3 to Grade 4. If you look to the highest learning benefits for the English language, the method at the Bathurst School gives the highest learning benefits at this point of their school career in Grade 6.

7.1.7 The scope and reliability of the research taken into consideration

When the scope and the reliability of the research are taken into consideration there must be said that the data is collected at two schools in the Eastern Cape. The main question asked which method the best process gives and the highest learning benefits in the hole Eastern Cape. The recommendations that will be done are based on the results of the Bathurst Primary School and the Kuyasa Combined School and are mainly intended for those two schools.

Another aspect is that there are big differences in the count of learners at both schools. The count of learners in a group has influence on the results of the learners. For some learners it is hard to concentrate or to follow the lesson of the teacher.

The English level test is only based on the skill reading English. The results of this reading test give only a little insight of the learning benefits. For more knowledge about the level of the different skills there could also be a speaking-, writing- or listening test. This would be an idea for a follow-up study.

7.2 Recommendations

Recommendation are given to solve the practical problem. The practical problem in this research is improving English lessons. Based on the conclusion the following recommendation can be made:

- There should be improvements in English lessons at the Kuyasa Combined School in the foundation phase. According to the theory they should spend more time on English if they want to achieve something in higher Grades for the subject English. The method that could be used is Early Bird English or similar to how the teacher in Grade R of the Bathurst School teaches; playfully with English songs, games and rhymes.
- The Kuyasa Combined school could use the method CLIL in Grade 3 and 4. The content of the subject is learned through the additional language.
- At the Bathurst School there is still a percentage of learners that is not confident about their English speaking skills. Through giving compliments, the learners could feel more confident about their speaking skills.
- Good teachers are crucial. The professionalism of the teacher could be improved. Invest in good studies for teachers like courses or refreshment studies. The school could invest in literature about multilingualism, the processes that the learners go through when they learn a language, teaching practise in CLIL and Early Bird English.
- The school s could involve the parents in their children’s language development.

7.3 Discussion points

There are some critical comments on the English level test. The test was made in Grade 6. It is possible that the differences are reduced in Grade 8 or Grade 10. It would be very interesting to do another test in

Grade 12 to see the differences in English. At the Bathurst School they have only learners until Grade 7 so it was not possible to do another test here. An idea for a follow-up study is to test the English language skills in Further Education or Higher Education and see if there are languages differences between learners who had English as a home language as method or English as a first additional language.

In chapter 7.1.7 the scope and the reliability of the research already are taken into consideration. The data is collected at two schools in the Eastern Cape. The conclusion is based on the results of the Bathurst Primary School and the Kuyasa Combined School. Next to that, the English level test is only based on the skill reading English. An idea for follow-up study is to test the English writing-, speaking- and listening skills to get a clear view of all learning skills of the learners.

7.3.1 Opinion research

My own opinion about the research is that it's a relevant research with many options for follow-up studies for next students. There is structure in the research because the research is formalised with a systematic process of Donk, C. van der. en Lanen, B. van., 2012. It was an instructive process with different methods of data collecting. The results of the reading test of Grade 6 are clear. It would be very interesting to do another test on a high school.

7.3.2 Additional sources

Ideas for follow-up studies:

To expand this research an idea for follow-up study is an English test in Further Education or Higher Education to see if there are languages differences between learners who had English as a home language as method or English as a first additional language. There also could be designed a new programme for English in Grade 1, 2 and 3 at the Kuyasa Combined School and teach teachers how to teach Early bird English. The literature that could be used for this research is *Teaching Young Language Learners* from Annemaria Pinter. This is an accessible guide to the theory and practice of teaching English to children in Primary Education. Another idea is to show the teachers in Grade 4 how they can teach other subjects through English. Literature that can be used is *CLIL Content and Language Integrated Learning* from Do Coyle.

Summary

This research is a comparable research where two different methods are compared. The practical problem is that the mother tongue of the learners is Xhosa, but the main language at the primary schools is English. When learners go to school the first day in Grade R at the Bathurst school, they have no knowledge of the English language at all. At the Bathurst School the main language is English from Grade R to Grade 7. The teacher of Grade R cannot speak Xhosa. Her mother tongue is Afrikaans. The first additional language is Afrikaans. They also teach Xhosa in Grade 1, 2 and 3. The learners go through the process of simultaneous bilingualism what means that two languages are learned at the same time.

At the Kuyasa Combined School English is the first additional language. In Grade 1, 2 and 3, the learners have 2 or 3 hours English during the week. The main language at the school is Xhosa. When the learners start in Grade 4, all subjects are taught in English. The pupils do not have enough knowledge of the English Language to understand the content of the subjects. The learners go through the process of successive language acquisition. The second language is learned when the first one is already on a high level.

The main-question of the research is: *What method is the best process and gives the highest learning benefits?* This question is asked because some research shows that early English not always gives higher results. To answer the main question, learners made a level test in Grade 6. Before the test, the process of learning the English language is compared. Before the test methods are compared and observations are done in Grade R, Grade 2, Grade 4, and Grade 5 and 6. There was an inquiry for the learners in Grade 6 to see how confident they are about their English writing-, reading-, listening- and speaking skills. Thereafter there is taught a lesson in Grade 6 to see on which level the test should be made. The lesson was about the subject Healthy food because during the observations and the time on the primary school, the

learners did not always eat healthy so appeared. According to the European Framework for languages, the levels of languages can be divided in 6 categories. A1, A2, B1, B2, C1, C2. Based on the observations and the lesson, there can be said that the learners passed for level A1. The learners are able to have short conversations about familiar subjects. They can introduce themselves and answer questions about personal details.

The test is divided in two parts: level A2 and level B1. It is a reading test with for every level 10 questions. The test is from an official website for level testing.

The results of the test were different at the schools. All learners passed for level A2 at the Bathurst School. 50 % of the learners passed for level A2 at the Kuyasa Combined School. Also 90% of the learners passed for level B1 at the Bathurst School comparing to 40% at the Kuyasa Combined School.

The conclusion of the research is that the learners at the Bathurst School in Grade 6, are on a higher level of reading English than the learners at the Kuyasa Combined School and go through a process without big issues. The learners at the Kuyasa Combined School have a difficult transition when they come to Grade 4. The teachers of the Kuyasa Combined School should use the method Early Bird English in Grade 1, 2 and 3 and the method CLIL in Grade 4.

Discussion points are that the amount of learners is very different. Only the reading skill is tested. The test was made in Grade 6; it is possible that the differences are reduced in Grade 12.

8. Appendices

9.1 Inquiry learners Grade 6

Table of elaboration inquiry

Goal of the inquiry	Key concept	Aspects	Theorems
Through the inquiry data will be found about the confidence of the learners of their English- and Xhosa skills. The results will be represented in graphics.	Confidence English Confidence Xhosa Language preference Motivation Use of language	Organisation classroom: The children sit on a chair behind their desk and fill in the inquiry for them self. Timing: It takes 10 to 15 minutes to make the inquiry	The expectations are that the learners can read the inquiry and answer the questions. It is possible the learners need help by some questions. The teacher will walk around and afford help when necessary.

Inquiry learners Grade 6

Explanation: this inquiry is about the English language. The results will be used for a research about multilingualism. The answers cannot be right or wrong! It is your opinion. Be honest.

1. How did you learn the English language?

A. At home

B. In school

C. Somewhere else: _____

2. How confident are you about your English **speaking** skills?

A. I have the feeling my English is not good enough to have a conversation

B. When I have to speak English, I can, but I don't like to

C. I am very confident to speak English

3. How confident are you about your English **writing** skills?

A. It is hard for me to write something in English

B. Sometimes it is hard for me to write in English, sometimes it is not

C. It is easy for me to write in English

4. How confident are you about your English **listening** skills?

A. Most of the time, when someone is speaking, I don't understand what they are saying.

- B. I can understand most of what people tell
- C. I can easily understand a conversation between people

5. How confident are you about your English **reading** skills?

- A. Reading English is hard for me
- B. I can understand the exercises in the learning books
- C. I can easily read an English book of my own level
- D. I read English books for pleasure at home

6. How confident are you about your Xhosa **speaking** skills?

- A. I have the feeling my Xhosa is not good enough to have a conversation
- B. When I have to speak Xhosa, I can, but I don't like to
- C. I am very confident to speak Xhosa

7. How confident are you about your Xhosa **writing** skills?

- A. It is hard for me to write something in Xhosa
- B. Sometimes it is hard for me to write in Xhosa, sometimes it is not
- C. It is easy for me to write in Xhosa

8. How confident are you about your Xhosa **listening** skills?

- A. Most of the time when someone is speaking, I don't understand what they are saying.
- B. I can understand most of what people tell
- C. I can easily understand a conversation between people

9. How confident are you about your Xhosa **reading** skills?

- A. Reading Xhosa is hard for me
- B. I can understand the exercises in the learning books
- C. I can easily read a Xhosa book of my own level
- D. I read Xhosa books for pleasure at home

10. What language do you prefer during the classes?

- A. English
- B. Xhosa
- C. Afrikaans

11. How motivated are you to learn the English language?

- A. Not at all
- B. I do it because I have to
- C. I am very motivated to learn the English language

12. Do you think it is useful to know the English language?

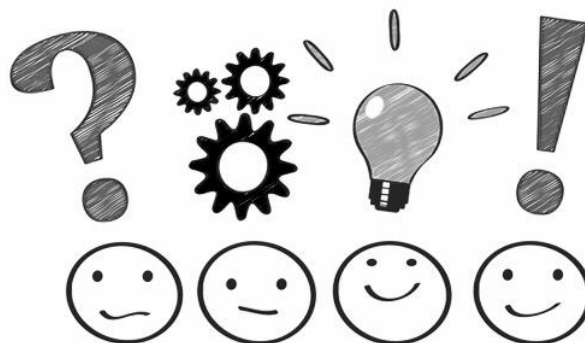
- A. No I don't think it is useful because _____
- B. Yes I do think it is useful because _____

13. How often are you using the English language in your free time?

- A. Not at all: there is, except at school, no place where I have to speak English
- B. It happens a couple times during a week I have to speak English
- C. Every day there is a moment I have to speak English

14. What do you need during a lesson to learn English?

Thank you for your time!



9.2 Interview principal and administrative employer Bathurst School

Date: September 12, 2016

Form: half-standardized interview

Goal of the interview: to get a better view of the school organisation

Start: explaining the goal of the interview

Middle: questions

What is the reason that all subjects are given in the English language?

Global answer: The Bathurst School is an English medium school since 1820. It is a Semi Government Paid school. Parents have to pay 500 R each month to let their children go to the Bathurst Primary School.

What are the goals of learning English of the schools?

Global answer: Parents choose the Bathurst school because of the language. English is an international language and a Home language in South Africa. It is very important they can communicate in English. Xhosa: Grade 1, 2, 3. 45 minutes every day. The pupils cannot write or read in Xhosa.

How do teachers fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?

Global answer: They have to follow the terms of the curriculum. The teachers work in parts of the year and are making timetables. The method that they use, fulfils what the curriculum says.

End: make a summary of the important information to check if this is correct and explain how the results of the interview will be used.

9.3 Interview teacher Grade R Bathurst Primary School

Date: September 6 2016

Goal of the interview: get a clear view of teaching in Grade R

Start: explain the goal of the interview

Middle: the questions of the interview

How many hours do you spend on teaching English during the week? (Schedule?)

The teacher of Grade R speaks English the entire day.

What kind of method are you using for teaching English?

Keys to English, Learners Book Grade 1, English home language.

How do you fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?

Grade R Teacher Guide and lesson plans and assessments (English version)

What are the advantages of learning English in Grade R at the Bathurst school?

"The children are learning fast and they are eager to learn, they will do whatever you give them. At this age, they won't say, I don't do that. When they are older, they have their own idea of what is good for them."

What are the disadvantages of learning English in Grade R at the Bathurst school?

None

What do you think, learners in the Eastern Cape, need to learn English?

No books: paper, playing

Examples of lessons and objects the teacher of Grade R uses:

Bag with little, plastic animals: a child grabs one of them and has to tell what kind of animal it is.

Picture of songs: Best loved nursery Rhymes she uses to learn the children songs and rhymes. She used this for her grandchildren, now she is using it in Grade R. In one day the children can learn a song or a rhyme.

Examples of rhymes:

"Molly, my sister, and I, fell out,
And what do you think it was about?
She loved coffee and I loved tea,
And that was the reason we couldn't agree."

Blok City

"What are you able to build with your blocks?
Castles and palaces, temples and docks.
Rain may keep raining, and others go roam,
But I can be happy just building at home"

The personal questions

What did you do before you become a teacher? (Study)

Study: import and export, working at an office at the AirPort in Johannesburg

For how long have you been teaching? (In general and at the Bathurst School?)

She is 3 years teaching at the Bathurst School. She brought her grandchild to school every day and they asked her if she could teach in Grade R. She loves to go to school every day.

What is your goal for teaching English?

"English is an international language, where ever you will go in the world, there will always be someone who can understand you"

End: make a summary of the important information to check if this is correct and explain how the results of the interview will be used.

Activities Grade R

Activity	Date	From
Observation	August 15 2016 08:30 – 10:00	Direct / indirect observation Participatory / non participatory observation Less structured observation / structured observation
Observation	August 16 08:30 – 10:00	Direct / indirect observation Participatory / non participatory observation (walked around the classroom and talked to the learners) Less structured observation / structured observation
Lesson	August 17 2016	The learners got a worksheet where they had to count different pictures and give it a colour.

Lesson	August 24 2016	Read out loud the book Jip & Janneke "Two kids from Holland" from Fiep Westendorp
Lesson	September 21 2016	Lesson about body parts: start with pointing body parts, colouring a body and ended with the song 'head and shoulders'
Lesson	October 19 2016	Read the story 'How the zebra got his stripes' out loud and sung songs

9.4 Interview principal Kuyasa Combined School

Date: October 10, 2016

Name principal: X.J. Mayana

Form: half-standardized interview

Start: explaining the goal of the interview

Get a better view of the school organisation

Information about the school:

43 teachers, 1273 learners

Middle: the questions

What is the reason for the choice of Xhosa as a home language in the first place and English as an additional language?

The children have to know their language. It is their mother tongue. Next to that English is very important, you need it everywhere so we spend a lot of time on it.

What are the goals of learning English of the schools?

Picture vision and mission

"If you want to achieve something, you have to work hard."

In Grade 12, 78% passed for the test, that is good.

End: make a summary of the important information to check if this is correct and explain how the results of the interview will be used.

9.5 Interview English teacher Grade 4 Kuyasa Combined School

Teacher: M. Kosana

Date: October 25 2016

Goal: get a clear view of teaching in Grade 4 (and intermediate phase)

Start: explain the goal of the interview

Middle: the questions of the interview

How many hours do you spend on teaching English during the week? (Schedule?)

10 lessons a week, so there are English lessons every day

What kind of method are you using for teaching English?

- English First Additional Language Grade 4 (colourful work book)
- Topclass

- Platinum

The teacher uses what the best is for that moment.

How do you fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?

In the beginning of the year he let the learners make an assessment about writing and spelling, to see what they know. So he can arrange lessons what is necessary. In Grade 4 the step is to big after grade 3. Some of the children cannot write. It is difficult to stay to the curriculum. He asks parents to help to read and with spelling at home. (Question: Can all parents help? Can they read and write English?> answer: no not all of them can) Read and spelling is very important, they need to do it every day.

What are the advantages of learning English in Grade 4 at the Kuyasa Combined School?

Write in Xhosa: they know their language. They have to know their language.

What are the disadvantages of learning English in Grade 4 at the Kuyasa Combined School?

This question is already answered in question 3: it is a big step for the learners in Grade 4. They dont have enough knowledge of the English language to understand all subjects in English.

What do you think, learners in the Eastern Cape, need to learn English?

Teachers, books, library, reading competitions, exposed to white English teachers (different accent)

Personal questions

What did you do before you become a teacher? (Study)

Sptd, 3 years. Semi primary teachers diploma

For how long have you been teaching?

20-23 years

What is your goal for teaching English?

To let the children understand and speak fluently English

End: make a summary of the important information to check if this is correct and explain how the results of the interview will be used.

9.6 Description lesson healthy food Bathurst Primary School

Lesson Healthy food	Bathurst Primary School	Grade: 6
Responsible teacher: Mariki Bellingan	Subjects: English and life skills	Date: October 19, 2016
Situation: The children of Grade 6 at Bathurst school had have English as a home language the whole school period. There are 15 learners in Grade 6. They share a classroom with Grade 5. They are reading during the lesson of Grade 6.	Goal: To get knowledge of the situation of the English language in Grade 6 at the Bathurst School	Teaching goal: children will be made aware of the importance of eating healthy food. At the end of the lesson the children will have knowledge of the meaning of Go foods, Slow foods and Whoa foods. Next to that they know how they can plant their own vegetables and they will know what the vegetables need to grow.

Introduction phase	<p>Introduction to activate prior knowledge and preparing to the input phase</p> <p><i>Where do you think of when you hear 'healthy food'?</i></p> <p>Using word-web in pairs.</p> <p><i>Why is it important to eat healthy food?</i></p>
Input and processing stage: Reading the text Practical phase	<p>Reading the text</p> <ol style="list-style-type: none"> 1. Processing the text. Talk about the reading text. What is the title, reading the subheadings etc. 2. Identification and organisation of knowledge: What is the structure of the reading text? What does the table say? 3. Language identification: Reading the text and let the learners explain what the core of the text is. 4. Tasks for students: answer the questions about the reading text. Differentiation between learners: Children who can use more challenges can answer another questions. Children who finished early can colour the table.
Transfer phase	<p>Game: pick a food: stand where you belong: go foods, slow foods, whoa foods.</p> <p>Learn how to take care of yourself: make your own Kitchen garden.</p> <p><i>Who has growing vegetables at home?</i></p> <p><i>What do plants need?</i> (Sun, water, minerals)</p> <p>Planting vegetables (Every day two children need to give the plants some water, children of Grade 4 or children of Grade 4 and 5)</p>
Evaluation	<p>Word web:</p> <p>A couple of children gave an example of where they were thinking of when they heard the 'healthy food'. They did understand the task. It seemed that they didn't have any problem with the English language. They could say what they wanted to, not thinking about, what is the English word for it.</p> <p>Reading text:</p> <p>The children read the text out loud. They were asked if they wanted to read. Who wanted to, could raise their hand. They were not pushed to do it. The children were not scared to read out loud. After reading the text, they made the questions by them self. According to the answers the children did understand the reading text well. Most answers were answered right. There were some small mistakes with writing.</p> <p>Game and planting vegetables:</p> <p>All children chose a kind of food from the table. Outside they have to stand in groups Go foods, slow food and Whoa food. After that they had to name what kind of food they are. In those groups they all got a mission: collecting leaves, fill the tyres with earth, collecting water. All children worked hard and according to the instructions precisely.</p>

9.7 Description lesson healthy food Kuyasa Combined School

Lesson Healthy food	Kuyasa Combined School	Grade: 6
Responsible teacher:	Subjects: English and life skills	Date: October 25, 2016
Situation: Grade 6 at the Kuyasa Combined School has Xhosa as home language and English as the first additional language. There are about 50 learners in the classroom.	Goal: To get knowledge of the situation of the English language in Grade 6 at the Kuyasa Combined School.	Teaching goal: children will be made aware of the importance of eating healthy food. At the end of the lesson the children will have knowledge of the meaning of Go foods, Slow foods and Whoa foods.

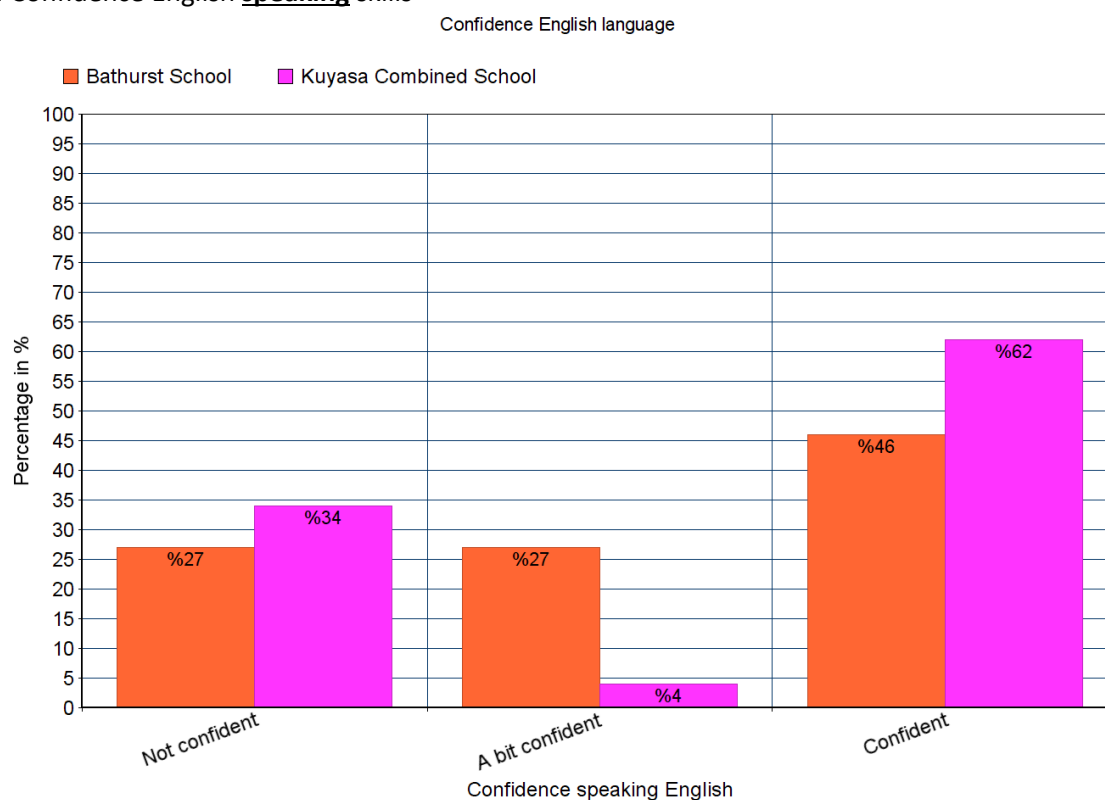
Introduction phase	<p>Introduction to activate prior knowledge</p> <p><i>Where do you think of when you hear 'healthy food'?</i></p> <p>Using word-web in pairs.</p> <p><i>Why is it important to eat healthy food?</i></p>
Input and processing stage: Reading the text Practical phase	<p>Reading the text</p> <ol style="list-style-type: none"> 1. Processing the text. Talk about the reading text. What is the title, reading the subheadings etc. 2. Identification and organisation of knowledge: What is the structure of the reading text? What does the table say? 3. Language identification: Reading the text and let the learners explain what the core of the text is. 4. Tasks for students: answer the questions about the reading text. Differentiation between learners: Children who can use more challenges can answer another questions. Children who finished early can colour the table.
Transfer phase	Game: pick a food: stand where you belong: go foods, slow foods, whoa foods.
Evaluation	<p>Evaluation lesson Grade 6</p> <p>After a while the children could name many different healthy foods. Some of the children were not scared to read out loud. The learners could understand the text.</p>

9.8 Results Inquiry Grade 6

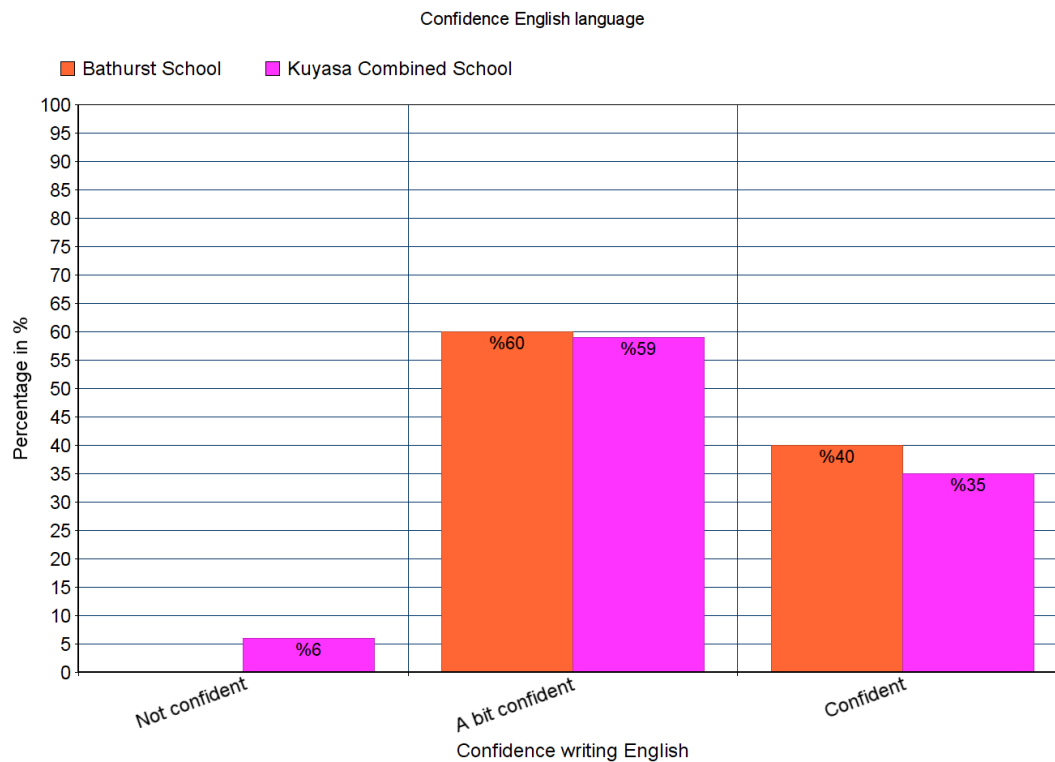
1. How did you learn the English language?

Bathurst Primary School	A. At home: 7%	B. In school: 93%	C. Somewhere else: 0%
Kuyasa Combined School	A. At home: 10%	B. In school: 90%	C. Somewhere else: 0%

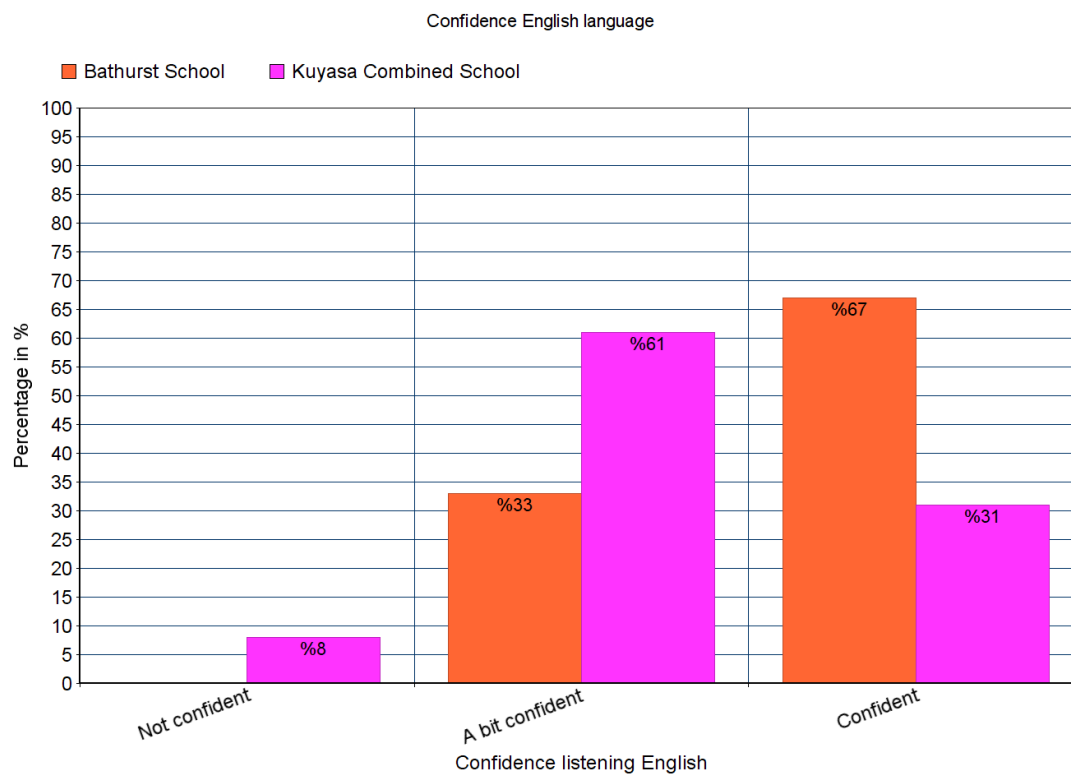
2. Confidence English speaking skills



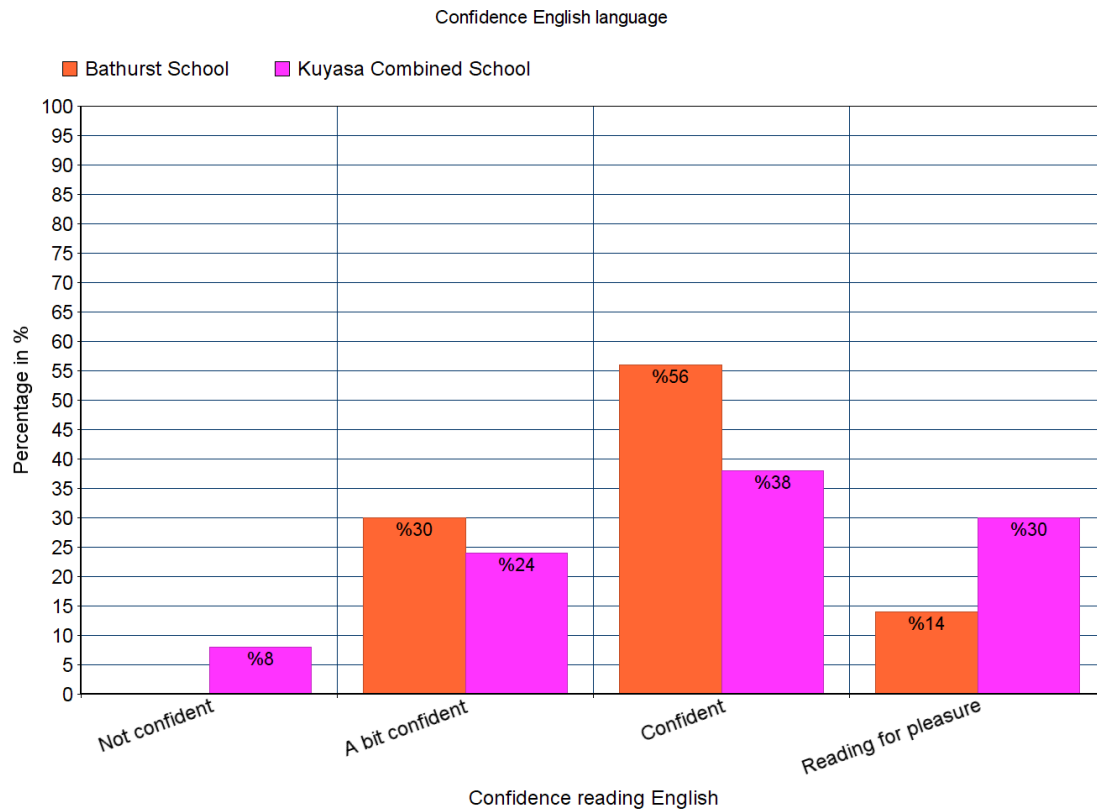
3. Confidence English writing skills



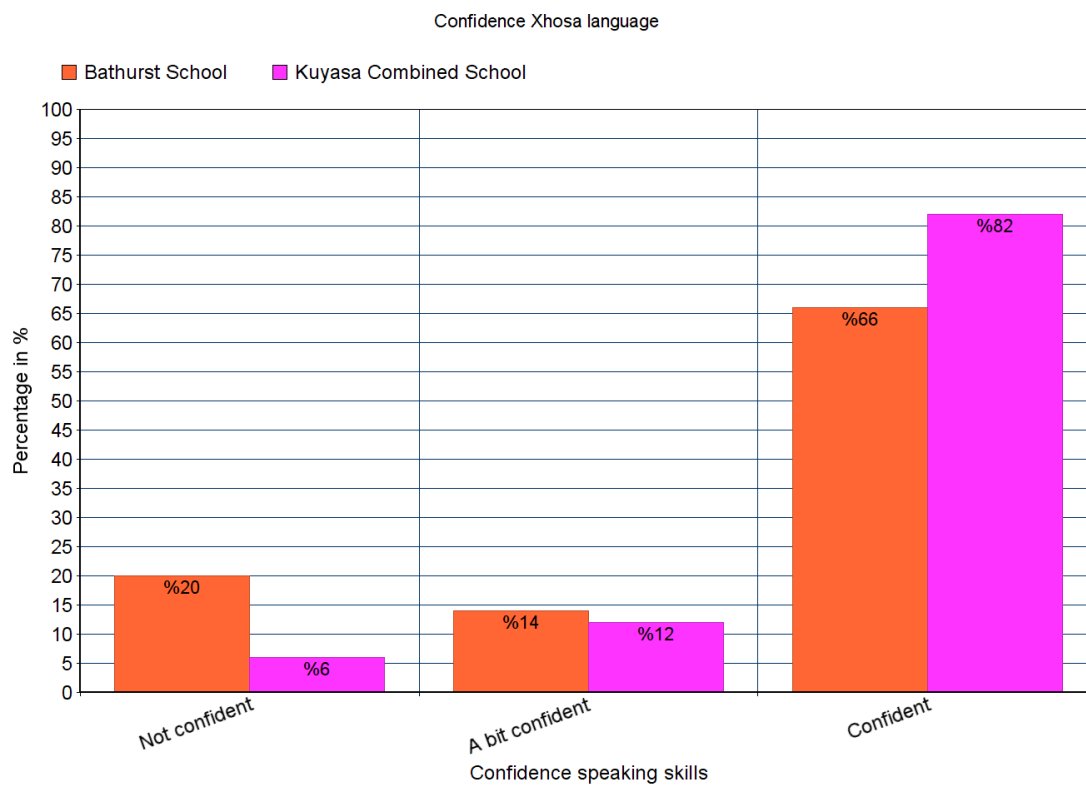
4. Confidence English listening skills



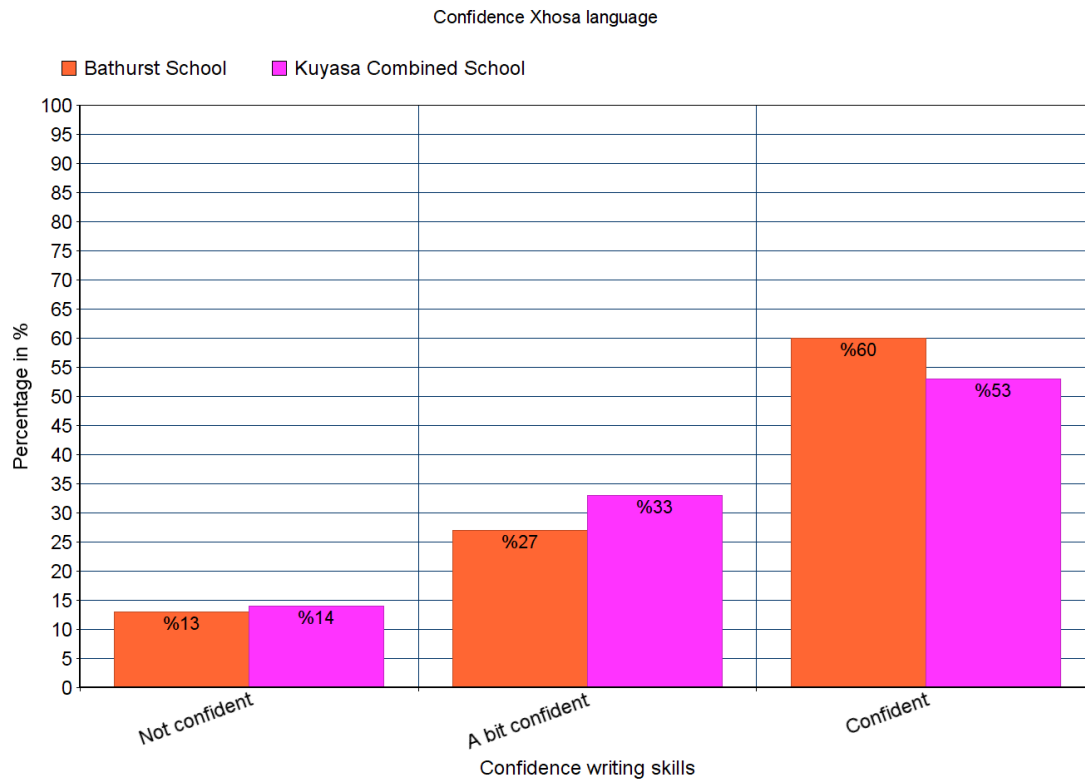
5. Confidence English reading skills



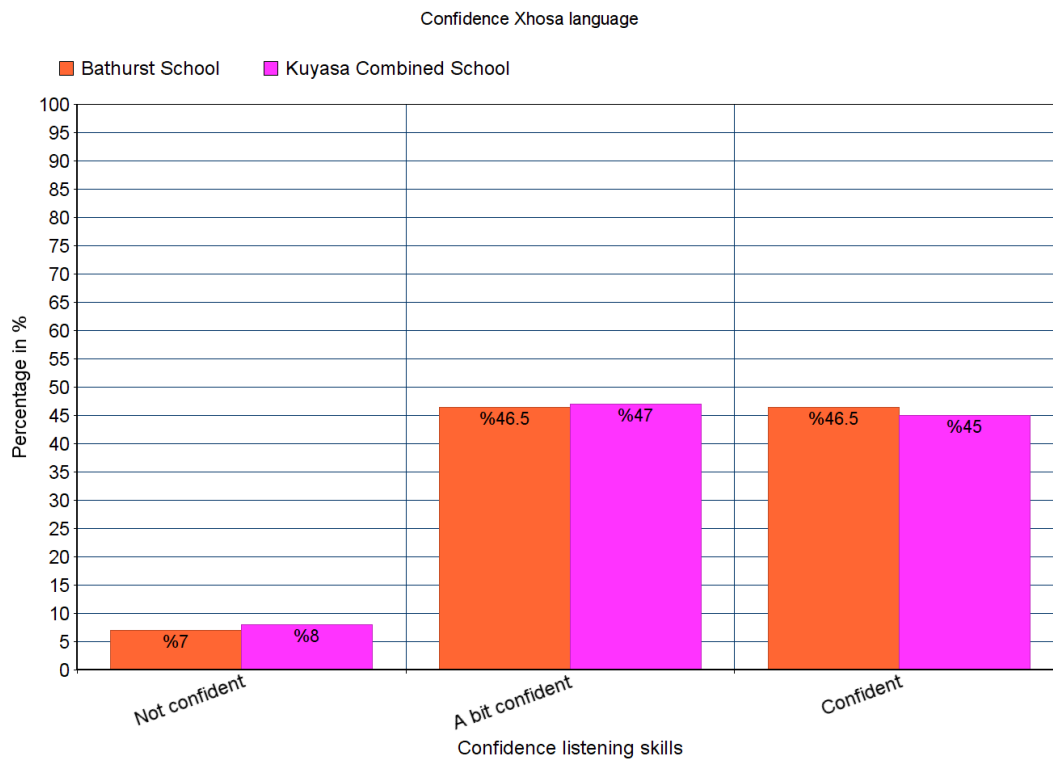
6. Confidence Xhosa speaking skills



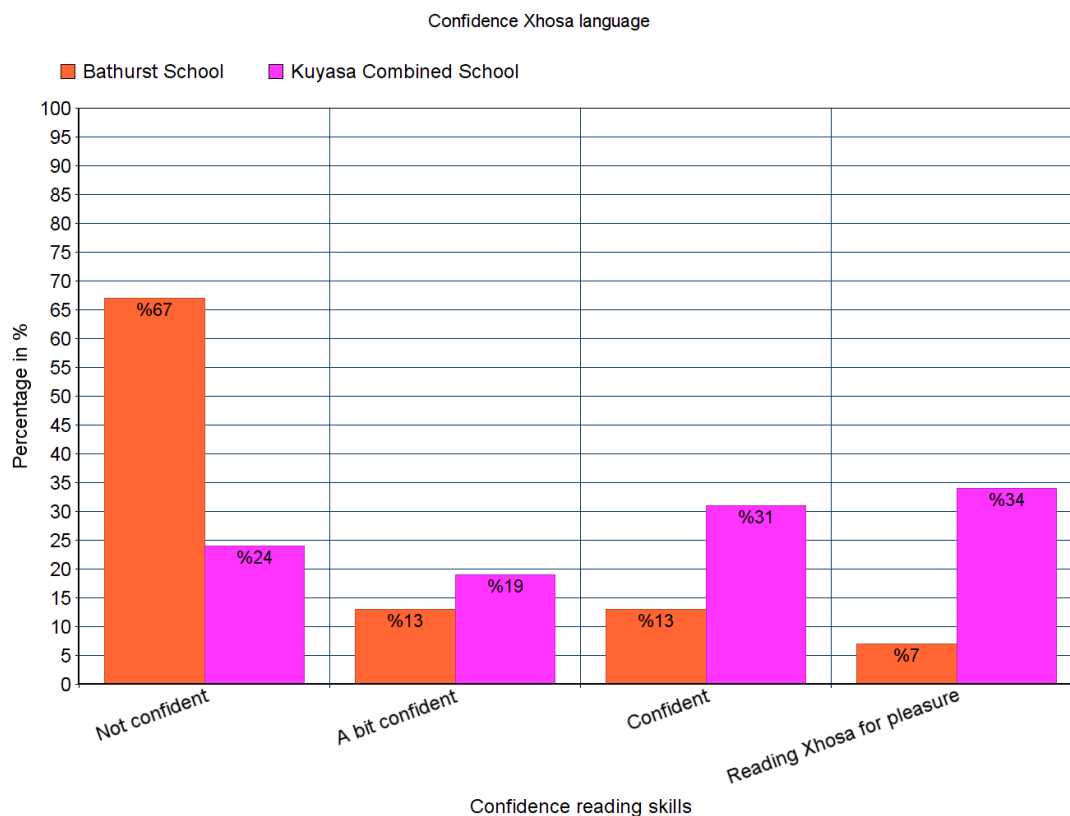
7. Confidence Xhosa writing skills



8. Confidence Xhosa listening skills



9. Confidence Xhosa reading skills



10. What language do you prefer during the classes?

Bathurst Primary School	A. English: 93%	B. Xhosa: 0%	C. Afrikaans: 7%
Kuyasa Combined School	A. English: 58%	B. Xhosa: 40%	C. Afrikaans: 2%

11. How motivated are you to learn the English language?

Bathurst Primary School	A. Not at all: 0%	B. I do it because I have to: 13%	C. I am very motivated to learn the English language: 87%
Kuyasa Combined School	A. Not at all: 16%	B. I do it because I have to: 16%	C. I am very motivated to learn the English language: 68%

12. Do you think it is useful to know the English language?

Almost all learners at both schools think it is useful to learn the English language because they need it for a job and to speak to people around the world.

13. How often are you using the English language in your free time?

Bathurst Primary School	A. Not at all: there is, except at school, no place where I have to speak English: 7 %	B. It happens a couple times during a week I have to speak English: 33 %	C. Every day there is a moment I have to speak English: 60 %
Kuyasa Combined School	A. Not at all: there is, except at school, no place where I have to speak English: 12%	B. It happens a couple times during a week I have to speak English: 30 %	C. Every day there is a moment I have to speak English: 60 %

14. What do you need during a lesson to learn English?

The learners answer to this questions answers like: a book and a teacher.

9.9 English level test

Part 1 (A2): Read each text and select the missing word or phrase that should be on the line.

Fun day

Port Elizabeth Park 11am – 8pm

Saturday 12 november

- Singing competition
- Barbeque
- Fireworks

1. Choose the missing word:
- A. Book
 - B. Make
 - C. Miss

“John, your dinner is already in the oven, _____ for ten minutes. Don’t leave it in the oven too long.”

2. Choose the missing word:
- A. Take it out
 - B. Warm it up
 - C. Open it up

Enjoy the weather this summer but protect yourself from burning:

- Keep in the shade
- _____
- Put on a head
- Wear long sleeves

3. Choose the missing word:
- A. Drink lots of water
 - B. Eat lots of ice cream
 - C. Use lots of sun screen

Window cleaner

I am in your area on Thursdays

- _____
- Friendly service
- No job too small

Call Nick on 01232457332

4. Choose the missing word:
- A. Great Windows
 - B. Low prices
 - C. Free returns

Green minor hospital

14:00 – 16:00 and 18:00 – 20:00

If you cannot come at these times, please speak to

5. Choose the missing word:
- A. Visiting hours
 - B. Business hours
 - C. Meal times

Part 2 (A2): Read the text and answer the questions

Amazing adventurers

Do you ever dream about climbing Mount Everest or visiting Antarctica? If so, you're not alone. Every year, thousands of people try to climb the world's highest mountains or walk across continents. Let's take a look at some of the 21st century's greatest adventurers.

Amazon adventurer

Ed Stafford from the UK is the first person to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil. His amazing journey took two years and four months. There are many dangerous animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry.

Technology was very important for Ed. He used a radio to ask the people of the rainforest for food and help. Many people came to meet him and guide him through the rainforest. While he walked, Ed wrote a blog to tell the world about climate change and destruction of the rainforest.

A mountain climber

Did you know that more than 4,000 people have climbed Everest? Gerlinde Kaltenbrunner from Austria is one of them. She is one of the world's greatest climbers and has climbed all the world's mountains over 8,000 meters. It's very difficult to climb in cold weather and storms, but Gerlinde loves it. She started climbing as a teenager in the mountains near her home. When she left school she became a nurse but always went climbing in her free time. Now she spends her time climbing and helping a charity for poor children in Nepal.

More than one adventure

Some adventurers are always looking for a new challenge. Meagan McGrath from Canada has climbed mountains, ridden a bike across Canada and run races in the desert. But her most incredible journey was a skiing trip to the South Pole. As she skied, Meagan pulled a sledge with a tent and all her food. She skied through terrible storms and freezing temperatures for forty days till she arrived at the South Pole.

Erik Weißenmayer from the United States has climbed mountains and ridden a bike through deserts. Amazingly, Erik is blind and he wants other blind people to have active lives too. He has taken groups of young blind people climbing in Nepal.

Where next?

Technology is a big help for adventurers but the world is still a dangerous place and it's very important to prepare well. If you dream of being an adventurer, there will always be continents to walk across and mountains to climb!

Robin Newton

Circle true or false for the following sentences

- | | |
|--|--------------|
| 1. Ed Stafford walked the Amazon from Brazil to the mountains of Peru. | True / False |
| 2. Gerlinde Kaltenbrunner climbed for the first time when she was a nurse. | True / False |
| 3. Meagan McGrath had bad weather on her skiing trip to the South Pole. | True / False |

Choose and circle the right answer

4. Ed Stafford was often tired because he didn't get enough food / sleep.
5. Erik Weißenmayer has helped blind people to ride bikes / climb mountains.

Part 3 (B1) Read each text and answer the questions.

Noticeboard

LOST! Small grey cat missing in the Nemato area. She's frightened of dogs and teenage boys. If you see her, please please phone 09651 324472. We really miss her!

Babysitter wanted

For 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. R10 an hour. Phone Jan on 719 873 466

DRUMMER WANTED

For recently-formed band. Must have ability and experience. We play mostly indie rock. Many songs already written. Some performances in local pubs in November and December. Send details and sound samples to:

newband@hotmail.com

Circle true or false for the following sentences

- | | |
|---|--------------|
| 1. The band is looking for a drummer to play classical music. | True / False |
| 2. The lost cat is scared of some other animals and people. | True / False |
| 3. The babysitter will be required to work on weekends only. | True / False |

Choose and circle the right answer

4. The babysitter has to look after one child / two children.
5. The band has performances booked in the area / out of the country

Part 4 (B1) Read the text and answer the questions

Some years ago, my husband and I went to stay with our friend, John, at a 'Mango' (guest house) he had opened in Bathurst, a small town in South-Africa. John was going to have his 20th birthday after we left and to celebrate this event, we told him we would like to take him out somewhere special for a meal. He said he knew just the place and duly made all the arrangements.

On the date set, we parked and suddenly Roberto, the owner of the restaurant, appeared out of the darkness clutching a candle in a jam jar. He led us up the hillside into the darkness along a well lit, but steep, winding path which seemed to fall away. We had no idea where we were going and held each other's hands. We suddenly realised the restaurant was above us and as we arrived, we were introduced to Roberto's wife and daughter, who stood shyly in the makeshift kitchen waiting to serve the food.

The restaurant itself was no less magical than the trip up, with two small tables set with banana leaves for place mats and an arrangement of fabulous tropical flowers. It quickly became apparent that we were the only guests and would be served dishes from food bought fresh at market and selected by the family, so after chatting briefly, Roberto served the first course, which was some kind of South African river fish served with fried banana. More delights followed and the main course and high point of the meal was 'Bobo de camarao', a dish of prawns served inside a baked pumpkin.

It was a remarkable meal, and what I remember was how Roberto and his family had served and prepared the meal with a love of their local produce.

Circle the right answer:

1. Why did the writer want to take John out for a meal?
 - A. to celebrate his birthday
 - B. to commemorate a special event in the town
 - C. to celebrate seeing each other again
 - A. John
 - B. the writer, her husband and John
 - C. Roberto, his wife and daughter
2. How does the writer describe the pathway to the restaurant?
 - A. difficult
 - B. surprising
 - C. busy
 - A. unique
 - B. expensive
 - C. unremarkable
3. How was the table decorated?
 - A. with natural decorations
 - B. like a normal restaurant
 - C. with family objects
4. Who chose the food?
5. How do you think the writer would describe the meal?

9.10 Results English level test Kuyasa Combined School

Level A2

Questions right out of 10	Amount (total 46)	Percentage (total 100%)
1		
2	1	2,2 %
3	4	8,8 %
4	8	17,4 %
5	10	21,7 %
6	13	28,2 %
7	4	8,7 %
8	6	13 %
9		
10		

The learners pass the test if they have 6 right out of 10 or more. 50 % of the learners passed for level A2.

Level B1

Questions right out of 10	Amount (total 46)	Percentage (total 100%)
1	1	2,2 %
2		
3	7	15,2 %
4	7	15,2 %
5	12	26,1%
6	8	17,4%
7	9	19,6 %
8	2	4,3 %
9		
10		

The learners pass the test if they have 6 right out of 10 or more. 41,3 % of the learners passed for level B1.

9.11 Results English level test Bathurst Primary School

A2

Questions right out of 10	Amount (total 14)	Percentage (total 100%)
1		
2		
3		
4		
5		
6	2	14,3%
7	7	50,00%
8	4	28,6 %
9	1	7,1%
10		

100 % of the children passed the test with the level A2

B1

Questions right out of 10	Amount (total 14)	Percentage (total 100%)
1		
2		
3		
4		
5	1	7,1%
6	1	7,1%
7	6	43%
8	5	35,7%
9	1	7,1%
10		

92,9% of the children passed the test with the level B1

9.12 English speaking level test learner Grade R

Bathurst Primary School

October 26 2016

According to the test matrix of the European frame of references the speaking test is made.

SLO, European frame of Reference. (2011). *To test and estimate*.

<file:///C:/Users/333107/Downloads/toetsen-en-beoordelen-met-het-ERK.pdf>

Goal: test the level of English speaking skills. Not sure is what level so during the conversations two levels will be tested. First there will be questions asked on level A1. There are a few example of questions. If the learner gives an answer, there are possibilities to ask more questions about this subject. If this goes well, there can be asked more questions on level A2.

Start: tell the learners why this conversation is. That I want would like to know some more things about him.

Questions level A1:

Can you tell something about yourself?

Can you tell something about your family?

What do you like to do in your free time when your home?

Those questions were not too complicated for the learner but it was hard for him to answer in sentences. The following questions were asked to see if he understands what I was talking about:

Do you live with your parents? (Answer: "Yes")

Do you have brothers and sisters? (Answer: "Yes")

How many brothers do you have? (Answer: "Two brothers")

How many sisters do you have? (Answer: "One sister")

Are there next to your parents, more family living in the house? For example your grandmother, grandfather or an uncle or aunt? (Answer: No")

What is your favourite colour? (Answer: "Orange")

The learner doesn't answer in full sentences, but understands every question that was asked. That can be made out of the answers that he gave. The learner didn't answer in full sentence because he was a bit shy as well. Because the learner did understand the words and sentences, the questions of level A2 were also asked.

Questions level A2:

What did you do last weekend? (Have you been playing? Answer: "Playing with the car and with friends.")

What do you do in the morning? (Do you wash yourself? Brush your teeth? Comb your hair? Answer: "Yes I do.")

How do you brush your teeth?

The learner did understand everything of the questions of both levels. He was too shy to answer in full sentences but it is also harder to produce language than using the receptive skills. During the lessons that have been given in Grade R, the learner does talk more and full sentences. Because he did understand the questions, there can be said he suffices speaking level A1.

Council of Europe. *Common European Framework of References for Languages*. (n.d). Retrieved from http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

9.13 Observation English lesson Grade 2 Kuyasa Combined School

Kuyasa Combined School

September 14, 2016

Goal of observation: get a better view of:

- How the teacher teaches English in Grade 2
- What the learners level of English is
- How the teacher fulfils the curriculum (Sub-question: *How do teachers fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?*)
- What the method looks like (Sub-question: *What method are the teachers using at the Kuyasa Combined School?*)

Count of learners: 48

First additional language

Medium: explanation in Xhosa, later English

Description method: the method is in the English language. it is a colourful method that has themes with subjects that are close to the children. For example: back to school, friends, outdoor playing and

enjoy. The method has different exercises like talk, write, read, listen and repeat, do and walk and talk.

The teacher is asked how many times she teaches English a week. She answered once or twice a week. In general she is using the method but she also does some other exercises with the learners.

9.14 Observation English lesson Grade 2 Bathurst Primary School

Bathurst Primary School

October 24, 2016

Goal of observation: get a better view of:

- How the teacher teaches English in Grade 2
- What the learners' level of English is
- How the teacher fulfils the curriculum (Sub-question: *How do teachers fulfil what the Curriculum Assessment Policy from Department of Education in the Eastern Cape says?*)
- What the method looks like (Sub-question: *What method are the teachers using at the Bathurst School?*)

Count of learners: 22

English home language

Description method: Spot On, English Home Language. Learners workbook Grade 2. Publisher: Heinemann. The learners work from a workbook. It has black and pink colours. The learners can colour the pictures. The method uses different exercises; rhymes, hand writing, talk about.. (pets), past and present tenses.

Teaching hours languages:

Xhosa: 2,5 hours during the week

Afrikaans: 2 hours during the week

English: 6,5 hours during the week (Mathematics: 6,5 hours, Life skills: 4 hours in English)

9.15 Permission letter principal Kuyasa Combined School

Kuyasa Combined School
2839 Nkonjane Street
Port Alfred
6170

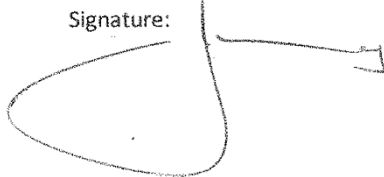


This letter serves to give permission to the student teachers from Stenden do research about cooperative methods and multilingualism at the Kuyasa Combined School. The students are Marije Idzinga, Sietske Okkema and Liesbeth Scheepsma, and they are allowed to do observations, to teach and take questionnaires in every grade. The results of the research will not be published and will only be used for educational reasons.

X.J. Mayana (Headmaster)
xj.mayana@gmail.com (Mobile: 0605092998)

Date: 25-10-16

Signature:

A handwritten signature in black ink, consisting of a large loop followed by a horizontal line and a small vertical stroke.

KUYASA COMBINED SCHOOL



Headmaster: X.J. Mayana

Date: 25-10-16

9.16 Permission letter principal Bathurst Primary School

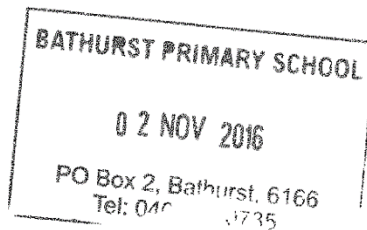
Bathurst Primary School
Donkin Terrace
Bathurst 6166



With this letter I give permission to do research about motivation and multilingualism at the Bathurst Primary School. The students of Stenden University Evelien Veldman and Liesbeth Scheepsma are allowed to do observations, to teach and take of questionnaires in every grade. The results of the research will not be published and will only be used for educational reason.

Date: 02/11/2016

Signature:

A handwritten signature in black ink, appearing to be "Evelien Veldman".

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